

<b>AGENCY NAME:</b>	State Board for Technical and Comprehensive Education		
<b>AGENCY CODE:</b>	H59	<b>SECTION:</b>	25

## Fiscal Year 2017-18 Accountability Report

### SUBMISSION FORM

<b>AGENCY MISSION</b>	The SC Technical College System provides learning opportunities that promote the economic and human resource development of the state.
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<b>AGENCY VISION</b>	<p>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>The System's core values are: Partnership   Public Trust   Responsiveness   Opportunity   Access   Diversity   Integrity</p>
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Please select yes or no if the agency has any major or minor (internal or external) recommendations that would allow the agency to operate more effectively and efficiently.

<b>RESTRUCTURING RECOMMENDATIONS:</b>	<b>Yes</b>	<b>No</b>
	<input type="checkbox"/>	<input checked="" type="checkbox"/>

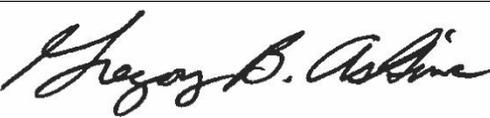
Please identify your agency's preferred contacts for this year's accountability report.

	<u>Name</u>	<u>Phone</u>	<u>Email</u>
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I have reviewed and approved the enclosed FY 2017-18 Accountability Report, which is complete and accurate to the extent of my knowledge.

<b>AGENCY DIRECTOR (SIGN AND DATE):</b>	
<b>(TYPE/PRINT NAME):</b>	Tim Hardee

<b>BOARD/CMSN CHAIR (SIGN AND DATE):</b>	
<b>(TYPE/PRINT NAME):</b>	Gregory B. Askins

## SC Technical College System

# Preparing South Carolina's Workforce

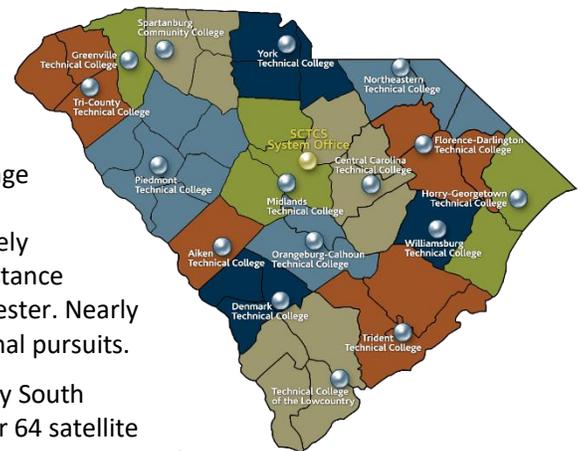
The State Board for Technical and Comprehensive Education operates the SC Technical College System. The System consists of three major components that work together to lead workforce development and economic development efforts in South Carolina: our 16 colleges; our readySC™ program; and our Apprenticeship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

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

### Our Colleges

Affordability and accessibility have long been key tenets of the System. Our colleges remain one of the most economical means to a quality higher education in South Carolina. It is important that we maintain a reasonable and affordable tuition for our students. To this end, each academic year, the State Board establishes a tuition range for the colleges. The Higher Education Price Index (HEPI) is used as a guideline for establishing this range. In addition, the System aggressively promotes each year the continued funding of the Lottery Tuition Assistance program, which currently helps to offset tuition up to \$1,140 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 64 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 1,000 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.

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**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 176,000 South Carolinians through our credit and continuing education programs.

Student success is an essential driver for the System. Our outstanding placement rates show that 89% 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 eleven-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 increase accessibility and enhance affordability, the System developed an awareness campaign to promote all the System’s existing online offerings under one brand umbrella – *SCTechConnect*. This awareness campaign is designed to promote online offerings through the state’s 16 technical college as an affordable, flexible option for meeting higher education goals.



**Academic and Educational Initiatives**

Several initiatives focused on student retention, professional development and partnership development were completed during the past year. Continued emphasis was placed on scaling existing pilot projects to have a larger reach across the state. This past spring, the successful Faculty and Student Affairs Institute models were replicated to create an inaugural Institutional Research Summit. The two-day training and networking event brought together nearly 100 staff members from across the state to engage in discussions centered around data management, strategic decision making, emerging trends for data and research professionals. This Summit will become an integrated part of the System’s professional development programming. Plans for the coming year will use the Institute models to place emphasis on instructional strategies and resources such as augmented reality and artificial intelligence.

In addition to the Institutes, approximately 800 part-time and full-time faculty and staff have been trained through the Teaching and Learning Tuesdays (TLT) Series. TLTs provide monthly online programming that primarily shares new and innovative ways to incorporate technology into community college instruction. Sessions are designed to enhance pedagogical practice in support of overall student retention and success. A new digital badging system was implemented this past year to offer a centralized, online resource which documents an individual’s professional development activity within the System.

Each year, professional development and technical assistance initiatives are informed by trending discussions at the state, regional and national level. Gender retention in nontraditional fields, effective management of Title IX (i.e., federal legislation focused on prevention of discrimination against protected classes), and compliance specific to pregnancy and parenting continue to be topics that require the attention of administrators and staff. As a result, the System supported professional development sessions to provide training and support for the

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colleges in these areas. Approximately 75 students and faculty from across the System participated in CodeIT 2.0, a program focused on the retention of females in information technology fields. Another 75 participated in a two-day training specific to Title IX and sexual harassment. Furthermore, the System continued support of Not Anymore – a resource designed to assist the colleges with maintaining legislative compliance under Title IX. More than half of the colleges utilized the resource this past year.

Another area of emphasis included the transition to Next Generation ACCUPLACER, a new course and placement tool for college admissions. Efforts are in place to identify score ranges appropriate for each local service area. Efforts also included the exploration of multiple measures for college readiness and placement.

Discussions about college readiness and placement also took place through the support of articulation and transfer agreements. In addition to existing agreements, the System signed a new agreement this past year with the SC Association for Independent Colleges and Universities. Support of these agreements consists of participation in transfer fairs, student information sessions, curriculum alignment discussions and continuous data analysis on student performance. A solid foundation now exists for the development of new partnership agreements with other higher education institutions.

Partnership agreements were also enhanced with the Motorcycle Safety Foundation and the SC Department of Motor Vehicles. Another transformative year for the SC Rider Ed program consisted of the acquisition of grant funds from the SC Department of Public Safety. With these funds, a new marketing campaign was launched to promote motorcycle safety and training classes offered within the System.

Other accomplishments include completion of the annual US Department of Civil Rights Methods of Administration Audit for two colleges. Additionally, the division managed approximately \$6 million in annually recurring federal funds that support career and technical education programs offered for academic credit. Regular activities continue, to include approval of 66 new programs, monitoring of dual enrollment and program evaluation, coordination of nearly 20 peer groups, the annual Phi Theta Kappa Student All Stars Recognition ceremony, conference presentations and ongoing research and publication.

**Workforce Development Initiatives**

Registered Apprenticeship. Established in 2007, Apprenticeship Carolina™ serves South Carolina companies by guiding them through the apprenticeship development process from initial information to full recognition in the national Registered Apprenticeship System with the U.S. Department of Labor (USDOL.) With a team of six Apprenticeship Consultants, Apprenticeship Carolina™ is the official liaison for apprenticeship registration. The program celebrated its 10 year anniversary this year with a proclamation by the Governor and a recognition event in November.

Continued Growth. Since its inception, Apprenticeship Carolina™ has assisted just nearly 1000 South Carolina companies across all industries to register apprenticeship programs in over 2,000 occupations. The number of companies assisted has increased tenfold from 90 in 2007. To date, over 29,000 South Carolinians have been registered as apprentices – an overwhelming increase from 777 in 2007. Apprenticeship Carolina™ continues to lead the nation in the number of new apprenticeship programs registered, apprenticeship activity and notoriety. Apprenticeship programs continue to allow companies located in South Carolina the benefits of a sustainable, highly trained workforce pipeline, a tool for succession planning as well as a way to standardize skills as apprentices earn a nationally recognized credential in their occupation.



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Grant Opportunities. Apprenticeship Carolina™ is the recipient of four federal grants whose purpose is to increase the number of apprenticeships throughout the state. The SC Apprenticeship Initiative grant is a \$5 million award from the USDOL American Apprenticeship Initiative. The majority of the funds are designated to cover educational costs of apprenticeships in manufacturing, professional services, information technology, health care, utilities, transportation and administrative services. 1,407 apprentices have received funds from the grant to pay for the education included in a registered apprenticeship program and 138 company locations have benefited from the funds.

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

In 2016, Apprenticeship Carolina was awarded a \$900,000 grant that will assist technical colleges and companies in the expansion of registered youth apprenticeship programs and pre-apprenticeship programs. The Apprenticeship Evolved grant is being utilized in seven of the 16 technical college service areas.

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

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 119 to 195.



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

**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 4,000 individuals and worked with 134 different companies.

The Boeing project was awarded the SC Chamber of Commerce Commendation of Excellence Award: 2017 Safety Program Recognition with impressive stats: 2322 courses completed, 5870 training events, zero lost time cases away from work (staff and students) and zero lost days away from work due to injury (staff and student). The Volvo project has trained 656 employees to date and recently completed outfitting the Volvo Training Center with furnishings and equipment for training. The Mercedes-Benz Vans project has trained 328 employees.

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**Fiscal and Budget Initiatives**

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

The General Fund Base Funding for the System was \$149.03 million, of which \$134.7 million was distributed to the colleges using various funding models.

The Lottery Tuition Assistance Program was funded for \$47.3 million in FY17-18 and the per semester award for both fall 2017 and spring 2018 was \$1,140.

The System’s readySC program was funded \$9.6 million from capital reserve funds for direct training projects. This funding was in addition to recurring appropriations used for program administration and training costs.

The colleges received additional Lottery Funds for Career Workforce Pathways Scholarships in the amount of \$8 million. These funds were distributed using the STEM+ formula. Other Lottery funding included Lottery Technology Equipment funding of \$2.8 million; Critical Training Equipment funding of \$3 million; and Allied Health funding of \$3 million.

**Information Technology Initiatives**

Enterprise Information Security Compliance. Cyber Security continues to be a priority for all our institutions and the System. An Enterprise IT Security Team, with the help of a specialized consulting company, developed a system-wide approach toward assessment, awareness/education and planning for Cyber Security at our colleges and the system office. The results of this initiative included a customized roadmap and plan toward information security compliance for each college and the system office based on a nationally recognized and state approved methodology. In addition information security related policies and procedures, based on best practices and State and Federal Security and Privacy requirements were recommended by a multi-functional task force, and have been put in to place.

The roadmap and plan to compliance leverages cost-effective approaches via collaboration, and identifies policies/procedures, training, services as well as technology toolsets and solutions that can be utilized and managed by the colleges. This initiative continues to engage all colleges, including relevant peer groups and stakeholders, to adopt training, technology and process best practices based on Federal and State Information Security requirements. Multiple system-wide security/infrastructure improvement projects have been chartered by the Systems’s Chief IT and Business Officer Peer groups, and all current and future technology investments and projects are now tied to the security compliance roadmap and plan.

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

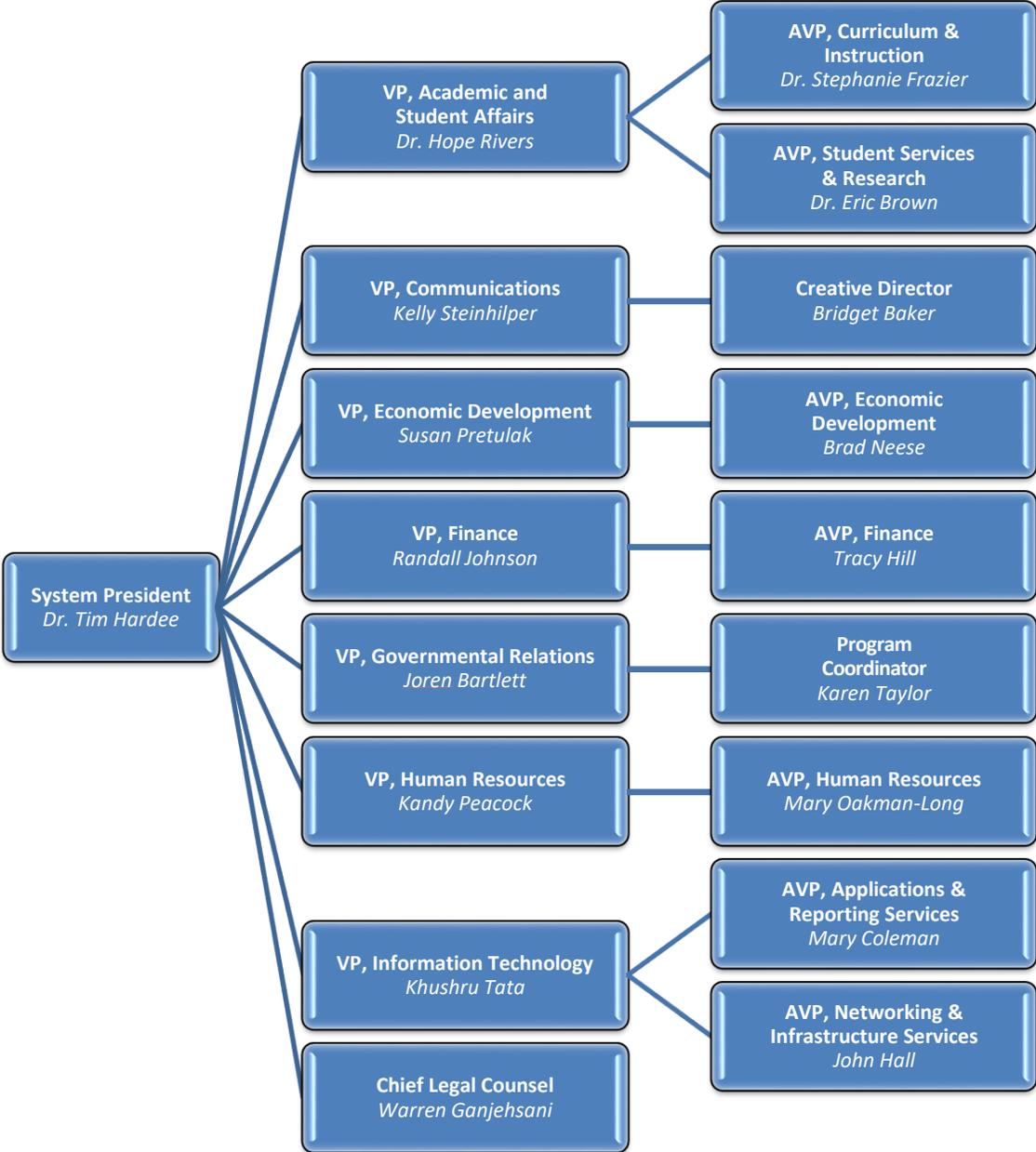


These projects have included key stakeholders and peer groups from the colleges, and have sought to collaborate on future systems changes and needs.

These projects also include a robust and continuous shared services component, where colleges collaborate on common system enhancements, maintenance, upgrades and training, as well as shared hosting for their ERP systems. This shared services approach has provided the colleges with a more cost effective and sustainable model for management of these mission critical systems.

**The SC Technical College System Organizational Chart**

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



**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.

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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. Couple the lack of post-secondary education with an aging workforce fast approaching retirement and South Carolina faces a workforce skills gap.

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

The System has crafted a carefully considered and vetted legislative agenda for this year’s budget session which would allow our colleges to continue effectively meeting the demands of business and industry in high-demand STEM, manufacturing, health care 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.

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# Appendix: College Narratives

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SC Technical College System

**AIKEN TECHNICAL COLLEGE**



Aiken Technical College (ATC) completed the first year of the 2017-2022 Strategic Plan. The ATC Strategic plan was designed to guide the college through calendar-year 2022. The plan was developed with broad-based input that included stakeholders from the community, business & industry, students, ATC faculty and staff, ATC Commission members and the Executive Staff. The ATC Vision is:

***Aiken Technical College seeks to be the first choice for higher education in the region.***

Realization of the vision is accomplished through the College’s mission, which is defined as follows:

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

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

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

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

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

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

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

The 20 Strategic Objectives encompassed academic and non-academic College services and activities components and included 33 different action steps designed to improve ATC’s academic programs and offerings; customer service to its students, local business and industry partnerships, and the community; and its ongoing relationships with critical governmental and non-profit partners throughout the ATC service area.

This report will focus on annual objectives that were contained in the 2017-2018 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.

The College president (Dr. Forest E. Mahan) presented the new Strategic Plan for 2017-2022 to key stakeholders during the 2017-18 academic year to promote awareness and to gain support for the institution’s vision, mission and performance expectations. The key stakeholders included many business and community leaders, the Aiken County Legislative Delegation, County Council, community organizations, as well as Aiken Technical College faculty and staff.

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**Aiken Technical College (ATC) looks towards the future! In support of the 2017-2022 Strategic Plan, ATC developed a new 10-year facilities master plan to ensure the college has a dynamic teaching and learning environment to support quality programs and services.**

Administrative Services facilitated and managed the process and development of a new 10-year facility master plan. The process involved an academic master plan and environmental scan. An architectural firm was engaged to guide the process and facilitate focus groups that were comprised of students, faculty, staff and administrators. Additionally, a survey was administered to gain additional information from stakeholders. The facilities master plan will provide a road map that will guide the College over the next 10 years in space planning, land resources, academic programming, budgeting and fulfillment of the College’s mission. The facilities Master Plan will aid the College in establishing priorities and allow the College sufficient time to address needs and plan for monetary requirements to support building renovation and construction.

The College constructed two telecommunication towers to support the teaching and learning environment for the Associate of Applied Science in General Technology with an Emphasis in Wireless. The towers consisted of a Monopole and a Self-Support structure to teach students how to climb and install antennas safely. Currently, the students are traveling and using towers owned by outside cell companies. The College, through the iSTACC DOL grant, built the two training towers for the wireless tower program. Students will now have access to two industry-standard towers on campus. The grant funded the construction to increase accessibility, eliminate travel time and allow the program to expand and reach more students.

**The College continues to support the nuclear workforce needs that were identified by the Community Manufacturing Workforce Collaboration completed through the SRS Community Reuse Organization.**

ATC successfully completed year two of the Workforce Opportunities in Regional Careers (WORC) grant. The grant was the result of collaboration by the SRS Community Reuse Organization which received funding for an additional grant from the Department of Energy Office of Environmental Management (DOE-EM) and National Nuclear Security Administration (NNSA) to support a regional approach to building a qualified workforce in the community, the Workforce Opportunities in Regional Careers (WORC) program. As part of the WORC consortium, ATC received \$900,000 over five years to conduct outreach and help place students into technical, safety, quality assurance and environmental regulatory jobs in the nuclear industry. ATC used WORC funds to distribute approximately \$30,000 in scholarships and increased its brand reach by partnering with the SRP Park in North Augusta, SC to display a large banner to promote STEM career opportunities and educational programs.

**Aiken Technical College continued to leverage DOL grant 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 Basic Tower Technician (TT1) certificate. During 2017-2018, the Tower Technician program completed the development of the Advanced TT2 Certificate and the courses needed to complete the Associate of Applied Science degree. The courses have been developed in an online format to enable the students to gain work experience while completing their degree simultaneously. The College continued to work with Research Triangle Institute (RTI) as the third-party evaluator. The TT Program continued to grow by engaging in the SC Apprenticeship program and the DOL apprenticeship model. ATC looks forward to ‘Ribbon Cutting’ for the two towers for the program during the fall of 2018.

**Aiken Technical College enhances services and operations to increase student access and success.**

The Enrollment Services staff streamlined criteria for admission to the College as an extension of the implementation of multiple measures for determining course placement. After applying to the College, students are accepted prior to

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completing the placement test. Course placement is based on multiple measures to include high school GPA and coursework. A Course Placement Authorization Form is used to document the basis for course placement for students eligible to bypass placement testing.

The Office of Recruitment and Student Experience staff hosted 34 student events, including orientations, centered around themes of engagement, development, personal safety, citizenship, and education. The staff also facilitated participation in 12 community services events and activities. A Student Leaders Training Series was implemented for officers of student organizations across campus.

The College hosted a focus group meeting with Aiken-Augusta Warrior Project (AWP) staff members and college faculty and staff to engage in brainstorming to gain ideas on an improved framework for providing services to student veterans and military students. Subsequent to the focus group session, a representative from AWP attended a College Wide Information Session (March 19) to discuss the partnership and future plans. The College is in the process of moving from plans to implementation during the 2018-19 academic year.

**Increased quality of educational programs and services.**

Aiken Technical College faculty were trained on using rubrics to assess communication skills (oral and written) across the curriculum. Faculty identified classes in which students would complete a written or oral presentation to assess “how they communicate.” This initiative is in support of the two of the College’s Core General Education outcomes.

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

An Instructional Technology survey was conducted with all faculty (full and part-time). The technology survey results were reviewed and a faculty and ISM task force was established to make recommendations for replacing out-of-life software and hardware for lecture capture, syllabi, open lab student tracking and retention software. The committee met during the spring semester, and they prioritized the lecture-capture system as a priority. The committee reviewed a number of systems and made the recommendation to the Deans and Directors and the information was presented to Executive Staff as information. Additionally, based on survey results a number of classrooms had their projector system updated.

**Aiken Technical Colleges launched new strategies to promote the College and its programs and services.**

The Marketing and Public Relations Office developed stories and spotlights to highlight student and alumni stories to incorporate into existing publications and marketing/public relations efforts. Such stories have been shared in Community Benefit Report, SUCCESS newsletters, and through press releases (when appropriate). This has increased visibility of the College's impact on students and how it is fulfilling its mission to provide opportunities for educational and workforce development.

The Marketing and Public Relations Office created an updated comprehensive marketing and public relations plan that included identifying the purpose and goals of the department, target audiences, solidified messaging, and outlined priority areas of focus for the year. As a result of the plan, new commercials and advertisements were produced along with a concerted effort to increase presence at community events.

The Marketing and Public Relations Office implemented a robust internal marketing campaign geared toward current students to enhance retention and student success. The campaign included posters and other promotional pieces to be

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displayed in the following student services/areas: Academic Success Center, Career Services, Financial Aid, and Library. Poster information was posted in strategic areas around campus (i.e. posters promoting library A&P models placed in health sciences building) to increase student awareness of available programs and services.

The Recruitment and Student Experience Staff (R&SE) refined the Within Reach initiative to enhance interactions with area middle and high schools. The R&SE staff partnered with Aiken County Public School District (ACPSD) career counselors to identify opportunities to engage with students transitioning to high school and developed recruitment strategies targeting current Early Start prospects and current students. A total of 116 activities were implemented, representing a 41% increase over FY17. Highlights include the following: implemented specific strategies targeting middle school students; hosted an information session/luncheon for middle school career counselors; provided bulletin board kits to ACPSD middle schools; created age-appropriate presentation, building career exploration as focus; increased the number of middle-school specific interactions (4 events/sessions, 2 campus tours), reaching 342 students; implemented specific strategies to promote Early Start options and Transfer Programs; collaborated with dual enrollment advisors to provide info sessions at each ACPSD high school (13 events); compiled list of all transfer programs/articulation agreements; and created a flyer highlighting these opportunities.

The Recruitment and Student Experience Staff increased the number of recruitment activities targeting adult learners. The following key partners were identified: Aiken County Public School District; Vocational Rehabilitation; Ministerial Groups (Aiken Ministerial Alliance, Pillars of Ministry); Military Organizations (Fort Gordon, Aiken Recruiting Center); CSRA Education Cooperative Consortium (ECC); Area Chambers of Commerce. A total of 47 activities were held, representing a 6% increase over FY17. Activities included 12 ACPSD Parents’ Nights and Open House events.

The ATC Foundation raised \$50,000 to award 50, \$1,000 scholarships for 2018 high school graduates. Additionally, the Foundation raised a total of \$17,275 for Aiken Early College students for the 2018-2019 academic year.

The ATC Foundation planned and executed a “new signature” fundraiser to raise funds for ATC Student Scholarships. The Giving Gala generated \$18,814 in sponsorships and raised \$14,203 for student scholarships.

The ATC Foundation held a Board Retreat and reviewed the current mission and vision of the Foundation. The Board worked to establish a new mission and vision that aligns more with the College's strategic plan. The Board voted on the revised mission and vision at the July 2018 full board meeting.

ATC continued its collaboration with the SC Army National Guard, the Clemson Extension Program, LSCOG, and DJJ to provide vocational/technical education program for at-risk youth completing the South Carolina Youth Challenge Academy program. The partners have completed year-two of the grant and to date have graduated five cohorts of students. The students earned certificates in Production Technician; Computer Networking; Patient Care Assistant; Basic Tower Technician; and Basic Welding in May of 2018. Students entering the program without a high school diploma, earned a GED certificate, and all students completed WorkKeys assessments, and graduated with either Silver or Gold ratings. ATC expanded the partnership to include ACPS Adult Education in assisting the students with GED studies. Other improvements include; the addition of College Skills 103 and the addition of basic computer training has been added to the curriculum.

**Aiken Technical College continues to improve through high quality assessment and continuing improvement practices.**

ATC enhances its assessment practices of institutional effectiveness for educational programs and campus facilities. The enhanced practices included the addition of a student survey of facilities and increasing the use of assessment practices in education programs to improve student learning. The ATC faculty have completed extensive training on the development of assessment plans, reviewing results and developing an action plan.

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The Office of Teaching and Technology developed and implemented a new faculty onboarding and department chair training. The programs were developed and implemented. Additionally, an ATC Practices and Information Guide for Faculty and an Advising Guide for Faculty was completed in spring 2018. A new Faculty Academy series was developed and implemented and the sessions included Active and Collaborative Learning, ADA Compliance / Universal Design, Advising, Assessment / Backwards Design, Good Practices in Undergraduate Education and Supervisory Practices.

The Human Resources Office implemented a training program series designed to support College administrative support personnel. The Administrative Assistant Training series was implemented with internal presenters sharing the best practices, focusing on excellence, embracing the College mission, and empowering administrative support personnel. The topics included: administrative support role in the College, administrative support importance of embracing the College vision, mission, and values; finding meaning in your work; sharing accomplishments and contributions; goal assessment and professional growth plans; overcoming challenges; understanding the student population and needs for success; playing a part in student success; and core academic support processing.

In keeping with the College's Vision "To Be the First Choice for Higher Education in the Region," a presidential objective included "creating a working environment that would make Aiken Technical College a first choice for employment" in the region. A series of "Coffee with the President" sessions were held with groups of six to eight faculty and staff members were selected to represent a cross section of the campus. The objective of the meetings was to allow for an informal meeting and interaction with the President. The new initiative was successful and will be continued.

