

Fiscal Year 2015-16 Accountability Report

SUBMISSION FORM

AGENCY MISSION AND VISION	<p>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.</p> <p>Mission: The System provides learning opportunities that promote the economic and human resource development of the state.</p> <p>Values: The System's core values are: Partnership Public Trust Responsiveness Opportunity Access Diversity Integrity</p>
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Please state 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.

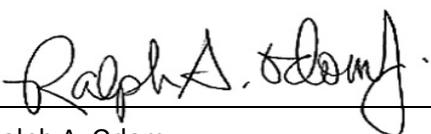
RESTRUCTURING RECOMMENDATIONS:	NO
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Please identify your agency's preferred contacts for this year's accountability report.

	<i>Name</i>	<i>Phone</i>	<i>Email</i>
PRIMARY CONTACT:	Cindy Hoogenboom	803-896-5316	hoogenboomc@sctechsystem.edu
SECONDARY CONTACT:	Kelly Steinhilper	803-896-5408	steinhilper@sctechsystem.edu

I have reviewed and approved the enclosed FY 2014-15 Accountability Report, which is complete and accurate to the extent of my knowledge.

AGENCY DIRECTOR (SIGN/DATE):	
(TYPE/PRINT NAME):	Susan A. Winsor

BOARD/CMSN CHAIR (SIGN/DATE):	
(TYPE/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

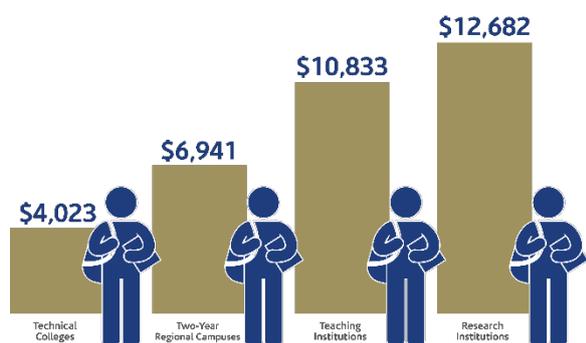
The State Board for Technical and Comprehensive Education operates the SC Technical College System. The System consists of three major components that work together to lead workforce development and economic development efforts in South Carolina: our 16 colleges; our readySC™ program; and our Apprenticeship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



Commission on Higher Education | Fall 2015 Annualized Tuition & Required Fees | Full-time, In-state Undergraduate Students

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.



www.imadeitsc.com Home Page

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.

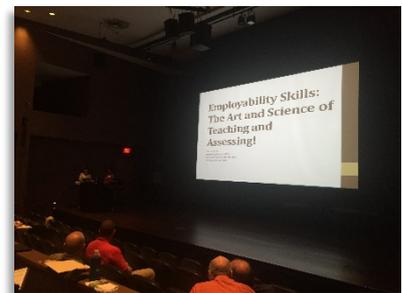
The campaign has several outreach components that range from K-12 audiences through parents and caregivers as well as guidance counselors. The campaign centers around the IMADEITSC.COM website which hosts videos, success stories, interactive activities and links to all 16 colleges. Clever radio spots support the message by addressing many of the stereotypes and misconceptions associated with these occupations. This medium will be used to reach adult audiences while proactive social media and targeted curriculum will be

used to influence younger audiences. In addition, as part of the campaign, guidance counselor outreach programs were hosted at each of the colleges. These programs were designed to expand this critical

audience's awareness and understanding of careers in these industries and the educational pathways to them.

Academic and Educational Initiatives

A number of initiatives focused on student retention, professional development, and legislative compliance were completed during the past year. Emphasis was placed on scaling existing pilot projects to have a larger reach across the state. This past Fall, the System launched a new Faculty Institute concept, designed as two-day training sessions offering opportunities for networking, information sharing, and strategic planning. This concept is an expansion of the Faculty Academy cohort, which provided a 9-month training experience to one representative from each college. The Faculty Institute model allows discussion of the same topics from Faculty Academy in a larger space. More than 100 faculty, department heads, and deans attended the institutes which focused on curriculum and pedagogy in the Fall and soft skills in the spring. Representatives from several agencies and higher education institutions served as the featured speakers for each session. Plans for the coming year include featured institutes in other areas such as advising, legal issues, and enrollment management.



2016 Faculty Institute

In addition to the Faculty Institutes, approximately 700 part-time and full-time faculty and staff have been trained through the Teaching and Learning Tuesdays (TLT) Series. TLTs provide monthly online programming focused on 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.

Topics for TLT sessions are determined by trending discussions at the state, regional, and national level. In addition to teaching and learning with technology, the System has also facilitated technical assistance in areas related to web accessibility and Title IX compliance (i.e., prevention of discrimination against protected classes). Staff hosted a Title IX training workshop and created a series of modules and publication templates for system-wide use. Efforts in this area also led to the successful completion of research activities funded by a grant from the Association of Title IX Administrators. Under this grant, the Academic and Student Affairs staff assessed Title IX practices at community colleges in Southern States.

Other grant awards managed this year include support for advanced manufacturing programs through Wells Fargo/AdvanceSC and a federal incentive grant from the Department of Labor focusing on training in the healthcare, manufacturing, and transportation clusters. A total of \$892,000 in grant awards were managed to support academic initiatives. This total is in addition to the \$5 million in annually recurring Federal funds that support career and technical education programs offered for academic credit.

Other accomplishments include completion of the annual US Department of Civil Rights Methods of Administration Audit for two colleges. Regular activities continue, to include approval of 33 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, the System's Apprenticeship Carolina program works to increase awareness and use of registered apprenticeships in the state. The growth has been phenomenal. Since 2007, the number of programs has increased eightfold from 90 to 802. The number of apprentices is nearly 16,500 from a mere 777 in 2007.

Each month, the program adds approximately 120 new apprentices and registers one or more programs per week. Companies quickly see the benefits of apprenticeship, including reduced turnover, improved productivity, enhanced quality and more.

Apprenticeship Carolina was awarded a \$5M Department of Labor American Apprenticeship Initiative grant. As a result, a grant team has been assembled and outreach has occurred across the state through multiple employer events. The program was also awarded a \$200,000 Apprenticeship Accelerator Grant for expansion planning and to gain access to apply for Round 3 of the apprenticeship grants. As part of the SC Apprenticeship Initiative grant, Apprenticeship Carolina in partnership with USC initiated an ROI study to focus on the impact of apprenticeship for SC companies,

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 Bosch

Development of a three-member special Projects team. The purpose of this team is to assist with the design, development and delivery of projects assigned to the division from internal and external stakeholders. Examples of this year's work, include: Accelerator and Defense Diversification grant development, staffing for the CDL Proviso, review and revision of policies, procedures and guideline for the Division and coordination with the Continuing Education Peer Group

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 4,700 individuals and worked with 92 different companies.

This year, readySC made multiple discovery trips to Sweden and Germany to being the discovery and design phases for Volvo and Mercedes-Benz Vans. The program participated in a numbers of high profile recruitments where the use of and popularity of the microsites grew. In addition, the program developed a CBT and on-boarding training for all instructors.



Dr. Jimmie Williamson, Susan Pretulak and Terrance Rivers

The System recently showcased its economic development initiatives in industry-centric editions of EDGE Magazine – Economic Development and Growth through Education. To date, magazines have been developed for the Tire, Automotive and Aerospace industries.



Fiscal and Budget Initiatives

STEM+ Funding Allocation Formula. The System received \$2.5 million in STEM+ Funding for FY2015-2016. Provided by Proviso 25.5, the funding must be distributed to the colleges for E&G STEM Programs: Critical Needs Workforce Development Initiatives, and the State Board must allocate the funds between colleges based on a methodology designed to best meet the state's workforce needs and demands. This methodology was created by the State Board in consultation with the Department of Commerce and the Department of Employment and Workforce and identified the areas with the most critical need. For this purpose, critical need was defined as unmet employment demand in such fields as science, technology, engineering, mathematics and manufacturing. Funds must be used by the colleges for STEM programs. The clusters used for this formula included Health Sciences, Information Technology, Manufacturing, STEM, Agriculture, Food & Natural Resources, Architecture & Construction and Pre-Nursing as classified in AS or Health. The allocation formula includes three major sections: annualized headcount credit enrollment in clusters; non-credit contact hours in clusters; and the average unemployment for the last completed calendar quarter by county then averaged by college service area to get the sum of weighted unemployment by service area. The System also received \$2 million dollars for Workforce Pathways. As well, this funding was distributed using the STEM+ formula. This funding is restricted for use among colleges in the creation and implementation of Workforce Pathways programs and initiatives.

Performance Funding Allocation Formula. The General Assembly did fund the system in FY2015-2016 with new recurring funds for the colleges in the amount of \$4 million. This funding was distributed through the Performance Funding Allocation Formula again in FY2015-2016. The formula is a great example of the System's commitment to performance and ensuring our students' needs and those of business and industry are met. The formula includes three major sections: administrative and fiduciary; academic success and performance; and enrollment performance.

Legislative Budget. The System continues to be recognized by the General Assembly as a priority and were funded as follows for FY2015-2016:

The General Fund Base Funding for the System was \$ 132,616,954. Of this, the recurring funding that we received in the amount of \$4 million was distributed through the Performance Funding Allocation Formula. Also, \$4.5 million in recurring funds were allocated through the STEM+ Funding Allocation Formula with two separate initiatives for Critical Needs Workforce (\$2.5m) and Workforce Pathways (\$2m).

The Lottery Tuition Assistance Program was funded for \$51.1 million in FY15-16. This allowed the System to increase the per semester award to \$1200.

The System's readySC program was funded \$4,249,000 for direct training projects and Boeing training in addition to recurring funding received with state appropriations.

The colleges received \$7,993,000 in non-recurring General Fund Surplus funding through Proviso 118.14 and Section 3 – H4230 for programs, equipment and capital projects.

The colleges received \$34,100,000 in Capital Reserve Funds for capital projects, including \$20 million for the Aeronautical Training Center.

The colleges received additional Lottery Funds for Career Workforce Pathways Scholarships in the amount of \$5,000,000. These funds were also distributed using the STEM+ formula. Other Lottery funding included Lottery Technology in the amount of \$3,040,671.

Information Technology Initiatives

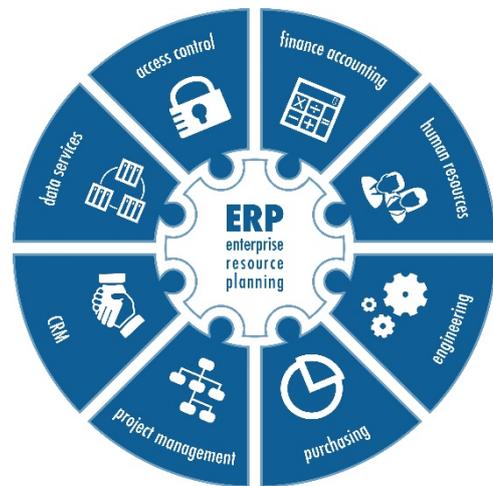
Enterprise Information Security Planning. Cyber Security remains a priority for all our institutions and System. An Enterprise IT Security Team was chartered to recommend and implement a system-wide approach towards assessment, awareness/education and planning for Cyber Security at our colleges and the system office.

The team also retained a security consulting company with appropriate credentials and expertise to follow a nationally recognized and state approved methodology that has led to a customized roadmap/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 with key leadership and stakeholders, Identification of remediation strategies and plans, as well as alignment/validation with the NIST framework. . The roadmap/plan to compliance leverages cost-effective approaches via collaboration, and identifies policies/procedures, training, services as well as hardware/software toolsets that can be utilized and managed by the colleges. This initiative will continue to engage all relevant peer groups and stakeholders to adopt training, technology and process best practices based on the State’s 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 at all the 16 technical colleges. The SCTCS’s councils and peer groups are working together to review and analyze current ERP related costs system-wide, and opportunities for collaborative services provisioning, including planning towards future ERP needs. These continued efforts target improvements in operating cost and focus on improving services and to increasing efficiencies.

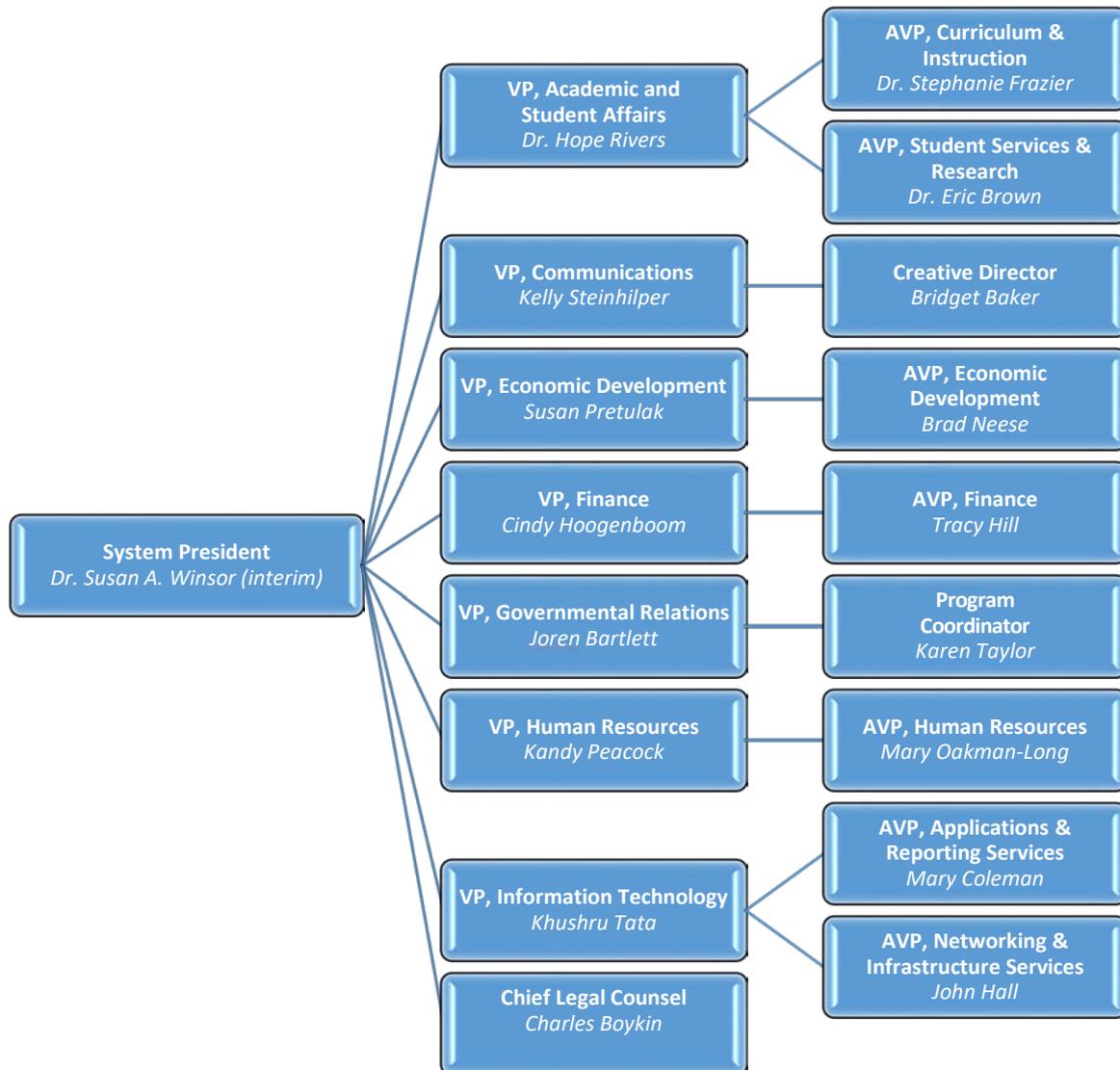
This project has included key stakeholders from the colleges, and has sought to increase awareness and understanding for the current higher education ERP market and the most viable future options for the institutions. Based on these findings, we are looking to gauge interest from the colleges for potential future systems changes, and will develop justifications and a methodology towards gathering requirements and next steps.

This project also includes 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 college 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.



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.

Agency Name: State Board for Technical and Comprehensive Education
Agency Code: H59 **Section:** 25

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.

Agency Name: State Board for technical and Comprehensive Education

Fiscal Year 2015-16
Accountability Report

Agency Code: H59 Section: 025

Strategic Planning Template

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 flexibility 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
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.

