AGENCY NAME:	State Board for Technical and Comprehensive Education		
AGENCY CODE:	H-59	SECTION:	25

Fiscal Year 2016-2017
Accountability Report

SUBMISSION FORM

AGENCY MISSION	The SC Technical College System provides learning opportunities that promote the economic and human resource development of the state.

AGENCY VISION	The SC Technical College System will lead the nation in delivering relevant and effective programs that advance workforce development, promote economic development and ensure attainment of student learning goals. The System's core values are: Partnership | Public Trust | Responsiveness | Opportunity | Access | Diversity | Integrity

Please select yes or no if the agency has any major or minor (internal or external) recommendations that would allow the agency to operate more effectively and efficiently.

	Yes	**No**
RESTRUCTURING RECOMMENDATIONS:	☐	☒

Please identify your agency's preferred contacts for this year's accountability report.

	Name	*Phone*	*Email*
PRIMARY CONTACT:	Kelly Steinhilper	803.896.5408	steinhilper@sctechsystem.edu
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AGENCY NAME:	State Board for Technical and Comprehensive Education		
AGENCY CODE:	H-59	SECTION:	25

I have reviewed and approved the enclosed FY 2016-2017 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR (SIGN AND DATE):	*Tim Hardee*
(TYPE OR PRINT NAME):	Tim Hardee

BOARD/CMSN. CHAIR (SIGN AND DATE):	*Ralph A. Odom*
(TYPE OR PRINT NAME):	Ralph A. Odom
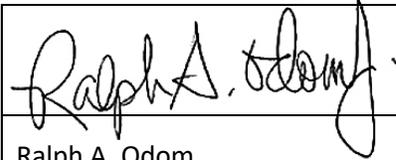
Please note that the mission, vision and accomplishments of
each of our colleges are included in the Appendix.

SC Technical College System

Preparing South Carolina's Workforce

The State Board for Technical and Comprehensive Education operates the SC Technical College System. The System consists of three major components that work together to lead workforce development and economic development efforts in South Carolina: our 16 colleges; our readySC™ program; and our Apprenticeship Carolina™ program.

All components of the System work collaboratively to build South Carolina's workforce. As the state's primary mechanism for workforce and economic development, the System plays a critical role in shaping South Carolina's economic landscape. Working diligently to ensure that tomorrow's workforce is armed with the right knowledge, skills and abilities to meet the ever-changing demands of business and industry, the System is enhancing employability of the state's citizens and preparing a work-ready South Carolina.

Our Colleges

Affordability and accessibility have long been key tenets of the System. Our colleges remain one of the most economical means to a quality higher education in South Carolina. It is important that we maintain a reasonable and affordable tuition for our students. To this end, each academic year, the State Board establishes a tuition range for the colleges. The Higher Education Price Index (HEPI) is used as a guideline for establishing this range. In addition, the System aggressively promotes each year the continued funding of the Lottery Tuition Assistance program, which currently helps to offset tuition up to $1,200 per semester. Nearly 30% of our students rely on this assistance to continue their educational pursuits.
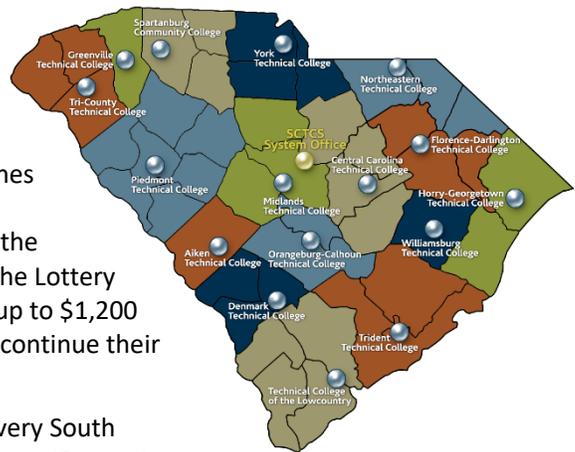
Our colleges are strategically located across the state with nearly every South Carolinian within a 30-minute drive of one of our 16 main campuses or 43 satellite campuses. Yet, we understand that geographical location addresses just one aspect of accessibility. Flexibility as well as breadth and depth of programs and services offered must also be taken into account. Our colleges make available flexible course offerings, an array of online options and degrees, diplomas and certificates in South Carolina's high-demand, high-paying fields. Across the System, our colleges offer 77 degrees, 28 diplomas and nearly 1100 certificate programs.

readySC™

Our readySC™ program was established as an economic development training incentive designed to guarantee South Carolina could remain competitive through changing economic circumstances. It remains a key component of South Carolina's economic development engine and has been recognized for more than 50 years as one of the nation's premier programs of its kind. readySC focuses on the recruiting and initial training needs of new and expanding organizations in South Carolina by providing recruiting, assessment, training development, management and implementation services to qualifying organizations creating new, permanent, full-time jobs for the state that offer competitive wages and benefits.

Apprenticeship Carolina™

Established in 2007, Apprenticeship Carolina™ works to ensure all employers in South Carolina have access to the information and technical assistance they need to create demand-driven registered apprenticeship programs. At no cost to the employer, apprenticeship consultants guide companies through the registered apprenticeship development process from initial information to full recognition in the national Registered Apprenticeship System.

The growth in the number of programs and the number of apprentices has been phenomenal. Due to its innovative approach and exponential growth, Apprenticeship Carolina is held as a model for the nation.

MAJOR ACHIEVEMENTS

Leadership and Advocacy Initiatives

The System has always been and continues to be South Carolina's workforce development engine. The System offers organizations – large, small and all those in between – a wide variety of programs and services designed to enhance the skill level of our state's workforce.

The impact is far-reaching. As the state's largest higher-education sector, the System educates more of South Carolina's undergraduates than all other public colleges and universities combined – 57% of undergraduates in South Carolina enrolled at a public college or university attends one of our 16 colleges. Each year, we educate and train more than a quarter million South Carolinians.

Student success is an essential driver for the System. Our outstanding placement rates show that 88% of our graduates are either employed in a job related to their education or are continuing their education. Our innovative Apprenticeship Carolina program has increased the state's number of registered apprenticeship programs more than eight-fold. In addition, the System's readySC program is consistently listed as a top economic development incentive for workforce training and recruitment.

Additionally, as part of efforts to help overcome current perceptions and misconceptions related to manufacturing, information technology, healthcare and other STEM-related fields, the System developed the IMADEITSC.COM campaign. Many South Carolinians have long-held beliefs about careers in these industries that are outdated and often untrue. In fact, there are more jobs than skilled people in these careers.

This awareness and education campaign is designed to promote these occupations as great jobs with great futures, competitive wages and opportunities for advancement. These jobs are the key to a good career in South Carolina.

During its first year, the campaign has been very well received. The website averages 10,335 pageviews a month with 78% of those views unique. The average session time on the site is 02:59, and the average number of pages visited per session is 2.49. The campaign has been extended for an additional year.
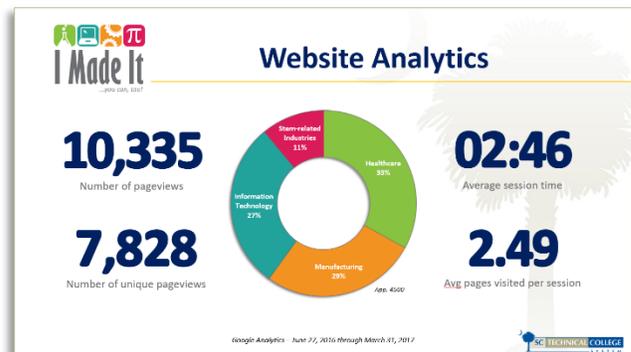
IMADEITSC.COM Website Analytics

Academic and Educational Initiatives

A number of initiatives focused on student retention, professional development and partnership development were completed during the past year. Continued emphasis was placed on scaling existing pilot projects to have a larger reach across the state. This past Spring, the successful Faculty Institute model was replicated to create an inaugural Student Affairs Institute. The two-day training and networking event brought together nearly 100 staff members from across the state representing areas such as enrollment management, career counseling and student life. Presenters facilitated discussions centered around student engagement, retention strategies, crisis management, effective communication and emerging trends for student affairs professionals. The Student Affairs Institute will become an integrated part of the System's professional development programming. Plans for the coming year will introduce institutes for institutional research and program-specific pedagogy.

In addition to the Institutes, approximately 800 part-time and full-time faculty and staff have been trained through the Teaching and Learning Tuesdays (TLT) Series. TLTs provide monthly online programming that primarily shares new and innovative ways to incorporate technology into community college instruction.

Sessions are designed to enhance pedagogical practice in support of overall student retention and success. Efforts are in place to create a series of digital badges to be issued upon completion of an online training, institute or other professional development activity.

Each year, professional development and technical assistance initiatives are informed by trending discussions at the state, regional and national level. Web accessibility continues to be a topic that requires the attention of administrators and staff. As a result, the System purchased access to online training for each of the sixteen colleges. A curriculum plan was customized for key personnel at each college to assist with compliance monitoring and resource management. Approximately 40 persons completed the training plan and are now better positioned to respond to campus web accessibility needs.

In addition to web accessibility, the System also coordinated the implementation of two new academic and student-centered resources – ACCUPLACER and Not Anymore. ACCUPLACER serves as a new course and placement tool for college admissions. Efforts are in place to identify score ranges appropriate for each local service area. Not Anymore, provides college-specific training on Title IX (i.e., federal legislation focused on prevention of discrimination against protected classes). Nearly half of the colleges began using the resource this past year and at least three additional colleges will join the user group in the coming year. These new partnerships will have a tremendous impact on the quality of services and information sharing available across the state.

New partnerships manifested not only through the purchase of ACCUPLACER and Not Anymore, but also in new articulation and transfer agreements. Technical college students will benefit from new agreements with Benedict College, Claflin University, Clemson University, Coastal Carolina University, the University of South Carolina and the Medical University of South Carolina. Support of these agreements consists of participation in transfer fairs, student information sessions, curriculum alignment discussions and continuous data analysis on student performance. A solid foundation now exists for the development of new partnership agreements with other higher education institutions.

Partnership agreements were also established with the Motorcycle Safety Foundation and the SC Department of Motor Vehicles. A transformative year for the SC Rider Ed program consisted of a new license waiver program for riders, transition to an updated training curriculum and focus on quality assurance with assistance from nationally-renowned instructors.

Other accomplishments include completion of the annual US Department of Civil Rights Methods of Administration Audit for two colleges. Additionally, grants were received from the National Association of Campus Activities and Wells Fargo/Advance SC (manufacturing). These funds were managed in addition to the approximately $5 million in annually recurring Federal funds that support career and technical education programs offered for academic credit. Regular activities continue, to include approval of 82 new programs, monitoring of dual enrollment and program evaluation, coordination of nearly twenty peer groups, conference presentations and ongoing research and publication.

Workforce Development Initiatives

Registered Apprenticeship. Established in 2007, Apprenticeship Carolina™ serves South Carolina companies by guiding them through the apprenticeship development process from initial information to full recognition in the national Registered Apprenticeship System with the US Department of Labor (USDOL.) With a team of six Apprenticeship Consultants, Apprenticeship Carolina™ is the official liaison for apprenticeship registration.

Continued Growth Since its inception, Apprenticeship Carolina™ has assisted just over 900 South Carolina companies across all industries to register apprenticeship programs in over 2,000 occupations. The number of companies assisted has increased tenfold from 90 in 2007. To date, over 26,000 South Carolinians have been registered as apprentices – an overwhelming increase from 777 in 2007. Within the last year, Apprenticeship Carolina™ has registered programs within the SC National Guard which can be translated into civilian occupations. Apprenticeship

Carolina™ continues to lead the nation in the number of new apprenticeship programs registered, apprenticeship activity and notoriety. Apprenticeship programs continue to allow companies located in South Carolina the benefits of a sustainable, highly trained workforce pipeline, a tool for succession planning as well as a way to standardize skills as apprentices earn a nationally recognized credential in their occupation.

Grant Opportunities Apprenticeship Carolina™ is the recipient of four federal grants whose purpose is to increase the number of apprenticeships throughout the state. The SC Apprenticeship Initiative grant is a$5 million award from the USDOL American Apprenticeship Initiative. The majority of the funds are designated to cover educational costs of apprenticeships in manufacturing, professional services, information technology, health care, utilities, transportation and administrative services. The grant will also fund an ROI study on the result of apprenticeship across the state.

Apprenticeship Carolina continues to utilize a $200,000 Apprenticeship Accelerator Grant for expansion planning and marketing for programs across all industries and areas of the state.

In 2016, Apprenticeship Carolina was awarded a $900,000 grant that will assist technical colleges and companies in the expansion of registered youth apprenticeship programs and pre-apprenticeship programs. The Apprenticeship Evolved grant is being utilized in seven of the sixteen technical college service areas.

A $250,000 grant from the Appalachian Regional Commission is also being utilized to expand registered apprenticeship throughout the transportation, distribution and logistics industry. The grant opportunity if available for companies located in Anderson, Pickens, Oconee, Greenville, Spartanburg and Cherokee counties.

Youth Apprenticeship. Youth Apprenticeship is a forward-focused component of Apprenticeship Carolina that is growing in popularity. Designed to create crucial recruitment pipelines of young, skilled workers, the program works to decrease costly turnover and allows companies to influence, mold and shape potential future employees. High school apprentices can earn a wage while they learn as well as enhance their employability by obtaining critical work skills. Youth apprenticeship also works to strengthen students' academic success. High school completion is a requirement. This past year the number of companies with a registered youth program increased from 82 to 119 with 27 counties that have a registered youth apprenticeship program.

Youth Apprentices at MTU in Graniteville, SC

Enterprise Zone Retraining Tax Credit Program. Ezone helps keep industry in South Carolina competitive by providing manufacturing, processing, and technology intensive companies located in South Carolina the opportunity to receive a refund for "retraining" certain employees. By participating in the Ezone program, qualified companies may be reimbursed by the Department of Revenue, up to $1,000 per eligible employee, per year, (not to exceed $5,000, over 5-year life of application), against withholding taxes, for certain training and education. Last year, Ezone had 20 new applications and a total of 77 companies participating across the state.

Economic Development Initiatives

The System's readySC program plays a key role in the state's economic development efforts. It is recognized nationally as the premier program of its kind.

readySC focuses on the recruiting and initial training needs of new and expanding organizations and continues to be a top incentive for the state. More than 85% of relocating companies rank readySC's services as playing a significant role in their ultimate decision to move here.

On any given day, readySC is working approximately 125 projects across South Carolina. These projects cover the spectrum from our state's most-developed to least-developed counties and include both large organizations and smaller companies. Last year, readySC trained nearly 3,700 individuals and worked with 82 different companies.

In support of the many projects for which readySC is responsible, readySC staff made multiple discovery trips to China and other parts of the United States to begin the and design phases for these various projects. readySC also has been heavily involved in the ramp up of several of the States mot high profile economic development announcements, including Volvo, Mercedes Benz Vans and Samsung to name a few. readySC has begun to support travel of Volvo "multipliers" to Sweden and Mercedes Benz Vans personnel to Germany and Alabama. These multipliers help to transfer knowledge from other parts to the world to operations in South Carolina. readySC has also been heavily involved in the preparation of more than 100,000 (total) square feet of training space to support the Volvo and Mercedes Benz Vans projects. This space will be able to support these projects for many years.

The Division of Economic Development was recognized by Governor McMaster and US Secretary of Labor Wilbur Ross for the impact readySC and Apprenticeship Carolina have on economic development and the attraction to foreign direct investment to South Carolina. The recognition took place at Select USA in Washington DC and featured comments from executives from Michelin, BMW and Siemens.

(Top) Governor McMaster's visit to Mercedes-Benz Vans Training facility at Trident Tech (Bottom) Governor Haley welcoming Volvo Cars to South Carolina

Fiscal and Budget Initiatives

Legislative Budget. The System continues to be recognized by the General Assembly as a priority and were funded as follows for FY2017-2018:

The General Fund Base Funding for the System was $ 149,033,890. Of this, the recurring funding that we received in the amount of $3.78 million was distributed through the Performance Funding Allocation Formula. Also, $142,000 was funded through recurring funds from Workforce Pathways.

The Lottery Tuition Assistance Program was funded for $47,342,211 in FY17-18. The current per semester maximum award is $1,140.

The System's readySC program was funded $9.6 million for direct training projects and Boeing training in addition to recurring funding received with state appropriations.

Various projects such as truck driving certificate program at Orangeburg-Calhoun Technical College ($73,129) and the Military Heroes Workforce Initiative at Technical College of the Lowcountry ($500,000) were funded through recurring funds.

A new program – Williamsburg Technical College's Promise Scholarship Pilot Program was funded through recurring finding at $300,000.

The colleges received additional Lottery Funds for Career Workforce Pathways Scholarships in the amount of $8,000,000. These funds were also distributed using the STEM+ formula. Other Lottery funding included Lottery

Technology in the amount of $2,860,668; equipment in the amount of $3M; and allied health funding in the amount of $3M.

CDL Study Committee Findings and Recommendations. In response to Proviso 25.7 Study of Employment of Entry-Level CDL Drivers by State and Local Agencies, the Division of Economic Development launched and staffed the twelve-person study committee to address the commercial driver shortage in the state. The committee met five times between August and October 2016 to talk with guest speakers, review data, and consider each topic listed in the proviso, as well as others raised by members and stakeholders. The committee developed eight recommendations consisting of outreach and pathway development, requests of consideration for other agencies, and strategic funding for programs and technology.

Information Technology Initiatives

Enterprise Information Security Compliance. Cyber Security remains a priority for all our institutions and the System. An Enterprise IT Security Team developed a system-wide approach towards assessment, awareness/education and planning for Cyber Security at our colleges and the system office. The system-wide team worked with a security consulting company to follow a nationally recognized and state approved methodology that has led to a customized roadmap and plan towards information security compliance for each college and the system office.

The assessment methodology included validation and completion of Asset Inventories, Data Classification, Gap Analysis, Risk and Policy/Process workshops, Identification of remediation strategies and plans, as well as alignment and validation with the NIST framework. In addition, a multifunctional taskforce reviewed the System's security related policies and procedures, and recommended policy revisions along with associated best practices based on State and Federal Security and Privacy requirements.

The roadmap and plan to compliance leverages cost-effective approaches via collaboration, and identifies policies/procedures, training, services as well as technology toolsets and solutions that can be utilized and managed by the colleges. All future technology investments and projects are now tied to this roadmap and plan.

This initiative continues to engage all colleges, including relevant peer groups and stakeholders, to adopt training, technology and process best practices based on Federal and State Information Security requirements.

Enterprise Resource Planning (ERP) Strategies for the Future. Enterprise Resource Planning (ERP) systems and related processes continue to represent significant resources and mission critical activities and functions at all the 16 technical colleges. The SCTCS's councils and peer groups are working together to review and analyze current ERP related opportunities for collaborative services, including planning towards future ERP needs. These continued efforts target improvements in operating cost and focus on improving services and to increasing efficiencies.

These projects have included key stakeholders from the colleges, and have sought to collaborate on future systems changes and needs. These projects also include a robust and continuous shared services component, where colleges collaborate on common system enhancements, maintenance and upgrades, as well as shared hosting for their ERP systems. This shared services approach has provided the colleges with a more cost effective and sustainable model for management of these mission critical systems.
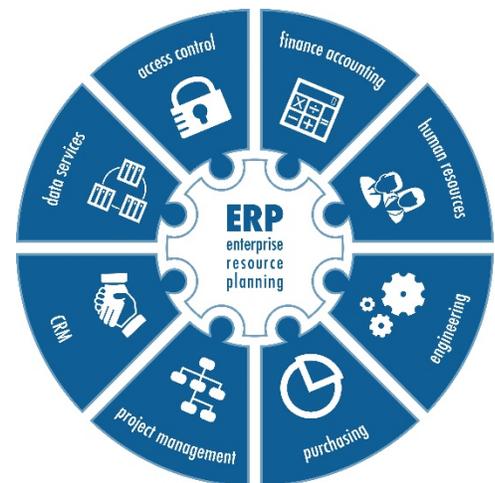
The SC Technical College System Organizational Chart

The following organizational chart shows the System's structure and the first three levels of management for the agency.

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System President
Dr. Tim Hardee
├── VP, Academic and Student Affairs — Dr. Hope Rivers
│       ├── AVP, Curriculum & Instruction — Dr. Stephanie Frazier
│       └── AVP, Student Services & Research — Dr. Eric Brown
├── VP, Communications — Kelly Steinhilper
│       └── Creative Director — Bridget Baker
├── VP, Economic Development — Susan Pretulak
│       └── AVP, Economic Development — Brad Neese
├── VP, Finance — Randall Johnson
│       └── AVP, Finance — Tracy Hill
├── VP, Governmental Relations — Joren Bartlett
│       └── Program Coordinator — Karen Taylor
├── VP, Human Resources — Kandy Peacock
│       └── AVP, Human Resources — Mary Oakman-Long
├── VP, Information Technology — Khushru Tata
│       ├── AVP, Applications & Reporting Services — Mary Coleman
│       └── AVP, Networking & Infrastructure Services — John Hall
└── Chief Legal Counsel — Charles Boykin
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Risk Assessment and Mitigation Strategies

South Carolina is facing staggering workforce demand. Over the past five years, South Carolina has seen unprecedented economic development growth. This job growth has surpassed that of Georgia and Tennessee while matching North Carolina's effort. This success is due in large part to the state's ability to draw new residents with a business-friendly climate.

This growth also brings with it the ever-increasing demand for highly-skilled, ready workers.

It is important to note that the majority of these jobs require more than a high school diploma and less than a four-year degree. These high-demand jobs require post-secondary certificates, credentials and, in some cases, a degree. Yet, 65 percent of South Carolinians aged 25-54 do not have a post-secondary degree or credential. Couple the lack of post-secondary education with an aging workforce fast approaching retirement and South Carolina faces a workforce skills gap.

The SC Technical College System is tasked with filling this gap through training and education in high-demand fields. Funding is essential to meeting this demand and ensuring that a quality technical education remains accessible and affordable for all South Carolinians.

The System has crafted a carefully considered and vetted legislative agenda for this year's budget session which would allow our colleges to continue effectively meeting the demands of business and industry in high-demand STEM, manufacturing, healthcare and IT fields. Sufficiently funding the System's requests along with continuing to support the Lottery Tuition Assistance Program through maintained funding will aid in resolving the workforce demand before it becomes a crisis.

Restructuring Recommendations
Not applicable. The System has no recommendations for proposed restructuring at this time.

SC Technical College System
Appendix: College Narratives

SC Technical College System

AIKEN TECHNICAL COLLEGE

Aiken Technical College developed a new strategic plan to guide the college through 2017 to 2022. The plan was developed with broad-based input that included many stakeholders from the community, business & industry, students, college (faculty and staff), ATC Commission members and the Executive Staff. The new Vision is that "Aiken Technical College seeks to be the first choice for higher education in the region." Realization of the vision is accomplished through the College's Mission, which is defined as follows:

> *Aiken Technical College (ATC) is a public, open-door, two-year comprehensive institution of higher education established to provide citizens of greater Aiken County opportunities for educational and workforce development.*

In support of this overall Mission, the ATC 2017–2022 Strategic Plan established 20 Strategic Objectives, which are categorized within five overall Goals for the institution:

> Goal 1: Provide transformative, enriching and engaging academic programs and student experiences to serve the educational and workforce development needs of our students and the region.

> Goal 2: Position the College as the first choice for education and workforce development through effective communication, promotion and branding.

> Goal 3: Create strategic collaborations with academic, community and industry partners to develop and empower students through additional educational opportunities.

> Goal 4: Cultivate an engaging environment of excellence to attract, retain and develop a diverse campus of students, staff, faculty and administrators.

> Goal 5: Expand organizational funding through regional support, student enrollment, and grants to provide innovative learning opportunities for students.

The 20 Strategic Objectives encompassed academic and non-academic College services and activities components, and included 33 different Action Steps designed to improve ATC's academic programs and offerings; customer service to its students, local business and industry partnerships, and the community; and its ongoing relationships with critical governmental and non-profit partners throughout the ATC service area. Additionally, the ATC Commission, executive staff, employees, students, business and industry partners, and community members were all engaged throughout the process through focus groups and a community-wide survey was conducted to gather feedback from stakeholders.

This report will focus on annual objectives that were contained in the 2016-2017 Annual Plan specifically related to instruction, service to students and enhancements to the campus infrastructure, and which are central to the goals and Mission of the College. This review is not comprehensive, but focuses on the most important instructional and non-instructional related items contained in the plan.

Aiken Technical College (ATC) prepares for students for the regions workforce.
Established an industrial maintenance apprenticeship program with a local industry (MTU's Aiken Plant). In September 2016, ATC in collaboration with ReadySC, established a Department of Labor approved Industrial Maintenance Technology apprenticeship program. This apprenticeship program was a continuation of the Aiken

County Public School youth apprenticeship. MTU selected two employees to participate in the program full time. During the AY17-18 another employee will begin the program.

Established a Nuclear Fundamentals certificate in partnership with Savannah River Nuclear Solutions in July of 2016. ATC enrolled 30 students in the Nuclear Fundamentals certificate. All 30 students completed the certificate and 98% were employed at the Savannah River Site. Pathway funds and the WORC Grant funds were used to support the students financially. During the year the program was fully implemented. Cohorts of students began in Fall 2016, Spring 2017, and Summer 2017.

Increased media exposure for technical programs. ATC continues to leverage the momentum of the CEAM building to promote the vital need for educated, engaged and trained industrial, welding, and radiation protection workers in the nuclear and manufacturing industries through presentations. Finally, a targeted marketing plan, to position ATC as the regional technical college of choice, was developed to increase media exposure for technical programs and increase awareness of the need for an educated technical workforce.

ATC secured a $100,000 Priority Populations Grant to fund scholarships for Patient Care program and select continuing education programs such as the ATC Manufacturing Certification and Material Handler course.

The College continues to support objectives identified by the Community Manufacturing Workforce Collaboration. ATC successfully launched year one of the Workforce Opportunities in Regional Careers grant. The grant was the result of collaboration by the SRS Community Reuse Organization which received funding for an additional grant from the Department of Energy Office of Environmental Management (DOE-EM) and National Nuclear Security Administration (NNSA) to support a regional approach to building a qualified workforce in the community, the Workforce Opportunities in Regional Careers (WORC) program. As part of the WORC consortium, ATC received $900,000 over four years to conduct outreach and help place students into security, safety, quality assurance and environmental regulatory jobs in the nuclear industry. ATC used WORC funds to distribute $24,000 in scholarships funding, and has budgeted an additional $300,000 in WORC scholarship funds over the next four years. The WORC grant will also support an enhanced outreach and recruitment plan for specific technical programs that will support the workforce needs of local DOE and commercial nuclear facilities**.**

Aiken Technical College received funds to support technical training for the Telecommunication Industry. ATC's TAACCCT U.S. Department of Labor proposal was funded for $2.45 million to support the expansion of the Tower Technician (TT) I certificate. The seven-week for-credit certificate program is being expanded to four stackable certificates and culminating in an Associate of Applied Science in General Technology with an emphasis in Telecommunications. During 2016-2017, the Tower Technician (TT1) Program graduated over 100 students to include three cohorts of youth; 95% of the graduates secured positions locally, regionally or nationally or enrolled in further education at ATC. The TT2 Certificate DACUM (Developing A Curriculum) was completed and the curriculum, 100% online course delivery continues; the TT2 certificate was approved by the Aiken County Commission on Technical Comprehensive Education and the SC System Technical Education/System Office. Research Triangle Institute (RTI) was selected as the third-party evaluator, with program evaluation continuing. The TT Program is gaining national attention, and requests for presentations and information from other colleges and industry leaders continues. ATC looks forward to the construction of two towers for the program during the fall of 2017.

Aiken Technical College maximized use of the Academic Success Center (ASC) and Supplemental Instructor (SI) tutors helped students to complete transitional studies courses in one semester and persist into the next semester. Transitional studies (TS) courses, formerly developmental studies, offers students an accelerated learning model to move at their own pace and complete their TS courses, Math 032 and Reading, Writing and Reasoning (RWR 032) in one semester. Clearly defined support systems were established in the form of tutors in the Academic Success Center

(ASC), as well as supplemental instruction (SI) tutors in their TS classrooms. By this approach, students are provided intervention and tutoring assistance in real time, as they need it and on a regularly-scheduled basis. The outcome of this approach has increased student visits to the ASC for help and guidance in their courses as well as other areas, such as time management, notetaking, test-taking strategies, etc. Moreover, students are poised and ready to move out of TS courses and into college-ready courses after only one semester.

Increased quality of educational programs and services.
ATC gained initial accreditation by the Accreditation Commission for Education in Nursing (ACEN) for the Practical Nursing program.

ATC gained reaccreditation by the Joint Review on Education in Radiologic Technology (JRCERT) for the Radiologic Technology program.

ATC gained reaccreditation by the Accreditation Review on Education in Surgical Technology (ARC-ST) for the Surgical Technology program.

ATC gained initial accreditation by Committee on Accreditation on Educational Programs for the Emergency, Medical Services Professions (CoAEMSP) for the Paramedic program.

Aiken Technical College faculty were trained on using rubrics on communication across the curriculum. Faculty identified classes that students would complete a written or oral presentation to assess "how they communicate." This initiative is in support of the two of the College's Core General Education outcomes.

Student success strategies were implemented for students testing for the Certified Nursing Assistant credential in the Patient Care Assistant Certificate (PCA) and as a result the pass rate improved to 100% for the fall cohort. The following strategies were implemented to improve the passing rate; mandatory documented skill hours, adjunct hired for additional support, and small group support in labs.

Implemented a Supervisory Training workshop series to educate and train campus supervisors was implemented for the fall and spring through internal and external presenters sharing the best practices needed to successfully perform as a supervisor. The topics included: Manager and Supervisor Skill-Building series, Four Cornerstones of Effective and Successful Management, Customer Service Training, Fair Labor Standards Act (FLSA), Dealing Effectively with Conflict, ATC Supervisory Practices- Employee Leave, Interview and Section Process, Employee Evaluations, Position Descriptions, Performance Management, and Progressive Discipline

The Office of Planning and Research initiated a new process and completed the development of a systems approach for tracking graduates that resulted in the reaching 95% of graduates and resulted in an 86% placement in field rate for ATC an increase of 11% from the Academic Year of 2015-2016.

The Office of Planning and Research conducted the second Services & Operations Assessment (SOAR) survey in Fall 2016. The results were disseminated to the various departments that provide services to students. The SOAR assessment was administered to 429 students in Fall 2016 of 2,400 students (18% response rate). Executive summary of results was presented to the executive staff.

