

Annual Accountability Report

Fiscal Year 2007-2008



GREENVILLE TECHNICAL COLLEGE ANNUAL ACCOUNTABILITY REPORT

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I. Executive Summary

1.1. Organization Purpose, Vision, Mission and Values

Purpose: Founded in 1962 as the first of 16 colleges in the South Carolina Technical Education System, Greenville Technical College (GTC) is an accredited, state-supported postsecondary institution dedicated to providing affordable, quality educational opportunities to residents throughout the Greenville metropolitan area. The college is further committed to preparing both traditional and non-traditional students for entry-level employment, admission to a four-year college or university, professional career advancement, and personal development actualization.

Vision: GTC’s vision is to be an exemplary center for learning that enables student success and promotes economic development.

Mission and Values: GTC’s Mission Statement reflects its commitment to learning that enables student success and promotes economic development. “Greenville Technical College drives personal and economic growth through learning.” GTC is committed to the following values: learning, integrity, diversity, cooperation, excellence and accountability.

1.2. Major Achievements from Past Year

Administration

- A College and Career Academy was started to support the Education and Economic Development Act (EEDA).
- The number of students taking the General Educational Development (GED) test increased by more than 25%.
- The intake process for dual enrollment students was redesigned.

Administration, Diversity and Community Affairs

- The college signed articulation agreements with five Historically Black Colleges and Universities in the state of South Carolina.
- The college received special recognition from the South Carolina Human Affairs Commission for being in the top 10 agencies in the state for Affirmative Action goal achievement.
- The Greenville County Human Relations Commission presented the Currie B. Spivey, Jr. Business and Industry Award for Community Involvement to the Administration, Diversity and Community Affairs Division of GTC.

Corporate and Economic Development

- A new mechatronics program was launched under the TechReadySC banner in collaboration with four other Upstate colleges. This was funded through an AdvanceSC grant and involved both continuing education and curriculum areas of the colleges.
- The college participated in a new SC apprentice initiative to develop the workforce. The college launched an electrician apprenticeship program for a group of employers, worked with several employers to install a mechatronics apprenticeship program, and developed an Emergency Medical Technology (EMT)/paramedic apprenticeship program involving employers throughout the Upstate.
- CE increased the number and value of grants generated, including AdvanceSC funding of

mechatronics, South Carolina Technical College System and State Workforce Investment Board funding of EMT/paramedic apprenticeship programs, and Incumbent Worker Training grants for employers through Greenville County Workforce Investment Board.

Education

- Community College Survey of Student Engagement (CCSSE) Task Forces were formed, studied the data and made recommendations to increase student engagement.
- A Simulation Center was approved, is under construction, and is scheduled to open Fall 2009.
- College-Wide Student Learning Outcomes were developed and defined with key indicators.
- Five new programs were started (Paralegal Advanced Certificate, Advanced Security Certificate, Resort and Spa Management Certificate, Advanced Firefighting Certificate and Toyota Technician Certificate).

Planning and Technology

- A “Technology in Marketing” initiative was launched. Online chats, Search Engine Optimization (SEO), variable data printing, and content management system were used to reach our current and potential students.
- Installation and migration to Release 18 of Colleague, involving nearly all elements of the Office of Information Technology (Programming, Database, Reporting, Operations, Training, Infrastructure and Computer Support Services) was accomplished.
- Assessment Council (AC) was established to support college-wide assessment efforts.

Satellite Campus Operations

- The new Northwest Campus facility was opened.
- Brashier Middle College was established on Brashier Campus.

Student Services

- Online Orientation, required for all new students, was created and successfully implemented.
- The first Student Crisis and Emergency Response Protocol Manual was created for Student Services. This manual addressed the death of a student, emergency on campus and dealing with students, etc., and includes who to call on the response team.

1.3. Key Strategic Goals

Noted below are the 2006-2010 strategic initiatives that are essential to the growth, improvement, and expansion of the college.

- Focus on **student learning and experience** by providing exemplary student support services and teaching/learning environments and by exceeding customer expectations in all college processes.
- Nurture and support an environment of caring **learning community** among our inclusive GTC family, with attention to wellness, security, personal growth opportunities, collegiality, and open communications.
- Ensure optimal learning through **integral use of technology** in all college functions.
- Demonstrate a commitment to continuous development of our **human resources**.
- Use **reliable data** in the planning and generation of resources.
- Focus on **corporate, economic, and community development**.

1.4. Strategic Challenges

FIGURE 1.4-1: Strategic Challenges

Institutional Weaknesses
<p>ACADEMIC PROGRAMS</p> <p style="text-align: center;">Ineffective Developmental Program</p> <ul style="list-style-type: none"> • Developmental curricula have not been updated in over 15 years and do not reflect the expectations of today’s diverse student population. • Courses are skill driven and content oriented rather than based on learning outcomes. • Courses are not integrated to provide a smooth transition from course to course. • Courses are taught in isolation from a learning laboratory equipped with support services to effectively help underprepared learners. <p style="text-align: center;">Passive Instructional Methodologies</p> <ul style="list-style-type: none"> • Instructors rely primarily on lecture as their teaching method, one of the most passive teaching strategies, leaving students disengaged from learning. • Instructional methods are not geared to assessment of learning outcomes or mastery of objectives. • Most instructional methods do not take students’ varied learning styles into consideration. • Technology to support faculty instruction is limited to primarily PowerPoint. • Little investment has been made in collaborative learning, i.e., learning communities. <p style="text-align: center;">Inadequate Instructional Support</p> <ul style="list-style-type: none"> • Instruction is confined primarily to the classroom with inadequate learning support for underprepared learners. • Tutoring labs–Writing, Math, and Open Computer–are geared primarily to college-credit students. • Resources to support faculty and staff in instruction and support systems are limited.
<p>MANAGEMENT EFFECTIVENESS</p> <p style="text-align: center;">Weak Intervention System</p> <ul style="list-style-type: none"> • Student data are not available in a timely or useable format for decision makers. • Efforts to monitor student performance are manual with little technology available for timely interventions. • Student intervention services, i.e., issuing early alerts and creating comprehensive e-portfolios for assessment are not integrated with Datatel, the student information management system.
<p>FISCAL STABILITY</p> <p style="text-align: center;">Uneven State Funding</p> <ul style="list-style-type: none"> • State funding to support college operations is linked to the amount of state revenues collected, which makes for uneven funding; this year, the college is bracing for a cut of \$2 million. • A major portion of the tuition comes from South Carolina’s state-funded lottery tuition assistance program, which fluctuates from year to year based on the lottery receipts and priorities.

1.5. Use of Accountability Report to Improve Organizational Performance

GTC has used the annual accountability reporting exercise as a means to drive its commitment to continuous organizational improvement. More specifically, this process contributed to the college’s commitment to establish an Assessment Office and promoted the purchase of assessment management software.

II. Organizational Profile

2.1. Primary Educational Programs, Offerings, Services, and Delivery Methods

College that Works is GTC’s motto and refers to GTC’s long-standing commitment to working not only to provide quality education to its students but also to enhance the economic vitality of the community. Established in 1962 as the first of 16 colleges in the South Carolina Technical Education System, GTC’s study options include technical courses, certificates, diplomas, and associate degrees in the areas of business, computer technology, nursing, health sciences, engineering technologies, industrial technologies, and public service, as well as a comprehensive university transfer program. Students may select from 36 associate degree, 11 diploma, and 125 certificate program alternatives. The college further provides continuing education for occupational advancement and personal interest, as well as economic development services that support business and industrial growth in the community. Traditional didactic classroom instruction, online distance learning, hands-on laboratory application, and convenient telecourses are all blended to create an optimum study environment.

2.2. Key Student Segments, Stakeholders, and Market Segments

Key Student Segments: As an open admission institution, GTC’s population includes traditional students entering college directly from high school and a growing number of non-conventional students including adults in mid-life career change, displaced or under-employed textile workers, newly arriving immigrants, transplants from neighboring states, and those seeking enhanced workforce training. The student body is diverse and generally reflects the ethnic makeup of the service area as noted below.

FIGURE 2.2-1: STUDENT EXPECTATIONS

<p>Academic Program Students 15,070 (<i>Fall 2007</i>)</p> <p>Continuing Education Students 56,324 (<i>06-07 registrations</i>)</p>	<p>Learning Expectations</p> <ul style="list-style-type: none"> • Earn credits for transfer to four-year college or university • Obtain associate degree, diploma, or certificate • Obtain skills needed for career advancement • Receive entry-level job skills training • Obtain technical or job development skills • Engage in personal growth opportunities
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Stakeholders: Many groups have a stake in the college. The state and local community, for example, want to ensure that the institution serves the public interest. The faculty is concerned that the institution upholds the standards of the academic disciplines. Students, on the other hand, want an affordable, convenient, and productive educational experience. The challenge is in blending these various expectations to produce outcomes valued by all.

2.3. Operating Locations

GTC maintains seven satellite locations throughout Greenville County including:

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

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

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

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

Donaldson Industrial Air Park: Places its emphasis on aircraft maintenance and truck driver training.

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

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

Another operating location of interest is the Admissions and Registration Center (ARC) situated at **McAlister Square**, (several blocks from the main campus).

2.4. Number of Employees

GTC has 763 faculty (331 full-time and 432 part-time) and 630 staff (353 full-time and 277 part-time).

2.5. Regulatory Environment

The college president and the leadership team provide direct oversight of college operations in accordance with standards set by the South Carolina State Board for Technical and Comprehensive Education, which is responsible for the state-level development, implementation and coordination of postsecondary occupational and technical training, and education to support area-wide economic development. The South Carolina Commission on Higher Education (CHE) acts as a coordinating board for both public and private higher educational institutions across the state. Additionally, GTC is fully accredited with the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) through 2012. Individual programs are accredited by specific state, national, and professional organizations.

2.6. Governance System

GTC's president is directly responsible for organization and operation of the college under the direction of the Greenville County Commission for Technical Education (Area Commission). This board is comprised of ten constituents from GTC's primary service area, including seven members appointed by the governor to three-year terms and three ex-officio members.

2.7. Partners and Key Suppliers

Greenville Tech maintains ongoing strategic alliances with a variety of partners for the purpose of 1) recruiting new students, 2) transferring existing students to four-year college and university programs, and 3) providing workforce development and job skills training. Organizations

include local secondary and postsecondary institutions; Upstate workforce and economic development agencies; civic, community, and faith-based groups; as well as industry leaders and employers.

2.8. Key Competitors

Two public institutions (Spartanburg Community College and Tri-County Technical College) are located in service areas close to Greenville Tech. Additionally, two private vocational schools, ECPI College of Technology and ITT Technical Institute provide programming to populations also targeted by GTC.