The Academic Success Center established a work group to review best practices and to develop a plan for enhanced retention strategies. Numerous systems were researched and the results were presented to the Deans and Department Chairs. One system in particular was considered to rise above the others; however, due to limited funding, purchase is not possible at this time. The academic deans increased the list of gatekeeper courses to ensure that all program courses that "could" be a hindrance to a student reaching graduation. PERKINS funding has been identified to fund the increase need for tutors and training will be started during summer 2018. The identified gatekeeper courses will have Supplemental Instruction (SI) tutors in place for student and faculty support.

The Bursar and Institutional Effectiveness staff evaluated cross-divisional processes that affect federal financial aid. The staff collaborated to review procedures, reports, and current outreach to students and the faculty were educated on the punitive effect of late reporting of withdrawals.

**Enhancing the College data information and data security.**

ATC successfully migrated the College's entire ERP ecosystem to the College's datacenter from the Virtual Data Center that was housed in Spartanburg, to the Aiken Technical College premise. The project was completed without any outside consulting from a third-party vendor.

ATC invested in information security improvements. The ISM department purchased and implemented a new perimeter firewall to help protect against outside threats to the College's computing assets. Policies and procedures have been developed and prepared. Additionally, an Information Technology Steering committee charter was developed and approved by the College's executive leadership and the first meeting was held in July 2018.

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SC Technical College System

**CENTRAL CAROLINA TECHNICAL COLLEGE**



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

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

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.

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**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 Central Carolina Technical College**

The following 2017-2018 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 Central Carolina Technical College Strategic Plan. Central Carolina Technical College (CCTC) engages in ongoing, integrated, institution-wide, and research-based planning and evaluation. The elements of Central Carolina Technical College’s planning processes incorporate a systematic review of the College’s Mission, goals, and outcomes for continuous improvement. The 2017-2018 CCTC Annual Goals and their respective accomplishments are as follows:

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

- Developed new program of study for implementation in Fall 2018: Human Resource Specialist Certificate
- Conducted academic program reviews for 8 programs of study
- Conducted 22 advisory committee meetings to ensure linkages between instruction and workforce needs
- Upgraded student technology resources in computer labs and classrooms
- Maintained support services at off-site locations and expanded to include an ongoing evaluation of learning resources by the Librarian
- Implemented a new fully online process for Student Progress Plan creation and submission
- Incorporated exit counseling into the withdrawal process in Spring 2018 to help ensure students are educated about the consequences of withdrawing
- Implemented a new online CCTC Foundation scholarship application process
- Created an online anonymous tip form to allow students to securely and confidentially communicate with Safety and Security about any concerns
- Loaned laptops and tablets to 42 students through two grant programs
- Provided instructional environment resulting in student certifications as follows:
  - Machining & CNC Certifications – National Institute for Metalworking Skills Certificates: 41
  - Welding Certifications – NCCER Core Curriculum Certifications: 18
  - HVAC Certifications – HVAC Excellence Employment Ready Certifications: 44
  - Health Sciences Certifications – 100% of Surgical Technology August 2017 graduates passed the CST examination on first attempt; 100% of Massage Therapy August 2017 graduates passed the MBLEX examination on first attempt; 100% of Pharmacy Technology August 2017 graduates

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passed the ASHP examination on first attempt; 94% of Medical Assisting August 2017 graduates passed the AAMA examination on first attempt; and 97% of Associate Degree Nursing May and August 2017 graduates passed the NCLEX examination on first attempt; 100% of Nursing Aide students passed the NNAAP examination on the first attempt

- Launched CCTCgo, the College’s mobile application available on Apple and Android devices in September 2017
- Initiated process for the student information system upgrade to Banner 9
- Received USDA Rural Utilities Services Distance and Learning Telemedicine grant to develop CONNECT courses which allow a course to be taught simultaneously in multiple locations through synchronous video
- Served the following number of unduplicated students per term in distance education courses: Fall 2016: 2,306; Spring 2017: 2,128; Summer 2017: 1,346
- Created replacement parts for Caterpillar Inc. through the work of seven Engineering Design Graphics students utilizing 3D printing
- Made over 17,000 contacts with students through the support of the Freshman Advisors including contacts made via email, phone, and during class visits and technology training sessions
- Implemented faculty portion of Register Blast for course exam submission
- Began implementation of Accuplacer Next Generation placement exam

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

- Increased the Fall-to-Fall retention rate of first-time, full-time students from 53% (FY17) to 59% (FY18)
- Implemented Year 3 of the College’s QEP, Smart Choices for Success, focused on retention and program completion of first-time freshmen
- Provided support services through TRIO Student Support Services, Special Populations Program, and the PBI Program to improve student retention
- Increased the retention of high-need, STEM, and African-American male students through the strategies implemented in the PBI grant program
- Conducted 4 college visits and provided opportunity for 28 STEM and MIM students to attend the National Men of Color Summit; the National Student Leadership Conference; USC Leadership and Diversity Conference; and the BOEING Plant Dreamers Tour through the PBI and TRIO Student Support Services grant program
- Offered 78 sections of COL-105: Freshman Seminar, a course focused on increasing academic skills for success and enhanced advising to support the retention and program completion of first-time students

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

- Provided business and industry tours, college visits, and cultural exploration opportunities through grant programs

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- Provided extensive career services through job fairs, personalized assistance, specialized workshops and classroom presentations
  - Held job fair in September 2017 with over 300 participants and hosted Come See Me Days in March 2018 with 177 participants
  - Selected as Military Friendly School by the G. I. Jobs magazine for seventh consecutive year
  - Offered special events for veteran students through Student Veterans Association, Veteran Resource Center, and VA Certifying Official including Memorial Day, “Veteran 101,” and The Veteran’s Forum: Honoring Our Local Heroes
  - Received TRIO Veterans Upward Bound grant to assist veterans in the development of academic skills necessary for completion of postsecondary programs
  - Partnered with Loan Science for financial literacy resources
  - Awarded almost \$20M in financial aid to more than 4,000 students from public and private sources
  - Reduced the College’s FY18 Cohort Default Rate (CDR) to 6.4%
  - Promoted 374 Student Life events, 7 Title IX workshops, and 1 student success story through use of social media, website, myCCTC and Centrally Speaking
  - Provided a PLATO Test Up Boot Camp to 65 local high school students; 260 students utilized the PLATO courseware to improve scores on placement tests
  - Increased the number of unduplicated students receiving tutoring in the Student Learning Center by 15%
  - Partnered with SC Vocational Rehabilitation counselors in Sumter and Kershaw Counties to provide monthly, on-campus assistance for students
  - Maintained the Alumni Partnership with over 1,000 members and expanded business partners
- 4. Implement a comprehensive enrollment and marketing plan to focus on student recruitment for targeted student populations, programs, College locations, and modes of delivery to increase student full-time equivalent (FTE) enrollment by 3% for the 2017-2018 academic year.**
- Enrolled 3,631 students in Fall 2017 in over 50 programs of study for a 2.37% increase in enrollment
  - Debuted CentralGO, a vlog featuring events, programs, faculty, staff and students at the College
  - Conducted targeted recruitment of high school students which resulted in a 20.4% enrollment of high school graduates immediately following graduation
  - Increased Central Carolina Scholars program enrollment by 5% from FY17 to FY18
  - Recognized as #7 Nursing program in the state of South Carolina by [www.RegisteredNursing.org](http://www.RegisteredNursing.org)
  - Revised all admissions print and electronic communications to improve admissions process
  - Implemented Instant Admissions Days to expedite admissions process for prospective students
- 5. Support program completion by increasing the College’s graduation rate, and expand and promote transfer opportunities for the College’s graduates.**
- Awarded 669 degrees, diplomas, and certificates to 554 graduates (July 1, 2017 – June 30, 2018)
  - Achieved a 93% college-wide placement rate for graduates placed directly in the workplace

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- Increased the college-wide graduation rate to from 13% in FY17 to 19% in FY18 (2014 cohort of first-time, full-time students)
- Hosted University Transfer Day in February 2018 with 31 colleges/universities represented
- Conducted visits to USC Upstate, Lander University, Claflin University and MUSC to learn more about their transfer processes
- Provided graduation assistance to 82% of the 2017-2018 graduates in STEM capstone courses
- Increased TRIO Student Support Services cohort graduation rate by 12% and cohort transfer rate by 7%
- Continued target population retention programs through the Perkins, TRIO, and PBI programs
- Continued work on the administrative graduation process to award and notify students near program completion
- Changed the graduation regalia to navy blue for students and added graduation cords for veterans, Early College students, and honor graduates (GPA of 3.5 or higher)

**6. Maintain appropriate qualified faculty and staff to support and deliver quality programs and services.**

- Hired qualified faculty and staff members with appropriate credentials and experience to support the College’s Mission
- Provided flexible schedules for employees to accommodate employee and institutional needs
- Added 7 faculty positions and lost 2, for a net increase of 5 faculty positions; also added 13 staff positions
- Promoted 10 faculty and staff members from within the institution to positions of greater responsibility
- Provided \$800 lump sum bonus to all qualified employees in April 2018
- Recognized Tiffany Wilson – Director for Financial Aid and Veterans’ Affairs, for outstanding service at the College in October 2017
- Recognized Farrell Jones – Systems Manager, Bert Hancock – Mechatronics Program Manager, and Natasha Covington – Career and Learning Services Administrative Assistant, for outstanding service at SCTEA in February 2018
- Conducted New Faculty Orientation and Adjunct Faculty Orientation each semester
- Conducted Online Certification for faculty scheduled to teach online courses each semester
- Offered 50 professional development program offerings to support the teaching and learning environment, including diverse training opportunities and required training
- Received \$40,688 in professional development funds from 2017-2018 Perkins grant to support teaching and learning across the institution
- Provided \$30,564 in College funds for professional development activities for faculty and staff

**7. Maintain strong working partnerships with the secondary (K-12) school systems to provide appropriate programs for secondary students in an effort to provide a viable workforce for the College’s service area.**

- Partnered with all four counties to offer an ongoing Central Carolina Scholars Program for qualifying high school seniors who graduated in June 2017 to enter CCTC in Fall 2017 with full tuition assistance
- Partnered with Clarendon School District 2 and Lee County School District to implement Early College programs

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- Hosted Central Carolina Scholars Signing Day on April 21, 2018
- Maintained Central Carolina Scholars and Central Carolina Connect blog to increase communications with high school counselors, students, and parents
- Held 32 Scholars presentations, 38 Scholars high school visits, 78 high school recruitment visits, and 22 career/education fairs for 170 events offered by the Recruitment Office in Fall 2017 and Spring 2018
- Offered the School Counselors' Summer Institute for 13 secondary counselors in July 2017
- Hosted the Counselors' Breakfast for 58 secondary guidance counselors, Adult Education teachers, and Career Center staff in January 2018, increasing attendance by 11.5% from FY17 to FY18
- Offered dual enrollment courses to over 700 qualifying high school students from 19 high schools and 5 homeschool associations
- Hosted the 1<sup>st</sup> CCTC Academic Challenge in November 2017 with 12 participating area high schools
- Hosted the 2017 Winter Wonderland Event for 230 Alice Drive Elementary students which collected 580 food items to be donated to local food pantries including the CCTC SNAC food pantry

**8. Maintain and expand the awareness of state, county and regional government officials and community partners 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 government agencies and school boards to secure funding for Scholars program
- Hosted 330 area 8<sup>th</sup> grade students and parents as well as regional manufacturing and technology firms at the Advanced Manufacturing Technology Training Center for the 2018 Sumter Economic Development Board's Manufacturers & Technology Expo to increase early STEM exposure in March 2018
- Hosted the 7<sup>th</sup> annual CCTC Foundation Golf Tournament in October 2017 with support from 88 sponsors
- Hosted the 36<sup>th</sup> Annual SC Technical College Welding Skills Competition in April 2018; CCTC welding students placed first in Categories 2, 3, and 5
- Conducted a joint safety training with the Sumter County Sheriff's Office focused on "Run, Hide, Fight" in February 2018
- Collaborated with local and regional government officials to secure additional funding for the Kershaw County Campus expansion
- Hosted the Annual Legislative Breakfast at the College's Health Sciences Center in October 2017
- Attended multiple events in Kershaw County to demonstrate the College's commitment to supporting education and economic development in Kershaw County
- Collaborated with Sumter School District to offer the STEM 10 program designed to start high school students in a mechatronics program and then graduate high school with a college certificate
- Worked with industry and SC Works to design an internship program (WorkFirst) specifically for the Machine Tool and HVAC programs
- Met with various members of the legislative delegation to discuss projects of importance for the economic development of the College's service area

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**9. Provide increased internship and apprenticeship opportunities for credit and noncredit programs; and**  
**10. Investigate opportunities for expansion of continuing education and workforce training in an online environment**

- Maintained ongoing communication with business and industry partnerships in service area to support the recruitment, expansion, and continuing workforce development needs
- Met with economic development agencies in four-county service area to review workforce needs
- Partnered with top companies and industries to provide apprenticeships including BD, Eaton, CAT Hydraulics, BCA, Baker’s Sweets, Oak Mitsui, CCBC, Carolina Filters, Martech, Thompson, Pure Power, Powell Valves, Hengst, Carolina Ag Power, Haier, OEM Auto Color Specialists, Rusty’s Diesel, Scott Will Toyota, Lee Co. Correctional, ReWa, City of Rock Hill, Town of Dillon, CMD, Chester Wastewater, and SCDHEC
- Offered apprenticeship occupations including Machine Tool (Youth); PEC Customer Maintenance Tech; Water Treatment Operator; Electrician, Construction Craft (Youth); Water, Wastewater, Distribution; Wastewater; Maintenance Technician; Water Treatment, Water Distribution; Wastewater Treatment; Wastewater Facility Inspector; Auto Body; Auto Body Repair, Auto Mechanic; Diesel Mechanic
- Offered certification courses to 156 credit students through a scholarship program
- Increased new apprenticeships by 58% and new apprenticeship occupations by 32%

**11. Provide appropriate physical facilities and resources to support the teaching and learning environment with a focus on expansion of instructional and student support facilities in Kershaw County; update the College’s Facilities Master Plan.**

- Attended Applied Technology Education Campus (ATEC) groundbreaking in December 2017
- Help Kershaw County Campus Grand Opening in February 2018 with Senator Vincent Sheheen
- Completed renovation of Building 400 to expand HVAC, Automotive Technology, and Welding programs
- Utilized Shaw Center for expanded Continuing Education and Workforce Development programs (Scholarship Program)

**12. Utilize data for sound decision making and the application of appropriate management practices of institutional effectiveness to monitor program enrollment, departmental cost analysis, course success, student performance, administrative unit effectiveness, and to position the College to apply for relevant grant opportunities.**

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

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through the Program Outcomes Assessment Tables; assessed course success and retention in all modes of delivery through the Student and Course Success Team

- Received over 1.8M in grant funds from US Department of Agriculture Rural Utilities Services (Distance Learning and Telemedicine), Caterpillar Foundation (Support for Freshman Students), SC Department of Education (Perkins), and US Department of Education (TRIO Veterans Upward Bound)
- Received the maximum number of recertification years for the Pharmacy Technician program's accreditation through the American Association of Health-System Pharmacists (ASHP)

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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 1,000 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 strategic plan that has established 39 objectives which are categorized into eleven goals.

- Goal 1:** Provide quality customer service.
- Goal 2:** Implement Student Learning Outcomes based on teaching and learning processes across all academic programs.
- Goal 3:** Develop and implement processes for a seamless transition of students from high school through Denmark Technical College to four-year institutions.
- Goal 4:** Develop partnerships with stakeholders to promote economic development and enhance quality of life.
- Goal 5:** Implement training programs based on the needs of business and industry/workforce development.
- Goal 6:** Design and implement evaluation of programs and services with embedded continuous quality enhancement processes.
- Goal 7:** Implement sustainable practices to increase effectiveness, efficiency, and productivity.
- Goal 8:** Implement faculty and staff development programs.
- Goal 9:** Implement technologies to enhance student learning and support programs.
- Goal 10:** Enhance perception, through branding and continuously promoting culturally diverse experiences, and globally competitive educational opportunities.
- Goal 11:** Implement a Distance Learning Program.

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**Major Achievements of Academic Year 2017–2018**

Major achievements for the academic year 2017-18 include:

**Educational Effectiveness & Student Service Excellence**

- The College offered a new “Panther Promise” program which is free to 2017 high school graduates from Allendale, Bamberg and Barnwell counties. The college, S. C. Technical College System, and Southern Regional Development Alliance all pitched in for the program at a cost of approximately \$30,000.
- The College maintained accreditation of the Early Care and Education Associate Degree Program from the National Association of Young Children (NAEYC).
- Organized and hosted an estimated of 500-600 area children to celebrate “Day of the Young Child” event where child care workers, families, and students participated in experimental learning events.
- The College held Open Houses on the Main Campus, the Allendale Site, and the Barnwell Site in the effort to increase the visibility and to bring awareness of the program of study and courses offered at DTC.
- The College maintained two services through the U. S. Department of Education new Project Success Program which was designed to help minority serving institutions.
- One Cybersecurity student attended an internship at Lawrence Livermore National Laboratory in California in summer 2018.
- In March 2018, the College hosted the SACSCOC Substantive Change Committee.
- The College’s Nursing Program was recertified for two years.
- The College significantly expanded dual enrollment offerings by renewing relationships with area school districts who are in need of our services.
- The College experienced a busy summer semester in serving students in the following programs held on campus: High School Initiative, Upward Bound, and two STEM camps.
- The College had two Leadership Academy graduates: Ms. Holman-Brooks and Mr. Britanak.
- The College engaged in articulation with Clemson University’s Engineering Department.
- The College had key faculty and staff to participate in the PERSIST training program (through ECMC group) which helps higher education professionals:
  - Assess institutional retention performance
  - Create programs that support academic success
  - Helps students who are concerned about paying for college.

**Financial; Fund Raising; Grants Stewardship**

- The College completed renovations of the Biology and Chemistry Lab and the cafeteria.
- The College received a \$1,300,000, 5-year TRIO Upward Bound grant to serve tenth and eleventh graders from

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the Allendale and Bamberg Two School Districts. Year 1 implementation served over 50 students.

- The College received the largest single donation in its 70-plus history from the Denmark Technical College Bamberg-Hampton Alumni Chapter in the amount of \$20,000 to provide scholarships to help fund scholarships for students. Over the last eight years, the Bamberg-Hampton Alumni Chapter has raised over \$102,000 for the college.
- The College held its Annual Scholarship Gala which raised over \$25,000 in scholarships for students.
- The College had historic, increased local support from all three of its service area counties: Bamberg, Barnwell, and Allendale.
- The College also received a \$1,000 donation from the Charleston Chapter of The LINKS, Incorporated.
- The College participated in Project Success, a Department of Education sponsored program that provides funds for students up to \$500 for documented emergencies.

**Operational; Technology; Community Service**

- A town hall meeting was hosted by Congressman James Clyburn at the College on January 15, 2018.
- The Public Service Division hosted the annual Thanksgiving Meal, providing families in the Bamberg area.
- The College held its annual Family Holiday concert at which over one hundred-sixty local children performed. The College works with every student in public school, Head Start or Early Head Start from ages 1 year old to 5th Grade. Students perform without cost and gain an opportunity to creatively express themselves utilizing professional equipment, lighting and sets.
- The College had an Information Technology infrastructure assessment performed.
- The College hosted its annual City of Denmark Prayer breakfast.
- The Community Rural Arts Work League (CRAWL) of Bamberg County, housed at Denmark Technical College, received a Rural Health award at its 2018 Health Conference on January 10, 2018. The College provided in-kind services for the conference. Also, CRAWL sponsored the 2017 Solar Eclipse viewing event.
- The College hosted the Golden Diploma Ceremony for 1968 Graduates of the South Carolina Trade School, Denmark Branch.
- The College hosted an Upward Bound Group from Morehouse College of Atlanta, Georgia, which resulted in enrolled, out-of-state students for the upcoming Fall 2018 semester.

**Continuing Education/Workforce Development**

- State Apprenticeship initiative: The College entered into an MOU through the Council of Governments (COG) Apprenticeship program valued at \$100,000.
- CE organized and coordinated a Robotics Workshop with Clemson University Workforce Center and Denmark Technical College dual enrollment Mechatronics program.

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- CE completed the merger of CE Workforce with academic programs to include; Engineering, Welding and Building Construction to better align and provide quality workforce services for our Students, Industry and the Community

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

The key strategic challenges for Denmark Technical College are as follows:

**Educational:**

- Lack of educational resources to our service area college students that come from rural, economically deprived area with inadequate preparation through the public schools.
- Low Enrollment is fueled by fewer high school graduates and competition from surrounding institutions.
- The institution’s becoming a state assisted rather than a state supported entity is exerting significant financial pressure on its educational programs to adequately serve the rural population.
- Limited external funding for non-credit course offerings.
- Inadequate resources to improve student housing.

**Operational**

- Management of a small college, which must perform all the functions as a larger institution, with fewer resources, both human and financial, to the same standard as the larger institutions with more resources.
- Seeking and maintaining appropriate technology infrastructure that continues to be scalable and reliable in the changing market place.
- Meeting the demands of expanding regulatory and compliance requirements.

**Human Resource**

- Attracting the caliber of faculty and staff needed at a small, rural college to effectively meet both the academic and management goals effectively and efficiently.
- Small workforce in the service area to meet the institution’s need.
- Inadequate local infrastructure to attract employees with special skill set for new program development.

**Financial**

- 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 through effective marketing efforts.

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## FLORENCE-DARLINGTON TECHNICAL COLLEGE



Mission -- Florence-Darlington Technical College (FDTC) will be the primary provider of quality technical education, general education, and the workforce development activities that are crucial to the economic development of its service area. Through its educational programs and service to its community, FDTC will have a significant impact on the quality of life of students, employees, and residents of the Pee Dee area.

Vision -- Florence-Darlington Technical College (FDTC) strives for excellence in its programs, services, and employees. Quality technical education, general education, workforce development training, and community service programs are FDTC's focus for improving economic development and the quality of life in the Pee Dee area. FDTC is a student-centered institution and is committed to the success and fulfillment of its students and employees. The college seeks to reach its goals in an environment of financial stability and fairness.

### Goals

**Goal 1:** Retention and Student Success

**Goal 2:** Budget Efficiency

**Goal 3:** Infrastructure and Safety

**Goal 4:** Retention/Enrollment Management

**Goal 5:** Strategic Technology Planning

**Goal 6:** Dual Enrollment/Dual Credit

**Goal 7:** Communication, Training, and Employee Morale

In the 2017-2018 academic year, a new strategic planning cycle was developed and implemented. This plan has driven FDTC's delivery of quality technical education, general education, community service, and workforce development training. At the core of the strategic plan is customer service, student success and employee growth and satisfaction. All employees have had input into the strategic plan and it guides their annual goals and daily activities.

**Goal 1:** Retention and Student Success. As a technical college, FDTC has a special role in economic and workforce development. Low-skill jobs, previously the backbone of South Carolina's economy were hard-hit; low-skill jobs moved offshore. These vitally important jobs which offered family sustaining wages to workers with few academic credentials, are now gone. In order to counter-act this trend, FDTC adopted new programs focusing on embedding student attainment of work ready skills into the curricula and aligning potential new programs with community needs and job projections, In addition, the Information Technology Division has been analyzing student data. In conjunction with the College's Institutional Research, Planning and Assessment this data is being used to make decisions at the college to ultimately retain students and facilitate student success.

**Goal 2:** Budget Efficiency. FDTC strives to allocate funds and resources in an efficient and sustainable way that allows for innovation and quality education for the modern local workforce. FDTC has cut low enrollment programs while creating new programs that benefit the local workforce, determining the cost and return on investment for implementing new programs. The College stabilizes employment by controlling expenses and continuing to emphasize grant funding and

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fund raising efforts to support strategic activities. The Southeastern Institute of Manufacturing and Technology (SiMT) campus was built to provide an independent revenue stream and provide services to businesses (locally, regionally, nationally and globally). Examples of services range from developing and delivering on-site specialized programs for business partners, expanding the number of companies utilizing South Carolina Enterprise Zone funds, and increasing the number of businesses that utilize apprenticeships.

SiMT utilizes its advanced technologies to deliver services for healthcare, manufacturing and educational curricula. For example, a variety of 3D printing machines and materials make the printing of customized prosthetics available for patients everywhere. FDTC also produces a variety of manufacturing prototypes for businesses large and small. This technology is expanding into curricula through grants and partnering with research universities both in and out of state. To enhance knowledge and career awareness about existing and emerging jobs, tours of the SiMT are provided for school groups, industry, FDTC students and adults seeking new training and educational opportunities.

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 cost and educational effectiveness of courses and programs.

**Goal 3: Infrastructure and Safety.** 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 a variety of plastic and metal 3D printers. Staff at the SiMT 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. Since its founding, 35 total companies have graduated. In 2017 alone, the Incubator has maintained an occupancy rate of 91 percent with \$20 million in total client revenues. Twelve companies graduated in 2017 and moved their facilities into the community; 116 total jobs were added to the Pee Dee with a median salary of \$43,000. 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 the SiMT.

**Goal 4: Retention/Enrollment Management.** All of FDTC’s efforts are designed to stabilize enrollment, develop a sophisticated enrollment management plan, and ensure student success. Two especially notable federally grant funded programs are the SCATE Center (funded by the National Science Foundation) and the Removing Undergraduate Student Hurdles (RUSH) (funded by the U.S. Department of Education).

Since 1994, the SCATE Center has earned almost \$19,000,000 (\$19 million) in grant awards for support and advancement of technician education across the region, the state and the country. The SCATE Center conducts two distinct but synergistic types of activities- one with a local focus and one with a national focus. Locally, the Center conducts activities specifically to benefit FDTC students in advanced technology programs and to support regional employers who hire these technicians. Nationally, the SCATE Center focuses on mentoring new leadership and improving teaching technicians.