Aiken Technical Colleges launched a Within Reach initiative with the Aiken County Public School District and collaborates with the SC Army National Guard to offer vocational training to students graduating from the Youth Challenge Academy.
Established and deepened relationships with Career and Technical Education (CATE) faculty at Aiken County high schools. ATC held an annual meeting with the CATE high school (HS) faculty and the Aiken County Career and Technical Center faculty to review and develop Technical Advanced Placement agreements.

Financial awareness and Instant Decisions Days events were held for current students in Spring 2017. Financial Aid Nights were held at all seven Aiken County highs schools in partnership with the Lower Savannah Council of Governments. A presentation for faculty was provided to educate faculty regarding financial aid awarding and the compliance process. Resources have been provided to students and graduates as a result of these partnerships. In collaboration with Enrollment Services and the Aiken County District the college now accepts all students on "Instant Decision Days."

ATC reviewed and implemented the use of multiple measures to determine acceptance to ATC. The multiple measures include the student's GPA, courses taken in high school and the year they graduated.

ATC utilized the program STEM Premier to connect with Aiken County students who have an interest in pursuing a STEM related field of study. As a result, the STEM Premier implementation resulted in 510 prospective students indicating interest in ATC. Those prospective students accessed information about the College via STEM Premier and received messaging regarding ATC programs and steps to enrollment. Additionally, ATC provided Career Exploration Workshops for current and prospective students to help them connect their values and interest to a program of study the matches the future career.

Enrollment Services and Marketing expanded the promotion of TypeFocus through printed materials, email and online messages, and the provision of workshops. Five evening workshops were held in the Enrollment Services Center with a total of approximately 40 participants. Other activities for the *WithIn Reach Initiative* included the following: ATC conducted 16 on campus COMPASS testing for the seven Aiken County Public School District high schools. Assigned specific educational advisors to the high schools to increased presence and interaction at the high schools and hosted two in-service events for district personnel.

The ATC Foundation held a "scholarship drive" to assist dual enrolled students and $50,000 was raised for the 2017-2018 Within Reach Scholarship Program. Fifty, $1,000 scholarship will be awarded to 2018 high school graduates from Aiken County Public Schools.

In collaboration with Midland Valley High School fully launched an Early College for rising sophomores. The first cohort began classes in the Summer of 2016 these students continued with courses in the fall and spring and all but one of the students persisted. A second cohort of rising sophomores began in June of 2017. The Early College will give Midland Valley high school students the opportunity to earn an Associate of Arts degree by the time they complete high school.

In collaboration with the SC Army National Guard, the Clemson Extension Program, LSCOG, and DJJ, ATC developed and submitted a Department of Labor grant to support vocational/technical education program for at-risk youth completing the Youth Challenge Academy (YCA) program. The grant was awarded and supports a Post ChalleNGe program. The grant funding was received for three years, and the 50 YCA graduates began taking vocational training certificate programs at ATC in Spring 2016. A second Cohort of students graduated in December 2016 with SC Attorney General Alan Wilson serving as the graduation speaker; the third Cohort of Students graduated in May of 2017 and Senator Shane Massey served as the graduation speaker. The students earned certificates in Certified Production Operation; Computer Technology; Patient Care Assisting; Basic Tower Technician; Production Operator, and Basic Welding in May of 2017. Students entering the program without a high school diploma, earned a GED certificate, and all students completed WorkKeys assessments, and graduated with either Silver or Gold ratings. ATC expanded the partnership to include ACPS Adult Education in assisting the students with GED studies. Other improvements include; the schedule, the addition of College Skills 103 and the addition of basic computer training has been added to the curriculum.

Aiken Technical College continues to improve through high quality assessment practices.
Implemented year two of the Assessment Practices Academy. In Fall 2014, an assessment academy was conducted to prepare Deans and Department Chairs to support program faculty as they planned for the 2014-2015 yearly learning outcomes assessment document. The assessment academy met and developed strategies to train faculty on implementing the writing rubric, review curriculum program maps, program and student learning outcomes. TK20 was fully implemented at ATC in June 2016. TK20 stands for "Technology in Kindergarten through Age 20". It is an assessment, accountability, and management system to help colleges and universities meet requirements for accreditation

Enhancing the College, campus grounds, security and facilities.
A new campus security camera system was successfully installed to improve security and monitoring throughout the campus. The new security camera provides improved efficiency by taking advantage the College's networking resources. The new system also provides much improved web and mobile functionalities.

Installed PrintMe system that allows students and employees to print to any copier on campus and provides the ability to print color documents, as well.

ATC redesigned its presence and process with the redeveloped and redesigned ATC website. The project was led and completed by an internal team of ISM and Marketing personnel and a new AwardSpring software was leveraged to accept scholarship applications through the ATC Foundation. The college saw an increase in applications as a result.

Launched a new ATC Foundation website to promote scholarships, donating and college/community engagement. The Foundation awarded more than $150,000 in scholarships for the 2017-2018 academic year.

ATC received three honors as an institution in 2017. The honors included the 2017 Military Friendly Campus, 2017 Best for Vets Award, and the 2017 Aiken's Choice Award for the "Best Place to Further Your Education" award.

The Office of Marketing & Public Relations identified no-cost, or minimal cost, opportunities to engage with the community. Activities included participating in community events such as Trunk-or-Treats, holiday parades, community health and wealth fairs, community tournaments and runs, etc. Employees and students were engaged in each of the activities.

Moved a number of technical program labs from old "1970 vintage buildings" to the new CEAM facility. These labs included the Industrial Maintenance, Radiation Protection and the Electronics Engineering.

SC Technical College System

CENTRAL CAROLINA TECHNICAL COLLEGE

Central Carolina Technical College (CCTC) is a comprehensive, public, two-year institution of higher education dedicated to fostering a positive environment of teaching and learning for faculty, staff, and students. The College serves primarily the region of Clarendon, Lee, Kershaw, and Sumter counties in South Carolina and confers associate degrees, diplomas, and certificates. College programs, student support services, and resources provide citizens, businesses, industries and communities with quality, affordable, accessible, customer-responsive post-secondary education through life-long learning and specialized training opportunities. These are designed to develop the foundation for personal growth, economic development and an improved quality of life through multiple learning environments including traditional and electronic instructional methods. The College's vast array of associate degree, diploma, and certificate programs prepares students to enter the job market, to transfer to senior colleges and universities, and to achieve their professional and personal goals. Specifically, CCTC offers academic programs in business, the health sciences, public service, industrial and engineering technology, and the arts and sciences. Through its comprehensive programs and support services, the College serves students through traditional and non-traditional formats in multiple learning environments including online, electronic, and distance learning.

> *CCTC will be the first choice for exceptional, quality, affordable, technical and comprehensive education, provided in an innovative, student-centered learning environment.*

In support of this overall mission and vision, the College's strategic initiatives for the fiscal year are categorized within overall goals for the institution:

Goal 1: The College will foster an environment conducive to student success.

Goal 2: The College will expand its accessibility and program offerings.

Goal 3: The College will strengthen students' pathways to four-year colleges and universities.

Goal 4: The College will attract and retain quality faculty and staff.

Goal 5: The College will strengthen its role with K-12 institutions and become a first-choice option for high school students.

Goal 6: The College will identify and maintain community, legislative, workforce, and higher education partnerships to accomplish its Mission.

Goal 7: The College will expand the continuing education training and educational programs' scope and effectiveness within the community.

Goal 8: The College will practice effective stewardship of its resources and seek new avenues of funding.

Planning for Institutional Effectiveness at CCTC

The following 2016-2017 Annual Goals Report represents a summary of the major accomplishments realized for the College's annual goals for this time period aligned with the 2015-2020 CCTC Strategic Plan. CCTC engages in ongoing, integrated, institution-wide, and research-based planning and evaluation. The elements of CCTC's planning processes incorporate a systematic review of the College's Mission, goals, and outcomes for continuous improvement. The 2016-2017 CCTC Annual Goals and their respective accomplishments are as follows:

Facilitate student learning in a technology-based environment to support student success through sound academic methodologies and the integration of the assessment of learning for continuous improvement.

- Developed 4 new programs of study for implementation in Fall 2017
- Conducted academic program reviews for 10 programs of study
- Conducted more than 20 advisory committee meetings to ensure linkages between instruction and workforce needs
- Upgraded student technology resources in computer labs and classrooms
- Maintained support services at off-site locations and expanded to include an ongoing evaluation of learning resources by the Librarian
- Utilized Register Blast for online test registration
- Implemented Accuplacer in November 2016 as the college-wide placement exam
- Implemented text alert system in 2 programs to improve communications with students
- Loaned laptops and tablets to 53 students through two grant programs
- Provided instructional environment resulting in student certifications as follows:
  - Machining & CNC Certifications – National Institute for Metalworking Skills Certificates: 25
  - Welding Certifications – NCCER Core Curriculum Certifications: 23
  - HVAC Certifications – HVAC Excellence Employment Ready Certifications: 71
  - Computer Technology Certifications – COMPTIA A+: 2; COMPTIA Healthcare IT Technician: 2; COMPTIA Network+: 3; CISCO CCENT: 2; CISCO CCNA Routing & Switching: 1
  - Health Sciences Certifications – 100% of Surgical Technology August 2016 graduates passed the CST examination on first attempt; 100% of Massage Therapy August 2016 graduates passed the MBLEX examination on first attempt; 90% of Pharmacy Technology August 2016 graduates passed the ASHP examination on first attempt; 94% of Medical Assisting August 2016 graduates passed the AAMA examination on first attempt; 100% of Practical Nursing August 2016 graduates passed the NCLEX examination on first attempt; and 97% of Associate Degree Nursing May and August 2016 graduates passed the NCLEX examination on first attempt; 82% of Nursing Aide students passed the NNAAP examination on the first attempt
- Integrated D2L Brightspace email with College email to streamline student communication
- Upgraded D2L Brightspace learning management system to Daylight interface to expand accessibility features and enable responsive design across multiple devices
- Served the following number of unduplicated students per term in distance education courses: Fall 2016: 2,020; Spring 2017: 1,976; Summer 2017: 1,200

Implement institution-wide retention strategies reflecting the needs of the CCTC student population to increase retention for first-time, full-time freshmen and improve program completion with focus on the new student population through the College's Quality Enhancement Plan (QEP).

- Increased the Fall-to-Fall retention rate of first-time, full-time students from 52% (FY16) to 53% (FY17)
- Implemented Year 2 of the College's QEP, Smart Choices for Success, focused on retention and program completion of first-time freshmen
- Established a Strategic Retention Management Team to support retention initiatives
- Provided support services through TRIO Student Support Services, Special Populations Program, and the PBI Program to improve student retention
- Increased the retention of high-need, STEM, and African-American male students through the strategies implemented in the PBI grant program
- Sponsored 2 faculty members to attend the Minority Male Consortium through PBI grant funding
- Conducted 4 college visits and 3 student leadership opportunities through the PBI and TRIO Student Support Services grant programs

Provide student support services and programs that address the diverse needs of the student population by connecting students with the College's services and programs to enhance the educational experience and support program completion.

- Provided business and industry tours, college visits and cultural exploration opportunities through grant programs
- Provided extensive career services through job fairs, personalized assistance, specialized workshops and classroom presentations
- Hosted College Goal SC events in October 2016 and February 2017, and Graduation Fair in March 2017
- Hosted Come See Me Days with 237 participants in March 2017, a 141% increase from FY16 to FY17
- Selected as Military Friendly School by the G. I. Jobs magazine for sixth consecutive year
- Offered special events for veteran students through Student Veterans Association, Veteran Resource Center, and VA Certifying Official including a Memorial Day ceremony in May 2017
- Hosted Constitution Day in September 2016 to provide students with information on voter registration
- Partnered with EdManage for financial literacy resources
- Awarded almost $20M in financial aid to more than 4,000 students from public and private sources
- Maintained a Default Management Taskforce to support student success in regards to student loan borrowing
- Experienced a 4% decrease in the College's default rate from FY16 to FY17
- Partnered with SC Vocational Rehabilitation counselors in Sumter and Kershaw Counties to provide monthly, on-campus assistance for students
- Conducted over 70 academic, career, and personal improvement workshops through Student Affairs
- Provided over 300 student leadership and community service opportunities, events, and activities through Office of Student Life
- Developed improved reporting for New Student Orientation to determine impact on students' academic and financial aid standing
- Established the first Water Environment Federation student chapter in South Carolina for students with an interest in careers in the environmental or water industries
- Maintained the Alumni Partnership with over 1,000 members and expanded business partners

Develop a comprehensive enrollment and marketing plan to focus on student recruitment for targeted student populations, College locations, and modes of delivery to positively affect student enrollment for the 2016-2017 academic year.

- Enrolled 3,579 students in Fall 2016 in over 50 programs of study
- Established a Strategic Enrollment Management Team to support enrollment and marketing initiatives
- Implemented Early College programs in Clarendon and Lee counties
- Revised all admissions print and electronic communications to improve admissions process
- Implemented Instant Admissions Days to expedite admissions process for prospective students
- Conducted targeted recruitment of high school students which resulted in a 20% enrollment of high school graduates immediately following graduation
- Promoted Central Carolina Scholars program for area high school students at over 400 events

Support graduation and program completion by increasing the College's graduation rate, and expand and promote transfer opportunities for the College's graduates.

- Awarded 648 degrees, diplomas, and certificates to 558 graduates (July 1, 2016 – June 30, 2017)
- Achieved a 93% placement rate for graduates placed directly in the workplace and a 13% graduation rate (2013 cohort of first-time, full-time students)
- Improved "Transfer Corner" in Career Services and provided transfer assistance to students
- Hosted University Transfer Day in February 2017 with 25 colleges/universities and 3 military branches

- Conducted visits to USC Upstate, Lander University and USC Bridge program to learn more about their transfer processes
- Provided graduation assistance to over 80% of the 2016-2017 graduates in STEM capstone courses
- Continued special populations retention programs through the ACT, TRIO, and PBI programs
- Continued work on the administrative graduation process to award and notify students near program completion

Maintain appropriate qualified faculty and staff to support and deliver quality programs and services through an effective organizational structure that facilitates effective communications and meets the needs of the institution.

- Hired qualified faculty and staff members with appropriate credentials and experience to support the College's Mission
- Provided flexible schedules for employees to accommodate employee and institutional needs
- Reassigned faculty positions in four areas, for a net increase of 1 faculty position
- Added 6 staff positions and eliminated 1, for a net increase of 5 staff positions
- Promoted 7 faculty and staff members from within the institution to positions of greater responsibility
- Provided base pay increases of 3.25% to qualified employees
- Recognized Linda Johnson - Student Records Data Coordinator, for outstanding service at the College in October 2016
- Recognized Pat Lauterbach - Inventory and Property Control Manager, for receiving the Member of the Year for the South Carolina Public Records Association award in November 2016
- Recognized Myles Williams - Dean of General Education, Deborah Seymour - Freshman Seminar Coordinator, and Martha McMahon - Accounting Technician, for outstanding service at SCTEA in February 2017
- Conducted New Faculty Orientation and Adjunct Faculty Orientation each semester
- Conducted Online Certification for faculty scheduled to teach online courses each semester
- Offered 58 professional development program offerings to support the teaching and learning environment, including diverse training opportunities and required training
- Received $43,667 in professional development funds from 2016-2017 Perkins grant to support teaching and learning across the institution
- Provided $24,861 in College funds for professional development activities for faculty and staff

Maintain strong working partnerships with the secondary (K-12) school systems and provide programs for dual enrollment, college readiness, and the Central Carolina Scholars Program for Fall 2016 to increase the number of area high school graduates entering the College and to provide a viable workforce for the College's service area.

- Partnered with all four counties to offer an ongoing Central Carolina Scholars Program for qualifying high school seniors who graduated in June 2016 to enter CCTC in Fall 2016 with full tuition assistance
- Hosted Central Carolina Scholars Signing Day on November 12, 2016
- Established a College and Career Center at Lee Central High School in Fall 2016
- Established a College and Career Center at Manning High School in Spring 2017
- Partnered with Clarendon School District 2 and Lee County School District to implement Early College programs
- Offered the School Counselors' Summer Institute for 11 secondary counselors in July 2016
- Hosted the Counselors' Breakfast for 52 secondary guidance counselors, Adult Education teachers, and Career Center staff in January 2017
- Held 81 college readiness workshops in area high schools through offices of Recruitment and Scholars, including Scholars events, financial aid assistance, and placement testing
- Offered dual enrollment courses to over 600 qualifying high school students from 18 high schools and 2 homeschool associations
- Offered on-campus dual enrollment courses at 10 area high schools

- Hosted College Goal SC to provide assistance with financial aid applications; increased attendance by hosting event at each campus location
- Maintained Central Carolina Scholars and Central Carolina Connect blog to increase communications with high school counselors, students, and parents
- Hosted a 6-week STEM program for Alice Drive Middle school students to increase early STEM exposure
- Provided 881 books for three Lee County elementary schools through a book drive in March 2017
- Participated in the 35th Annual SC Technical College Welding Skills Competition at Spartanburg Community College in April 2017

Maintain and expand the awareness of county and regional government officials of the College's role in the higher education community and its impact on the economic development of the region.

- Worked collaboratively with local economic development agencies
- Collaborated with local and regional government officials to secure funding for Kershaw County Campus expansion
- Collaborated with local government agencies and school boards to secure funding for Scholars program
- Participated in Legislative Day activities with Sumter Chamber of Commerce; hosted the Annual Legislative Breakfast at the College's Health Sciences Center in October 2016
- Collaborated with the Santee Lynches Workforce Investment Board and the Sumter County Economic Development to offer the Workforce Experience (WE) program
- Attended multiple events in Kershaw County to demonstrate the College's commitment to supporting education and economic development in Kershaw County
- Hosted a Chamber of Commerce "Before Hours" breakfast at the Kershaw County campus to increase awareness of the College's programs and services to the county
- Collaborated with Sumter School District to revise and improve the STEM 10 program designed to start high school students in a mechatronics program and then graduate high school with a college certificate
- Worked with industry and SC Works to design a new internship program specifically for the Machine Tool and HVAC programs to be offered in the Fall 2017
- Presented College budget request and Scholars program update to Clarendon and Kershaw County councils as well as county administrators of all four service area counties
- Hosted 330 area 8th grade students and parents as well as 22 regional manufacturing and technology firms at the Advanced Manufacturing Technology Training Center for the 2017 Sumter Economic Development Board's Manufacturers & Technology Expo to increase early STEM exposure
- Hosted the annual CCTC Foundation Golf Tournament in October 2016 with over 85 community partners
- Conducted joint safety training with local law enforcement, emergency responders, and USC Sumter

Maintain collaborative relationships with workforce development partners throughout the College's service area to support economic development.

- Maintained ongoing communication with business and industry partnerships in service area to support the recruitment, expansion, and continuing workforce development needs
- Met with economic development agencies in four-county service area to review workforce needs
- Partnered with top companies and industries to provide apprenticeships including Bicycle Company of America, Coffey & McKenzie, Monti Incorporated, Sumter Packaging, City of Florence, Black River Electric Cooperative, Oak Mitsui, and Caterpillar
- Offered apprenticeship occupations including Maintenance Technician, Paralegal, CNC Mill Machinist, Maintenance, Lineman, Water Operator, Wastewater Operator, Foil Technician, Drum Grinder, Operations Analyst, and Welder
- Increased new apprenticeships by 26% and new apprenticeship occupations by 25%

Provide appropriate physical facilities and resources to support the teaching and learning environment with a focus on expansion of instructional and student support facilities in Kershaw County, the renovation of Building M400, and the ongoing utilization of the Shaw Center facility.

- Held Kershaw County Campus groundbreaking in October 2016
- Collaborated with Kershaw County on construction of the Kershaw County classroom facility, which is scheduled to be complete in December 2017
- Utilized Shaw Center for expanded Continuing Education and Workforce Development programs (Scholarship Program) and rented offices to Palmetto Youth Connections
- Began renovation of Building 400 to expand HVAC, Automotive Technology, and Welding programs
- Received $20,000 grant from Caterpillar Corporation Foundation to expand services for freshmen
- Received $1000 from the Sumter County Cultural Commission and $5000 from the CCTC Foundation Office to create a new art gallery, The Gallery Upstairs, in Building M500
- Received almost $890,000 in grant awards in 2016-2017 (not including funding from SCTCS)

Utilize data for sound decision making and apply sound practices of institutional effectiveness to monitor program enrollment, departmental cost analysis, course success, student performance, and administrative unit effectiveness.

- Maintained integrated institution-wide processes for collecting, analyzing, and reporting data which ensures an effective and timely reporting to support decision-making and improve overall institutional effectiveness
- Facilitated use of results for continuous improvement through institutional planning reports such as the Plan of Action, Annual Effectiveness Report, and Administrative Unit Review
- Conducted Academic Program Reviews for scheduled programs of study; presented findings to the Curriculum Committee; and used results for academic department continuous improvement
- Compiled Program Outcome Assessment Tables for all academic departments with individual course performance and student achievement; integrated results for continuous improvement and reported through the Program Outcomes Assessment Tables; assessed course success and retention in all modes of delivery through the Student and Course Success Team

SC Technical College System

DENMARK TECHNICAL COLLEGE

Denmark Technical College (DTC) is a public, comprehensive, historically black, two-year technical college located in rural Bamberg County. The College annually serves over 2,000 credit hours and continuing education students, with a mix of traditional, non-traditional, full-time and part-time students. As a member of the SC Technical College System, DTC is dedicated to providing quality instructional programming and workforce development training to the people and businesses in its primary service area which is comprised of Allendale, Bamberg and Barnwell counties. DTC's vision is as follows:

> *To become a premier institution of higher learning, recognized and respected among the most eminent technical and community colleges, not only in South Carolina, but on a national and global level. The vision demands that success becomes an outcome for all students.*

DTC will achieve its vision by providing superior educational training to students, business and industry through a flexible, relevant, and inclusive academic programming delivered on multiple platforms using cutting edge technology and collaboration to prepare learners for the global marketplace and changing workforce needs. As an open-door institution, the College provides affordable, post-secondary education culminating in associate degrees, diplomas or certificates, to citizens from diverse educational and socioeconomic backgrounds and reaches out to its service-area high schools with opportunities for said students.

To effectively achieve overall mission of the College, the Area Commission approved a new strategic plan that has established 39 objectives which are categorized into eleven goals.

Goal 1. Provide quality customer service.

Goal 2. Implement Student Learning Outcomes based on teaching and learning processes across all academic programs.

Goal 3. Develop and implement processes for a seamless transition of students from high school through Denmark Technical College to four-year institutions.

Goal 4. Develop partnerships with stakeholders to promote economic development and enhance quality of life.

Goal 5. Implement training programs based on the needs of business and industry/workforce development.

Goal 6. Design and implement evaluation of programs and services with embedded continuous quality enhancement processes.

Goal 7. Implement sustainable practices to increase effectiveness, efficiency, and productivity.

Goal 8. Implement faculty and staff development programs.

Goal 9. Implement technologies to enhance student learning and support programs.

Goal 10. Enhance perception, through branding and continuously promoting culturally diverse experiences, and globally competitive educational opportunities.

Goal 11. Implement a Distance Learning Program.

Major Achievements of Academic Year 2016–2017
Major achievements for the academic year 2016-17 include:

Educational Effectiveness & Student Service Excellence

- The College offered a new "Panther Promise" program which is free to 2017 high school graduates from Allendale, Bamberg and Barnwell counties. The college, S. C. Technical College System, and Southern Regional Development Alliance all pitched in for the program at a cost of approximately $30,000.
- The College obtained reaccreditation of the Early Care and Education Associate Degree Program from the National Association of Young Children (NAEYC).
- One hundred ninety-three students enrolled in the 2017 Summer School Session on the campus this year along with 111 high school students who enrolled in DTC's 2017 Summer School Initiative, which was held at Denmark-Olar High School.
- DTC initiated a Fall 2017 Enrollment Campaign. Most of the high schools in the service area have agreed to participate in the Dual Enrollment Program.
- The College held Open Houses on the Main Campus, the Allendale Site, and the Barnwell Site in the effort to increase the visibility and to bring awareness of the program of study and courses offered at DTC.
- The College secured two services through the U. S. Department of Education new Project Success Program which was designed to help minority serving institutions.
- The former President was the keynote Speaker at the Bethlehem Baptist Association which is comprised of 16 churches in hopes of increasing the enrollment at the College. The college received good feedback from the people in attendance.
- On May 30, 2017, a dedication ceremony was held for the completion of the Cyber Cafe' in the W. L. McDuffie Student Activities Center.
- The Women's Basketball Team was the District Ten Champions for the 2016-2017 Academic Year.
- 80% of the faculty members completed Faculty Development training.
- 92% percent of students expressed satisfaction with academic advisement.
- Organized and hosted an estimated of 400 area children to celebrate "The Week of the Young Child" event where child care workers, families, and students participated in experimental learning events.
- Two Cybersecurity students attended internships at Lawrence Livermore National Laboratory in California in summer 2017.
- In 2016, 88% of the Practical Nursing's seventeen graduates passed the national licensure exam, NCLEX-PN and 100% are employed as Licensed Practical Nurses.

Financial; Fund Raising; Grants Stewardship

- The College is in good financial standing.
- The College received $1.5 M in capital project funding
- The College participated in a Brick Paver fundraiser project by the DTC Foundation that was sponsored by the DTC Alumni for scholarships for students.
- The College received $118,000 to provide scholarships to help deserving students to be able to complete their registrations.
- The College received a Maya Angelou Foundation Scholarship of $6,000 to provide two students with that money (one general and one physically challenged student).

Operational; Technology; Community Service

- A Legislative Luncheon was held at the College on March 31, 2017. Many federal, state and local elected officials attended this event.
- Beautification Day was held at the College on June 29, 2017. Approximately 80-100 people participated from around the state from as far away as Spartanburg and Charlotte, North Carolina.
- In September, the College had a Ministerial Luncheon to help with the recruitment of students and enrollment at the college.
- The DTC Learning Resources Center/Library launched a new website (LibGuides) and has proven to be a

worthwhile, efficient and much needed resource.

- Through the Grants and Contracts Office DTC, free classes were offered to the faculty, staff and public.
- In November, a Veteran's Breakfast was held at the college to show appreciation to Veterans in the community along with the faculty, staff, and students who are Veterans.
- Organized and hosted an estimated of 400 area children to celebrate "The Week of the Young Child" event where child care workers, families, and students participated in experimental learning events.
- The Public Service Division hosted the annual Thanksgiving Meal, providing families in the Bamberg area.
- The Culinary Arts Department organized "Annual Community Breakfast" activity for promoting diversity as an experimental learning for students and staff.
- The Department of Human Service engaged students through a community event called the "Boy/Girl Talk" on DTC campus in June.
- The College hosted the annual Black History Program.
- The College held its annual Family Holiday concert at which over one hundred-sixty local children performed. The College works with every student in public school, Head Start or Early Head Start form ages 1 year old to 5th Grade. Students perform without cost and gain an opportunity to creatively express themselves utilizing professional equipment, lighting and sets.
- The Information Technology Department installed update access points (WiFi) to some very critical areas on the campus to include, but not limited to: Dawkins and King Hall, Bldgs 024, 025, 026, and 029 along with the Cyber Cafe in Bldg 100.
- The Information Technology Department implemented the Cyber Cafe for student's use. (8 computers housed in the cafe and laptop workstations along with WiFi capabilities) The students can use the cafe when they have downtime from a class or just to come and conjugate with others. The cafe also consists of two flat screen televisions and a pool table for recreation.
- The DTC Learning Resources Center/Library staff participated in the Denmark Public Library's Summer Reading Program.
- The South Carolina Arts Commission requested DTC music faculty member to establish and head a Bamberg County committee to utilize rural arts and culture in an effort to address community; The Commission also asked that the committee be housed at Denmark Technical College. As such, the Community Rural Arts Work League of Bamberg County was formed. CRAWL partnered with Denmark Technical College to provide several outreach programs for the community utilizing DTC students to provide community service and outreach. These included:
    - a community clean-up day, a Mayday event,
    - a 5th Friday Lawn Chair Leisure Series event,
    - a 4th of July event honoring veterans,
    - a holiday crafting event for children and several holiday themed health exploration events.

The College provided in-kind services to all of these activities with the most enjoyed being an event at which area children were able to see and interact with a master magician as well as the SC State University Jazz Ensemble. Students from all areas of the College including Cosmetology Barbering Computer Technology, Business, Engineering, Welding, Associate in Arts, Associate in Science, Culinary Arts and Criminal Justice provided over 2000 hours of service.

- The First Annual Science Fair & Music Symposium allowed the Institution to host a STEAM (Science, Technology, Arts & Mathematics) event. The event was partnered by Phoenix Specialty Manufacturing Co, Ultramacs Music Group, Glyshae the artist, South Carolina State University, Benedict College, 75 Flavas Clothing Co., CECOR (Consortium Enabling Cybersecurity Opportunities and Research), College of Charleston, NASA and Community Rural Arts Work League of Bamberg County (CRAWL). The event was opened to the public with each participant and attendee receiving official NASA paraphernalia.

Continuing Education/Workforce Development
- State Apprenticeship initiative: Denmark Technical College was given $88,100 to recruit and sign up companies for Apprenticeships. AZR was first to sign up for Electro-Mechanical Industrial Maintenance Apprenticeship.
- CE increase it training capacity by obtaining certifications for the following:
  - OSHA 10/30 Hour Training
  - Certified Logistic Technician (CLT)
  - Registered Apprenticeship-College Consortium (RACC)
- CE signed an agreement with IT-oLogy – to provide IT classes for our service area
- CE organized and coordinated a Robotics Workshop with Clemson University Workforce Center and Denmark Technical College dual enrollment Mechatronics program. 9 Denmark Olar High School students built their Audrina robots on DTC campus and then traveled to Clemson University for a robotics workshop.
- CE organized summer internships for 14 students to work in STEM jobs for the summer of 2017 throughout the service area
- CE participated in the following events:
  - Workforce Development Institute (WDI)
  - South Carolina Legislative Black Caucus (panel member)
  - State Tech Legislative day in Columbia at the state house – Robotics & Cyber Security presentation.
  - South Carolina Education and Business Summit – exhibitor for Dual enrollment and STEM careers
- CE wrote and received an EVOLVED grant - $30,000 to promote pre-apprenticeships to be put in place Fall 2017
- CE was selected to participate in a NSF Soft Skills pilot – Necessary Skills Now, to be implemented in Fall 2017 by integrating soft skills into STEM subjects
- CE begin the merger of CE Workforce with academic programs to include; Engineering, Welding and Building Construction to better align and provide quality workforce services for our Students, Industry and the Community

Key Strategic Challenges (i.e. mission, operational, human resource, financial and community-related)
The key strategic challenges for Denmark Technical College are as follows:
Educational:
- Lack of educational resources to our service areas college students that come from rural, economically deprived area with inadequate preparation through the public schools.
- Low Enrollment is fueled by fewer high school graduates and competition from surrounding institutions.
- The institution's becoming a state assisted rather than a state supported entity is exerting significant financial pressure on its educational programs to adequately serve the rural population.
- Limited external funding for non-credit course offerings.
- Inadequate student housing is negatively impacting enrollment.
Operational
- Manage a small college, which must perform all the functions as a larger intuition, with fewer resources, both human and financial, to the same standard as the larger institutions with more resources.
- Seeking and maintaining appropriate technology infrastructure that continues to be scalable and reliable in the changing market place.
- Meeting the demands of expanding regulatory and compliance requirements.
Human Resource
- Attracting the caliber of faculty and staff needed at a small, rural college to effectively meet both the academic and management goals effectively and efficiently.