2.9. Factors Determining Competitive Success

FIGURE 2.9-1: SUCCESS FACTORS

Factors Impacting Competitive Success	Actions and Activities to Ensure Success
1. Maintaining a diversity of educational options	<u>Enhancing internal assessments</u> including establishment of the Assessment Council and purchase of assessment management software to integrate processes
2. Expanding partnerships with secondary and four-year institutions	<u>Restructuring Human Resource</u> policies and improving recruitment, hiring, and retention procedures
3. Hiring and maintaining talented and professionally engaged faculty	<u>Moving to a resource planning</u> model where data are used to drive decisions
4. Providing competency-based curriculums that have real-life applications and meet specific professional and occupational skill sets/standards	<u>Negotiated articulation agreements</u> with five historically black colleges, as well as transfer agreements with Clemson, USC, and USC Upstate
5. Creating a multidimensional learning environment to accommodate a variety of students with varying academic, career, and personal goals	<u>Expanding facilities</u> to meet growing student needs with new facility opened at Northwest Campus
6. Developing new industry-driven training options	<u>Moving to learning-centered focus</u> in all areas of the college
7. Recognizing opportunities to recruit non-traditional student populations	
8. Using technology to optimally serve students, faculty, and staff	
9. Establishing a sense of community and collegiate spirit on campus	
10. Seeking additional extramural funding	

2.10. Performance Improvement Systems

Strategic Planning: The college’s Mission Statement focuses on its commitment to putting learning first in all areas of the college. The college purchased assessment management software, WEAVEonline®, to organize and assess both academic and administrative programs. A college-wide Assessment Council has been established to oversee assessment activities.

Institutional Effectiveness Reporting: In response to Act 629 passed by the South Carolina legislature in June 1988, all technical colleges are required to report to CHE on the status of six major functional areas (see Figure 2.10-1). The college submits data to CHE on accredited programs and credentialing exam pass rates that are compiled annually in CHE’s *A Closer Look at Public Higher Education in South Carolina, Institutional Effectiveness, Accountability, and Performance*.

FIGURE 2.10-1: CHE REQUIRED REPORTING CATEGORIES

Reporting Period	Reporting Component
Annually	Majors or Concentrations
Every Two Years	Achievement of Students Transferring from Two- to Four-Year Institutions
Every Four Years	General Education – Student Development – Academic Advising – Library Resources

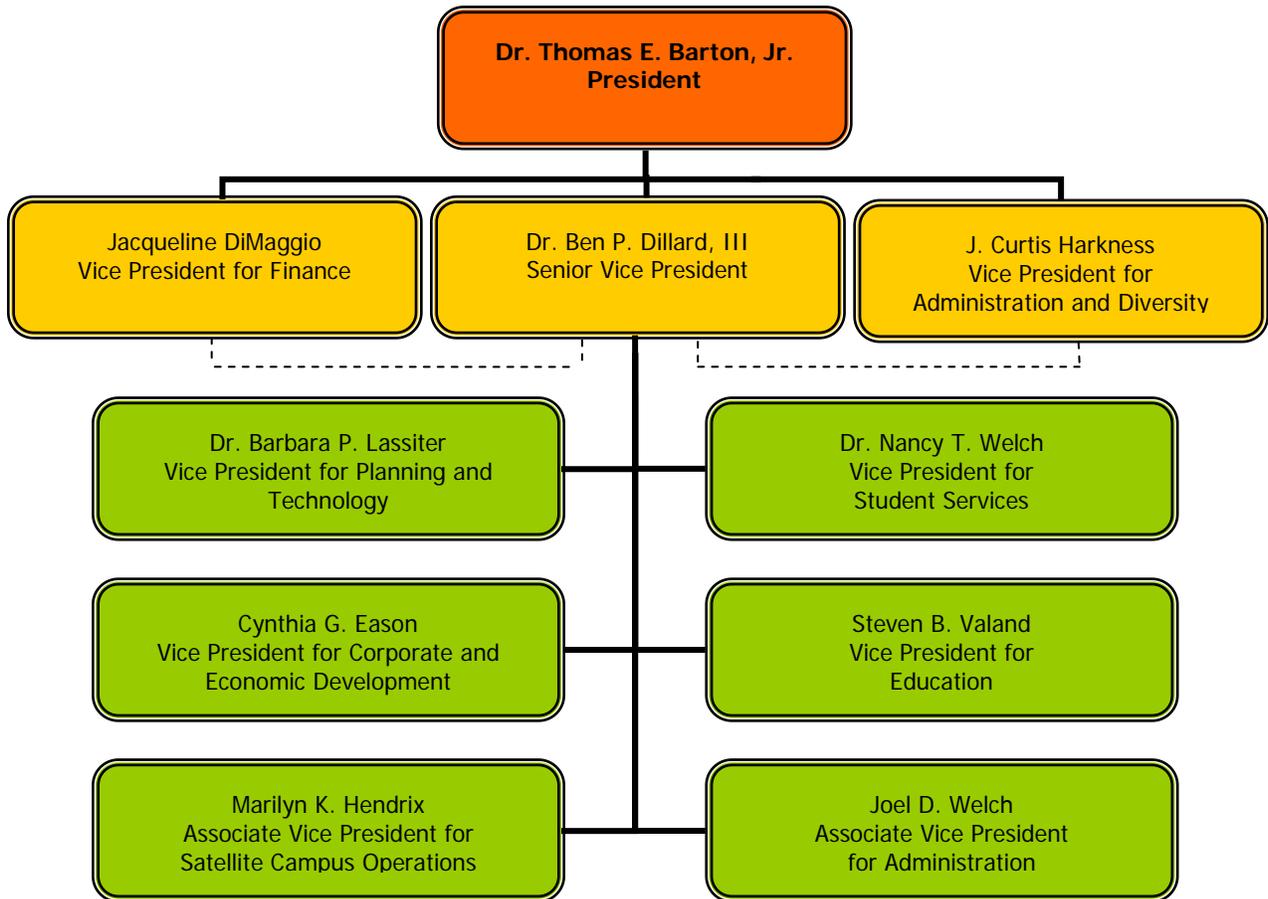
Student Surveys and Reports: The Office of Planning and Grants produces a number of in-house surveys and reports and uses externally-developed surveys to determine performance outcomes and satisfaction ratings including, but not limited to: *Community College Survey of Student Engagement*, *Graduate Follow-Up* (annually), *Employer Evaluation* (annually), and *Academic Advising Survey* (biennially).

Program Reviews: The Office of Academic Support coordinates a review of each associate degree program on a five-year cycle. In addition, many degree, diploma, and certificate programs comply with individual accreditation requirements.

2.11. Organizational Structure

The college’s organizational structure is comprised of a ten-member executive leadership team charged with setting policy, direction, and vision for the institution.

FIGURE 2.11-1: GREENVILLE TECHNICAL COLLEGE 2007-2008 ORGANIZATIONAL CHART



2.12. Expenditures/Appropriations Chart

**Accountability Report Appropriations/Expenditures Chart
Base Budget Expenditures and Appropriations: Greenville Technical College**

Major Budget Categories	FY 06-07 Actual Expenditures		FY 07-08 Actual Expenditures		FY 08-09 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$41,612,983	\$18,056,130	\$44,370,875	\$20,407,148	\$45,877,032	\$18,545,402
Other Operating	\$14,637,550		\$17,474,717		\$13,913,942	
Special Items	\$7,720,765		\$8,269,755		\$6,580,205	
Permanent Improvements	\$174,332		\$19,788		\$17,325	
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$9,945,606	\$4,144,850	\$11,041,252	\$3,679,965	\$11,535,663	\$4,490,363
Non-recurring	\$7,522,945		\$6,347,552		\$5,414,644	
Total	\$81,614,181	\$22,200,980	\$87,523,939	\$24,087,113	\$83,338,811	\$23,035,765

Other Expenditures

Sources of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds	\$291,047	\$375,171

2.13. Major Program Areas Chart

Accountability Report Major Programs Areas Chart: Greenville Technical College Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 06-07 Budget Expenditures	FY 07-08 Budget Expenditures	Key Cross References for Financial Results*
II. Instruction		State: 13,627,278.00 Federal: Other: 21,526,311.00 Total: 35,153,589.00 % of Total Budget: 46%	State: 13,096,525.00 Federal: Other: 24,830,712.00 Total: 37,927,237.00 % of Total Budget: 46%	
III. Academic Support		State: 3,701,753.00 Federal: Other: 6,000,761.00 Total: 9,702,514.00 % of Total Budget: 13%	State: 2,814,656.00 Federal: Other: 7,672,937.00 Total: 10,487,593.00 % of Total Budget: 13%	
IV. Student Support		State: 1,919,819.00 Federal: Other: 3,215,366.00 Total: 5,135,185.00 % of Total Budget: 7%	State: 1,626,895.00 Federal: Other: 3,610,115.00 Total: 5,237,010.00 % of Total Budget: 6%	
V. Plant Maintenance		State: Federal: Other: 8,604,042.00 Total: 8,604,042.00 % of Total Budget: 11%	State: Federal: Other: 9,677,371.00 Total: 9,677,371.00 % of Total Budget: 12%	
VI. Administrative Support		State: 2,952,129.00 Federal: 165,650.00 Other: 4,729,992.00 Total: 7,847,771.00 % of Total Budget: 10%	State: 2,952,129.00 Federal: 101,699.00 Other: 4,729,992.00 Total: 7,879,073.00 % of Total Budget: 10%	
VII. Auxiliary Enterprises		State: Federal: Other: 5,528,302.00 Total: 5,528,302.00 % of Total Budget: 7%	State: Federal: Other: 5,915,974.00 Total: 5,915,974.00 % of Total Budget: 7%	

Section II – Organizational Profile

Program Number and Title	Major Program Area Purpose (Brief)	FY 06-07 Budget Expenditures	FY 07-08 Budget Expenditures	Key Cross References for Financial Results*
VIII. Restricted Operations		State: 2,129,351.00 Federal: 3,419,390.00 Other: Total: 5,548,741.00 % of Total Budget: 7%	State: 3,596,908.00 Federal: 3,666,906.00 Other: Total: 7,263,814.00 % of Total Budget: 9%	
IX. Capital Expenditures		State: Federal: 2,000,000.00 Other: 2,119,832.00 Total: 4,119,832.00 % of Total Budget: 5%	State: Federal: Other: 3,135,867.00 Total: 3,135,867.00 % of Total Budget: 4%	

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

III. Elements of Malcolm Baldrige Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

Senior Leadership: GTC embraces a *learning approach to leadership* where leadership team management facilitates learning in others (staff and faculty) so that they can develop as professionals and peers, assume more collective responsibility relative to their work, engage in group planning and decision-making activities, as well as set continuous goals for the institution. Consequently, the traditional top-down approach of administration is giving way to a more facilitative, collaborative style. In support of this movement, the college conducted an annual leadership institute aimed at “grooming” the next generation of forward-thinking and productive leaders. In order to more fully share information and ideas generated at all levels of the organization, a variety of formats is in place to ensure open and ongoing communications as noted in the figure below.