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*RUSH (Removing Underserved Student Hurdles)* is a federally funded program serving 250 students enrolled in STEM and Healthcare programs at Florence-Darlington Technical College (FDTC). RUSH also serves a combined total of 60 high school dual-enrolled students earning a higher education certificate and/or degree and a high school diploma concurrently. This STEM program serves several communities from within the FDTC campus. The RUSH Center concentrates on making engaging educational experiences easily accessible to students. Counselors are committed to coordinating wraparound services to meet immediate unique student needs. The common barriers students face are addressed: the lack of financial resources, childcare, and housing and others. Workshops equip participants with skills to manage everyday life. Financial literacy, credit assessment and building, preparing for healthcare interviews and job shadowing opportunities are offered. The grant furnishes a textbook program to further reduce the cost of education. A creator’s suite laptop loan provides students with custom built computers with industry-standard software. Learning and creative content is produced and shared with the Student Learning Community (SLC).

**Goal 5:** Strategic Technology Planning. FDTC is modernizing in all areas through technology that supports the College’s mission. Most classrooms have new technology and all federal grants include technology to accomplish the grants’ goals. For example, RUSH provides an open and interactive learning environment for its students. Participants gain the experience of solving common problems, simplifying processes, and bringing ideas to life with *Interactive Engineering*. *Coding for a Cause* allows students to learn coding and programming to develop a fully functional mobile app by the end of each semester. In this element of the program, students focus on solving social problems with STEM-based solutions. Student-designed projects range from water testing robots to digital voice solutions for individuals who cannot speak. Personal Health is addressed by RUSH’s very own physician as he demonstrates the effects a common young adult diet has on the heart. Students investigated genes and traits through high-tech, hands-on activities aboard the 41-foot Greenwood Genetic Mobile Lab.

To facilitate communication with students FDTC has begun to employ Push Technology. This system has multiple levels to engage instructors, students and staff. The Information Technology Department analyzes student data and makes that data available to instructors and staff to inform their daily activities. Push Technology is also used to notify all students and staff of on-campus news and emergency notifications.

At FDTC, eighty percent of students take at least one on-line class and 43 percent of students take online classes exclusively. In order to make the on-line experience enjoyable and facilitate student success, FDTC has dedicated significant resources to meet their needs. FDTC has a full-time online college director, an online curriculum specialist and an online technician. They have created innovations such as on-line tutoring, free modules for students to increase their success in online learning, and extensive in-house professional development for increase instructor knowledge of online teaching. These efforts have resulted in 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.

To better prepare FDTC students for jobs in local industry, the curricula in many of the programs has added modules to satisfy industry skill demands. Professional development offered through PTLI has led to new methodologies and the adoption of new technologies in many programs. As an example, some health science courses are now employing flipped classrooms and incorporating 3D technologies in the classrooms. 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.

**Goal 6:** Dual Enrollment/Dual Credit. Due to the demand by industry/parents, FDTC has reinvigorated its Early College/Dual Enrollment Program. Students who enroll have the options of earning both High School and College credit for courses taken at FDTC; or earning only College credit for courses taken at FDTC. Two federal grants have provided

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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.

**Goal 7:** Communication, Training, and Employee Morale. The philosophy of this goal is that a college with strong, ethical, visionary leadership will have successful students, an improved business community and staff who are empowered to become leaders in their division or department, no matter their title. The strategic planning process was designed to empower staff and instructors to take ownership of the success of their jobs and their students. Professional development is available to everyone at the college through the Palmetto Teaching and Learning Institute (PTLI). It was established with the goal of increasing the professionalism and instructional effectiveness through workshops and in-house activities. The workshops highlight innovations and new teaching methodologies and strategies and facilitate discussion of on-going and new developments at two year colleges. Other workshops focus on issues of interest to all staff.

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## GREENVILLE TECHNICAL COLLEGE



**Mission:** Greenville Technical College (GTC) transforms students’ lives and helps our community thrive by providing a world-class, affordable education to students and building an educated, engaged workforce committed to life-long 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** – *“transforms students’ lives and helps our community thrive”*

**Who the college’s stakeholders are:** *“community”* – service area of the college; *students”* – academic credit students, continuing education students

**How we accomplish our outcome:** *“by providing a world-class, affordable education”; “and building an educated, engaged workforce”*

**Vision:** GTC’s is recognized as a world-class learning institution where students from all backgrounds and life stages find flexible career and educational opportunities of the highest quality and value. By collaborating with community and business leaders, the college is a primary driver of economic growth through workforce development.

**Service Excellence Vision:** GTC creates economic security by transforming lives through access to services that consistently surpass student and business expectations. Good service is an expectation. GREAT services creates loyal customers who recommend GTC to their family and friends. Services that SURPASSES expectations is what we strive to achieve at GTC.

**Values:** GTC is committed to the following values:

**Learning** – We are committed to providing quality learning opportunities that enable individual and community achievement that are affordable and accessible for all members of our community.

**Integrity** – We believe trust is an essential element in a safe and effective learning environment, so we promote and foster openness, honesty, respect, and fairness.

**Diversity** – We recognize and celebrate diversity, so we value and support considerate, meaningful communication and inclusiveness in collaborative decision-making processes.

**Cooperation** – We value collaboration and teamwork, so we foster caring, professional relationships among students, employees, and our community in an effort to expand partnerships.

**Excellence** – We value continuous improvement, so we encourage innovation, creative problem-solving and responsible risk-taking as we act courageously, deliberately, and systematically to enhance and enrich our learning environment.

**Accountability** – We value students, faculty, and staff, so we recognize their contributions, encourage their professional development, and regularly evaluate performance to improve learning outcomes, programs, processes, and services.

**Standards of Behavior:**

**Collaboration** – Working in partnership with all members of the GTC community.

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Forward Thinking – Utilizing innovative and creative approaches in order to foster an atmosphere of learning, service, and growth.

Communication – Employing effective and positive interaction that reflects pride in GTC.

Professionalism – Displaying an attitude of excellence while providing an exceptional level of service and quality in all actions and interactions.

**Statement on Diversity and Inclusion:** We aspire to create a college culture that reflects appreciation for diversity and inclusion at all levels. We know that our mission of transforming lives through education and our vision of becoming a world-class learning institution will only be achieved by hiring and retaining the best people possible while welcoming students from all backgrounds and life stages with flexible career and educational opportunities.

**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

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**Institutional Success Measures**

<b>Students</b>	<b>Baseline</b>	<b>2017-18 Report</b>	<b>2020 Goal</b>
Persistence Rate <i>With Transfers</i>	76%	75%	79%
Retention Rate <i>With Transfers</i>	58%	57%	64%
Graduation Production*	22%	27%	27%
Credit Licensure Exam Pass Rate*	93%	93%	95%
<b>Employees</b>	<b>Baseline</b>	<b>2017-18 Report</b>	<b>2020 Goal</b>
Overall Employee Satisfaction	3.95	3.78	4.05
Employee Turnover Rate	5%	7%	4%
<b>Community</b>	<b>Baseline</b>	<b>2017-18 Report</b>	<b>2020 Goal</b>
Graduate Placement Rate*	74%	81%	85%
Early College Enrollment	1,027	1,514	1,500
Greenville County High School Graduate Enrollment at GTC	25%	23%	32%

\* SCTCS Performance Funding Allocation Metric

\*\* Preliminary until FY graduate extract is complete at State Tech

*Retention and Persistence without transfers metrics were removed for FY 2017-18. College leadership determined these metrics do not accurately represent GTC’s student population, therefore are no longer relevant to monitor. Non-credit Certificate Exam Pass Rate metric was removed FY 2017-18. This metric was monitoring certificates that are now included in the Credit Licensure Exam Pass Rate.*

**Key Accomplishments of 2017**

- Competing against colleges in 14 U.S. states and territories, the Marketing and Communications Department won two National Council for Marketing and Public Relations (NCMPR) Medallion Awards at the 2017 District Two conference: gold for the rebranded college viewbook and a silver for the Experience-themed recruiting folder.
- Through Greenville Tech Gives Back, 370 student and employee volunteers built a Habitat for Humanity home for a GTC Paralegal graduate and her family in the spring.
- The Economic Development and Corporate Training (EDCT) division awarded 242 Workforce Pathways Scholarships (totaling more than \$600,000) to individuals completing short-term job training courses and certifications for in-demand workforce needs.
- The college was awarded the Government Finance Officers Association (GFOA) Excellence in Financial Reporting for the Comprehensive Annual Financial Report for the ninth consecutive year.
- College Fellows, a new partnership with Fostering Great Ideas, ensures students and potential students who are in, or coming out of, the South Carolina Foster Care System are fully aware of the wide range of student services and financial aid available to them.
- Olivia Walls, a cosmetology student and vice president of the college’s Student Government Association, was crowned Miss South Carolina U.S. Supranational 2017.
- The Cancer Data Management Certificate received full accreditation from the National Cancer Registrars Association

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- The Council for the Advancement of Standards in Higher Education (CAS) selected Greenville Technical College for a pilot institution for its new First Year Experience cross-functional team framework.
- Student Megan Godwin place third in a national publishing contest, the Launch Pad Manuscript Competition. As part of the prize, her first book, a work of science fiction entitle *Eudaimonia*, will be published in January 2018.
- Visual Arts instructor/artist Linda McCune is a featured artist in “Eclipsing 50: The SC State Art Collection 1967-2017” on exhibit at the SC State Museum in Columbia. She also served on the planning board and women’s panel for the 39<sup>th</sup> TriState Sculptor’s Educational Association women’s sculpture conference at Converse College. 3D Printing/Mechatronics instructor Jim Vogel from CMI was invited to present a workshop on this new technology as one of the “waves of the future” for sculpture.
- Marketing Department graduate Jackson Payne won the 2016-2017 FM Rogers leadership award.
- The college opened its Vita office again for tax return season in February with 40 Accounting students preparing returns for the community, and 17 Administrative Office Technology students assisting with administrative responsibilities.
- Faculty and staff teamed with CMI colleagues to offer the “Girls Auto Know Program” to 140 local school-age female students.

Virtual Reality at Center for Manufacturing Innovation (CMI): The GE Bridge to Learning was launched May 2017 at the Center for Manufacturing Innovation. The Bridge to Learning’s interactive tools include a transparent touch screen, augmented reality viewers, and exploration touch station, which includes a station that allows students to simulate making a piece of chocolate by using a 3D Printer and Pocket CNC. GE also awarded a \$500,000 grant to support CMI in the Fall of 2016.

Systems Applications and Products (SAP) in Data Processing: GTC is a member of the SAP University Alliances. This designation allows students to learn by having access to SAP data to manipulate and experience. SAP has been integrated into the Supply Chain Management associate degree program. SAP is the global market leader for enterprise resource planning (ERP) software, and it is estimated that it is used on 80% of all products in the world.

Inaugural Community Fest @ Greenville Tech: Bringing the Community Together: GTC has been a part of the community since 29162. And while thousands of people enroll at GTC each year, there are many others in the community who pass the college’s five campuses each day without understanding the depth and breadth of what is offered.

On Saturday, November 4, the college hosted Community Fest @ Greenville Tech as a way to welcome neighbors and show off the programs that are taking graduates into the workforce and onto four-year colleges. Families were invited to come out for a fun day of learning through playtime and demonstrations. Guests helped create objects through 3D printing, watched human patient simulators in action, found out what it feels like to ride in an ambulance, saw clay pots being thrown, enjoyed a chair massage, and observed culinary skills in action as a chef carved fruit into interesting displays.

More than 1,000 people of all ages came out to experience the college, many for the first time. The comments received from attendees were overwhelmingly positive. An eight-year-old described Community Fest as “the best day every.” Volunteers captivated the attention of those attending with calligraphy, a square wheeled bike, slime, and much more. Employees enjoyed the day, too. Showcasing their programs to a large crowd on a beautiful day, they engaged with visitors and displayed a genuine pride in the college and its welcoming atmosphere.

Plans for Community Fest @ Greenville Tech 2018 have already begun. Scheduled for October 6, the event will be bigger and better than the pilot that took place last November.

Define Your Potential: New Honors Program Partnerships Pay Way to Four-Year Institutions: The creation of two new honors-to-honors transfer agreements with Coker College and Lander University highlighted this year’s academic

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achievements. The agreements, established in the spring, allow students to move easily from a two-year to a four-year institution and to remain involved in honors education as they progress to earn a bachelor’s degree.

“Building honors-to-honors partnerships with local and regional colleges and universities is incredibly beneficial to our students, who go on to thrive in Honors programs at four-year schools after finishing at GTC,” said April Dove, director of the GTC Honors Program.

Honors-to-honors transfer pathways are established at USC Upstate, Winthrop University, Southern Wesleyan University, Converse College, College of Charleston, and East Tennessee State University. At Furman University, nine of the last ten Alden Transfer Scholarship recipients, receiving full tuition for two years, have been GTC Honors Program graduates.

Focus on Diversity: HEED Award – The Second Time Around: The college received the 2017 Higher Education Excellence in Diversity (HEED) Award from *INSIGHT Into Diversity* magazine, the oldest and largest diversity-focused publication in higher education. As a recipient of the 2017 HEED award, GTC joined 79 other recipients nationwide. Only three colleges in South Carolina were recognized in 2017 – Greenville Technical College, Clemson University, and the University of South Carolina. Only five other community colleges received the award, all except GTC located outside of South Carolina.

“80 to Work” – CNC Training is a Workforce Solution: A new initiative at GTC allows students to gain the skills to become CNC operators through 80 intensive hours of focused training. Those completing the program go from start to finish in two weeks, leaving the qualified to work in the manufacturing environment as entry-level CNC operators and prepared for the interviews available to them at “80 to Work” completers. GTC partners with Machining Training Solutions to offer the program and works with employers to guarantee interviews for those who complete the requirements and finish “80 to Work.” After completing training, students receive an additional six months of mentoring while accessing a clear pathway for them to further their education through an associate degree.

Faculty Leader Recognized as Outstanding with Regional ACCT Award: Amber Morgan, head of the GTC Academic Connections Department, received the Association of Community College Trustees (ACCT) Southern Region Faculty Member Award September 27 at the organization’s 48<sup>th</sup> Leadership Congress held in Las Vegas. Morgan is responsible for the delivery of courses and programming that have a profound effect on first-year students at the college. In the classroom, she motivates students in college orientation courses to find their potential as they begin college. Also responsible for a comprehensive first-year experience program, Morgan and her team have welcome events and engagement activities, a financial education center, and programs that promote student service, introducing new students to concepts that will help them be successful.

New Success Centers Open for Veterans: GTC is proud to serve one of the largest veteran and active military student populations in South Carolina and is a designated Military Friendly® institution. As part of a new initiative to increase and improve services to this population, the college celebrated the opening of two new Student Veterans Centers (SVC) on the Barton and Northwest campuses. The Barton Campus located is actually a reopening as the center is now located in the Student Center. The openings and ribbon cuttings were held during Veterans Appreciation Week in early November. “The new SVC is a welcoming environment where student veterans may utilize computers, relax, have a snack and/or coffee, and enjoy fellowship with each other between classes.” said Dr. Alecia Watt, director of Educational Opportunity Programs.

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**HORRY-GEORGETOWN TECHNICAL COLLEGE**



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

**Vision**

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

**Goal 1:** Promote Teaching and Learning

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

**Goal 2:** Maximize Student Success

*HGTC will provide relevant, effective, and useful services to optimize enrollment and to support student goal attainment.*

**Goal 3:** Strengthen Processes and Services

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

**Goal 4:** Build and Expand Partnerships

*HGTC will foster partnerships with various stakeholders to expand and enhance resources, and promote awareness of the College and the value it creates.*

**Goal 5:** Stimulate Economic Growth

*HGTC will strengthen the State’s economy and workforce competitiveness.*

**Performance Outcomes**

Horry-Georgetown Technical College has a systematic process for goal attainment and reporting of results. Each year, the College reviews and updates the *Institutional Strategic Plan* which consists of the vision, core values, mission, goals, and outcomes. Then, every academic and administrative department is responsible for submitting annual objectives that directly support and align with the institutional goals and outcomes of the College. Results are collected on each objective at the end of the academic year.

The outcomes (strategies) reported below are related to instruction 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

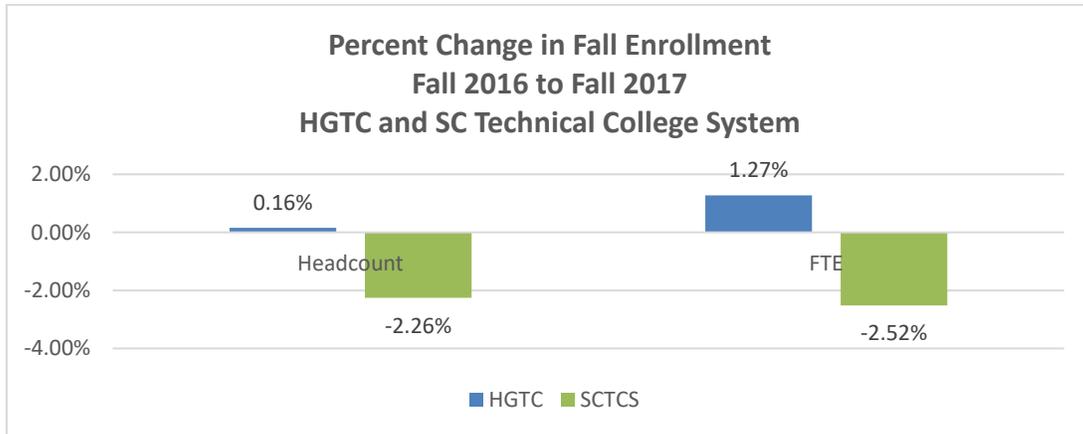
- 1.1 Well-defined and relevant program learning outcomes for successful employment and lifelong learning.
- 1.2 State of the art learner-driven facilities and environment with appropriate organizational support.
- 1.3 Accessible, creative, and collaborative delivery of instruction and educational offerings both on and off campus.

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- 1.4 Continuous improvement in instructional quality.
- 2.1 Increase student engagement, support, and auxiliary services for students in all instructional delivery formats.
- 2.2 Exceed expected state-wide job placement, licensure exams, persistence, student success, retention, and graduation benchmarks.
- 2.3 Increase enrollment through broader market penetration and/or expansion of existing markets.

**Significant Accomplishments**

**Enrollment**



- HGTC had positive enrollment growth compared to the SC Technical College System from fall 2016 to fall 2017.

**New/Expanded Relevant Programs of Study:**

Credit/Degree Programs:

- Patient Care (Fall 2018)
- Medical Assistant Technical Scholars program (Fall 2018)
- Administrative Office Technology Certificate (Fall 2017)
- Cake Decorating Certificate (Fall 2017)
- Residential/Commercial Electrical Technician (Fall 2017)
- Respiratory Care (Fall 2017)
- Baking and Pastry Arts (Fall 2017)

Workforce Development and Continuing Education Programs:

- South Carolina Apprenticeship Initiative
- Partnered with SC Vocational Rehabilitation to develop and offer classes to their clients
- Developed Train to Work for Horry County
- Developing Train to Work for Georgetown County
- Developed Week-long Youth Summer Camps.
- Developed Youth Culinary Classes
- Developed a Diesel Mechanic Program for non-credit students
- Developed a Marine Motor Tech Program for non-credit students
- Offering an Interior Design Program for non-credit students

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- Developing a non-credit Ophthalmology Assistant Certificate
- Became a Certified Testing Site for Certified Nurse Aides
- Offered an Advanced EMT program to Local Agencies
- Developed American Sign Language (Levels 1-VI) program

**Instructional Quality, Institutional Achievements and Student Achievements:**

- More than 1,300 students received degrees, diplomas or certificates from Horry-Georgetown Technical College.
- Identified the College’s Quality Enhancement Plan (Effective Professional Interpersonal Communication-EPIC) to enhance students’ professional communication skills.
- Commission on Accreditation for Respiratory Care—Provisional Accreditation granted.
- Distance Learning Institute (DLI) added 2 additional programs, growing to 10 programs for Fall 2018.
- Online courses have witnessed a 3% increase in student success (defined as earned grades of A,B, or C) and a 2% decrease in withdrawals.
- Culinary student first competitor from Myrtle Beach to win the Chaine des Rotisseurs South Central Region Competition.
- Hosted the 2018 21<sup>st</sup> Annual Lineworkers Rodeo with Santee Cooper in March 2018—1,000+ attendees.
- HGTC Transfer students to CCU had higher semester GPAs compared to the total transfer and freshman cohorts at CCU for fall 2017.
- Awarded Promise for Nursing grant for 2+2 Residential Bridge program for \$25,000.
- Awarded American Welding Society grant for \$25,000 for Welding Equipment.
- Awarded grant from the Yawkey Foundation for \$191,200 for Allied Health and Wildlife programs.
- Awarded Chapin Foundation grant for \$196,504 for z-space (virtual reality course content) and visualization center upgrades.
- Awarded grant from Oceanview Memorial Foundation for \$25,000 for the Respiratory Care program.
- Opened a Veterans Resource Center.
- Hosted the 10<sup>th</sup> Annual Engineering Day event.
- Forestry professor awarded “Honorary State Degree” from the SC Future Farmers of America.
- Forestry Program and students featured in an article published in *South Carolina Wildlife*.
- Hosted summer culinary camps for kids.
- Inducted five young men into the Call Me MiSTER program.
- HGTC’s 1<sup>st</sup> MiSTER earned his Bachelor of Education degree in Special Education.
- 100% Licensure Pass Rate for Dental Hygiene, Practical Nurse, Radiography, Surgical Technology (2016-2017)
- Golf and Sports Turf Management student interned at the Great Northern Golf Club in Kerteminde, Denmark.
- Welding student took first place in the pipe-welding category at the Annual Welding Competition in Sumter, SC.
- Opened a food pantry for students.
- Hosted Addiction and Recovery Lecture series for the 11<sup>th</sup> year with Mackenzie Phillips and Dr. Kathleen Brady as Speakers.
- Sponsored the college’s ninth Short Term Study Abroad Program
- Sponsored and raised money by hosting a Blue Jeans for Teen event at HGTC; participated in Ground Zero Dragon Boat Races to raise money for local community organization.
- Presented at the Two Year College English Association, Southeast Regional Conference
- Achieved graduate placement rate of 95%.

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- 92% graduate satisfaction in overall academic experience
- Achieved an overall rate of 92% in First Time Test Takers on Licensure Exams
- 34% of 2018 Horry County Early College High School students earned associate degrees. 85% of Early College High School students graduated with at least a year of college.
- Increased PACE enrollment. The number of PACE students in fall 2017 was 783.

**Partnerships:**

Francis Marion University-two plus two transfer agreement for Visual Arts for Digital Communication Design/Graphic Design	Yawkey Foundation – student scholarships	Georgetown County Schools and Bunnelle Foundation – Technical Scholars Program in Georgetown County Schools
Coker College-two plus two transfer agreement for Business Administration	Coastal Carolina University – 2+2 partnerships and transfer agreements: Nursing, Psychology, Sociology, Sports Tourism, Special Education; Bridge Program, Transfer program for B.A. in Graphic Design	Horry County Schools – Early College High School on Conway campus and Technical Scholars Program
Clemson University – Call Me <b>MiSTER</b> ® Program	MUSC-Dental	The Citadel – 2+2 Civil Engineering transfer agreement

**New and Enhanced Facilities:**

<ul style="list-style-type: none"> <li>• Completed construction of 25,000 square foot Conway Advanced Manufacturing Center. Opened in Fall 2017.</li> <li>• Secured state/federal approvals to begin work on 30,000 square foot Georgetown Center for Advanced Manufacturing.</li> <li>• Renovated former firehouse to become the classroom/lab for the Diesel Motor Technician program.</li> <li>• Relocated and remodeled Bookstore at the Georgetown Campus.</li> <li>• Developed plans for remodeling the interior of the existing Georgetown Building.</li> <li>• Performed technical planning and submitted request to renovate the exterior of 3 buildings (100, 200, &amp; 300) on the Grand Strand Campus.</li> <li>• Initiated a project to remodel the interior of Building 200 on the Grand Strand Campus.</li> <li>• Developed plans to construct/furnish a learning lab to support the QEP EPIC topic.</li> <li>• Implemented new “opt-out” based text messaging system.</li> <li>• Completed the replacement of the single legacy firewall with a high-availability pair of next-generation firewalls</li> </ul>	<ul style="list-style-type: none"> <li>• Completed the upgrade of the legacy emergency response system. This enhances the college’s network resiliency by adding hardware fault tolerance and resiliency by adding hardware fault tolerance and significant threat defense intelligence.</li> <li>• Virtual private network (VPN) upgrade: Upgraded the legacy VPN platform to provide a more secure and efficient method of connecting to HGTC resources when not on campus.</li> <li>• Georgetown Campus Virtual Data Center: Bringing a new virtual data center online at Georgetown to support the new Nursing Simulation program and future needs of the Georgetown Campus.</li> <li>• 980 Windows 10 deployments: Faculty, staff, and classrooms</li> </ul>
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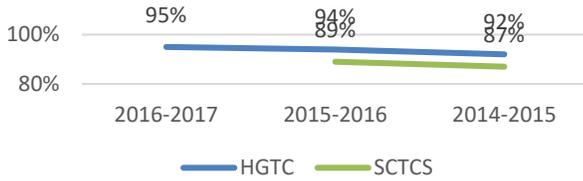
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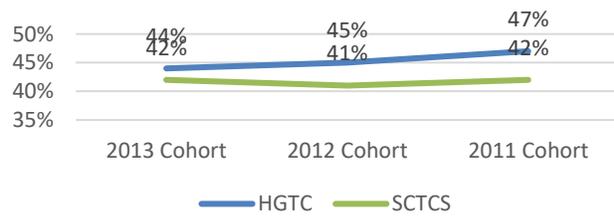
Performance Measures

Graduate Placement Rates  
Horry-Georgetown Technical College  
and SC Technical College System



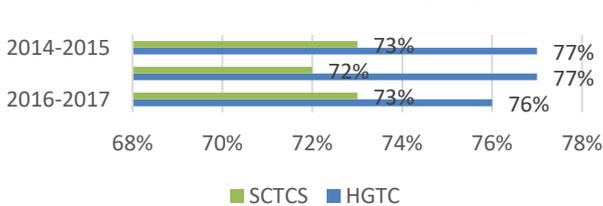
\*Graduate Placement Rates-Employed in Field or Continuing Education (Success Criteria= 80% or greater)

Student Success Rates  
HGTC and SC Technical College System



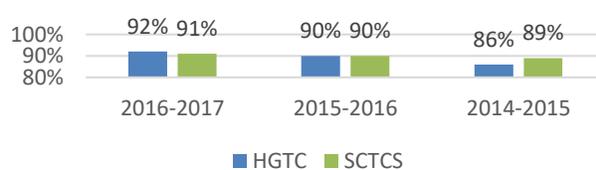
\*Success rate for cohort based on graduation, transfer to another postsecondary institution in SC, or continuing enrollment after three years of first-time enrollment. (Success Criteria = 27%)

Fall-to-Spring Persistence  
HGTC and SC Technical College System



\*Student retention from fall to spring for students eligible to return. (Success Criteria = 80%)

Licensure Exam Pass Rates--First Time Test Takers  
HGTC and SC Technical College System



\*Student success on professional examinations for first-time examinees. (Success Criteria = 92%)

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SC Technical College System

## MIDLANDS TECHNICAL COLLEGE



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

Through its strategic planning process, the college states its mission as: *Midlands Technical College 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 four-year colleges and universities, and to achieve their professional and personal goals. The college equitably provides higher education opportunities that stimulate the local economy by generating a world-class workforce and enhancing the 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 programs and course outcomes, competencies and measures, analyzing the data collected, implementing appropriate changes, and determining the impact of these changes on student learning.