- Small workforce in the service area to meet the institution's need.
- Inadequate local infrastructure to attract employees with special skill set for new program development.

Financial

- Received 23 percent of requested Capital Project funding.
- Insufficient state funding to adequately serve the workforce needs of service-area residents, community, business and industry.
- Significant lack of financial support from local or state government.
- Service-area counties with extremely low tax base, with little or no ability to provide financial support.

Community-Related

- Rebuilding and branding the reputation of the college.
- Inadequate financial support from local and county council. The College received a total sum of $500.00 from one county (Barnwell), nothing from Allendale or Bamberg.

SC Technical College System

FLORENCE-DARLINGTON TECHNICAL COLLEGE

Florence-Darlington Technical College's mission IS TO 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. The College's vision statement is as follows:

Preparing our community for work and life.

In support of this overall mission, FDTC established strategic goals for the fiscal year, which are categorized for the institution:

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

Institutional Advancement and 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 resources.

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 Achievements

Service Excellence. Customer service, student access and success, and ethical values have been central to the vision of FDTC and have guided the development of many new activities, strategies and programs. Customer service is a critical skill that every employee at the College must have. Customers expect answers to questions quickly and want individualized attention. Every staff and instructor is participating in a five-week series of Customer Service workshops to enhance their knowledge/skills in responding professionally to questions and demands.

Corporate/Continuing Education is an area that works extensively with external constituents such as businesses and individuals who wish to gain employable skills quickly. In order to assess and address needs in a timely manner Corporate/Continuing Education reached out to 25 percent of area businesses to identify new training opportunities. Several new opportunities were identified, developed and implemented as a direct result of that outreach. For example, 30 percent of those businesses surveyed need trained forklift operators. Not only were new fork lift operations classes developed and offered to businesses, but training opportunities using 3D, immersive technology and narration expanded this opportunity for those with low literacy skills.

The Southeastern Institute of Manufacturing and Technology (SiMT) surveyed all clients that rented facilities within the last two years to find their level of satisfaction and to receive any suggestions on new services. Out of 500 surveys administered, the biggest complaint was the amount of lead time to reserve facilities -- the SiMT is fully booked six months in advance. The SiMT is reviewing options for expanding facilities. However, most customers were extremely satisfied with the services they received such as 3D printing, machining and prototype development.

Within the past year there have been multiple efforts to modernize the college, increase student success, and transition the college into one that is entrepreneurial at all levels. Efficacious and thoughtful personnel coupled with a plan for continuous improvement is essential to achieving these goals. Through student surveys, it was discovered that one of their biggest frustrations at the beginning of each semester is the long-lines in which students must wait. A number of steps were taken to shorten the lines such as moving more processes to an online environment where students can achieve their enrollment, financial aid and other necessary paperwork anywhere a mobile device can be used. For those lines where people need to interact with someone, staff in those areas have been cross-trained to temporarily relocate to those areas in times of high demand and/or temporary staff are hired to work with students and move them through the lines more expeditiously.

Educational Effectiveness. While FDTC continues to offer its core programs and credentials, we recognize that many students have different goals and ambitions than those of earlier generations. In response, we are offering new programs that embrace the present and the future such as entrepreneurial programs, additive manufacturing certificates and new health care degree and certificate programs.

FDTC's Strategic Plan is a living, dynamic document which is updated yearly. This facilitates an alignment between divisional goals and the Strategic Plan while ensuring that every department on campus is working toward the same mission, with the same vision and appropriate goals. As we analyze data we are seeing improvements in the rates of students successfully passing classes.

Online classes. A new online college report, developed by FDTC, revealed some positive results due to changes in the online college including user friendly online tutoring, faculty development in online pedagogies, development of curricula conducive to online learning, etc. Additionally, online headcounts have been increasing gradually, approaching nearly half of the total FDTC headcount. As the online headcounts are increasing, the number of online sections has been decreasing. There has been a large drop in the numbers of online sections which indicates increased productivity and efficiency in online classes. Also, the percentage of 13-19 year-old online students has increased by 10+ percent to reach about 42 percent within the past year. This increase is directly attributable to the demand for dual enrollment.

Dual Enrollment. Due to the demand by industry and parents, FDTC has reinvigorated its Early College/Dual Enrollment program. Students who enroll have the options of: (1) earning both High School and College credit for courses taken at FDTC; or (2) earning only College credit for courses taken at FDTC. To increase access to these programs, FDTC installed distance learning technologies in nine rural high schools with high levels of poverty (in which most of the students cannot travel to the Florence campus) so these students can avail themselves of the same dual credit opportunities available to students at more affluent high schools.

Another major effort has been the alignment of college and high school curricula. Many FDTC students test into developmental classes and this is an effort to decrease that number. This alignment should better prepare high school students for college level classes. Student data is being tracked in those areas where the curricula alignment has taken place to determine the impact.

The Nursing and Allied Health programs recently underwent their accreditation audit. The audit recommended an increase in practicum experiences to give students more hands-on skills development. Both McLeod Health and

Carolinas Hospitals were able to accommodate this recommendation. Also, the new simulation equipment that the Health Sciences received through a Department of Labor grant added a new dimension to their nursing experience and helped students prepare for patients in a very realistic setting.

To better prepare students to be "job ready" upon graduation, the curricula in many of the programs has been infused with new technologies and new professional development training available to FDTC instructors have led to the adoption of new methodologies. As an example, some health science courses are now employing flipped classrooms and incorporating 3D technologies. For instance, students have access to a laboratory with personal 3D computers that allow them to take apart/put back together a functioning heart. This type of hands-on learning is especially important in an area such as the Pee Dee where reading comprehension rates are low – FDTC has a majority of students who are visual learners. Additionally, there are many classes offered in hybrid modality, which limits the time that students spend on-campus and increases the convenience of those classes for students.

Financial Stewardship. The essential functions of the College could not be undertaken unless there are sufficient funds to carry out all essential activities, the budget is balanced and all audits are passed and priorities are determined. In order to achieve the goals of each division all divisional funds are aligned with each division's Strategic Plan. The College carefully analyzes budget expenditures looking for efficiencies and effectiveness with a goal of reallocating resources from less effective processes toward funding strategic initiatives. For example, FDTC department heads strive to keep the curricula current and introduce new programs as demanded by the students and the job market. At the Executive staff level, new programs are rigorously analyzed and discussed and only then approved and incorporated into the budget. In 2016, the College implemented a multi-year budget analysis and projection tool to help departments budget more efficiently.

An important part of the College's finances is the for-profit SiMT and the Gould Incubator. Both are generating income that is returned to the college for special initiatives such as technology, offsetting tuition increases and facilities renovation. In 2016 the Incubator maintained a 95 percent occupancy rate, with a much higher percentage of veteran, female, and minority owned businesses than the region. The SiMT will make a profit for the third year in the row and is operating in 40 states and nine foreign countries.

The Educational Foundation in partnership with the College raised funds to build a new automotive and HVAC building. Friends of the College have provided funds to build a softball and baseball stadium for the nationally ranked FDTC teams. In addition, in a partnership with the Darla Moore Foundation, an additional $5 million was raised that enabled FDTC to buy the boutique hotel in Lake City and start a culinary and hospitality program with the kitchen at the hotel as the clinical site for those programs.

Quality Programs and Services. The newest buildings at FDTC focus exclusively on supporting industry and business and facilitating entrepreneurs. The SiMT has two buildings, the Advanced Manufacturing Center and the Gould Business Incubator. Both exist exclusively to support business and to train students on the latest technologies that are evolving much more quickly than ever before. These buildings are world class examples of initiatives that are people-focused but enabled by technology. Students, businesses, industry, entrepreneurs and inventors have access at SiMT to the advanced additive manufacturing center, a 3D virtual reality production studio and the only commercially available metal 3D printer in the Southeast. The services offered, give businesses access to state-of-the-art technology without having to possess these capabilities in-house.

The Gould Business Incubator is a vital center where students and first and second stage businesses interact. It provides new and emerging businesses with affordable, supportive launching platforms and critically needed education. Students intern at the businesses and gain invaluable knowledge on emerging business concepts and state-of-the-art technologies. Seven offices and nineteen multi-use spaces provide incubator clients and student-interns with a modern, flexible and tech-friendly atmosphere, and access to all the resources of the SiMT. The

Incubator has over a 90 percent fill rate and over 300 jobs have been regionally created by companies that have out grown the incubator.

Institutional Advancement and Growth. The entrepreneurial spirit is now an integral part of FDTC, whether at the main campus, or one of the satellite campuses spread throughout the Pee Dee. In 2016, FDTC began offering a Certificate in Applied Science with a Major in Entrepreneurship. This program focuses on teaching students the skills necessary to be successful entrepreneurs. Unique features of this certificate include students meeting and working with the winners of the FDTC Entrepreneurial Award, work with the Gould Incubator staff and the SiMT's design engineers to complete prototypes of products.

Also, new in 2016 was a $5 million gift from the Darla Moore Foundation which allowed FDTC to purchase a boutique hotel in Lake City which will serve as a training site for the new programs in Culinary and Hospitality. A new campus is also being built in Lake City, directly across from the Inn to facilitate ease of integration between the academic and the hands-on practice acquired at the hotel.

In order to harness the synergy between academic and entrepreneurial capabilities at the college, every division and department of the College has undergone major changes and in most cases a culture of "customer first" is the new normal. Some major accomplishments include: new academic and corporate education programs; new administrative structures that streamlined processes; new customer-service oriented streamlined processes; an emphasis on student success; an expanded dual credit program; a dynamic college-wide Strategic Plan; new and renovated facilities; new entrepreneurial focus; newly established culinary and hospital programs; major donations from private foundations; large federal grants to start new programs; extensive professional development and leadership opportunities; establishment of new committees to address identified issues such as enrollment management and facilities usage

Personal and Organizational Learning. The President of FDTC's philosophy is that any organization with strong, ethical, visionary leadership will be successful and move forward. For that reason, considerable resources have been utilized in increasing the level of leadership among all instructors and staff within the past year: the Leadership Team has had access to nine hours of customized, one-on-one leadership coaching. In addition, at the weekly Leadership staff meetings, a timely leadership topic was often discussed and debated, broadening all participants understanding of leadership and its many facets. All Extended Leadership Team members (VPs, AVPs, and Directors) participated in monthly leadership workshops where sub-teams facilitated a discussion on a pre-determined leadership topic (there were nine workshops, lasting four hours each). A President's Leadership Institute selected an additional twenty leaders-in-training for monthly interactive seminars. All staff and instructors have access to at last four hours of professional development via the Center for Teaching and Learning.

All of this professional development was predicated on the belief that anyone can be a leader in their division or department, no matter their title. The goal is to offer better customer service to all customers of FDTC, which means that everyone on-campus has to take ownership on how customers are treated. Additionally, all staff and instructors received at least eight hours of training on the appropriate mandated state and federal requirements for their division/department. As a result employees are better informed and student satisfaction with customer service has increased.

FDTC is becoming a data-driven institution as new hires in strategic positions allowed the Executive Staff to understand how to produce data, analyze it and translate it to find solutions to challenges. The format of this action plan develops key performance initiatives and indicators by which progress is measured. Within this framework, institutional goals and initiatives are clearly prioritized centrally while the implementation is executed on a departmental level. A number of new strategic committees have been formed to analyze the data on their subject. Each committee has developed and adopted a new Assessment Framework to align all committee efforts and the committees report monthly to the Vice President of their area, which in turn takes it to the entire Executive Staff.

The day to day activities that create new opportunities for customers (including students) start with the participation of the President. A new Center for Teaching and Learning was established with the goal of increasing the professionalism and instructional effectiveness through two professional development days per academic calendar year. There were multiple sessions each day, highlighting innovations and new teaching methodologies and strategies. These professional development days were mandatory for full-time faculty and optional for adjuncts. Exit surveys demonstrated that 98 percent of attendees found these workshops and sessions invigorating and empowering. Additionally, the College has implemented a robust assessment framework for each program. A special committee (dedicated to assessment) reviews all curricula, student learning outcomes and institutional data on student achievement to assess the effectiveness of courses and programs. Those that are not rated as effective must develop an exhaustive plan to align it with the College's student achievement goals.

SC Technical College System

GREENVILLE TECHNICAL COLLEGE

Serving Greenville County, Greenville Technical College's (GTC) mission is to drive 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"

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

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.

2016-2020 Institutional Imperatives and Institutional Success Measures:

Teaching and Learning: The College provides an engaging learning environment anticipating and responding to community and student's diverse needs.

Outcome 1: Deliver high-quality academic programs of study

Outcome 2: Improve course success and completion for all students

Outcome 3: Populate Greenville County with a prepared workforce

Student Access and Success. The College enhances student's progression toward their goal through innovative practices, processes and policies.

Outcome 1: Develop and implement efficient and effective pathways to enrollment

Outcome 2: Improve successful milestones to completion for all students

Outcome 3: Expand engagement opportunities to promote goal attainment

Employee Development: The College supports the development of professional, knowledgeable and high performing employees, encouraging informed risk-taking and implementing employee-driven ideas.

Outcome 1: Advance uncompromising ethical and professional employee behavior

Outcome 2: Attract, develop and retain high performing, knowledgeable employees

Outcome 3: Proactively manage turnover and diversity in the workforce

Outcome 4: Promote employee idea generation and employee implementation

Operational Excellence. The College ensures operational and service excellence by exceeding customer expectations.

Outcome 1: Develop and implement budgeting principles and policies for ongoing financial sustainability

Outcome 2: Maximize resource impact while balancing the needs of key stakeholders

Outcome 3: Meet and exceed operational excellence standards

Community Engagement. The College operates as a catalyst in the community to meet the changing needs of employers and the environment.

Outcome 1: Partner with the community to meet their changing educational and employment needs

Outcome 2: Support the community through improving environmental and social systems

Institutional Success Measures

Students	Baseline	FY 2016-17 Actual	2020 Goal
Persistence Rate Without Transfers	72%	72%	76%
Retention Rate Without Transfers	53%	55%	59%
Persistence Rate* With Transfers	76%	76%**	79%
Retention Rate* With Transfers	58%	58%	64%
Graduation Production	22%	25%	27%
Credit Licensure Exam Pass Rate	93%	94%	95%
Non-Credit Certification Exam Pass Rate	89%	91%	91%

Employees	Baseline	FY 2016-17 Actual	2020 Goal
Overall Employee Satisfaction	3.95	N/A	4.05
Employee Turnover Rate	5%	6%	4%

Community	Baseline	FY 2016-17 Actual	2020 Goal
Graduate Placement Rate	74%	81%	85%
Early College Enrollment	1,027	1,307	1,500
Greenville County High School Graduate Enrollment at GTC	25%	23%	32%

* SCTCS Performance Funding Allocation Metric
** Preliminary until FY graduate extract is complete at State Tech

Institutional Balanced Scorecard

To align college activities to the mission and vision, improve internal and external communications, and monitor college performance against the strategic goals GTC implemented a Balanced Scorecard FY 2016-17. The Balanced Scorecard provides a framework that provides performance measurements college leadership are able to monitor monthly. This will allow the college to better clarify the vision and strategic plan and translate them into action.

The Balanced Scorecard uses Monthly Key Performance Index Scores based on a scale of 10 and calculated from the Strategic Imperatives, which are each weighed appropriately. The imperative outcomes are also based on a scale of 10 and are used to calculate the Strategic Imperative scores. A metric is considered met if it is within the target range, considered in progress if it is between 98.99% and 85% of the target range, and considered not met if less than 85% of the target range.

Key Accomplishments of 2016

- Greenville Tech Give Back – GTC partnered with Michelin to build a Habit for Humanity home in Greer. The year-long fundraising effort included at $10,000 contribution to the non-profit and the participation of more than 300 GTC volunteers, including members of all major student organizations, to complete the build.

- Unsung Hero Awards – GTC recognized members of the college and community who act unselfishly in service to others. Awardees were student Amiliz Miranda-Velez; employees Susan Johnson, Julie Rosenau and James Williams; community members Lt. Cheryl Cromartie and Charlie Hall; and Jeff Weaver, representing Michelin North America, receiving the corporate award.

- Student Project "Art, Heart, and Hope" – The Alpha Zeta Sigma chapter of Pi Theta Kappa (PTK) Student Project "Art, Heart, and Hope" was awarded first place in the South Carolina Technical Education Association's (SCTEA) 2016 Student Community Involvement Project competition. The art auction raised

$8,000 for GTC students who have experienced foster care. The project was also recognized as the international PTK Distinguished Honors in Action Project Award at its annual convention.

- Student Scholar Showcase – The first Student Scholar Showcase recognized nearly 80 students for work completed as either part of the academic coursework of leadership initiatives.

- Tiffany Dodd Takes Best in Show – Tiffany Dodd's photograph, Peyton 071916, was selected by an independent juror as "Best in Show" for the 2016 Visual Arts Annual Student Exhibit. A record 194 entries were submitted by 57 Visual Arts students, 19 of whom received awards. Donations adding up to $2,000 were shared between the award winners, with $200 going to the Best in Show designation. Entries were submitted in various categories including photography, web design, graphic design, sculpture, printmaking, painting, drawing, and design and color.

- Culinary Partners with Hershey – GTC's Culinary Institute of the Carolinas (CIC) was invited to partner with the Hershey Company creating more than 350 specialty chocolate boxes and other dessert elements for a special attendee reception at the nation's largest restaurant show (NRA 2016), held in Chicago May 21-24.

- 2016 Transportation Career Camp – The Transportation Department welcomed more than 50 high school students to its 2016 Transportation Career Camp over the summer to explore the career fields of motorsports, auto body, diesel and GM ASEP at the McKinney Regional Automotive Center.

- Chef Patrick Wagner – an instructor with the Culinary Institute of the Carolinas at GTC, was named "Educator of the Year" by the Greenville chapter of the South Carolina Restaurant and Lodging Association.

- United Way Excellence Award – Lead by the efforts of Barbara Nickles and Lacy Kelly from the Health and Wellness Division, the college received United Way's 2016 Excellence Award.

- Workforce Pathways Scholarship – A total of $712,000 in Workforce Pathways Scholarship state funding helped train 470 students in STEM-related, short-term workforce training programs.

- SC Governor's Quality Award: Gold Achiever Award – The college received the Gold Achiever Award from the South Carolina Quality Forum. This is the second time the college has received recognition from the South Carolina Governor and the Quality Form – the first in 2014 with the Bronze Achiever Award. The Gold Achiever Award recognizes organizations who have made considerable progress toward the Governor's Quality Award, the state's highest quality award. This award recognizes organizations that achieve excellence performance in developing, implementing and deploying a quality management system based on the Baldrige Criteria.

- NCMPR Regional Awards – The college won six National Council for Marking & Public Relations Medallion awards at the 2016 district two national conference. Two of the three gold medals were for the television and online pre-roll advertising campaign, featuring recent graduates. Four awards were for marketing and recruiting materials for the college's new Center for Manufacturing and Innovation, including a gold for the CMI presentation folder cover; two silvers for a CMI postcard series and CMI t-shirt (specialty advertisement); and, a bronze for CMI rack fliers (brochure/flyer series). The Marketing & Communications Department competed against colleges in 14 U.S. states and territories.

- Alyzandria Farkas – as Miss Greer Middle College placed in the top 15 in the Miss South Carolina Pageant in June. The Greer Middle College Charter High School and GTC Early College marketing major student elected the platform of increasing STEAM awareness through events like iMAGINE Upstate, where she served an intern.

- GTC Paralegal Program Leadership led a meeting in Columbia about the best methods to teach students in new state e-filing system and how to become certified in light of the S.C. Supreme Court's new Rule 429 creating a voluntary S.C. Certified Paralegal designation. Many of the state's paralegal programs attended.

- Counselor Connect Guidance Counselor Institute – Tarsha Brown (Student Services) and Erin Smith (Early College) developed and hosted a two-week program designed to provide area guidance counselors with an in-depth GTC experience. Ten counselors from across the county, including a charter middle college and Lifelong Learning, participated in the July 11-14 event at the Brashier Campus.

- Partnership - Culinary Arts and Sustainable Agriculture faculty and students partnered in the Labor Day weekend Swine and Dine fundraiser at Roost in downtown Greenville.

- Community - More than 600 people attended GTC Theatre's October performances of "Dracula".

- NACADA SC Drive-In Conference - The college hosted the National Academic Advising Association (NACADA) SC Drive-In Conference October 21

- Awards – Mary Campbell won the Outstanding Service to Students Award and Kendrick Young won the Administrative Assistant for Transitional Studies Award from the South Carolina Association for Developmental Education (SCADE). Clay Whiten, a Radiologic Technology student, won the SCADE Student Scholar Award, which is presented to a student who has successfully completed developmental education classes and has continued his or her education beyond the developmental level.

- Yellow Rose Award – The college was recognized from the Asociación Hispano-Americana de Mujeres (AHAM) for its outstanding service to the Hispanic community.

- Medical Assistant Program – maintained its CAHEEP accreditation with no major deficits notes. The Medical Assistant Certification passage rate for GTC students was greater than 94 percent, which surpassed the state's passage rate by 22 percent.

- The Economic Development and Corporate Training – (EDCT) Health Care Department collaborated with GTC Culinary Institute of the Carolinas to train 39 food directors from the S.C. Department of Education on healthy low fat and low sodium foods for the school age child. This was the fourth year of training using college-developed curriculum; however, this year's training expanded to the supervisor level.

- MSSC Authorized Center (MAC) Award – The EDCT was recognized with the MAC Award, which is given to schools and centers around the country that are leaders in assessing individuals for MSSC industry-recognized nationally portable certifications and providing exemplary service in creating a better workforce pipeline for their students.

- Quick Jobs with A Future – offered through the EDCT, celebrated its 15-year anniversary in October. More than 34,000 individuals have benefited from Quick Jobs programs, which allows working adults, or those in occupational transition, to quickly obtain skills matching the needs of local business and industry.

- Healthy Homes for New Homeowners – Another new course was developed at the request of the Greenville and Spartanburg Habitat for Humanity affiliates who jointly sponsored a course that was counted as "sweat equity" toward new home ownership.

Celebrations mark progress at Center for Manufacturing Innovation

Greenville Technical College (GTC) joined with Clemson University, Greenville County Schools, manufacturers, economic development leaders, officials from state and local government and the community to celebrate the opening of the Center for Manufacturing Innovation (CMI) with a ribbon cutting ceremony September 21, 2016. Speakers included Dr. Keith Miller, president of Greenville Technical College; Pete Selleck, chairman and president of Michelin North America; Dr. Randy Collins, executive director of academic initiatives in the College of Engineering, Computing and Applied Sciences at Clemson University; and, Peter Zierhurt, vice president of Haas Automation.

CMI is a reflection of the strong partnership between the college and manufacturers. Companies have donated equipment and funds to ensure that what is taught at the CMI will meet their needs. Donors include the Gene Haas

Foundation, which provided $2 million for scholarships and equipment. In recognition of this gift, the first building at CMI has been name in honor of Gene Haas.

Dollie and Melvin Younts donated $1 million to create two entrances to the Center for Manufacturing Innovation. GE Power donated $500,000 to create a bridge to learning that will be located at the center's main entrance. Here, students, parents, and members of the community will be able to catch the excitement of manufacturing by looking down on the high bay space and by using touch screens and interactive technology to see how things are made.

Additional donors include 3M Greenville, Bank of America, Bosch Rexroth and the Bosch Community Fund, Duke Energy Foundation, The Graham Foundation, Hubbell Lighting, John I. Smith Charities, Jennie Johnson, Master Gag & Tool, Meyer Tool, Michelin, Piedmont National Gas, ProfilGate, Cliff Rosen, ScanSource, Dick Stofan, T&S Brass & Bronze, and Wells Fargo.

SC Technical College System

HORRY-GEORGETOWN TECHNICAL COLLEGE

The mission of Horry-Georgetown Technical College is to provide accessible, affordable, high-quality, comprehensive two-year collegiate education and workforce development through traditional and distance learning delivery methods; 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. HGTC's vision is:

> To be recognized as a leader in workforce development, intellectual growth and life improvement.

In support of this mission, HGTC has strategic goals outlined below:

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 relevant, effective, and useful services to optimize enrollment and to support student goal attainment.

Goal 3 – Strengthen Processes and Services: HGTC will continuously improve the quality, productivity, efficiency, and effectiveness of services, activities and human resources throughout the College.

Goal 4 – Build and Expand Partnerships: HGTC will foster partnerships with various stakeholders to expand and enhance resources, and promote awareness of the College and the value it creates.

Goal 5 – Stimulate Economic Growth: HGTC will strengthen the State's economy and workforce competitiveness.

Performance Outcomes

HGTC 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 followed by a list of significant accomplishments. Finally, performance measures that are a direct result of implementing objectives and achieving outcomes are provided.

Outcomes Related to Instructional Goals

1.1   Well-defined and relevant program learning outcomes for successful employment and lifelong learning.

1.2   State of the art learner-driven facilities and environment with appropriate organizational support.

1.3   Accessible, creative, and collaborative delivery of instruction and educational offerings both on and off campus.

1.4   Continuous improvement in instructional quality.

2.1   Increase student engagement, support, and auxiliary services for students in all instructional delivery formats.

2.2   Exceed expected state-wide job placement, licensure exams, persistence, student success, retention, and graduation benchmarks.

2.3   Increase enrollment through broader market penetration and/or expansion of existing markets.

Significant Accomplishments

New/Expanded Relevant Programs of Study - Credit/Degree Programs:

- Administrative Office Technology Certificate (Fall 2017)
- Cake Decorating Certificate (Fall 2017)
- Residential/Commercial Electrical Technician (Fall 2017)
- Respiratory Care (Fall 2017)
- Baking and Pastry Arts (Fall 2017)

New/Expanded Relevant Programs of Study - Workforce Development and Continuing Education Programs:

- South Carolina Apprenticeship Initiative
- Partnered with SC Vocational Rehabilitation to develop and offer classes to their clients
- Partnered with Horry County Schools to develop and offer classes to their clients
- Partnered with Georgetown County Schools to develop and offer classes to their clients
- Partnered with the City of Myrtle Beach to become their training partner
- Developing Residential/Commercial Electrical Technician for non-credit students
- Developing Youth Apprenticeship Program
- Offered Youth Summer Camps
- Developing Youth Culinary Classes
- Offered Adult Culinary Classes
- Working with Black River United Way & Georgetown Schools to develop a Tutor Certificate Program
- Partnering with Grand Strand Hospital to develop C.N.A. and other training for their staff
- Working with Caterpillar to develop a Diesel Mechanic Program for non-credit students
- Offering new Plumbing Certificate for Non-Credit Students.

Instructional Quality, Institutional Achievements and Student Achievements:

- Maintained accreditation of 14 programs
- HGTC Forestry-Wildlife advisement received another 5-year accreditation from the North American Wildlife Technology Association. (NAWTA)
- Culinary reaccredited for 5 years (ACFEF).
- Initiated Distance Learning Institute (DLI) with eight programs for fall 2017.
- HGTC ranks 2nd among the SCTCS in awarding AA/AS degrees for the 2015-2016 graduates.
- Increased Bridge program enrollment a partnership with Coastal Carolina University.
- Dental hygiene students attended the 24th Annual South Carolina Student Dental Hygiene Association event at Trident Technical College.
- HGTC Transfer students to CCU had higher semester GPAs compared to the total transfer and freshman cohorts at CCU for fall 2016.
- Awarded Upward Bound Grant from the US Department of Education in the amount of $1,432,105
- Awarded Title III Grant from the US Department of Education in the amount of $1,877,463.
- Awarded Economic Development Administration Grant for $2,785,000 for the Georgetown Advanced Manufacturing Center.
- Hosted the 9th Annual Engineering Day event.
- Engineering students placed 3rd in surveying event at the ASCE Carolinas Conference
- Forestry program developed partnership with Bureau of Indian Affairs.
- Forestry program developed partnership with US Dept. of Agriculture at the Francis Marion National Forest

- Hosted summer culinary camps for kids.
- Call Me Mister Induction Ceremony held fall 2016.
- Business Program Internships—35 students successfully completed internships in business related programs. (Hospitality, Marketing, Business)
- Launched new Business Club for Business and Accounting students (fall 2016)
- 100% Licensure Pass Rate for Cosmetology (fall 2016)
- Interned for Red Bulls MLS in Harrison, NJ (Golf and Sports Turf Management student)
- Participated in the Community College Survey of Student Engagement
- Participated in the National Community College Benchmark Project
- Hosted Domestic Violence Lecture Series
- Received Distinguished Chapter Award and Distinguished Chapter Advisor Team Award, and Distinguished Honors in Action Theme Award from Phi Theta Kappa NC Regional Conference
- Sponsored the college's eighth Short Term Study Abroad Program
- Presented at the Two-Year College English Association, Southeast Regional Conference
- Achieved graduate placement rate of 94%.
- 94% graduate satisfaction in overall academic experience
- Achieved and overall rate of 91% in First Time Test Takers on Licensure Exams
- Improvements in pass rates of developmental math courses
- 56% of 2017 Horry County Early College High School students earned associate degrees. An additional 9% of Horry County Early College High School students earned a Certificate.
- Increased PACE enrollment.
- Received 2nd year approval from SARA.