Agency Name: State Board for technical and Comprehensive Education

Agency Code: H59 Section: 025

Type	Goal	Item # Strat	Object	Associated Enterprise Objective	Description
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
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Agency Name: State Board for technical and Comprehensive Education

Fiscal Year 2015-16
Accountability Report

Agency Code: H59 Section: 025

Performance Measurement Template

Item	Performance Measure	Target Value	Actual Value	Future Target Value	Time Applicable	Data Source and Availability	Calculation Method	Associated Objective(s)
1	# of New Academic Certificates, Diplomas and Degrees	32	33	30	7/1/15-6/30/16	New Program Submissions	Total Number	1.1.1
2	# of Existing Academic Programs Evaluations in Good Standing (Includes Degrees, Diplomas and Certificates)	929	1042	950	7/1/15-6/30/16	Program Reviews evaluated against criteria and standards	Total Number	1.1.2
3	% of Increase of Tuition and Fees - State Board Minimum and Maximum Tuition Range	> 2%	2.1% HEPI	Annual Higher Education Price Index	7/1/15-6/30/16	CommonFund Institute	Minimum and Maximum Per Credit House is increased by HEPI	1.2.1
4	% of Increase of Tuition and Fees - Average Actual Colleges	3.5% Average	3.20% Average	3% - 5% Average for the System	7/1/15-6/30/16	State Board Tuition and Fee Summary	% Increase from Academic Year to Academic Year	1.2.1
5	# of Distance Learning Opportunities	2,200	2,334	2300	7/1/15-6/30/16	State Board EDSS Data Reporting System	Total Number	1.3.1
6	# of Dual Enrollment Opportunities	845	1245	1000	7/1/15-6/30/16	State Board EDSS Data Reporting System	Total Number	1.4.1
7	Execution Date of Data Sharing Agreement with SCDEW	Date Signed - 6/15/15	Date Signed - 5/1/15	Date signed - 6/15/16	June 2016	MOA Between SC DEW and Individual Colleges	N/A	2.1.1
8	Execution Date of Data Sharing Agreement with National Community College Benchmarking Program	Date Signed - 6/15/15	Date Signed - 3/15/15	Date signed - 6/15/16	June 2016	Contract with National Community College Benchmarking Project	N/A	2.1.2
9	# of Continuing Education Contact Hours	> 120000	136,405	>100000	7/1/15-6/30/16	State Board EDSS Data Reporting System	Total Number	2.1.3
10	Execution of ROI Study	Completed by 12/31/15	Completed 11/24/15	ROI Study is now completed and will not be a measurement in FY16-17	December 31, 2015	Contract with EMSI	N/A	2.1.4
11	# of Help Desk Calls Request Supported	4,500	4,643	4,500	7/1/15-6/30/16	Help Desk Data Tracking	Total Number	2.2.1
12	# of System-Wide Procurements	> 15	18	15	7/1/15-6/30/16	State Board - Finance Procurement Tracking	Total Number	2.2.2
13	Upload College HR Data to HRIS	Bi-Monthly	Bi-Monthly	Bi-Monthly	Bi-Monthly	State HRIS System	N/A	2.2.3
14	# of colleges delivering SCMC Training	16	16	Program is now Completed will not be a measurement in FY16-17	7/1/15-6/30/16	State Board - SCMC Data Tracking	Total Number	3.1.1
15	# of SCMC Trained or In Training	1200	1547	Program is now Completed will not be a measurement in FY16-17	7/1/15-6/30/16	State Board - SCMC Data Tracking	Total Number	3.1.1
16	# of colleges implementing Ezone Program	16	11	16	7/1/15-6/30/16	State Board - EZone Data Tracking	Total Number	3.1.2
17	# of Companies participating in Ezone Program annually and to date	> 8 New in FY2015-2016	9 New in FY2015-2016 and 68 since inception	> 8 New in FY2016-2017	7/1/15-6/30/16	State Board - EZone Data Tracking	Total Number	3.1.2

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Fiscal Year 2015-16
Accountability Report

Agency Code: H59 Section: 025

Performance Measurement Template

Item	Performance Measure	Target Value	Actual Value	Future Target Value	Time Applicable	Data Source and Availability	Calculation Method	Associated Objective(s)
18	Top five Industries in Ezone Program	To potentially include Transportation, Plastics and Rubber, and Fabricated Metal Manufacturing	Transportation, Plastics and Rubber, and Fabricated Metal Manufacturing	To potentially include Transportation, Plastics and Rubber, and Fabricated Metal Manufacturing	7/1/15-6/30/16	State Board - Maximizer System	Total Number	3.1.2
19	# of Apprentices annually and to date	> 2500 New in FY2015-2016	2,981 New in FY2015-2016 and 15,781 since inception	> 2500 New in FY2016-2017	7/1/15-6/30/16	State Board - Maximizer System	Total Number	3.2.1
20	# of Companies participating in Apprenticeships annually and to date	> 50 New in FY2015-2016	59 New in FY2015-2016 and 807 since inception	> 50 New in FY2016-2017	7/1/15-6/30/16	State Board - Maximizer System	Total Number	3.2.2
21	Top five Industries in Apprenticeship Program	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	7/1/15-6/30/16	State Board - Maximizer System	Total Number	3.2.3
22	# of readySC participants annually and to date	>3500 in FY2015-2016	3967 FY2015-2016 and 289,178 since inception	> 3000 in FY2016-2017	7/1/15-6/30/16	State Board - Maximizer System	Total Number	3.3.1
23	# of Companies participating in readySC annually and to date	> 60 in FY2015-2016	78 in FY2015-2016 and 2,153 since inception	> 65 in FY2016-2017	7/1/15-6/30/16	State Board - Maximizer System	Total Number	3.3.2
24	Top five Industries in ReadySC Program	To potentially include Transportation Equipment Mfg.; Plastics and Rubber Mfg.; Fabricated Metal Product Mfg.; Professional, Scientific, and Technical Services; Food	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	7/1/15-6/30/16	State Board - Maximizer System	Total Number	3.3.3
25	Legislative Agenda developed timely	Sep-15	Aug-16	Aug-17	Developed before the end of August 2015	Legislative Agenda Discussions and Approvals Presidents and State Board	N/A	4.1.1

Agency Name: State Board for technical and Comprehensive Education

Fiscal Year 2015-16
Accountability Report

Agency Code: H59 Section: 025

Performance Measurement Template

Item	Performance Measure	Target Value	Actual Value	Future Target Value	Time Applicable	Data Source and Availability	Calculation Method	Associated Objective(s)
26	Annual Budget Request submitted on time	Oct-14	Sep-15	Sep-16	Submitted before September 30, 2015	State Budget Request	N/A	4.1.2
27	# of Participants in Leadership Programs	20 for FY15-16	22 for FY15-16; 203 since Inception of Programs	20 for FY16-17	7/1/15-6/30/16	State Board Leadership Program Records	Total Number of Participants	4.2.1
28	# of Policies reviewed	1/3 Policies Reviewed	1/3 Policies Reviewed	1/3 Review for each Peer Group	7/1/15-4/30/16	State Board Policies and Procedures	Total Number Reviewed	5.1.1
29	# of MOA audits performed	2	2	2	7/1/15-12/31/16	US DOE Method of Administration Audit Guidelines	N/A	5.1.2
30	Review of Financial Statements	16	16	16	7/1/15-6/30/16	System Technical Colleges Financial Statements	N/A	5.1.3
31	Internal Audit of Lottery Tuition Assistance Program	Actual LTAP disbursements exceed 10% of forecast	2	Actual LTAP disbursements exceed 10% of forecast	7/1/15-6/30/16	State Board EDSS Reporting System and LTAP Forecast	Actual Disbursements 10% greater than LTAP forecast	5.1.3
32	Establishment of ERP Master Level Agreement	N/A	Date Signed - 8/25/2015	Will be established in 2016-2017	12/31/2015	Master Level Agreement for the System	N/A	5.2.1
33	# of information technology security reviews	17	17	17	7/1/15-6/30/16	Security Reviews	Total Number Reviewed	5.2.2
34	# of job postings for the colleges HR contracts	Actual job postings - Inside Higher Education and Diverse Education	Inside Higher Education - 350 Diverse Education - 227	Actual job postings - Inside Higher Education and Diverse Education	7/1/15-6/30/16	Job Postings	Total Number of Postings	5.2.3
35	Colleges - Fiduciary and Accountability Measures	16	16	16 Colleges Meet the Criteria	7/1/15-6/30/16	State Board - Performance Funding Allocation Formula	Meet 4 out of 5 Criteria	6.1.1
36	Colleges - Graduate Placement	80% Graduate Placement	87.71%	80% Graduate Placement	7/1/15-6/30/16	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
37	Colleges - Licensure Exam Pass Rates	80% of Licensure Exam Pass Rates	89.66%	80% of Licensure Exam Pass Rates	7/1/15-6/30/16	State Board - Performance Funding Allocation Formula	Overall pass rates on licensure exams	6.1.3
38	Colleges - Fall to Spring Persistence	71% Fall to Spring Persistence Rate from National Benchmarking Project	72.00%	71% Fall to Spring Persistence Rate from National Benchmarking Project	7/1/15-6/30/16	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
39	Colleges - Graduate Production Rates	≥20% for the prior year	23.70%	≥20% for the prior year	7/1/15-6/30/16	State Board - Performance Funding Allocation Formula	Graduate Production Formula: Unduplicated Graduate Headcount/Fall Term Unadjusted FTE	6.1.5
40	Colleges - Enrollment (Annualized Unduplicated Headcount)	> 110,000	124,917	>110,000	7/1/15-6/30/16	State Board EDSS Data Reporting System	Total Annualized Unduplicated Headcount by College	6.1.6

Agency Name: State Board for technical and Comprehensive Education

Fiscal Year 2016-2017
Accountability Report

Agency Code: H59 Section: 025

Program Template

Program/Title	Purpose	FY 2015-16 Expenditures (Actual)				FY 2016-17 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 create awareness and advocacy for the Technical College System.	\$ 642,698			\$ 642,698	\$ 642,698			\$ 642,698	2.1.1, 2.1.4, 4.1.1
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.	\$ 1,680,762		\$ 65,000	\$ 1,745,762	\$ 1,680,762		\$ 65,000	\$ 1,745,762	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.	\$ 1,109,709			\$ 1,109,709	\$ 1,109,709			\$ 1,109,709	2.2.1, 3.1.1, 5.1.1, 5.2.1, 5.2.2

Agency Name: State Board for technical and Comprehensive Education

Fiscal Year 2016-2017
Accountability Report

Agency Code: HS9 Section: 025

Program Template

Program/Title	Purpose	FY 2015-16 Expenditures (Actual)				FY 2016-17 Expenditures (Projected)				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
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.	\$ 75,280,976	\$ 512,042,298	\$ 45,819,188	\$ 633,142,462	\$ 81,741,491	\$ 517,109,058	\$ 64,289,161	\$ 663,139,710	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
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 than 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
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

Agency Name: State Board for technical and Comprehensive Education

Fiscal Year 2016-2017
Accountability Report

Agency Code: HS9 Section: 025

Program Template

Program/Title	Purpose	FY 2015-16 Expenditures (Actual)				FY 2016-17 Expenditures (Projected)				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
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
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.	\$ 550,058	\$ 263,700	\$ 108,000	\$ 921,758	\$ 550,058	\$ 320,000	\$ 108,000	\$ 978,058	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
II.B. Instructional Programs: Special Items: Workforce Pathways	This initiative provides funding for critical needs programs that are STEM + focused and provide training in Workforce Development sectors	\$ 2,000,000			\$ 2,000,000	\$ 2,500,000			\$ 2,500,000	1.1.2

Agency Name: State Board for technical and Comprehensive Education

Fiscal Year 2016-2017
Accountability Report

Agency Code: H59 Section: 025

Program Template

Program/Title	Purpose	<u>FY 2015-16 Expenditures (Actual)</u>				<u>FY 2016-17 Expenditures (Projected)</u>				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
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.	\$ 32,332,231			\$ 32,332,231	\$ 32,332,231			\$ 32,332,231	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
Accountability Report

Agency Code: HS9 Section: 025

Program Template

Program/Title	Purpose	FY 2015-16 Expenditures (Actual)				FY 2016-17 Expenditures (Projected)				Associated Objective(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
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.	\$ 2,404,520		\$ 5,000,000	\$ 7,404,520	\$ 2,404,520		\$ 5,000,000	\$ 7,404,520	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 critical 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
III. A. Economic Development: Special Items: Workforce Scholars and Grants Program	To provide students who are registered for Workforce Pathways related courses in STEM related programs	\$ 1			\$ 1	\$ 1			\$ 1	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.	\$ 1,460,000			\$ 1,460,000	\$ 1,460,000			\$ 1,460,000	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.	\$ 5,779,253			\$ 5,779,253	\$ 5,779,253			\$ 5,779,253	3.3.1, 3.3.2, 3.3.3
IV. Employee Benefits		\$ 2,994,320			\$ 2,994,320	\$ 3,932,108			\$ 3,932,108	Various
					\$ -				\$ -	
		\$ 132,616,954	\$ 512,305,998	\$ 50,992,188	\$ 695,915,140	\$ 140,515,257	\$ 517,429,058	\$ 69,462,161	\$ 727,406,476	

Agency Name: State Board for technical and Comprehensive Education

Fiscal Year 2015-16
Accountability Report

Agency Code: H59 Section: 025

Legal Standards Template

Item #	Law Number	Jurisdiction	Type of Law	Statutory Requirement and/or Authority Granted	Associated Program(s)
1	59-53-10	State	Statute	Enabling Legislation	Administration; Instructional Programs; Economic Development
2	Proviso 25.1	State	Proviso	<p>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.</p>	Administration; Instructional Programs; Economic Development
3	Proviso 25.2	State	Proviso	<p>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.</p>	Administration; Instructional Programs; Economic Development
4	Proviso 25.3	State	Proviso	<p>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.</p>	Administration; Instructional Programs; Economic Development
5	Proviso 25.4	State	Proviso	<p>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.</p>	Administration; Instructional Programs; Economic Development
6	Proviso 25.6	State	Proviso	<p>Establishes Methodology for STEM Funding - 25.6.(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.</p>	Administration; Instructional Programs; Economic Development

Agency Name: State Board for technical and Comprehensive Education

Fiscal Year 2015-16
Accountability Report

Agency Code: H59 Section: 025

Legal Standards Template

Item #	Law Number	Jurisdiction	Type of Law	Statutory Requirement and/or Authority Granted	Associated Program(s)
7	AP-27836-15-60-A-45	Federal	Regulation	<p>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 Competitiveness 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.</p>	Administration; Instructional Programs; Economic Development
8	H63010107116	Federal	Regulation	<p>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.</p>	Administration; Instructional Programs
9	MS-26831-15-55-R-45	Federal	Regulation	<p>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.</p>	Administration; Instructional Programs; Economic Development

Agency Name: State Board for technical and Comprehensive Education

Fiscal Year 2015-16
Accountability Report

Agency Code: H59 Section: 025

Customer Template

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.	<p>Ensure excellence and value by providing high quality, relevant programs and services to all customers.</p> <p>Achieve greater efficiency and effectiveness in fulfilling the SC Technical College System's mission through coordinated college and state-level leadership.</p> <p>Develop a world class workforce to fulfill the demands of an evolving and diversified state economy.</p> <p>Demonstrate accountability and transparency for achieving the SC Technical College System's mission.</p> <p>Instructional Programs - Technical Colleges</p>	Students and Families	<p>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</p>
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.	<p>Ensure excellence and value by providing high quality, relevant programs and services to all customers.</p> <p>Achieve greater efficiency and effectiveness in fulfilling the SC Technical College System's mission through coordinated college and state-level leadership.</p> <p>Develop a world class workforce to fulfill the demands of an evolving and diversified state economy.</p> <p>Acquire the financial and infrastructure resources necessary to achieve the SC Technical College System's mission.</p> <p>Demonstrate accountability and transparency for achieving the SC Technical College System's mission.</p> <p>Instructional Programs - Technical Colleges</p>	Governor's Office and State Legislature	<p>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)</p>

Agency Name: State Board for technical and Comprehensive Education

Fiscal Year 2015-16
Accountability Report

Agency Code: H59 Section: 025

Customer Template

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.
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.	<p>Ensure excellence and value by providing high quality, relevant programs and services to all customers.</p> <p>Achieve greater efficiency and effectiveness in fulfilling the SC Technical College System's mission through coordinated college and state-level leadership.</p> <p>Demonstrate accountability and transparency for achieving the SC Technical College System's mission.</p>	Federal Government	<p>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)</p>
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.	<p>Ensure excellence and value by providing high quality, relevant programs and services to all customers.</p> <p>Develop a world class workforce to fulfill the demands of an evolving and diversified state economy.</p> <p>Acquire the financial and infrastructure resources necessary to achieve the SC Technical College System's mission.</p> <p>Demonstrate accountability and transparency for achieving the SC Technical College System's mission.</p>	Counties and Municipalities	<p>International Economic Development Council (IEDC), Southern Economic Development Council (SEDC), South Carolina Economic Developers Association (SCEDA), National Association of Industry Specific Training Directors (NAISTD)</p>
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.	<p>Ensure excellence and value by providing high quality, relevant programs and services to all customers.</p> <p>Develop a world class workforce to fulfill the demands of an evolving and diversified state economy.</p> <p>Acquire the financial and infrastructure resources necessary to achieve the SC Technical College System's mission.</p> <p>Demonstrate accountability and transparency for achieving the SC Technical College System's mission.</p>	Local Businesses	<p>International Economic Development Council (IEDC), Southern Economic Development Council (SEDC), South Carolina Economic Developers Association (SCEDA), National Association of Industry Specific Training Directors (NAISTD)</p>
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.	<p>Ensure excellence and value by providing high quality, relevant programs and services to all customers.</p> <p>Achieve greater efficiency and effectiveness in fulfilling the SC Technical College System's mission through coordinated college and state-level leadership.</p> <p>Develop a world class workforce to fulfill the demands of an evolving and diversified state economy.</p> <p>Demonstrate accountability and transparency for achieving the SC Technical College System's mission.</p>	Other State Agencies and/or Local Entities	<p>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)</p>

Agency Name: State Board for technical and Comprehensive Education

**Fiscal Year 2015-16
Accountability Report**

Agency Code: H59 **Section:** 025

Partner Template

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

Agency Name: State Board for technical and Comprehensive Education

Fiscal Year 2015-16
Accountability Report

Agency Code: H59 **Section:** 025

Partner Template

Name of Partner Entity	Type of Partner Entity	Description of Partnership	Associated Objective(s)
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	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	4.1.2, 3.1.1, 3.2.1, 3.2.2, 3.2.3, 3.3.1,

Agency Name: State Board for technical and Comprehensive Education

Fiscal Year 2015-16
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	Restructuring Report	House Legislative Oversight Committee	State	Annually	April 15, 2015	Increased efficiency	Email and hardcopy
2	Accountability Report	Executive Budget Office	State	Annually	September 14, 2015	Accountability; provides single resource report on Agency	Email and hardcopy
3	Restructuring & Cost Savings Report	Senate Oversight Committee	State	Annually	January 12, 2015	Increased efficiency	Email and hardcopy
4	Budget Requests	Executive Budget Office	State	Annually	October 1, 2015	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

Agency Name: State Board for Technical and Comprehensive Education
Agency Code: H59 **Section:** 25

SC Technical College System

Appendix: College Narratives

SC Technical College System

AIKEN TECHNICAL COLLEGE



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

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

In support of this overall mission, the ATC 2015-2016 Annual Plan established 14 strategic objectives for the fiscal year, which are categorized within four overall goals for the institution:

Goal 1 - Empower our students through life-changing education and training experiences to become productive and committed citizens.