In the 2016-2018 Strategic Plan, Midlands Technical College established three Focus Goals and ten Initiatives to measure success on achieving its mission. The college has a continuous strategic planning process, and has begun developing its 2018-2021 Strategic Plan.

This report summarizes the current goals and initiatives, the college’s major successes throughout the 2017 - 2018 academic year, and the findings for several of its student success criteria.

### Focus Goal: Growing the College

#### Initiatives:

- 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

#### Initiatives:

- Increase the number of students receiving private support for unmet financial needs
- Increase alumni association membership
- Increase endowment

### Focus Goal: Making Lives Better

#### Initiatives:

- Increase training that is in-demand
- Integrate Life Skills into college programs

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**Institutional Highlights: 2017 - 2018**

- Midlands Technical College opened its \$14.5 million Learning Resource Center on the Beltline Campus. Representatives from local, county and state government helped cut the ribbon before touring the 43,000-square-foot facility, the newest building on any Midlands Technical College campus.
- MTC signed an academic agreement with the University of South Carolina to increase the number of students pursuing undergraduate degrees in education. The articulation agreement creates a clear path for students attending Midlands Technical College to transfer into a bachelor’s degree program in early childhood, elementary or middle level education with USC.
- MTC Corporate and Continuing Education partnered with Richland School Districts One and Two, and Lexington-Richland Five in Project BOOM. BOOM, which stands for Building Occupational Opportunities in the Midlands, is geared toward high school students who struggle in traditional school. They earn a work credential through OSHA and a certificate from Midlands Technical College.
- MTC created a specialized summer STEM Institute for local high school educators and counselors to explore STEM career pathways through hands-on demonstrations at several MTC campuses. The goal was for participants to walk away with enough knowledge to help students prepare for post-secondary education in growing STEM fields.
- The South Carolina Association of Technical College Commissioners named MTC Industrial Technologies instructor Dr. Alan Grier the top Technical College Faculty Member for 2017. An exceptional faculty member at MTC for more than 28 years, Grier also has significant experience in the workforce in both engineering technology and industrial technology, producing prototypes for countless inventors and innovators in South Carolina and the nation.
- MTC Corporate and Continuing Education secured \$430,691 in funding for apprentices through the South Carolina Apprenticeship Initiative grant. Through this grant, MTC has been able to help 19 companies in the service area create more than 173 new apprenticeships in a variety of different industries, including healthcare, manufacturing and information technology.
- *Military Times* selected Midlands Technical College as a *Military Times Best College for 2018* and *Diverse: Issues in Higher Education* ranked MTC in the top 100 colleges in the United States in terms of African-American students earning associate degrees.
- Midlands Technical College President Dr. Ronald L. Rhames was elected to serve on the Board of the American Association of Community Colleges (AACC). The American Association of Community Colleges is the leading proponent and the national voice for community colleges.
- Midlands Technical College second-year dental hygiene students and faculty volunteered their services to hundreds of Midlands’ residents in need of free dental care. More than 800 patients received an estimated \$600,000 in free dental care from about 100 volunteers from across South Carolina and other states.
- Twenty students in MTC’s Industrial Electricity program spent their summer renovating the Celebrate Freedom Foundation’s headquarters building. Students spent more than 1,000 hours demolishing and renovating the aging airline hangar near the Columbia airport.
- Columbia Mayor Steve Benjamin hosted more than 100 business leaders at a luncheon supporting Midlands Technical College. The event brought together representatives from small to mid-size businesses and large

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national corporations to talk about how supporting MTC can help ensure a healthy, stable economy and strengthen our community's business climate.

- US Army Chief Information Officer Lieutenant General Bruce Crawford visited MTC to meet with Midlands-area employers to discuss their common needs to hire and develop IT talent in Columbia. He also led a session on leadership for MTC students.
- MTC celebrated a significant birthday on its Harbison Campus during Black History Month. Rubie Schumpert, a retired math teacher and alumna of the Harbison Institute, celebrated her 100th birthday surrounded by her family and alumni friends. Every February, MTC honors the long tradition of multicultural education offered at the MTC Harbison Campus, the site of the historic Harbison Institute.
- Four local leaders joined the MTC Foundation Board. The newly elected members bring extensive talent and experience to the board.
- Tammi Byrd was named the 2018 Distinguished Alumni. She graduated with an Associate in Science in Dental Hygiene from Midlands Technical College in 1979. Today, she is the CEO and Clinical Director of Health Promotion Specialists, a school-based dental disease prevention program that provides services across the Palmetto State.
- The Midlands Technical College Sigma Alpha Pi Chapter of the National Society of Leadership and Success (NSLS) celebrated the induction of 166 new student members at the Harbison Theatre at Midlands Technical College. The chapter now has 322 student leaders. Students are selected for membership based on either academic standing or leadership potential.
- Midlands Technical College and Columbia College paved the way for students to complete two degrees in four years while attending two colleges simultaneously. The colleges formalized a unique nursing agreement that creates a seamless transition for students to earn Associate in Science degrees in Nursing from MTC and Bachelor of Science degrees in Nursing at Columbia College.
- Midlands Technical College awarded more than 2,200 degrees, diplomas, and certificates to students during its annual commencement. At the ceremony, 92-year-old Annie Dillard set the record as the oldest person to ever graduate from MTC. Almost 50 dual-enrolled high school students received college degrees and certificates, making them the largest group of young graduates in MTC history.
- MTC hosted the Free Enterprise Leadership Challenge (FELC) at its Beltline Campus. FELC is a five-day, learning-intensive, non-residential summer camp that teaches important free-enterprise principles and principled-leadership traits and supports philanthropic efforts.
- The Midlands Technical College Phi Theta Kappa (PTK) Honor Society chapter received six awards at the PTK centennial conference in Kansas City, Missouri. MTC's PTK chapter also received 16 regional awards at the PTK Carolinas Region Conference in Myrtle Beach earlier this year. Wendy Samuel, an MTC chapter advisor and MTC alumna, was selected as the South Carolina 2018 PTK Advisor of the Year.

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**Student Success Criteria**

**Fall to Spring Persistence Rates**

MTC established the Fall to Spring persistence rate of 71% (+-5%) as the success criteria. Since 2012, MTC successfully met the established criteria.

*Table 1. Fall to Spring Persistence Rates*

<b>MIDLANDS TECHNICAL COLLEGE - FALL TO SPRING PERSISTENCE RATES</b>					
<b>Term</b>	<b>Fall Cohort</b>	<b>Fall Graduates</b>	<b>Adjusted Cohort</b>	<b>Spring Retention</b>	
				<b>N</b>	<b>%</b>
<b>Fall 2012</b>	11,678	512	11,166	7,983	71.5%
<b>Fall 2013</b>	11,304	570	10,734	7,706	71.8%
<b>Fall 2014</b>	10,892	496	10,396	7,478	71.9%
<b>Fall 2015</b>	10,356	468	9,888	7,157	72.4%
<b>Fall 2016</b>	10,074	539	9,535	6,812	71.4%

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

**Student Success Rates**

The MTC student success rate percentage must fall between the CHE success rates of 30% to 45%. Since 2010, MTC successfully met or exceeded the established criteria.

*Table 2. Student Success Rates*

<b>MIDLANDS TECHNICAL COLLEGE – STUDENT SUCCESS RATES</b>						
<b>Term</b>	<b>Cohort</b>	<b>Graduates (150%)</b>	<b>Transfers (150%)</b>	<b>Enrolled Fall</b>	<b>Student Success</b>	
					<b>N</b>	<b>%</b>
<b>Fall 2010</b>	2,282	146	541	356	1,043	45.7%
<b>Fal 2011</b>	2,374	123	543	357	1,023	43.0%
<b>Fall 2012</b>	2,303	158	597	355	1,110	48.2%
<b>Fall 2013</b>	2,361	135	643	358	1,136	48.1%
<b>Fall 2014</b>	2,508	238	676	288	1,202	47.9%

• 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.

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**Graduate Production Rates**

MTC established a graduate production success criteria rate of greater than or equal to 20%. Since 2012, MTC successfully met the established criteria.

Table 3. Graduate Production Rates

<b>MIDLANDS TECHNICAL COLLEGE – GRADUATE PRODUCTION RATE</b>				
<b>Year</b>	<b>Fall Credit Hours</b>	<b>Fall FTE</b>	<b>Annual Graduates</b>	<b>Graduate Production Rate</b>
<b>2012</b>	116,572	7,772	1,655	21.3%
<b>2013</b>	114,267	7,618	1,659	21.8%
<b>2014</b>	112,835	7,522	1,657	22.0%
<b>2015</b>	109,313	7,288	1,946	26.7%
<b>2016</b>	107,242	7,150	1,780	24.9%

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

**Graduate Placement Rates**

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

Table 4. Graduate Placement Rates

<b>MIDLANDS TECHNICAL COLLEGE – GRADUATE PLACEMENT RATES</b>					
<b>Year</b>	<b>Graduates</b>	<b>On Job</b>	<b>In School</b>	<b>Total Placed</b>	<b>% Placed</b>
<b>2011 - 2012</b>	2,128	1,369	289	1,658	77.9%
<b>2012 - 2013</b>	1,869	1,158	308	1,466	78.4%
<b>2013 - 2014</b>	2,004	1,322	286	1,608	80.2%
<b>2014 - 2015</b>	1,932	1,239	488	1,727	89.4%
<b>2015 - 2016</b>	1,931	1,401	315	1,716	88.9%

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

**Course Completion Percentages**

MTC established the course completion success criteria as 70% +- 5%. Since 2013, MTC successfully met the established criteria.

Table 5. Course Completion Percentages

<b>MIDLANDS TECHNICAL COLLEGE – COURSE COMPLETION PERCENTAGE</b>			
<b>Term</b>	<b>Term Grades Total</b>	<b>Completion Percentages</b>	
		<b>Non Completers</b>	<b>% Completed</b>
<b>Fall 2013</b>	31,995	9,245	71.1%
<b>Fall 2014</b>	31,835	9,597	69.9%
<b>Fall 2015</b>	30,877	9,184	70.3%
<b>Fall 2016</b>	30,200	8,917	70.5%
<b>Fall 2017</b>	28,692	8,633	69.9%

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.

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SC Technical College System

## NORTHEASTERN TECHNICAL COLLEGE



The primary purpose of Northeastern Technical College (NETC) is to prepare the workforce of Chesterfield, Marlboro and Dillon counties through education and training. NETC provides occupational, technical, college transfer, basic academic skills, and continuing education programs with appropriate support services to meet the needs of individuals, businesses, and industries in a rural service area composed of Chesterfield, Marlboro and Dillon counties. Within this focus:

*The College contributes to economic growth by enhancing the employability of service-area residents in technology, business, health, arts and sciences.*

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

NETC, a member of the SC Technical College System is an accredited post-secondary institution, which grants associate degrees, diplomas, and certificates and is supported by county, state, federal and student revenues. Strategic goals are reviewed annually and updated as needed to reflect an up-to-date, five-year strategic planning “window” for the College.

**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.

**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.

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

**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.

**Goal 5:** Expand financial support for the College and its programs.

**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 2017-18 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. Attract, retain and complete students through customer service approaches, utilizing the new advising model and marketing plan.

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2. Design program offerings into an industry cluster model or transfer cluster, identifying mega-majors for effective degree offering, and subject area assessment, utilizing multi-modality delivery systems in all courses creating a student friendly completion process through maximum program design of 60 credit hours.
3. Identify professional development opportunities, financial and community resources designed to enhance college processes and services promoting student success to completion.
4. Improve college operational processes and facilities to foster student completion by creating a student collegiate experience at NETC through student events, activities, industry partnerships and a college community.

**FY 2017-18 Operational Objectives Outcomes**

**1. Attract, retain and complete students through customer service approaches, utilizing the new advising model and marketing plan.**

- Hired consultant to develop internal processes for advising and consulting.
- Through recommendation of consultant, reorganized recruiters by three county service area and defined roles on how best to work in communities and provide support to Admissions and Financial Aid in completing the enrollment process.
- Identified items in tool box for recruiters and purchased additional modules in Datatel to streamline processes; worked to integrate Datatel reporting into recruitment efforts utilizing steps in the recruitment process; as new modules are purchased, continue to provide training that is still ongoing.
- Hired Career Coach to focus on completion.
- Created partnership with leadership program with required student participation.

**2. Design program offerings into an industry cluster model or transfer cluster, identifying mega-majors for effective degree offering, and subject area assessment, utilizing multi-modality delivery systems in all courses creating a student friendly completion process through maximum program design of 60 credit hours.**

- Redesigned programs with standardized General Education core. This alignment addressed over 70% of degrees to fall within 60-67 credit hour goal.
- Developed General Technology Associate in Applied Science diploma for all stackable credential technical offerings.
- Developed Career Connect with industry input to align entry level positions with academic course offerings.
- After Datatel review, NETC did not have the degree planning module. This has been purchased to aid students in fulfilling one general education required course per semester.
- Nursing is piloting a program for Fall 2019 to reduce completion to three years from entry to college to RN degree - Associate in Applied Science in Nursing.
- NETC has reached out to University of South Carolina, Clemson University, and Frances Marion University about aligning Associates in Applied Science degree as 2+2 for technical bachelor's requested by industry. Currently none are interested.

**3. Identify professional development opportunities, financial and community resources designed to enhance college processes and services promoting student success to completion.**

- NETC has implemented a professional development schedule for faculty and staff throughout the year, but particularly in summer months where sessions are held every Friday. This summer, everyone read The Energy Bus and groups were created to work on four projects:

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- Career Connect: A Pathway to “The Promise” – this team will investigate and recommend how completers of the newly introduced “Career Connect” program for high school graduates could transition to the proposed “Palmetto Promise” Scholarship pilot program.
- Determination of course fees by Program – this team will investigate and recommend a means of determining course fees by course and program. This will include fees for expendable materials used in class, as well as having a fund to replace equipment as it ages.
- Best Practices for Advising – this team will investigate and recommend best practices for working with students from initial contact through completion. This will include not only advising students for courses, but also career guidance.
- Financial Aid: Awareness and Literacy – this team will investigate and recommend a variety of means to ensure that students and employees are fully apprised of all financial aid sources, and the rules governing each type of aid, throughout their time at NETC as well as preparing to transfer for an advanced degree.
- Best Practices in Course Scheduling – this team will investigate and recommend best practices for scheduling courses in a manner that allows students to graduate in a timely manner (2 semesters for certificates, 3 semesters for diplomas, 5 semesters for degrees).
- Student Orientation: Best Practices for Orientation from Acceptance through Completion – this team will investigate and recommend best practices for providing not only new student orientation for NETC students, but on-going sessions to ensure that students have knowledge of, and access to, all of the resources available to ensure student success.
- Skillsoft: A Strategy for Implementing Professional Development across the College (Faculty, Administration, Managers, Staff) – This team will investigate the use of the new Skillsoft application for use in delivering professional development opportunities, outside of those required by HR.
- Critical training equipment money received – specifically for Allied Health; being used as match on RUS Allied Health grant
- Pell Experimental High School Grant Recipient
- Second Chance Pell for Prison Population Recipient
- RUS Grant Recipient – Allied Health & Manufacturing 2.0
- Chesterfield County Economic Development Alliance – received funding for equipment purchase to support training needs in Chesterfield County
- Lottery Technology Funding
- Established welding program at Sandhills
- The Love Foundation in Marlboro County donated funds to start the Young Scholar Program in Marlboro County High School to establish a cohort of students in 9<sup>th</sup> Grade to begin taking college courses through Dual Enrollment. The Love Foundation has doubled their donation for 2018-2019 to provide dual education opportunities to twice as many students.

**4. Improve college operational processes and facilities to foster student completion by creating a student collegiate experience at NETC through student events, activities, industry partnerships and a college community.**

- Basketball court built on main campus
- Recreation Center opened on main campus with pool tables, ping pong, air hockey, and video games for current students to lounge before and after classes.

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- Partnered with First Steps of Chesterfield County to establish a 4K Program on the main campus, scheduled to open in 2018-2019 school year.
- Construction began on new Marlboro County campus, which is former Winn Dixie building. All operations will be moved from downtown campus to new campus in fall 2018.
- Participated in various community events, including parades, festivals, Taste food events, Football games, and music series.
- PBI Group participates in community soup kitchen.
- SGA food and toy drives.
- Black History Month Programs – hosted group of speakers and various community members on campus.
- Job fairs held on all community campuses.
- GED partnerships at community campuses – encouraging those graduates to continue education with Career Connect certificates.
- Programs held on Cheraw campus: High School Counselors Retreat, Scouts Merit Badge program, Drone STEM Camp, Defensive Driving, McLeod Health Lunch and Learn Series, Service Fraternity event, Middle School Explorers for 8<sup>th</sup> Graders, and Future Focus for high school juniors.

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SC Technical College System

## ORANGEBURG-CALHOUN TECHNICAL COLLEGE



### Orangeburg-Calhoun Technical College (OCtech) 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 Strategies 2017-2018

#### **Goal 1: Deliver student centered programs and services that maximize intellectual and economic growth**

- The president met with the Presidential Scholars, and students from Physical Therapy Assistant, Practical Nursing, and Respiratory Care throughout the year to understand their needs and to address any challenges facing them as students.
- Deans reviewed student orientation activities with Student Services personnel. Early College orientation continues with the recommended emphasis on students being able to start accessing D2L the first day of instruction and Early College Pathways. New Student orientation for Health Sciences and Nursing programs were revised to include both Student Planning training for Self Service and the recommended use of new D2L Online Orientation classes for each competitive entry program. Online Orientation classes are being used to collect all required forms and to provide a mechanism for the ongoing communication with students. The Fall General Orientation was also revised to include Student Planning Self Service.
- Faculty advising was revised to assign students a faculty advisor with specific expertise in the student’s chosen curriculum and to rebalance faculty advising loads so that advisors could have more time to provide meaningful services to students. The Student Planning software module was implemented to automate much of the busy work for advisors, thus saving time for the development of relationships rather than focusing on registration issues. All faculty have been trained for the summer and fall roll-out of the Student Planning Advising tool.
- Two new biology courses with labs and 3-D technology were developed and piloted with initial success. Biology 117 and 118 are basic Anatomy and Physiology courses designed to provide the scaffolding for success in Anatomy and Physiology courses, Biology 210 and 211. Preliminary data indicate that student performance in these courses improved over the courses they replaced. These students will be tracked to determine if success is ultimately improved in BIO 210 and 211 coursework.
- A new Reading, Writing, and Reasoning course (RWR 032) was developed and will be piloted this fall. It is now included in the 2018-19 catalog. Placement criteria has been adopted and published. The course will replace English and Reading developmental courses. The courses will also pilot a new program with textbooks available the first day of class as part of the course fee structure.

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- The MSSC and NCCER industry certifications are now formally included in Advanced Manufacturing programs as evidenced by the 2018-19 catalog. Certifications are accepted in the following AAS degree programs and their embedded certificates: Mechatronics Technology, Industrial Electronics Technology (Electronics), and Industrial Electronics Technology (Electrical /Mechanical).
- The college launched, “Degree in 3,” whereby students enrolling in the AA/AS programs could complete the degree in 3 semesters.
- As evidenced by the 2018-19 Catalog, the following programs have published stackable credentials that involve industry and/or OCtech certificate programs: Welding, Mechatronics Technology, Computer Technology: Programming, Computer Technology: Network Security and Information Assurance, Industrial Electronics Technology (Electronics), and Industrial Electronics Technology (Electrical /Mechanical), Engineering Design Technology, Business Administration, Patient Care Technology, Criminal Justice, and Early Childhood.
- Flexibility factors implemented to date include: (1) the requirement for all courses to use D2L for published resources; expanded redesign course offerings; expanded use of lecture capture, open laboratories, and the introduction of the D2L virtual classroom.
- Multiple measures, including high school GPA and WorkKeys, were implemented and published.
- Implemented double numbering of online or evening courses with day courses for hybrid delivery in Business Administration options, Administrative Office Technology, Criminal Justice, Computer Technology: Programming, and Computer Technology: Network Security and Information Assurance; Developed open entry points with open labs for Welding Technology, Machine Tool Technology, Engineering Design Technology; and Electronic Instrumentation Technology; Implemented open labs for all redesigned math courses.
- Provided NSF internship experiences and co-op experiences in Electronics Instrumentation Technology, and SCWE in Automotive Technology, Business Administration, and Mechatronics; incorporated apprenticeship students in Machine Tool Technology. Husqvarna, Allied Air, Koyo have active apprenticeship programs. Three students in the Mechatronics program learned to program a robot from Zeus. Expanded the SCE&G co-op for EIT at the Cope and Wateree stations.
- In 2017-2018, we critiqued resumes, partnered with Student Success and Human Resources for workshops and interviewing technique sessions. Additionally, we hosted an on campus spring semester Career Fair, participated in the CHEC Career Fair on SC State’s campus and coordinated on campus interviews and or hiring events for Ollies, Food Lion & Honda. Our Career Services efforts are ongoing and will span across the strategic plan.
- The COL 103 courses were revised to included three modules emphasizing the soft skills of the QEP. Each program assessed QEP soft skills in a capstone course or assessment. The first OCtech Career Readiness Certification was awarded at graduation. It consisted of two parts: Silver or better on the National Career Readiness Certification (WorkKeys) and the successful completion of program career readiness capstone requirements. A one credit hour IDS 112 course, Employability for Careers, was approved by the OCtech curriculum committee and was added to the state Catalog of Approved Courses. All AAS degree programs that did not already have a similar course in their curriculum have now added the IDS course into their curriculum displays as evidenced by the 2018-19 catalog. All accountability data is maintained in Compliance Assist.
- The D2L S3 Module was piloted in English, Psychology, History, and a Biology course. S3 makes weekly predictions on student success for the instructor.

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- Course schedules were refined based on historical data. Double numbering was used to increase enrollment in day and evening course sections using hybrid and/or online delivery.
- The college began construction of the new facility in Fall 2017. The facility was initially scheduled to be completed in late 2018, with classes beginning in Spring 2019. Some early delays during the construction process has pushed the completion date to Spring 2018. As a result, the college is planning for its first classes in the new building to be held in Fall 2019.
- The college completed its master plan study with LS3P. The plan shows various phases of moves and improvements focused on improving our Advanced Manufacturing facilities. The college has implemented some early phases of the plan (such as moving Mechatronics to Building N and creating specialized labs for Engineering and Advanced Manufacturing programs there), but no final decisions have been made on future phases at this point.
- The college repurposed work room space in the back of the library to create a student success center. This work was completed during the 2017-18 fiscal year and the student success center is now open.
- Dollar amount of scholarships awarded for the 2017-2018 academic year totaled \$99,785 as compared to \$91,039 for the 2016-2017 academic year, an increase of more than \$8,700.
- In 2017-2018, we modified our institutional payment plan as well as activated an online Tuition Payment Plan Informational session for students interested in a payment plan. Additionally, we worked with Marketing to make changes to our website, which increased the visibility of our Payment Plan.
- The college continues to evaluate payment method/options for students. We have also been more receptive to protecting students from purges if there is pending financial aid. Recently the college was awarded additional scholarship funds from the state that could result in many of our students within our service area to attend without having to pay.
- Unit plans drive the continuous improvement process at the college. Results from the previous year are used as a guide for the upcoming year.
- Requirements were developed for the required use of a student device for Associate Degree Nursing, Licensed Practical Nursing, Radiologic Technology, Physical Therapist Assistant, Respiratory Care Technology, and Early Childhood. Student devices are also required in the new Biology 117 and Biology 118 courses. While students may provide their own laptop to meet published requirements, two laptops at different price points are now sold in the bookstore for students to purchase using their financial aid, if necessary.
- All faculty, both face-to-face and online, are required to use D2L . Professional development was provided throughout the school year. Faculty are at various degrees of implementation. At a minimum, all faculty learned to use the D2L template and the Content and Gradebook modules. Professional development is ongoing, and a course is under development for all faculty, as well as a course in online pedagogy. The courses are ready to pilot in Fall 2018.
- President’s staff participated in the Ellucian Action Planning process. The following Self Service modules have been implemented to date: Student Finance, Financial Aid, and Student Planning.

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- In 2017-2018, we implemented Self Service Financial Aid, Student Planning, and a texting solution Cadence (Mongoose). Each product helped us to refine our business processes and allowed for an easier navigational experience for the end user.
- The college has implemented a number of changes or additions to existing software over the past year. The college upgraded its document imaging system from Softdocs to a more advanced and secure version. This allows users, mostly student services personnel, to easily store and retrieve various documentation on students.
- The college also made the decision to upgrade several Ellucian Self Service products this year. The financial aid self service module is a much more user-friendly version for our students and allows the financial aid staff better communication with the student. This product is currently up and running. The college also added a major new product, student planning. This will improve the student and advisor experience. This is being used in Fall 2018 for the first time. The college also made the decision to upgrade its Ellucian mobile product. This was completed in June 2018, and work is now being planned to upgrade mobile in the coming months.
- The college’s student services division is also now using a texting solution, Mongoose, to communicate with students.
- Academics developed SQL databases to automate (1) the competitive program student selection process, (2) Student Success Center case management and reporting, (3) Student Services case management, (4) Advisement tracking and reporting, and (5) Truck Driving admissions.
- Self-Service Advising tool is implemented, and all faculty have been trained.
- SharePoint use continues to grow and provide easy access to employees . The Institutional Effectiveness Office was reorganized to better support the Data Coach. The Data Coach was given greater access to Informer and all program review data, with the exception of budget, has been automated.
- All program review data is available in the Program Review module of Compliance Assist for every program. Faculty and staff now have greater access to Informer data. Many accreditation reports for ACEN and ACPSP were automated in Informer. Advisee data was automated in the new Advising SQL database. Competitive entry data was automated for both Student Services and Academics in a new SQL database.
- All QEP milestones have been met. The new IDS 112 course will institutionalize the QEP. It is published in the catalog and in curriculum tracks for 2018-19.
- Phi Theta Kappa leadership participated in both the state and national conferences. Engineering and Advanced Manufacturing students presented at the National Science Foundation ATE conference in Washington, DC. Nursing and Health Sciences students participated in state-level conferences again this year.
- Student Activities started the 2017-2018 year with our Welcome Back Week activities in August followed by our annual Constitution Day observance and other activities during the fall semester on Campus Safety, Domestic Violence and a fall kick back at the end of the semester. During the spring semester, we ended the term with our annual spring exam bash, which included both indoor and outdoor activities.