Partnerships:
- Francis Marion University-two plus two transfer agreement for Visual Arts for Visual Communication Design/Graphic Design
- Yawkey Foundation – student scholarships
- Georgetown County Schools and Bunnelle Foundation – Technical Scholars Program in Georgetown County Schools
- Coker College-two plus two transfer agreement for Business Administration
- Coastal Carolina University-two plus two transfer agreement for Special Education--Multicategorical
- Coastal Carolina University – Bridge Program
- Coastal Carolina University – Transfer program for B.A. in Graphic Design
- Coastal Carolina University – 2+2 BS Nursing
- Coastal Carolina University – 2+2 BA Psychology
- Coastal Carolina University – 2+2 BA Sociology
- Coastal Carolina University – 2+2 Sports Tourism Interdisciplinary program
- Horry County Schools – Early College High School on Conway campus and Technical Scholars Program
- Clemson University – Call Me Mister Program
- MUSC-Dental
- The Citadel — 2+2 Civil Engineering transfer agreement

New and Enhanced Facilities:
- Completed construction of 30,000 square foot Culinary Arts Building valued at $15,000,000. Classes were held in the new building starting October 2016.

- Began construction of the Advanced Manufacturing Center in Conway. The facility is slated to open fall 2017.
- Demolished Cathedral Bible College in May-June of 2017. Turned into grass lot. (Future use as outdoor student area or parking lot on Grand Strand Campus)
- Finalized master plan for Conway and Georgetown. Working on plan for Grand Strand.
- Finalized plans for construction of Center for Advanced Manufacturing in Georgetown.
- Finalized construction of Barnes and Noble Café.
- Renovated Cosmetology Building on Conway Campus.
- Completed renovation of Science labs in Conway.
- Installed $100,000 video wall on Grand Strand Campus.
- Finalized plans for relocating the College's warehouse space in Conway, and expanding maintenance area.
- Renovated/upgraded Science labs
- Upgraded network bandwidths on all three campuses
- Replaced 436 computers in student labs across all campuses
- Upgraded to Skype for Business. This allows students to video conference with each other and with faculty and staff.
- Began process of increasing internet bandwidth across all campuses.
- Installed new chillers and boilers ($400,000) on the Grand Strand Campus.
- Renovated/re-engineered storm water ponds and pedestrian walkways in Conway.
- CPT Cyber Security and Virtual reality labs added on Conway Campus.
- Respiratory Care facility and labs for new program added.

Performance Measures

	Performance Measure	Success Criteria	Prior Year 2015-16	Current Year 2016-17
1	Graduate Placement Rate	80% or greater	95%	94%
2	Licensure Exam Pass Rate	80% or greater	90%	91%
3	Fall to Spring Persistence Rate	71% or greater	77%	77%
4	Student Success Rate	37%% or greater	47%	45%
5	Graduate Production Rate	20% or greater	32%	33%
6	Fall to Fall Retention Rate	50% or greater	58%	53%
7	Student Evaluation of Instruction Rate	80% or greater	92%	91%
8	Student Fall Enrollment	7,091or greater	7,091	7,011
9	Transfer GPA	2.840 or greater	3.002	2.916

1. <u>Graduate Placement Rate</u> – Success of graduates with respect to employment or continued education.
2. <u>Licensure Exam Pass Rate</u> – Student success on professional examinations for first-time examinees.
3. <u>Fall To Spring Persistence Rate</u> – Student retention from fall to spring for students eligible to return.

4. <u>Student Success Rate</u> – 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. <u>Graduate Production Rate</u> – Fulfillment of workforce development mission.

6. <u>Fall to Fall Retention Rate</u> – Student retention from fall semester to the next fall for students eligible to return.

7. <u>Student Evaluation of Instruction Rate</u> – Student satisfaction of instruction with an overall rating of agrees or strongly agrees.

8. <u>Student Fall Enrollment</u> – Headcount of full-time and part-time students enrolled in the fall semester.

9. <u>Transfer GPA</u> – Grade point average of students transferring to Coastal Carolina University from HGTC compared with the GPA of freshmen students directly entering CCU.

SC Technical College System
MIDLANDS TECHNICAL COLLEGE

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 the success in each of these areas. Through its strategic planning process, the college states its mission as:

> *MTC is a comprehensive, multi-campus, two-year public college serving the primary region of Richland, Lexington and Fairfield counties of South Carolina. College programs and services provide accessible, affordable, quality education that prepares a diverse student population to succeed in the job market, to transfer to senior colleges and universities, and to achieve their professional and personal goals. The college equitably provides higher education opportunities, strengthens businesses and enhances the economic and social vitality of the community.*

The college has embraced the learner-centered concept to achieve this mission and to educate the region's future workforce. 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.

In the 2016-2018 Strategic Plan, MTC established three Focus Goals and ten Initiatives to measure success on achieving its mission. This report summarizes the current goals and initiatives, the college's major successes throughout the 2016 - 2017 academic year, and the findings for several of its student success criteria.

Focus Goal: Growing the College
- Increase enrollment in targeted STEM-related programs
- Increase the students who are dually enrolled at high school campuses
- Increase the number of current employers sponsoring training or providing tuition assistance for employees
- Increase enrollment of credit students
- Grow overall student retention rate

Focus Goal: Leveraging Goodwill
- Increase the number of students receiving private support for unmet financial needs
- Increase alumni association membership
- Increase endowment

Focus Goal: Making Lives Better
- Increase training that is in-demand
- Integrate Life Skills into college programs

FY2016-17 Institutional Highlights
- MTC students in the Nursing and Health Sciences career programs scored a 93 percent pass rate on licensure exams, a testament to the academic excellence and outstanding faculty in these areas.

- MTC created a specialized STEM Institute for local high schools in response to an initiative from the S.C. Technical College System. MTC faculty highlighted STEM programs to area high school staff, who visited four of MTC's campuses to explore a STEM career pathway through hands-on demonstrations.

- MTC and its partner Richland School District Two's Institute of Innovation (R2i2) were awarded the Outstanding Continuing Education Cooperative Program by the South Carolina Association for Higher Continuing Education. The collaboration brought Richland Two high school students to the MTC Northeast Campus for an iOS App Development course.

- MTC and South Carolina State University formalized a bridge agreement that will provide graduates from MTC's Associate in Arts and Associate in Science programs, as well as some MTC career programs, direct transfer of credits to SC State. MTC and Columbia College also entered an agreement that provides opportunities for students with associate degrees from MTC to transfer to Columbia College as juniors.

- The Gamecock Gateway Program expanded by eight percent, to approximately 450 Gamecock Gateway students. Additional growth is limited by dorm room availability at USC. More than 1,100 Gamecock Gateway students and parents visited MTC for an on-campus orientation session.

- MTC officially opened its new Veterans Success Center for service members and veterans to connect and network. A campus hub for veterans in terms of outreach and community resources, the center will also be the home for the college's VetSuccess on Campus counselor. MTC was one of only 50 colleges nationwide awarded funding for such a project.

- The MTC Student Nurses' Association (SNA) received seven state awards at the 65th Annual Student Nurses' Association of South Carolina State Convention, setting a record for the most SNA awards ever earned by a college or university nursing program in South Carolina.

- The MTC Phi Theta Kappa Honor's Society Chapter received five awards at the Phi Theta Kappa International Convention in Nashville, Tennessee. Accolades ranged from the chapter receiving five-star status, the highest-level of recognition of nearly 13,000 chapters worldwide, to individual honors for alumni and advisors. The MTC Phi Theta Kappa Chapter is a Top 100 international chapter.

- Camp Catch Your Breath of the Midlands, the Service Learning project of MTC's Respiratory Care program, received the annual Service Learning Award from the S.C. Commission on Higher Education (CHE). The camp is a student-driven, sustainable community outreach health promotion campaign that provides MTC's Respiratory Care students the opportunity for hands-on application of their acquired skills and knowledge.

- Michelin North America's Lexington manufacturing site held a Signing Day ceremony for area high school students who were selected to further their education at MTC, as part of Michelin's Technical Scholar program. Eight students from area high schools in Lexington School District One and Lexington/Richland School District Five were chosen as Michelin Technical Scholars.

- In support of Black History Month, the South Carolina General Assembly passed a resolution declaring February 22, 2017, as Harbison History Day in South Carolina. MTC pioneered the resolution, which was sponsored by more than 120 legislators and honored the long tradition of multicultural, open-door access to higher education offered on the present site of the MTC Harbison Campus.

- For the 21st consecutive year, the Government Finance Officers Association (GFOA) awarded MTC the Certificate of Achievement for Excellence in Financial Reporting (CAFR) for the fiscal year 2015-2016. The Certificate is the highest form of recognition in the area of governmental accounting and financial reporting.

- Harbison Theatre at MTC was named the Nonprofit Organization of the Year by the Greater Irmo Chamber of Commerce.

- MTC was awarded more than $8.78 million is competitive federal grant funding in FY 2016-2017. Among the awards was $4 million for Midlands TechHire, a grant that provides access to accelerated training for students in networking and programming occupations, such as computer technician, network administrator, server administrator and web developer. The program will serve 400 students and provide tuition scholarships, paid internships and extensive supportive services to qualifying students.

- The MTC Foundation raised $235,637 in new money and pledges for the endowment. MTC Foundation's assets increased to $11 million, the highest in the college's history. Commission members pledged approximately $165,000, and Foundation Board members contributed $1.7 million to the MTC Foundation (over the last two years).

- Michelin North America donated $35,000 to provide equipment for the MTC Mechatronics Technology Certificate program at MTC. In recognition of the commitment, MTC named its Mechatronics Laboratory the Michelin North America Mechatronics Laboratory. In addition, the Flex Foundation awarded the MTC Foundation $20,000. MTC named a classroom in its new Advanced Manufacturing and Skilled Crafts Center after the Flex Foundation in appreciation for the gift.

- The MTC Foundation established the Dr. James R. Morris, Jr. Leadership Development Endowment Fund. Dr. Morris was MTC's president from 1982 to 1986 and Executive Director of the State Board for Technical and Comprehensive Education until 1994. The fund provides leadership development opportunities for MTC employees who demonstrate interest and capabilities to become two-year college future leaders.

- All employees (full-time, part-time and contract) completed the Service Excellence customer service training program. A committee was formed to develop strategies for sustaining the future of the program. The college began naming Service Excellence Employees of the month.

- More than 200 faculty and staff participated in cross-functional teams as MTC completed the first year of its two-year strategic plan implementation. Progress is being made on all ten initiatives.

Student Success Criteria

Fall to Spring Persistence Rates

MTC established the Fall to Spring persistence rate of 71% (+-5%) as the success criteria. Since 2011, MTC successfully met the established criteria.

Term	Fall Cohort	Fall Graduates	Adjusted Cohort	Spring Retention	
				N	%
Fall 2011	11,868	572	11,296	8,420	74.5%
Fall 2012	11,678	513	11,165	7,983	71.5%
Fall 2013	11,304	570	10,734	7,708	71.8%
Fall 2014	10,892	496	10,396	7,480	72.0%
Fall 2015	10,356	468	9,888	7,157	72.4%

Source: Fall data was derived from CERS closing extract. Spring data was derived from CERS opening extract. Graduate data was derived from the CERS graduate extract.

Student Success Rates

The MTC student success rate percentage must fall between the CHE success rates of 30% to 45%. Since 2009, MTC successfully met or exceeded the established criteria.

Term	Cohort	Graduates (150%)	Transfers (150%)	Enrolled Fall	Student Success	
					N	%
Fall 2009	2,478	161	535	387	1,083	43.7%
Fall 2010	2,282	146	541	356	1,043	45.7%
Fall 2011	2,374	123	543	357	1,023	43.0%
Fall 2012	2,303	158	597	355	1,110	48.2%
Fall 2013	2,361	135	643	358	1,136	48.1%

Source: CERS opening extract data file, first-time freshman, certificate, degree or diploma seeking. CERS closing and graduate data file. Transfer data from National Student Clearinghouse.

Graduate Production Rates

MTC established a graduate production success criteria rate of greater than or equal to 20%. Since 2011, MTC successfully met the established criteria.

Year	Fall Credit Hours	Fall FTE	Annual Graduates	Graduate Production Rate
2011	118,780	7,919	1,755	22.2%
2012	116,572	7,772	1,655	21.3%
2013	114,267	7,618	1,659	21.8%
2014	112,835	7,522	1,657	22.0%
2015	109,313	7,288	1,946	26.7%

Source: CERS opening extract. CERS graduate extract Fall, Spring and Summer.

Graduate Placement Rates

MTC established success criteria of 80% for graduation placement rate. In three of the past five years, the college successfully met or exceeded the established criteria.

Year	Graduates	On Job	In School	Total Placed	% Placed
2010 - 2011	1,882	1,240	297	1,537	81.6%
2011 - 2012	2,128	1,369	289	1,658	77.9%
2012 - 2013	1,869	1,158	308	1,466	78.4%
2013 - 2014	2,004	1,322	286	1,608	80.2%
2014 - 2015	1,932	1,239	488	1,727	89.4%

Source: SC Technical College System (SCTCS) program evaluation exhibits
Year: Academic year, Fall, Spring and Summer.
Note: Total Placed is total graduates reporting they are either on job (working in their field) or in school.

Course Completion Percentages

MTC established the course completion success criteria as 70% +- 5%. Since 2012, MTC successfully met the established criteria.

Term	Term Grades Total	Completion Percentages	
		Non-Completers	% Completed
Fall 2012	32,847	9,901	69.9%
Fall 2013	31,995	9,245	71.1%
Fall 2014	31,835	9,597	69.8%
Fall 2015	30,877	9,184	70.3%
Fall 2016	30,200	8,917	70.5%

Source: CERS closing extract and CERS grades extract. Excludes developmental courses. Completion grades include A, B, C, and S. Non-completion grades include D, F, W, WF, U, NC, and I.

SC Technical College System

NORTHEASTERN TECHNICAL COLLEGE

The primary purpose of Northeastern Technical College (NETC) is to prepare the workforce of Chesterfield, Marlboro and Dillon counties through education and training. 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 non-traditional 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.

NETC, a member of the SC Technical College System is an accredited post-secondary institution, which grants associate degrees, diplomas, and certificates and is supported by county, state, federal and student revenues.

Strategic goals are reviewed annually and updated as needed to reflect an up-to-date, five-year strategic planning "window" for the College.

Strategic Goal #1 - Increase the number of new students admitted and retained at NETC through responsive instructional programming, effective educational delivery systems, student services, positive outreach, customer service measures and active student engagement.

Strategic Goal #2 - Increase the number of current students meeting their educational goals at NETC through a student-centered program of student support, success skills instruction and enhancement of the campus community.

Strategic Goal #3 - Enhance organizational structures and provide adequate human and capital resources, facilities and operational processes to fulfill the mission of the College.

Strategic Goal #4 - Enhance assessment of community needs and implement measures to meet those needs through programs, processes and services with collaboration among credit and non-credit programs.

Strategic Goal #5 - Expand financial support for the College and its programs.

Strategic Goal #6 - Expand partnerships with business and industry, school districts, agencies, other colleges, and governmental and community organizations to accomplish the mission of the College and improve quality of life.

College-Wide 2016-17 Operational Objectives

Operational objectives are derived from the strategic goals and are focused on change and improvement within a one-year operating cycle. Objectives from each college division directly address the college objectives and include a timetable and a measurable outcome.

1. Seek resources to enhance college operations and programming.

2. Increase opportunities for student success.

3. Increase opportunities for student engagement.

4. Utilize partnerships with other agencies to enhance all campuses and address area needs within those communities.

5. Provide additional activities to attract potential students to the NETC campuses.

6. Utilize assessment and evaluation to enhance institutional effectiveness.

7. Improve effectiveness through college-wide collaboration, participation and communication.

8. Provide opportunities for employee engagement, recruitment, retention and development.

9. Increase involvement of employees, alumni and students in planning and implementing community outreach activities.

FY 2016-17 Instruction Operational Objectives Outcomes

NETC English and Math faculty will work with Student Services to establish placement ranges for the new Accuplacer assessment tool which will replace COMPASS by June 30, 2017.

NETC's English and Math faculty worked extensively with Student Services, specifically Darin Coleman who lead the way for this transition from Compass to Accuplacer, to establish 'cut scores' that would indicate where a student would place based on their Writing, Reading Comprehension, and Mathematical needs. The newly adopted scores were implemented in the Fall of 2016 and, based on faculty feedback, Accuplacer, as well as the cut scores, are working much better to accurately place students into a remedial or developmental coursework – and to allow those who have mastered these competencies prior to enrolling at NETC to exempt them.

Work in conjunction with Student Services and Institutional Advancement to host an open house event for at least one of our community campuses by June 30, 2017.

An Open-House event was held again on the main Cheraw campus on June 8, 2017. It was deemed an overall success based on responses from those who attended, and the college community who participated in it. We had 56 interested persons attend, with 36 of those completing applications during the event, and application fees were waived as a means to remove a financial barrier that has kept some students from attempting to enroll with the College. We also held a less formal open house event at the Dillon Campus on June 27, 2017 in conjunction with a SCDOT requested Job Fair event. Attendance was much better than expected, given the location of this particular campus. Information gathered from this event will allow us to offer an even better event in Dillon during the 2017-18 academic year. We also plan to showcase our new manufacturing facility at our Pageland campus, and our new 60,000 sq. feet multi-functional Marlboro County campus in Bennettsville.

Working with Student Services, Continuing Education, and Institutional Advancement, NETC faculty will provide information sessions and hands-on learning activities during the four-day Guidance Counselor Retreat in an effort to increase awareness of program offerings for area high school guidance counselors.

NETC held its second annual Counselors Retreat June 19-21, 2017. We had a record number of counselors present for this event and were able to combine available funding to bring Mr. Brooks Harper, professional motivational speaker and author of "*Why Should We Hire YOU?*" and "*Seven Skills to Make MILL$*" to our campus. This opening session was made available to all college employees and to the community. Based on feedback from those in attendance, they loved hearing Mr. Harper's presentation. The counselors again this year stated that that each year that they attend they feel like they are more a part of NETC – which is what we had in mind from the beginning. As a result of this event,

more of our high school guidance counselors are encouraging their students to take classes with NETC, either as dual credit/dual enrollment students, or as their college of choice upon high school graduation.

Working with Student Services and Continuing Education, NETC faculty will provide information sessions and hands-on learning activities during a STEM summer camp for middle school students. Demonstrations and training will focus on STEM related careers.

During the week of July 17, 2017, NETC's Student Services, Continuing Education, and Instructional divisions worked with the college IT department to offer one of our most high-tech STEM camps yet. This year the college focused on the use of drones. During their time on campus, 16 students not only learned about careers related to STEM, but worked to build their own drones. The highlight of the camp was flying the drones across campus.   The College purchased one unit that had a 360-degree camera which allowed the students to view the campus from all angles. This eventually was used in a recent marketing campaign. We already have parents asking about our 2018 STEM camp, which we consider a great indicator of success!

Working with Continuing Education, NETC's Technical and Industrial faculty will assist in developing and implementing credit offerings at the Bennettsville, Pageland, and Dillon (Dillon ATech) Industrial Training Centers by June 30, 2017.

Because of a delay in opening the new Bennettsville campus and the new Pageland manufacturing center, we were unable to offer credit versions of traditional continuing education courses during the 2016-2017 academic year, but the courses have been developed and will be offered as these facilities come on-line.

We were able to develop credit equivalent courses for our CNC (Computer Numerical Controls) program, a skillset that is highly sought by employers in our area, and stretching not only across the state but nationally, and implement this using our Dillon Campus and by sharing resources with the Dillon County School District's Applied Technology Center. In the 2016-2017 academic year, we ran this program twice due to student and industry demand.

SC Technical College System

ORANGEBURG-CALHOUN TECHNICAL COLLEGE

Orangeburg-Calhoun Technical College (OCtech) holds the vision:
Engage. Empower. Transform. The College's Mission is as follows:

Provide relevant training and education in a flexible environment that promotes success and self-reliance for students, and fosters economic development for the region.

In support of this overall vision and mission, OCtech has established three strategic goals with multiple strategies designed to achieve them:

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

Goal 2 – Align enrollment management processes that promote growth and improve our ability to meet the needs of employers and prepare students for transfer.

Goal 3 – Create an organizational environment that is effective, efficient and committed to future growth.

2012-2017 Goals

1-1.   Promote engagement among students and among students/faculty

- Admissions and Advising staff advised Middle College students in the spring in preparation for the fall term.
- Students are assigned faculty advisors during their first term.
- The Student Activities Coordinator has implemented several events on campus to engage with students, including workshops and social events involving faculty, staff, and students.
- Off-campus recruitment events were held in Holly Hill and Santee with faculty and admissions staff.
- Student Services held First-Year Experience workshops during the first month of classes to support student success: study skills, time management, test-taking.

1-2.   Provide flexible and effective program and course offerings

- The Associate Degree and Practical Nursing programs continue to grow the FLEX programs that allow professionals in the medical profession to obtain advanced degrees.
- The "College for Working Adult" evening college continues to support working adults seeking a credential in manufacturing and business-related sectors.
- The Presidential Scholars accepted 15 students for 16-17.
- New programs were approved: Mechatronics, Engineering Design Technology, and Electronic Medical Records.

1-3.   Provide the most effective academic support and career development services available to impact success

- The Student Success Center and the library are the primary academic support and career development services available to students.
- Biology, Math, English, and Health Sciences/Nursing faculty continue to provide tutoring and academic support to program students during office hours. Z-Space, a 3D modeling software, was implemented to support students in biology courses.
- Mandatory college and program orientation sessions were held for new/readmit students.

1-4.   Provide students with effective teaching practices

- Faculty received professional development for the new learning management system (LMS).
- An online professional development program is in place for adjunct instructors.
- An integrated DVS and college-level English class was developed by faculty during the spring of 2017 and will be piloted in fall of 2017.

1-5.   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 every Monday morning.
- A new security camera system was installed campus wide.
- ReGroup, an emergency text messaging system, continues to provide emergency notifications via text and email.

1-6.   Allocate resources that reflect need and priority, and are tied back to the Mission

- The budgeting process continues 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.

1-7.   Provide for effective utilization of space and facilities

- Facilities Academic Master Plan for the Industrial Technology division will be complete by September of 2017.
- The library is assuming responsibility of the Student Success Center, and renovations will be complete by September of 2017.
- Plans are underway for the construction of a new Nursing & Health Sciences building scheduled to begin construction in September 2017.

1-8.   Provide adequate financial resources to students

- $90,000 in Foundation scholarships were awarded to students.
- The annual giving campaign generated more than $70,000 new dollars for student scholarships.
- Workforce scholarships (more than $160,000) were provided to students in high wage, high demand, STEM related fields of study.

1-9.   Provide funds in support of effective academic initiatives

- Unit plans are a major component of the planning process and are submitted by each department to meet specific goals and strategies of the College. Each department's Strategic Plan/Unit Plan is submitted through the Compliance Assist Planning Module, which now includes a budget request feature. This feature allows administration to tie strategic planning directly to the budget process. These funds may include such items as equipment, instructional technology, renovations, new personnel, professional development, or other items for consideration.
- OCtech was awarded a grant to expand apprenticeships, and has established registered apprenticeship programs with Husqvarna, Allied Air, and Starflo.

1-10.   Identify and implement the necessary technologies to support faculty, staff, and students

- The large majority of classrooms have technology to support instruction.

- The new learning management system has increased functionality of technology for teaching and learning.
- Plans are in place such that students in health science and nursing, early childhood, and transfer programs will be required to have required technology for the 2017 – 2018 academic year.

1-11.   Provide reliable and valid qualitative and quantitative data to make informed decisions

- Faculty and staff have access to INFORMER, a software program for data reporting, that provides information on acceptance, enrollment, persistence, and graduation.

1-12.   Foster the development of workforce and social skills needed for today's diverse workplace

- In cooperation with the college's stakeholders (faculty, staff, students, and employers), the Quality Enhancement Plan was developed with a focus on workforce readiness skills. The identified skills will be incorporated into the advising process at a student's point of entry, and continues throughout the academic program through completion.
- Internships, apprenticeships, clinical experiences, and capstone courses continue to provide students with the tools necessary to successfully enter the workforce.
- Job Placement rate – 95%.

1-13.   Promote student leadership and provide opportunities for leadership development.

- The Student Advisory Board (SAB) is a student group that meets regularly with the Student Activities Coordinator.

1-14.   Provide extra-curricular and co-curricular activities that promote self- reliance, social justice, civic engagement, intercultural competence, and economic development.

- All new students in a developmental course are required to enroll in COL 103, a college success course that provides students with the skills to be successful adults (study skills, financial management, and effective decision-making).
- The OCtech Social Justice Film Series was launched in the spring of 2017. Three films were presented: "Zora Neale Hurston: Jump at the Sun," "Rosenwald," and "The Ipson Saga".

2-1.   Effectively recruit and retain students through relationship building, entry-level advisement, counseling services, and outreach activities.

- Faculty and staff have worked collectively in support of our enrollment goals. FastTrack was created as a tool to help students navigate through the admissions/enrollment process quickly.
- Nursing and Health Sciences, and Advanced Manufacturing faculty held off-campus recruiting events in several different parts of the service area.

2-2.   Effectively recruit and retain students through relationship building and intrusive advisement.

- Instant Registration days were held to increase retention.
- Students are assigned faculty advisors during the first semester and are charged with supporting students outside of the classroom environment.

2-3.   Support enrollment management efforts through the College website, data analytics, social media and appropriate community publications.

- 45,000 registration guides are distributed each semester in Orangeburg and Calhoun counties.
- The college has a strong social media presence on Facebook and Twitter.
- More interactive content has been placed on the OCtech public website to be more engaging with its intended audience.

2-4. Increase relationships with community partners through Foundation and marketing efforts.
- The president serves on the Orangeburg County Development Commission, the Orangeburg County Chamber of Commerce Board, the South Carolina Chamber of Commerce Board, and the SI Group Community Advisory Panel.
- Advisory Committee meetings are held annually in November to discuss academic student learning outcomes with practitioners in the field.

2-5. Increase relationships with college partners (K-12, 4-year, industry, etc.)
- 600 high school students were enrolled in Middle College courses in the fall.
- Pathways for Middle College students guide high school students in career paths post-high school graduation.
- OCtech signed additional agreements with USC's Palmetto College, and new agreements with South Carolina State University.

2-6. Support education partner relationships through K-12 and 4-year College outreach initiatives.
- OCtech sponsors a "Transfer Day" for 4-year partners on the campus to connect interested students with the college and universities in the state. Many of the college's 4-year partners have specific programmatic agreements beyond the traditional transfer courses offered on campus.
- 21 guidance counselors participated in the Guidance Counselor Leadership Institute during the summer of 2016 to bring greater awareness to college's programs and services.

2-7. Establish clear pathways for the attainment of educational goals
- All students, during their advising session, receive an "ed-plan" that identifies the necessary courses needed to progress through an academic program. Student Services personnel are responsible for advising new/re-admit students, and faculty are responsible for advising continuing students. Pathways were established for transfer programs, Business and Accounting, and Advanced Manufacturing programs to reduce time to completion.

3-1. Provide professional development focused on student success and maintaining disciplinary currency.
- Twice each year (fall and spring), at campus convocations, a variety of professional development speakers and workshops are offered to faculty/staff. Throughout the year, various professional development opportunities are available on-site to faculty, such as LMS training, faculty-led workshops, technology updates, consultant-led presentations, human resources training, and other opportunities.
- The College has appointed a Dean who has general oversight of adjunct faculty training and communication as part of his duties. As part of this process, adjunct faculty participate in a beginning-of-the-semester orientation. They have access to an online training program that pertains to everything from necessary college policies to an overview of adult learners to service-area demographics.

3-2. Provide organizational, financial and technological currency through professional development.
- During the March budget meeting, budgets are reviewed by the Budget Coordinator and the programmatic budget manager to determine if any excess or shortfall is expected for the current year. Also, any needs for the upcoming year will be discussed and will be the basis for establishing the operating budgets the subsequent year. The results of these meetings are provided to the College's Executive Staff, who make the final budget decisions concerning any shortfall or excess.

3-3. Provide professional development focused on the environment needed to support student success.
- Fall and Spring Conference involved professional development for all faculty and staff.

3-4. Support faculty and staff who demonstrate a commitment to the success of students and to one another
   — Merit Pay Plan - the criteria for success for the college, and subsequent divisions/departments will be based upon (if funds are available):
      • Meeting all departmental unit plan metric measures and all applicable division measures
      • Completing all departmental unit plan activities and all applicable division activities
      • Achieving a "Successful" or "Exceptional" rating on the performance appraisal.
   — A committee was assembled to make recommendations for a reward and recognition program for employees who exhibit the characteristics of exemplary employees. The committee has completed their work, and recommendations were accepted by the leadership team.

3-5. Support open communication across all academic programs and campus organizational units
   — College Updates are sent out to the campus community on a weekly basis from the President's Office
   — Area Commission materials are available to all faculty/staff prior to the meeting. Representatives from the Faculty and Staff Councils are invited to attend all Area Commission meetings.
   — Enrollment Management meetings are held every Tuesday afternoon with members of the academic leadership, student services, and marketing divisions. These meetings are open to any of the college's employees.
   — Minutes from committee meetings are posted on the college's SharePoint site.
   — During the spring and summer of 2017, deans and directors held weekly team meetings to discuss progress towards enrollment goals.

3-6. Ensure open and transparent communication of human resources, safety and security, and financial practices across the organization.
   — An effective system of budget communication is maintained on campus. The Budget Coordinator meets at least two times each year to review and discuss the operating budgets with each of the budget administrators. All budget administrators must complete a Departmental Budget Worksheet and submit to the Budget Coordinator at each of these meetings.
   — OCtech maintains a Campus Safety and Emergency Management Plan to provide guidance to faculty, staff, and students should an emergency situation occur on campus. These situations may include, but are not limited to, fire, severe weather, bomb threats, hazardous materials, and armed individuals on campus. The intent of the manual is to provide operational concepts and identify tasks and responsibilities required to carry out an emergency management plan.

3-7. Ensure open and transparent communication regarding enrollment management, student support services, and financial aid compliance across the organization.
   — College Updates are sent out to the campus community on a weekly basis from the President's Office
   — Faculty and staff have access to a database of information containing all aspects of enrollment management (new and continuing students, students ready to register, advisee assignments, etc.).
   — Enrollment Management meetings are held every Tuesday afternoon with members of the academic leadership, student services, and marketing divisions. These meetings are open to any of the college's employees.

3-8. Create opportunities for collegiality and partnerships
   — Faculty and staff have the opportunity to interact throughout the year at the Fall and Spring convocation, faculty/staff meetings scheduled throughout the academic year, during the employee

luncheon held in December. In addition, new student orientations, instant registration days, student exam breakers, and instant admissions days give all employees the opportunity to work together in support of students.

3-9.   Effectively prepare for pending retirements
— The college began a leadership development program this summer for "middle managers" to increase the effectiveness of current leaders and to develop the leadership skills of potential leaders.