Goal 2 – Promote the College as a regional leader of excellence in education, training and workforce development.

Goal 3 – Establish collaborative partnerships to advance educational attainment of area citizens.

Goal 4 – Achieve a College culture of excellence through the deployment of an evidence-based continuous improvement system.

The fourteen 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 nonprofit partners throughout the ATC service area. This report will focus on those items contained in the 2015-2016 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.

ATC Constructs, Equips and Opens a New Technical Facility for Technical Programs – the Center for Energy and Advanced Manufacturing (CEAM).

Funds secured to equip the CEAM teaching labs. In September 2015, ATC dedicated the \$8.5 million, 30,000 sq. ft. CEAM building, specifically designed to house programs in the technical education, including advanced manufacturing, nuclear welding, radiation protection technology and nuclear quality systems. ATC received a FY 2016, \$1,000,000 (non-recurring) allocation from the State of South Carolina to equip the building. In July 2016, the building was further equipped with a custom-made Bayport Trainer Flow Loop System, funded by a \$245,000 U.S. Department of Energy grant to support the Radiation Protection program, maintenance and electronic technicians.

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.

The College Continues to Support Objectives Identified by the Community Manufacturing Workforce Collaboration.

ATC has been fully engaged from the inception to the completion of the need for *A Comprehensive Regional Workforce Study*. The study was completed by the SRS Community Reuse Organization in April 2015. The results projected the growing workforce demand in 2019 in the manufacturing, nuclear, health care and information technology sectors. The College played a prominent role in the news conference and will be actively involved in developing a comprehensive workforce plan for the Central Savannah River Area.

ATC successfully concluded its engagement in the five-year ANSR grant, a grant that involved five colleges and two states, which funded the purchase of a nuclear orbital welder to enhance the student welding learning experience and the development of six nuclear welding courses, including, Introduction of Nuclear Quality Systems; Nuclear Quality Standards and Specifications; Overview of Associated Nuclear Quality Control Programs; Introduction to Nuclear Quality Control Inspection; Introduction to Nuclear Quality Assurance Audits; and Metrology & Calibration. During the grant cycle from Fall 2011-Fall 2015, ATC enrolled a combined total of 342 students in its Welding and Nuclear Quality Systems programs. The ANSR grant was so successful that the SRS Community Reuse Organization received funding for an additional grant from the Department of Energy Office of Environmental Management (DOE-EM) and National Nuclear Security Administration 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 \$16,000 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.

ATC 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 2015-2016, the Tower Technician (TT1) Program graduated 120 students; 100 percent 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 percent 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 was selected as the third-party evaluator, with program evaluation beginning in June 2015. The TT Program is gaining national attention and requests for presentations and information from other colleges and industry leaders continues.

ATC 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,

Agency Name: State Board for Technical and Comprehensive Education
Agency Code: H59 **Section:** 25

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. In 2012, only 328 students visited the ASC; however, as a result of this approach student visits to the ASC increased to 4463 in Spring 2016. Moreover, students are poised and ready to move out of TS courses and into college-ready courses after only one semester. Due to the success of the SI, tutors in the TS program, an extension of the SI tutor program, was developed in Fall of 2015, to place embedded tutors into the following gatekeeper courses: BIO 210, ACC 101, ENG 101, ENG 160 and MAT 110, as well as continuing in the TS program. As a result of this change, course success rates have seen an improvement, especially in ACC 101. Where the course success rate increase from 38 percent in Fall 2014 to 75 percent in Fall 2015.

Increased quality of educational programs. ATC gained initial accreditation by the Accreditation Commission for Education in Nursing for the Practical Nursing program and completed a self-study report for the Paramedic program.

Provided New Opportunities Through Partnerships: ATC Launches 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.

Hosted three on-campus breakfast focus groups sessions for middle and high school principals, vice principals and district office staff to share information and build relationships for improving educational attainment in Aiken County. A three-year action plan, *Within Reach*, was developed and is underway. The plan has three established goals to increase ATC presence on high school campuses, increase students enrolled in dual enrollment courses and to educate parents on the various financial aids available to support college. Further, ATC released \$25,000 for 25 *Within Reach* scholarships for Fall 2015 and the ATC Foundation committed to raise \$50,000 for 50 scholarships for Fall 2016.

Established and Deepened Relationships with Career and Technical Education (Cate) Faculty at Aiken County High Schools. ATC held eight meetings with the CATE high school faculty and one with the Aiken County Career and Technical Center faculty.

ATC and the CATE faculty collaborated to develop new Technical Advanced Placement (TAP) agreements to increase advanced placement opportunities for HS students wishing to attend ATC; new TAP agreements for business and computer courses were developed; and TAP agreements for welding and machine technology programs were expanded. Further, a relationship was established with the Career Center faculty to develop a pathway for cybersecurity advanced placement.

Financial Awareness and Instant Decisions Days Events Were Held for Current Students in Spring 2016. Financial Aid Nights were held at all seven Aiken County high 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.

Other activities for the Within Reach Initiative included the following. ATC conducted eight on-campus COMPASS testing for the seven Aiken County Public School District high schools. Assigned specific educational advisors to the high schools to increase presence and interaction at the high schools and hosted two in-service events for district personnel.

Agency Name: State Board for Technical and Comprehensive Education
Agency Code: H59 **Section:** 25

In collaboration with Midland Valley High School launched an Early College for rising sophomores. The first cohort began classes in the Summer 2016. 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. The first YCA cohort of 24 students graduated in May 2015, with Gov. Nikki Haley present to address the students and commend ATC, LSCOG and DJJ on the outstanding success of this first cohort. Cohort students graduated with certificates in Certified Production Operation; Computer Technology; Patient Care Assisting; Basic Tower Technician; Production Operator and Basic Welding. 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. The second cohort began in July 2016.

ATC 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 implemented at ATC in June 2015. 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. In 2015-2016, ATC faculty and administrators received training in the Assessment Planning component of TK20, to include entry of mission, program learning outcomes, course learning outcomes and core education outcomes for programs; mapping of program learning outcomes, course learning outcomes and courses; and entry of assessment plans and results for 2014-2015. Assessment plans for 2015-2016, were entered into TK20 for review by departmental personnel and for 2014-2015, the program learning outcome and core education outcome assessment results were entered. Core education outcomes were reported for each program individually, but will not be reported for the College as a whole until courses are selected for assessment using standard rubrics and then the connection is made between the rubrics, the courses and Blackboard.

Completed year five of the Quality Enhancement Plan: *Think* with three key events including a ThinkQuest Bowl for students and a faculty and staff engagement session during the 2014-2015 Welcome Back event and the compiling of results from five years of implementation. The 2014 CCCSE results reported that ATC’s mean score was slightly higher in critical thinking than the cohort of participating colleges nationwide.

The QEP’s Impact on Student Learning and/or the Environment Supporting Student Learning, Including the Achievement of Identified Goals and Outcomes (or Unanticipated Outcomes of the QEP).

Students demonstrated comprehension of the key components of critical thinking: By Fall 2015, all ATC degrees/programs were required to include at least one critical thinking enhanced course per semester as recorded in our Faculty Performance Management system.

ATC faculty will design learning and assessment experiences that promote critical thinking: By Summer 2015, 100 percent of ATC’s current full-time faculty had successfully completed our Critical Thinking Faculty Academy.

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

ATC faculty will incorporate critical thinking learning experiences throughout the curriculum: By 2015-16, the Critical Thinking Academy training resulted in 187 sections of 72 unique courses containing critical thinking instruction and assessment.

Services and Operations Assessment and Review (SOAR) Was Fully Implemented in June 2015.

ATC fully implemented the SOAR process to assess the services to students and the operations of the College. The assessment was implemented to non-academic units and student support departments. A comprehensive survey was developed by the directors and 300 surveys were administered to a random group of students. SOAR data was collected in Spring 2015; results were reviewed and provided to the Executive staff members for further discussion and review in their divisions and for inclusion in the 2015-2016 annual plans.

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.

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 lifelong 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. The College's vision statement is as follows:

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:

Educating Students

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.

Faculty and Staff

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

Partnerships

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.

Workforce Development/Continuing Education

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

Resources

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 2015-2016 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 2015-2016 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.

- Conducted academic program reviews for 8 programs of study for 2015-2016 academic year
- Developed two new programs of study for implementation in Fall 2016
- Conducted 19 advisory committee meetings to ensure linkages between instruction and workforce needs
- Upgraded student technology resources in computer labs and classrooms
- Provided instructional environment resulting in student certifications as follows:
 - Welding Certifications—National Institute for Metalworking Skills certificates (NIMS): 43; NCCER Core Curriculum Certifications: 32
 - Employment Ready Certifications—Light Commercial Refrigeration: 9; Light Commercial Air Conditioning: 8; Air Conditioning: 12; Basic Refrigeration & Charging Procedures: 5; Systems Diagnostics & Troubleshooting: 6; Gas Heat: 13; Electrical: 12; Heat Pump: 13
 - Computer Technology Certifications—CompTIA A+: 2; CompTIA Network+: 1; CISCO CCENT: 4; CISCO Routing & Switching: 1
 - Health Sciences Certifications—100 percent of Surgical Technology August 2015 graduates passed the CST certification examination on first attempt; 100 percent of Massage Therapy August 2015 graduates passed the MBLEX certification examination on first attempt; 90 percent of Pharmacy Technology August 2015 graduates passed the ASHP examination on first attempt; 94 percent of Medical Assisting August 2015 graduates passed the AAMA certification on first attempt; 100 percent of Practical Nursing August 2015 graduates passed the NCLEX certification on first attempt; and 97 percent of Associate Degree Nursing May and August 2015 graduates passed the NCLEX certification on first attempt; 82 percent of Nursing Aide students passed the NNAAP examination on the first attempt
- Achieved a 45.3 percent success rate for first-time, full-time students, a 90 percent placement rate for graduates placed directly in the workplace and a 10 percent graduation rate for 2012 cohort of first-time, full-time students
- Served 3,014 unduplicated students in distance education courses for 2015-2016
- Maintained support services at off-site locations and expanded to include an ongoing evaluation of learning resources by the librarian
- Loaned laptops and tablets to 52 students through two grant programs
- Utilized Register Blast for online test registration
- Implemented text alert system in 2 programs to improve communications with students
- Incorporated web accessibility features into courses
- Increased use of lectures with closed captioning
- Created hybrid course for delivery of COL 105: Freshman Seminar
- Received re-approval of the Paralegal program by the American Bar Association

Implement Retention Strategies Reflecting the Needs of the CCTC Student Population to Facilitate and Improve Retention and Program Completion.

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- Implemented new curriculum for COL 105: Freshman Seminar
- Implemented midterm grading procedures
- Instituted the Institutional Effectiveness Committee to address student and course success through reporting of data for continuous improvement
- Compiled Program Outcome Assessment Tables for all academic departments with individual course performance and student achievement
- Conducted 3 business tours and six college visits through grant programs
- Implemented tracking system to identify reasons for student withdrawals
- Secured a TRiO Student Support Services grant and a PBI Competitive grant and provided services and programming to improve student retention

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.

- Selected as Military Friendly School by the G. I. Jobs magazine for fifth consecutive year
- 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
- Made 100 classroom presentations related to Career Services; promoted use of Career E-Tools
- Hosted College Goal SC, Come See Me Days, Transfer Day and Graduation Fair
- Awarded almost \$19M in financial aid to 3,997 students from public and private sources
- Maintained a Default Management Taskforce to support student success in regard to student loan borrowing
- Partnered with EdManage for financial literacy resources
- Hosted the Counselors' Breakfast for secondary counselors in January 2016
- Offered the School Counselors Summer Institute for 11 secondary counselors in July 2016
- Implemented the Commit to Quit Tobacco Free Campus initiative
- Maintained the Alumni Partnership with over 1,000 members and expanded business partners
- Established a College and Career Center at Lee Central High School
- Conducted 36 academic, career and personal improvement workshops through Student Affairs
- Provided student leadership opportunities, events and activities through Office of Student Life
- Provided community service opportunities through Office of Student Life
- Developed an improved format of New Student Orientation and conducted five sessions for new students
- Offered special events for veteran students through Veteran Resource Center and VA Certifying Official
- Hosted Constitution Day to provide students with information on voter registration

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 2015-2016 Academic Year.

- Maintained the Enrollment Task Force to identify strategies for maintaining and increasing student enrollment
- Implemented an Early College program in Clarendon and Lee counties
- Revised all admissions print and electronic communications to improve admissions process

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- Conducted targeted recruitment of high school students which resulted in a 19 percent enrollment of high school graduates immediately following graduation
- Implemented Instant Admissions Days to expedite admissions process for prospective students
- Promoted Central Carolina Scholars program for area high school students

Support Graduation and Program Completion by Increasing the College's Graduation Rate and Expand and Promote Transfer Opportunities for the College's Graduates.

- Graduated 653 students (July 1, 2014 – June 30, 2015)
- Achieved a 90 percent placement rate and achieved a 45.3 percent success rate (2012 cohort)
- Developed "Transfer Corner" in Career Services and provided transfer assistance to students
- Implemented institutional midterm grades for students
- Continued special populations retention programs through the ACT, TRiO and PBI programs
- Increased use of DegreeWorks for advisement and student program completion tracking
- Initiated development of administrative graduation process to award and notify students

Maintain Appropriate Qualified Faculty and Staff to Support and Deliver Quality Programs.

- Hired qualified faculty and staff members with appropriate credentials and experience to support the College's Mission
- Offered 65 professional development program offerings to support the teaching and learning environment with diverse training opportunities and required training
- Conducted New Faculty Orientation and Adjunct Faculty Orientation each semester
- Conducted Online Certification for faculty scheduled to teach online courses
- Used feedback from customers to improve services at all College locations
- Received \$29,587 in professional development funds from 2015-2016 Perkins grant to support teaching and learning across the institution
- Provided \$21,399 in professional development activities for faculty and staff
- Promoted seven faculty and staff members from within the institution to positions of greater responsibility
- Provided one-time state bonuses of \$800 each to qualified employees in October 2015
- Provided flexible schedules for employees to accommodate employee and institutional needs
- Reviewed vacancies as they occurred to determine if positions should be reallocated to better serve the College
- Added two additional staff positions at the Kershaw County Downtown Campus
- Created new department and hired staff to manage Central Carolina Scholars; hired additional faculty to manage increased dual enrollment course offerings

Maintain Strong Working Partnerships With the Secondary (K-12) School Systems and Provide Programs for Dual Enrollment, College Readiness and the Scholars Program for Fall 2015 to Increase the Number of Area High School Graduates Entering the College.

- Maintained the existing Central Carolina Scholars program for qualifying high school seniors who graduated in May 2015 to enter CCTC in Fall 2015 with full tuition assistance
- Hosted Central Carolina Scholars Signing Day on May 14, 2016
- Held two test preparation workshops in area high schools
- Administered 33 placement test sessions in area high schools
- Conducted 10 financial aid presentations in area high schools

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- Formed a partnership with all four counties to offer an ongoing Central Carolina Scholars program for qualifying graduating seniors beginning in Fall 2016 for tuition assistance for two years of study
- Offered dual enrollment courses at thirteen high schools and at 4 CCTC locations to 597 qualifying high school juniors and seniors
- Hosted the annual CCTC Foundation Golf Tournament with community partners with a net revenue of \$29,749
- Hosted the Joint Public Safety Response program for law enforcement and emergency responders
- Partnered with Clarendon School District 2 and Lee County School District to implement Early College programs
- Hosted annual Counselors' Breakfast for secondary guidance counselors, Adult Education teachers and Career Center staff
- 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
- Participated in Education Summit with other area academic institutions

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 Central Carolina Scholars
- Promoted the College and Advanced Manufacturing Technology Training Center at Legislative Luncheon in March 2016
- Participated in Legislative Day activities with Sumter Chamber of Commerce
- Submitted College demographics and other requested information for consideration by Sumter County Council in deliberation regarding College funding
- Collaborated with the Santee Lynches Workforce Investment Board and the Sumter County Economic Development entity to offer the Workforce Experience program
- College President participated in the Shaw Sumter Community Council to maintain strong working relationship with military community
- Received an increase in Sumter County funding from 3.2 mils in FY15 to 4.5 mils in FY16

Maintain Collaborative Relationships with Workforce Development Partners throughout the College's Service Area to Support Economic Development.

- Partnered with top companies and industries to provide apprenticeships including BD, Suominen, CVS, Continental Tires of the Americas, LLC, Hengst, Lee County Correctional Facility, Turbeville Correctional Facility, Wateree Correctional Facility, Georgetown County Water and Sewer and Charleston Water System
- Offered apprenticeship occupations including Veterinary Assistant, Carpenter, Electrician, Mason, Automotive Technician, Door Finisher, Manufacturing Technician, Manufacturing Technician I, Technical Associate, CNC Operator, Machine Operator, Maintenance Technician, Material Coordinator, Tool & Dye Maker, Electrical Technician, Mechanical & Electrical Technician, Mechanical Operator, Mechanical Technician, Quality Technician, Technical Operator, Technical Operator II
- Increased new apprenticeships by 12.5 percent

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- Increased new apprenticeship occupations by 32 percent
- 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
- Received \$25,000 in funding from Caterpillar Corporation Foundation through a grant opportunity to expand services for freshmen
- Submitted new Caterpillar grant proposal to maintain increased resources for freshmen
- Received total of \$3,280,899 in grant awards for 2015-2016

Provide appropriate physical facilities and resources to support the teaching and learning environment with a focus on expansion of facilities in Kershaw County, the completion of the Advanced Manufacturing Technology Training Center and a utilization strategy/plan for the Shaw Center facility.