**Goal 2: Align college processes that promote growth and improve our ability to meet the needs of employers and prepare students for transfer**

- New articulation pathways were signed with USC’s Palmetto College, MUSC, and USC Beaufort. These pathways were published in the 2018-19 catalog.

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- Created handbook for Middle College parents and students.
- Promoted Early College in print ads, social media posts and on [www.octech.edu](http://www.octech.edu)
- Developed two direct mail campaigns for Early College parents to encourage continued enrollment at OCTech – one focusing on why OCTech, and the other promoting Pathway and STEM scholarships
- Produced a summer magazine focusing on transient and Early College students, which was mailed to all residents of Orangeburg and Calhoun counties.
- Promoted University Transfer and Presidential Scholars programs during live radio broadcasts at Orangeburg Preparatory Schools’ football games.
- Case Managers continue to use the Case Management Database to track outbound communication efforts with New Students. A new Truck Driving Database was also launched during 2017-2018 which supports the TDR program and data is updated weekly.
- The Orientation session was revamped during 2017-2018 to include sessions for Nursing & Health Science followed by evening Orientation sessions during the first week of classes for our evening students. Currently, we are working on a redesign of our online Orientation which we will roll out for 2018-2019.
- Published an article about the success and availability of apprenticeships at Husqvarna; highlighted Husqvarna youth apprenticeship in summer magazine
- The Advising model was reviewed and changes were made. All faculty advising assignments have been revised based on program expertise. Advising loads have been rebalanced. Faculty advisors are now assigned to students immediately upon registration.
- A team of 2 coaches and 16 faculty members have been appointed as specialized advisors to the Prep program participants.
- The Prep programs were revised and simplified into two pathways for competitive entry. These new pathways are published in the 2018-19 catalog. Student Services personnel contacted each unsuccessful competitive program applicant and provided advice as to next steps or to alternative programming, where appropriate or available.
- Promoted Lean Manufacturing scholarships through print ads and the college magazine.
- Developed the “Complete2Compete” campaign to encourage students to complete their education. Campaign promoted through social media, billboards, articles in local newspapers and college magazine, and on [octech.edu](http://octech.edu).
- Promoted Evening College on [octech.edu](http://octech.edu), social media and in the college magazine.
- Produced videos promoting Respiratory Care, Medical Assisting, Professional Truck Driver Training and Welding programs. Plans are underway to work with SC Technical College System videographers to produce short videos highlighting academic programs, Student Services, student success stories, Foundation donors, etc.

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- Highlighted programs on octech.edu, social media and in the college magazine.
- Featured student success stories on billboards, social media and in the college magazine.
- Program pages on the website were updated with current photos and career opportunities.
- Metamajors are published in the 2018-19 catalog. Technical pathways are published with roadmaps for Early College students in an attempt to have students, counselors, and parents select pathways rather than courses.
- Developed and distributed a new Funding Futures newsletter.
- Follow-up postcard sent in June as a reminder about supporting the Funding Futures annual giving program.
- Funding Futures donations increased from \$99,523 in 2016-2017 to \$235,620 in 2017-2018. Totals include gifts received for naming rights for rooms in the new Nursing and Health Science Building.
- Counselors participated in a daylong college update and assisted the Admissions Office in contacting students during the month of July.
- Metamajors are identified for Business Administration, Engineering Technology, Nursing and Health Sciences, and Engineering transfer. They are published in the 2018-19 catalog.
- Program learning outcomes and course outcomes are identified and documented in the course outline database and in Compliance Assist, making them available for further analysis.
- All students are in a pathway. Metamajors are used as an advisement tool. All students are placed into a pathway. Catalog entries have been published, and the corresponding curriculum blocks have been programmed so that every student will have a Student Planning roadmap for their entire academic program at OCtech. All new students are placed into Student Planning; faculty have been trained to provide Student Planning curriculum plans. Faculty are beginning the transition of continuing students from Ed Plan to Student Planning. This process is scheduled to be finished by September 15, 2018.
- Academic programs who have articulation pathways are now published in the 2018-19 catalog. Early College roadmaps include both 2-year and 4-year articulation pathways. Roadmaps are published on the Early College webpage.

**Goal 3: Create an organizational environment of engaged and qualified employees who are effective, efficient, and committed to future growth.**

- During the summer of 2018, Staff Council conducted a survey to determine areas of focus for professional development. Recommendations will be addressed during the 2018-2019 academic year.
- The focus on professional development for faculty was on the effective use of technology in instruction (Desire to Learn).
- The college has created the WHO Program. A committee was formed to establish an employee recognition program. Each month this group reviews nominations and selects employees to be recognized for various accomplishments and/or favorable characteristics.

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- The college has identified a list of behavioral characteristics that all employees are expected to follow. These characteristics have been incorporated into each employee’s annual evaluation.
- The college conducts at least one drill per semester to ensure awareness of emergency procedures.
- The college uses a software system called Regroup for emergency notification to faculty, staff, and students. This system allows for text messaging, emails, and phone calls. College email addresses are fed into the system and faculty, staff, and students have the ability to add additional emails and phone numbers
- A faculty community of practice met weekly throughout the spring semester to review and implement best practices for classroom instruction. A new class of faculty will be recruited and the past members will serve as coaches. The college hopes to have every faculty member participate.
- Faculty Course Two for Online instruction will incorporate the Quality Matters criteria and will foster improved pedagogy for online instruction. The course outline is developed, and course development is underway.
- Schedules were reviewed for each semester, including summer. Course offerings were revised based on historical data. Course sequences were reviewed and used to ensure that courses were sequenced and were offered according to schedule. Certificate programs were aligned with degree curriculum blocks to reduce duplication of courses. Revised sequences are published in the 2018-19 catalog.
- Faculty presentations were made at the following conferences: SCTEA, National Science Foundation, League for Innovation, and SACSCOC.
- Continued to develop and distribute fall and spring magazines and added a third issue, a summer magazine.
- Overall giving to the Foundation totaled \$308,817.70 in 2016-2017 and grew to \$375,010.97 in 2017-18, an increase of more than \$66,000.
- 33 new donors contributed to the foundation in 2017-18.
- Endowment principal increased from \$252,926 on 6/30/17 to \$440,426 on 6/30/18.
- Funding Futures donations increased from \$99,523 in 2016-2017 to \$235,620 in 2017-2018. Totals include gifts received for naming rights for rooms in the new Nursing and Health Science Building.
- A publication was mailed in early December to current and prospective donors that included a list of 2016-2017 donors categorized by giving levels. Publication featured brief stories of students who received Foundation scholarships. A second mailing was sent in June to encourage donations and also featured a student story.

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## **PIEDMONT TECHNICAL COLLEGE**



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

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

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

### **The PTC Vision is:**

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

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

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

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

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

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

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

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**College Outcomes for FY 2017-18**

During the 2016-17 Fiscal Year, PTC achieved the following outcomes:

- The College reaffirmed institutional accreditation with the Southern Association of Colleges and Schools Commission on Colleges with no recommendations and submission an acceptable Quality Enhancement Plan.
- The College met or exceeded annual institutional scorecard targets for:
  - Graduate Production Rate
  - Graduate Placement Rate
  - Student Effort
  - Student-Faculty Interaction
  - High School Graduate to PTC Rate
  - Economic Development and Continuing Education Spring Headcount
  - Economic Development and Continuing Education Summer Headcount
  - Overall Student Satisfaction with Safety and Security of Campus Rate
  - Cohort Loan Default Rate
  - Primary Reserve Ratio
  - Viability (Debt) Ratio
  - Return on Net Assets
  - Net Operating Revenues
  - SC Human Affairs Commission Goal Attainment
- PTC was recognized in 2017 by the National Community College Benchmark Project for strengths in:
  - Student-Faculty Interaction
  - Percent of Employers Satisfied with Career Program Completers Preparation
  - Support for Learners
  - Percent of Distance Learning Credit Hours of Total Credit Hours
  - Number of Certificates Awarded
  - Primary Reserve Ratio
  - Market Penetration- Large Companies 50+ Employees
  - Market Penetration Rate
  - Percent of Returning Workforce Students
  - Percent of Continuing Education Students that Transitioned to Credit Coursework
  - All Developmental-level Course Enrollee Success Rate
  - Training Expenditures per FTE Employee
  - Workforce Training Return on Investment
  - Percentage of Students that Received a Passing Grade in their First College-Level Writing Course of those that completed Development/Remedial Writing Course
  - Percentage of Students that Received a Passing Grade of those that Completed College Algebra

**Mission Goal I Accomplishments: Transforming Lives**

- The following programs received initial or continuing program accreditation: Occupational Therapy (ACOTE), Automotive Technology (NATEF), Medical Assisting (CAAHEP) and Pharmacy Technician (ASHP). Radiologic Technology submitted a self-study to JRCERT and will host an accreditation visit in fall 2018.
- PTC achieved recognition as a Yellow Ribbon School for its service to Veterans and active military students.

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- Over 90 faculty completed an instructional design course and are in various stages of course redesign.
- Several short-term certificates were added to provide work force skills so that students could enter the workforce and have options for continuing their education. One example is in Welding and Precision Metrology.
- A 7.7% increase was seen in the number of high school graduate applications in 2017 compared to 2016. A 3% increase in student yield over fall 2016 yield was realized in fall 2017. 24% of 2017 service area high school graduates enrolled at PTC for fall 2017.
- At least 50% of PN and ADN students completed their programs of study within 100% of time and more than 65% completed by 150% of time.
- 85% of new student advising cohort with degree plans persisted from the fall to the spring term. 10 points higher than the overall fall 2017 new student advising cohort persistence rate and 12.5% higher than the overall persistence rate for new students from all majors.
- Of the 229 students who attended a two-day orientation in the fall of 2017 on the Greenwood Campus, 177 (77.5%) re-enrolled at PTC for the spring 2018 term.
- Electronic Engineering Technology experienced a 4% increase in enrollment in fall 2017 compared with fall 2016. A 13.2% increase in annual enrollment occurred for Engineering Design Technology.
- 100% (5 of 5) of CVT non-invasive students successfully passed the ARDMS Sonography Principles and Instrumentation board exam on the first attempt during fall 2017.
- 100% of FSE graduating students received their Cremation Certification.
- 83.3% of eligible 2017 Medical Assisting graduates passed the CMA exam on the first attempt.
- 13 of 13 students successfully completed the Surgical Technology certification exam and were employed in surgical technology or a related field within 6 months of graduation.
- Two students were recognized for their writing through the English Department's annual writing contest.
- The academic achievement of more than 40 students was recognized at PTC's annual student awards and recognition program.
- PTC and SC State University partnered to expand articulation agreements.
- PTC's Work Ethics Skills Team was recognized as PTC's Innovation Team for 2018. Rusty Denning was recognized as PTC's A. Wade Martin Innovator of the Year.
- PTC's HVAC hosted an ammonia refrigeration workshop for students to introduce them to a unique area in the HVAC service industry.

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- A respiratory clinical instructor was recognized as 2017 South Carolina Society of Respirator Care (SCSRC) Education Practitioner of the Year.

**Mission Goal II Accomplishments: Supporting our People**

- Upgraded the Employee Online Training Software used to deliver compliance and other mandatory training to college employees.
- Facilities Management employees completed a variety of safety training to include ladder safety, fork-lift training, HVAC control and refrigerant training, and Master Gardening training.
- Faculty participated in conferences to maintain and develop professionally. Participation included: program membership fees, annual program meetings, financial support for CEU training, conference attendance, and renewal of licensure.
- Annual total compensation plan value reports were distributed to educate employees about current and available supplemental benefits.
- Campus Police and Security upgraded radio system to 800 radios that now communicate with law enforcement throughout the service area.
- Seven business students attended a PBL State Conference where they excelled in seven divisions during competitions and are eligible to compete nationally.
- Horticulture students competed in a national landscape competition placing 16th out of 58 teams.
- PTC’s Student Affairs Division hosted a regional student development conference.
- More than 150 employees and retirees attended the Wellness Expo saving employees healthcare dollars and sick leave time.
- A PTC police officer was presented the FBI-LEEDA Trilogy Award for completing the supervisory leadership institute.

**Mission Goal III Accomplishments: Embracing Continuous Improvement**

- Plant funds provided for the following facility improvements:
  - IT consulting post implementation
  - Center for Advanced Manufacturing Expansion
  - Upstate Center for Manufacturing Excellence Planning
  - Gunsmith Bluing Room renovation
  - Parking lot improvements
  - Furniture replacements
  - A and K building Storm water Drainage Upgrades
  -
- Continued to upgrade Piedmont Education Network Classrooms and reduce the number of circuits while improving video-conferencing features.

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- Reviewed course offerings and adjusted course scheduling to maximize deliver and course availability on county campuses
- Provided Computer Science faculty with opportunities to develop skills in cybersecurity.
- Early Care and Education faculty attended a NAEYC Professional Learning Institute to stay abreast of accreditation standards.
- Ninety faculty participated in the Quality Online Design Course and revised at least one course to meet course guidelines and accessibility standards.
- Implemented a multiple measure approach to course placement.

**Missions Goal IV Accomplishments: Strengthening Communities**

- Expanded Dual Enrolment offerings in career and technology areas to provide school districts with career cluster options focused on a progression of skills that lead to employment.
- PTC offered a “test drive” program for potential students.
- A partnership between PTC, Laurens County Development Corporation (LCDC), Laurens County School Districts 55 and 56 and ZF Transmissions created a Proactive Maintenance Apprenticeship Program that is currently serving 12 students with 9 offers extended for fall 2018. Seven of the nine offers are to students who are currently enrolled in the dual enrollment program at PTC.
- Early Care and Education program students and faculty hosted PTC Literacy Day for the fifth year for nearly 100 four year olds and the CRJ department provided firearms simulation training to law enforcement and security agencies. CVT hosted a community heart health event with Self Regional.
- Partnered with Apprenticeship Carolina to expand the number of registered youth apprenticeships in the area. Apprenticeships are active at Velux, SPF North America, and several other industries.
- Eleven of the 65 Greenwood County Adult Education class of 2018 were recognized as PTC Adult Achievers. The recognition helps student transition to college through a number of support services tailored to meet their needs.
- A 2018 PTC graduate was awarded an inaugural 2018 New Century Workforce Pathway Scholarship to assist with continuing her education beyond the associate degree level. Only one scholarship is awarded in each state.
- Provided specialized training at CAM to meet the needs of industry.
- A second RBT classes was completed in December. The program was recognized by the SC Association of Higher Continuing Education as Collaborative Program of the Year.
- Implemented a Ready to Work Program to prepare ex-offenders for work.

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- Launched a Night of Hope to unite community agencies with students and community members who are in need of services and support.
- Completed an expansion at CAM to allow for additional industrial training.
- A diverse program of summer camps was offered throughout the service area to bring the community to our campuses.
- 75 representatives from a wide variety of area business and industries participated in the 2017 Employers Day event on campus.
- 500 jobs were posted to the “Jobs at a Glance” web pages.
- A new apprenticeship program was established with BMW.
- Developed a mechatronics dual enrollment offering with Greenwood School Districts. Program developed with 19 admitted. Program is promoted as the Greenwood Edge.
- Models Academy participants achieved the following results: 100% of participants maintained a 2.0 or higher high school GPA for the 2017-18 school year; 100% finished the school year; of the 7 graduating seniors, 100% will enter college in fall 2018 with the remaining 79 expected to return to high school. Three counties currently participate in the program, 2 additional counties have inquired about starting the program. Participation in the program grew from 40 to 93 students currently.
- Self Regional Healthcare developed a registered apprenticeship program with PTC.
- An annual College Transfer Fair was held to connect students with colleges and universities.

**Mission Goal V Accomplishments: Ensuring Sustainability and Growth**

- Developed a new campaign and suite of recruiting materials and launched in fall 2017.
- Developed new television commercials for summer and fall campaign.
- Resigned “Jobs at a Glance” webpage to increase the visibility and student awareness of posted jobs.
- Created and implemented a “Parent Night.”
- Implemented a 15 to Finish Campaign that resulted in an increase in credit hour enrollment.
- Upgrades were made to college facilities and included: parking lot lighting, Asbestos removal, carpeting and seating in 100S, HVAC units, drainage project for the K and C buildings, painting projects, LED lighting, asphalt replacement, and other parking lot needs.
- Upgrade the Enterprise System to Banner 9 in the development environment with plans to go live in production during 2018.

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- Updated 17 Smart classrooms.
- A \$1.5 million grant from the US Economic Development Administration (EDA) was awarded to PTC to support the William H. “Billy” O’Dell Upstate Center for Manufacturing Excellence to break ground in late 2018.
- Upgraded internet speeds by making upgrades to bandwidth.
- PTC Foundation received funding from Duke Energy for Pathway Scholarship in support of workforce development, raised scholarship funds through its annual golf tournament, and exceeded the fundraising goal for the People Helping People Campaign which included a 50 for 50th Anniversary donation option.
- PTC Foundation was able to renew funding for over fourteen ongoing initiatives and programs.
- Over \$50,000 in PTC Foundation Scholarships were awarded in 2017. A total of \$140,168 was awarded through 173 scholarships.
- An increase of over 3,000 was realized in contact hours for corporate training through the Economic Development and Continuing Education (EDCE) Division.
- PTC added a new area commissioner, Dr. Charles Graves, a long time educator who brings additional expertise in technical education.
- PTC’s EDCE Division was recognized by the South Carolina Association for Higher Continuing Education for its work with registered behavior technicians.
- The PTC Foundation named 3 new PTC Foundation Board of Trustees Members representing McCormick and Greenwood Counties.

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SC Technical College System

## SPARTANBURG COMMUNITY COLLEGE



Spartanburg Community College measures the college’s performance annually by assessing Strategic Measures that are aligned with Strategic Objectives which support the Strategic Goals. The strategic goals align with the college’s mission, vision and values. The college’s Strategic Plan, containing the goals, objectives, measures and operational priorities for 2017-18, as well as the performance of the college against those measures is contained in the following three pages. Significant accomplishments and outcomes supporting the college’s goals and operational priorities that were not captured by the measures include:

**The college continues to obtain significant external funding, both Federal and private to support college programs. The Grants Department obtained \$1,638,066 in awards, including:**

- Sustainable Agriculture (\$66,860),
- National Science Foundation to produce a cybersecurity component to the Computer Technologies Program (\$218,512),
- Department of Commerce funds for Mechatronic lab equipment and welding improvements (\$500,700).
- In FY17-18 the Grants Department managed a total \$3,906,552 including several multi-year awards as follows:
  - education and training for health science and industrial technologies personnel,
  - the SC Apprenticeship Initiative,
  - a microbiology lab,
  - United Way of the Piedmont Americorps,
  - Union County Campus welding and mechatronics equipment,
  - Spark Center SC renovations and furnishings.
- Forty-seven grants were submitted, totaling \$3,909,554 in requested funds. One hundred seventy-five grant activities were performed. All five campuses were impacted. Forty-seven (47%) of grants submitted were awarded.
- The second successful Economic Visionaries event was held on March 22, 2018 and raised \$174,000, approximately \$60,000 for SCC student scholarships after expenses.
- Corporate and Community Education (CCE) finished the fiscal year with a profit of \$124,414 which represents a 17.8% increase in profit from the last fiscal year. CCE was successful in offering a variety of courses at all campus locations, including 36 new courses and programs. CCE launched the SCC Truck Driver Training Program (CDL License A & B) in November 2017. Thirty students graduated from the CDL A license program to date and all have 100% job placement rate. CCE also implemented a Logistics Center featuring a state-of-the-art fork lift operator training program.
- The college’s annual Economic Impact Study of the Spark Center SC was originally created using the Input-Output Model, developed by Economic Modeling Specialists, Inc. (EMSI) to show the economic impact of the

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Spark beginning in November 2007. The current study covers the fiscal year from July 1, 2017 to June 30, 2018 and shows the Spark has had a significant positive effect on income tax and sales tax revenue generation for the state of South Carolina. This study reveals that in 2018 the area experienced a net positive creation of 6,284 jobs generating total wage earnings of \$403.9 million. In total, over the last 11 years, The Spark has supported the development of 34,600 jobs generating total wage earnings of nearly \$2.3 billion dollars.

**The college continuously acts to improve service to our students and our communities in a variety of ways including but not limited to:**

**Aligning new and existing programs to needs in the service area:**

- On September 26, 2017, Spartanburg Community College celebrated the relocation of the college’s School of Business to the SCC Downtown Campus, welcoming community leaders, elected officials, SCC students and business graduates, to the new location to discuss the value of this strategic move to Spartanburg’s thriving downtown.
- The College will relocate the Mechatronics Program from the Downtown Campus to the Tyger River Campus for fall 2018, allowing better coordination with R.D. Anderson Technology Center and for BMW Technical Scholars cohorts.
- The new Process Control Program, featuring state of the art educational equipment, was implemented in spring 2018. A program showcase event was held on March 19, 2018 where industry and SCC leaders were invited to tour the PC program area, view equipment and meet the faculty.
- The college added a Sustainable Agriculture Certificate Program, which is a part of the Horticulture Program. A barn and planting areas have been built on the Central Campus and courses were offered summer 2018.
- The college received an NSF Grant to assist in expanding Cyber Security Program offerings in the Computer Technology Program.
- The college implemented a CNA Program for the SRHS Ellen Sagar Nursing Center in Union. The Program has been well received by the hospital and there continues to be a demand for graduates. The college is also working with SRHS to reinstate an LPN Program to assist with the shortage of LPNs.
- The college offered NCCFR Core Construction Classes in Union, which were developed to-address the shortage of skilled construction workers in the county.

**Partnerships with business and industry:**

- The college partnered with Michelin to create an Operator Training Program. The first class of five has been employed by Michelin and the-second cohort will start fall 2018.
- The college strengthened its relationship with Milliken & Company for training present & future employees by assisting with their plans and training. The training should begin this fall.
- The college began planning and development of new programs with Milliken, Spartanburg Regional Medical Center, Michelin, Cooper Standard, Denny’s, and Jordan Oil to assist with employee development.

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- The college partnered with BMW to expand the Technical Scholar Program from approximately 100 scholars to 200 scholars. SCC continues to provide BMW with a majority of their technical scholar students.
- The college partnered with Clemson University to implement the “Call Me Mister” program. Goals of the program are to encourage minority males to choose teaching at the elementary school level as a career and to address the severe shortage of minority male elementary school teachers in SC.

**Collaboration with school districts:**

- The college successfully transitioned operation of the Union County Adult Program to the College. The Program had record enrollments and completions this year.
- The college developed Pathways for Programs to be offered at the Institute of Innovation (I<sup>2</sup>), Cherokee County’s new Technology Center which will open fall 2018 and at the Cherokee campus of SCC. While the new facility was under construction, SCC and CCSD faculty teams integrated curricula between the secondary and post-secondary programs to create pathways for students to the county’s skilled and in-demand technical occupations. The new pathways involve eight program areas and will open dual enrollment opportunities to the majority of I<sup>2</sup> students. The desired outcome is for current freshmen (2018-19) is to have at least one year of college credit when graduating from high school and a seamless transition into full time college curricula upon high school graduation.
- SCC Math faculty hosted the college’s second Pi Day on March 14, 2018, welcoming approximately 300 middle school students to the Central Campus to celebrate all things math. Visiting students participated in a variety of activities, all relating to the concept of “Pi.”
- The College hosted the 3rd Annual College and Career Showcase for 4,600 ninth grade students from the nine area school districts at the SCC Tyger River Campus.

**Initiatives to support students and improve student engagement:**

- The college’s music program hosted several new initiatives for faculty, staff, students and community residents throughout the year. Music events were held in October 2017 and April 2018 and featured the USC Upstate Vocal Ensemble and Reggae combo as an introduction to the commercial music program available at USC Upstate to SCC graduates. The newly formed SCC Chorus held a spring concert in April 2018 featuring jazz, pop, multi-ethnic and sacred music.
- Under the direction of Humanities & Language faculty, a new literary journal – Ascend – was produced by SCC students and debuted at the April 2018 Student Awards event. The student-produced journal, features a variety of student art including drawings, paintings, writings, photographs, sculptures and graphic designs.
- Several significant Central Campus building projects are underway including:
- The college created a campus courtyard at the Central Campus (completed for fall 2018). The Courtyard is student space designed to provide an outdoor place for student activities and learning.
- The college renovated the “C” Wing of the Powers Building to create a Student Center, which includes food service, games and group and individual study areas. This is the College’s first area designed specifically for students.

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- The college hired a full-time professional counselor to work with students who need assistance coping with college and life. This new position offers faculty support and guidance when they are concerned about students' welfare.

**Community service:**

- The college is involved in the City of Spartanburg's Northside Initiative. The Northside is an impoverished, neglected, and underserved community. The goal of the Initiative is community transformation without displacing the current residents. The College offers education courses for residents and provides scholarships for residents selected for sponsorships.
- The college contracted with Spartanburg County to offer medical clinic services to all faculty, staff, commissioners and their families. This is a great benefit for our adjunct/part-time employees.

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**Spartanburg Community College • Strategic Plan 2016-2021 (Update February 2017)**

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

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

**Strategic Goals 2016-2021**

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

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

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

**Strategic Objectives 2016-2021**

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

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

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

**Strategic Measure 2017-2018**

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

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

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

**Operational Priorities 2017-2018**

- 1 - Receive final approval, establish, and make operational the Enterprise Campus.
- 2 - Develop the following academic programs:
  - Process control technology associate degree program (if data supports demand for competencies not contained in the certificate).
  - Logistics operations credit and non-credit programs.
  - Paralegal credit program.
  - Cyber Security imbedded into Computer Technology
  - Sustainable Food Program

- 3 - Union County Campus focus
  - Fully transfer administration of adult education to SCC
  - Identify and prepare to deliver appropriate health science programs at Union
- 4 - Stabilize and expand enrollment.
- 5 - Retain and graduate more students.
- 6 - Renovate the C-wing of the Powers' building into a Student Success Center.
- 7 - Develop and communicate well aligned Curricular Pathways for Programs with Technology Centers and with Adult Education Centers.