3-10.   Effectively market the college to the community at large and potential students, including appropriate community fund-raising initiatives
— The Annual Giving Campaign generated an additional $70,000 for student scholarships.
— 45,000 registration guides were distributed for the fall and spring semesters.
— The President has routinely spoken at civic clubs
— 2 fundraising events occur in support of the OCtech Foundation - The Fine Wine and Foods Event, and the Spring Home & Garden Luncheon, both of which provide greater awareness of the college's importance in the community.
— The Director of Admissions, in partnership with faculty, has been involved community events in Orangeburg: Orangeburg Consolidated School District 5 Back to School Bash, Orangeburg County Chamber Business Expo, and the 4-H Engineering Day.

3-11.   Cultivate the relationship with past, present, and future donors
— The Foundation developed a plan for an annual giving campaign that was successfully launched in September of 2017
— A case for support was developed to support the Annual Giving campaign
— The Foundation has identified "Champions," members who assist the college in identifying and cultivating donors from a variety of employment sectors: medical, legal, small business, etc.
— "Naming rights" opportunities for the new Nursing & Health Sciences building have been created to recognize major donors who give to the OCtech Foundation.

SC Technical College System

PIEDMONT TECHNICAL COLLEGE

Piedmont Technical College (PTC) transforms lives and strengthens communities by providing opportunities for intellectual and economic growth.

The college, a member of the SC Technical College System, is a public comprehensive two-year post-secondary institution. PTC contributes to the economic growth and development of the largest and most diverse region of the technical college system, Abbeville, Edgefield, Greenwood, Laurens, McCormick, Newberry and Saluda counties and to the state. The college responds to the academic, training and public service needs of the community through excellence in teaching and educational services. PTC's open admissions policy provides accessibility for individuals with diverse backgrounds the opportunity to acquire the knowledge and skills for employment in engineering technology, industrial technology, agriculture, business, health, and public service. PTC graduates develop competencies in communication, mathematics, problem solving and technology.

The college offers university transfer; associate degrees, diplomas and certificates in technical and occupational areas; college preparatory programs; student development programs providing academic, career and individual support; and custom-designed credit and non-credit programs to provide training for business and industry and to meet the needs of the community. To optimize access to higher education in the rural seven-county service area, PTC offers distance learning courses through multiple modes of delivery.

The PTC Vision is:

We will become a premier community college with a shared commitment to create vibrant learning communities through the relentless pursuit of student success and economic prosperity for all stakeholders.

PTC fulfills its mission through a comprehensive planning process focused on annual operational plans in support of the following mission goals:

Goal 1 – The college will play a critical role in improving the lives of its stakeholders by ensuring widespread access to our educational services; by promoting excellence in teaching and learning; and by providing responsive enrollment and student services to ensure that our students are well positioned for success in associate degrees, diplomas, and certificates in career and technical fields and in university transfer.

Goal 2 – Foster a cooperative, accessible, safe and healthy environment that enhances the awareness, understanding, and celebration of differences.

Goal 3 – Use data and assessment results to make well-informed academic and operational decisions and to provide professional development opportunities regarding the continuous improvement of the College's financial and physical resources

Goal 4 – Promote community and workforce development and economic prosperity through new and existing partnerships with business, industry, government, community agencies, and educational institutions.

Goal 5 – Exercise efficient and responsible stewardship of the College's financial, and physical resources and ensure widespread recognition of the College's role and scope.

College Outcomes for FY 2016-17
During the 2016-17 Fiscal Year, PTC achieved the following outcomes:

- The College met or exceeded annual institutional scorecard targets for:

- ⸺ Fall and Spring Enrollment Headcount
- ⸺ Licensure Pass Rate
- ⸺ Graduate Placement Rate
- ⸺ Unduplicated Graduate Headcount
- ⸺ Graduate Production Rate
- ⸺ SCHAC Goal Attainment

- PTC was recognized in 2016 by the National Community College Benchmark Project for strengths in:
  - ⸺ Percentage of students who received a passing score in Developmental/Remedial Mathematics, Reading, and Writing Courses.
  - ⸺ Student-Faculty Interaction
  - ⸺ Percentage of distance learning credit hours and percentage of students completing distance learning courses
  - ⸺ Training expenditures per FTE employee
  - ⸺ Combined enrollee success
  - ⸺ Percentage of students who completed College Algebra and English Composition II.

Mission Goal I Accomplishments: Transforming Lives
- Worked with Lander University to enhance the Lander Bridge "Bearcat Bound" program.
- Fully renovated B Building to create a "one stop" enrollment center.
- Pre-Health and Pre-Nursing Advising was chosen as QEP topic, incorporating additional career planning, a common first semester, career and degree planning, and case management.
- Continued growth of apprenticeships in our service area.
- Expanded industrial program offerings to other campuses.
- Continued with a new BCT residential construction project.
- Expanded outreach recruiting efforts, including the launch of MODELS Academy, a mentoring program for secondary students in our region.
- Continued accreditation of the Nursing and Pharmacy Technician Programs.
- Submitted a SACSCOC Compliance Certification document and received a successful off site review.
- Implemented a Work Ethics Skills program in Career and Technical Education Curriculum.
- Established a transfer pathway with Lander University for computer technology completers.
- Added a Cybersecurity and HVAC installers certificates to our program offerings.

Mission Goal II Accomplishments: Supporting our People
- Improved SCHAC rating in underutilized categories to over 94%.
- Added an employee Wellness Center to the campus.
- Expanded the annual employee health and wellness expo
- Increased employee awareness of optional state benefits and continued to offer a pre-retirement planning seminar on campus.
- Held an Adjunct Expo Day of professional development for adjunct faculty.
- Upgraded the video-conferencing course delivery system to allow for greater flexibility for teaching sites and capture.
- Successfully introduced a new course placement instrument.
- Completed a new faculty professional development course.

Mission Goal III Accomplishments: Embracing Continuous Improvement

- Adopted an annual academic program performance review.
- Expanded employee Lean training to include Yellow and Green Belt levels of training.
- Completed a successful US DoE Program Audit.
- Adopted a curriculum change approval process (PACT) for program development and revisions.
- Expanded the use of Zogotech's database and Student Navigator to monitor data.
- Adopted a multiple measures approach to course placement.

Missions Goal IV Accomplishments: Strengthening Communities

- Successfully obtained CPST funding in Greenwood to support the creation of a Center for Manufacturing Excellence, supporting the Partnership Alliance's efforts to bring Teijin Industries to the County, and to support existing industry in our region.
- Launched partnerships to create workforce readiness programs such as Ready to Work and CAN in partnership with Self Regional Hospital and others.
- Partnered with community stakeholders to launch the Greenwood Promise Scholarship Program.
- Corporate training contact hours increased 18.2%.
- Expanded industrial program offerings at the Center for Advanced Manufacturing in Laurens.
- Utilized a CAT grant to offer additional dual enrollment computer instruction in Laurens and Clinton.
- Offered SC Manufacturing Certification (SCMS) classes in Edgefield County through a collaborative partnership with the Edgefield School District, SC Works, and a Learn2Earn Grant.
- Offered a series of summer youth camps through Economic Development and Continuing Education Division with support and assistance of academic programs.
- Conducted a Guidance Counselor Summer Workshop to expose and educate area guidance counselors about PTC academic programs and services.

Mission Goal V Accomplishments: Ensuring Sustainability and Growth

- Received a favorable annual financial audit.
- Applied for and received Yellow Ribbon Status as a veteran serving institution.
- Conducted successful fund-raising events through the PTC Annual Golf Tournament and People Helping People campaign and expanded the number of privately funded student scholarships.
- Aggressively sought and used workforce development grant funds.
- Implemented a Work Ethics Skills program on campus.
- Continued to host an Employer's Day to connect students with employers.
- Increased the use of online advertising.

SC Technical College System

SPARTANBURG COMMUNITY COLLEGE

The Spartanburg Community College (SCC) vision is to be a catalyst in changing lives, building the future of our students and citizens and developing the economy of the Upstate. Realization of the vision is accomplished through the College's Mission, which is defined as follows:

SCC provides exceptional, accessible, learning centered education and workforce development programs and services.

In support of this overall Mission, SCC has three strategic goals for which it has numerous short-term and long-term objectives and measures:

> _Goal 1_ – SCC offers students quality credit and non-credit programs.

> _Goal 2_ – SCC provides services that facilitate student access and success.

> _Goal 3_ – SCC is a key partner in economic development.

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, measures and operational priorities for 2016-17, as well as the performance of the college against those measures is contained in the following two pages.

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

- The College continues to obtain significant external funding, both Federal and private to support College programs. The Grants Department obtained $657,826 in awards. This includes AIM Center ($263,093), Operate Educate to provide training to pre-release inmates ($74,000), Center for Business and Economic Development renovations ($120,000), and Transportation and Logistics Apprenticeship Training ($83,333). Additional active grants under management for FY16-17 totaled $7,546,229, including several multi-year awards including Design/development of digital learning tools, evaluation, field test new modules, summer STEM camps, professional development, Cherokee County Campus equipment, and Center for Business and Economic Development renovations and furnishings.

- Obtained $7.5M for educational equipment. Funds were used to upgrade educational equipment in most shops and labs.

- The college received approval to offer six new certificate programs – Gas and Energy Technology Certificate, Certified Nursing Assistant Certificate, Process Control Technology Certificate, Sustainable Agriculture Certificate, Logistics Certificate and Therapeutic Massage Certificate.

- The Cherokee County Campus Center for Advanced Manufacturing and Industrial Technologies (CAMIT) programs remain vibrant and growing partly due to a special scholarship funded by Cherokee County Council and sponsored by a grass-roots, citizen organization, named Cherokee KNOW(2). Construction is underway for the Cherokee County School System's Institute of Innovation(2), a technical and vocational school, on 12.5

acres leased from SCC on the Cherokee County Campus. It is expected to open in the fall of 2018 with an estimated 1000 high school students, many of which will be in dual-enrollment programs with SCC.

- Corporate and Community Education (CCE) finished the fiscal year with a profit of $105,634 which represents a 39% increase in profit from the last fiscal year. CCE was successful in offering a variety of courses at all campus locations. CCE offered 97 new courses and programs this year. In addition, the division was the winner of the 2017 LERN (Learning Resources Network) International Award for Excellence in Brochure Design for our College's published schedule of continuing education classes.

- An economic impact study was completed for The Spark Center SC, (Spark) (formally The Center for Business and Entrepreneurial Development) located at the Tyger River campus. The Study covers the period from July 1, 2016 to June 30, 2017. This study revealed a net positive creation of 8327 jobs generating total wage earnings of $577,182,544 dollars. In total, over the last ten years, The Spark has supported the development of 28316 jobs generating total wage earnings of $1,875,028,720 dollars. These results have had a significant positive effect on income tax and sales tax revenue generation for the state of South Carolina. In addition, the Spark presently has 15 leases with new/expanding companies to allow them to benefit from The Spark.

- The SCC Marketing & Public Relations Department provided quality services and materials to faculty, staff, students and community residents throughout the 2016-2017 academic year. Nine SCC external events were held throughout the year that involved the marketing-PR team including the Upstate College & Career Showcase; Horticulture Arboretum Adventures and Farm-To-Table events; SCC-Country Music Television event for local career center students; and the first annual SCC Economic Visionaries event. The marketing-PR team received district and national awards for excellence in communication materials from the following:

    - *District 2 Medallion Awards Competition – National Council for Marketing & Public Relations (NCMPR)*

        - Advertising: Banners & Outdoor Media: Bronze Medallion – Welcome to SCC: "This is Just the Beginning" Pole Banners

        - Printed Publications: Silver Medallion – Corporate & Community Education Class Schedule

    - *Paragon Awards National Competition – National Council for Marketing & Public Relations (NCMPR)*

        - Postcard (single or series): Gold Paragon Award – Summer Transient Student Outreach Postcard, Spring 2016

    - *Learning Resources Network (LERN) – 2017 International Award for Excellence*

        - Best Brochure Design – Corporate & Community Education Fall 2016 Class Schedule

- The College has fully integrated responsibility for the Union County Adult Education Program with additional staff and support resources. The Union County Campus has implemented outreach and recruiting activities focused on creating awareness of career opportunities within local businesses through site visits for School Administrators, Guidance Counselors, Teachers and Students. Curriculum pathways foster dual enrollment while complementing and aligning adult education with college programs. The Union campus is currently piloting an NCCER Construction program that integrates various funding streams to transition students from classroom instruction through apprenticeship, certification, and licensing. The construction program aligns with existing and future growth opportunities, in response to current and projected needs, for currently under and unemployed students and supports industry needs in Union County.

- Numerous College staff serve on System Committees and Task Forces to address System and State issues that impact the College's services to students.

Spartanburg Community College • Strategic Plan 2016-2021

Mission: Spartanburg Community College provides exceptional, accessible, learning centered education and workforce development programs and services

Vision: Spartanburg Community College is a catalyst in changing lives, building the future of our students and citizens, and developing the economy of the Upstate

Strategic Goals 2016-2021

Goal 1: Spartanburg Community College offers students quality credit and noncredit programs.

Goal 2: Spartanburg Community College provides services that facilitates student access and success.

Goal 3: Spartanburg Community College is a key partner in economic development.

Strategic Objectives 2016-2021

1.1 - Offer flexible, efficient, and relevant programs.
1.2 - Demonstrate support for faculty and staff professional needs.
1.3 - Implement and Evaluate the Quality Enhancement Plan (QEP)

2.1 - Implement a comprehensive internal college-wide communication plan
2.2 - Align all external communication to Students.
2.3 - Facilitate a welcoming and safe campus environment.
2.4 - Increase student retention to meet target set by EC.
2.5 - Increase student enrollment to meet target set by EC.

3.1 - Complete development of enterprise campus at Tyger River.
3.2 - Develop and align offerings targeted to specific industry needs.
3.3 - Coordinate internal reporting and communications to facilitate economic development and improve customer service.
3.4 - Strengthen relationships with community partners.

Strategic Measure 2016-2017

Enrollment and FTE
Market penetration (credit/non-credit)
Minority Participation
Retention rates
Student success rate
Graduate production rate
Placement rate
Licensure/certification/registry pass rates
Student/faculty ratio
% credit hours taught by FT faculty
Satisfaction/engagement rates

Enrollment and FTE
Market penetration (credit/non-credit)
Minority Participation
Retention rates
Student success rate
Graduate production rate
Placement rate
Licensure/certification/registry pass rates
Student/faculty ratio
% credit hours taught by FT faculty
Satisfaction/engagement rates
Student loan default rate

Enrollment and FTE
Market penetration (credit/non-credit)
Minority Participation
Retention rates
Student success rate
Graduate production rate
Placement rate
Licensure/certification/registry pass rates
Student/faculty ratio
% credit hours taught by FT faculty
Satisfaction/engagement rates
• Fundraising success
• Grants success

Operational Priorities 2016-2017

1 - The Enterprise Campus has been approved, we need to establish and make it operational.
2 - Develop a chemical processing/composites certificate and associate degree- We want to have an academic degree in chemical processing.
3 - Revise Strategic Plan.
4 - Receive SACS Reaffirmation.
5 - Define the role for the Union County Technology Center.
6 - Stabilize existing enrollment and expand fiscal year 2015- 2016 enrollment and expand programs.
7 - Retain and graduate more students

Spartanburg Community College
Strategic Measures 2016-2017

Measure	Benchmark Source	SCC Previous	Current Goal/ Benchmark	SCC Actual
Fall Headcount Enrollment Growth	SCTCS Peer Group	-10.32 (Fa14 to Fa15)	-5.00%	-4.32% (Fall16)
Fall FTE Enrollment Growth	SCTCS Peer Group	-11.00 (Fa14 to Fa15)	-5.00%	-4.06% (Fall16)
Market Penetration - Credit Students	SCTCS Peer Group	1.99% (2014-15)	1.89%	1.53% (2016-17)
Market Penetration - Non-Credit Students	SCTCS Peer Group	0.48% (2014-15)	1.00%	0.18% (2016-17)
Minority Participation	NCCBP 50th Percentile	1.096 (2014-15)	1.080	1.261 (Fall16)
Fall to Fall Retention of Full-Time Credit Students	IPEDS Peer Analysis SCTCS Peer	56.36% (Fa13 to Fa14)	57.00%	54.98% (Fa15 to Fa16)
Fall to Fall Retention of Part-Time Credit Students	SCTCS Peer Group* average	29.56% (Fa13 to FA14)	35.00%	38.13% (Fa15 to Fa16)
(Performance Funding Measure) Fall to Spring Retention of Credit Students	NCCBP 50th Percentile (SCTCS/CHE) SCTCS System Avg	72.49% (Fa15 to Sp16)	71.00%	72.62% (Fa16 to Sp17)
(Performance Funding Measure) Student Success Rate	SCTCS - System average	41.77% (Fa12 cohort)	27.00%	45.42% (Fa13 cohort)
(Performance Funding Measure) Graduate Production Rate	SCTCS - System average	21.01% (2014-15)	20.00%	23.88% (2016-17)
(Performance Funding Measure) Graduate Placement Rate	SCTCS - System average	84.12% (2014-15)	80.00%	84.54% (2015-16)
(Performance Funding Measure) Licensure/Certification Pass Rate	SCTCS - System average	90.91% (2014-15)	80.00%	90.91% (2014-15)
Student/Faculty FTE Ratio	NCCBP 50th Percentile	17.78 (Fa15)	18.00	19.15 (Fall16)
Student Credit Hours taught by FT Faculty	NCCBP 50th Percentile	54.72% (2015)	55.00%	54.72% (2015)
Noel-Levitz Student Satisfaction Rating	NCCBP 50th Percentile	5.37 (2015 Survey)	5.55	5.37 (2015 Survey)
CCSSE Student Satisfaction Rating	Avg of 5 indicators NCCBP 50th Percentile	49.68 (2016 Survey)	49.60	49.68 (2016 Survey)
Student Loan Default Rate	USDE	20% (2013 cohort)	20%	20% (2013 cohort)

Goal/Benchmark Met	Goal/Benchmark not met	Did not meet goal/benchmark but equal to or better than previous year	No new survey conducted

SC Technical College System

TECHNICAL COLLEGE OF THE LOWCOUNTRY

One of sixteen colleges comprising the SC Technical College System, the Technical College of the Lowcountry (TCL) 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.

TCL 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, TCL 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, TCL creates a positive, student-centered environment. The College empowers individuals by enabling them to learn and to develop throughout their lifetimes. The College operates with six core values learning, integrity, service, excellence, stewardship and diversity. TCL's vision is as follows:

> *The Technical College of the Lowcountry vision is to elevate each student and every community we serve through transformative technology and exceptional teaching.*

TCL has an integrated, data-driven and institution-wide planning and assessment process that is outcome based. All TCL stakeholders play a role in the College's planning and assessment process – students, faculty, staff, community members and the Area Commission. The TCL Strategic Goals are to increase enrollment, ensure relevancy, increase student success, and increase retention.

FY 2016-17 Outcomes

- Launched TCL College Online to provide affordable and flexible education and career training to the Lowcountry. The keystone of economic development and healthy communities is an education beyond high school, but traditional classroom education is sometimes not possible for working adults or for students in remote locations. . TCL College Online offers university transfer programs as well as job-readiness training. Online students have access to the same resources, support, and faculty as traditional students.

- Developed the plans for the Lowcountry Culinary Institute in support of the area's number one economic driver—the region's travel and tourism industry. The industry competes on the national stage for an increasingly sophisticated culinary consumer. For our local industry to remain healthy and competitive, restaurants and resorts need a locally trained, professional culinary workforce. The proposed TCL Lowcountry Culinary Institute, a 26,000 square-foot best-in-class culinary training facility, will feature multipurpose

teaching kitchens, academic classrooms, and a teaching restaurant. Associate degrees and certificates in a variety of in-demand culinary disciplines and specializations will be offered.

- Developed plans for a Regional Workforce Training Center to train local residents for jobs in the fast-emerging diversified manufacturing industry. Workforce is critical economic infrastructure. Workforce sustains business and industry and propels new investment and economic growth. The proposed Regional Workforce Training Center will feature a 50,000 square-foot, high-tech facility at TCL's New River Campus. The Center will serve as a showcase for workforce development in action, focusing on career training in welding, logistics, electronics, industrial maintenance, aerospace, and more. TCL's Center will empower economic development by enabling the Lowcountry to better meet current and projected workforce training needs.

- Initiated plans to expanded TCL Health Sciences Program in support of the Lowcountry's needs for more skilled healthcare workers. In fact, the region's fastest growing occupations are in healthcare. In order to serve a growing population – one of the fastest growing in the nation – area hospitals are expanding services and enlarging facilities. In addition, the region can expect to see a 34% increase in senior housing. An ongoing comprehensive review with community leaders about needed programs is in progress to be completed 2017/2018.

- Expanded our Aviation Maintenance and Structural Mechanics programs.

- Began renovations to building 16 to be completed in academic year 2017/18. Building 16 will be the new home for the Aviation Maintenance and Structural Mechanics programs.

- TCL established a new branding to include but not limited to a new vision statement, logo and colors.

- TCL laid the groundwork for the Center for Business and Workforce Solutions. The Center, to formally open in September 2017, will offer innovative workforce solutions for businesses and corporations in Beaufort, Jasper, Hampton, and Colleton counties. The College's professional staff will assist businesses in finding full- and part-time employees for open positions, offer customized corporate and industry training at TCL or business's site, and connect businesses to local, state, and national resources.

- TCL was named *the Best Community College* in South Carolina by BestColleges.com, a leading provider of higher education information and resources.

- TCL offered a new paralegal certification prep course to give paralegals a competitive edge in finding and retaining employment. The South Carolina Supreme Court recently approved Rule 429, SCACR, which recognizes the voluntary "Certified Paralegal." As such, TCL's new course is specifically designed to help new and practicing paralegals prepare for this certification. The review course, LEG 270-10, began January 2017 at the Beaufort Campus.

- TCL offered Summer Camps for Children ages 8 and up. Camps included aviation, culinary, art, coding, Lean In © for Girls, and photography.

- The Commission on Massage Therapy Accreditation (COMTA) renewed its accreditation of the Technical College of the Lowcountry Massage Therapy certificate program through the year 2023. TCL has the only COMTA-accredited Massage Therapy program in the state of South Carolina and was awarded the maximum seven years renewal in April 2016. In addition, Program Director Denise Van Nostran has been appointed to a four-year term as COMTA commissioner, a member of the panel responsible for evaluating accreditation applications from massage therapy programs across the nation.

- The Technical College of the Lowcountry Early Childhood Care and Education program received reaccreditation by the National Association for the Education of Young Children (NAEYC) in July 2016.

- The Technical College of the Lowcountry Radiologic Technology associate degree program received reaccreditation by the Joint Review Committee on Education in Radiologic Technology (JRCERT), July 2017.

- Students in four health science programs at The Technical College of the Lowcountry achieved a 100 percent pass rate for their respective board exams in Physical Therapist Assistant, Massage Therapy, Surgical Technology, and Radiologic Technology.

- The College received the Regional Impact Award from the Bluffton Chamber of Commerce.

2016-2017 Performance Measures

Strategic Plan 2015-2020 Internal Metrics

Goal: Increase Enrollment

Credit Enrollment	Academic Year 2016-2017	Academic Year 2015-2016	Academic Year 2014-2015
Annualized Undergraduate Enrollment	3,176	3,349	3,449
Annualized Credit Hours Delivered	48,059	48,287	50,472
Annualized FTE *(Total credit hours/30)*	1,602	1,610	1,682
Annualized Veteran/Dependents Enrollment	741	648	521
Non-Credit Enrollment	2016-2017	2015-2016	2014-2015
Annualized Non-credit Enrollment	1,711	1,861	1,563
Annualized Non-credit CEUs	6,069	4,913	3,770

Goal: Increase Retention

	Fall 2016 to Spring 2017 *Preliminary*	Fall 2015 to Spring 2016	Fall 2014 to Spring 2015
Persistence Rate (Fall-to-Spring *All Undergraduates)	71%	74%	72%
	Fall 2015 to Fall 2016 *Preliminary*	Fall 2014 to Fall 2015	Fall 2013 to Fall 2014
Retention Rate (Fall-to-Fall * All Undergraduates)	54%	51%	53%

Goal: Increase Student Success

Student Success Rate [1]	Cohort 2012	Cohort 2011	Cohort 2010
Fall Semester First-time Freshmen who completed, transferred, or still enrolled within 150% of program time shown as a percentage of all Fall semester first-time freshmen. SCTCS target rate: > 36%	40%	44%	30%

Goal: Increase Student Success

	2016-2017 *Preliminary*	2015-2016	2014-2015
Total Awards Conferred July 1 to June 30 [2]	472	517	529
Graduate Production Rates SCTCS target rate: > 20%	36%	32%	24%

Goal: Ensure Relevancy

	April 1, 2016 - March 31, 2017 **Preliminary**	April 1, 2015 – March 31, 2016	April 1, 2014 - March 31, 2015
National Professional Licensure Examination First-time Pass Rates SCTCS target rate: > 80%	92%	92%	90%
Graduate Placement Rates (on job/in school) SCTCS target rate: > 80%	Graduate Cohort 2015-2016	Graduate Cohort 2014-2015	Graduate Cohort 2013-2014
	94%	96%	98%

1. Cohort 2012 was longitudinally tracked for three years (or 150%) from Fall 2012 through to Fall 2015. The Student Success Rate for Cohort 2012 is the most current Rate available. Cohort 2013 will be tracked from Fall 2013 to Fall 2016, and the Rate for Cohort 2013 will be available in 2018.

SC Technical College System

TRI-COUNTY TECHNICAL COLLEGE

Tri-County Technical College (TCTC), 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.

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. TCTC operates using four key values: integrity, respect, community minded and commitment to excellence. The College operates under the vision:

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

To achieve its mission and vision, TCTC has four closely-aligned strategic goals:

Goal 1 — Reinventing our offerings to adapt to changing realities

Goal 2 — Positioning and equipping students for success

Goal 3 — Embracing personal accountability for student learning

Goal 4 — Driving organizational success through our people

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 its offerings to meet evolving needs. Key accomplishments from the 2017 fiscal year include:

- Completing a program strategy model to enable the College to manage its portfolio of programs through a data-driven analysis of the strengths and opportunities for improvement for each program. The model evaluates new and existing programs using comprehensive, data-informed processes. This novel approach integrates market analyses, new program feasibility and existing program viability to assess programs as a complete program mix. Some key outcomes of this model include determining the appropriate enrollment level and location for program delivery. The results of the analysis are being used to develop a 3-year academic program plan.

- Developing the I-BEST Manufacturing Pathway program. The I-BEST model is a collaborative partnership with area Adult Education Centers that offers unprecedented opportunities for under-resourced adults to earn

college credit, national certifications, and WorkKeys credentials at the gold or platinum levels. The flexible models provides many different access points to jobs with a future in local manufacturing companies as well as offering additional Pathway learning/earning opportunities. The complementary Technical Career Pathways program allows participants to complete high school with a college certificate and transition directly into an associate degree program at the College or to enter the workforce. The College added the first year of Mechatronics and Industrial Electronics Technology as part of an expanded program plan to support the area's advanced manufacturing opportunities.

- Partnering with Michelin to create the Michelin Manufacturing Scholars program. The program offers scholarships to students attending Tri-County. The scholarship covers the cost of tuition, fees, and books. Scholarship recipients also gain on-the-job experience through part-time employment opportunities with Michelin. It is the first of its kind in the State and will serve as a model for creating partnerships between industry and the technical colleges in South Carolina. The first cohort will start in fall 2017 with 20 students who will earn a Manufacturing Operators I certificate upon completion of the program.

- Creating the Leading-Edge Experience ("LEE"), a framework that aligns the 21st century workplace learning outcomes from co-curricular activities with those cultivated in the classroom. In support of the LEE framework, Leading Edge Skills workshops were developed to provide career and life skills development.

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 2016 fiscal year include:

- Developing a five-year Quality Enhancement Plan (QEP) focused on improving student learning outcomes. Tri-County's QEP, which is already underway, embeds two High Impact Practices (HIP's) into each program at the College. HIP's are significant learning experiences that have been shown to improve persistence and achievement. While Tri-County has implemented numerous HIPs over the past decade through various initiatives such as learning communities, service learning, and freshman seminars, only students who choose to participate in these optional experiences benefited. The QEP ensures that all students completing a degree program will experience at least two HIP's during their course of study.

- Creating a "one stop" office, branded TC Central, to provide students centralized access to key administrative services including Admissions, Student Records and Financial Aid. Personnel in TC Central are cross-trained and can function across departmental lines to better support students and eliminate the "ping-pong" effect. Centralization reduces duplication in student and staff efforts and helps satisfy student needs during the first contact. Complementing student-facing TC Central is the Student Data Center which serves as the back-office processing for all the actual data and records.

- Partnering with SC Thrive to help connect students with community resources. Through the Benefits Bank (BB), seven Tri-County staff members were trained as BB counselors to help students learn what they can connect to and what services are available. In addition, a "Get the EDGE and THRIVE" Fair was held to bring important resources and support to students on all of College campuses. Similarly, the Corporate and Community Education Division partnered with Anderson Interfaith Ministries (AIM) to provide office space for a full-time counselor to assist students with support services, in order to help those students who need services that are not offered by the College.

- Developing numerous financial aid student outreach programs under the branded name of Money Management, including: Financial literacy training, FAFSA Fast Start and Leading-Edge training seminars. The collection of programs is a result of the College's continued focus on ensuring that student borrow money

wisely and have the tools to make sound fiscal decisions when taking out loans. The programs have helped reduce Tri-County students' Federal loan cohort default rate from a high of 30.9% to the current rate of 16.1%.

- Creating a self-certification process for approving new programs for Federal financial aid. In accordance with Title IV student aid rules, colleges have the authority to evaluate whether a new program would clearly qualify for aid. The self-certification process evaluates new programs using the same qualification process as the Department of Education. The process enables the College to more quickly offer financial aid for new certificates and diplomas for programs that pass certification.

- Ensuring a quality learning environment for students as recognized by receiving unconditional reaffirmation by SACSCOC for a ten-year period with no findings or recommendations. In addition, several individual programs were fully reaccredited by their accrediting bodies including Veterinary Technology, Early Childhood Education and Pharmacy Technician.

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 rates. Key accomplishments from the 2016 fiscal year include:

- Breaking ground on the 75,000-square-foot Student Success Center, the first new building on the Pendleton Campus in two decades. The new building will house a learning commons, library collections; meeting spaces; computer labs; study areas; supplemental instruction and tutoring spaces; Student Development Offices; Information Technology Services; College Store; Café, Printing Services; and shipping and receiving. The project also includes a complete renovation of Ruby Hicks Hall, and the installation of a central chiller plant and chilled water loop. The Student Success Center is a key component of Tri-County's strategy to increase student success and reduce long-term maintenance costs. The building will be fully operational by the spring 2018 semester.