FIGURE 3.1-1: DEPLOYMENT OF INSTITUTIONAL IDEALS

DEPLOYMENT OF INSTITUTIONAL IDEALS			
HOW	WHAT	WITH WHOM	FREQUENCY
Convocation	Vision, values, direction	All employees	Annually
Area Commission Meetings	Directions, updates, new initiatives, evaluations	10 local board members	6-8 times per year
Leadership team meetings	Directions, updates, new initiatives, performance improvements	Leadership team	Bi-weekly
Departmental staff meetings	Directions, updates, new initiatives, performance improvements	All employees	Determined by each department
<i>The Ticker</i> (newsletter)	Campus information	All employees	Weekly
<i>The Big Picture</i> (news magazine)	College activities and operations, message from the president	All employees, donors, community-at-large (via website)	Quarterly
www.gvltec.edu (website)	Educational programs, student activities	Community-at-large	Ongoing
GTC intraweb	Internal activities and operations	All employees	Ongoing
Greenville Education Network (GEN cable TV)	Updates and information	Community-at-large	Ongoing
GTC Announcements	Campus news	All employees	Daily
Media Relations	College achievements, programs, values	Local electronic and print media	Ongoing

**Section III – Elements of Malcolm Baldrige Criteria
Category 1 – Senior Leadership, Governance, and Social Responsibility**

Governance: A variety of groups is responsible for leading, managing, and controlling the college’s talent, energy, and resources. Administrators, faculty/staff committees, and 62 advisory committees provide internal direction while external guidance comes from local commissions, state boards, and the South Carolina Technical College System. GTC’s president works as the liaison between these influences so that the college receives consistent direction while his leadership team provides the expertise to ensure the educational quality of the institution.

FIGURE 3.1-2: LEADERSHIP RESPONSIBILITIES

LEADERSHIP RESPONSIBILITIES		
LEADERSHIP RESPONSIBILITY	DELIVERY METHOD	IMPLEMENTATION
Providing organizational direction	Strategic planning process including quarterly updates and annual review	All staff
Ensuring legal and ethical behavior	Human Resource policies and procedures; diversity training workshops; Diversity Task Force	Human Resources, Administration
Encouraging fiscal and regulatory accountability	Internal audits, compliance reporting to all federal, state, local and professional authorities	Finance Office, Office of Planning and Grants, Student Services
Promoting campus-wide learning	Funding for on-campus professional development, availability of in-house skills training	Interdepartmental, Academic Support Office
Grooming future leaders and ongoing succession planning	President’s Leadership Institute, in-house promotion process	Administration, Human Resources
Providing recognition and rewards	Performance-based promotions, salary increases, Convocation, service awards, Professor of the Year, Wade Martin Innovator of the Year	Administration, Human Resources
Obtaining feedback for leadership team evaluation	Annual evaluations of president and vice presidents	Area Commission, president, and senior vice president
Establishing methods to address adverse program/service impacts	Compression planning, advisory committee evaluations, internal and external feedback, diversity committee	Leadership team, department heads, supervisory staff, faculty, community leaders

Social Responsibility: GTC has a rich history of providing lifelong educational opportunities to the greater Greenville metropolitan area. Since 1962, the college has been the “backbone” of the community and cognizant of both its academic and social responsibilities including:

- Economic and Workforce Development – helping the region keep pace with economic change by providing a skilled workforce to area businesses and employers.

**Section III – Elements of Malcolm Baldrige Criteria
Category 1 – Senior Leadership, Governance, and Social Responsibility**

- Homeland Security – contributing to a safe living environment by serving as the Upstate’s primary trainer of “first-responders.”
- Personal Development – exposing students to the value of civic responsibility and service learning in order to reach their full human potential.
- Inclusiveness – recognizing the importance and acceptance of diversity as an essential component to living and working in today’s global environment.
- Educational Achievement – providing a continuum of educational options with multiple entrance and exit points leading to both employment and additional learning opportunities.
- Community Building – creating a community site or focal point for regional special events, fundraising activities, political gatherings, blood drives, and job fairs.
- Service Learning – establishing learning strategies that integrate meaningful community service with instruction to enrich the overall educational experience, teach civic responsibility, and strengthen local communities.
- Strategic Alliances – entering into strategic alliances with civic groups, faith-based organizations, economic development and workforce agencies, local industry, health care and safety providers, and other educational institutions to ensure that GTC remains responsive and accountable to the citizens of the Upstate.

Performance Measures: Performance measures regularly reviewed by senior leaders to inform them on needed actions include:

- enrollment reports;
- student survey results;
- institutional effectiveness component reports;
- monthly departmental reports;
- quarterly strategic objectives reports;
- academic program review recommendations and commendations; and
- monthly and annual departmental expenditure reports.

Category 2 – Strategic Planning

3.2.1. Strategic Planning Process

The current Strategic Plan 2006-2010 was developed in 2005 using Compression Planning sessions with the leadership team and over 200 faculty, staff, administrators, business leaders, and students to identify means for growth, improvement and expansion of the college.

The plan was reviewed and revised in Spring 2007, with greater emphasis and focus on student learning, and six strategic initiatives were adopted by leadership as key to the growth of GTC.

Each division developed long-range goals to support achievement of the strategic initiatives, and within divisions, each department annually develops measurable objectives.

Included in the implementation of this strategic plan is a process for quarterly monitoring of progress in meeting objectives. In 2007, the college purchased WEAVEonline® assessment management software for continuous monitoring of outcomes.

a. Strengths, Weaknesses, Opportunities, and Threats: As part of the process, a steering committee, representing all areas of the college, gathered internal and external data and looked at strengths and weaknesses, as well as opportunities and threats. The internal review group looked at trends and their potential impact on the college in academics, administrative support and student support. An external review group looked at data related to demographics, educational institutions/competitors, industry/workforce, politics/government/economy, and technology.

b. Financial, Regulatory, Other Potential Risks: The state has strict guidelines on how the college may invest money; everything must be fully collateralized, and the college cannot invest in the stock market. There is a system of internal controls in effect to protect the college from fraudulent activity. An allowance for bad debt is created for a portion of any accounts over six months old and for all debt over one year old. The college has procedures in place for separating duties so that employees dealing with cash will not be reconciling accounts. An internal auditor monitors adherence to policies and procedures.

c. Shifts in Technology, Demographics, Markets and Competition: Technology integration, one of the college's six strategic initiatives, has been a focus of the Chief Information Officer and a long-range plan that addresses institutional planning; policies and procedures; facilities and resources; and products and services.

Demographic shifts are being addressed internally through a Diversity Task Force and externally through a Multicultural Advisory Committee that reports to the Area Commission.

d. Human Resource Capabilities and Needs: One of the college's key strategic initiatives is a commitment to continuous development of human resources. Annual objectives are developed to address this initiative. Section 3.5.3 describes the relationship of performance evaluations to the overall strategic plan.

e. Long-term Organizational Sustainability and Continuity in Emergencies: Greenville Technical College has an "Emergency Management Operations Plan" that provides comprehensive oversight for each of the college's campuses. This plan is designed to identify procedures to protect lives and property, provide organized and safe response actions, and effectively use college resources in the event of a major emergency and/or disaster.

f. Ability to Execute the Strategic Plan: The leadership team is committed to executing the strategic plan. They have set the vision, mission, strategic initiatives and long-range goals, and monitor the accomplishment of annual objectives through quarterly reports.

3.2.2. Addressing the Strategic Challenges

The strategic initiatives and related annual objectives are directly related to the strategic challenges identified in Section 1.4 of this report.

- Ineffective developmental program (addressed by student success initiative).
- Passive instructional methodologies (addressed by student success initiative and technology initiative).
- Inadequate instruction support (addressed by caring community initiative and resource development initiative).
- Weak intervention system (addressed by technology initiative and data initiative).
- Uneven state funding (addressed by data initiative).

3.2.3. Evaluation of Strategic Planning Process

The GTC leadership team annually reviews the strategic plan and determines the need for any strategic change in direction. The Office of Planning and Grants is committed to establishing and maintaining an effective system of supporting college-wide continuous improvement. The acquisition of WEAVEonline® and establishment of the Assessment Council are two actions taken to improve the strategic planning process.

3.2.4. Developing and Tracking Action Plans and Allocating Resources

Implementation of the strategic plan, includes a process for tracking action plans, including communicating, monitoring and adjusting the plans. This involves quarterly reporting and monitoring of progress in meeting annual objectives. As departments review progress, they identify any problems or concerns and make timely corrections. At year's end, final results are the basis for developing future action plans. Resources are allocated within each division to ensure accomplishment of annual objectives, and where funds are insufficient; this is noted in the progress reports.

3.2.5. Communicating and Deploying Strategic Initiatives, Action Plans and Related Performance Measures

Communication of the strategic plan takes place in various ways. The major components of the plan are communicated on the college's intranet and on the internet. The leadership team communicates divisional goals through the usual channels of divisional/departamental communications. Annual objectives for each department are accessed on a shared drive on Excel spreadsheets. Reports are posted to this drive on a quarterly basis.

3.2.6. Measuring the Progress on Action Plans

When annual measurable objectives are set at the beginning of the year, each department projects an annual "expected result/timeframe," as well as quarterly "expected results." Quarterly progress is measured against these projected measures and any problems or concerns with progress are noted and monitored by the leadership team.