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**Spartanburg Community College  
Strategic Measures 2017-2018**

Measure	Benchmark Source	SCC Previous	Current Goal/ Benchmark	SCC Actual
Fall Headcount Enrollment Growth	SCTCS Peer Group	-4.32% (Fall16)	-5.00%	-1.70% (Fall17)
Fall FTE Enrollment Growth	SCTCS Peer Group	-4.06% (Fall16)	-5.00%	-3.77% (Fall17)
Market Penetration - Credit Students	SCTCS Peer Group	1.53% (2016-17)	1.89%	1.50% (2017-18)
Market Penetration - Non-Credit Students	SCTCS Peer Group	0.18% (2016-17)	1.00%	0.18% (2017-18)
Minority Participation	NCCBP 50th Percentile	1.261 (Fall16)	1.080	1.235 (Fall17)
Fall to Fall Retention of Full-Time Credit Students	IPEDS Peer Analysis SCTCS Peer	54.98% (Fa15 to Fa16)	57.00%	61.54% (Fa16 to Fa17)
Fall to Fall Retention of Part-Time Credit Students	SCTCS Peer Group* average	38.13% (Fa15 to Fa16)	35.00%	36.32% (Fa16 to Fa17)
(Performance Funding Measure) Fall to Spring Retention of Credit Students	NCCBP 50th Percentile (SCTCS/CHE) SCTCS System Avg	72.62% (Fa16 to Sp17)	71.00%	72.38% (Fa17 to Sp18)
(Performance Funding Measure) Student Success Rate	SCTCS - System average	45.42% (Fa13 cohort)	27.00%	42.61% (Fa14 cohort)
(Performance Funding Measure) Graduate Production Rate	SCTCS - System average	23.88% (2016-17)	20.00%	25.36% (2017-18)
(Performance Funding Measure) Graduate Placement Rate	SCTCS - System average	84.54% (2015-16)	80.00%	85.30% (2016-17)
(Performance Funding Measure) Licensure/Certification Pass Rate	SCTCS - System average	90.91% (2014-15)	80.00%	81.00% (2015-16)
Student/Faculty FTE Ratio	NCCBP 50th Percentile	19.15 (Fall16)	18.00	18.31 (Fall17)
Student Credit Hours taught by FT Faculty	NCCBP 50th Percentile	54.72% (2015)	55.00%	66.47% (Fall17)
Noel-Levitz Student Satisfaction Rating	NCCBP 50th Percentile	5.37 (2015 Survey)	5.55	5.37 (2015 Survey)
CCSSE Student Satisfaction Rating	Avg of the 5 survey areas NCCBP 50th Percentile	49.68 (2016 Survey)	49.60	49.62 (2018 Survey)
Student Loan Default Rate	USDE	20% (2013 cohort)	25%	18.4% (2014 cohort)

Goal/Benchmark  
Met

Goal/Benchmark  
not met

Did not meet goal/benchmark  
but equal to or better than previous year

No new survey conducted

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SC Technical College System

## TECHNICAL COLLEGE OF THE LOWCOUNTRY



TECHNICAL COLLEGE  
OF THE LOWCOUNTRY

### Vision

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

### Mission

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.

### Strategic Goals

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

### 2017-2018 Outcomes

Launched the Mobile Welding Training Lab to introduce secondary school students to a professional welding career and to train incumbent workers on industrial work sites.

Launched a CDL (Commercial Driver's License) Program. The program is offered at two locations in the College service area, the Bluffton/Hardeeville area and Hampton SC.

Launched two new Pre-Police Academy Certificate Programs. The programs will provide weapons and skills training to newly hired officers and allow students interested in law enforcement to explore and prepare for the career.

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Launched the Center for Business and Workforce Solutions. The Center serves as the college’s “Front Door” to business and industry. Its role is to provide access to training, education and resources to business, industry and economic development groups.

Secured funds (\$11.243 MM) to build the Lowcountry Culinary Arts Institute and Interpretative Center. Construction is expected to begin spring 2019.

Reorganized the Continuing Education Department. Non-credit programs are now integrated with credit programs enabling resource sharing and invigorating non-credit program development.

Established the Division of Public Services. Transferred the following programs from the Division of Business to the Division of Public Services: Paralegal, Criminal Justice, and Fire Science.

Completed renovations to building 16. The building is home to the new Division of Public and Human Services.

Increased fall-to-fall applications by 23%.

Increased academic year enrollment by more than 4%.

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**2017-2018 <sup>1</sup>Performance Measures**  
**Strategic Plan 2015-2020**

<b>Goal: Increase Enrollment</b>						
Credit Enrollment	Academic Year 2017-2018		Academic Year 2016-2017		Academic Year 2015-2016	
Annualized Undergraduate Enrollment	3,341		3,197		3,349	
Annualized credit Hours Delivered	46,441		45,597		48,287	
Annualized FTE (Total credit hours /30)	1,548		1,520		1,610	
1Non-Credit Enrollment AY= August 1 to July 31	Academic Year 2017-2018		Academic Year 2016-2017		Academic Year 2015-2016	
	Duplicated	Unduplicated	Duplicated	Unduplicated	Duplicated	Unduplicated
Annualized Non-credit Student Enrollment	1,965	1,121	1,724	1,106	1,942	1,189
Annualized Non-credit CEUs	9,720		8,771		10,081	
<b>Goal: Increase Retention</b>						
PFA: Persistence Rate (Fall-to-Spring) *All Undergraduates excluding dual enrolled	Fall 2017 to Spring 2018 <i>Preliminary</i> 73%		Fall 2016 to Spring 2017 71%		Fall 2015 to Spring 2016 73%	
Retention Rate (Fall-to-Fall) *All Undergraduates	Fall 2016 to Fall 2017 <i>Preliminary</i> 50%		Fall 2015 to Fall 2016 54%		Fall 2014 to Fall 2015 51%	
<b>Goal: Increase Student Success</b>						
	Cohort 2013		Cohort 2012		Cohort 2010	
PFA: Student Success Rate Fall semester first-time freshmen who completed, transferred, or still enrolled within 150% of program time shown as a percentage of all semester first-time freshmen.	45%		40%		44%	
SCTCS Target Rate for Cohort 2013 ±41.75%						
Total Awards Conferred July 1 to June 30	2017-2018 <i>Preliminary 08/15//2018</i> 443		2016-2017 465		2015-2016 517	
PFA: Graduate Production Rate	2016-2017 31%		2015-2016 32%		2014-2015 23%	
SCTCS Target Rate ±20%						
<b>Goal: Ensure Relevancy</b>						
PFA: National Professional Examinations First-time Pass Rates	2017-2018 89%		2016-2017 92%		2015-2016 92%	
SCTCS Target Rate ±80%						
PFA: Graduate Placement Rates (on job/in school)	2016-2017 <i>Preliminary 08/15/2018</i> 95%		2015-2016 94%		2014-2015 97%	
SCTCS Target Rate ±80%						

<sup>1</sup> Data Source: SCTCS EDSS Report EDSS-ST0ANN110 and EDSS-ST-ANN120 retrieved on July 16, 2018.

<sup>1</sup> Performance Funding Allocation Indicators are identified with "PFA".

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SC Technical College System

## TRI-COUNTY TECHNICAL COLLEGE



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

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 mindedness 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 2018 fiscal year include:

- Designed and implemented the Michelin Manufacturing Scholars Program. The scholars program was a collaborative effort with Michelin Sandy Springs, resulting in students earning a college certificate and an immediate job offer with a starting salary of \$16.76 per hour with benefits and an increase in salary after three months to over \$19 per hour. The first cohort was successfully launched, and the second cohort is currently being recruited. The Michelin Manufacturing Scholars Program received the Outstanding Instructional Program award from the Community Colleges of Appalachia (CCA) at its annual conference this past year.
- Awarded 65 Technical Career Pathways students a Tri-County certificate prior to high school graduation. In just five years, Tri-County’s Technical Career Pathways (TCP) program has grown from 7 students in one district to 125 students from all seven school districts. The program gives students a head start on college, allowing them to complete an associate degree in a technical program within one year of full-time study after high school. Each

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program is unique to each district and includes pathways for Automotive Technology, CNC Programming and Operations, General Engineering Technology, HVAC, Industrial Electronics, Mechatronics, and Welding.

- Implemented the first cohort of Program High Impact Practices (HIPs) and piloted the second cohort. The objective is to provide every associate degree student with the opportunity to participate in at least two high impact educational experiences, including work-based learning, service learning, learning communities, and capstone projects. HIPs are an integral part of the TCTC Transformative Student Experience, and the College is well underway in bringing these practices to scale across the institution.
- Integrated the youth drop-out recovery program, formerly known as Connect to College, with the Integrated Basic Education and Skills Training (IBEST) programs which both serve students with less than a high school diploma. This integration of programs enables this population to become college-ready while gaining certifications and skills that can lead to immediate employment in the three-county area.
- Received a \$75,000 grant from the Duke Energy Foundation to support the I-BEST Manufacturing Pathways program. The Manufacturing Pathway offers unprecedented opportunities for under-resourced adults to earn college credit, national certifications, and WorkKeys credentials at the gold or platinum levels. The program facilitates opportunities for jobs in local manufacturing companies and offers additional Pathway learning/earning opportunities.
- Developed an I-BEST health pathway for Personal Care Aide to launch Fall 2018 with overwhelming support from industry partners. The Personal Care Aide Certificate will prepare students for personal care aide positions in home or health care environments. Key areas of instruction will include safety, infection control, basic dementia care, and privacy.
- Designed and received approval to offer an Emergency Medical Technician Program beginning Fall 2018. The program offers two certificates and an associate degree. Credits earned in the certificates can be applied to the associate degree.
- Received reaccreditation for the Early Care and Education program through 2021 by the National Association for the Education of Young Children (NAEYC). The program has a strong articulation agreement with Southern Wesleyan University, where many of Tri-County graduates transfer seamlessly to pursue a four-year degree that allows them to become certified to teach in elementary schools through the third grade.
- Trained more than 1,000 individuals in the SCDOT Technician Certification Program offered through the Corporate and Community Education Division. It is the only program of its kind in the South Carolina and attracts students from all over the state.

**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 2018 fiscal year include:

- Completed the construction of the 75,000 square foot Student Success Center which opened January 2018. The new building houses a learning commons; library collections; meeting spaces; computer labs; study areas; supplemental instruction and tutoring spaces; Student Development Offices; Information Technology Services; College Store; Café; Printing Services; and shipping and receiving. The Student Success Center is a key component of Tri-County Technical College's strategy to increase student success by increasing space allocated to students and their academic support.
- Completed the construction of the Oconee County Campus and Classes began in August 2018. Course offerings were determined based on business and industry needs in Oconee County. Some of the planned programs include CNC Programming and Operations, Business Administration, Mechatronics, Transfer certificates and

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Corporate and Community Education offerings. The Oconee Campus will be co-located with industry and a new Career Center servicing the Oconee County School District (projected to open in 2020). The result will be a unique center for technical education, work-based learning, and economic development.

- Secured \$2.5 million in state funding for a new training center in Sandy Springs.
- Began development of an enterprise campus in partnership with Anderson County for economic development and recruiting purposes. Space will be available for growing start-up businesses and soft landing space for new companies locating in the county.
- Implemented the Leading Edge Experience for students. Predicated on an extra-curricular and co-curricular framework for student involvement outside the classroom, the Leading Edge Experience provides an opportunity for students to fully engage their educational goals and to develop a portfolio of learning experiences that connects to and complements the knowledge they obtain in their coursework. Spearheaded by the Student Development Office, all areas of the College have partnered to create these unique experiences for students.
- Expanded the use of PolyCom videoconferencing systems that allows instructors to teach synchronously across the network. Polycom allows the College to maximize the use of teaching resources, while combining low enrollment sections that may not have made at community campuses as individual, stand-alone courses.
- Signed an articulation agreement with the Medical University of South Carolina (MUSC) giving Associate Degree Nursing graduates a pathway to enter MUSC's RN-BSN program at a 20% reduction in tuition. This is the first formal tuition reduction agreement for RN-BSN at Tri-County.
- Achieved a 100% pass rate for all Surgical Technology, Medical Laboratory Technology and Medical Assisting graduates on their national exams. In addition, the MLT program's accreditation has been extended for another 10 years following a successful self-study and site visit. The program had no deficiencies or recommendations.
- Received a \$100,000 grant for the INSPIRE Lab project in cultivating a network of small businesses from the S.C. Department of Commerce Office of Innovation as part of its Startup Fuel Challenge grant series. The College strives to create an entrepreneurial education curriculum that supports the INSPIRE Lab, which is mirrored after the LemonADE Stand program piloted through e-Merge @ the Garage in Anderson. Tri-County was among just nine organizations who received grant awards to advance innovation, entrepreneurship, and technology-based economic development.

**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 2018 fiscal year include:

- Updated and redesigned the orientation offerings for unique enrollment programs (IBEST and MMS) to ensure that all college orientation outcomes are achieved regardless of a student's entry point.
- Developed population specific orientation offerings that will launch this summer so that transfer and returning students orientation experiences are tailored to build on their prior enrollment experiences rather than grouping them with all other first-time students whose transition and orientation needs are quite different.
- Continued focus on Federal loan default rate and reduced it to 11.3% rate.
- Contracted with a third party to provide call center coverage for high traffic offices such as Financial Aid, Registrar/Student Data Center, Business Office and Admission. This allowed basic routine questions to be answered in a timely manner while allowing more time for onsite staff to serve walk-in customers and more complex questions.

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- Designed and implemented a comprehensive academic programming strategy. The new strategy includes market analysis, program prioritization and mechanisms to leverage the expertise of internal and external stakeholders to proactively meet the needs of our community. The results of the analyses culminated in an academic plan that prioritized program development and determined new programs to be offered and which programs will be redesigned over a three-year timeline. The new academic plan informs budget allocation, strategic enrollment management, the Master Facilities Plan, learner support and engagement, and student transition strategies.

**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 2018 fiscal year include:

- Implemented the college-wide awareness training for Cyber-security as the initial remediation project for identified cyber security risks.
- Continued work on the Diversity and Inclusion project. The project team partnered with a research firm to create and administer a survey to capture data on the College community’s awareness and understanding of diversity and inclusionary practices on our campus, and how that understanding impacts our students’ ability to be successful in an increasingly diverse workplace. Data is informing next steps of the project.
- Implemented a new Faculty Workload Model to create more equity across academic divisions and to recognize the full scope of a faculty member’s role. In the new model a faculty member’s position is composed of 4 components (Instructional delivery, out-of-class student engagement, curriculum design and development and leadership/college service). Each quadrant contributes to a faculty member’s workload so that significant contributions in one quadrant can offset lesser contributions in another. The new model empowers department heads to make decisions about faculty workload by establishing a mechanism that enables flexible and equitable recognition of the unique talents of individuals.
- The Fiscal Affairs Office was honored for a 17th straight year with the highest recognition in governmental accounting and financial reporting. The Government Finance Officers Association awarded its Certificate of Achievement for Excellence in Financial Reporting for the College’s FY 2017 Comprehensive Annual Financial Report (CAFR).

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**Performance Measures**

**Graduate Placement Rates**

Evaluation Year	Available 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	1,109	801	181	982	89%
2016-17	1,188	740	247	987	83%
2017-18	1,841	753	946	1,699	92%

**Fall To Spring Persistence Rates for Degree Seeking Students**

Term	Fall Cohort	Graduated/Retained	
		N	%
Fall 2013–Spring 2014	5,830	4,568	78%
Fall 2014–Spring 2015	5,581	4,386	79%
Fall 2015–Spring 2016	5,322	4,181	79%
Fall 2016–Spring 2017	5,239	4,121	79%
Fall 2017–Spring 2018	5,195	4,087	79%

**Student Success Rate**

Term	Cohort	Graduates (150%)	Transfers (150%)	Enrolled Fall	Student Success	
					N	%
Fall 2010 as of Fall 2013	1,708	217	732	161	1,110	65%
Fall 2011 as of Fall 2014	1,697	314	625	137	1,076	63%
Fall 2012 as of Fall 2015	1,754	372	633	132	1,137	65%
Fall 2013 as of Fall 2016	1,788	423	683	143	1,249	70%
Fall 2014 as of Fall 2017	1,857	235	887	145	1,267	68%

**Licensure Examination Pass Rates**

Exam	2013-2014 Pass Rate	2014-2015 Pass Rate	2015-2016 Pass Rate	2016-2017 Pass Rate	2016-2017 Pass Rate
National Council Licensure Exam - Practical Nurse	98%	85%	92%	99%	89%
National Council Licensure Exam - Registered Nurse	75%	89%	89%	92%	83%
Medical Laboratory Technician, ASCP	100%	100%	86%	100%	100%
American Association of Medical Assistant Certification Exam (AAMA)	71%	90%	71%	90%	100%
Surgical Technologist National Certifying Exam	81%	88%	89%	100%	100%
Veterinary Technician National Examination	84%	70%	83%	80%	44%

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## TRIDENT TECHNICAL COLLEGE



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; manufacturing and maintenance; engineering and construction; film, media and visual arts; health care; hospitality, tourism and culinary arts; public, professional and legal studies; and arts and sciences.

TTC is committed to accountability. Our commitment to our students, our community and the citizens of South Carolina is simple: TTC will provide cost-effective, state-of-the-art workforce education and training to give our students the best opportunity to succeed in today’s world. The vision of the College is: Educate the individual. Accelerate the economy. Inspire the future.

The mission of the College is:

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

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

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

An open-door institution of higher education and one of the largest institutions in the state, Trident Technical College serves traditional and nontraditional curriculum students who have a wide variety of educational goals, from personal enrichment to career development to university transfer. To help students meet their goals, Trident Technical College 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. Trident Technical College students draw on knowledge from a broad range of disciplines to develop the communication and critical thinking skills that are fundamental to lifelong learning.

TTC further promotes economic development through continuing education courses; customized education and training for business, industry and government; and a variety of employment training programs. TTC is committed to being accessible and responsive to community needs. To foster student success, TTC provides developmental education and comprehensive student services. In addition to traditional instruction, TTC’s flexible course offerings and alternative delivery methods, including hybrid and online instruction, enable more members of the community to pursue higher education.

TTC’s strategic plan, TTC 2016 - 2021: “Educate the individual. Accelerate the economy. Inspire the future.” The plan includes four strategic goals and twenty-seven supporting strategic initiatives:

**Goal 1:** Increase Headcount Enrollment

**Goal 2:** Improve Student Achievement

**Goal 3:** Improve Customer Service

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**Goal 4:** Ensure Fiscal Stability

**Trident Technical College 2016 - 2021 Goals and Initiatives**

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

**Major Accomplishments FY 2017-2018**

**Preparation**

- Increased dual credit enrollment to 2,156 for the 2017-18 academic year, a 15 percent increase.
- Increased success rates for MAT 031 and MAT 032 by 6.9 and 1.4 percentage points, over Fall 2013 rate.
- Increased success rates for ENG 032 and RDG 032 by 3.0 and 17.2 percentage points, over Fall 2013 rate.
- Increased success rates for MAT 101 and MAT 102 by 6.9 and 1.6 percentage points, over Fall 2013 rate.

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**Access**

- Maintained the percentage of minority students at or above the levels of the College’s service area.
- Set a tuition/fee increase for 2018-19 of 3.7 percent, which is below the 4.0 percent benchmark.
- Awarded \$385,031 in TTC Foundation scholarships.

**Student Success**

- Maintained the Fall 2017 ENG 101 success rate at 77.3 percent, an 11.5 percentage point increase over the Fall 2013 rate.
- Maintained MAT 110 success rate at 66.3 percent, a 5.2-percentage point increase over Fall 2013 rate.
- Increased the IPEDS first-time freshman 150% graduation rate to 15.7% an increase of over 50%.
- Exceeded the number of graduates needed to meet the College Completion Challenge. The 2,892 awards for 2016-17 exceeded the goal of 2,570.

**Academic Development**

- Enrolled 24 students in study abroad programs during 2017-18.

**Alumni Success and Development**

- Had a college-wide licensure exam pass rate of 91 percent.
- Had a college-wide graduate placement rate of 93 percent.
- Increased the number of alumni active online to 7,002.

**Staffing for Institutional Growth**

- The percentage of sections taught by full-time faculty during Fall 2017 dropped to 57 percent as TTC adjusted staffing to enrollment.
- Maintained the College’s strong performance on EEO goals; TTC met 99 percent of its EEO goals in 2017, which included 17.8 percent minority teaching faculty, the 15th consecutive year above the CHE 13 percent benchmark.

**Employee Development**

- Provided \$119,363 in TTC Foundation Tuition Assistance to 262 faculty and staff members taking college courses.
- Provided on-campus professional development courses with 286 registrations.

**Succession Planning**

- Maintained strong participation in Leadership Cabinet; there were 149 participants during 2017-18.

**Health Promotion**

- Maintained the low usage of annual sick leave hours used per employee at 78 hours.
- Sponsored health screenings attended by 255 employees.
- The percentage of employees who are non-smokers increased to 96 percent.
- Encouraged use of the InterTech Group Wellness Center; the facility was used by 200 unique employees who averaged 20 visits each.

**Economic Development**

- Provided contractual training to 1,974 individuals from 46 companies.
- Conducted over 19,000 recertifications for Boeing, Inc. during fiscal year 2018.
- Provided apprenticeship training to 166 students in partnership with 61 companies.

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- 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 2017, 62 students began two-year apprenticeships.

**Community Relations**

- Enhanced awareness of the College through social media (15,184 Facebook followers, 2,978 Twitter followers, 568 Google+ contacts, 937 Instagram followers).
- Hosted civic and cultural events attended by more than 4,280 members of the general public.
- Increased the attendance at public and private meetings held at the College Center to 52,496, a 7 percent increase.

**Community Service**

- Raised \$45,135 during the Trident United Way annual campus campaign.
- Supported student organizations in 181 service projects totaling 2,664 volunteer hours in 2017-18.

**Infrastructure (IT)**

- Encouraged students to use online services; 68 percent of students eligible for online registration used this service.
- Updated wireless access in various locations (Bldg 410, Bldg 630, Bldg 100, Bldg 500 second floor, St. Paul's Parish site).

**Campuses, Sites and Facilities**

- Completed three major renovation projects on time and within budget.
- Fall 2017 saw the initial cohort of Charleston Bridge students. 209 full time freshmen enrolled at TTC but lived on the College of Charleston campus.
- South Carolina Aeronautical Training Center.
  - Phase I site work is complete.
  - Phase II building construction 100% complete with design, contractor has completed 10% of civil, foundation, and structural steel package - scheduled completion 5/2019.

**Sound Financial Base**

- Received \$645,384 in funding for 8 grants with an additional four grants still awaiting notification.
- Maintained the College's energy use at 69.0 kBtu/sq. ft., below the benchmark of 95.0 kBtu/sq. ft.
- Maintained the College's energy cost per square foot \$2.10/sq. ft. for 2017.

**Safety and Security**

- Maintained a performance significantly better than that of peer institutions on questions relating to Public Safety on the Noel-Levitz Student Satisfaction Inventory.
- Maintained the college's ability to communicate with students in an emergency by enrolling 73% of new students (January 2017 – June 2018) for SMS alerts.

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# WILLIAMSBURG TECHNICAL COLLEGE



### Mission Statement

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

### College Vision

The vision of Williamsburg Technical College is to:

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

### College Goals

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

### Key Performance Outcomes for 2017-2018

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

- Strategy 1.1, to increase and sustain enrollment, was realized in the 2017-2018 academic year. The College’s fall 2017 unduplicated headcount of 732 was an increase of 8.3% versus the prior fall number, and FTEs (full time enrollment equivalents) between the two periods were up 10.8%. Similarly, the spring 2018 unduplicated headcount of 705 was an increase of 9.3% from the same period in the prior year, and FTEs recording a 12.1% increase. Aggressive recruiting and marketing programs, with a special emphasis on dual enrollment students, more than

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offset the ongoing service area population declines, continued competition for students from private and online colleges outside the Williamsburg Technical College (WTC) service area, and economic pressures requiring potential students to forgo educational opportunities to meet family financial obligations. In addition, WTC’s headcount and FTE changes in both fall 2017 and spring 2018 exceeded Technical College System total changes. While robust results were reported in the most recent year, WTC believes that continued refinement and aggressive support of its recruiting and marketing strategies are keys to the College’s future success, and WTC will continue to pursue strategy 1.1.

- WTC’s strategy 1.2, to increase and sustain student retention and graduation rates, was met with generally positive results during the 2017-2018 academic year. Among the performance funding measures, the most recently reported fall-to-spring persistence rate increased to 71.9% from the prior year level of 65.1%, and the latest student success rate climbed to 42.6% from 37.7% in the prior year; however, the graduate production rate declined from 49.6% to 38.3%. It is worth noting that WTC’s fall-to-spring persistence rate and student success rate were the College’s highest in the last six academic years, and the graduate production rate was the College’s second highest in the last six academic years. Additionally, all three measures exceeded the SCTCS target performance funding indicator rate for the most recent year reported. During the 2017-2018 academic year, to better serve student academic needs:
  - The Associate in Applied Science with a major in Nursing (ADN) was approved;
  - CE Murray High School was approved by SACSCOC as an off-site location;
  - General education classes were held at the Hemingway Public Library and CE Murray High School; and
  - Seven faculty (four replacements and three new positions) were hired.

Ongoing positive drivers are a proactive registration process, a focus on continuous student advising by faculty and Student Affairs Division staff, and increased student communication through electronic alternatives including the college website, Gmail, Regroup, and mass communication venues such as Facebook and Twitter.
- The College continues to make strategy 1.3, to strengthen partnerships between high schools and the College to enhance dual enrollment programs, a priority. Dual enrollment participation numbers were 233 in fall 2015, 327 in fall 2016, and 324 in fall 2017. Dual enrollment successes in 2017-2018 included:
  - Class offerings at Hemingway High School, Hemingway Career & Technology Center, Hemingway Public Library, Williamsburg Academy, and CE Murray High School;
  - Initiation of a Welding Lab for high school students on WTC’s main campus; and
  - WTC holding the annual Counsellors Academy.
- To address strategy 1.4, to increase participation in Workforce Development and personal enrichment, WTC took the following actions: maintained a database of business and industry in the service area that was used to establish and maintain regular contact with key personnel; partnered with SC Works, WIOA, and Apprenticeship Carolina; hosted job fairs; hosted the Williamsburg County Economic Development Forum, and secured funding from the SCTCS Workforce Pathways Critical Train Grant, the Workforce Pathways Scholars Program, the SCDEW Manufacturer Certification Scholars Program, and the SC Apprenticeship Grant. Ongoing activities included an aggressive community outreach effort by the Dean of Workforce Development and Continuing Education to identify business training needs and business leader roundtable meetings with service area executives.