- Completing the new kennel and related facilities on the Pendleton Campus for the Veterinary Technology program. The Expanded Animal Housing and Learning Facility features 33 indoor/outdoor canine runs and the capacity to house 28 cats. The facility also provides space for food storage, animal bathing areas and laundry and storage rooms. A key feature is an isolation ward/suite that ensures the program meets AVMA accreditation standards.

- Breaking ground on the Oconee County Workforce Development Center. The center is a collaboration between the College, the Oconee County Council, and the School District of Oconee County. The center will be focused on providing technical and career programs that meet the needs of local employers, providing a labor force to support the expansion of existing industries and attracting new business and industry to Oconee County. The Tri-County campus will be ready for classes in fall 2018. Construction on the Oconee County School District Career and Technology Center (Phase II of the project) will begin immediately following completion of the Tri-County campus.

- Implementing a digital content electronic book option for students in the Bookstore. This initiative will save students over $300,000 in textbook costs per year without negatively impacting the profitability of the Bookstore. Research has shown that students who have a digital content option available from Day 1 of classes are more prepared and more successful, resulting in increased retention.

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 2016 fiscal year include:

- Developing an on-boarding program for new full-time faculty and staff. Learning College 101 is designed to provide new employees an opportunity to integrate into the TCTC culture throughout their first semester. Topics include success teams; the impact of TCTC on the community; Starfish, Blackboard, and other student information management tools; the Transformative Student Experience philosophy; FERPA; employee benefits; FPMS/EPMS competencies; and more.

- Creating an Adjunct Expo with college-specific training opportunities for new adjunct faculty. In addition, the adjunct compensation model was revamped to provide more competitive wages and to promote professional development and continuous service to the College.

- Commissioning a Market Compensation study through Hanover Research. All FTE salaries were analyzed to identify any market inequities. Identified inequities were addressed through the College's performance pay process. In addition, the Market Compensation survey revealed a significant inequity in three classifications used in our Campus Police department. Given the universal nature of this market inequity and the intent of area police departments to raise entry level salaries, the College increased the salaries of all front-line officers.

Performance Measures

Graduate Placement Rates

Evaluation Year	Awards	On Job	In School	Total Placed	% Placed
2013-14	1,142	712	112	824	80%
2014-15	1,663	698	693	1,391	88%
2015-16	1,199	801	181	982	89%
2016-17	1,273	738	248	986	83%

Fall to Spring Persistence Rates for Degree Seeking Students

Term	Fall Cohort	Graduated/Retained	
		N	%
Fall 2013–Spring 2014	5,830	4,568	78%
Fall 2014-Spring 2015	5,581	4,386	79%
Fall 2015-Spring 2016	5,322	4,181	79%
Fall 2016-Spring 2017	5,239	4121	79%

AGENCY NAME:	State Board for Technical and Comprehensive Education		
AGENCY CODE:	H-59	SECTION:	25

Student Success Rate

Term	Cohort	Graduates (150%)	Transfers (150%)	Enrolled Fall	Student Success	
					N	%
Fall 2010 as of Fall 2013	1,708	217	732	161	1,110	65%
Fall 2011 as of Fall 2014	1,697	314	625	137	1,076	63%
Fall 2012 as of Fall 2015	1,754	372	633	132	1,137	65%
Fall 2013 as of Fall 2016	1,788	423	683	143	1,249	70%

Licensure Examination Pass Rates

Exam	2013-2014 Pass Rate	2014-2015 Pass Rate	2015-2016 Pass Rate	2016-2017 Pass Rate
National Council Licensure Exam - Practical Nurse	98%	85%	92%	99%
National Council Licensure Exam - Registered Nurse	75%	89%	89%	92%
Medical Laboratory Technician, ASCP	100%	100%	86%	100%
American Association of Medical Assistant Certification Exam (AAMA)	71%	90%	71%	90%
Surgical Technologist National Certifying Exam	81%	88%	89%	100%
Veterinary Technician National Examination	84%	70%	83%	80%

SC Technical College System

TRIDENT TECHNICAL COLLEGE

A Trident Technical College (TTC) education is about opportunity. As
one of South Carolina's largest higher education institutions, TTC provides that opportunity to nearly 30,000
curriculum and continuing education students each year. TTC offers more than 150 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. The vision of the College is: Educate the
individual. Accelerate the economy. Inspire the future.

The mission of the College is:

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

In addition, TTC holds to key values including: integrity, respect, student achievement, academic excellence,
accessibility and affordability, diversity and inclusion, excellence in customer service, expertise, academic freedom,
accountability and global competitiveness.

TTC 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 15,000 traditional and non-traditional
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,
aeronautical studies, agriculture, business, computer technology, engineering technology, health sciences, hospitality,
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 hybrid and online instruction, enable more members of the community to
pursue higher education. TTC's strategic plan, TTC 2016 - 2021: "Educate the individual. Accelerate the
economy. Inspire the future." The plan includes four strategic goals and twenty-seven supporting strategic initiatives:

Goal 1 — Increase Headcount Enrollment

Goal 2 — Improve Student Achievement

Goal 3 — Improve Customer Service

Goal 4 — Ensure Fiscal Stability

Trident Technical College 2016 - 2021 – Goals and Initiatives

Goal	Initiative
Increase Headcount Enrollment	Increase applications
	Increase the applied to enrolled yield ratio
	Increase external partnerships
	Increase flexibility in paying tuition
	Increase number of Life Scholarship students
	Increase the number of students moving from Continuing Education to credit through articulation pathways
	Increase online and hybrid course offerings
	Market certificate programs to employers
Improve Student Achievement	Increase student success
	Increase fall to spring retention for all students
	Increase fall to fall retention for first time freshmen
	Decrease success rate gaps and increase retention of minority students
	Investigate moving the curriculum toward more stackable credentials
	Improve academic technology
	Ensure every faculty member is using D2L
Improve Customer Service	Identify college standards for customer service
	Ensure easy access to college information and appropriate training
	Improve Help Desk functions
Ensure Fiscal Stability	Increase alternative revenue sources
	Increase revenues and reduce expenses associated with facilities rentals to realize a positive net revenue by June 30, 2019
	Increase State funding for operations
	Increase County funding
	Maintain Continuing Education net revenue between 2% and 5% each year
	Increase revenue from credit course offerings
	Increase educational partnerships with businesses offering education benefits to employees
	Develop short-term professional development opportunities in Continuing Education for white collar workers
	Expand apprenticeship programs in Continuing Education

Major Accomplishments FY2016-17

Preparation

- Increased dual credit enrollment to 1,784 for the 2016-17 academic year, a 6 percent increase.
- Increased success rates for MAT 031 and MAT 032 by 4.4 and 4.5 percentage points, over Fall 2013 rate.
- Increased success rates for ENG 032 and RDG 032 by 9 and 12.3 percentage points, over Fall 2013 rate.
- Increased success rates for MAT 101 and MAT 102 by 6.9 and 3.7 percentage points, over Fall 2013 rate.

Access

- Maintained the percentage of minority students at or above the levels of the College's service area.

- Set a tuition/fee increase for 2017-18 of 3.0 percent, which is below the 4.0 percent benchmark.
- Awarded $405,593 in TTC Foundation scholarships.

Student Success

- Maintained the Fall 2016 ENG 101 success rate at 74.5 percent, an 8.5 percentage point increase over the Fall 2013 rate.
- Maintained MAT 110 success rate at 61 percent, a 31-percentage point increase over Fall 2006 (benchmark year).
- Increased the first-time freshman 3-year success rate to 47.1 percent, the 18th consecutive year above the 30 percent benchmark.
- Exceeded the number of graduates needed to meet the College Completion Challenge. The 3,053 awards for 2015-16 exceeded the goal of 2,475.

Academic Development

- Enrolled 36 students in study abroad programs during 2016-17.

Alumni Success and Development

- Had a college-wide licensure exam pass rate of 92.4 percent.
- Had a college-wide graduate placement rate of 84 percent.
- Increased the number of alumni active on NetCommunity to 3,131.

Staffing for Institutional Growth

- Increased the percentage of sections taught by full-time faculty during Fall 2016 to 64 percent.
- Maintained the College's strong performance on EEO goals; TTC met 99 percent of its EEO goals in 2016, which included 17 percent minority teaching faculty, the 14th consecutive year above the CHE 13 percent benchmark.

Employee Development

- Provided $137,342 in TTC Foundation Tuition Assistance to 247 faculty and staff members taking college courses.
- Provided on-campus professional development courses with 131 registrations.

Succession Planning

- Maintained strong participation in Leadership Cabinet; there were 161 participants during 2016-17.

Health Promotion

- Maintained the low usage of annual sick leave hours used per employee at 64 hours.
- Sponsored health screenings attended by 138 employees.
- Maintained the percentage of employees who are non-smokers at 94 percent.
- Encouraged use of the InterTech Group Wellness Center; the facility was used by 185 employees who averaged 21 visits each.

Economic Development

- Provided contractual training to 1,126 individuals from 32 companies.
- Conducted over 9,000 recertification's for Boeing, Inc. during 2017.
- Provided apprenticeship training to 163 students in partnership with 60 companies.
- Continued the College's youth apprenticeship program, Workforce Opportunities for Youth at TTC in partnership with the Charleston Metro Chamber of Commerce, local school districts and area business partners. In Fall 2016, 40 students began two-year apprenticeships.

Community Relations

- Enhanced awareness of the College through social media (14,271 Facebook followers, 2,785 Twitter followers, 578 Google+ contacts, 688 Instagram followers).
- Hosted civic and cultural events attended by more than 7,430 members of the general public.
- Increased the attendance at public and private meetings held at the College Center to 48,972, a 15 percent increase.

Community Service

- Raised $48,604 during the Trident United Way annual campus campaign.
- Supported student organizations in 193 service projects totaling 5,996 volunteer hours in 2016-17.

Infrastructure (IT)

- Encouraged students to use online services; 74 percent of students eligible for online registration used this service.
- Developed a new Student Tuition Calculator allowing students to anticipate their financial aid awards, tuition costs and financial aid refunds.

Campuses, Sites and Facilities

- Completed five major renovation projects on time and within budget.
- South Carolina Aeronautical Training Center.
  - Phase I site work is in progress – scheduled completion 12/2017.
  - Phase II building construction 40% complete with design – scheduled completion 4/2019

Sound Financial Base

- Received $2,930,558 in funding for 10 grants with an additional six grants still awaiting notification.
- Maintained the College's energy use at 63.3 kBtu/sq. ft., below the benchmark of 95.0 kBtu/sq. ft.
- Maintained the College's energy cost per square foot $2.56/sq. ft. for 2016.

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.
- Maintained the college's ability to communicate with students in an emergency by enrolling 71% of Fall 2016 students for SMS alerts.

SC Technical College System

WILLIAMSBURG TECHNICAL COLLEGE

Williamsburg Technical College (WTC), 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. The vision of WTC 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.*

In support of the College's overall mission and vision, the following five strategic goals have been developed:

> Goal 1 — Provide educational and training programs to support current and anticipated workforce needs.
>
> Goal 2 — Provide continuous quality improvement to the educational and administrative processes.
>
> Goal 3 — Effectively integrate and utilize information technology systems.
>
> Goal 4 — Promote the College as the pre-eminent educational and economic development resource in the community.
>
> Goal 5 — Pursue alternative fiscal resources necessary to enhance College sustainability and growth.

Key Performance Outcomes for FY2014-15

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

- Strategy 1.1, to increase and sustain enrollment, was not realized in the 2016-2017 academic year. The College's fall 2016 unduplicated headcount of 676 was a decline of 2.5% versus the prior fall number, while the spring 2017 unduplicated headcount of 645 was a decline of 2.1% from the same period in the prior year. Expanded recruiting and marketing programs partially offset the ongoing service area population declines, continued competition for students from private and online colleges outside the Williamsburg Technical College (WTC) service area, and economic pressures requiring potential students to forgo educational opportunities to meet family financial obligations. It should be noted that WTC's headcount and FTE changes in both fall 2016 and spring 2017 compared favorably to Technical College System total changes. As such, WTC believes that continued refinement and aggressive support of its recruiting and marketing strategies are keys to the College's future success, and WTC will continue to pursue strategy 1.1.
- WTC's strategy 1.2, to increase and sustain student retention and graduation rates, was met with mixed results during the 2016-2017 academic year. Among the performance funding measures, the most recently reported

fall-to-spring persistence rate fell to 65.1% from the prior year reported level of 70.5%, but the latest student success rate climbed from 33.9% in the prior reported year to 37.7% while the graduate production rate climbed from 35.6% to 49.6%. During the 2016-2017 academic year, WTC combined the Student Affairs Division with the Academic Affairs Division and realigned Financial Aid with Business Affairs to better manage student recruitment, retention, and graduation processes Ongoing positive drivers were a proactive registration process, a focus on continuous student advising by Student Affairs Division staff and faculty, and increased student communication through electronic alternatives including the college website, Gmail, Regroup (the student notification system), and mass communication venues such as Facebook and Twitter.

- The College continues to make strategy 1.3, increased participation of high school students in the dual enrollment program, a priority. Dual enrollment participation numbers were 266 in fall 2014, 233 in fall 2015, and 327 in fall 2016. The College's Associate Vice President for Academic Affairs, the Associate Vice President for Student Affairs, Student Affairs staff, and key faculty members continue to work with the local school district to identify, test, and enroll increasing numbers of qualified high school students in the dual enrollment program. Dual enrollment recruiting efforts during the 2016-2017 academic year included the annual Counsellors Academy, on-site recruiting events at local high schools, and community outreach meetings.

- To address strategy 1.4, to increase participation in Workforce Development and personal enrichment, WTC took the following actions: (a) an aggressive community outreach effort by the Dean of Workforce Development and Continuing Education to identify business training needs; (b) business leader roundtable meetings with service area executives; (c) sponsorship of on-campus career fairs that drew approximately 300 participants and 40 businesses; and (d) continued targeted training ranging from the SC Apprenticeship Initiative, SC Enterprise Zone Retraining, SC Tax Credit, SC Works Incumbent Workers Training (IWT), SC Works O-J-T, and SC DSS SNAP2Work programs, and short-term industry specific courses such as forklift and OSHA training.

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

- Performance measures were positive in response to WTC's efforts to meet strategy 2.1, to monitor, prioritize and implement course offerings to support stakeholder needs. Strong pass-rate results were reported for WTC students taking State licensure exams for the first time, where-in the actual pass rates for the Cosmetology and the Practical Nurse licensure (NCLEX) exams exceeded the College's targeted pass rate of 95%. In addition, WTC Phlebotomy students had a 100% pass rate. On the Community College Survey of Student Engagement (CCSSE) survey, favorable results were also reported with WTC's performance exceeding cohort levels for small colleges nationwide on four of the five benchmarks. Additionally, on the most recent Survey of Entering Student Engagement (SENSE) survey, all six benchmarks exceeded cohort levels and were close to top performer levels. Never-the-less, campus-wide quality improvement processes remain a key strategy.

- The College again exceeded its performance objectives for strategy 2.2, to invest in personal and professional employee development, growth and well-being. From a professional standpoint, the target of 90% of employees successfully completing all required online training courses was surpassed, with a 100% completion rate, including new hires. 100% of all faculty responsible for teaching hybrid and online courses received initial or refresher technology training. WTC faculty and staff actively participated in their respective Technical College System peer groups and WTC Executive Team members served on SACSCOC on-site accreditation review teams. The College participated in the most recent SCTEA conference, not only attending professional sessions, but also serving as session presenters and nominating fellow WTC employees for awards. In addition, WTC's Executive staff attend the SACSCOC annual conference. From a personal perspective, the College continued on-campus health screening and wellness programs, sponsored the first campus-wide blood drive in a number of years, and also led multiple fund-raising and donation activities. WTC also encourages community involvement such as the Williamsburg HomeTown Chamber, which promotes both professional and personal growth of our employees.

- Given the positive results previously noted in this report – certain retention and graduation rates, expanded workforce development, and favorable survey results - the College will continue to pursue additional input and measurements related to its strategy 2.3, to provide quality service to students and stakeholders by continually improving processes based on data-driven decision making and reporting. During the past year the College: participated in the CCSSE, CCFSSE, and SENSE surveys; collected faculty evaluations and opinion surveys from students; managed online student orientations; and offered hybrid and online courses. In addition, WTC continues to upgrade its website to be more informative and user friendly.

Goal 3: Effectively integrate and utilize information technology systems.

- By conducting online student learning engagement surveys, administering online Strategic Planning surveys, collecting faculty evaluations and opinion surveys from students, overseeing online student orientations, providing hybrid and online courses, and issuing announcements and notifications via the emergency warning (Regroup) system and email blasts, WTC met its strategy 3.1 to utilize technology as a means of enhancing communication both internally and externally.

- Consistent with strategy 3.2, to utilize data and information as a tool for strategic and operational decision-making, WTC: (a) refined its hybrid and online courses in response to student opinion surveys; (b) initiated the process for expanding academic offerings including the Phlebotomy and Mechatronics programs, reintroducing the Industrial Electrical program, and expanding accredited off-campus dual enrollment sites based on student and community input; (c) continued the process of reviewing and revising the use electronic media advertising dollars to maximize the local service-area impact, and (d) targeted Workforce Development, Continuing Education, and dual enrollment programs as potential revenue enhancement sources based on business and community partner feedback.

- To meet its strategy 3.3 to expand educational opportunities through distance and off-site learning, the College continued to refine its hybrid and online courses. During the 2015-2016 academic year, the College's Associate Vice President for Academic Affairs managed the course expansion process.

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

- The College met its strategy 4.1 of strengthening relationships with all internal and external stakeholders by promoting the SC Apprenticeship Initiative, SC Enterprise Zone Retraining, SC Tax Credit, SC Works Incumbent Workers Training (IWT), SC Works O-J-T, and SC DSS SNAP2Work programs; soliciting stakeholder participation in on-campus job fairs; utilizing SC DEW Talent Scholarship money; and providing credit for courses at the College's off-campus site at the Hemingway Career and Technology Center, C.E. Murray High School, and Hemingway High School. In addition, the College's Dean of Workforce Development and Continuing Education continued to work with local industry leaders to develop corporate and customized training programs.

- WTC exceeded its objectives to meet it strategy 4.2, to enhance the physical and virtual appearance of the College. Virtual improvement projects completed during the 2015-2016 academic year were upgrades to the College's website, expanding WebAdvisor and Moodle student options, server reconfigurations and implementation of virtual servers, enhancing server capacity, and a review of system security measures. Physical improvements included completion of the overhaul of all Industrial Technology classrooms and labs, relocation of the Cosmetology and Nail Technology classrooms and labs, start-up construction on the ADN lab, consolidation of the Machine Tool classrooms and construction of the Mechatronics classroom, carpet replacement in administrative offices and classrooms, and continued classroom and exterior and interior maintenance.

- In order to meet its strategy 4.3 of marketing the institution to the community, the College continued its promotional efforts that focus on electronic media advertising options, an expanded Internet presence, and target market promotional alternatives. Additionally, the Academic and Student Affairs Division continued its

aggressive off-site recruitment campaign of potential dual enrollment students and area high school graduates. Marketing efforts coordinated with the WTC Foundation are detailed under Goal 5 (following).

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

- During the 2016-2017 academic year, WTC secured funding for the Workforce Development and Continuing Education programs noted for strategy 4.1. Fundraising activities conducted in conjunction with the WTC Foundation were the Ghosts of Christmas Past, the Welding Rodeo, and the Taste of Williamsburg. These activities were consistent with WTC's strategy 5.1 to identify and pursue viable alternative resources and funding. The College plans on continuing expansion of its WTC Foundation activities in future years.

- WTC successfully addressed its strategy 5.2, to prioritize and allocate resources to College projects and initiatives. The College allocated resources to computer system upgrades and virtualization, a complete overhaul of all Industrial Technology classrooms and labs, new equipment in the Automotive and Welding and Mechatronics labs, relocation of the Machine Tool classroom and lab, initiation of construction on the ADN classroom and lab, and a significant investment in painting, re-carpeting, and furniture upgrades in student common areas, classrooms, and offices.

SC Technical College System

YORK TECHNICAL COLLEGE

York Technical College (YTC), 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. YTC 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. YTC's vision is to be the
best place to work, the best place to learn and the best partner in economic development. The College's Mission is:

> *Building our community through maximizing student success.*

YTC is guided by six strategic goals as it seeks to fulfill its mission: Partnerships, Programming, Campus Environment,
Branding & Marketing, Organizational Development, and at the very heart of its mission – Student Success. All plans
and actions are strategically focused to enhance, leverage, improve and in the end, maximize our students' success.
The College is committed to implementing promising practices, measuring their effectiveness, reflecting on strengths
and weakness, adjusting where needed and measuring again. The cycle of continuous improvement never ends.

Goal 1 — Student Success - We will answer the question: What sustainable action improves student success, and then
we will do it.

Goal 2 — Partnerships - We will seek mutually beneficial partnerships.

Goal 3 — Programming - Our programs will link where our students want to go, where our employers want to go, and
where our community wants to go.

Goal 4 — Campus Environment – Our campus and centers are more than parking and shelter for classes. They will
welcome us all, support our goals and be an inspiration.

Goal 5 — Branding and Marketing – What we do is special, valuable and magical. We will tell our story.

Goal 6 — Organizational Development – We will improve ourselves, so we can improve others.

Major Accomplishments for FY2016-17
Described below are the College's student success outcomes for this past year as well as highlights of the strategic
initiatives and accomplishments that moved, and will continue to move, the College forward.

Student Success. We will answer the question: What sustainable action improves student success, and then we will do
it. The primary indicators used to demonstrate that the College is effectively accomplishing its mission – *Building Our
Community Through Maximizing Student Success* – are enrollment, retention, completion, and placement. These key
indicators are a direct reflection of institutional quality; in order to be effective, the College must enroll students,
retain them from semester to semester, graduate them from credit programs, and ensure that they then find gainful
employment or continue their education at a four-year college or university. These key indicators are monitored
regularly and related strategies are adjusted as needed for improvements.

Enrollment. Predictable and sustainable enrollment levels are critical for the College to achieve its mission. Community college enrollment, both nationally and regionally, is greatly affected by the relative health of the economy. In general, when the economy improves, community college enrollment declines; whereas when the economy declines, community college enrollment tends to increase. Recent economic indicators have generally been positive, e.g., unemployment is down, and as such York Technical College (as well as most SC Technical Colleges) have seen recent declines in enrollment. The percentage decrease in fall enrollment from 2015-16 to 2016-17 at York Technical College was slightly lower than the state average (-3.1% v. -4.1%).

Given the challenges of growing enrollment in a robust economy, the College focused last year on increasing the number of credit hours in which students enrolled. Specifically, the College began a 'Fifteen to Finish' initiative which encouraged full-time students to increase their semester credit load from 12 to 15. Research indicates college completion and degree attainment are positively influenced by enrolling in a greater number of credit hours. Besides giving our students a boost toward completion, the initiative also resulted in large gains in FTE for the College. The College's fall FTE was down only -.3% compared to -4.5% for the entire SC Technical College System. This focus on increasing credit hours (and FTE) has proven to be an effective strategy to improve the College's economic position despite the decline in headcount. The College continues to adjust its enrollment management strategies in an effort to be prepared for – as opposed to react to - the inevitable ebbs and flows of the economy.

Percentage Change in Fall Enrollment
2015-16 to 2016-17
York Technical College and SC Technical College System

	SCTCS	YTC
■ Headcount	-4.1%	-3.1%
■ FTE	-4.5%	-0.3%
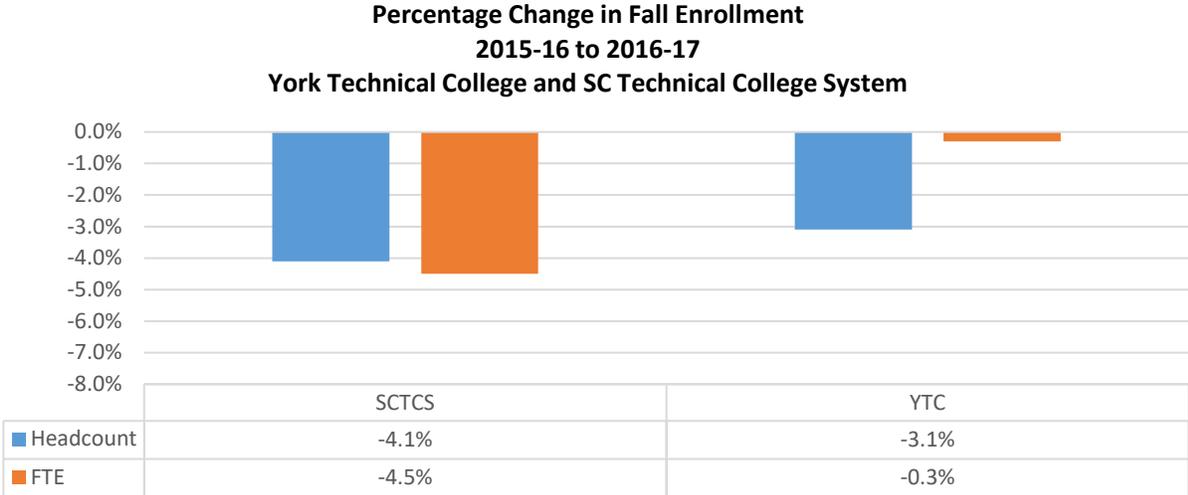
Retention. A fundamental component of accomplishing the College's mission is the retention of its students. The College's primary measure of student retention is a component of its fall to fall student success rate. All students enrolled in credit programs (high school and dual enrollment students are excluded) in a given fall semester are considered successful the next fall semester if they remain enrolled at the College (retention), graduate from the College, or transfer to another institution. The College began implementation of this measure in 2006-07 with an initial success rate of 57.2%. The success rate in 2015-16 was 62.9%, the highest since tracking began. The rate increased close to two full percentage points since the previous year – the largest single year gain to date. These improvements are encouraging as the College strives to reach its ultimate goal of a 70% fall to fall student success rate. York Tech will continue to refine and improve its performance through implementing new actions, measuring the results, and adjusting as needed until this goal is reached.

York Technical College
Opening Fall to Opening Fall
Student Success Rates

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
◆ Success	57.2%	59.6%	60.5%	57.7%	60.5%	58.6%	61.2%	60.9%	61.0%	62.9%
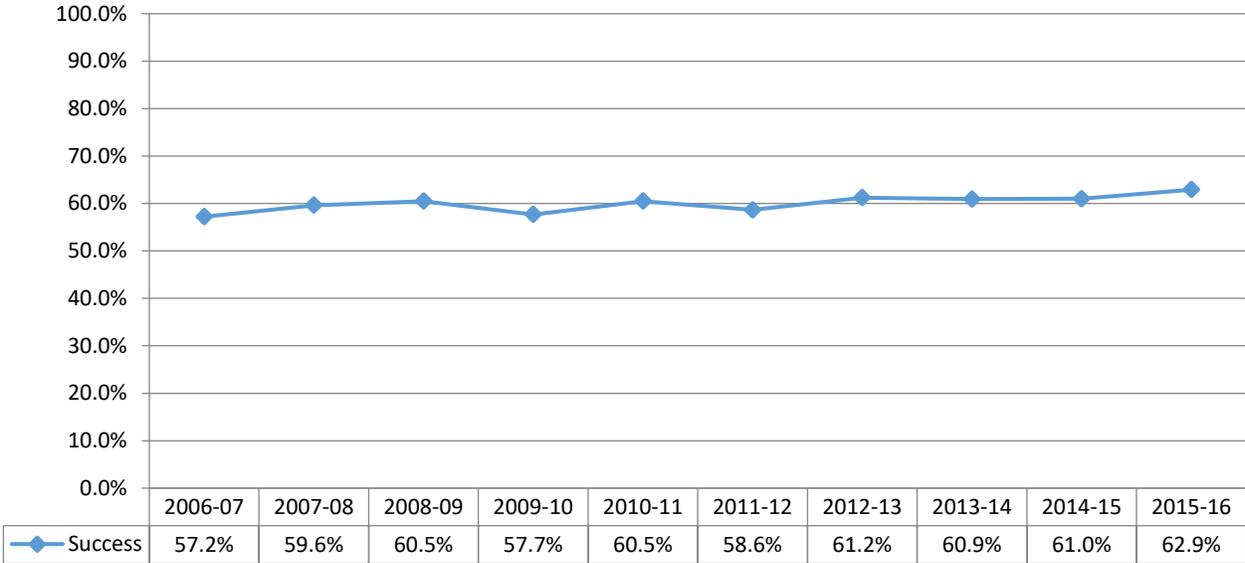
Graduation. The third primary measure of institutional quality is the number of students who graduate from the College.

The number of awards earned by York Technical College graduates increased from 840 in 2014-15 to 934 in 2015-16; an increase of 11.2%. This increase is especially striking as it coincided with a decrease in enrollment, suggesting that the College's relentless efforts to increase success and program completion are producing results. During that same time period, the total number of awards from all 16 technical colleges increased by only 2.1%. Numerous studies confirm the benefits of a college degree or certificate – not only to the student who earns the award, but to their families and the communities in which they live. As such, increasing the number of students who graduate from the college is a primary indicator of how we 'build our community through maximizing student success.'

Percent Change in Awards 2014-15 to 2015-16 York Technical College and SC
Technical College System
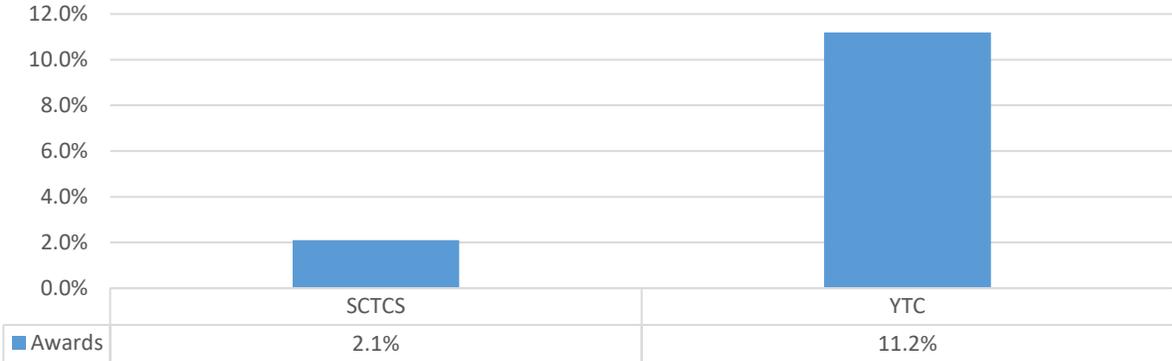
	SCTCS	YTC
■ Awards	2.1%	11.2%

Graduate Placement. The final component of assessing the College's effectiveness in accomplishing its mission is the percentage of graduates who are either gainfully employed in an occupation in their field of study, or who are continuing their education at a four-year college or university. The College increased its efforts and resources in this area in recent years and the results have generally been positive. Although the placement rate declined slightly from last year's rate of 95% to 91%, the College still compares favorably to the recent state-wide average rate of 87%.