3.2.7. Strategic Plan Accessibility

The colleges' strategic plan is located on GTC's website
http://www.gvltec.edu/about_greenvilletech/faculty_and_staff/grants/strategic_planning.html

3.2.8. Strategic Planning Chart

FIGURE 3.2.8-1: STRATEGIC PLANNING CHART

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 07-08 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
1	Focus on student learning and experience by providing exemplary student support services and teaching/learning environments and by exceeding customer expectations in all college processes.	Design and implement Teaching and Learning webpage.	3.7.4-6
		Establish learning communities in select Arts and Sciences areas.	3.7.1-8
		Revise course syllabi/outlines to delineate measurable objectives.	3.7.5-6
		Develop a Title III grant proposal to reform developmental studies, focusing on curriculum revision and faculty development.	3.7.3-3
		Offer a minimum of 12 workshops on international issues to increase global understanding.	3.7.1-3, 3.7.4-6
		Promote mathematics across the curriculum via activities such as Pi Day and various collaborative projects.	3.7.1-3
		Advising surveys will reflect a 51% satisfaction rate for services provided for entire year.	3.7.5-6
		Retain all year 50% of student participants that begin with TRIO in the fall.	3.7.2-4, 3.7.2-5, 3.7.2-6
2	Nurture and support an environment of caring learning community among our inclusive GTC family, with attention to wellness, security, personal growth opportunities, collegiality, and open communications.	Create a landscape master plan for the Barton campus, identifying potential common areas for student, staff, faculty and special event scenarios.	3.7.1-8
		Complete construction of Northwest Campus Building Number One.	3.7.2-1, 3.7.2-3
		The college's commitment to safety will be demonstrated to the college community and the public.	3.7.6c-1
		Produce creative television programming that tells college success stories.	3.7.2-1

Section III – Elements of Malcolm Baldrige Criteria
Category 2 – Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 07-08 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
		Update the Greenville Tech forum and utilize the Campus <i>Cruiser</i> to disseminate safety information and meet the Clery objectives.	3.7.6c-1
		Investigate the use of cameras and emergency phones on the main campus with the growth to the offsite campuses.	3.7.6c-1
3	Ensure optimal learning through integral use of technology in all college functions.	Operate and maintain instructional distribution networks to achieve optimal delivery uptime. Networks include: A. Distance Education Teleclass outbound broadcast network (EBS microwave system) B. Teleclass return video system C. Broadcast rooms on Barton and satellite campuses D. Closed Circuit Television (CCTV) systems at all locations E. Satellite systems at all campuses	3.7.2-11, 3.7.5-2, 3.7.5-3
		Continue to integrate simulation teaching strategies in all HSN division programs as appropriate and evaluate results.	3.7.2-10
		Have 45% of currently enrolled students register online for spring, summer and/or fall.	3.7.2-9
		Increase use of electronic communication to provide current activity information to students.	3.7.2-9
		Focusing on the industrial programming area, identify gaps in equipment and instructional technology and develop a plan to close those gaps.	3.7.5-5
4	Demonstrate a commitment to continuous development of our human resources .	Provide new full-time and adjunct faculty orientation throughout the year to ensure that faculty are better prepared for their positions.	3.7.4-5, 3.7.4-6

Section III – Elements of Malcolm Baldrige Criteria
Category 2 – Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 07-08 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
		Develop partnerships between the Office of Human Resources and various other divisions throughout the organization to deliver effective training programs that focus on creating a well trained employee population that enables student success at the college.	3.7.4-4, 3.7.4-6
5	Use reliable data in the planning and generation of resources.	Instructional Computing will create, administer, and analyze results of a student needs survey concerning its facilities and services to facilitate data-driven, student-centered growth and expansion of services.	3.7.2-11, 3.7.5-2, 3.7.5-3
		Provide leadership team with timely data to use for decision making, budgeting and planning.	3.7.5-5, 3.7.6b-1
		Achieve financial results for 2007-08 that will provide funding for continued growth.	3.7.3-1, 3.7.3-3, 3.7.3-4
		Research and analyze attitudes, behaviors, and perceptions of current students and prospects.	3.7.1-8
		Develop/implement an early warning process to assist programs with program evaluation compliance.	3.7.1-1
		Establish an Assessment Council to support the institutional effectiveness function of the college.	3.7.1-8
6	Focus on corporate, economic, and community development.	Increase corporate and community fundraising for Study Abroad programs.	3.7.3-4
		Provide training for local manufacturing companies using the advanced manufacturing lab. Local manufacturing companies will receive needed skills training and apprentice programs developed through vocational centers and at local industry.	3.7.5-4
		Identify and respond to needs of Greenville and regional employers, focusing on the manufacturing sector and the emergency response sectors.	3.7.2-13, 3.7.5-4
		Increase contact hours delivered by 5%.	3.7.2-12

**Section III – Elements of Malcolm Baldrige Criteria
Category 2 – Strategic Planning**

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 07-08 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
		Develop, prepare, and submit private, state, regional, and federal grants that facilitate the learning process and major GTC initiatives.	3.7.3-3
		Support corporate, economic, and community development through networking opportunities with legislators, business and industry, other educational institutions, professional associations, and other appropriate external stakeholders.	3.7.5-4, 3.7.6b-1

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

Category 3 – Student, Stakeholder, and Market Focus

3.3.1. Determining Student and Market Segments

GTC is a community college in the truest sense, designed to serve the needs of individuals and industries in its designated service area of Greenville County. With an open-door admissions policy, the college provides postsecondary programs and services that meet the needs of people with diverse socioeconomic and educational backgrounds. GTC’s “customers” are students with varied goals, from individuals enrolled in credit-bearing technical programs and university transfer courses, to those seeking English-as-a-Second-Language or academic skill upgrading, to individuals and businesses in need of workforce development services. Any individual who believes that he or she can benefit from postsecondary education, workforce training, or personal enrichment coursework is a potential customer.

Some major market segments currently include:

- students in secondary education who are making post-graduate plans;
- out-of-school youth ages 18 to 24;
- displaced workers;
- individuals seeking a career change;
- incumbent workers seeking skill upgrades;
- individuals with limited English proficiency;
- retirees and older adults seeking personal enrichment; and
- employers desiring to attract, grow, and retain a viable workforce.

Originally designed as a technical training center supporting economic development, GTC continues to have a primary market focus on technical education. Approximately 75% of all curriculum students enroll in programs that provide academic credentials necessary for entry-level employment as technicians or technologists. GTC’s university transfer program confers the associate of arts/associate of science degrees and provides general education courses necessary for transfer to four-year institutions. The Buck Mickel Center, GTC’s division of continuing education, provides non-credit courses for career advancement, professional certification, and personal interest.

GTC uses both formal and informal mechanisms for determining market segments, including: focus groups; ongoing surveys of student and stakeholder perceptions, attitudes, and satisfaction; multiple internal and external advisory panels and committees; strategic planning; and a well-developed system of institutional effectiveness and institutional research.

As illustrated in Figure 3.3.2-1, GTC gathers data from multiple venues and encourages open communication within and outside the institution. In addition to these college-wide approaches to listening and learning, individual academic departments and areas of student support services conduct point-of-service evaluations to assess quality and collect input for change. The leadership team and academic deans carefully scrutinize enrollment data for trends related to factors such as age, gender, ethnic diversity, area of study, and preference for method of course delivery and location, using this information for program design and marketing strategies.

3.3.2. Maintaining Currency of Student and Stakeholder Expectations

FIGURE 3.3.2-1: LISTENING & LEARNING STRATEGIES

SEGMENT	LISTENING & LEARNING STRATEGIES
<u>STUDENTS & GRADUATES</u> <i>Program Areas</i> Technical programs University Transfer <i>Market Segments</i> High school students Recent high school graduates Out of school youth Older adults Individuals with limited English Career changers Workers upgrading skills Displaced workers	<ul style="list-style-type: none"> • College fairs, career talks and career fairs • Open house activities conducted by programmatic areas • <i>Community College Survey of Student Engagement</i> • <i>Biennial Academic Advising Survey</i> • <i>Annual Graduate Follow-Up</i> • Student evaluation of all courses, credit and non-credit • Student representation on President’s Advisory Council • Student Government and other student groups • Participant evaluation of programs designed for special populations • Personal contact through e-mail, phone, or in-person with faculty, advisors, recruiters, and admissions personnel • Analysis of formal complaints through the office of the VP for Education • Other community venues (churches, prisons, community centers, etc.)
<u>FACULTY/STAFF</u>	<ul style="list-style-type: none"> • President’s Council • Faculty/staff Diversity Committee reports • Input from faculty peer and professional groups/associations • Electronic bulletin board forums • GTC Leadership Institute
<u>STAKEHOLDERS & PARTNERS</u> Governing board Educational community (K-12, other 2-year colleges, universities) Community Employers/Industry	<ul style="list-style-type: none"> • Reports from local governing board (Area Commission) • Community relations/Multicultural Advisory Committee • <i>Annual Employer Evaluation</i> • Articulation and transfer agreements; dual credit programs • Boards, committees, and task forces • Periodic formal environmental scanning by the marketing department • Partnerships with workforce and economic development agencies • Program Advisory Committee participation and reports

3.3.3. Using Student and Stakeholder Information for Continuous Improvement

GTC’s well-developed system of institutional research and institutional effectiveness, as well as its program for academic support, provide feedback loops for assessment of quality and relevance of programs and services.

As shown in Figure 3.3.2-1., GTC actively seeks student input at every point of service. Prior to admission, students participating in GTC-sponsored college fairs, career fairs, or other programs complete evaluation forms. After matriculation, students participate in quality assurance activities. At the micro level, students assess instructional quality and course relevance through course evaluations. At the macro level, students assess the college, its facilities, services, and programs through several instruments, most notably the *CCSSE* and *Academic Advising Survey*. In terms of governance, students provide input through student government and other student associations, and student representation on the President’s Advisory Council.

The academic quality of technical programs is also assessed through the Academic Program Review (APR) process. Every five years, associate degree programs undergo rigorous evaluation that includes: examination of student data and technical program advisory committees; assessment of program costs; assessment of the number of graduates and placement; number of graduates transferring to senior institutions; and evaluation of program resources and facilities. This information is used by the leadership team to determine future program direction. In addition, the annual advisory committee review provides recommendations for response by department heads. These are reviewed by the Area Commission.

GTC shares information and data in all surveys, focus groups, and reports with the leadership team, academic divisions, faculty, academic leaders, the governing board, and technical program advisory committees. A newly-formed Assessment Council is charged with researching, analyzing, making recommendations, and overseeing assessment issues and activities.

3.3.4. Determining Student and Stakeholder Satisfaction

As illustrated in Figure 3.3.2-1, GTC's listening and learning methods are integrated into a system of feedback loops to inform leadership at all levels.

3.3.5. Building Positive Relationships to Attract and Retain Students and Stakeholders

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

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

GTC's student handbook clearly outlines the formal grievance process. Students who feel victimized or who have intractable issues with faculty, staff, or administrators have rights to grieve complaints to the highest level of leadership.

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

- participation in community and civic organizations by college personnel;
- participation on the institution's foundation board;
- mutually beneficial co-operative education programs for students;
- participation on program advisory committees;
- customized training programs for business and industry; and
- joint programming and cooperative initiatives with workforce development agencies.

Category 4 – Measurement, Analysis, and Knowledge Management

3.4.1. Selecting Operations, Processes and Systems for Measurement

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

With respect to tracking organizational performance via team assessments and strategic objectives, the individual reporting areas determine their goals/objectives/standards, as well as how they will measure their progress. These are approved by their respective administrators.

3.4.2. Using Data/Information Analysis to Provide Effective Support for Decision Making

In 2007 the Leadership Team approved the formation of an Assessment Council. Although determination of the range of activities of the council is still evolving, initial plans call for this council to review college-wide assessment data and make recommendations for improvements to the leadership team. Prior to the formation of the AC, areas of the college submitted assessment activities to the Office of Planning and Grants in a spreadsheet.