- Acquired funding to begin construction on the Kershaw County classroom facility
- Moved Computer Numerical Control, Engineering Graphics and Mechatronics programs into the Advanced Manufacturing Technology Training Center
- Utilized Shaw Center for expanded Continuing Education and Workforce Development programs (Scholarship Program) and rented offices to Palmetto Youth Connections
- Remodeled a classroom in the Health Sciences Center to serve as a Pharmacy Technology lab
- Began planning and design of renovations to building 400 to allow HVAC, Automotive Technology and Welding programs to expand and to add computer labs for COL 105: Freshman Seminar after other Industrial and Engineering Technology programs moved to Advanced Manufacturing Technology Training Center

Conduct SACSCOC Reaffirmation On-Site Committee Visit for College's Reaffirmation Process; Submit Response to On-Site Committee Findings; and Implement the College's Quality Enhancement Plan.

- Submitted Substantive Change regarding the Kershaw Campus facilities
- Maintained database of faculty credentials for compliance with SACSCOC standards
- Conducted a successful SACSCOC Reaffirmation On-Site Visit in October 2015
- Compiled SACSCOC Response to Visiting Team to address one recommendation regarding the College's Quality Enhancement Plan
- Received official reaffirmation letter from SACSCOC on July 6, 2016
- Completed first year of the QEP, "SMART Choices for Success," in support of student success

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.

- The processes for collecting, analyzing and reporting data are incorporated into the College's processes and procedures; this institutional-wide process ensures an effective and timely approach for collecting and analyzing data which supports decision-making and improves overall institutional effectiveness
- Integrated results from assessment of program outcomes 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
- Conducted academic program reviews for scheduled programs of study; presented findings to the Curriculum Committee; and used results for academic department continuous improvement

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- Maintained integrated planning process to facilitate use of results for continuous improvement through institutional planning reports such as the Plan of Action, Annual Effectiveness Report and Administrative Unit Review

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 DTC 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 2015 – 2016

DTC had a remarkable 2016 Academic Year. The College Area Commission approved 2020 Strategic Plan; achieved strategic goals and started the new school year with full accreditation reaffirmation from SACSCOC; enjoyed sound financial stewardship; offered quality academic programming; and established new partnerships and outreach efforts with business and industry. With the support of key stakeholders: faculty, staff, students and community including local, county and state agencies, DTC accomplished the following major achievements:

Educational Effectiveness & Student Service Excellence

- Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) reaffirmed the College's accreditation for a ten-year term. All Academic programs and services: Early Care and Education program from the National Association for Education of Young Children, the General Business program from the Accreditation Council for Business Schools and Programs, and the Electromechanical Engineering program from the Accreditation Board for Engineering and Technology are fully accredited.
- Established two **new** academic programs (Cybersecurity and Entrepreneurship).
- 80 percent of the DTC academic programs are in "Good Academic Standing."
- 82 percent of the faculty members completed Faculty Development training.
- DTC's Dual Enrollment program experienced a greater than 50 percent increase from the 2014-15 academic year.
- 76 percent of students indicated that the library computers and internet access have helped them achieve their academic success and information literacy.
- 80 percent of students expressed satisfaction with academic advisement.
- Organized and hosted 750 area children to celebrate "*The Week of the Young Child*" event where child care workers, families, and students participated in experimental learning events.
- Placed five (5) students from the Electromechanical Engineering Technology into high profile summer internships at a prestigious national laboratory and a leading cybersecurity university. Three interned at the Lawrence Livermore National Laboratory in California and two interns spent the summer at Norfolk State University.
- Launched a Veteran Recruitment Taskforce and hosted a Service-Area Veteran luncheon.
- Implemented Smoke-Free Campus.

Financial, Fund Raising and Grants Stewardship

- The College is in good financial standing.
- The College received \$1.9M in capital project funding.
- Established a Federal Indirect Cost (IDC) Rate for managing grants and contracts.
- The College Cohort Default rate was projected to be below 20 percent in 2017 from a record high 34 percent released by the Department of Education in 2012.
- Planned and hosted DTC annual Presidential Scholarship Gala to support economically challenged students.
- Instituted reforms that increased the efficiency of funds drawn down from federal and state agencies.
- Received funded grants to build programs and partnership with area K-12 (Middle and High Schools). The grant exposes service-area schools to STEM initiatives including telemedicine program using two-way video conferencing "Polycom" System.

Operational, Technology and Community Service

- Launched Strategic Plan 2015 – 2020.

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- The College received unqualified Compliance Audit Commissioned by State Tech.
- Received an unqualified Methods of Administration Audit commissioned by the State Department of Civil Rights and conducted by State Tech.
- Instituted Institutional effectiveness (gainful employment, interactive website safety and security) regulations as well as structural reforms to enhance operations and achieve efficiency.
- Operationalized New Learning/Instructional Management system called Desire to Learn (D2L).
- Planned and established two “new” MOUs with service-area schools and industry.
- 90 percent of students and 100 percent of principals surveyed acknowledged DTC’s outreach to public schools and businesses.
- Upgraded program facilities and installed new equipment to adequately address instructional, business and industry needs.
- Established MOUs with 4-Year institutions (Voorhees College & South Carolina State University); Bamberg County Job Corps Center, and Jefferson Davis Academy.
- Liquidated 30-year Perkins Loans of the College Ledger.
- Established Title IX program and office.

Continuing Education and Workforce Development

- Hosted Apprenticeship Carolina Workforce Summit.
- Received and awarded \$105K in Workforce Scholarship.
- Published “First” ever Continuing Education/Workforce Development booklet and distributed to more 500 stakeholders including business and industry partners.
- DTC achieved 97.2 percent Placement Rate in Advanced Manufacturing.
- Expanded workforce development partnerships with local business and industry including Boeing SC, Masonite, Swiss Krono, Horsehead, High School STEM and Project Lead the Way.

Key Strategic Challenges (i.e., mission, operational, human resource, financial and community-related strategic challenges)

Educational

- Low Enrollment: Fueled by fewer high school graduates and competition.
- 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.
- The non-credit programs are challenged with limited external funding to support the inability of potential students to pay for non-credit course offerings.
- Inadequate student housing and residential life is negatively impacting enrollment.

Operational

- Critical need exist for campus-wide internet Bandwidth; Bandwidth management equipment that support network connectivity between all campuses.
- Seeking and maintaining appropriate technology infrastructure that continues to be scalable and reliable in the changing marketplace.
- Meeting the demands of expanding regulatory and compliance requirements.

Human Resource

- Attracting and retaining quality faculty and staff.

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- 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.
- Inadequate opportunities to provide cost-effective continuing education for existing faculty and staff.

Financial

- Received 20 percent of requested Capital Project funding (the least among all colleges).
- 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.
- Essential to expand strategic partnerships with school districts and business and industry. Develop "Career Pathways" that will prepare high school graduates for jobs in the local areas and state.
- Lower (inadequate) high school graduation rate from the local service-area schools.
- Socioeconomic and conditions of the service area. The rural settings of DTC service area (Allendale, Bamberg and Barnwell) and high unemployment rates harden enrollment prospects.
- Inadequate financial support from local and county council. The College received a total sum of \$1,500.00 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:

Florence-Darlington Technical College will provide the highest quality comprehensive and advanced technical education available with an emphasis on workforce development and nurturing entrepreneurs.

In support of this overall mission, the 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 and student success has been central to the vision of FDTC and has guided the development of many new activities, strategies and programs. 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.

As part of the five-year review for a new Strategic Plan, it was revealed that many students were taking online classes, but not doing very well in those classes. FDTC recommitted itself to making the students in online classes as successful as the students in more traditional classes. Within the past year, FDTC hired a full-time Online College Director. His many innovations include online tutoring and free modules that students can take to employ effective strategies in online learning. There has been a 30 percent increase in online students and a 35 percent increase in those making a “C” or better in their online courses. While the online tutoring was specifically implemented for online students, it has been utilized by 22 percent of in-classroom students. It is anticipated that this tutoring option will pay big dividends in student success.

A new Veterans Center was opened this year with a full-time director (who is also a veteran) and two full-time career counselors. As a result, enrollment at FDTC by veterans has grown from 110 to 245. The progression of the veterans through their programs is being monitored and a high rate of credential completion is expected. The existing understaffed Career Center has been relocated and is now under the aegis of the Veterans Center. With the two career counselors now located full-time in the Student Services building, the rate of completing students utilizing the services has increased over 15 percent and we expect it to keep growing.

Another service that is new this year is the FDTC Food Bank. An on-campus survey revealed that 45 percent of FDTC’s students are food insecure. In fact, in the three-county service area for FDTC, 83 percent of high school students were categorized as “in poverty.” In Fall 2015, 89 percent of the FDTC students received some kind of financial aid. Approximately 31 percent of the entire student body are both low-income and first-generation students. Over 70 percent of FDTC’s students are low-income only and 55 percent are first-generation only. There are two regional grocery chains and two regional food banks that stock the shelves. Although this service has only been offered since March 2016, over 300 people have received food from the Bank.

Due to the demand by industry/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. From Fall 2015 to Fall 2016, Early College/Dual Enrollment is projected to grow at a rate of 100 percent. Also fourteen students were awarded AA degrees at the same time as their high school diploma. Two federal grants have provided new incentives and increased access to area high schools for dual enrollment. It is expected that once the grants are fully implemented, several hundred more students will be taking advantage of this option.

Educational Effectiveness and Quality Programs and Services. Within the past year a new Strategic Plan was developed and adopted. Each division or department developed a five-year plan to help FDTC meet and exceed its mission. As a technical college, the Leadership Team at FDTC are well aware of the special role FDTC has in economic and workforce development. Low-skill jobs, previously the backbone of South Carolina’s economy was hard-hit by a transforming profile; low-skill jobs were moved offshore. These vitally important jobs which offered family sustaining wages to workers with few academic credentials are now gone.

To better prepare FDTC technology students, the curricula in many of the programs has been adjusted and new modules added in response to industry needs. The new professional development training to which the FDTC instructors have access has led to new methodologies and the adoption of new technologies. As an example, some health science courses are now employing flipped classrooms and incorporating 3D technologies in the classrooms. 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 as opposed to those who read and comprehend narratives.

FDTC is the only College in the state to have a 3D/Virtual Reality Visioning Center. We are taking advantage of having this technology and are now incorporating it into curricula. The Allied Health, Nursing and Welding programs at FDTC have 3D/Virtual Reality in-classroom content; other programs will soon do the same.

In an effort to accommodate student schedules, FDTC is now offering a Weekend College, scheduling additional evening classes and enhancing the online college courses (new online tutoring offerings, new interactive sessions on successfully taking online courses and new professional development in teaching online for instructors). A new Entrepreneurship certificate was developed due to regional demand. 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. Classes are held at the Southeastern Institute of Manufacturing and Technology (SiMT) or the Gould Incubator for the synergy from new/emerging/growing companies that exist in these spaces.

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 least 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.

Institutional Advancement and Growth. 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. Staff can take an idea from a sketch to patent application-ready; then set up manufacturing and material sourcing within South Carolina. 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. The Incubator 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 of the resources of

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

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.

A \$5 million gift from a local benefactor will allow FDTC to start a Culinary and Hotel Management program in Lake City. A new campus will be created to modernize and expand the facilities available to students and to relocate the FDTC campus from the edge of town into the heart of Lake City. This quickly growing campus will become even more advantageous to the city as expanded program offerings and credentials lead to higher wages that completers earn, the increased output of the businesses that employ the completers, and the multiplier effects that occurred as completers and their employers spend money at other businesses.

Construction has started on the new Advanced Automotive and HVAC facility. These two growing programs desperately needed upgraded facilities and additional space, as there is an expanding waiting list for those programs. This 30,000 square foot building will allow FDTC to move the auto-body program from the Mullins Site to the main campus and better align with the automotive technology degree program.

In tandem with the Entrepreneurial certificate, FDTC created the Entrepreneurial Forum in 2015. Twelve local entrepreneurs were inducted into the Forum and those entrepreneurs have chosen the 2016 cohort. The honorees are conducting workshops for those in the certificate program (a two-year degree is awaiting state approval) and acting as mentors. A gala was held in January to honor the entrepreneurs and create awareness about the Forum and the certificate program. It was well attended as many in the community came out to support the entrepreneurs.

Financial Management. After a thorough analysis of all budgets it was determined where efficiencies can be implemented, funds reallocated and new sources of revenue identified to achieve short- and long-term organizational goals. Financial processes and reporting has been streamlined so information is more easily accessed and audits are more efficient and less time consuming. Additionally all the FDTC audits are in accordance with auditing standards and the bond rating is A-. FDTC is on target with aligning the budget with the Strategic Plan so that priorities are funded.

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 2015-16 Target	FY 2015-16 Actual	2020 Goal
Persistence Rate Without Transfers	72%	73%	72%	76%
Retention Rate Without Transfers	53%	55%	53%	59%
Persistence Rate* With Transfers	76%	76%	75%	79%
Retention Rate* With Transfers	58%	60%	56%	64%
Graduation Production	22%	23%	23%	27%
Credit Licensure Exam Pass Rate	93%	94%	92%	95%
Non-Credit Certification Exam Pass Rate	89%	90%	90%	91%

Employees	Baseline	FY 2015-16 Target	FY 2015-16 Actual	2020 Goal
Overall Employee Satisfaction	3.95	3.95	N/A	4.05
Employee Turnover Rate	5%	5%	6%	4%

Community	Baseline	FY 2015-16 Target	FY 2015-16 Actual	2020 Goal
Graduate Placement Rate	74%	81%	85%	85%
Early College Enrollment	1,027	1,200	1,118	1,500
Greenville County High School Graduate Enrollment at GTC	25%	26%	23%	32%

** SC Technical College System Performance Funding Allocation Metric*

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 ten and calculated from the Strategic Imperatives, which are each weighed appropriately. The imperative outcomes are also based on a scale of ten 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 percent and 85 percent of the target range, and considered not met if less than 85 percent of the target range.

Key Accomplishments of 2015

- In June 2015, the Corporate & Career Development Division received the MSSC Authorized Center Award. This award, presented by the Manufacturing Skill Standards Council, is given to schools and centers around the county 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.
- Cheryl Black, GTC payroll administrator, celebrated 50 years of service, making her the longest serving active employee in the SC Technical College System.
- A student team in the MGT 240 course tied for first overall in the worldwide scoring in the GLO-BUS Competition.
- The Culinary Institute of the Carolinas received the Upstate Provision’s Excellence Award.
- Partnered with iMAGINE Upstate’s inaugural event and hosted a booth on Main Street, downtown Greenville where an estimated 14,000 attendees experiences “slime,” compliments of the Chemistry Department, simulated medical experiences and displays, and rides on the squared-wheeled bike.
- GTC sponsored and assisted U.S. Senator Tim Scott’s office in holding a Veteran’s Educational Fair.
- Collaborated with Furman University’s Bridges to a Brighter Future program to co-sponsor a youth diversity program at GTC to promote diversity, inclusion, understanding, and collaboration among 11th grade high school students.
- U.S. Department of Education/TRiO Student Support Services grant was renewed for \$1.9 million over five years.
- GTC is part of the statewide U.S. Department of Labor/American Apprenticeship Initiative \$5 million grant led by Apprenticeship Carolina.
- Established a Memorandum of Understanding between GTC and the Greenville Chautauqua Society to reinforce the College’s commitment to collaborate and combine resources to support enhanced learning programs.

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- Received AdvanceSC Grant to develop modules for Level 1 and Level 2 CNC training.
- SC Manufacturing Certified Simulation Lab was created at the Buck Mickel Center to provide hand-on training to Production Technician Quick Job Training. A total of 53 students were trained through the state-supported program.
- The first phase of the Northwest Campus Learning Commons opened January 21, 2015. The open space includes a 24-station computer lab, two group student rooms, and a placement testing room.
- Country Music Television featured GTC at the opening night plenary of DREAM 2015. Panelists included TC students Christy Martinson and Harold Callum.
- Visual and Performing Arts hosted 165 high school students, parents, and instructors at the 25th Annual Upstate High School Art Exhibit Reception, the largest showing of high school artwork in South Carolina.

Celebrations Mark Progress at Center for Manufacturing Innovation

Two important milestones were celebrated at the Center for Manufacturing Innovation (CMI) in 2015. The year started with a January 26 groundbreaking at the Millennium Boulevard site, adjacent to the Clemson University International Center for Automotive Research (CU-ICAR). Two hundred guests were on hand to hear Governor Nikki Haley describe the CMI as a message to existing manufacturers that the state supports them and a signal to the world's manufacturers that South Carolina's workforce can change with the times.

By September, construction had progressed safely to the point that a Topping Out ceremony was held. This celebration by the project team and guests marked placement of the last steel beam on the CMI, signifying that the building had reached its maximum height.

2016 will bring the biggest celebration yet when grand opening events for the CMI take place in the Fall. Built on partnerships with employers and educators including Greenville County Schools and Clemson University, a series of grand opening events will be designed to introduce partners, students, parents, community leaders and economic development personnel to a new resource. This resource is engineered to create a supply of highly-skilled new employees and increase the skills of current employees so that the Upstate and its companies can compete globally.

The center's design mirrors its intent – to draw visitors into the opportunities that exist in the manufacturing sector, considered the backbone of Greenville's economy. Visitors can enter the building through a glass-enclosed bridge that crosses above high-bay lab space, allowing them to observe advanced manufacturing equipment in use. The lobby houses interactive kiosks and displays that will employ sophisticated technology to connect youth people to manufacturing careers.

SC Technical College System

HORRY-GEORGETOWN TECHNICAL COLLEGE



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

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

Goal 4 – Build and Expand Partnerships: HGTC will foster partnerships with various stakeholders to expand and enhance resources, and promote a progressive and positive public image.

Goal 5 – Stimulate Economic Growth: HGTC will strengthen the region'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 teaching and the quality of instruction.
- 2.1 Effective student engagement, support and auxiliary services.