York Technical College
Graduate Placement Rates

	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
YTC	84%	78%	76%	75%	78%	88%	93%	93%	95%	91%
SCTCS	82%	85%	82%	83%	83%	86%	86%	86%	87%	
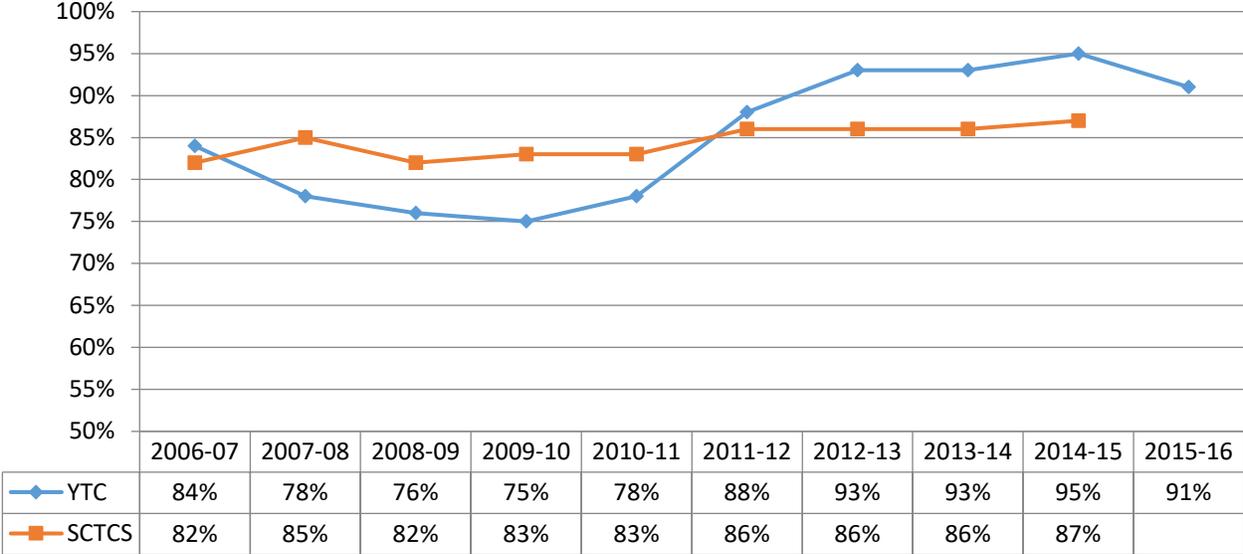
Partnerships. We will seek mutually beneficial partnerships. Partnerships with industry, high schools, and other colleges and universities are critical to the College's ability to fulfill its mission and provide a positive return of investment to the community. Examples from this past year include:

York Technical College graduated its first class from its manufacturing dual enrollment program, a collaborative partnership with the Chester County School District. Eight students earned a Certificate in Basic Electricity, Motors and Controls, and Programmable Controllers, a credential that is in high demand by regional employers, while they simultaneously earned their high school diploma.

The College announced a partnership with the Rock Hill School District designed to provide a highly advanced Engineering Technology program through dual enrollment. The program enables Rock Hill School District high school students to begin the College's Engineering Technology Degree during their junior and senior years. Students who follow the plan of study will be able to complete an Associate in Applied Science Degree within one year after high school graduation with the potential to transition seamlessly to the workforce or to transfer to a four year university.

The College's Business, Computer, Arts & Science Division partnered with its Corporate and Continuing Education Division to deliver CISCO and CCNA training through a credit/non-credit partnership. The partnership allows the College to establish cohorts of students who receive the training necessary to acquire CISCO certification. Twelve students successfully completed the coursework last year and more are expected in the coming year.

Programming. Our programs will link where our students want to go, where our employers want to go, and where our community wants to go. As the economy rapidly diversifies it is imperative that York Tech continuously review and

update its program offerings in order to remain a relevant engine for economic growth and development. Several new programs were either initiated or approved during 2016-17:

York Technical College added seven new programs to its curriculum line up starting in Fall 2017. The programs include five certificates - Cyber Security, Personal Trainer, Nursing Care, Dental Office, and Allied Health Services; and two associate degrees – Applied Science in Digital Art and Applied Science in Paralegal. The College is investing in dynamic new programs to meet and exceed shifting workforce demands, to drive economic development in our region and ensure students have the advanced training needed in innovative, high demand careers.

Also in 2017, the College launched its Advanced Information Technology Institute (AITI). The institute is housed at the College's Indian Land Center and will offer advanced training for high demand careers in information technology. A rise in the need of IT professionals helped lay the groundwork for offering sought after programs exclusively at the Indian Land Center, conveniently situated and structured to accommodate individuals within the region.

Campus Environment. Our campus and centers are more than parking and shelter for classes. They will welcome us all, support our goals, and be an inspiration. The College continued to make significant progress toward its Campus Master Plan goals this year. New Campus Way Finding Signage was deployed across the campus. Progress continued with the Perimeter Road System with the completion of improvements to the South Entrance and the start of construction on the East Loop Connector Road. The Design and Material Exploration phase of for the new Learning Commons and Library expansion also began this past year. The Learning Commons is expected to open in Fall 2019 and will provide a space for students, faculty, and staff to study, collaborate, and engage with one another.

Public Safety continued to improve the security and safety of the campus by providing enhanced training, expanding the security camera network, utilizing a mass notification system (incl. emails, phone messages, text messages, desktop alerts and other means of communication), and implementing improved access control for campus buildings.

Branding and Marketing. What we do is special, valuable, and magical. We will tell our story. York Technical College continued to expand and enhance its Branding and Marketing efforts this year:

As part of its community outreach, the College once again hosted Camp Tech, week-long summer camps focused on science, technology, engineering, art and math (STEAM). These STEAM camps run through June and July and the offerings are tailored for local students from the 5th grade through the 12th grade. The camps allow service area students to become acquainted with the learning opportunities at the College at an early age.

The College offered scholarships of up to $2,500 to eligible students who planned to take at least six credit hours at one of its off-campus centers in Chester or Indian Land. A Duke Energy Foundation grant provided a significant portion of the Chester scholarship funds with the aim of ensuring Chester County residents have the opportunity to continue their education to benefit their future and the community at large. The County projects it will experience double digit job growth resulting in the need for a highly skilled and educated workforce. By offering these scholarships, the College demonstrated its commitment to ensuring that those in the less populated areas of its service area have the opportunities they need for a better future.

Also in 2016-17, The College's Foundation established the York Technical College Alumni Connection. Its charter states that it will exist to work collaboratively with the York Technical College Foundation Board of Directors, York Technical College administrators, faculty, staff, and students to support the development of students and alumni through networking, mentorship, and employment opportunities. It will help create a mutually beneficial lifetime link between the College, its community of alumni and the communities served by the College.

Organizational Development. We will improve ourselves, so we can improve others. York Technical College made continued progress in enhancing its commitment to organizational development during this past year:

Guided by the leadership of the College's new Executive VP for Academic and Student Affairs, strategic workgroups were formed to identify and propose solutions in areas they deemed as most critical to improving student success: Off Campus Centers, Advising, Student Success Technology, Strategic Scheduling, Teaching with Intentionality, and New Student Orientation/COL 101. These workgroups met throughout the year and prioritized those issues that could be handled relatively quickly and those that would require more sustained efforts.

The first year outcomes/accomplishments from these workgroups included creation of the Advanced Information Technology Institute and enhancements to the Off-Campus Leadership Team; creation of the Career and Advising Center and laid the groundwork for the creation of Meta-Majors; explored purchasing software to allow for Integrated Planning and Advising for Student Success; implemented Block Scheduling, Priority Registration, and Learning Communities; tasked faculty to create a Master Teacher Plan and to participate in Faculty Focus Groups; and completed a revision of the College 101 course while removing the College 103 course from the curriculum.

The power of these workgroups lies in bringing faculty together to brainstorm, collaborate, and propose solutions to the College's most pressing student-success related needs. These faculty-inspired initiatives promote collegiality and responsibility in the service of the success of the College's students.

In addition, the College's Human Resources Department initiated an HR Ambassador Program where faculty and staff are given the opportunity to obtain training to lead interview teams for filling critical positions at the College. This effort allows a more diverse and expanded pool of employees the opportunity to assist in the critical task of selecting individuals to join the College team.

	Agency Name:			State Board for Technical and Comprehensive Education	

	Agency Code:	H59		Section:	25

Type	Goal	Item # Strat	Object	Associated Enterprise Objective	Description
G	1			Education, Training, and Human Development	**Ensure excellence and value by providing high quality, relevant programs and services to all customers.**
S		1.1		Education, Training, and Human Development	**Provide program evaluation, review and approval.**
O			1.1.1		*Approve new academic certificates, diplomas and degrees*
O			1.1.2		*Evaluate existing academic programs to academic standards*
S		1.2		Government and Citizens	**Maintain accessibility and affordability to higher education for South Carolina citizens.**
O			1.2.1		*Evaluate annual tuition and fees in relationship with the Higher Education Price Index (HEPI)*
S		1.3		Education, Training, and Human Development	**Provide responsible and flexible access to education, training and retraining through distance learning technology.**
O			1.3.1		*Deliver distance learning opportunities to meet the educational needs of South Carolinians*
S		1.4		Education, Training, and Human Development	**Provide responsibility and flexibilty to education and retraining through dual enrollment opportunities.**
O			1.4.1		*Develop dual enrollment opportunities to meet the educational needs of South Carolinians*
G	2			Education, Training, and Human Development	**Achieve greater efficiency and effectiveness in fulfilling the Technical College System's mission through coordinated college and state-level leadership.**
S		2.1		Public Infrastructure and Economic Development	**Improve system-wide decision making by increasing access to data.**
O			2.1.1		*Continue Partnership with SC Department of Employment and Workforce for employment data sharing*
O			2.1.2		*Continued Participation in system-wide data sharing and through access the National Community College Benchmarking Project (NCCBP)*
O			2.1.3		*Develop reporting structure and dashboards for Continuing Education*
O			2.1.4		*Develop and Complete a return on investment (ROI) for the Technical College System*
S		2.2		Education, Training, and Human Development	**Provide technical assistance to technical colleges.**
O			2.2.1		*Provide excellent customer service through the IT Help Desk*
O			2.2.2		*Provide technical assistance and develop system-wide procurements*
O			2.2.3		*Provide technical assistance and reporting system-wide for HRIS*
G	3			Public Infrastructure and Economic Development	**Develop a world-class workforce to fulfill the demands of an evolving and diversified state economy.**
S		3.1		Public Infrastructure and Economic Development	**Initiate strategic partnerships that respond to statewide economic and workforce needs.**
O			3.1.1		*Complete final stages of the South Carolina Manufacturing Certificate Program.*
O			3.1.2		*Work with the SC Department of Revenue, all 16 technical colleges, and various manufacturing companies across thte state to implement the Ezone Program.*
S		3.2		Public Infrastructure and Economic Development	**Expand implementation of a state-wide coordinated strategy for the Technical College System's promotion and delivery of registered apprenticeships.**
O			3.2.1		*Number of Apprentices last year and since inception.*
O			3.2.2		*Number of Companies last year and since inception*
O			3.2.3		*Top five industries served by NAICS Code*

Agency Name:			State Board for Technical and Comprehensive Education		

Agency Code:		H59	**Section:**		25

Type	Item #			Associated Enterprise Objective	Description
	Goal	Strat	Object		
S		3.3		Public Infrastructure and Economic Development	**Provide customized start-up training for eligible new and expanding businesses through the System's readySC program**
O			3.3.1		*Number of Trainees last year and since inception.*
O			3.3.2		*Number of Companies last year and since inception*
O			3.3.3		*Top five industries served by NAICS Code*
G	4			Government and Citizens	**Acquire the financial and infrastructure resources necessary to achieve the Technical College System's mission.**
S		4.1		Government and Citizens	**Further enhance education and training goals of the Technical College System by successfully guiding system initiatives as they relate to legislative priorities.**
O			4.1.1		*Develop legislative agenda to address the needs of the Technical College System.*
O			4.1.2		*Develop and submit and annual Technical College System Budget Request*
S		4.2		Education, Training, and Human Development	**Foster system-wide leadership through statewide professional development programs.**
O			4.2.1		*Provide Graduate Certificate Programs, Faculty Academy, Leadership Academy*
G	5			Government and Citizens	**Demonstrate accountability and transparency for achieving the Technical College System's mission**
S		5.1		Government and Citizens	**Ensure State Board policies are relevant and reflect current state law.**
O			5.1.1		*Ensure annual review of State Board policies by Institutional Peer Groups*
O			5.1.2		*Administer Federal Methods of Administration (MOA) - Office of Civil Rights Compliance Review - Academics, Facilities, Human Resources*
O			5.1.3		*Ensure annual reviews of Financial Statements, Lottery Tuition Assistance Program.*
S		5.2		Education, Training, and Human Development	**Provide service to technical colleges through system-wide agreements.**
O			5.2.1		*Negotiate and complete a system-wide master level agreement with the ERP provider*
O			5.2.2		*Develop a system-wide information technology security review and in compliance with State Requirements*
O			5.2.3		*Number of Job Postings for Inside Higher Education and Diversity in Higher Education.*
G	6			Education, Training, and Human Development	**Instructional Programs - Technical Colleges.**
S		6.1		Education, Training, and Human Development	**Ensure performance goals for Instructional Programs within the Technical College System through the use of the Performance Funding Model.**
O			6.1.1		*Fiduciary and Accountability Performance*
O			6.1.2		*Graduate Placement Performance*
O			6.1.3		*Licensure Exam Pass Rates Performance*
O			6.1.4		*Fall to Spring Persistence Performance*
O			6.1.5		*Graduate Production Rates Performance*
O			6.1.6		*Enrollment Performance*

Performance Measurement Template

Item	Performance Measure	Last Value	Current Target Value	Current Value	Future Target Value	Time Applicable	Data Source and Availability	Calculation Method	Associated Objective(s)	Meaningful Use of Measure
1	# of New Academic Certificates, Diplomas and Degrees	33	32	82	30	7/1/16-6/30/17	New Program Submissions	Total Number	1.1.1	Enhances accessibility in breadth and depth of programs provided
2	# of Existing Academic Programs Evaluations in Good Standing (Includes Degrees, Diplomas and Certificates)	1042	929	1023	950	7/1/16-6/30/17	Program Reviews evaluated against criteria and standards	Total Number	1.1.2	Ensures a quality higher education is being provided that is relevant to the local community
3	% of Increase of Tuition and Fees - State Board Minimum and Maximum Tuition Range	2.10%	> 2%	2.1% HEPI	Annual Higher Education Price Index	7/1/16-6/30/17	CommonFund Institute	Minimum and Maximum Per Credit House is increased by HEPI	1.2.1	Ensures that a quality higher education remains affordable and accessible to South Carolinians
4	% of Increase of Tuition and Fees - Average Actual Colleges	3.20% Average	3.5% Average	3.20% Average	3% - 5% Average for the System	7/1/16-6/30/17	State Board Tuition and Fee Summary	% Increase from Academic Year to Academic Year	1.2.1	Ensures that a quality higher education remains affordable and accessible to South Carolinians
5	# of Distance Learning Opportunities	2334	2,200	4,875	2300	7/1/16-6/30/17	State Board EDSS Data Reporting System	Total Number	1.3.1	Enhances accessibility in breadth and depth of programs provided
6	# of Dual Enrollment Opportunities	1245	845	1,313	1000	7/1/16-6/30/17	State Board EDSS Data Reporting System	Total Number	1.4.1	Enhances accessibility in breadth and depth of programs provided
7	Execution Date of Data Sharing Agreement with SCDEW	Date Signed - 5/1/15	Date Signed - 6/15/16	5/24/2016	Date signed - 6/15/17	June 2017	MOA Between SC DEW and Individual Colleges	N/A	2.1.1	Ensures proactive partnership with key stakeholders to meet ever-changing workforce demands
8	Execution Date of Data Sharing Agreement with National Community College Benchmarking Program	Date Signed - 3/15/15	Date Signed - 6/15/16	Date Signed - 3/15/16	Date signed - 6/15/17	June 2017	Contract with National Community College Benchmarketing Project	N/A	2.1.2	Ensures proactive partnership with key stakeholders to meet ever-changing workforce demands
9	# of Continuing Education Contact Hours	136,405	> 120000	137,462	>100000	7/1/16-6/30/17	State Board EDSS Data Reporting System	Total Number	2.1.3	Ensures a quality higher education is being provided through continuing educaiton that is relevant to the local community served
10	# of Help Desk Calls Request Supported	4,643	4,500	4,975	4,500	7/1/16-6/30/17	Help Desk Data Tracking	Total Number	2.2.1	Ensures information technology/data issues are addressed in a timely matter
11	# of System-Wide Procurements	18	> 18	22	20	7/1/16-6/30/17	State Board - Finance Procurement Tracking	Total Number	2.2.2	Promotes sound fiscal stewardship and allows to control increases in spending
12	Upload College HR Data to HRIS	Bi-Monthly	Bi-Monthly	Bi-Monthly	Bi-Monthly	7/1/16-6/30/17	State HRIS System	N/A	2.2.3	Ensures that data is consistently kept up-to-date to enhance decision making
13	# of colleges implementing Ezone Program	11	16	13	16	7/1/16-6/30/17	State Board - EZone Data Tracking	Total Number	3.1.2	Promotes workforce development by ensuring a wide variety of companies across the state are taking advantage of this training tool
14	# of Companies participating in Ezone Prgoram annually and to date	9 New in FY2015-2016 and 68 since inception	> 8 New in FY2015-2016	20 New in FY 2016-2017 and 88 since inception	> 8 New in FY2016-2017	7/1/16-6/30/17	State Board - EZone Data Tracking	Total Number	3.1.2	Promotes workforce development by ensuring a wide variety of companies across the state are taking advantage of this training tool
15	Top five Industries in Ezone Program	Transportation, Plastics and Rubber, and Fabricated Metal Manufacturing	To potentially include Transportation, Plastics and Rubber, and Fabricated Metal Manufacturing	Transportation, Plastics and Rubber, Fabricated Metal Manufacturing, Paper Manufacturing, Non-Metalic Mineral Mfg.	To potentially include Transportation, Plastics and Rubber, and Fabricated Metal Manufacturing	7/1/16-6/30/17	State Board - Maximizer System	Total Number	3.1.2	Promotes workforce development by ensuring a wide variety of companies across the state are taking advantage of this training tool
16	# of Apprentices annually and to date	2,981 New in FY2015-2016 and 15,781 since inception	> 2500 New in FY2015-2016	8384 New in FY2016-2017 and 26,864 since inception	> 2500 New in FY2016-2017	7/1/16-6/30/17	State Board - Maximizer System	Total Number	3.2.1	Promotes workforce development by ensuring a wide variety of companies across the state are taking advantage of registered apprenticeship
17	# of Companies participating in Apprenticeships annually and to date	59 New in FY2015-2016 and 807 since inception	> 50 New in FY2015-2016	113 New in FY2016-2017 and 920 since inception	> 50 New in FY2016-2017	7/1/16-6/30/17	State Board - Maximizer System	Total Number	3.2.2	Promotes workforce development by ensuring a wide variety of companies across the state are taking advantage of registered apprenticeship

18	Top five Industries in Apprenticeship Program	Health and Personal Care; Specialty Trade Contractors; Fabricated Metal Mfg; Transportation and Equipment Mfg; Machinery Manufacturing;	To potentially include Health and Personal Care, Specialty Trade Contractors, Fabricated Metal Mfg., Transportation and Equipment Mfg., Nusing and Residential Care Facilities; Justice, Public Order, and Safety Advocates	Health and Personal Care; Specialty Trade Contractors; Fabricated Metal Mfg; Transportation and Equipment Mfg; Machinery Manufacturing	To potentially include Health and Personal Care, Specialty Trade Contractors, Fabricated Metal Mfg., Transportation and Equipment Mfg., Nusing and Residential Care Facilities; Justice, Public Order, and Safety Advocates	7/1/16-6/30/17	State Board - Maximizer System	Total Number	3.2.3	Promotes workforce development by ensuring a wide variety of companies across the state are taking advantage of registered apprenticeship
19	# of readySC participants annually and to date	3967 FY2015-2016 and 289,178 since inception	>3500 in FY2015-2016	3695 FY2016-2017 and 292,873 ince inception	> 3000 in FY2016-2017	7/1/16-6/30/17	State Board - Maximizer System	Total Number	3.3.1	Promotes workforce development by ensuring qualifying companies and projects across the state are taking advantage of this recruiting and training program
20	# of Companies participating in readySC annually and to date	78 in FY2015-2016 and 2,153 since inception	> 60 in FY2015-2016	82 in FY2016-2017 and 2184 since inception	> 65 in FY2016-2017	7/1/16-6/30/17	State Board - Maximizer System	Total Number	3.3.2	Promotes workforce development by ensuring qualifying companies and projects across the state are taking advantage of this recruiting and training program
21	Top five Industries in ReadySC Program	Transportation Equipment Mfg; plastics and Rubber Mfg; Merchant Wholesalers; Durable Goods; Warehousing and Storage; Chemicals Manufacturing	To potentially include Transportation Equipment Mfg,; Plastics and Rubber Mfg.; Fabricated Metal Product Mfg.; Professional, Scientific, and Technical Services; Food Manufacturing	Plastics and Rubber Mfg; Transportation Equipment Mfg; Fabricated Metal Mfg.; Chemicals Manufacturing; Professional, Scientific and Technical Services	To potentially include Transportation Equipment Mfg,; Plastics and Rubber Mfg.; Fabricated Metal Product Mfg.; Professional, Scientific, and Technical Services; Food Manufacturing	7/1/16-6/30/17	State Board - Maximizer System	Total Number	3.3.3	Promotes workforce development by ensuring qualifying companies and projects across the state are taking advantage of this recruiting and training program
22	Legislative Agenda developed timely	Sep-16	Sep-16	Sep-15	Aug-17	Developed before the end of August 2017	Legislative Agenda Discussions and Approvals Presidents and State Board	N/A	4.1.1	Promotes sound fiscal stewardship and allows for consistency in a fully-vetted request for funding
23	Annual Budget Request submitted on time	Oct-16	Oct-15	Sep-16	Sep-17	Submitted before September 30, 2016	State Budget Request	N/A	4.1.2	Promotes sound fiscal stewardship and allows for consistency in a fully-vetted request for funding
24	# of Participants in Leadership Programs	22 for FY15-16; 203 since Inception of Programs	20 for FY15-16	22 for FY15-16; 203 since Inception of Programs	20 for FY16-17	7/1/16-6/30/17	State Board Leadership Program Records	Total Number of Participants	4.2.1	Promotes professional development aat the System and works to build a plan for succession planning by training leaders internally
25	# of Policies reviewed	1/3 Policies Reviewed	1/3 Policies Reviewed	1/3 Policies Reviewed	1/3 Review for each Peer Group	7/1/16-6/30/17	State Board Policies and Procedures	Total Number Reviewed	5.1.1	Ensures that policy and procedures are properly vetted, reviewed and proactively updated.
26	# of MOA audits performed	2	2	2	2	7/1/16 -6/30/17	US DOE Method of Administration Audit Guidelines	N/A	5.1.2	Promotes sound fiscal stewardship and ensures reliability of financial reporting, effectiveness and efficiency
27	Review of Financial Statements	16	16	16	16	7/1/16-6/30/17	System Technical Colleges Financial Statements	N/A	5.1.3	Promotes sound fiscal stewardship and ensures reliability of financial reporting, effectiveness and efficiency

#	Measure					Period	Source	Description	Ref	Rationale
28	Internal Audit of Lottery Tuition Assistance Program	2	Actual LTAP disbursements exceed 10% of forecast	2	Actual LTAP disbursements exceed 10% of forecast	7/1/16-6/30/17	State Board EDSS Reporting System and LTAP Forecast	Actual Disbursements 10% greater than LTAP forecast	5.1.3	Promotes sound fiscal stewardship and ensures reliability of financial reporting, effectiveness and efficiency
29	Establishment of ERP Master Level Agreement	Date Signed - 8/25/2014	N/A	Date Signed - 8/25/2014	Will be renewed in 2018-2019	N/A	Master Level Agreement for the System	N/A	5.2.1	Promotes sound fiscal stewardship and allows to control increases in spending
30	# of information technology security reviews	17	17	17	17	7/1/16-6/30/17	Information technology security reviews and compliance projects	Total Number	5.2.2	Promotes information technology security and allows for proactive mitigation of risks
31	# of job postings for the colleges HR contracts	227	Actual job postings - Inside Higher Education and Diverse Education	300	Actual job postings - Inside Higher Education and Diverse Education	7/1/16-6/30/17	Job Postings	Total Number of Postings	5.2.3	Provides opportunity to assess recruitment strategies and techniques for future endeavors
32	Colleges - Fiduciary and Accountability Measures	16	16	16	16 Colleges Meet the Criteria	7/1/16-6/30/17	State Board - Performance Funding Allocation Formula	Meet 4 out of 5 Criteria	6.1.1	Promotes sound fiscal stewardship and provides the ability to allocate funding equitably based on performance goals and achievements
33	Colleges - Graduate Placement	87%	80% Graduate Placement	87%	80% Graduate Placement	7/1/16-6/30/17	State Board - Performance Funding Allocation Formula	Placement Formula: # of reported graduates employed in their field of study or continuing their education/total # of graduates for the reporting year	6.1.2	Promotes sound fiscal stewardship and provides the ability to allocate funding equitably based on performance goals and achievements
34	Colleges - Licensure Exam Pass Rates	90%	80% of Licensure Exam Pass Rates	89%	80% of Licensure Exam Pass Rates	7/1/16-6/30/17	State Board - Performance Funding Allocation Formula	Overall pass rates on licensure exams	6.1.3	Promotes sound fiscal stewardship and provides the ability to allocate funding equitably based on performance goals and achievements
35	Colleges - Fall to Spring Persistence	72%	71% Fall to Spring Persistence Rate from National Benchmarking Project	73%	71% Fall to Spring Persistence Rate from National Benchmarking Project	7/1/16-6/30/17	State Board - Performance Funding Allocation Formula	Fall to Spring Persistence Formula: Spring Term: Students from the denominator who enrolled in Spring/Fall term: total credit students at end of fall term - students who graduated before spring term	6.1.4	Promotes sound fiscal stewardship and provides the ability to allocate funding equitably based on performance goals and achievements
36	Colleges - Graduate Production Rates	24%	≥20% for the prior year	24%	≥20% for the prior year	7/1/16-6/30/17	State Board - Performance Funding Allocation Formula	Graduate Production Formula: Unduplicated Graduate Headcount/Fall Term Unadjusted FTE	6.1.5	Promotes sound fiscal stewardship and provides the ability to allocate funding equitably based on performance goals and achievements
37	Colleges - Enrollment (Annualized Unduplicated Headcount)	124,917	> 110,000	117,485	>110,000	7/1/16-6/30/17	State Board EDSS Data Reporting System	Total Annualized Unduplicated Headcount by College	6.1.6	Promotes sound fiscal stewardship and provides the ability to allocate funding equitably based on performance goals and achievements

Agency Name:	State Board for Technical and Comprehensive Education		
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Fiscal Year 2016-2017
Accountability Report

Program Template

Program/Title	Purpose	FY 2016-17 Expenditures (Actual)				FY 2017-18 Expenditures (Projected)				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
I.A. Administration: President's Office	This function provides executive leadership and planning for the sixteen technical colleges and the State Board on advocacy, policy development, legislative matters, and communications and public initiatives. The System Office President also provides assistance and direction in obtaining and developing potential grants for the agency. The System supports the communications, marketing and research initiatives in order to to create awareness and advocacy for the Technical College System.	$ 1,061,445			$ 1,061,445	$ 1,172,287			$ 1,172,287	2.1.1, 2.1.4, 4.1.1

Program/Title	Purpose	FY 2016-17 Expenditures (Actual)				FY 2017-18 Expenditures (Projected)				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
I.B. Administration: Finance and Human Resources	Provides for the planning and management of the agency budget and financial resources; manages the procurement function; processes all disbursement transactions; maintains accounting records for the System Office, including state appropriations and bond funds for capital improvements; provides representation for the agency on Higher Education fiscal and funding matters; and provides for equitable distribution of allocation of funds to the technical colleges. HRS serves as a resource to System Office staff on personnel issues, including recruitment, compensation, classifications, and benefits. In addition, HRS serves as a resource to and audits authorized personnel transactions of the technical colleges for conformity with State OHR regulations and guidelines. HRS manages all FTE positions for the System.	$ 1,641,991	$ 60,458		$ 1,702,449	$ 1,750,000			$ 1,750,000	1.2.1, 2.1.2, 2.1.3, 2.1.4, 2.2.2, 2.2.3, 3.1.1, 4.1.2, 4.2.1, 5.1.1, 5.1.2, 5.1.3, 5.2.1, 5.2.3, 6.1.1
I.C. Administration: Information Technology	Provides programming and technical support for infrastructure and a comprehensive array of software used for collecting and reporting data for the colleges.	$ 1,301,400			$ 1,301,400	$ 1,346,547			$ 1,346,547	2.2.1, 3.1.1, 5.1.1, 5.2.1, 5.2.2
II.A. Instructional Programs: Technical Colleges	The Technical Colleges deliver relevant and effective programs that advance workforce development, promote economic development and ensure attainment of student learning goals in direct response to the needs of the communities in which they reside.	$ 84,221,035	$ 411,674,822	$ 65,126,682	$ 561,022,539	$ 88,314,376	$ 432,555,000	$ 74,012,540	$ 594,881,916	1.1.1, 1.1.2, 1.2.1, 1.3.1, 1.4.1, 2.1.2, 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6

Agency Name:	State Board for Technical and Comprehensive Education		Fiscal Year 2016-2017
Agency Code:	H59	Section: 025	Accountability Report