The college has purchased WEAVEonline®, a software package to support documentation and report production of assessment results and follow-up activities. The software was implemented in 2007-2008, but full utilization was delayed until a coordinator could be hired.

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

Service area, employment, and anticipated enrollment data are required for applications for new degree/diploma programs. Graduate status and enrollment data are used to determine whether or not a program continues to operate (based on State Tech criteria).

The college is required by state law to assess six components and report on the results and any needed improvements. These component areas are General Education, Majors or Concentrations, Achievement of Students Transferring from Two- to Four-Year Institutions, Academic Advising, Library Resources and Services, and Student Development. Needed improvements are identified and incorporated into annual objectives.

3.4.3. Key Measures

Key measures are kept current through the following:

- review of reporting requirements and definitions;
- input from college personnel on data/information needs; and
- review of assessment/evaluation processes.

The college recognizes the need for key performance indicators. The AC will research possible indicators and present a list to the leadership in the coming year.

3.4.4. Selecting Key Comparative Data to Support Decision Making

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

The chart below provides information on several surveys that provide data used by various areas of the college.

FIGURE 3.4.4-1: SURVEYS

Survey Instrument	Office Responsible	Survey Type	Timeline	Use
Academic Advising	Planning & Grants	In-class	Biennially	Academic Advising IE report; team assessments
CCSSE	Planning & Grants	In-class	Biennially (proposed)	To be determined
College Outcomes	Student Services	In-class	Every four years	Student Development IE report; team assessments
Student Evaluation of Instruction	Academic Support	In-class; electronic	Each term	APR; team assessments; required by Indicator 2B
Graduate Follow-Up	Planning & Grants	Mailed	Annually	Program Evaluation; APR; IE reports; Perkins; team assessments
Employer Evaluation	Planning & Grants	Mailed	Annually	APR; IE reports; team assessments
Graduate Satisfaction	Student Services	Mailed	Biennially	IE reports; team assessments; Perkins
Alumni Survey	Alumni	Mailed	Biennially	Required by CHE

3.4.5. Ensuring Data Integrity, Timeliness, Accuracy, Security and Availability

With respect to the college’s databases, the overall integrity of the data is the responsibility of the users of Datatel’s Colleague Enterprise Resource Planning (ERP) system. Although the system is generally protected against entering meaningless data via field definitions and types, the value of the data is a user responsibility. As for overall data integrity, the data are verified via rule bases within the Colleague Application for data clarity. These data and all transaction data are backed up every night with transaction logs being backed up and stored interactively throughout the day at a remote computer system. Backups are spun to tape and retained for six months. Data pulled for Safari views do not contain sensitive information such as Social Security numbers or birth dates. The accuracy of the data within the system is again a function of the users. There are safeguards within the system which prevent some user errors – for example, prerequisite checking and class size limits. In addition, data being downloaded to the state are subjected to rules that produce error reports. With respect to data security, only users with valid login credentials can access Colleague. As for the system itself, it is protected from external access by a packet-filtering firewall.

3.4.6. Translating Organizational Performance Review Findings into Priorities for Continuous Improvement

Generally performance review findings become priorities for continuous improvement through the activities listed in the table that follows. However, with the exception of the APR process, there should be a policy or procedure in place to assure that the findings translate into priorities.

Otherwise it is up to the individual administrator to require the follow-up. The need for a follow-up policy or procedure should be resolved by the implementation of WEAVEonline® (3.4.2).

FIGURE 3.4.6-1: PERFORMANCE ACTIVITIES

Performance Review Activities	Continuous Improvement Activities
Team assessment results where established standard is not met	Action plans are developed and reported with results
Unmet annual objectives	May be carried over to next year or revised as needed
IE component report findings	May lead to items in team assessment plan or annual objectives as appropriate
APR recommendations or suggestions	Follow-up reports are required for two years and may also be reflected in team assessment plans or annual objectives
Advisory committee recommendations	Departments respond annually

3.4.7. Collecting, Transferring, and Maintaining Organizational and Employee Knowledge

Organizational knowledge is collected and maintained through:

- Institutional Research Library housed in the Office of Planning and Grants;
- individual area archives and procedures manuals;
- Employee Manual produced by the Office of Human Resources;
- Greenville Technical College Numbered Memoranda; and
- faculty/department head manuals coordinated by the Office of Academic Support.

Faculty at Greenville Technical College are not required to do research or publish so there is currently no policy on employee knowledge. However, as faculty are hired for their subject knowledge, replacement difficulties may arise when faculty with specialized knowledge leave the institution.

In some areas of the college only one staff member is knowledgeable about processes and procedures. This situation supports the need for current procedural manuals in all offices.

The Office of Academic Support identifies instructional best practices by reviewing what it takes to be successful as an instructor and identifying faculty who exhibit these characteristics, utilizing anecdotal and supervisor input, and analyzing input from evaluations conducted after each professional development workshop.

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

- STEPS – a professional development certificate program;
- professional development workshops;
- sharing processes within divisions/departments;
- mentoring systems within some divisions/departments;
- lead teachers within some divisions/departments;
- vendor demonstrations;
- departmental professional development seminars; and
- required travel reports with information on sharing knowledge with colleagues from all who receive professional development or Perkins funds.

Category 5 – Faculty and Staff Focus

3.5.1. Organizing and Managing Work to Enable Faculty/Staff Development

The college utilizes a Faculty Performance Management System (FPMS) and an Employee Performance Management System (EPMS) to encourage faculty and staff development. All faculty and staff members participate in an annual planning stage where individuals work with their supervisors/department heads to identify individual goals for performance. Employees are encouraged by the administration of the college to take advantage of professional development opportunities throughout the year.

Technology improvement continues to be a pivotal area for the college as related to its faculty/staff. The college's "Technology Solutions Center" is a focal point to assist faculty and staff in translating emerging technologies into educational or education-support applications. Processes in the Human Resources area of the college have also been under review this past year to lead in an effort to streamline certain processes to create a more efficient and effective Human Resources department that will better serve the needs of the faculty/staff. The new applicant tracking and hiring system was successfully implemented and has been very effective in reducing the recruitment-to-hire cycle. The college has also implemented a new online pay advice process which allows employees to easily access their current and historical pay information 24-hours a day.

3.5.2. Achieving Effective Communication and Sharing

The college utilizes an extensive intranet presence to foster effective communication across all of its campuses. The college also uses campus-wide email messages to ensure that important announcements and information are made available to all employees. Open forums regarding best practices are also encouraged by the college's leadership team and groups within the college system provide a mechanism for sharing of ideas and practices.

3.5.3. FPMS/EPMS Support of Performance

Both the FPMS and the EPMS provide direct influence to faculty/staff job performance. All employees of the college are encouraged to meet with their department heads/supervisors to devise individual goals that are linked to the college's overall strategic plan and the key strategic initiatives.

3.5.4. Accomplishing Succession Planning and Career Progression

The college is presently developing a faculty/employee skills database that will become a vital tool that can be used to identify employees for proactive succession planning. The college's leadership team recognizes that effective succession planning is crucial to ensuring that candidates for key positions are known in advance of actual need. This prior identification will permit opportunities for mentoring and developmental activities to improve an employee's readiness to succeed to specific positions. It will also provide concrete decision-making information that is needed to minimize the chance of poor choices or the adverse impacts of unplanned vacancies. The college's FPMS and EPMS also provide pertinent information that is utilized to make effective succession planning decisions.

3.5.5. Development and Learning Systems

The college has implemented a program aimed at identifying and building leaders within the organization. The President's Leadership Institute is an annual week-long seminar that focuses on leadership within the college. Topics such as ethical leadership, college budgeting and finances, diversity, laws in education, and effective networking are featured, as well as other topics focused on building and strengthening the employee's understanding and display of leadership at GTC. Approximately 18 to 20 faculty and staff participate in this program.

3.5.6. Assessment of Needs, Skills and Competencies

Through the colleges' annual performance review process, each employee is evaluated and assessed to determine their ability to perform the responsibility of his/her role and at different levels. The needs and skills are also assessed and evaluated via one-on-one discussions with employees, questionnaires and exit interviews with departing employees. Such discussions help identify gaps in skills and competencies, as well as possible solutions required to close those gaps.

3.5.7. Recruitment and Retention of Employees

The college has a number of options for attracting and recruitment of employees. The college's priority is to fill positions with competent people who will fit the culture and believe in the vision of GTC. First, the college makes every effort to identify internal candidates to fill open positions. The college also utilizes various media options for recruitment of talent – newspapers, GTC job board, other online job posting boards (including state and federal agency boards), professional organization websites, etc. Retaining our talent is managed through identifying employees ready for additional responsibilities, and either promoting them or preparing them for promotion. Retention of talent is managed through identifying/promoting employees ready for additional responsibilities, by promoting continuing education of employees, and through analysis and adjustment of compensation.

3.5.8. Education, Training and Development Effectiveness

Historically, training and development of faculty and staff has been more of a manual process. GTC is currently researching more online training tools and resources which will allow easy access to training, as well as results of the training performed for each employee. Not only are our employees encouraged to use new technologies, employees are required to train on software and systems which affect their work and performance.

3.5.9. Faculty/Staff Development Effectiveness

The college recognizes that training and development of its employees are crucial to the success of the college in delivering quality educational resources to the students and communities it serves. Training needs are continuously identified through employee requests, supervisory recommendations, and other needs assessments. The college makes great efforts to ensure that requested training is aligned with key business initiatives that further the performance excellence of employees and the college as a whole. The college also provides for professional development funding when possible for employees to utilize when seeking training.

3.5.10. Motivating Faculty/Staff to Utilize Potential

The college strives to provide an atmosphere of continuous personal improvement for all members of its faculty and staff. The college provides funding for professional development courses for both faculty and staff members. Additionally, the utilization of fee waiver arrangements for courses offered through the college are used to allow employees to take courses that may enhance their professional and personal growth. Tuition assistance programs are also in place to give employees opportunities to further their educational pursuits. The college also maintains a practice of promoting from within when possible to encourage faculty and staff motivation to aspire to positions that may offer greater responsibility.

Employees also benefit from the college's approval to use flexible work schedules when possible. The college president takes an active role in providing personal positive feedback to faculty and staff members when he learns of occasions when employees exhibit excellent job performance. The president also participates in service award ceremonies where he personally presents incremental service awards to all college faculty and staff.

3.5.11. Assessment Measures and Methods

The college plans to investigate the use of climate and employee satisfaction surveys to gather information on faculty and staff satisfaction. The college could use the findings from such surveys to develop action plans and foster interactive, ongoing dialogue between the college's leadership team and faculty and staff. Such surveys would query progress on key organizational goals and tie results from the data to the college's strategic plan.