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- 2.2 Positive impact on performance measures for job placement, licensure exams, persistence, retention and graduation.
- 2.3 Effective plans and initiatives for continuous improvement of enrollment management and customer service.

Significant Accomplishments

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

- Patient Care Medical Assistant
- Received CHE approval for Cybersecurity certificate program (Fall 2016)
- Received CHE approval for Interior Design certificate program (Fall 2016)
- Received CHE approval for Service Plumbing Technology (Fall 2016)
- Received CHE approval for Respiratory Care program (Fall 2017)
- Received CHE approval for Occupational Therapy program (Spring 2018)

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 A Father's Place to develop and offer classes to their clients
- Instructor Certification for Aerospace Supplier Capacity
- Partnered with the City of Myrtle Beach to establish the Train2Work program
- Partnered with Palmetto Works Community Development Corporation to create a culinary program for returning citizens
- Worked with local community leaders to establish a Community Outreach program
- Developed Service Plumbing Technology program for non-credit students
- Assisted Horry & Georgetown County become Certified Work Ready Communities
- Established programs for WIOA Youth clients
- Visitation by and with Boeing SC for career training

Instructional Quality, Institutional Achievements and Student Achievements:

- Maintained accreditation of twenty programs.
- Participated in Grand Strand Health Fair. Phlebotomy students assisted with blood tests.
- Received awards from the American Advertising Federation-Coastal Carolinas' 2016 Advertising Awards Gala.
- Participated in the first annual HGTC Cosmetology Prom Competition where cosmetology students worked together to create the perfect prom look.
- Interned for NFL's New York Jets (Golf and Sports Turf Management student).
- Won first place in Annual State Technical College quiz bowl competition (Surgical Technology Students).
- Earned certification in CompTIA Network+ and CompTIA A+ (Networking students).
- Participated in the Community College Survey of Student Engagement.
- Participated in the Community College Faculty Survey of Student Engagement.
- College's Quality Enhancement Plan showcased by SACS COC.

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- Participated in the National Community College Benchmark Project.
- Served as volunteers at The Players Championship near Pointe Vedra Beach, Florida by students in the Golf and Sports Turf program.
- Hosted Domestic Violence Lecture Series.
- Received Five Star Chapter commendation, Carolinas Region Service Award, and Carolinas Region Honors in Action Award from Phi Theta Kappa.
- Sponsored the College's seventh Short-Term Study Abroad program.
- Presented at the Two-Year College English Association, Southeast Regional Conference.
- Achieved graduate placement rate of 95 percent.
- Awarded the U.S. Department of Education, Student Support Services Grant.
- Joined SARA to offer distance learning programs across state borders.
- Increased number of alternative delivery courses including a Maymester option.
- Civil Engineering Technology professor is Kuka certified and material was implemented into the Robotics EET 275 course. Students in course are on pace to become Kuka certified.
- 94 percent graduate satisfaction in overall academic experience.
- Achieved and overall rate of 90 percent in first-time test takers on licensure exams.
- Improvements in pass rates of developmental math courses.
- 60 percent of 2016 Horry County Early College High School students earned associate degrees.

Partnerships:

- Columbia College – two plus two transfer agreements and program on HGTC's campus
- Yawkey Foundation – student scholarships
- Georgetown County Schools and Bunnelle Foundation – Technical Scholars program in Georgetown County Schools
- 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 B.A. Psychology
- Coastal Carolina University – 2+2 B.A. Sociology
- Coastal Carolina University – 2+2 Sports Tourism Interdisciplinary program
- Horry County Schools – Early College High School on Conway campus
- Clemson University – Call Me Mister program
- MUSC-Dental
- The Citadel — 2+2 Civil Engineering transfer agreement

New and Enhanced Facilities:

- Construction of HGTC's International Culinary Institute—expected completion Fall 2016
- Acquired Cathedral Bible College Land/Building (building will be demolished and only land used)
- Completed energy updates to Building 100/200 Conway
- Began renovation of B&N Bookstore-Conway
- Began process to improve telecommunication signals in Building 200-Grand Strand
- Renovations to building that houses the Cosmetology program
- New Industrial Technology Building to house Service Plumbing program
- Renovated/upgraded Science labs

Performance Measures

	Performance Measure	Success Criteria	Prior Year 2014-15	Current Year 2015-16
1	Graduate Placement Rate	80% or greater	92%	95%
2	Licensure Exam Pass Rate	80% or greater	86%	90%
3	Fall to Spring Persistence Rate	71% or greater	77%	71%
4	Student Success Rate	47.4% or greater	52%	50%
5	Graduate Production Rate	20% or greater	29%	32%
6	Fall to Fall Retention Rate	50% or greater	58%	58%
7	Student Evaluation of Instruction Rate	80% or greater	91%	92%
8	Student Fall Enrollment	7,329 or greater	7,329	7,091
9	Transfer GPA	2.860 or greater	3.021	3.002

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

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 ongoing 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.

MTC has established three Focus Goals and ten initiatives to measure success on achieving the mission in its 2016-2018 Strategic Plan. This report provides the College's strategic plan focus goals and initiatives, the College's major successes throughout the 2015 - 2016 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.

FY2015-16 Institutional Highlights

- MTC received a \$4 million grant through the United States Department of Labor's TechHire grant program, which will be named Midlands TechHire, and provide innovative training and employment models to develop information technology (IT) talent in the Midlands. MTC is the only organization in South Carolina to receive the award which will help provide scholarships for training and certifications in the IT industry to 400 residents in the Midlands.
- MTC's new Strategic Plan 2016-2018 was crafted and developed by the Strategic Planning Leadership team. The process entailed three planning retreats over a four-month long period, multiple college-wide listening sessions, and an Executive Council review. Final approval of MTC's new Strategic Plan 2016-2018 was granted by the College's Commission.
- MTC officially opened the Advanced Manufacturing and Skilled Crafts Center with a ribbon-cutting ceremony. Tours were also provided of the new 34,000-square-foot, two-story facility. The center is the new home to many of MTC's programs that prepare students for careers in advanced manufacturing and skilled crafts.
- MTC selected Joseph "Hilik" Shenkar, Assistant Solicitor, Special Assistant US Attorney, as its 2016 Distinguished Alumni Award recipient. The Distinguished Alumni Award recognizes alumni who have achieved exemplary success in their field. After earning his Associate of Arts degree from MTC in 2005, Shenkar went on to earn a Bachelor of Science and a Juris Doctor degree from the University of South Carolina.
- MTC was awarded a \$2.25 million grant, titled MTC Cares, from the United States Department of Education, Office of Post-secondary Education Title III Strengthening Institutions program. The award will fund projects designed to improve student retention, success of high-risk students, and engage all divisions of the College in defining and implementing excellence in student advising to support student retention.
- 17-year-old Jayda Manning became the youngest student ever to receive an associate's degree from MTC. Manning earned her Associate in Arts while still attending high school. After two years at Dreher High School, Manning transferred to the Richland One Middle College where she enrolled in classes leading to her degree from the College.
- MTC participated in a \$5 million grant through the United States Department of Labor, Employment and Training Administration, which will be named the South Carolina Apprenticeship Initiative. The award will fund tuition scholarships for new apprentices' education and training.
- MTC hosted the Free Enterprise Leadership Challenge (FELC) at its Harbison Campus June 27th to June 30th. FELC is a four-day, learning intensive, non-residential summer camp that teaches important free enterprise principles, leadership traits and supports philanthropic efforts. More than 8,300 high school students have participated in this program over the last 21 years.
- MTC Foundation Board member, Solomon Jackson, announced a \$1.25 million, multi-year gift to support scholarships in the College's QuickJobs program. It is the largest individual gift in the College's history. Jackson, who is also a MTC alumnus, said MTC has and will always be a special place to him.
- The MTC Foundation announced a \$50,000 grant from the Bank of America Charitable Foundation. The funds are used to provide tuition assistance for veterans and unemployed or underemployed residents of Lexington and Richland counties to pursue QuickJobs training with MTC.

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- The Alpha Eta Kappa chapter of Phi Theta Kappa from MTC received six awards at its annual Regional Leadership Conference in Columbia. The annual conference is a recognition and celebration of the accomplishments of each of the Carolina's Region chapters over the past year.
- MTC received a \$1.98 million grant through the United States Department of Education. The grant program, Talent Search, will serve low-income, first-generation students in grades 6 through 12 and encourage them to persist in school, enroll in post-secondary education, and graduate. The award will provide benefits to 825 students each year.
- MTC and Coker College formalized a bridge agreement that will give MTC students access to programs and services to facilitate their transfer to Coker College. The agreement, signed by Coker College President Robert L. Wyatt and MTC President Ronald L. Rhames, creates the MTC-Coker College Bridge program that will provide graduates from MTC's Associate in Arts and Associate in Science programs a direct transfer to Coker College.
- MTC inducted 22 new members into the National Technical Honor Society (NTHS), representing the College's Engineering Technologies, Health Sciences and Nursing programs. NTHS ensures that deserving career and technology students at MTC gain recognition for outstanding academic achievement.
- MTC president Dr. Ronald L. Rhames received the Educational Enrichment Community Award from Alpha Kappa Alpha Sorority, Inc. (AKA). This award recognizes educational leaders who play a role in helping high school students in reaching their maximum potential through academic enrichment and life skills training.
- MTC received word from its accrediting body, the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC), that MTC's Fifth-Year Report was accepted without any recommendations. The review demonstrated that the College continues to be in compliance in all areas.
- MTC received a \$1.4 million grant from the United States Department of Education, titled the TRiO Student Support Services program. The award will provide continuing support to assist first-generation, low-income, and/or disabled college students who are eligible.
- Columbia Business Monthly recognized MTC President Dr. Ronald L. Rhames as one of the top 50 most influential people in the Midlands of 2015. Dr. Rhames is MTC's first alumnus president, as well as the first person to graduate from a South Carolina technical college to later become its president.
- MTC received four Palmetto Awards from the South Carolina Chapter of the International Association of Business Communicators (IABC-SC) for its recent marketing rebrand involving advertising, social media and digital communications.
- The Government Finance Officers Association awarded MTC the Certificate of Achievement for Excellence in Financial Reporting (CAFR) for the fiscal year 2014-2015. The certificate is the highest form of recognition in the area of governmental accounting and financial reporting, and its attainment represents a significant accomplishment by a public college or university. This is the 20th consecutive year MTC has received this prestigious national award.
- Diverse: Issues in Higher Education ranked MTC in the top 100 colleges in the United States (#64) in terms of African-American students earning associate degrees. It is the fifth consecutive year MTC has been designated as a top 100 producer among the approximately 1,200 technical and community colleges in the country.
- MTC was designated as a VetSuccess on-campus site by the U.S. Department of Veterans Affairs. MTC, one of the largest providers of Veterans' Education Services in South Carolina, is the only college in South

Agency Name: State Board for Technical and Comprehensive Education
Agency Code: H59 **Section:** 25

Carolina to have this designation. In Fall 2015, MTC was selected by the U.S. Department for Veterans' Affairs (VA) as one of ten VetSuccess on-campus sites to be highlighted by the VA.

Student Success Criteria

Fall to Spring Persistence Rates

MTC has established the Fall to Spring persistence rate of 71% (+-5%) as the success criteria. Since 2010, MTC has successfully met the established criteria.

Term	Fall Cohort	Fall Graduates	Adjusted Cohort	Spring Retention	
				N	%
Fall 2010	11,744	542	11,202	8,209	73.3%
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%

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 2008, MTC has successfully met or exceeded the established criteria.

Term	Cohort	Graduates (150%)	Transfers (150%)	Enrolled Fall	Student Success	
					N	%
Fall 2008	2,301	112	515	354	981	42.6%
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%

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 has established a graduate production success criteria rate of greater than or equal to 20%. Since 2010, MTC has successfully met the established criteria.

Year	Fall Credit Hours	Fall FTE	Annual Graduates	Graduate Production Rate
2010	118,927	7,929	1,730	21.8%
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%

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

Graduate Placement Rates

MTC has established success criteria of 80% for graduation placement rate. Over the past four years MTC's graduate placement rate has been within +5% of the success criteria range.

Year	Graduates	On Job	In School	Total Placed	% Placed
2009 - 2010	1754	879	427	1306	74.5%
2010 - 2011	1882	1240	297	1537	81.6%
2011 - 2012	2128	1369	289	1658	77.9%
2012 - 2013	1869	1158	308	1466	78.4%
2013 - 2014	2004	1322	286	1608	80.2%

Source: SC Technical College System 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 has established the course completion success criteria as 70% +/- 5%. Since 2011, MTC has successfully met the established criteria.

Term	Term Grades Total	Completion Percentages	
		N	% Completed
Fall 2011	33,527	9,940	70.3%
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%

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. The average annual enrollment for NETC is approximately 1,220 students and 1,267 continuing education students.

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 2015-16 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 measureable 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 Ins 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 2015-16 Instruction Operational Objectives Outcomes

In collaboration with other units of the institution, host an "Open House" to reintroduce NETC to our community by June 30, 2016

An Open House event will be held to allow members of our three-county service area to visit our facilities, speak with faculty, receive assistance in selecting a major, see exhibits of hands-on technology including Criminal Justice, Computer Technology, Science, Nursing, and the Technical and Industrial programs.

Updates: (10/1/15) In Planning Stages. (Update 2/1/16) The Instructional Division worked to developed activities including demonstrations of Rapid Prototyping using a 3-D printer; Electronics, Robotics, Machining and CNC, Forensic Science, Nursing Simulations using SimMan, and discussions with Business, Computing and Early Childhood faculty. (Update 5/1/16) The Open House event took place Tuesday, April 12, 2016, and was well attended and well received, according to participant survey responses. (Final update 6/30/16) The College now plans to host Open House events at each of our community campuses, as well as at the main campus.

Investigate and implement alternative course scheduling formats by June 30, 2016

Division will continue to work with the faculty to investigate and implement alternate forms of course scheduling. This is a continuation of a 2014- 2015 objective. During 2014-2015, 8 week minimester courses were offered by the English Department. For 2015-2016, additional 8 week minimester offerings will include courses in the following programs: Accounting, Administrative Office Technology, Business, Computer Technology, along with the general education courses that comprise our transfer program.

Updates: (10/1/15) During Fall term 2015, ten (10) eight-week on-ground minimester courses were offered, along with two (2) eight-week online courses during each half of the academic year. (First session: 8/17 – 10/06) A total of 24 students enrolled in two of the five on-ground courses, while 37 student enrolled in the online course, ENG-101-T40. (Second session: 10/07 – 12/03) A total of nineteen student enrolled in three of

the five on-ground courses, while 25 students enrolled in the online course, ENG-102-T40. (2/1/16) During Spring term 2016, six (6) eight-week on-ground minimester courses were offered, along with eighteen (18) 10 week online courses. (First session: 1/11 – 3/02) A total of fourteen students enrolled in two of the three on-ground courses. (Second session: 03/03 – 05/07) A total of eighteen students enrolled in three of the three on-ground courses. Note: These were developmental courses, which allowed students to complete 032 and 100 level coursework for English, reading and math in one semester, saving them a semester. The eighteen online minimester courses ran from 2/15 – 5/07 and had a total 106 students enrolled. Three Friday classes were offered, but no students enrolled in these courses. (5/1/16) Students are continuing to embrace diversity in days/times/formats of instruction. The Instructional Division will continue to offer courses that remove barriers and fast track student completion rates. (Final update 6/30/16) Objective met

Sponsor Math competitions for area high school students by June 30, 2016

The math department will sponsor a mathematics competition in which individuals from high schools located within our service area will compete for scholarships that can be used at NETC. Competitions will be held on the main campus in Cheraw. Faculty will work with staff at area high schools and the Office of Institutional Advancement to promote these events.

This objective was carried forward from the 2014-2015 academic year due to a conflict with the timing of the event and mandated high school testing.

Updates: (10/1/15) Invitations have been mailed to all public and private high schools in our service area. Regarding the invitees, each high school would be asked to send a team of four (4) students to participate. The winning team members will each receive an NETC scholarship (amount to be determined by the administration). NETC math faculty will serve as judges for the competition. Science faculty may assist with setup, greeting guests, etc. if needed. NETC math faculty will determine the source of questions by December. (2/1/16) The competition, scheduled for March 12, 2016, has a deadline of February 19, 2016 to submit entries. As of February 1st, no entries have been received. (5/1/16) Due to the fact that none of the high schools in our service area submitted an entry form, the competition was one again canceled. (Final update 6/30/16) The math Department will revisit this activity and look for other avenues to build stronger relationships with high school math faculty.

Participate in events that help enrich the lives of those living within our service area by June 30, 2016.

The NETC Instructional Division will participate in a Christmas toy drive in conjunction with the Department of Social Services (DSS) in Chesterfield, Dillon and Marlboro counties.

Updates: (10/1/15) In Planning Stages – Making contact with local agencies to determine the area of greatest need among the three-county service region. (2/1/16) After making contact with the DSS offices in our service area, we discovered that DSS no longer sponsors the toy drive event. (Final update 6/30/16) The faculty will seek other avenues to provide assistance to our constituents in the form of giving to our community.

Under the direction of the PBI Project Director, collaborate with Student Services and Continuing Education to hold a summer camp for middle school students by June 30, 2016.

Faculty members will provide hands-on demonstrations and training to students during the STEM Camp. Demonstrations and training will focus on STEM-related careers.

Agency Name: State Board for Technical and Comprehensive Education
Agency Code: H59 **Section:** 25

Updates: (10/1/15) Awaiting confirmation of funding availability for Summer 2016 “Camp Exploration.” (2/1/16) Dates and activities set for the 2016 Camp. (5/1/16) The Summer 2016 “Camp Exploration” will be held on July 10th – July 15th. (Final update 6/30/16) The camp was conducted and had 39 participants, which was a record enrollment for this event.

Sponsor clubs and events to foster a sense of community by June 30, 2016.