Program Template

Program/Title	Purpose	FY 2016-17 Expenditures (Actual)				FY 2017-18 Expenditures (Projected)				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
II.A. Instructional Programs: Special Items: Critical Needs Nursing	Critical Needs Nursing provides salary and fringe benefits to Nursing faculty in order to compete more effectively with maintaining high quality nursing faculty within the technical colleges.	$ 322,512			$ 322,512	$ 322,512			$ 322,512	1.1.2
II.A. Instructional Programs: Special Items: Spartanburg Cherokee Expansion	The Cherokee Expansion activity will be carried out in phases. In Phase I the college will construct a 28,730 sq. ft. academic/training facility on 42.5 acres of land located just off of I-85 in Cherokee county.	$ 906,816			$ 906,816	$ 906,816			$ 906,816	1.1.2
II.A. Instructional Programs: Special Items: Midlands Tech Nursing Program	Education of students for the work setting is part of the primary mission of Midlands Technical College. This funding will help admit a third cohort of 64 nursing students into the Associate Degree Nursing program and educate them for the course of the two-year program. They will become Registered Nurses and help to alleviate the nursing shortage in South Carolina. Part of this group of students will be admitted on a "merit" basis rather then the current "first qualified, first admitted" basis. The other part will be admitted to an evening/weekend program.	$ 370,943			$ 370,943	$ 370,943			$ 370,943	1.1.2

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Program Template

Program/Title	Purpose	FY 2016-17 Expenditures (Actual)				FY 2017-18 Expenditures (Projected)				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
II.A. Instructional Programs: Special Items: Florence Darlington Operations	Florence-Darlington Technical College is building a new Advanced Manufacturing Center facility. The purpose of the budget funding is to assist in equipping this new facility with state-of-the-art, high technology, industrial training equipment designed to serve high tech manufacturing clients. The equipment will be used to support the training necessary to sustain and attract high tech manufacturing prospects in the Pee Dee region of South Carolina.	$ 302,271			$ 302,271	$ 302,271			$ 302,271	1.1.2
II.A. Instructional Programs: Special Items: Florence Darlington SIMT	Florence-Darlington Technical College is building the new Southeastern Institute of Manufacturing and Technology (SIMT). The purpose of the budget funding is to assist in equipping this facility with several new state-of-the-art technologies. These technologies will be used to provide business and industry clients with solutions to strategic training, business operations, and manufacturing technology problems. These solutions will maximize workforce productivity and lead to business success in advanced manufacturing environments.	$ 906,817			$ 906,817	$ 906,817			$ 906,817	1.1.2

Agency Name:	State Board for Technical and Comprehensive Education					Fiscal Year 2016-2017
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Program Template

Program/Title	Purpose	FY 2016-17 Expenditures (Actual)				FY 2017-18 Expenditures (Projected)				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
II.A. Instructional Programs: Special Items: Trident Culinary Arts	The Culinary Institute of Charleston will provide a wide array of both credit and continuing education offerings to meet the diverse training needs of the tourism industry. The Institute's credit programs include TTC's existing associate degree, diploma and certificate programs in culinary arts, hospitality and tourism as well as other advance training opportunities.	$ 468,522			$ 468,522	$ 468,522			$ 468,522	1.1.2
II.B. Instructional Programs: System Wide Programs and Initiatives	Provides coordination and direction for the technical colleges in academic related matters to include programs, curriculum, and student services; maintains extensive student and facility records for the colleges; represents the agency on academic matters with the Commission on Higher Education and provides administrative support services for federally funded programs.	$ 659,474	$ 46,668	$ 1,014,911	$ 1,721,053	$ 659,474			$ 659,474	1.1.1, 1.1.2, 1.2.1, 1.3.1, 1.4.1, 2.1.1, 2.1.2, 2.1.4, 4.2.1, 5.1.1, 5.1.2, 6.1.2,6.1.3, 6.1.4, 6.1.5, 6.1.6
II.B. Instructional Programs: Special Items: Pathways to Prosperity	This funding will be used to implement the South Carolina Education and Economic Development Act (SC Code of Laws Title 59, Chapter 59). The technical colleges and the State Department of Education will work to develop career clusters based upon the 16 national career clusters. The Education and Economic Development Council must designate regional education service centers to coordinate and facilitate the delivery of information, resources, and services to students, educators, employers, and the community. This committee shall include representatives from state technical colleges.	$ 604,545			$ 604,545	$ 604,545			$ 604,545	1.1.2

Program/Title	Purpose	FY 2016-17 Expenditures (Actual)				FY 2017-18 Expenditures (Projected)				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
II.B. Instructional Programs: Special Items: Workforce Pathways	This initiative provides funding for ciritcal needs programs that are STEM + focused and provide training in Workforce Development sectors	$ 2,500,000			$ 2,500,000	$ 2,642,000			$ 2,642,000	1.1.2
II.C. Instructional Programs: Technical Colleges Employee Benefits	The Technical Colleges STEM Initiative delivers relevant and effective STEM programs that advance workforce development, promote economic development and ensure attainment of student learning goals in direct response to the needs of the communities in which they reside.	$ 35,510,280	$ 92,377,270	$ 2,747,543	$ 130,635,093	$ 35,510,280	$ 93,000,000	$ 3,410,455	$ 131,920,735	1.1.1, 1.1.2, 1.2.1, 1.3.1, 1.4.1, 2.1.2, 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6
III. A. Economic Development: Administration	Provides the management and support services to facilitate the statewide efforts for the recruitment of the new and expanding industries in South Carolina; these efforts are made in cooperation with the Department of Commerce and other agencies to create new jobs for the state. The System supports the business-led initiative to implement a statewide registered apprenticeship awareness and facilitation process. In order to take advantage of the statewide network that already exists, the System has agreed to serve as the centralizing operational force behind this process, utilizing an organizational relationship similar to the successful Center for Accelerated Technology Training model.	$ 1,124,000			$ 1,124,000	$ 1,124,000			$ 1,124,000	2.1.3, 3.1.1, 3.2.1, 3.2.2, 3.2.3
III. A. Economic Development: Special Items: E&G STEM Prog:Critical Needs Workforce Dev Init	This initiative provides funding for ciritcal needs programs that are STEM + focused and provide training in Workforce Development sectors	$ 2,500,000			$ 2,500,000	$ 2,500,000			$ 2,500,000	1.1.1, 1.1.2, 1.2.1, 1.3.1, 1.4.1, 2.1.2, 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6

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Program/Title	Purpose	FY 2016-17 Expenditures (Actual)				FY 2017-18 Expenditures (Projected)				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
III. A. Economic Development: Special Items: Workforce Scholars and Grants Program	To provide studentswho are registered for Workforce Pathways related courses in STEM related programs	$ -	$ 5,000,000		$ 5,000,000		$ 5,000,000		$ 5,000,000	1.1.2
III. B. Economic Development: Special Schools Training	Coordinate the training for the contracted industries with fully equipped sites, well-qualified instructors with the applicable training skills, and the necessary operational support.	$ 1,064,858			$ 1,064,858	$ 1,064,858			$ 1,064,858	3.3.1, 3.3.2, 3.3.3
III. B. Economic Development: Special Items: Other Direct Training Costs	Coordinate the training for the contracted industries with fully equipped sites, well-qualified instructors with the applicable training skills, and the necessary operational support.	$ 6,942,094			$ 6,942,094	$ 7,100,000			$ 7,100,000	3.3.1, 3.3.2, 3.3.3
IV. Employee Benefits		$ 1,864,901	$ 5,540	$ 69,132	$ 1,939,573	$ 1,900,000			$ 1,900,000	Various
					$ -				$ -	
		$ 144,273,904	$ 509,164,758	$ 68,958,268	$ 722,396,930				$ -	

Legal Standards Template

Item #	Law Number	Jurisdiction	Type of Law	Statutory Requirement and/or Authority Granted	Does this law specify who (customer) the agency must or may serve? (Y/N)	Does the law specify a deliverable (product or service) the agency must or may provide? (Y/N)
1	59-53-10	State	Statute	**Enabling Legislation**	Yes	Yes
2	Proviso 25.1	State	Proviso	**Establishes Training Programs for the State Board for Technical and Comprehensive Education - 25.1** (TEC: Training of New & Expanding Industry) (A) Notwithstanding the amounts appropriated in this section for the "Center for Accelerated Technology Training," it is the intent of the General Assembly that the State Board for Technical and Comprehensive Education expend the funds necessary to provide direct training for new and expanding business or industry.(B) In the event projected expenditures are above the appropriation, the appropriation in this section for the "Center for Accelerated Technology Training" may be appropriately adjusted, if and only if, the Budget and Control Board determines that the projected expenditures are directly related to:(1) an existing technology training program where the demand for the program exceeds the program's capacity and the additional funds are to be utilized to meet the demand; or(2) a new program is necessary to provide direct training for new or expanding business or industry.(C) The adjustment may occur only upon approval by the Budget and Control Board. Upon the Budget Control Board's approval of the adjustment, the Executive Director of the Budget and Control Board must certify, in writing, that the adjustment is directly related to either subsection (B)(1) or (B)(2). The Executive Director must immediately provide a copy of the written certification, including the amount of the adjustment, to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee.(D) Upon the Executive Director's written certification approving an adjustment, the State Board for Technical and Comprehensive Education must submit a statement to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee containing a detailed itemization of the manner in which funds initially appropriated for technology training were utilized, the specific purpose for the adjustment, and the ultimate recipient of the adjusted amount.(E) The aggregate amount of all adjustments made pursuant to this section may not exceed ten million dollars.(F) In the event that projected expenditures for the Center for Accelerated Technology Training exceed the amounts appropriated and the amount of any adjustments authorized, the State Board for Technical and Comprehensive Education may request a supplemental appropriation from the General Assembly.	Yes	Yes
3	Proviso 25.2	State	Proviso	**Establishes Carry Forward on Training Funds - 25.2.**(TEC: Training of New & Expanding Industry Carry Forward) In addition to the funds appropriated in this section, any of the funds appropriated under this section for the prior fiscal year which are not expended during that fiscal year may be carried forward and expended for direct training of new and expanding industry in the current fiscal year.	No	No
4	Proviso 25.3	State	Proviso	**Establishes Requirements on Payments in Prior Year for Training - 25.3.**(TEC: Training of New & Expanding Industry -Payments of Prior Year Expenditures) The State Board for Technical and Comprehensive Education may reimburse business and industry for prior year training costs billed to the agency after fiscal year closing with the concurrence of the Comptroller General.	No	No
5	Proviso 25.4	State	Proviso	**Establishes Requirements regarding MSSC Funds - 25.4.**(TEC: MSSC) The funds appropriated to the State Board for Technical and Comprehensive Education for the Manufacturing Skills Standards Council Initiative may not be used for consulting associated with the Initiative.	No	No
6	Proviso 25.5	State	Proviso	**Establishes Methodology for STEM Funding - 25.5.**(TEC: Critical Statewide Workforce Needs) Of the funds appropriated in this act to the State Board for Technical and Comprehensive Education for E&G STEM Programs: Critical Needs Workforce Development Initiative, the State Board must allocate the funds between the colleges based on a methodology designed to best meet the state's workforce needs and demands. This methodology should be created by the State Board in consultation with the Department of Commerce and the Department of Employment and Workforce and should identify the areas with the most critical need. For this purpose, critical need shall be defined as unmet employment demand in areas or fields of Science, Technology, Engineering, Mathematics, and Manufacturing. Funds must be used by the college for STEM programs.	Yes	Yes
7	Proviso 25.6	State	Proviso	**Establishes Carry-Forward for SC Aeronautics Training Center - 25.6.** (TEC: Aeronautics Training Center) Funds appropriated for the S.C. Aeronautics Training Center may be carried forward from the prior fiscal year into the current fiscal year and utilized for the same purpose.	No	No

8	Proviso 25.8	State	Proviso	**Establishes Funding Distribution for Workforce Pathways - 25.8.** (TEC: Workforce Pathways Funding Distribution) Of the funds appropriated to the State Board for Technical and Comprehensive Education (board) for the Workforce Pathways Program, the State Board board must first distribute $740,000 to Tri-County Technical College and $602,000 to Central Carolina Technical College in order for each school to maintain operations of the existing Workforce Pathways programs established pursuant to Act 286 of 2014. Of the remaining funds, $950,000, must be used by the board, in consultation with the Department of Employment and Workforce, the Department of Commerce, and the Associated Industries of South Carolina Foundation (foundation) to provide for the study, development and implementation of a statewide mobile education program designed to increase the States supply of skilled trade professionals to include construction, agribusiness, forestry, technology services, and trucking and transportation related fields. In developing the program, special consideration must be given, but not necessarily be limited to, exposing the states public middle and high school students to workforce pathway opportunities in these or similar skilled trades, and as applicable, aligning these students with education and training opportunities at one of the States several public technical colleges. In order to mitigate certain costs associated with this program, where practicable, the board, the Department of Employment and Workforce, the Department of Commerce, and the foundation are encouraged to coordinate existing expertise for the marketing of the program to include print, creative, video and still photography, website design and social media platforms. The foundation is also expected to raise private funds, including in-kind donations and/or sponsorship opportunities, to be utilized in direct support of the programs design, implementation, and ultimate success. Where external resources must be acquired by the board in support of the program, the States Consolidated Procurement Code shall be followed. No later than December 31 each year, the board shall submit a report to the Chairman of the House Ways and Means Committee, the Chairman of the Senate Finance Committee, the Chairman of the House Education and Public Works Committee, the Chairman of the Senate Education Committee, the Chairman of the House Labor, Commerce and Industry Committee, and the Chairman of the Senate Labor, Commerce and Industry Committee detailing program design, budget and implementation strategy in the first year and in subsequent years program budget and/or actual expenses and other key metrics necessary for policymakers and the public to evaluate the programs success. In addition, in order to complement and/or accommodate the workforce supply and demand needs relative to the mobile education programs specific trucking and transportation related component, of the remaining funds after accounting for the allocations noted above, the board shall separately distribute $350,000 to Orangeburg-Calhoun Technical College for expansion of its professional truck driving certificate program for the express purpose of increasing the number of professional truck drivers in the State. Any remaining funds shall be set aside in a separate and distinct account until a formula for distribution is developed by the State Board. The formula shall specify criteria for the Workforce Pathways program that each technical school must adhere to in order to receive their respective share of the set aside funding. At a minimum, each Workforce Pathways program must expand current best practices in technical career pathways for youth and unemployed or underemployed adults leading to immediate employment in high skill, high demand jobs with emphasis in STEM fields. The program shall utilize all credit and non-credit delivery systems within the technical college, include cohort training options for adults, provide dual credit for youth via college courses taught by college faculty, provide opportunities for prior learning credit for adults, include structured work-based learning or other apprenticeship training approaches, and result in industry-recognized work certifications as well as stackable postsecondary credentials. Workforce Pathways programs shall establish or build on existing collaborative design and coordination efforts with area school districts and career centers and with area employers. All technical colleges receiving funding through the Workforce Pathways must provide comprehensive evaluation and reporting mechanisms that include long-range tracking of individual and economic impacts as well as return-on-investment analyses. The State Board shall report the formula for distribution and required criteria to the Chairman of the Senate Finance Committee and the Chairman of the House Ways and Means Committee by August 31, 2016 2017.	Yes	Yes
9	Proviso 25.8	State	Proviso	**Establishes requirements for unexpended funds for NETC - Proviso 25.9.** (TEC: Northeastern Technical College) Unexpended funds appropriated to the State Board for Technical and Comprehensive Education for Northeastern Technical College - Industrial Training Center in Act 93 of 2015, Section 1, item number 19, shall be eligible for expenditure in the current fiscal year for an alternate facility and/or location provided that the facilitys use and purpose is similar and is demonstrably more cost effective than originally conceived.	No	No
10	AP-27836-15-60-A-45	Federal	Regulation	**Establishes requirements for the SC Apprenticeship Initiative (SCAI) grant - Federal Award Id. No. (FAIN) AP-27836-15-0-A-45.** SCAI grant funds were made available through the Employment and Training Administration (ETA), U.S. Department of Labor; authorized by Section 414(c) of the American Competiveness and Workforce Improvement Act of 1998 (ACWIA), as amended (codified at 29 USC 2916a), for the American Apprenticeship Initiative. Funds from the grant may be used to support the expansion of quality and innovative American Apprenticeship programs into high-growth occupation(s) and industry(s), particularly those for which employers are using H-1B visas to hire foreign workers, and the related activities necessary to support such programs; create career pathways that encompass American Apprenticeship and align with other post-secondary offerings; use strategies to significantly increase apprenticeship opportunities for job seekers and workers (particularly for women and other underrepresented populations in apprenticeship, including young men and women of color, people with disabilities; low-skilled populations; and veterans, including transitioning service members); and leverage and develop public policies that increase demand for American Apprenticeship an support sustainability. Grant funds will be allocated to the technical colleges in an equitable manner based on the training needs of the Apprenticeship companies in the college areas. The grant period ends September 30, 2020 and the total funding amount, including training and administration, is limited to $5,000,000.00.	Yes	Yes
11	H63010107116	Federal	Regulation	**Establishes requirements for the Perkins Administrative grant funds to support the FY16 Postsecondary Grant management - Subgrant Award Number H6301017116.** The funding is authorized by the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV). It is awarded by the U.S. Department of Education and is sub-awarded by the SC Department of Education. The State Board may use the funds to oversee grant management activities at the technical colleges. The annual grant award amount is $108,000.00.	Yes	Yes

| 12 | MS-26831-15-55-R-45 | Federal | Regulation | **Establish requirements for the U.S. Department of Labor Mine Safety and Health Administration (MSHA) grant funds for the State of South Carolina - Federal Project Number MS-26831-15-55-R-45.** Under Section 503 of the Federal Mine Safety and Health Act of 1977 (Mine Act), Public Law 96-164, as amended, the Secretary of Labor through the Mine Safety and Health Administration (MSHA) may award grants to States to assist them in developing and enforcing State mining laws and regulations, to improve State workers' compensation and mining occupational disease laws and programs, and to improve safety and health conditions in the Nation's mines through Federal-State coordination and cooperation. MSHA encourages recipients to focus on programs which include education and training related to occupational health hazards and diseases (such as black lung and silicosis), mine emergency evacuation training and transferring self-rescuers (SCSRs), and mine rescue team training. Under this grant program, the Governor must designate the recipient of the State's grant. As the designee for SC, State Tech may conduct MSHA training classes throughout the State. The funding amount varies from year-to-year. | Yes | Yes |

Agency Name:	State Board for Technical and Comprehensive Education		
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Divisions or Major Programs	Description	Service/Product Provided to Customers	Customer Segments	Specify only for the following Segments: (1) Industry: Name; (2) Professional Organization: Name; (3) Public: Demographics.
Instructional Programs to include all 16 Technical Colleges; Economic Development to include readySC and ApprenticeshipSC; Administration	Vital to the agency's purpose, the system focuses on the important work of growing our states workforce through services, open access, and training. We focus on student and families interest that are vital to the mission of the agency.	Ensure excellence and value by providing high quality, relevant programs and services to all customers. Achieve greater efficiency and effectiveness in fulfilling the SC Technical College System's mission through coordinated college and state-level leadership. Develop a world class workforce to fulfill the demands of an evolving and diversified state economy. Demonstrate accountability and transparency for achieving the SC Technical College System's mission. Instructional Programs - Technical Colleges	Students and Families	Southern Association of College and University Business Officers (SACUBO), South Carolina Information Technology Directors' Association (SCITDA), Educause, Government Management Information Sciences (GMIS), Information Technology Professionals of South Carolina (ITPSC), Public Relations Society of America (National and State) International Association of Business Communicators (National and State) National Council for Marketing and Public Relations Council for Advancement and Support of Education SC Chamber of Commerce, SC Technical Education Association, Main Street Rotary, Southern Association of Colleges and Schools, and Advisory Committee on Academic Programs
Administration to include Executive Office, Finance, Human Resources, Instructional Training, and Economic Development	Responsible for several roles such as carrying out directives through legislation and other assigned regulatory functions. The System serves as an intermediary for accountability among the technical colleges by providing services regarding policy guidance, research, and any other information for higher education.	Ensure excellence and value by providing high quality, relevant programs and services to all customers. Achieve greater efficiency and effectiveness in fulfilling the SC Technical College System's mission through coordinated college and state-level leadership. Develop a world class workforce to fulfill the demands of an evolving and diversified state economy. Acquire the financial and infrastructure resources necessary to achieve the SC Technical College System's mission. Demonstrate accountability and transparency for achieving the SC Technical College System's mission. Instructional Programs - Technical Colleges	Governor's Office and State Legislature	Southern Association of College and University Business Officers (SACUBO), South Carolina Information Technology Directors' Association (SCITDA), Educause, Government Management Information Sciences (GMIS), Information Technology Professionals of South Carolina (ITPSC), Public Relations Society of America (National and State) International Association of Business Communicators (National and State) National Council for Marketing and Public Relations Council for Advancement and Support of Education SC Chamber of Commerce, International Economic Development Council (IEDC), Southern Economic Development Council (SEDC), South Carolina Economic Developers Association (SCEDA), National Association of Industry Specific Training Directors (NAISTD)

Administration to include Executive Office, Finance, Human Resources, Instructional Training, and Economic Development	Responsible include the administration and oversight of some grant programs for the System and our colleges such as the Pell Grant and the Mining Safety and Health Administration Grant.	Ensure excellence and value by providing high quality, relevant programs and services to all customers. Achieve greater efficiency and effectiveness in fulfilling the SC Technical College System's mission through coordinated college and state-level leadership. Demonstrate accountability and transparency for achieving the SC Technical College System's mission.	Federal Government	Southern Association of College and University Business Officers (SACUBO), South Carolina Information Technology Directors' Association (SCITDA), Educause, Government Management Information Sciences (GMIS), Information Technology Professionals of South Carolina (ITPSC), Public Relations Society of America (National and State) International Association of Business Communicators (National and State) National Council for Marketing and Public Relations Council for Advancement and Support of Education SC Chamber of Commerce, International Economic Development Council (IEDC), Southern Economic Development Council (SEDC), South Carolina Economic Developers Association (SCEDA), National Association of Industry Specific Training Directors (NAISTD)
Administration to include Executive Office, Finance, Human Resources, Instructional Training, and Economic Development	We collaborate closely with counties and municipalities as the training center in economic development proposals. We also build relationships with these entities for additional support for the operations and capital planning for the colleges in their service areas.	Ensure excellence and value by providing high quality, relevant programs and services to all customers. Develop a world class workforce to fulfill the demands of an evolving and diversified state economy. Acquire the financial and infrastructure resources necessary to achieve the SC Technical College System's mission. Demonstrate accountability and transparency for achieving the SC Technical College System's mission.	Counties and Municipalities	International Economic Development Council (IEDC), Southern Economic Development Council (SEDC), South Carolina Economic Developers Association (SCEDA), National Association of Industry Specific Training Directors (NAISTD)
Administration to include Executive Office, Finance, Human Resources, Instructional Training, and Economic Development	We collaborate closely with local business through readySC and ApprenticeshipSC as the training center in economic development proposals and workforce training models. We also build relationships with local businesses to provides services and workforce they need.	Ensure excellence and value by providing high quality, relevant programs and services to all customers. Develop a world class workforce to fulfill the demands of an evolving and diversified state economy. Acquire the financial and infrastructure resources necessary to achieve the SC Technical College System's mission. Demonstrate accountability and transparency for achieving the SC Technical College System's mission.	Local Businesses	International Economic Development Council (IEDC), Southern Economic Development Council (SEDC), South Carolina Economic Developers Association (SCEDA), National Association of Industry Specific Training Directors (NAISTD)
Administration to include Executive Office, Finance, Human Resources, Instructional Training, and Economic Development	We interact quite regularly with other key stakeholders within the state and local communities in policy development and constituent services. Focus on taxpayer interests and student concerns are vital to the agency's mission and purpose.	Ensure excellence and value by providing high quality, relevant programs and services to all customers. Achieve greater efficiency and effectiveness in fulfilling the SC Technical College System's mission through coordinated college and state-level leadership. Develop a world class workforce to fulfill the demands of an evolving and diversified state economy. Demonstrate accountability and transparency for achieving the SC Technical College System's mission.	Other State Agencies and/or Local Entities	Southern Association of College and University Business Officers (SACUBO), South Carolina Information Technology Directors' Association (SCITDA), Educause, Government Management Information Sciences (GMIS), Information Technology Professionals of South Carolina (ITPSC), Public Relations Society of America (National and State) International Association of Business Communicators (National and State) National Council for Marketing and Public Relations Council for Advancement and Support of Education SC Chamber of Commerce, International Economic Development Council (IEDC), Southern Economic Development Council (SEDC), South Carolina Economic Developers Association (SCEDA), National Association of Industry Specific Training Directors (NAISTD)

Agency Name:	**State Board for Technical and Comprehensive Education**		
Agency Code:	**H59**	Section:	**025**

Name of Partner Entity	Type of Partner Entity	Description of Partnership	Associated Objective(s)
Department of Commerce	State Government	Work together collaboratively to promote economic development within the state, as well as, to coordinate job training for business prospects	3.1.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3
Executive Budget Office	State Government	Coordinate with EBO to prepare governor's budget, track spending, monitor other/federal funds, etc.	4.1.1, 4.1.2
SC Department of Education	State Government	Work collaboratively with varying initiatives that affect both K-12 and higher education	1.1.1, 1.1.2, 6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.5, 6.1.6
Department of Employment Workforce	State Government	Coordinate with DEW to determine job placement of graduates as well as some certificate programs	2.1.1, 2.1.3
University of South Carolina	Higher Education Institute	Recently collaborated in the executed Memorandum of Understanding (MOU) in an effort to ease the transfer process and to promote closer coordination of academic courses, programs, and degrees offered by the institutions. Emphasis will be placed on coordinated advising between the technical colleges and the four-year universities.	1.1.1, 1.2.1
Clemson University	Higher Education Institute	Recently collaborated in the executed Memorandum of Understanding (MOU) in an effort to ease the transfer process and to promote closer coordination of academic courses, programs, and degrees offered by the institutions. Emphasis will be placed on coordinated advising between the technical colleges and the four-year universities.	1.1.1, 1.2.1
Francis Marion University	Higher Education Institute	Recently collaborated in the signing of a letter of intent in an effort to ease the transfer process and to promote closer coordination of academic courses, programs, and degrees offered by the institutions. Emphasis will be placed on coordinated advising between the technical colleges and the four-year universities.	1.1.1, 1.2.1

Coastal Carolina University	Higher Education Institute	Recently collaborated in an agreement in an effort to ease the transfer process and to promote closer coordination of academic courses, programs, and degrees offered by the institutions. Emphasis will be placed on coordinated advising between the technical colleges and the four-year universities.	1.1.1, 1.2.1
Lander University	Higher Education Institute	Recently collaborated in the signing of a letter of intent in an effort to ease the transfer process and to promote closer coordination of academic courses, programs, and degrees offered by the institutions. Emphasis will be placed on coordinated advising between the technical colleges and the four-year universities.	1.1.1, 1.2.1
Benedict College	Higher Education Institute	Recently collaborated in the signing of a letter of intent and are awaiting signatures on an MOU in an effort to ease the transfer process and to promote closer coordination of academic courses, programs, and degrees offered by the institutions. Emphasis will be placed on coordinated advising between the technical colleges and the four-year universities.	1.1.1, 1.2.1
Claflin University	Higher Education Institute	Recently collaborated in the signing of a letter of intent and are awaiting signatures on an MOU in an effort to ease the transfer process and to promote closer coordination of academic courses, programs, and degrees offered by the institutions. Emphasis will be placed on coordinated advising between the technical colleges and the four-year universities.	1.1.1, 1.2.1
Various Other Four Year Institutions (Columbia College, Anderson University, Ashworth College, The Citadel, Winthrop University, and USC Palmetto College)	Higher Education Institute	Discussions are underway in an effort to ease the transfer process and to promote closer coordination of academic courses, programs, and degrees offered by the institutions. Emphasis will be placed on coordinated advising between the technical colleges and the four-year universities.	1.1.1, 1.2.1
Commission on Higher Education	State Government	Coordinate with CHE on budget issues. Lottery Technology, parallel courses and associates degree programs.	1.1.1, 1.1.2, 1.2.1, 1.3.1, 1.4.1, 5.1.3
Governor's Offices	State Government	Coordinate with Governor's staff to promote budget requests, technical college initiatives, and work collaboratively to promote economic development	4.1.2, 3.1.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1, 3.3.2, 3.3.3

Agency Name:	State Board for Technical and Comprehensive Education			Fiscal Year 2016-2017
				Accountability Report

Agency Code:	H59	Section:	025

Report Template

Item	Report Name	Name of Entity Requesting the Report	Type of Entity	Reporting Frequency	Submission Date (MM/DD/YYYY)	Summary of Information Requested in the Report	Method to Access the Report
1	Accountability Report	Executive Budget Office	State	Annually	September 15, 2016	Accountability; provides single resource report on Agency	Email and hardcopy
2	Budget Requests	Executive Budget Office	State	Annually	October 1, 2016	Provides information and justification for Agency's budget request annually; provides opportunity to make a formal request for agency needs.	Email and hardcopy; submitted via SCEIS electronically
3	Various Fiscal Impact Statements	Department of Admin	State	Annually	Various	Fiscal Impact statements on proposed legislation	Email
4	Various Fiscal Impact Statements	Senate Finance	State	Annually	Various	Fiscal Impact statements on proposed legislation	Email
5	Various Fiscal Impact Statements	House Ways & Means	State	Annually	Various	Fiscal Impact statements on proposed legislation	Email
6	Perkins	US Department of Education	Federal	Annually	August 15, 2016	Programmatic, Financial, and Match Reporting	Email
7	Mine Safety and Health Administration (MSHA)	US Department of Labor	Federal	Quarterly	45 days after Quarter	Programmatic, Financial, and Match Reporting	Electronic Form
8	SC Apprenticeship Initiative (SCAI)	US Department of Labor	Federal	Quarterly	45 days after Quarter	Programmatic, Financial, and Leverage Reporting	Electronic Form
9	ApprenticeshipUSA Accelerator	US Department of Labor	Federal	Quarterly	45 days after Quarter	Programmatic and Financial Reporting	Electronic Form
10	Appalachian Regional Commission (ARC)	Appalachian Regional Commission	Federal	Quarterly	45 days after Quarter	Programmatic and Financial Reporting	Electronic Form
11	AdvanceSC	Wells Fargo Philanthropic Services	Outside Organization	Annually	May 15, 2016	Programmatic and Financial Reporting	Email
12	National Center for Women & Information Technology (NCWIT)	NCWIT	Outside Organization	Annually	Upon Request	Programmatic and Financial Reporting	Email

Agency Name:	State Board for Technical and Comprehensive Education			
Agency Code:	**H59**	**Section:**	**025**	

Item	Name of Entity Conducted External Review	Type of Entity	External Review Timeline (MM/DD/YYYY to MM/DD/YYYY)	Method to Access the External Review Report
Annual Audit	SC Office of the Auditor	State	04/04/2015 - 05/25/2016	State Auditors website