3.5.12. Use of Assessment Findings to Identify and Determine Priorities for Improvements

The college presently uses informal mechanisms to gauge faculty/staff well-being, satisfaction, and motivation. The college maintains an open door policy where all employees are encouraged to share any concerns and praises with the college's administration. The administration of the college takes full advantage of this forum and acts quickly to resolve any concerns faculty or staff may have. The college utilizes the information gleaned from faculty and staff assessment findings to channel information to the President's Advisory Council to address any potential issues that may arise from the findings. Information is also utilized by the Office of Human Resources to make recommendations for improvements to programs and procedures enacted within the college. Through the various departments, faculty and staff also have the capability of providing input into the overall strategic planning process of the college.

3.5.13. Maintaining Safe, Secure, and Healthy Work Environment

The conversion to a campus police division was successful and demonstrates the college's commitment to maintaining a secure environment for all people who may come into contact with the college. Recently, the college installed emergency phones throughout the campus as an added security measure for our faculty, staff and students. The college's Human Resources Division, in partnership with the college's leadership team, holds annual benefits fairs and offers preventive health screens for all faculty and staff. The college also has an Emergency Management Operations Plan (EMOP) that provides comprehensive oversight for each of the college's campuses. The EMOP is designed to identify procedures to protect lives and property, provide organized and safe response actions, and effectively use college resources in the event of a major emergency and/or disaster.

Category 6 – Process Management

3.6.1. Core Competencies

The “Core Competencies” of the college are tied directly to our mission – that of “driving personal and economic growth through learning”. The college addresses this by delivering a broad array of capabilities and services to ensure we meet our mission. These areas of proficiency include:

- teaching
- accessibility
- innovativeness
- entrepreneurship
- instructional and scheduling flexibility
- learning environments
- student support systems
- comprehensive educational offerings
- instructional technology
- faculty quality
- career placement and transfer services
- external evaluation through program advisory committees

These qualities allow the college to excel in delivering to our customers the services needed to ensure learning occurs. From student support services such as counseling, career planning, tutoring, and disability services to innovative instructional design such as learning communities, e-portfolio creation and a large number of online courses, the college aggressively works to foster and measure learning. Our multiple locations, flexible scheduling and use of technology to deliver instruction and services makes it easy for our students to access training across our service area and beyond. Additionally, the college offers a broad array of curricula and programs totaling over 150, many of which are unique to the area and state. All of this allows us to be responsive to the needs of students and to the communities we serve - promoting economic development and improving the lives of our citizenry.

3.6.2. Key Work Processes

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

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

FIGURE 3.6.2-1: KEY WORK PROCESSES

Key Processes	Program Requirements	Key Measures
Curriculum and Instructional Development	<ul style="list-style-type: none"> • Designing and developing high quality curriculum based on state/college requirements and procedures • Meeting student/stakeholders needs • Meeting all regulatory/ accreditation requirements • Curriculum committee evaluation and approval • Program outcome development 	<ul style="list-style-type: none"> • Student success in programs • Student job placement data • Compliance with guidelines • New program approvals by state agencies/accreditation entities • Outcome measurement criteria
Educational Delivery	<ul style="list-style-type: none"> • Meeting state reporting requirements on program productivity • Meeting curriculum design requirements • Student learning outcomes 	<ul style="list-style-type: none"> • Compliance with state productivity requirements for instructional programs • Student success • Stakeholder satisfaction • Student performance • Retention/attrition/graduation rates • Student learning outcome measurement
Student Instructional Support	<ul style="list-style-type: none"> • Providing comprehensive tutorial services • Providing special services in federally funded TRIO programs • Learning communities 	<ul style="list-style-type: none"> • Tracking student requests for tutors and quantity of tutorial assistance on all campuses • Monitoring student subscribers to “Smarthinking” tutorial software • Special tutorial services (TRIO) to assist qualified students seek assistance and career planning • Monitoring student performance in test “Learning Communities” against students in same courses
Educational Effectiveness	<ul style="list-style-type: none"> • Assessing student learning outcomes • Continuously improving student success • General education competencies 	<ul style="list-style-type: none"> • Student job placement and/or continuation of education • Stakeholder feedback on program/graduate performance • Credentialing of graduates • Measurement of general education competencies

3.6.3. Input for Determining Key Work Process Requirements

Integrating feedback from internal and external sources of information is accomplished by a systematic process involving the administration, division deans, and each individual program director. Student evaluations, for instance, are primarily reviewed at the departmental and division level. Each program department head, collaborating with the area’s academic dean, carefully reviews all student evaluations to monitor faculty performance and assess course value.

Trends over several terms are monitored, results are linked to other measures of course success, and adjustments are made as needed.

Program advisory committees provide annual reports summarizing their views on program effectiveness, including but not limited to faculty, facilities, and student outcomes. These reports, compiled into a comprehensive institutional report, are shared with deans, vice-presidents, and the college's board. Recommendations made by advisory committees are evaluated and prioritized with consideration to institutional resources available to support their implementation and are acted upon as quickly as possible.

The college participated in the 2007 CCSSE. Data collected from this national survey benchmarks five areas (Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners). The results are being used to develop strategies to improve student retention and learning.

Other sources of input include the President's Advisory Council, evaluations by clinical/cooperative education sites, employers, and accreditation agencies.

3.6.4. Incorporating Organizational Knowledge, New Technology, Cost Controls, and Other Efficiency and Effectiveness Factors into Process Design and Delivery

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

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

Program implementation and start-up cycles/timelines are determined after completing the curriculum design process. Other processes impacting organizational effectiveness include implementation of communication management utilizing the ERP system, as well as utilization of Datatel Colleague as an institutional student data/management system. Developing electronic roadmaps for students, early warning reporting procedures for student performance risks, e-advising, and constant communication with all students are important initiatives to improve delivery of services and instruction. Similarly, training conducted to facilitate the integration of e-recruiting and e-registration with current student intake processes benefits all students, particularly those enrolled in Online College. Integrating these and future initiatives into college operations requires constant evaluation and analysis of costs, implementation timelines, new initiatives, and policy and procedure development and revision.

3.6.5. Systematic Evaluation and Improvement of Work Processes

All associate degree programs undergo an APR every five years. Associate degree, diploma, and certificate programs are assessed through annual advisory committee evaluations, external programmatic accreditations, and state graduate reporting/evaluation requirements. Program department heads and divisional deans review programs (including student outcomes, grade reports, student evaluations, etc.) to continually assess learning.

3.6.6. Key Support Processes

One of the college's strategic goals is to use reliable data in the planning and generation of resources, and each area of the college has annual objectives to address that initiative. The following are objectives from various areas of the college to address that goal:

- Administration, Diversity and Community Affairs – establish day-to-day business practices; analyze technology to maximize its potential; utilize information from reports to make decisions; and collect and disseminate accurate data.
- Corporate and Economic Development – identify and optimize the use of available resources that provide data to influence division decision making.
- Education – develop new procedures for the management of instruction in cooperation with financial services and each division; develop a data dependent system to support the electronic evaluation of all programs; develop a data system to support the Instructional Quality programs; improve program management with timely reporting of class attendance; and monitor and continually evaluate enrollment trends by developing specific enrollment reports.
- Finance – provide accurate data in a timely manner to all stakeholders including students, faculty, staff, community and state; review current business practices to identify opportunities for improvement; and collect and disseminate accurate data to educate and facilitate fully informed decision making.
- Planning and Technology – establish day-to-day business practices to identify the operations of the college; analyze technology to maximize its potential use; utilize information from reports to make decisions and grow the institution; collect and disseminate accurate data to the college, community and state.
- Satellite Campus Operations – assess and plan for increased parking at satellite campuses for Fall 2008; assess and plan for increased space needed to expand Brashier industrial programs, Greer academic programs and Downtown Campus programs.
- Student Services – determine the increase in traffic at the ARC.

3.6.7. Ensuring Adequate Budgetary and Financial Resources

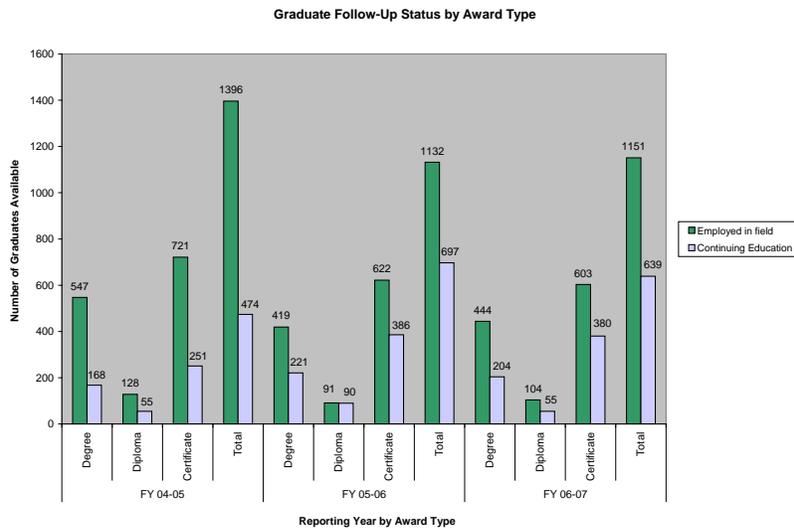
The college conducts an annual budgetary review process allowing management to identify and evaluate financial needs associated with the institution's strategic and long range plans. Appropriate contingencies are included in the annual budget which derives its funding from government, private, institutional, and auxiliary sources. Management evaluates actual fiscal performance throughout the year. New initiatives require formula budgeting, a costing procedure that examines the relationships between program demand and program costs. Formulas are based on historical data and projected trends.

Category 7 – Organizational Performance Results

3.7.1. Key Measures on Student Learning and Improvements in Student Learning

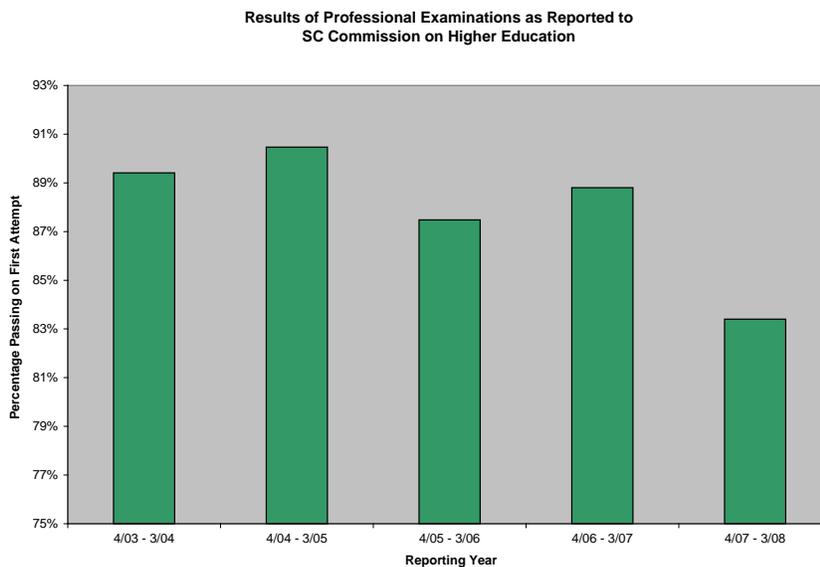
One key measure is the number of graduates who are employed in a job related to their major at Greenville Tech or who continue their education. The college surveys all graduates of a fiscal year and reports the findings to the System Office. Figure 3.7.1-1 shows the number of graduates employed in related fields or continuing their education within a year after receiving their awards.