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

- Performance measures were positive in response to WTC’s efforts to meet strategy 2.1, to monitor, prioritize and implement course offerings to support stakeholder needs. Outstanding pass-rate results were reported for WTC students taking State licensure exams, with a 100% pass rate for the Cosmetology, Phlebotomy, and Practical Nurse Programs. 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 three of the five benchmarks. Additionally, on the spring 2017 Student Opinion Survey, the highest rankings since 2012-2013 were given by students on 15 of the 16 categories tracked. In spite of these successes, course and program improvements remain a key strategy.
  
- The College again exceeded its performance objectives for strategy 2.2, to invest in personal and professional employee development, growth and well-being. Employee development, growth, and well-being activities supported by the College in 2017-2018 included;
  - free health screening and vaccinations for employees;
  - solicitation of employee input to the College’s planning process through an internal stakeholder on-line survey, departmental representation in the Annual Strategic Planning Meeting, and employee participation in the What’s Next Meeting;
  - professional development on-line training for employees covering topics such as OSHA, Title IX, Blood-Borne Pathogens, etc., with the target of 90% of employees successfully completing all required online training courses being surpassed with a 100% completion rate, including new hires;
  - WTC faculty and staff actively participated in their respective SCTCS peer groups, and WTC Executive Team members served on SACSCOC accreditation review teams and attended the SACSCOC Annual Meeting;
  - Training/certification for 6 WTC employees as OSHA trainers;
  - Training/certification for Nursing Department instructors as CPR trainers; and
  - WTC paid SCTEA membership dues and conference fees for all participating employees.
  
- Given the positive results previously noted in this report – higher enrollment, improved persistence and student success rates, expanded workforce development, and positive student survey results - the College will continue to pursue additional input and measurements related to its strategy 2.3, to provide quality service to students and stakeholders by continually improving processes based on data-driven decision-making and reporting. During the past year the College: participated in the CCSSE, CCFSSSE, and SENSE surveys; collected faculty evaluations and opinion surveys from students; managed online student orientations; and offered hybrid and online courses. In addition, WTC continues to upgrade its website to be more informative and user friendly.

**Goal 3:** Effectively integrate and utilize information technology systems.

- By administering online Strategic Planning surveys to internal and external stakeholders, collecting faculty evaluations and opinion surveys from students, overseeing online student orientations, providing hybrid and online courses, and issuing announcements and notifications via the Regroup system and email blasts, WTC met its strategy 3.1 to utilize technology as a means of enhancing communication both internally and externally.
  
- Consistent with strategy 3.2, to utilize data and information as a tool for strategic and operational decision-making, WTC:

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- refined its traditional, hybrid, and online course and section offerings in response to information gathered in student opinion surveys;
  - initiated the expansion of academic offerings including the Associate in Applied Science with a major in Nursing (ADN), Computer Technology Certificate, and Health Care Certificate;
  - expanded off-campus community and dual enrollment sites based on student and community input;
  - continued to review and refine WTC’s use of electronic media advertising dollars to maximize the local service-area impact, and
  - targeted Workforce Development, Continuing Education, and dual enrollment programs as sources of revenue enhancement based on business and community partner feedback.
- To meet its strategy 3.3 to expand educational opportunities through distance and off-site learning, the College continued to refine its hybrid and online courses, provided faculty professional development training to support more effective on-line course delivery, and assigned oversight of distance learning to the Department Head of Business Administration, Computer Technology, Cosmetology, and Criminal Justice.

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

- The College met its strategy 4.1 of strengthening relationships with all internal and external stakeholders by: providing specialized training such as the SC Apprenticeship Initiative, SC Enterprise Zone Retraining Act, SC Tax Credit, SC Works Incumbent Workers Training (IWT), SC Works O-J-T, SC DSS SNAP2Work, SC DEW, Pathways Funding Programs and short-term industry specific courses to Service Area businesses and industries; hosting Business Industry Leadership Forums; hosting an AARP Back to Work Forum; hosting two Job Fairs and participating in five others; and hosting the Williamsburg County Economic Development Forum. In addition, the College’s Dean of Workforce Development and Continuing Education continued to work with local industry leaders to develop corporate and customized training programs.
- WTC exceeded its objective to meet it strategy 4.2, to enhance the physical and virtual appearance of the College. Virtual improvement projects completed during the 2017-2018 academic year were:
  - upgrades to the College’s website;
  - expanding WebAdvisor and Moodle student options;
  - migrating servers to the cloud;
  - installing infrastructure wiring and network cabling to support VoIP phone system and the upgraded computer technology systems; and
  - enhancing the cameras for video surveillance monitoring as part of the campus-wide security system.

Physical improvements included:

- completion of the new Nursing Simulation Lab;
- relocating the Student Affairs, Upward Bound, Financial Aid, Workforce Development, and Public Information offices;
- renovating the employee kitchen and lounge;
- initiating construction of the new Facilities Maintenance Building and patio canopy; and
- replacement of five HVAC units with energy efficient models.

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- In order to meet its strategy 4.3 of marketing the institution to the community, the College hosted an extensive number of college events including an Economic Development Forum, College Goal Day, the WTC Ministerial Association Forum, the WTC Business/Industry Leaders Forum, and the WTC Living Library Black History Celebration. WTC’s student organization projects included two PTK Health Fairs, five Community Health Fairs as a joint effort with the Nursing Department faculty, and a Week of the Young Child Event with Early Childhood Department faculty. In addition, the WTC Foundation held two community events (The Taste of Williamsburg and Ghosts of Christmas Past). Also, the College’s Public Information Department continued its promotional efforts that focus on electronic media, advertising options, an expanded Internet presence, and target market promotional alternatives.

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

- During the 2017-2018 academic year, WTC secured the following funding:
  - The Williamsburg Promise Pilot Program which was expanded into the SC Promise Program;
  - USDA grants for the Nursing Simulation Lab (\$99,000);
  - LTA Academics Equipment special allocation by the Legislature (\$186,000 applied to the Mechatronics Program);
  - SCTCS Counselors Academy Grant (\$9,000);
  - LTA Health Equipment allocation by the Legislature (\$52,000 allocation to WTC);
  - Partnership with WCS D CATE Programs (\$27,500); and
  - Partnership (MOA) with GearUp Year 7 Program (\$31,000).

These activities were consistent with WTC’s strategy 5.1 to identify and pursue viable alternative resources and funding.

- WTC successfully addressed its strategy 5.2, to prioritize and allocate resources to College projects and initiatives. Resources were allocated directly to students from the Williamsburg Promise Pilot Program, which was expanded to the SC Promise Program. College programs that were allocated resources included the Nursing Simulation Lab from a USDA grant, the Mechatronics Program from a LTA Academic Equipment Special Allocation by the Legislature, and the Nursing Program from a LTA Health Equipment Allocation by the Legislature. Workforce Development allocations came from a SCTCS Workforce Pathways Critical Training Grant, the Workforce Pathways Scholars Program, the SCDEW Manufacturer Certification Scholars Program, and the SC Apprenticeship Grant. Planning tools used to determine and support allocations included the WTC Strategic Plan, the Facilities Management Feasibility Study of the Water Lines System, the Williamsburg Promise Working Committee, the Scholarship Committee, and the Business Industry Leadership Forum. It should be noted that WTC consistently prioritizes and allocates resources in a fiscally responsible way, receiving unqualified audits for the last 13 years and finishing the most recent fiscal year with a significant reserve balance.

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SC Technical College System

## YORK TECHNICAL COLLEGE



### York Technical College Mission

#### *Building Our Community through Maximizing Student Success*

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

### Our Vision

- Best Place to Work
- Best Place to Learn
- Best Partner for Economic Development

### 2017-18 Strategic Themes and Outcomes

York Technical College is guided by six strategic themes 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. Described below are the College’s student success outcomes for this past year as well as highlights of the strategic initiatives and accomplishments that moved, and will continue to move, the College forward.

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

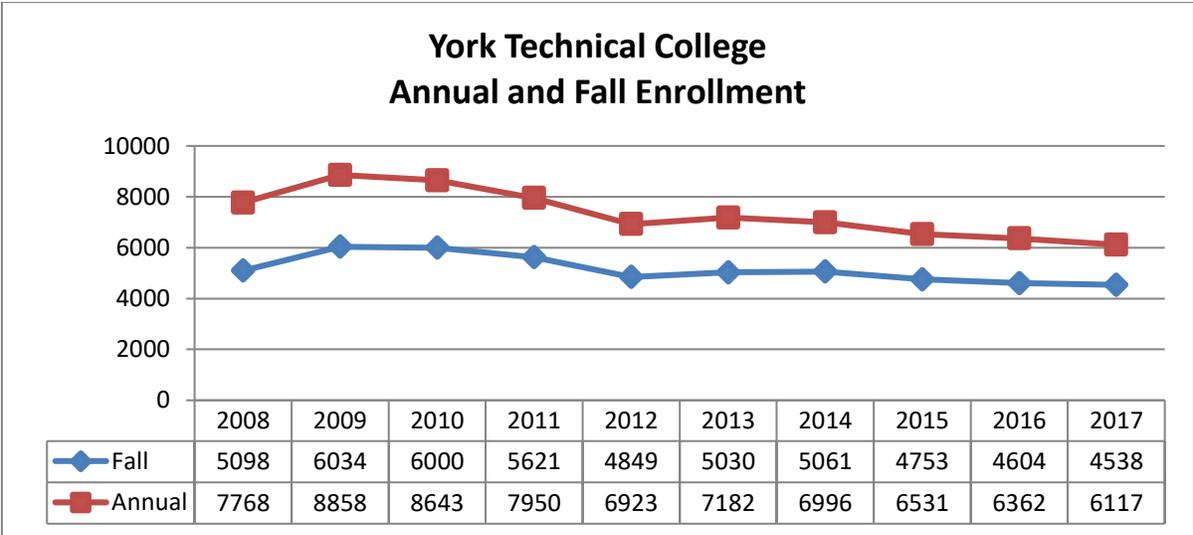
The primary indicators used to demonstrate that the College is effectively accomplishing its mission – *Building Our Community Through Maximizing Student Success* – are enrollment, retention, completion, and placement. These key indicators are a direct reflection of institutional quality; in order to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

### Enrollment

Predictable and sustainable enrollment levels are critical for the College to achieve its mission. Community college enrollment, both nationally and regionally, is greatly affected by the relative health of the economy. In general, when the economy improves, community college enrollment declines; whereas when the economy declines, community college enrollment tends to increase. Recent economic indicators have generally been positive, e.g., unemployment is down, and as such York Technical College (as well as most SC Technical Colleges) have seen recent declines in enrollment. The percentage decrease in fall enrollment from 2015-16 to 2016-17 at York Technical College was slightly lower than the state average (-1.4% v. -1.9%).

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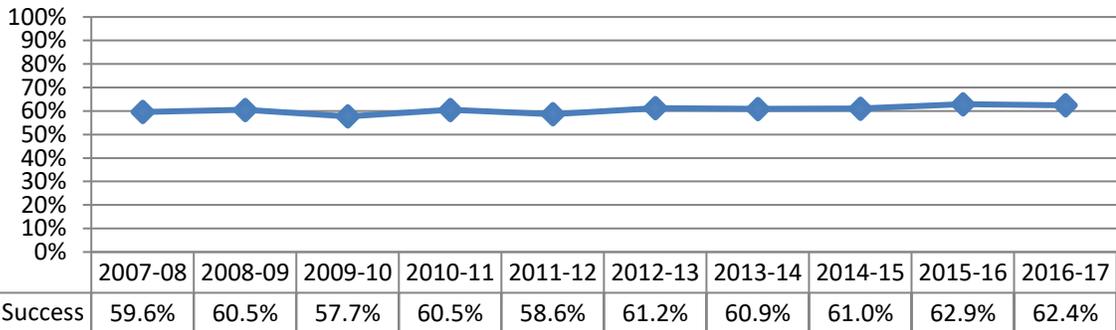
Given the challenges of growing enrollment in a robust economy, the College continued to focus on increasing the number of credit hours in which students enrolled. Specifically, the College implemented its second year of ‘Fifteen to Finish’, an initiative which encouraged full-time students to increase their semester credit load from 12 to 15. Research indicates college completion and degree attainment are positively influenced by enrolling in a greater number of credit hours. Besides giving our students a boost toward completion, the initiative also resulted in gains in FTE for the College. The College’s fall FTE was up .8% compared to a -2.0% decline for the entire SC Technical College System. This focus on increasing credit hours (and FTE) has proven to be an effective strategy to improve the College’s economic position despite the decline in headcount. The College continues to adjust its enrollment management strategies in an effort to be prepared for – as opposed to react to - the inevitable ebbs and flows of the economy.



**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 2016-17 was 62.4%, down slightly from the year before but still the second highest since tracking began. These improvements are encouraging as the College strives to reach its ultimate goal of a 70% fall to fall student success rate. York Tech will continue to refine and improve its performance through implementing new actions, measuring the results, and adjusting as needed until this goal is reached.

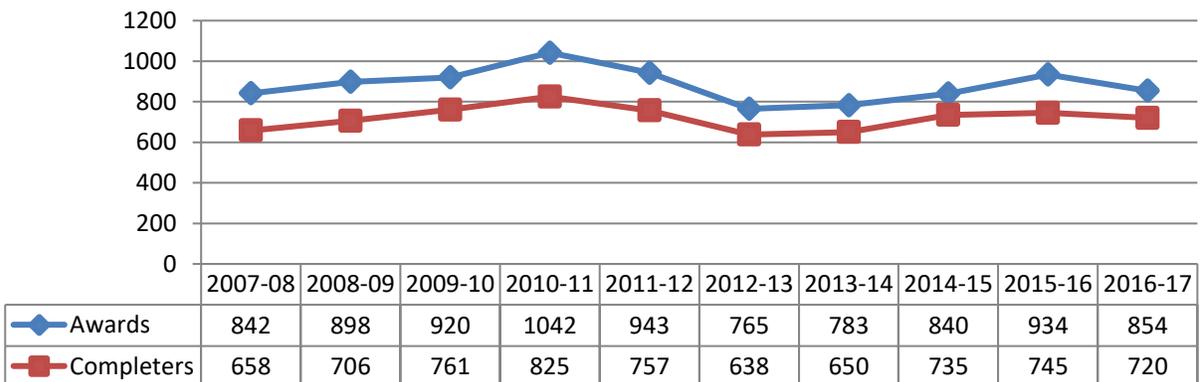
### Opening Fall to Opening Fall Student Success Rates



### Graduation

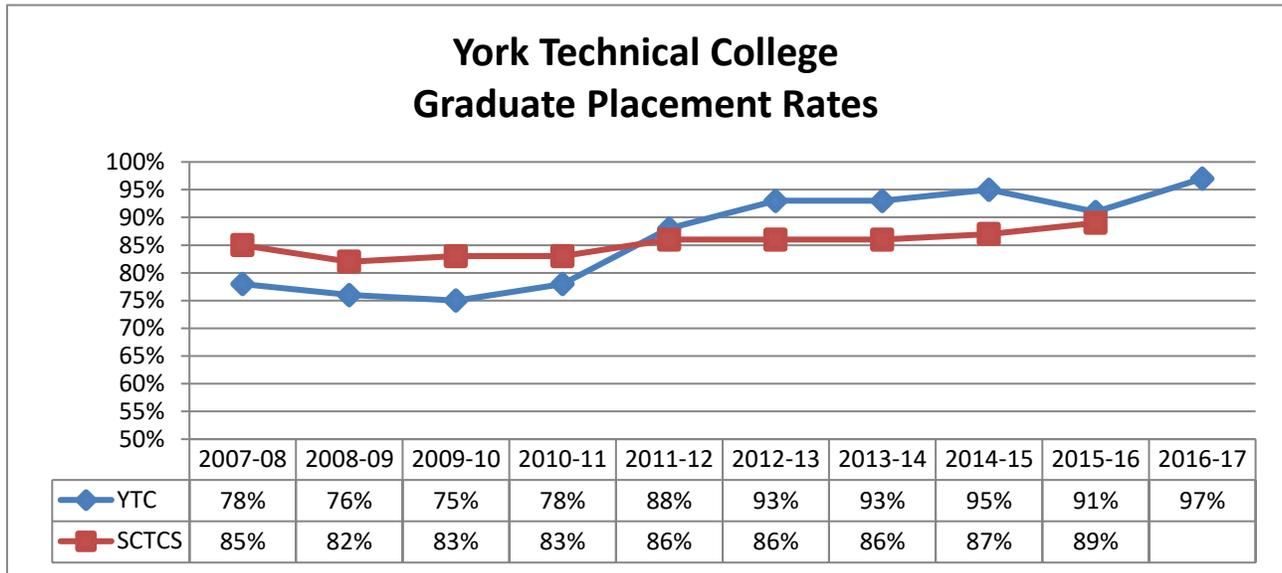
The third primary measure of institutional quality is the number of students who graduate from the College. As enrollment has decreased, it is not surprising that the number of graduates has decreased as well. The number of students graduating from York Technical College decreased from 745 in 2015-16 to 720 in 2016-17; the number of awards earned by these graduates decreased from 934 in 2015-16 to 854 in 2016-17. These represent a -.03% and -.09% decrease respectively. Although these decreases are small and related to the ongoing declines in enrollment, the College will continue its relentless efforts to increase success and program completion. 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.’

### York Technical College Awards and Completers (July 1 - June 30)



**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 – combined with a robust economy - have been quite positive. The placement rate for 2016-17 graduates was 97%.



**Partnerships - We will seek mutually beneficial partnerships.**

Partnerships with industry, high schools, and other colleges and universities are critical to the College’s ability to fulfill its mission and provide a positive return of investment to the community. Examples from this past year include:

York Technical College graduated its second class from its manufacturing dual enrollment program, a collaborative partnership with the Chester County School District. Seven students earned certificates in Motors and Controls or Programmable Controllers. These credentials are in high demand by regional employers. Four of the students were high school juniors and three graduated high school as seniors.

In addition, a university transfer completion pathway was developed and launched in partnership with the Chester County School District. Students who follow the plan of study can complete the University Studies Certificate in their high school junior year and the Associate in Arts degree during their high school senior year. Two students completed the University Studies Certificate.

The College expanded its partnership with Rock Hill School District by developing nine career and technical college completion pathways, in addition to the Engineering Technology pathways developed last year. The pathways are: Automotive Collision Repair, Welding, Building Construction Trades, Industrial Maintenance Technology, Patient Care Technician, Nursing Care, Personal Trainer, Digital Arts, and Supply Chain Management. These new pathways also enable students who follow the plan of study to complete multiple credentials, including certificates while in high school and certificates and/or an Associate in Applied Science degree within one year after high school with the potential to transition seamlessly to the workforce or to transfer to a four year university.

As a result of these and other pre-existing dual enrollment pathways, from academic year 2016/2017 to 2017/2018, dual enrollment unduplicated head count increased by 45% fall to fall (267 to 386) and 19% spring to spring (235 to 280).

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

As the economy rapidly diversifies it is imperative that York Tech continuously review and update its program offerings in order to remain a relevant engine for economic growth and development. Several new programs were either initiated or approved during 2017-18:

York Technical College added six new programs to its curriculum offerings for the 2018-19 academic year. The programs included three certificates –Diesel Engine, Utility Lineworker, and Advanced Utility Lineworker; and three associate degrees – Applied Science in Supply Chain Management, Applied Science in Mechatronics and Applied Science in Machine Tool Technology. Additionally, the College will offer an Applied Science Associate Degree in Surgical Technology beginning in the 2019-2020 academic year.

The College is investing in dynamic new programs to meet and exceed shifting workforce demands, to drive economic development in our region and ensure students have the advanced training needed in innovative, high demand careers.

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

The College continued to make significant progress toward its Campus Master Plan goals this year. Phase I of the new Campus Way Finding Signage was completed in spring 2018 with the installation of exterior signage for roads and parking. Construction was completed in fall 2017 of the East Loop Connector Road which represents Phase IV of the ongoing perimeter road development. The College also completed renovations to its frontage road. The College accepted an under budget bid to begin construction of the new Library Expansion/Learning Commons. The Learning Commons is expected to open in fall 2019 and will provide a space for students, faculty, and staff to study, collaborate, and engage with one another.

In addition, the architectural firm which designed the College’s C-Building expansion (including a new lobby, four classrooms and a technology convergence lab) in 2016 was awarded the Honor Award by the American Institute of Architects for its work at the College. The Honor Award is the highest award a project can receive.

Campus Safety continued to improve the security and safety of the campus by providing enhanced training, expanding the security camera network, utilizing a mass notification system (incl. emails, phone messages, text messages, desktop alerts and other means of communication), and implementing improved access control for campus buildings. A grant in the amount of \$100,000 was received from the Cannon Trust to provide upgrades to the campus security cameras and operating systems. The College also hired its first Law Enforcement Officer (in addition to the Chief of Campus Safety) to bolster its security ranks.

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

York Technical College continued to expand and enhance its Branding and Marketing efforts in 2017-18: The College launched a new integrated marketing campaign “UP”. This simple one word campaign theme amplifies and expands on the most important component of our previous “Tech It Up a Level” campaign position statement. The word UP indicates elevation, advancement, growth, and achievement – all benefits of a York Tech Education. The campaign is prominently featured in a variety of print, digital, and television ads and collateral.

As part of its efforts to enhance its social media presence, the College initiated a spotlight series through its social media platforms – the initial series, Tech Tuesday, features a different academic program each week. Employee, student, and alumni spotlights will begin in September 2018.

The York Technical College Foundation launched the Corporate Affiliates Program to allow business/industry partners to invest in the College while also receiving visual recognition in some of the College’s prime locations.

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Also in 2017-18, The College’s Foundation continued activation of the York Technical College Alumni Connection – the Advisory Board is comprised of 13 members and they have been engaged in a series of community and college events. This program began in 2016-17 and it exists to work collaboratively with the York Technical College Foundation Board of Directors, York Technical College administrators, faculty, staff, and students to support the development of students and alumni through networking, mentorship, and employment opportunities. It will help create a mutually beneficial lifetime link between the College, its community of alumni and the communities served by the College.

**Organizational Development** – *We will improve ourselves, so we can improve others.*

York Technical College made continued progress in enhancing its commitment to organizational development during this past year:

The College invested over \$300,000 in its Professional Development Program which provides opportunities for faculty and staff to submit applications to attend a conference/workshop, return to university, and/or return to industry. Employees submit proposals to outline how their requests can positively impact the goal of maximizing student success, how the outcomes of their projects will enhance student success and how the outcomes will be measured. Upon completion of their project, employees demonstrate how the outcomes of their activity and the extent to which their activity was effective in meeting their stated needs. York Technical College employees engaged in over 100 professional development opportunities during the 2017-18 year.

In recognition of the fact that teaching and learning are the core of the College’s mission, it developed a “Master Teacher” program to effectively prepare faculty with essential tools and resources to ensure successful teaching and learning. The program was developed by a cross functional and collaborative team of faculty with support and guidance from academic and administrative leadership.

Faculty and staff had the opportunity to attend a diverse offering of workshops and information sessions by internal and external speakers/experts who provided key information on vital enrollment management and retention trends and practices. The College also offered the Annual Adjunct Faculty Fall Conference with an attendance of almost 80% of adjunct faculty. Faculty members learned about active and engaging teaching strategies, library and learning resources, student services resources, and much more.

Finally, the College recognized faculty and staff for their efforts to improve student success and work processes. Performance increases were provided for exceptional accomplishments towards efforts to improve targeted goals for student success and process improvement. Efforts continue to improve the performance management system to ensure direct correlation with corporate goals and individual performance.