Faculty members will act as leaders for a Poetry club and a Photography Club. This objective was carried forward from the 2014-2015 academic year due to barriers, which have since been removed through a change in policies and procedures that streamline the process to charter a club. A continuation of the “Watch and Learn” film events will carry over to the 2015-2016 academic year.

Updates: (10/1/15) The first “Watch and Learn” film event was held on September 24th. While there was very little participation, the hope is that these events will be ‘advertised’ via word-of-mouth from those who participated, with the hope of encouraging others to “Watch and Learn.” As there seems to be no interest in a poetry club at this time, faculty are exploring a Creative Writing Club, or a more encompassing “Creativity Club” that could include all forms of the arts. (2/1/16) The faculty are partnering with SGA to show two films at Spring Field Day. (5/1/16) Due to copyright concerns, the faculty elected to hand-off the film activity for Field Day to the SGA, as students wanted to select films that were not within public domain. (Final update 6/30/16) The faculty members will reach out to students at the start of the 2016-2017 academic year to gauge interest in new clubs.

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.

College Outcomes for FY15-16 Strategies

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.

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

- The PN Flex has program has been very successful over the last three years. As a result, the College has created a separate leadership structure to increase the number of students and the success of the program. Seven PN Flex students graduated this year. 12 were accepted for 16-17.
- ADN Flex was added for 15-16 and accepted 12 students.
- Academic Affairs launched the "College for Working Adults" as a flexible option for credential attainment in the Industrial Technology division.
- The Presidential Scholars accepted 11 students for 15-16.

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 and the number served is not captured through the Student Success Center.

1-4. Provide students with effective teaching practices

- Faculty received professional development for the new learning management system (LMS) and the QEP (Workforce Readiness).

- An online professional development program is in place for adjunct instructors.
- 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 weekly.
 - The process to procure a new security camera system is underway and will be implemented during the 2016-2017 academic year.
 - ReGroup, an emergency text messaging system, was implemented.
- 1-6. Allocate resources that reflect need and priority, and are tied back to the Mission
- Revised budgeting process to provide resources to programs as part of the unit planning process. Budgetary funding was based on actual spending from prior years and items contained in the unit plan.
 - Unit plan activities are required for requesting funds for: Information technology, facility renovations, equipment or net new full-time faculty/staff.
- 1-7. Provide for effective utilization of space and facilities
- Facilities Academic Master Plan for the Industrial Technology division began and will be complete by August 2016.
 - The library instructional lab was expanded from eighteen stations to 25 stations.
- 1-8. Provide adequate financial resources to students
- \$90,000 in Foundation scholarships were awarded to students
 - The college planned for the implementation of the Annual Giving program, set to begin in July 2016.
- 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. Supported academic initiatives included: a virtual welder, nursing mannequins, programmable logic controllers, and renovations to the PCT classroom to accommodate program growth.
 - OCtech was awarded a grant to expand apprenticeships, and has identified industry partners to participate.
- 1-10. Identify and implement the necessary technologies to support faculty, staff and students
- The large majority of classrooms have technology to support instruction
 - A new learning management system was acquired that increases the functionality of technology for teaching and learning.
- 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.
 - 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, clinical experiences, and capstone courses continue to provide students with the tools necessary to successfully enter the workforce.
- Job Placement rate – 95 percent.

1-12. Promote student leadership and provide opportunities for leadership development.

- The Student Advisory Board is a student group that meets regularly with the Student Activities Coordinator.
- Students also participated in: The SC Tech System Legislative Luncheon, Phi Theta Kappa Academic All-Star, SC Student Leadership Conference, and the Black Male Symposium at Claflin University.

1-13. 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).

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

- During the Fall term:

**Fall 2015 Weekly Enrollment Report
October 13, 2015**

Registered Students	2,774
Applications	2,733
New/Re-admit Reg	1441
Continuing Reg	1333
Accepted	1,919

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

- Events were held on and off-campus to recruit students: Showcase events for each division, parent meetings for Middle College, and OCtech Takes Flight
- Instant Registration days were held to increase retention
- All faculty/staff participated in professional development on the Appreciative Advising model.

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 Apprenticeship Summit was held on-campus in Fall 2016

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- The college hosted a brunch for Faith-based leaders in the Spring
 - The Orangeburg County Chamber of Commerce, “Business After Hours,” event was held in July 2015
 - Students from the Agriculture program participate weekly in the Orangeburg Farmers’ Market
 - 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.
- 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 was launched in the Spring 2016.
 - OCtech was the first college to sign agreements with USC’s Palmetto College.
 - OCtech assisted Claflin University obtain approval of an RN to BSN program.
- 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 this summer to bring greater awareness to college’s programs and services.
 - Plans are underway to adopt an elementary school to promote career awareness.
- 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.
- 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 a dean who has as part of his duties general oversight of adjunct faculty training and communication. 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.
 - Each full-time faculty/staff member was required to complete SANS training. SANS provides intensive, immersion training designed to help faculty/staff master the practical steps necessary for defending systems and networks against the most dangerous threats - the ones being actively

exploited. The courses are full of important and immediately useful techniques that can be put to work as soon quickly.

- 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 Play 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.
- 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 before 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.
- 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

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

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 prepare and budget for grant positions coming to a close

- Salaries for staff in the Student Success Center moved into the college budget at the beginning of the 15-16 academic year.

3-11. Effectively market the College to the community at large and potential students, including appropriate community fundraising initiatives

- The Annual Giving Campaign will begin in October 2016.
- 45,000 registration guides were distributed for the fall and spring semesters.
- The President has routinely spoken at civic clubs.
- Two 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.

3-12. Cultivate the relationship with past, present and future donors

- The Foundation developed a plan for an annual giving campaign which will launch in 2015.
- A case for support was developed to support the Annual Giving campaign.
- The OCtech Foundation’s two annual fundraising events provide opportunities for donor cultivation.

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 SC 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. (Revision approved by the PTC Area Commission on April 21, 2015 and by the SC Commission on Higher Education on June 30, 2015.)

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.

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

College Outcomes for FY 2015-16

During the 2015-16 Fiscal Year, PTC achieved the following outcomes:

1. Introduced a structured career planning and validation process to ensure alignment of student career and educational goals. (Mission Goal 1)
2. Reviewed and revised program offerings to provide students with a direct path to program completion. (Mission Goal 1)
3. Continued to expand dual enrollment opportunities for high school students. (Mission Goal 1)
4. Reviewed and revised student enrollment and financial aid communications. (Mission Goal 1)
5. Revised student advising process to adopt a proactive approach and conducted several pilots. (Mission Goal 1)
6. Trained faculty and conducted pilots of Phase I student employability skills (soft skills). (Mission Goal 1)
7. Expanded Horticulture program to include the planning, preparation, planting, and harvesting of a vegetable garden. (Mission Goal 1)
8. Expanded partnerships with Emergency Medical Services by establishing three off-campus instructional sites for the offering of an Emergency Medical Technician program. (Mission Goal 1)
9. With PTC Foundation support, the Building Construction program is building its fourth house. (Mission Goal 1)
10. Obtained AOTA program accreditation for the Occupational Therapy Assistant program, graduated the first class, and obtained certification of first-time testers. (Mission Goal 1)
11. Signed Memorandums of Agreement with Lander University in Cybersecurity and with Presbyterian College. (Mission Goal 1 and 4)
12. Graduated students concurrently with an associate degree and high school diploma through Middle College programs with three school districts. (Mission Goal 1)
13. Developed individual graduation plans to allow students to track progress to graduation. (Mission Goal 1)
14. Successfully reaffirmed Medical Assisting program accreditation. (Mission Goal 1)
15. Opened a new Heating, Ventilation, and Air Conditioning Training Facility. (Mission Goal 1)
16. Piloted student tracking system to alert faculty and staff of at-risk students. (Mission Goal 1)
17. Three students were recognized national for their academic achievements:
 - 2016 Coca-Cola New Century Scholar
 - Inductee into the Association of Surgical Technologists Honor Society
 - Phi Beta Lambda student awarded first place in Computer Concepts Event at National Leadership Conference (Mission Goal 1)
18. Continued to expand dual enrollment opportunities and to increase enrollment opportunities for high school students. (Mission Goal 1 and 4)
19. Examined faculty efficiency through the review of faculty loading and compensation and the establishment of an electronic tracking module. (Mission Goal 2)
20. Held a wellness fair for college employees to promote the wellness module of the Employee Assistance program and state health plan. (Mission Goal 2)

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

21. Offered library and other programming to enhance the awareness, understanding and celebration of differences. (Mission Goal 2)
22. Improved SC Human Affairs goal attainment. (Mission Goal 2)
23. Successfully implemented Affordable Care Act (Mission Goal 2)
24. Provided through the college foundation funds to assist eight employees with continuing their education. (Mission Goal 2)
25. Hosted a regional student development conference with more than 150 student affairs professionals in attendance. (Mission Goal 2 and 4)
26. Conducted an information technology risk assessment. (Mission Goal 3)
27. Developed a new three-year strategic plan addressing four themes of student engagement and support, integrated support, direct pathways, and college and career preparedness. (Mission Goal 3)
28. Developed an institutional Scorecard to track student success, workforce development, student and community access, organizational sustainability and college employee satisfaction and SC Human Affairs Commission goal attainment. (Mission Goal 3)
29. Implemented an annual Interim Academic Program Review process to examine seven key performance indicators related to program and student success such as enrollment, non-returning students, graduates, graduate placement. (Mission Goal 3)
30. Reviewed all student-facing business processes and made revisions to third-party payments, Barnes and Noble coding, and student statements. (Mission Goal 3 and 5)
31. Expanded the College's use of LEAN to include certification of LEAN Greenbelts. (Mission Goal 3 and 5)
32. Offered a number of summer camps for youth in our seven-county area. (Mission Goal 4)
33. Continued the successful SC Manufacturing Certification program. (Mission Goal 4)
34. Expanded program offerings at the Center for Advanced Manufacturing in Laurens County. (Mission Goal 4)
35. Partnered with Greenwood Partnership Alliance and Greenwood School Districts 50, 51, and 52 to host a manufacturing industrial showcase to promote manufacturing careers. (Mission Goal 4)
36. Partnered with the Greenwood Partnership Alliance to lay the groundwork for the Greenwood Promise, a "last pay" scholarship program that will launch in Fall 2017. (Mission Goal 4 and 5)
37. Partnered with the Laurens County Development Corporation to launch the Laurens Future Scholarship, a last pay scholarship program. (Mission Goal 4 and 5)
38. Worked with Greenwood County and the Greenwood Chamber of Commerce to include our Upstate Center for Manufacturing Excellence project on the Capital Project Sales Tax ballot measure for the November 2016 election. (Mission Goal 4)
39. Hosted a statewide mechatronics training program for CATE instructors. The event was sponsored by the SC Department of Education's Office of Career and Technical Education. (Mission Goal 4)
40. Filled a vacancy on the PTC Area Commission. (Mission Goal 4)
41. Celebrated the 50th Anniversary of the College. (Mission Goal 4 and 5)
42. Revised the work study selection process and investigated the implementation of an institutional work study program. (Mission Goal 5)
43. Increased the number of private and corporate donors and student scholarships. (Mission Goal 5)
44. Recycled 48.4 tons of paper and cardboard. (Mission Goal 5)

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

45. Submitted and received several federal grants to include a Student Support Services Veterans, Carl F. Perkins, and Predominantly Black Institutions Grants. (Mission Goal 5)
46. Revised the PTC Foundation bylaws and college operating agreement. (Mission Goals 3 and 5)
47. Reduced the financial aid cohort default rate. (Mission Goal 5)
48. The College received unmodified or “clean” audit opinions in both the financial area as well as the single audit. This is the highest level of reporting assurance an organization can receive from its independent auditors. (Mission Goal 5)
49. The PTC Foundation received an unmodified audit opinion from its external financial auditors. (Mission Goal 5)
50. The college awarded 161 scholarships through the PTC Foundation totaling \$120,450

SC Technical College System

SPARTANBURG COMMUNITY COLLEGE



The Spartanburg Community College (SCC) vision is to change the lives and build the futures of our students and to be a catalyst for economic development through innovation, collaboration and excellence. Realization of the vision is accomplished through the College's Mission, which is defined as follows:

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

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

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

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

Goal 3 – SCC will improve student access and success.

Goal 4 – SCC will be more effective and more efficient in delivering programs and services.

College Outcomes for FY201-15

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

- The College continues to maintain its designation as a Veteran Friendly Campus. The Warrior Lounge, a veteran center established via a grant funded through Upstate Warriors Solution, provides assistance to student veterans through the services of student veteran ambassadors. The Student Veterans Association is an active student organization that provides the opportunity for support, networking and camaraderie to and among military veterans, current service members, dependents and supporters.
- The College continues to obtain significant external funding, both federal and private to support College programs. The Grants Department obtained \$3,017,400 including funds for continuing TRiO Student Support Services (\$1,382,850) and AIM Center (\$270,118) programs, continuing the Veteran Student Ambassador program (\$17,936), advanced automotive, mechatronics, and machine tool equipment at the Cherokee County Campus (\$642,496), mechatronics equipment at the Union County Campus (\$135,000), and apprenticeship training scholarships (\$269,000). Additional active grants under management total \$3,052,586.
- The College completed its SACSCOC reaffirmation study and have been notified of reaffirmation through 2027.
- The Cherokee County Campus Center for Advanced Manufacturing and Industrial Technologies opened for inaugural classes during Fall 2015. Programs offered in the new building include Mechatronics, Machine Tool Technology and Welding. The college leased 12.5 acres to Cherokee County Schools for the construction of the new CATE center. Co-locating the CATE center on the College's campus provides excellent opportunities for aligning curriculum and increasing dual enrollment in the CATE programs.

- Corporate and Community Education (CCE) finished the fiscal year with a profit of \$55,513 which represents a 214 percent increase in profit from last fiscal year. CCE was successful in offering a variety of courses at all campus locations. CCE offered 136 new courses and programs this year. In addition, the division was the winner of the 2015 South Carolina Association for Higher Continuing Education's Outstanding Continuing Education Cooperative Program Award for Operation Educate (our CCE program at the Spartanburg County Detention Center).
- An economic impact study was completed for the Center for Business and Entrepreneurial Development (CBED) located at the Tyger River campus. The study covers the period from July 1, 2015 to June 30, 2016. This study revealed a net positive creation of 5,133 jobs generating total wage earnings of \$366.7 million. In total, over the last nine years The Center has supported the development of 19,989 jobs generating total wage earnings of \$1.3 billion. These results have had a significant positive effect on income tax and sales tax revenue generation for the State of South Carolina and Spartanburg County. In addition, the Center for Business and Entrepreneurial Development presently has ten leases with new/expanding companies to allow them to benefit from CBED.
- The SCC Marketing & Public Relations Department continued to provide quality materials to faculty, staff, students and community residents throughout the 2015-2016 academic year. Several new initiatives included expanded digital advertising initiatives designed to recruit prospective and returning SCC students; program of study promotional banners for faculty members; outdoor light pole banners at all campuses featuring SCC students; new QEP materials as part of the College's reaffirmation process; new promotional commercials and videos; Career Focus magazine mailed to approximately 93k residents throughout the College's three-county service area; as well as a new online calendar element to the SCC website. The Marketing-PR staff continue to be active members of many professional organizations locally and statewide- Spartanburg College Town initiative, State Tech PIO peer group, National Council of Advertising and Public Relations, Media Women of SC, National Federation of Press Women.
- The college negotiated a new agreement with Union County on the access, operation and maintenance of the Union Campus and contracted with Union County Schools for the operation and management of the Union County Adult Education program. These partnerships allow full utilization of the Union County facility for workforce development programs, increases dual enrollment in key programs, and allows improved matriculation of students from adult education into college.
- The college has revised its Emergency Response Procedures and provided Active Shooter (intruders/violence) Training for faculty and mid-level managers. Classroom door locks that cannot be secured from inside the room are being systematically replaced with locks that can accommodate lockdown procedures. The new outside doors will can be locked and unlocked in unison (remotely) as the need arises.
- The College conducted a Guidance Counselor Outreach program to engage area high school counselors in reaching recent high school graduates who have not year completed post-graduation plans for Fall.
- 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 2010-2020: Update 2015-2016

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

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

Strategic Goals 2010-2020

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

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

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

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

Strategic Objectives 2010-2020

- 1A: Ensure that credits are transferable through articulation, partnerships, and/or comprehensive agreements.
- 1B: Support instruction to maintain the highest quality of learning.
- 1C: Review and develop quality College offerings through ongoing market research and needs analysis.
- 1D: Expand traditional, online, and other non-traditional credit and non-credit program offerings targeted to specific audiences – secondary school, traditional, non-traditional, and lifelong learners.
- 1E: Strengthen partnerships with business and industry.

- 2A: Support and strengthen an identity as an accessible and affordable value, ready to meet the unique needs of its constituents, and market College program offerings and services effectively.
- 2B: Develop each campus to meet the needs of the service area providing a quality and safe environment while building a stronger and more sustainable whole.
- 2C: Ensure access to courses and programs through effective scheduling, varied instructional modalities, and the use of technologies.

- 3A: Strengthen academic, enrollment services, and student support services in an effort to improve retention, graduation rates, and placement rates.
- 3B: Review and revise curricula to ensure student access, program quality, and student completion.
- 3C: Promote the elements of a College environment that values the success of each student.
- 3D: Support the development, implementation, and assessment of a student learning focused Quality Enhancement Plan (QEP).

- 4A: Strengthen the College's capabilities to generate revenue from public and private resources and grants to support the expansion of programs and services.
- 4B: Promote the elements of a College climate that values the contribution of each employee.
- 4C: Expand professional development opportunities for faculty and staff.
- 4D: Utilize human and physical resources on all campuses efficiently and effectively.
- 4E: Maintain a level of technology across the College that meets industry standards.
- 4F: Improve internal communications

Strategic Measures 2015-2016

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

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

- Retention rates
- Enrollment and FTE
- Placement rate
- Student success rate
- Graduate production rate
- Satisfaction/engagement rates
- Licensure/certification/registry pass rates
- Student/faculty ratio
- % credit hours taught by FT faculty
- Fundraising success
- Grants success
- Non-White/Service area comparison
- Operating Margin (non-credit)

Operational Priorities 2015-2016: 1. Enterprise Campus is approved and operational. 2. Align/develop resources to address chemical processing/composites workforce demands. 3. Review and Revise Strategic Plan (2015-2020). 4. Receive reaffirmation from SACS CCC. 5. Complete Academic Master Plan. 6. Define role and objectives for SCC's presence in Union County.