FIGURE 3.7.1-1



The second key measure is the percentage of graduates who pass a credentialing exam on their first attempt. These data were defined and required as Performance Funding Indicator 7D and are reported in Figure 3.7.1-2.

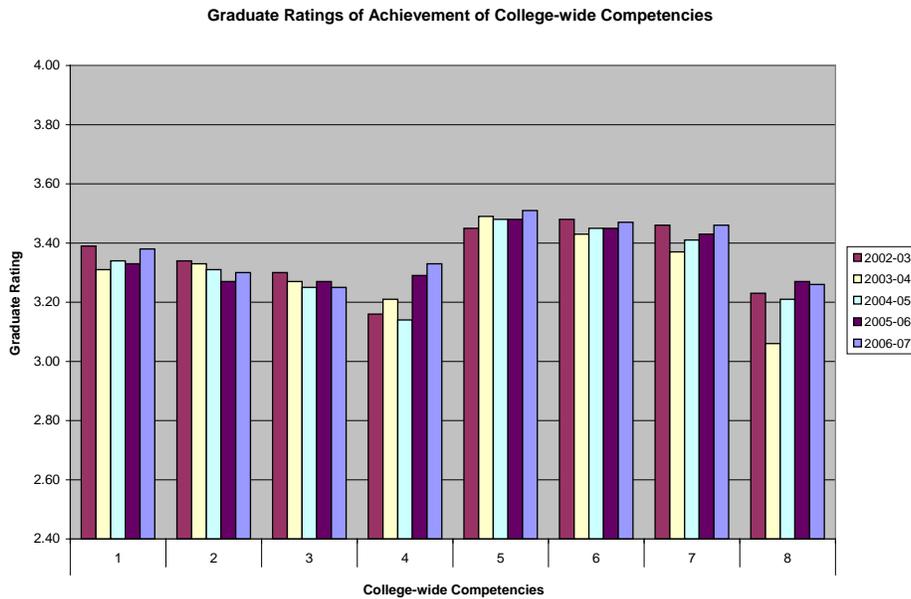
FIGURE 3.7.1-2



Another Performance Funding Indicator (3D) requires data on the number of accreditable programs that are accredited based on a list of agencies provided by the Commission on Higher Education. All 27 of Greenville Tech’s accreditation-eligible programs are accredited and have been for the past five years.

In gathering the data that support Figure 3.7.1-1 the college also asks the degree graduates to rate how well the college helped them attain each of the eight college-wide competencies listed below. The graduates rate their achievement on a scale of one to four with four representing “Very Well”. The overall ratings for five years are provided in Figure 3.7.1-3.

FIGURE 3.7.1-3

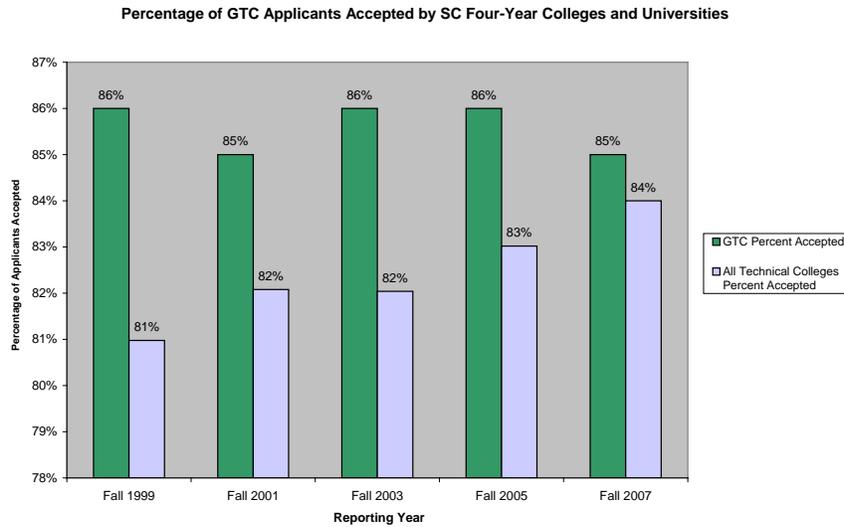


Greenville Technical College-wide Competencies

1. Comprehend and generate effective written and oral communication.
2. Demonstrate research skills necessary for personal and professional purposes.
3. Apply mathematical skills appropriate to solve day-to-day, as well as work-related, problems.
4. Demonstrate knowledge of computer applications compatible with job demands.
5. Exhibit professionalism appropriate to the values and ethics of his/her chosen career.
6. Demonstrate the critical thinking and problem-solving skills to fulfill work and personal responsibilities.
7. Practice interpersonal skills and teamwork in his/her professional life.
8. Demonstrate an awareness and understanding of various cultures.

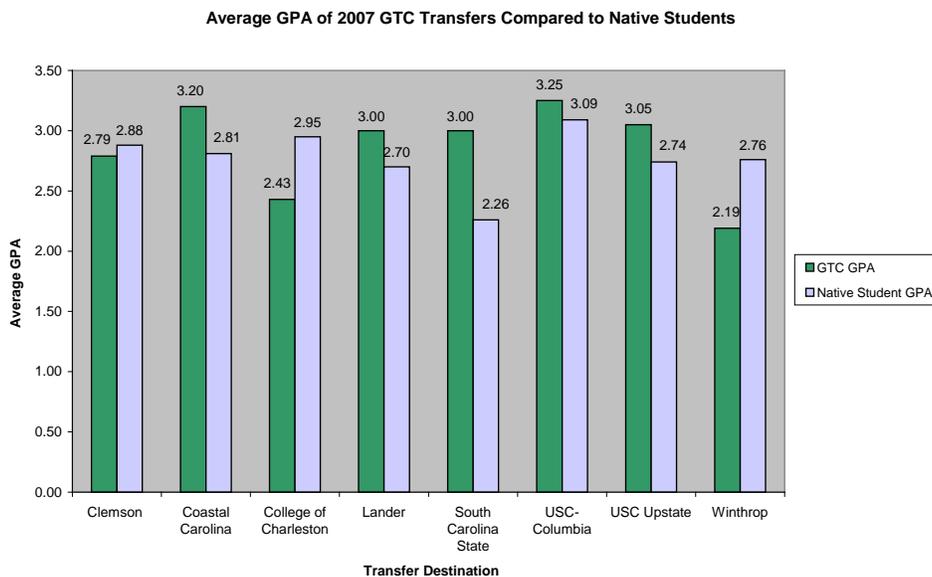
A fourth of Greenville Tech’s Fall 2007 credit students were enrolled in the Associate in Arts or Associate in Science programs. Most of those students intend to transfer to a four-year institution. In addition, students in other programs plan to transfer credits to a four-year institution. Every other year the South Carolina public four-year institutions are required to provide transfer data to the technical colleges. These data are reported in an Institutional Effectiveness Component Report, and the report summary must be placed on the college’s website. The percentage of Greenville Tech applicants who were accepted and the percentage for all technical college students are provided in Figure 3.7.1-4.

FIGURE 3.7.1-4



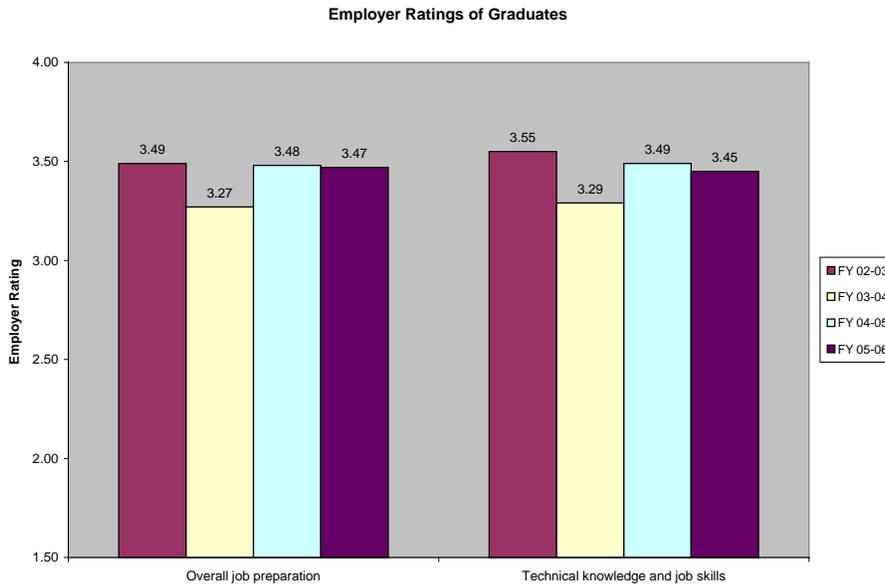
In Figure 3.7.1-5 the grade point averages (GPA) for Greenville Tech transfers in Fall 2007 are compared to those of native students at eight institutions.

FIGURE 3.7.1-5



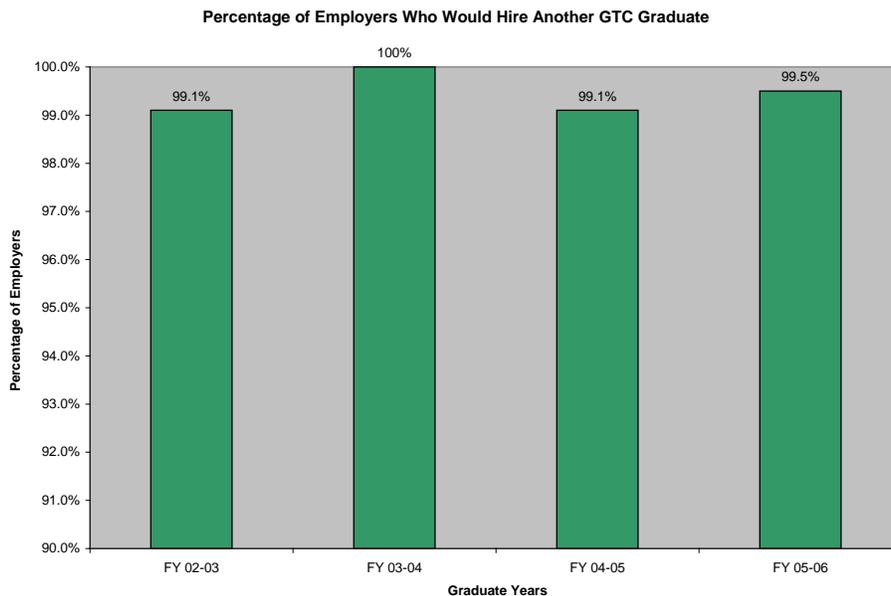
The college asks each graduate for permission to contact his/her employer if the job is related to the major at Greenville Tech. The college then surveys those employers to determine satisfaction with the graduate’s preparation. Again the ratings are from one to four with four representing “Excellent”. The ratings for the past four years are provided in Figure 3.7.1-6.