Agency Name: STATE TECHNICAL & COMPREHENSIVE EDUCATION

Fiscal Year 2017-2018  
Accountability Report

Agency Code: HS90 Section: 25

Strategic Planning and Performance Measurement Template

Statewide Enterprise Strategic Objective	Type	Item #			Description	2017-18			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
		Goal	Strategy	Measure		Base	Target	Actual				
<b>Education, Training, and Human Development</b>	<b>G</b>	<b>1</b>			<b>Ensure excellence and value by providing high quality, relevant programs and services to customers.</b>							
	<b>S</b>	<b>1.1</b>			<b>Provide program evaluation, review, and approval.</b>							
	M		1.1.1	Number of new academic certificate, diplomas, and degrees	0	30	66	7/1/17-6/30/18	New Program Submissions	Total Number	Enhances accessibility in breadth and depth of programs provided	
	M		1.1.2	Number of existing academic programs in good standing (includes degrees, diplomas, and certificates)	1023	950	1006	7/1/17-6/30/18	Program reviews evaluated against criteria and standards	Total Number	Ensure a quality higher education is being provided that is relevant to the local community	
	<b>S</b>	<b>1.2</b>			<b>Maintain accessibility and affordability of higher education for South Carolina citizens.</b>							
	M		1.2.1	Percentage increase in tuition and fees - State Board maximum tuition	\$	252.33	2% - 4%	3.20%	Effective for upcoming academic year	Commonfund Institute - Higher Education Price Index	Maximum per credit hour increased by HEPI percentage increase	Ensures that a quality higher education remains affordable and accessible to South Carolinians
	M		1.2.2	Percentage increase in tuition and fees - average actual at colleges	\$	4,151.00	< 4%	3.80%	Academic Years 2017-2018 vs. 2016-2017	CHE Tuition and Required Fees Schedule by college	% increase (academic year to academic year)	Ensures that a quality higher education remains affordable and accessible to South Carolinians
	<b>S</b>	<b>1.3</b>			<b>Provide responsible and flexible access to education, training, and retraining through distance learning technology.</b>							
	M		1.3.1	Number of distance learning opportunities	4875	2200 new opportunities	1148 new; 6023 total	7/1/17-6/30/18	EDSS Data Reporting System	Total Number	Enhances accessibility in breadth and depth of programs provided	
	<b>S</b>	<b>1.4</b>			<b>Provide responsible and flexible access to education and training through dual enrollment opportunities.</b>							
	M		1.4.1	Number of dual enrollment opportunities	1313	200 new opportunities	222 new; 1535 total	7/1/17-6/30/18	EDSS Data Reporting System	Total Number	Enhances accessibility in breadth and depth of programs provided	
<b>Education, Training, and Human Development</b>	<b>G</b>	<b>2</b>			<b>Achieve greater efficiency and effectiveness in fulfilling the Technical College System's mission through coordinated college and state-level leadership</b>							
	<b>S</b>	<b>2.1</b>			<b>Improve system-wide decision making by increasing access to data.</b>							
	M		2.1.1	Execution date of data sharing agreement with SCDEW	N/A	Date Signed 6/15/2017	Date Signed 5/22/2017	7/1/17-6/30/18	MOA between DEW and Individual Colleges	N/A	Facilitates ability to meet changing workforce demands through proactive partnership with key stakeholders	
	M		2.1.2	Execution date of data sharing agreement with the National Community College Benchmarking Project (NCCBP)	N/A	Date Signed 6/15/2017	Date Signed 4/10/2017	June 2018	Contract with National Community College Benchmarking Project	N/A	Facilitates ability to meet changing workforce demands through proactive partnership with key stakeholders	
	M		2.1.3	Number of continuing education contact hours during applicable reporting period (summer 2016 - spring 2017)	0	> 2,500,000	2,738,130	Academic terms summer 2016 - spring 2017	EDSS Data Reporting System	Total Number	Ensures a quality higher education is being provided through continuing education that is relevant to the local community served	
	<b>S</b>	<b>2.2</b>			<b>Provide technical assistance to technical colleges.</b>							
	M		2.2.1	Number of help desk calls supported during the fiscal year	0	4500	5375	7/1/17-6/30/18	Help Desk Data Tracking	Total Number	Ensures information technology/data issues are addressed in a timely manner	
	M		2.2.2	Timely and accurate information in the State's Human Resources Information System (HRIS)	Bi-monthly	Bi-monthly	Bi-monthly	7/1/17-6/30/18	State HRIS System	N/A	Ensures that data is consistently kept up-to-date to enhance decision making	
<b>Public Infrastructure and Economic Development</b>	<b>G</b>	<b>3</b>			<b>Develop a world-class workforce to fulfill the demands of an evolving and diversified economy.</b>							
	<b>S</b>	<b>3.1</b>			<b>Initiate strategic partnerships that respond to statewide economic and workforce needs.</b>							
	M		3.1.1	Number of companies participating in the E-zone Program annually and since inception	88 since inception as of June 30, 2017	15 new companies	20 new in FY 2017-2018 and 108 since inception	7/1/17-6/30/18	State Board - Ezone Data Tracking	Total Number	Promotes workforce development by ensuring a wide variety of companies across the state are taking advantage of this training tool	
	<b>S</b>	<b>3.2</b>			<b>Expand implementation of a state-wide coordinated strategy for the Technical College System's promotion and delivery of registered apprenticeships.</b>							
	M		3.2.1	Number of apprentices last year and since inception	26,864 since inception as of June 30, 2017	> 2000 new apprentices	2,312 new in FY 2017-2018 and 29,176 since inception	7/1/17-6/30/18	State Board - Maximizer System	Total Number	Promotes workforce development by ensuring a wide variety of companies across the state are taking advantage of the apprenticeship program	
	M		3.2.2	Number of companies last year and since inception	920 since inception as of June 30, 2017	> 100 new companies	120 new in FY 2017-2018 and 1040 since inception	7/1/17-6/30/18	State Board - Maximizer System	Total Number	Promotes workforce development by ensuring a wide variety of companies across the state are taking advantage of the apprenticeship program	
	<b>S</b>	<b>3.3</b>			<b>Provide customized start-up training for eligible new and expanding businesses through the System's readySC Program.</b>							
	M		3.3.1	Number of readySC participants last year and since inception	292,873 since inception as of June 30, 2017	> 5000 new participants	5,070 new in FY 2017-2018 and 297,933 since inception	7/1/17-6/30/18	State Board - Maximizer System	Total Number	Promotes workforce development by ensuring a wide variety of companies across the state are taking advantage of this recruiting and training program	
	M		3.3.2	Number of companies participating in readySC last year and since inception	2,128 since inception as of June 30, 2017	60 new companies	74 in FY 2017-2018 and 2,202 since inception	7/1/17-6/30/18	State Board - Maximizer System	Total Number	Promotes workforce development by ensuring a wide variety of companies across the state are taking advantage of this recruiting and training program	
<b>Government and Citizens</b>	<b>G</b>	<b>4</b>			<b>Acquire the financial and infrastructure resources necessary to achieve the Technical College System's mission.</b>							
	<b>S</b>	<b>4.1</b>			<b>Further enhance education and training goals of the System by successfully guiding system initiatives as they relate to legislative priorities.</b>							
	M		4.1.1	Legislative agenda developed timely	N/A	August 2017	July 2017	Prior to end of August 2017	Presidents' Council and State Board meeting minutes	N/A	Promotes sound fiscal stewardship and allow for consistency in a fully-vetted request for funding	
	M		4.1.2	Annual budget request submitted timely	N/A	September 2017	September 2017	9/21/2018	State Budget Request	N/A	Promotes sound fiscal stewardship and allow for consistency in a fully-vetted request for funding	
	<b>S</b>	<b>4.2</b>			<b>Foster system-wide leadership through statewide professional development programs.</b>							

Agency Name: STATE TECHNICAL & COMPREHENSIVE EDUCATION

Fiscal Year 2017-2018

Agency Code: HS90 Section: 25

Accountability Report

Strategic Planning and Performance Measurement Template

Statewide Enterprise Strategic Objective	Type	Item #		Description	2017-18			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
		Goal	Strategy		Measure	Base	Target				
	M		4.2.1	Number of participants in leadership programs during fiscal year 2018	223 since Inception of Program as of June 30, 2017	20 new participants	22 in FY 2017-2018 and 243 since inception	7/1/17-6/30/18	State Board Leadership Program Records	Total Number	Promotes professional development at the System and facilitates succession planning
<b>Government and Citizens</b>	<b>G</b>	<b>5</b>	<b>Demonstrate accountability and transparency regarding the Technical College System's mission.</b>								
	<b>S</b>		<b>5.1</b>	<b>Ensure State Board policies are relevant and reflect current state law.</b>							
	M		5.1.1	Number of policies reviewed	1/3 Policies Reviewed	1/3 Policies Reviewed	1/3 Policies Reviewed	7/1/17-6/30/18	State Board Policies and Procedures	Total Number	Ensures policies remain current and timely
	M		5.1.2	Number of Financial Statements reviewed by System Office Finance Department	0	16	16	October 2017	Audited Financial Statements	Total Number	Promotes sound fiscal stewardship and ensures reliability of financial reporting, effectiveness, and efficiency
	<b>S</b>		<b>5.2</b>	<b>Provide service to technical colleges through system-wide agreements</b>							
	M		5.2.1	Number of information technology security reviews	0	17	17	7/1/17-6/30/18	IT Security Reviews and Compliance Projects	Total Number	Promotes information technology security and allows for proactive mitigation of risks
	M		5.2.2	Number of system-wide procurements completed during the fiscal year	0	> 10	12	7/1/17-6/30/18	Finance Procurement Tracking	Total Number	Promotes sound fiscal stewardship
<b>Education, Training, and Human Development</b>	<b>G</b>	<b>6</b>	<b>Instructional Programs - Technical Colleges</b>								
	<b>S</b>		<b>6.1</b>	<b>Ensure instructional programs performance goals are met by the colleges through use of the Performance Funding Model.</b>							
	M		6.1.1	Percentage of graduates employed in their field of study or continuing education	N/A	80% Graduate Placement	88.73%	Academic Year 2016	State Board Performance Funding Allocation Formula	Number of reported graduates employed in their field of study or continuing their education/total number of graduates for the reporting year	Promotes sound fiscal stewardship and facilitates equitable allocation of funding based on performance goals and achievements
	M		6.1.2	Percentage pass rate of licensure exams	N/A	80% Licensure Exam Pass Rate	90.69%	Academic Year 2017	State Board Performance Funding Allocation Formula	Total percentage pass rate on licensure exams	Promotes sound fiscal stewardship and facilitates equitable allocation of funding based on performance goals and achievements
	M		6.1.3	Percentage fall to spring persistence rate	N/A	71% fall to spring national persistence rate	73.10%	Academic Year 2017	State Board Performance Funding Allocation Formula	Fall to spring persistence formula	Promotes sound fiscal stewardship and facilitates equitable allocation of funding based on performance goals and achievements

Agency Name: STATE TECHNICAL & COMPREHENSIVE EDUCATION

Fiscal Year 2018-2019

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Accountability Report

Strategic Planning and Performance Measurement Template

Statewide Enterprise Strategic Objective	Type	Item #			Description	2018-19			Time Applicable	Data Source and Availability	Calculation Method	Meaningful Use of Measure
		Goal	Strategy	Measure		Base	Target	Actual				
<b>Education, Training, and Human Development</b>	<b>G</b>	<b>1</b>			<b>Ensure excellence and value by providing high quality, relevant programs and services to customers.</b>							
	<b>S</b>	<b>1.1</b>			<b>Provide program evaluation, review, and approval.</b>							
	M		1.1.1	Number of new academic certificate, diplomas, and degrees	0	35		7/1/18-6/30/19	New Program Submissions	Total Number	Enhances accessibility in breadth and depth of programs provided	
	M		1.1.2	Number of existing academic programs in good standing (includes degrees, diplomas, and certificates)	1006	975		7/1/18-6/30/19	Program reviews evaluated against criteria and standards	Total Number	Ensure a quality higher education is being provided that is relevant to the local community	
	<b>S</b>	<b>1.2</b>			<b>Maintain accessibility and affordability of higher education for South Carolina citizens.</b>							
	M		1.2.1	Percentage increase in tuition and fees - State Board maximum tuition	\$	260.40	2% - 4%	Effective for upcoming academic year	Commonfund Institute - Higher Education Price Index	Maximum per credit hour increased by HEPI percentage increase	Ensures that a quality higher education remains affordable and accessible to South Carolinians	
	M		1.2.2	Percentage increase in tuition and fees - average actual at colleges	\$	4,309.00	< 4%	Academic Years 2018-2019 vs. 2017-2018	CHE Tuition and Required Fees Schedule by college	% increase (academic year to academic year)	Ensures that a quality higher education remains affordable and accessible to South Carolinians	
	<b>S</b>	<b>1.3</b>			<b>Provide responsible and flexible access to education, training, and retraining through distance learning technology.</b>							
	M		1.3.1	Number of distance learning opportunities	6023	3000 new opportunities		7/1/18-6/30/19	EDSS Data Reporting System	Total Number	Enhances accessibility in breadth and depth of programs provided	
	<b>S</b>	<b>1.4</b>			<b>Provide responsible and flexible access to education and training through dual enrollment opportunities.</b>							
	M		1.4.1	Number of dual enrollment opportunities	1535	1000 new opportunities		7/1/18-6/30/19	EDSS Data Reporting System	Total Number	Enhances accessibility in breadth and depth of programs provided	
<b>Education, Training, and Human Development</b>	<b>G</b>	<b>2</b>			<b>Achieve greater efficiency and effectiveness in fulfilling the Technical College System's mission through coordinated college and state-level leadership</b>							
	<b>S</b>	<b>2.1</b>			<b>Improve system-wide decision making by increasing access to data.</b>							
	M		2.1.1	Execution date of data sharing agreement with SCDEW	N/A	Date Signed 6/15/2018		7/1/18-6/30/19	MOA between DEW and Individual Colleges	N/A	Facilitates ability to meet changing workforce demands through proactive partnership with key stakeholders	
	M		2.1.2	Execution date of data sharing agreement with the National Community College Benchmarking Project (NCCBP)	N/A	Determine whether to pursue		June 2018	Contract with National Community College Benchmarking Project	N/A	Facilitates ability to meet changing workforce demands through proactive partnership with key stakeholders	
	M		2.1.3	Number of continuing education contact hours during applicable reporting period (summer 2016 - spring 2017)	0	> 2,500,000		Academic terms summer 2017 - spring 2018	EDSS Data Reporting System	Total Number	Ensures a quality higher education is being provided through continuing education that is relevant to the local community served	
	<b>S</b>	<b>2.2</b>			<b>Provide technical assistance to technical colleges.</b>							
	M		2.2.1	Number of help desk calls supported during the fiscal year	0	5000		7/1/18-6/30/19	Help Desk Data Tracking	Total Number	Ensures information technology/data issues are addressed in a timely manner	
	M		2.2.2	Timely and accurate information in the State's Human Resources Information System (HRIS)	Bi-monthly	Bi-monthly		7/1/18-6/30/19	State HRIS System	N/A	Ensures that data is consistently kept up-to-date to enhance decision making	
<b>Public Infrastructure and Economic Development</b>	<b>G</b>	<b>3</b>			<b>Develop a world-class workforce to fulfill the demands of an evolving and diversified economy.</b>							
	<b>S</b>	<b>3.1</b>			<b>Initiate strategic partnerships that respond to statewide economic and workforce needs.</b>							
	M		3.1.1	Number of companies participating in the E-zone Program annually and since inception	108 since inception as of June 30, 2018	15 new companies		7/1/18-6/30/19	State Board - Ezone Data Tracking	Total Number	Promotes workforce development by ensuring a wide variety of companies across the state are taking advantage of this training tool	
	<b>S</b>	<b>3.2</b>			<b>Expand implementation of a state-wide coordinated strategy for the Technical College System's promotion and delivery of registered apprenticeships.</b>							
	M		3.2.1	Number of apprentices last year and since inception	29,176 since inception as of June 30, 2018	> 2000 new apprentices		7/1/18-6/30/19	State Board - Maximizer System	Total Number	Promotes workforce development by ensuring a wide variety of companies across the state are taking advantage of the apprenticeship program	
	M		3.2.2	Number of companies last year and since inception	1040 since inception as of June 30, 2018	> 100 new companies		7/1/18-6/30/19	State Board - Maximizer System	Total Number	Promotes workforce development by ensuring a wide variety of companies across the state are taking advantage of the apprenticeship program	
	<b>S</b>	<b>3.3</b>			<b>Provide customized start-up training for eligible new and expanding businesses through the System's readySC Program.</b>							
	M		3.3.1	Number of readySC participants last year and since inception	297,933 since inception as of June 30, 2018	> 5000 new participants		7/1/18-6/30/19	State Board - Maximizer System	Total Number	Promotes workforce development by ensuring a wide variety of companies across the state are taking advantage of this recruiting and training program	
	M		3.3.2	Number of companies participating in readySC last year and since inception	2,202 since inception as of June 30, 2018	60 new companies		7/1/18-6/30/19	State Board - Maximizer System	Total Number	Promotes workforce development by ensuring a wide variety of companies across the state are taking advantage of this recruiting and training program	
<b>Government and Citizens</b>	<b>G</b>	<b>4</b>			<b>Acquire the financial and infrastructure resources necessary to achieve the Technical College System's mission.</b>							
	<b>S</b>	<b>4.1</b>			<b>Further enhance education and training goals of the System by successfully guiding system initiatives as they relate to legislative priorities.</b>							
	M		4.1.1	Legislative agenda developed timely	N/A	August 2018		Prior to end of August 2018	Presidents' Council and State Board meeting minutes	N/A	Promotes sound fiscal stewardship and allow for consistency in a fully-vetted request for funding	
	M		4.1.2	Annual budget request submitted timely	N/A	September 2018		9/21/2018	State Budget Request	N/A	Promotes sound fiscal stewardship and allow for consistency in a fully-vetted request for funding	
	<b>S</b>	<b>4.2</b>			<b>Foster system-wide leadership through statewide professional development programs.</b>							
	M		4.2.1	Number of participants in leadership programs during fiscal year 2018	243 since Inception of Program as of June 30, 2018	20 new participants		7/1/18-6/30/19	State Board Leadership Program Records	Total Number	Promotes professional development at the System and facilitates succession planning	



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Program Template

Program/Title	Purpose	FY 2017-18 Expenditures (Actual)				FY 2018-19 Expenditures (Projected)				Associated Measure(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
I.A. Administration: President's Office (includes employee benefits - Section IV of the Appropriation Act)	This function provides executive leadership and planning for the sixteen technical colleges and the State Board on advocacy, policy development, legislative matters, and communications and public initiatives. The System Office President also provides assistance and direction in obtaining and developing potential grants for the agency. The System supports the communications, marketing and research initiatives in order to to create awareness and advocacy for the Technical College System.	\$ 1,450,841			\$ 1,450,841	\$ 1,479,858			\$ 1,479,858	1.1.1 - 1.4.1, 2.1.1 - 2.1.3, 3.1.1 - 3.3.2, 4.1.1, 4.2.1, 5.1.1 - 5.2.2, 6.1.1 - 6.1.3

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Program Template

Program/Title	Purpose	FY 2017-18 Expenditures (Actual)				FY 2018-19 Expenditures (Projected)				Associated Measure(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
I.B. Administration: Finance and Human Resources (includes employee benefits - Section IV of the Appropriation Act)	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.	\$ 2,667,941			\$ 2,667,941	\$ 2,721,299			\$ 2,721,299	1.2.1, 2.1.1, 2.2.2, 4.1.1, 4.1.2, 5.1.1, 5.1.3, 5.2.2, 5.2.2
I.C. Administration: Information Technology (includes employee benefits - Section IV of the Appropriation Act)	Provides programming and technical support for infrastructure and a comprehensive array of software used for collecting and reporting data for the colleges.	\$ 1,502,322			\$ 1,502,322	\$ 1,532,368			\$ 1,532,368	2.2.1, 5.1.1, 5.2.1
II.A. Instructional Programs: Technical Colleges (employee benefits for colleges reported separately below)	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.	\$ 88,627,628	\$ 431,975,903	\$ 42,506,090	\$ 563,109,621	\$ 92,660,628	\$ 431,975,903	\$ 42,506,090	\$ 567,142,621	1.1.1, 1.1.2, 1.2.1, 1.2.2, 1.3.1, 1.4.1, 2.1.2, 6.1.1, 6.1.2, 6.1.3

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Program/Title	Purpose	FY 2017-18 Expenditures (Actual)				FY 2018-19 Expenditures (Projected)				Associated Measure(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
II.A. Instructional Programs: Special Items: Critical Needs Nursing	Critical Needs Nursing provides salary and fringe benefits to Nursing faculty in order to compete more effectively with maintaining high quality nursing faculty within the technical colleges.	\$ 322,512			\$ 322,512	\$ 322,512			\$ 322,512	1.1.2
II.A. Instructional Programs: Special Items: Spartanburg Cherokee Expansion	The Cherokee Expansion activity will be carried out in phases. In Phase I the college will construct a 28,730 sq. ft. academic/training facility on 42.5 acres of land located just off of I-85 in Cherokee county.	\$ 906,816			\$ 906,816	\$ 906,816			\$ 906,816	1.1.1, 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

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Program Template

Program/Title	Purpose	FY 2017-18 Expenditures (Actual)				FY 2018-19 Expenditures (Projected)				Associated Measure(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
II.A. Instructional Programs: Special Items: Florence Darlington Operations	Florence-Darlington Technical College is building a new Advanced Manufacturing Center facility. The purpose of the budget funding is to assist in equipping this new facility with state-of-the-art, high technology, industrial training equipment designed to serve high tech manufacturing clients. The equipment will be used to support the training necessary to sustain and attract high tech manufacturing prospects in the Pee Dee region of South Carolina.	\$ 302,271			\$ 302,271	\$ 302,271			\$ 302,271	1.1.1, 1.1.2
II.A. Instructional Programs: Special Items: Florence Darlington SIMT	Florence-Darlington Technical College is building the new Southeastern Institute of Manufacturing and Technology (SIMT). The purpose of the budget funding is to assist in equipping this facility with several new state-of-the-art technologies. These technologies will be used to provide business and industry clients with solutions to strategic training, business operations, and manufacturing technology problems. These solutions will maximize workforce productivity and lead to	\$ 906,817			\$ 906,817	\$ 906,817			\$ 906,817	1.1.1, 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

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Program/Title	Purpose	FY 2017-18 Expenditures (Actual)				FY 2018-19 Expenditures (Projected)				Associated Measure(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
II.B. Instructional Programs: System Wide Programs and Initiatives (includes employee benefits - Section IV of the Appropriation Act)	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.	\$ 897,500	\$ 71,057	\$ 325,480	\$ 1,294,037	\$ 915,450	\$ 71,057	\$ 325,480	\$ 1,311,987	1.1.1, 1.1.2, 1.2.1, 1.3.1, 1.4.1, 2.1.1, 2.1.2, 4.2.1, 5.1.1, 6.1.1,6.1.2, 6.1.3
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	\$ 2,642,000			\$ 2,642,000	\$ 2,642,000			\$ 2,642,000	1.1.2

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Program Template

Program/Title	Purpose	FY 2017-18 Expenditures (Actual)				FY 2018-19 Expenditures (Projected)				Associated Measure(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.	\$ 36,798,326	\$ 70,083,325	\$ 7,339,670	\$ 114,221,321	\$ 36,798,326	\$ 70,083,325	\$ 7,339,670	\$ 114,221,321	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
III. A. Economic Development: Administration (includes Employee Benefits - Section IV of the Appropriation Act)	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.	\$ 2,742,965			\$ 2,742,965	\$ 2,742,965			\$ 2,742,965	2.1.3, 3.1.1, 3.2.1, 3.2.2, 3.3.1, 3.3.2
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
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	\$ -			\$ -	\$ -			\$ -	1.1.2

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Program Template

Program/Title	Purpose	<i>FY 2017-18 Expenditures (Actual)</i>				<i>FY 2018-19 Expenditures (Projected)</i>				Associated Measure(s)
		General	Other	Federal	TOTAL	General	Other	Federal	TOTAL	
III. B. Economic Development: Special Schools Training (includes employee benefits)	Coordinate the training for the contracted industries with fully equipped sites, well-qualified instructors with the applicable training skills, and the necessary operational support.	\$ 7,010,716		\$ 2,443,341	\$ 9,454,057	\$ 7,010,716		\$ 2,443,341	\$ 9,454,057	3.3.1, 3.3.2
<b>TOTAL</b>		<b>\$ 150,722,665</b>	<b>\$ 502,130,285</b>	<b>\$ 52,614,581</b>	<b>\$ 705,467,531</b>	<b>\$ 154,886,036</b>	<b>\$ 502,130,285</b>	<b>\$ 52,614,581</b>	<b>\$ 709,630,902</b>	

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Legal Standards Template

Item #	Law Number	Jurisdiction	Type of Law	Statutory Requirement and/or Authority Granted	Does this law specify who your agency must or may serve? (Y/N)	Does the law specify a product or service your agency must or may provide?	If yes, what type of service or product?	If other service or product, please specify what service or product.
1	59-53-10	State	Statute	<b>Enabling Legislation</b>	Yes	Yes	Other service or product our agency must/may provide	Provide education and workforce training
2	Proviso 25.1	State	Proviso	<b>Establishes Training Programs for the State Board for Technical and Comprehensive Education - 25.1.</b> (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 Executive Budget Office. Upon the Executive Budget Office's approval of the adjustment, the Director of the Executive Budget Office must certify, in writing, that the adjustment is directly related to either subsection (B)(1) or (B)(2). The 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 Director's written certification approving an adjustment, the State Board for Technical and Comprehensive Education must submit a statement to the President Pro Tempore of the Senate, the Speaker of the House of Representatives, the Chairman of the Senate Finance Committee, and the Chairman of the House Ways and Means Committee containing a detailed itemization of the manner in which funds initially appropriated for technology training were utilized, the specific purpose for the adjustment, and the ultimate recipient of the adjusted amount.(E) The aggregate amount of all adjustments made pursuant to this section may not exceed ten million dollars.(F) In the event that projected expenditures for the Center for Accelerated Technology Training exceed the amounts appropriated and the amount of any adjustments authorized, the State Board for Technical and Comprehensive Education may request a supplemental appropriation from the General Assembly.	Yes	Yes	Other service or product our agency must/may provide	Direct training for new and expanding business and industry
3	Proviso 25.2	State	Proviso	<b>Establishes Carry Forward on Training Funds - 25.2.</b> (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.	Yes	Yes	Other service or product our agency must/may provide	Direct training for new and expanding business and industry
4	Proviso 25.3	State	Proviso	<b>Establishes Requirements on Payments in Prior Year for Training - 25.3.</b> (TEC: Training of New & Expanding Industry - Payments of Prior Year Expenditures) The State Board for Technical and Comprehensive Education may reimburse business and industry for prior year training costs billed to the agency after fiscal year closing with the concurrence of the Comptroller General.	No	No - But relates to sources of funding for one or more agency deliverables	Distribute funding to another entity	
5	Proviso 25.4	State	Proviso	<b>Establishes Requirements regarding MSSC Funds - 25.4.</b> (TEC: MSSC) The funds appropriated to the State Board for Technical and Comprehensive Education for the Manufacturing Skills Standards Council Initiative may not be used for consulting associated with the Initiative.	No	No - But relates to manner in which one or more agency deliverables is provided		
6	Proviso 25.5	State	Proviso	<b>Establishes Methodology for STEM Funding - 25.5.</b> (TEC: Critical Statewide Workforce Needs) Of the funds appropriated in this act to the State Board for Technical and Comprehensive Education for E&G STEM Programs: Critical Needs Workforce Development Initiative, the State Board must allocate the funds between the colleges based on a methodology designed to best meet the state's workforce needs and demands. This methodology should be created by the State Board in consultation with the Department of Commerce and the Department of Employment and Workforce and should identify the areas with the most critical need. For this purpose, critical need shall be defined as unmet employment demand in areas or fields of Science, Technology, Engineering, Mathematics, and Manufacturing. Funds must be used by the college for STEM programs.	Yes	Yes	Other service or product our agency must/may provide	Must be used to best meet the state's workforce needs and demands
7	Proviso 25.6	State	Proviso	<b>Establishes Carry-Forward for SC Aeronautics Training Center - 25.6.</b> (TEC: Aeronautics Training Center) Funds appropriated for the S.C. Aeronautics Training Center may be carried forward from the prior fiscal year into the current fiscal year and utilized for the same purpose.	No	No - Does not relate directly to any agency deliverables		



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**Customer Template**

Divisions or Major Programs	Description	Service/Product Provided to Customers	Customer Segments	<i>Specify only for the following Segments: (1) Industry; Name; (2) Professional Organization; Name; (3) Public; Demographics.</i>
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>
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>