**Spartanburg Community College
 Strategic Measures 2015-2016**

Measure	Benchmark Source	SCC Previous	Current Goal	SCC Actual
Enrollment Growth - Headcount	SCTCS Peer Group	-6.29% (Fa13 to Fa14)	-5.00%	-10.32 (Fa14 to Fa15)
Enrollment Growth - Full Time Equivalent (FTE)	SCTCS Peer Group	-6.37% (Fa13 to Fa14)	-5.00%	-11.00 (Fa14 to Fa15)
Market Penetration - credit students	SCTCS Peer Group & NCCBP	2.11% (2013-14)	1.62%	1.99% (2014-15)
Market Penetration - Non-credit students ⁽²⁾	SCTCS Peer Group & NCCBP	0.48% (2013-14)	1.00%	0.48% (2014-15)
Minority Participation	SCTCS Peer Group & NCCBP	1.28 (Fa14)	1.080	1.096 (2014-15)
Full-time Fall-to-Fall Retention Rate	SCTCS Peer Group & IPEDS DATA CENTER report	56.36% (Fa13 to Fa14)	57.0%	56.36% (Fa13 to Fa14)
Part-time Fall-to-Fall Retention Rate	SCTCS Peer Group & IPEDS DATA CENTER report	29.56% (Fa13 to Fa14)	35.0%	29.56% (Fa13 to Fa14)
Fall-to-Spring Retention Rate	SCTCS PFF Minimum	71.26% (Fa14 to Sp15)	71.0%	72.49% (Fa15 to Sp16)
Student Success Rate	SCTCS PFF Minimum	41.00% (Fa14 cohort)	27.0%	41.77% (Fa15 cohort)
Graduate Production Rate	SCTCS PFF Minimum	21.85% (2013-14)	20.0%	21.01% (2014-15)
Graduate Placement Rate ⁽³⁾	SCTCS PFF Minimum	82.40% (2013-14)	80.0%	84.12% (2014-15)
Licensure/Certification Pass Rates - Credit	SCTCS PFF Minimum	92.20% (2013-14)	80.0%	90.91% (2014-15)
Student/Faculty FTE Ratio	SCTCS Peer Group & NCCBP	19.10 (Fa14)	18	17.78 (Fa15)
Course Sections taught by F/T Faculty	SCTCS Peer Group & NCCBP	52.96% (2014)	55.0%	54.72% (2015)
Grant Success - Received	CRD	\$3,151,582 (2014-15)	\$3.0 M	\$3.2M (2015-16)
Private Fund Raising	VSE	\$673K (2014-15)	\$1.2 M	\$575,190 (2015-16)
Operating Margin - Non-credit programs ⁽²⁾	SCTCS Peer Group & NCCBP	-3.25% (2013-14)	≥0	-2.17% (2014-15)
Student Loan Default Rate	USDE	18.4% (2012 cohort)	20.0%	20% (2013 cohort)
Student Satisfaction - Noel-Levitz	SCTCS Peer Group & NCCBP	5.37 (2015 Survey)	5.55	5.37 (2015 Survey)
Student Satisfaction - CCSSE	SCTCS Peer Group & NCCBP	51.22 (2013 Survey)	49.60	49.68 (2016 Survey)

Goal Met
Goal not met
Did not meet goal 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 will be the premier academic institution — visionary, vibrant and valued — engaged in leading the region to economic prosperity by providing innovative workforce solutions.

In support of its overall mission and vision, TCL has several strategic goals for the institution:

Goal 1 — Increase Enrollment. Increase credit enrollment 2 percent annually based on FTE and increase non-credit enrollment 5 percent annually based on duplicated headcount and/or CEU hours.

Goal 2 — Ensure Relevancy. Increase alignment between programs and four-county service area employment needs for jobs with median wages above \$10.00 per hour and annual job openings > 10. Build programs aligned with four-county service area employment needs for jobs with median wages above \$10.00 per hour and annual job openings > 10.

Goal 3 — Increase Student Success. Increase student success rates to above national averages for national measures. Increase student success rates for state and internal measures 2 percent annually.

Goal 4 — Increase Retention. Increase student retention on national, state and internally recognized measures.

2015-2016 Accomplishments and Performance

- Opened the Veterans Resource Center in November 2015.
- Completed the process for creating Transitioning Military Training Programs—Aviation Maintenance and Aviation Structural Mechanic certificates— which were previously continuing education programs. Registration for these programs start in October 2016.
- Developed concept for mobile welding lab and supplied needed documentation.
- Developed the framework for an accelerated, compressed culinary program offered at Sea Pines Resorts on Hilton Head in South Carolina. Sea Pines Resort will be an off-site location for TCL.
- Submitted/received substantive changes to add eight high schools as dual enrollment sites for TCL.
- Supported implementation of SNAP program in continuing education.
- Established the Faculty Senate.

Key Strategic Challenges

- The College has aging facilities that need renovation. The College must continually upgrade its systems and improve processes to meet the needs of growth in its service area.
- The College faces students being lost in the connectivity gap with the lack of internet access in rural areas. TCL’s service-area communities have small populations and lower average income and are more likely to lack adequate internet access. In addition, rapid shifts in technology and knowledge-life affect every aspect of the institution’s infrastructure and the professional development needs of faculty and staff.
- The College has been challenged by declining enrollment over the past five years. From Fall 2011 to Fall 2015, head count enrollment has decreased by 11 percent and FTE has decreased by 14 percent.

FY 2015-16 Performance

Institutional Key Measure					
Community College Survey of Student Engagement Benchmarks					
<i>Benchmark scores are standardized so that the weighed mean across all students is 50.0 and the standard deviation across all participating students is 25. CCSSE Cohort Benchmark Scores = 50.0</i>					
Target: ≥50.0					
Measure <i>Current: 2015</i>	Current	Previous 1	Previous 2	Percent Change	
Academic Challenge	52.1	51.3	51.5	1.2%	↑
Active and Collaborative Learning	47.7	46.4	48.4	-1.4%	↓
Student Effort	52.8	53.9	51.9	1.7%	↑
Student -Faculty Interaction	52.8	53.8	50.7	4.1%	↑
Support for Learners	51.1	53.9	51.3	-0.4%	↑
Overall: Average of Benchmark Scores	51.3	51.9	50.8	1.1%	↑

Strategic Key Measures

Statuses: ↓ = decreased ↑ = increased

Strategic Plan 2015-2020 Internal Metrics						
Internal Metrics						
Goal: Increase Enrollment	Current	Previous 1	Previous 2	Percent Change	Status	
Annualized Undergraduate Enrollment Academic Year (Current: 2015-2016)	3,349	3,449	3,373	-0.7%	↓	
Annualized Credit Hours Delivered Academic Year (Current: 2015-2016)	48,287	50,472	49,417	-2.3%	↓	
Annualized FTE (Total credit hours/30) (Current: 2015-2016)	1,610	1,682	1,647	-2.2%	↓	
Goal: Increase Retention	Current	Previous 1	Previous 2	Percent Change	Status	
Persistence Rate (Fall-to-Spring *All Undergraduates) (Current: 2015-2016)	SCTCS available Persistence Rate: 72%	73%	73%	70%	4.3%	↑
Retention Rate (Fall-to-Fall * All Undergraduates) (Current: Fall 2014 to Fall 2015)	SCTCS Current Retention Rate: 52%	51%	53%	52%	-1.9%	↓
Goal: Increase Student Success	Current	Previous 1	Previous 2	Percent Change	Status	
Student Success Rate (Current: 2011)	SCTCS ≥90% Of the SC CHE Success Rate 30% TCL Increase student Success Rates for state and internal measures by 2% annually.	44%	30%	29%	51.7%	↑
Total Awards Conferred July 1 to June 30 (Current: July 1, 2015-June 30, 2016)	517	529	426	21.4%	↑	
Graduate Production Rates (Current: Fall 2015/2015-2016)	SCTCS Graduate Production Rate ≥20%	28%	24%	23%	21.7%	↑
Goal: Ensure Relevancy	Current	Previous 1	Previous 2	Percent Change	Status	
National Professional Licensure Examination First-time Pass Rates (Current: 2015-2016)	SCTCS ≥80% Overall Pass Rate on First-time Licensure Exams	92%	90%	96%	-4.2%	↓
Graduate Placement Rates (on job/in school) (Current: Graduate Cohort 2014-2015)	SCTCS Graduate Placement Rate ≥80%	96%	98%	93%	3.2%	↑



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 2016 fiscal year include:

- TCTC and its partners from Oconee County and the School District of Oconee County completed a design study for a future Oconee County Workforce Development Center, which will co-locate an Oconee Campus of TCTC, a new Career Center for high school students, adult education and county economic development offices. Land acquisition has been completed.
- Completed the Halbert Hall Animal Care Facility/Kennel renovation project which provided a modern, upgraded dog and cat housing facility.

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- Repurposed a former culinary lab at the Anderson Campus into an EIT classroom/lab to support expansion of Career Pathways in Electronics and Mechatronics. The new lab enables the entire first year of the mechatronics program to be offered at the Anderson Campus.
- Developed and offered Community Paramedic Training program, the first of its kind in South Carolina. The program offers 100 hours of classroom training, 150 clinical hours, and an additional 50 lab hours.
- Developed and launched the College's first Honors Program. Students enrolled in the Associate of Arts or Associate of Science degree program who meet specific eligibility requirements tied to GPA, SAT/ACT scores and high school class rank are eligible to participate.
- Finalized a partnership agreement with Columbia College to create the Four Year: Right Here program. The partnership enables TCTC graduates to complete their bachelor's degree through Columbia College in the evenings on TCTC's campus at a significantly discounted tuition rate. Programs of study currently available through the partnership include Leadership and Professional Communication and Health Communication.
- Received a \$148,200 South Carolina Department of Employment and Workforce grant in collaboration with GTC, Spartanburg Community College and Piedmont Technical College to train ex-offenders for Highway Construction occupations. Innovations for this project include:
 - Reaching out to a segment with the highest barriers to employment
 - Developing apprenticeship models for a) Flagger (entry-level), b) Pre-Highway Inspector/Testing Technician, and c) Commercial Driving License Level B; working directly with upstate highway construction companies
 - Preparing incumbent students using Pre-Employment Training, screening for Drugs (SCDOT mandate), using some of the best aspects of the SC Manufacturing Certification program (student commitment)
 - Integrating the On-the-Job Training component, an additional incentive for the hiring company

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:

- The College completed the final steps to begin the construction of a \$42 million Student Success Center and related campus renovations on the Pendleton Campus. The center will include a new building with a learning commons, flex meeting space, computer labs, group study, supplemental instruction, tutoring, café, campus store, print shop, lounge, shipping/receiving and central plant. The project also includes the complete refurbishment of Ruby Hicks Hall to house a One-Stop Enrollment Center (admissions, student records, cashier, financial aid, assessment, advising/success coaches, career services, student support services, academic support services, administration and conference/training.) A central chiller plant and loop is also included in the project which will have the capacity to eventually handle the entire core campus in Pendleton.
- The library developed pre-orientation materials to proactively acquaint students with tools available for success and collaborated with instructors to incorporate active learning into class content to reinforce information literacy skills. The library also integrated Embedded Librarian support into online English courses; and, redesigned the library website for easier access and compatibility with mobile devices.
- Launched a One-Stop Services Center to provide integrated student support services in a single location for admissions, financial aid, registration, student records and billing and payment. One-Stop staff are responsible for assessing needs, resolving issues and processing service requests for students and the college community to ensure seamless student support from application through graduation.

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- Disability Services collaborated with the Tutoring Center and Professional Development personnel to promote improved understanding of compliance requirements to support accommodations for student success and to increase outreach efforts to students.
- The Tutoring Center expanded Supplemental Instruction (SI), a nationally recognized high impact practice, to all students for ACC 101 and 102, BIO 101, CHM 110 and MAT 102.
- Approved and implemented Direct Digital Course Access for our students to ensure all students in the participating courses have access to course materials from day one at a lower cost than traditional access code pricing.
- The Information Technology division implemented Office 365 for all Faculty, Staff and Students. The new software provides both cloud and desktop access to the full suite of Microsoft Office products to all students and employees free of charge.
- Developed the Smart Start/Start Over program - COL 120 course. The course is designed to support underemployed and under-resourced adults in navigating the transition to college by building skills and habits of mind for college and work success. Students complete academic and job tasks using problem-solving and teamwork. The curriculum emphasizes personal responsibility and explicit learning strategies while providing exposure to different STEM careers. Participants can earn an OSHA General Industry Standards training certification as an outcome of the class. The three credit hour course is free of charge to students thanks to Proviso Funding and a Duke Endowment grant.
- Developed an I-BEST (Integrated Basic Education, Skills and Training) Pathway with local Adult Education Centers to allow students who obtain a GED an integrated and direct pathway to post-secondary enrollment at TCTC.

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:

- Implemented a Comprehensive Studies redesign that modularized developmental coursework allowing students to fast track their completion based on how quickly they could learn basic math skills. Students can complete all developmental math coursework in one semester.
- Redesigned and reorganized student success coach roles and organizational reporting lines under College Transitions.
- Refocused the student engagement project to deliver co-curricular programming based on new general education outcomes and to create programming for under-resourced students.
- Implemented a comprehensive program student learning outcomes evaluation plan and associated system to track performance for all academic programs.

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:

- Launched a training and development program in LEAN processes.

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- Planned, developed and implemented a Leadership Development series to provide development opportunities to employees in support of our strategic direction of driving organizational change through our people.
- Conducted a comprehensive workforce analysis that identified critical positions at risk of vacancy due to an incipient wave of retirements, identified succession planning needs and initiated steps to develop a pool of high potential employees to be available to fill anticipated gaps.
- Developed and implemented a comprehensive “new hire” orientation program for new full-time employees to assist in integrating them into the College environment and the culture focused on student success as well as to streamline their transition into their respective roles at the College.
- Mid-level through Senior-level leaders participated in a comprehensive program to learn a simple methodology that guides individuals, leaders and organizations to become explicit and deliberate about creating a high trust, highly engaged culture focused on results.
- Significant upgrades to campus safety and security to ensure a secure learning environment:
 - Transitioned from an unarmed to an armed Campus Safety department including hiring and training multiple new employees and replacing contracted staff on all TCTC Campuses
 - Completed TCTC’s Comprehensive Emergency Management Plan and published the plan on the College web portal
 - Developed and implemented new “Law Tracks” report management system in accordance with SLED Compliance
 - Conducted emergency preparedness drills at three campuses
 - Entered into a Sheltering Agreement with the American Red Cross at the request of and with assistance from the South Carolina Emergency Management Division

Performance Measures

Graduate Placement Rates

Evaluation Year	Awards	On Job	In School	Total Placed	% Placed
2013-14	1,034	712	112	824	80%
2014-15	1,581	698	693	1,391	88%
2015-16	1,110	803	180	983	89%

Fall To Spring Persistence Rates

Term	Fall Cohort	Fall Grads	Adjusted Cohort	Spring Retention	
				N	%
Fall 2013	5,830	108	5,722	4,472	78%
Fall 2014	5,581	135	5,446	4,259	78%
Fall 2015	5,322	159	5,163	4,044	78%

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **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%

Licensure Examination Pass Rates

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

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 College's vision is: Educate the individual. Accelerate the economy. Inspire the future. TTC operates with the mission:

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, 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 online instruction, enable more members of the community to pursue higher education.

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

Goal 1 — Students: To enable more students to reach their full potential as scholars, workers and citizens.

Goal 2 — Faculty and Staff: To strengthen the TTC workforce to meet the needs of the College and the community it serves.

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

Goal 3 — Community: To strengthen the economy and improve the standard of living in the tri-county region.

Goal 4 — College: To secure the resources and develop the infrastructure for the College to fulfill its mission and reach its vision.

Trident Technical College 2020 – Goals and Initiatives

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

Major Accomplishments FY2014-15

Preparation

- Increased dual credit enrollment to 1,586 for the 2015-16 academic year, a 12 percent increase.
- Increased success rates for MAT 031 and MAT 032 by 9.1 and 6.6 percentage points, over Fall 2013 rate.
- Increased success rates for ENG 032 and RDG 032 by 18.3 and 15.9 percentage points, over Fall 2013 rate.
- Increased success rates for MAT 101 and MAT 102 by 8.7 and 5.2 percentage points, over Fall 2013 rate.

Access

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

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- Set a tuition/fee increase for 2016-17 of 2.1 percent, which is below the 4.0 percent benchmark.
- Increased to \$450,700 the amount awarded through TTC Foundation scholarships.

Student Success

- Increased the Fall 2015 ENG 101 success rate to 75 percent, a 14 percentage point increase over the Fall 2012 rate.
- Maintained MAT 110 success rate at 57 percent, a 27 percentage point increase over Fall 2006 (benchmark year).
- Increased the first-time freshman 3-year success rate to 50.6 percent, the 17th consecutive year above the 30 percent benchmark.
- Exceeded the number of graduates needed to meet the College Completion Challenge. The 3,331 awards for 2014-15 exceeded the goal of 2,380.

Academic Development

- The number of international students was 292, a 6 percent decrease.
- Enrolled 35 students in study abroad programs during 2015-16.

Alumni Success and Development

- Had a college-wide licensure exam pass rate of 88.5 percent.
- Had a college-wide graduate placement rate of 84 percent.
- Increased the number of alumni active on NetCommunity to 2,796.

Staffing for Institutional Growth

- Increased the percentage of sections taught by full-time faculty during Fall 2015 to 60 percent.
- Maintained the College's strong performance on EEO goals; TTC met 93.3 percent of its EEO goals in 2015.
- Had a teaching faculty that was 18 percent minority, the 13th consecutive year above the CHE 13 percent benchmark.

Employee Development

- Provided \$137,870 in TTC Foundation Tuition Assistance to 222 faculty and staff members taking college courses.
- Provided on-campus professional development courses with 309 registrations.
- Held a Professional Development Day attended by 305 members of the faculty and staff.

Succession Planning

- Maintained strong participation in Leadership Cabinet; there were 131 participants during 2015-16.

Health Promotion

- Maintained the low usage of annual sick leave hours used per employee at 74 hours.
- Sponsored health screenings attended by 131 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 231 employees who averaged 22 visits each.

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

Economic Development

- Provided contractual training to 2,005 individuals from 40 companies.
- Conducted 18,978 recertifications for Boeing, Inc. during 2015-16.
- Provided apprenticeship training to 187 students in partnership with 35 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 2015, 40 students began two-year apprenticeships.

Community Relations

- Enhanced awareness of the College through social media (13,045 Facebook followers, 2,513 Twitter followers, 561 Google+ contacts, 443 Instagram followers).
- Hosted civic and cultural events attended by more than 4,200 members of the general public.
- Increased the attendance at public and private meetings held at the College Center to 42,518, a 4 percent increase.

Community Service

- Provided community access to high-speed internet through the Public Computing Centers. The PCCs had more than 16,400 visits during 2015-16.
- Raised \$45,844 during the Trident United Way annual campus campaign.
- Supported student organizations in 200 service projects that totaled 6,078 volunteer hours.

Infrastructure (IT)

- Encouraged students to use online services; 72 percent of students eligible for online registration used this service.
- Developed a new Student Tuition Calculator that allows 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.
- Completed the schematic design for the South Carolina Aeronautical Training Center.

Sound Financial Base

- Received \$1,367,369 in funding for 13 grants with an additional four grants still awaiting notification.
- Maintained the College's energy use at 62.0 kBtu/sq. ft., below the benchmark of 95.0 kBtu/sq. ft.
- Maintained the College's energy cost per square foot \$1.79/sq. ft. for 2015.

Safety and Security

- Maintained a performance significantly better than that of peer institutions on questions relating to Public Safety on the Noel-Levitz Student Satisfaction Inventory.
- Improved emergency communication with students. Enrolled 82 percent for SMS alerts and 89 percent for phone 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 Workforce Needs.

- Strategy 1.1, to increase and sustain enrollment to a minimum of 1,001 headcount, was not realized in the 2015-2016 academic year. The College's Fall 2015 unduplicated headcount of 693 was a decline of 3.3 percent versus the prior Fall number, while the Spring 2016 unduplicated headcount of 659 was unchanged from the same period in the prior year. Aggressive recruiting and marketing programs partially offset service-area population declines, increased competition for students from private and online colleges outside the 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 2015 and Spring 2016 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 student retention rates, was met during the 2015-2016 academic year. The College's Fall to Fall persistence for all open enrollment students modestly increased from 43 percent in Fall 2013 to 44 percent in Fall 2014, but then jumped to 52 percent in Fall 2015. Similar significant gains were recorded for the Fall to Fall persistence of all open first-time freshman, with an increase from 34 percent in Fall 2013, to 39 percent in Fall 2014, to 56 percent in Fall 2015. Key positive drivers were an ongoing proactive pre-registration process by Student Affairs, a focus on continuous student advising by all faculty members, and increased student communication through the College website, use of Gmail accounts and the student notification system, and additional employment of communication venues such as Facebook and Twitter. As a result, WTC's retention results met or exceeded the Technical College System percent changes during 2015-2016.
- The College continues to make strategy 1.3, increased participation of high school students in the dual enrollment program, a priority in spite of actual participation remaining constant over the last three years – 250 students in Spring 2014 semester, 248 in Spring 2015, and 246 in Spring 2016. The College's Dean of Instruction, Student Affairs staff, and key faculty members continue to work with the local school districts to identify, test, and enroll increasing numbers of qualified high school students in the dual enrollment program. Additionally, WTC held summer Counselor's Academies in both 2015 and 2016 to improve partnering efforts with local school district counselors.
- To address strategy 1.4, to increase participation in Workforce Development/Continuing Education and community education, WTC initiated the following actions: (a) solicitation of community and business partner input through a strategic planning survey; (b) employment of a Workforce Development/Continuing Education Director responsible for initiating and expanding face-to-face relationships; (c) sponsorship of an on-campus career fair that drew 260 participants and 39 businesses; and (d) initiation of targeted training ranging from the Manufacturing Production Technician (former SCMC), 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 to expanded Workforce Development/Continuing Education courses, including short-term industry specific courses.

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 prioritize and sustain campus-wide quality improvement processes. Strong results were reported for first-time percent pass rates on State exams, 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 percent. 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. Nevertheless, 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 and growth. From a professional standpoint, the target of 90 percent of employees successfully completing all required online training courses was surpassed, with a 100 percent completion rate, including new hires. 100 percent of all faculty responsible for teaching hybrid and online courses also received initial or refresher technology training. The Technical College System has peer groups within certain positions who meet regularly to offer opportunities for sharing best practices and keeping up with new information. The College encourages participation with the SCTEA conference each year which offers both professional and personal sessions. In addition, WTC's Executive staff attend the SACSCOC annual conference

each year. From a personal perspective, the College initiated on-campus health screening and wellness programs. 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 - improved retention, 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. During the past year the College: participated in the CCSSE, CCFSSSE and SENSE surveys; conducted online strategic planning surveys of employees, community and business partners, and WTC website users; collected faculty evaluations and opinion surveys from students; managed online student orientations; and expanded its 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, expanding hybrid and online courses, and issuing announcements and notifications via email blasts, WTC met its strategy 3.1 of utilizing 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) expanded its hybrid and online courses in response to student opinion surveys; (b) initiated the process for expanding academic offerings including a new Phlebotomy program, reintroducing the Industrial Electrical and Nail Technology programs, and expanding accredited off-campus dual enrollment sites based on student and community input; (c) continued the process of moving advertising dollars from print to electronic media and service-area specific alternative advertising based on market penetration and impression data; 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 of continuously expanding educational opportunities by providing instruction through distance learning, the College increased its hybrid and online courses. During the 2015-2016 academic year, the College's Dean of Instruction managed the course expansion process.

Goal 4: Promote the College As the Pre-eminent 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 Manufacturing Production Technician (former SCMC), 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; continuing the College's 2 + 2 agreement with Limestone College; and providing credit for courses at the College's off-campus site at the Hemingway Career and Technology Center. In addition, the College's Director of Workforce Development/Continuing Education collaborated 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 initiation of virtual servers, enhancing server capacity, and a review of system security measures. Physical improvements included a complete overhaul of all industrial technology classrooms and labs, installation of

two digital entrance signs, relocation of the Cosmetology and Nail Technology classrooms and labs, development of a new CNA classroom, painting of classrooms and exterior and interior corridors, installation of information TV screens in two locations on-campus, and reconfiguration of the student computer labs.

- 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, Academic Affairs continued its aggressive off-site recruitment campaign of potential dual enrollment students while Student Affairs targeted prospective 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 2015-2016 academic year, WTC secured funding for the Workforce Development/Continuing Education programs noted for strategy 4.1 and obtained and a \$12,500 CoursePower grant from IT-Ology. Fundraising activities conducted in conjunction with the WTC Foundation were the Second Annual Pee Dee Big Give 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 expanding its WTC Foundation activities in future years to incorporate several major fundraising events including a Welding Rodeo, the Three Rivers Yard Sale, and in conjunction with the Williamsburg Hometown Chamber, the Ghosts of Christmas Past.
- 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, relocation of the Cosmetology and Nail Technology classrooms and labs, development of a dedicated CNA classroom, 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.

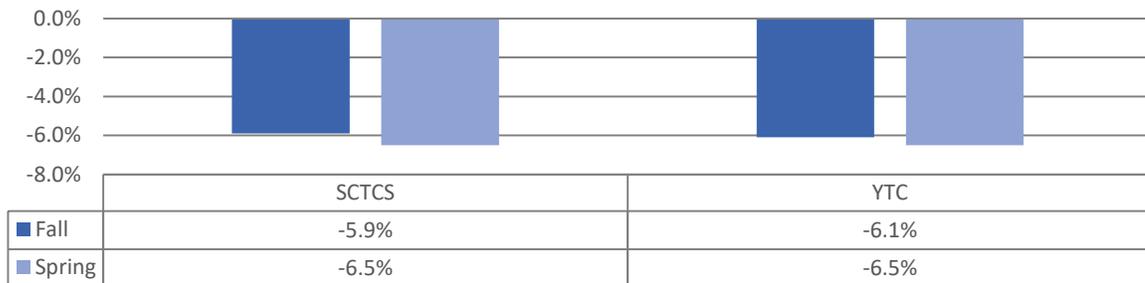
Major Accomplishments for FY2015-16

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. 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:

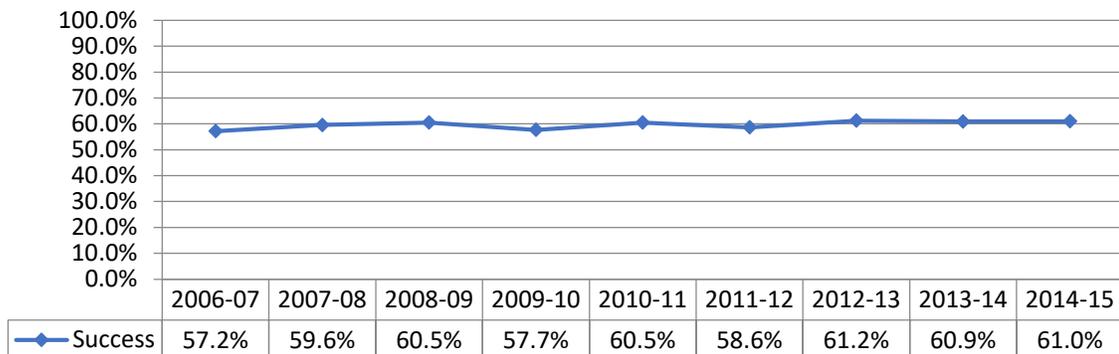
- Enrollment.** Predictable and sustainable enrollment levels are critical for the College to achieve its mission. Community college enrollment, both nationally and regionally, is greatly affected by the relative health of the economy. In general, when the economy improves, community college enrollment 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 YTC (as well as most SC Technical Colleges) have seen recent declines in enrollment. In fact the annual percentage decrease in enrollment from 2014-15 at YTC was virtually the same as the state average in 2015-16. 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 Enrollment
2014-15 to 2015-16
York Technical College and SC Technical College System**



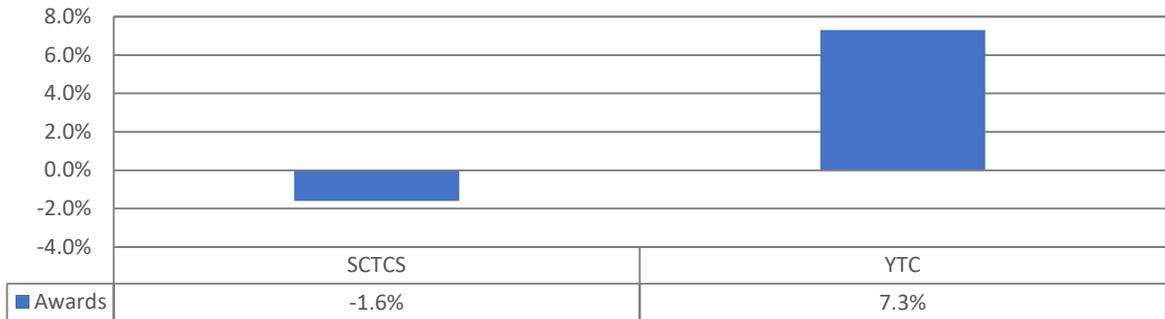
- Retention.** A fundamental component of accomplishing the College's mission is the retention of its students. The College's primary measure of student retention is a component of its Fall to Fall student success rate. All students enrolled in credit programs (high school and dual enrollment students 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 2014-15 was 61.0%, a modest increase since tracking began, but short of the College's 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.

**Opening Fall to Opening Fall
Student Success Rates**



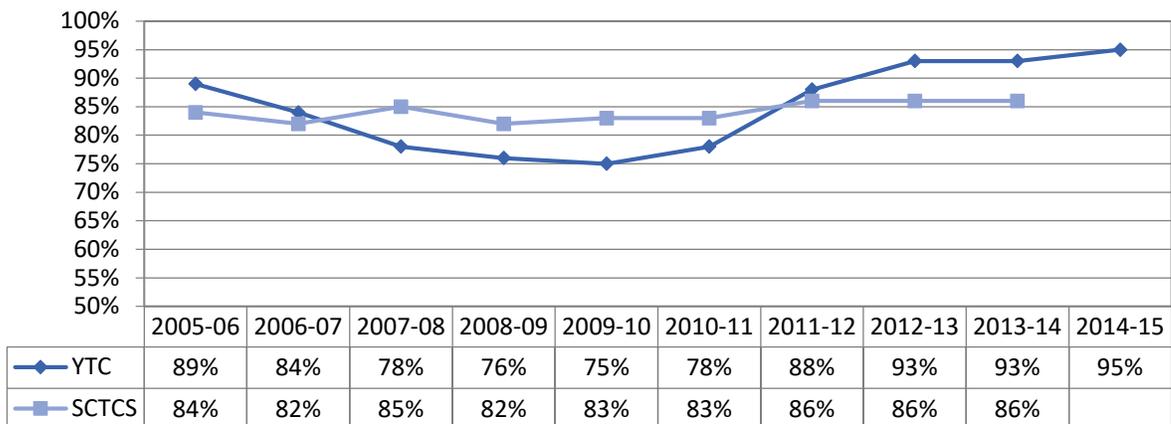
- Graduation.** The third primary measure of institutional quality is the number of graduates of the College. The number of awards earned by YTC graduates increased from 783 in 2013-14 to 840 in 2014-15; an increase of 7.3%. During that same time period, the total number of awards from all sixteen technical colleges decreased by 1.6%. 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 2013-14 to 2014-15 York Technical College and SC Technical College System



- 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 been positive. Over the past five years, the college’s graduate placement rate increased from 78% for 2010-11 graduates to 95% for 2014-15 graduates; this compares to the recent overall placement rate of 86% for all sixteen technical colleges.

York Technical College Graduate Placement Rates



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:

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- Approximately one hundred K12 faculty from the Rock Hill School District participated in ‘hands-on’ professional development at YTC’s main campus in Rock Hill. York Tech faculty and staff held classes and workshops centered on STEM-related subject matter to showcase programs and classes offered, strengthening the connection between the College and K12 faculty in the College’s service area.
- The College expanded its Guidance Counselor Fellows program this summer with the participation of fifteen individuals from twelve service-area high schools. Participants worked at the College for 4-6 weeks assisting college applicants with their registration and related activities - learning about the College’s enrollment process as well as becoming more familiar with York Tech and all it has to offer.
- After beginning a partnership with Columbia College two years ago, the first class of the ‘Associate’s to Bachelor’s Program’ graduated from Columbia College with a bachelor’s degree in Leadership and Professional Communication. The program is designed for YTC students who earned specific Associate’s Degrees.
- The College also continued with its highly successful German style apprenticeship program with Schaeffler Group. During the 2015-16 academic year, 19 participants were actively engaged in both work and education based activities in the workplace and at the York Tech Campus.

Programming. 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 2015-16:

- The College began enrolling students in a new advanced certificate in Computed Tomography in January 2016. This 18-credit hour online program will increase employment opportunities for imaging professionals in the College’s service area.
- The College received approval to offer new General Technology Degrees in Building Construction Trade and Digital Arts, as well as a Paralegal Specialization to the existing Automated Office Degree.
- The College is currently developing proposals for a Personal Trainer certificate and an Advanced Cyber Security certificate.

Campus Environment. The College made significant progress toward its Campus Master Plan goals this year with the completion of renovations and grand opening of the College’s C-Building, now known as the Comporium Center. In partnership with Comporium Communications, YTC’s C-Building has a new addition which features four classrooms, a technology convergence lab as well as a new entry way. Other accomplishments included:

- Completed progress on improvements to Tech Park Dr./Baskins Road entrance;
- Continued installation of new Campus Way Findings Signage; and
- Received state approval to begin creation of Learning Commons as part of the library expansion and improvements.

Branding and Marketing. YTC continued expanding its Branding and Marketing efforts this year:

- Expanded the College’s marketing and advertising mix to increase digital advertising and to increase engagement through social media.

Agency Name: State Board for Technical and Comprehensive Education

Agency Code: H59 **Section:** 25

- The College began extensively utilizing analytic software to monitor usage of the College's website and other social media tools. The software provides analytics regarding traffic on the admissions webpage, the online application webpage, as well as engagement on Facebook, Twitter and Instagram.
- The Tech It Up A Level campaign moved into its next phase, evolving from a recruitment tool into a comprehensive communication strategy for the entire college. For summer and Fall 2016, it specifically focused on encouraging students to add a course to their schedule to reduce time to completion of a credential. Preliminary results show the campaign has been effective.

Organizational Development. YTC made continued progress in enhancing its commitment to organizational development during this past year:

Building on recommendations made last year, the College began implementation of an organizational development plan designed to engage faculty in self-examination of their classroom performance. Faculty participate in professional development and are required to successfully complete the fundamentals of appropriate learning practice, and to demonstrate continuous application and improvement. Performance is measured with metrics designed to raise awareness of strengths and deficiencies, and to encourage strategies for improvement. The action plans, focused directly on classroom interactions and behaviors, create an inescapable environment for tackling the challenges and barriers that are key to student success.