FIGURE 3.7.1-6



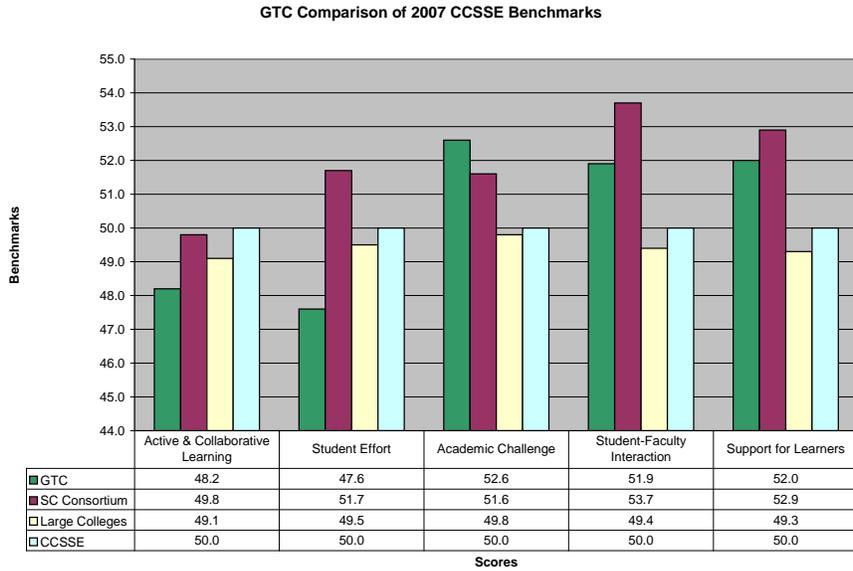
On that same survey the college asks the employer if he/she would hire another Greenville Tech graduate if a position were available. The results are given in Figure 3.7.1-7.

FIGURE 3.7.1-7



As noted in Section 3.4.4 Greenville Tech participated in CCSSE for the first time in Spring 2007. The college scored higher than all comparison groups on Academic Challenge and higher than the CCSSE cohort and other large colleges on Student-Faculty Interaction and Support for Learners.

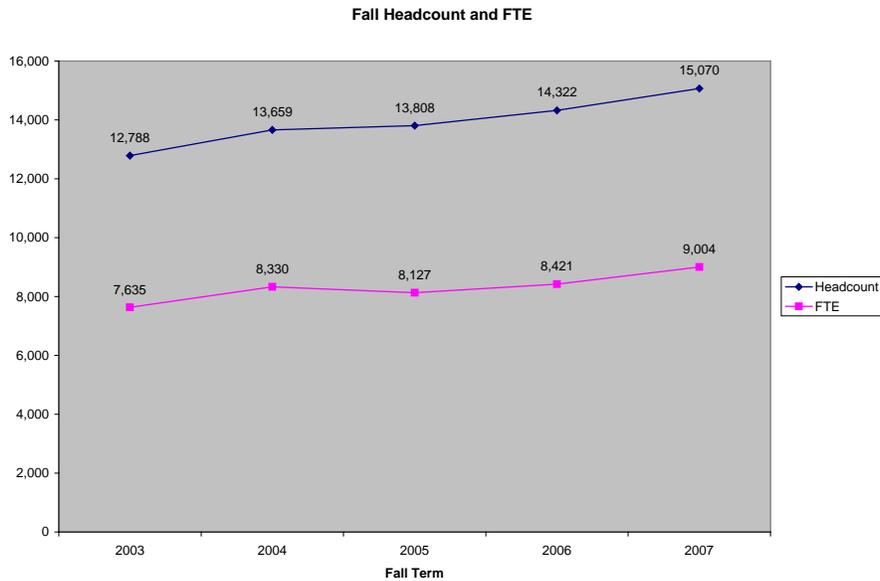
FIGURE 3.7.1-8



3.7.2. Key Measures on Student and Stakeholder Satisfaction and Dissatisfaction

The first key measure for student and stakeholder satisfaction is enrollment in the college. Figure 3.7.2-1 shows the fall term headcount and full-time equivalent (FTE) for the past five fall terms.

FIGURE 3.7.2-1



**Section III – Elements of Malcolm Baldrige Criteria
Category 7 – Organizational Performance Results**

Figure 3.7.2-2 shows the same fall headcounts broken down into five ethnic subgroups.

FIGURE 3.7.2-2

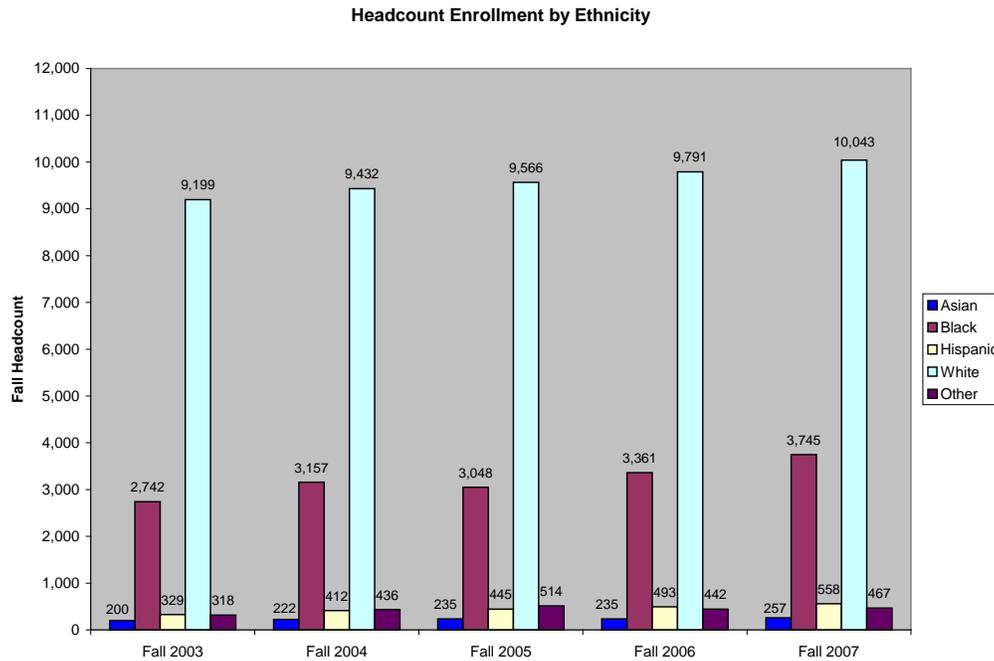


Figure 3.7.2-3 shows the percentage of service area participation for Greenville Tech and the other technical colleges for 2006-07. Greenville Tech’s service area is Greenville County.

FIGURE 3.7.2-3

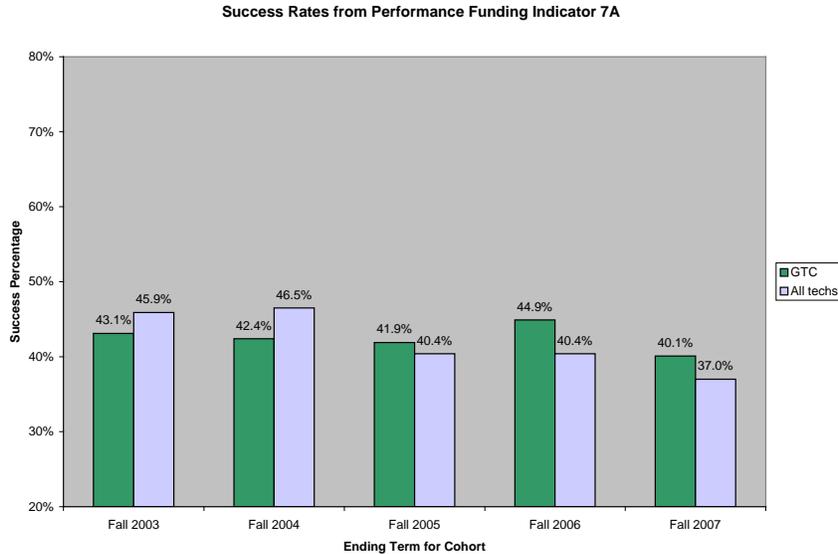
FY 2007 Annual Enrollment and Service Area Population			
Technical College	2006-2007 Annual Enrollment*	18 to 44 Age Population	Participation Rate
Aiken	3,538	59,390	5.9%
Central Carolina	4,195	86,070	4.9%
Denmark	1,919	19,771	9.7%
Florence-Darlington	5,391	93,154	5.8%
Greenville	19,567	173,667	11.3%
Horry-Georgetown	7,406	119,958	6.2%
Midlands	15,426	268,912	5.7%
Northeastern	1,393	42,205	3.3%
Orangeburg-Calhoun	3,390	42,424	8.0%
Piedmont	6,721	105,338	6.4%
Spartanburg	5,858	144,797	4.0%
Tech. College of the Lowcountry	2,657	88,301	3.0%
Tri-County	6,782	150,368	4.5%
Trident	16,905	258,682	6.5%
Williamsburg	964	14,186	6.8%
York	6,497	125,331	5.2%
Total	108,609	1,792,554	6.1%

*Annualized opening enrollment

Source: South Carolina Technical College System

In addition to enrollment the college reviews success rates as defined by CHE for Performance Funding Indicator 7A. A cohort of full-time, first-time postsecondary award-seeking students is determined and tracked for three years. The success rate is based on the number of those cohort students who have completed an award within 150% of program time, have transferred to another college, or are still enrolled the fall term after the three-year period. Figure 3.7.2-4 shows Greenville Tech’s success rate compared to that of all technical colleges. It should be noted that Greenville Tech reports data on out-of-state transfers, but not all of the technical colleges collect and report that information.

FIGURE 3.7.2-4



Indicator 8C2 is based on the fall-to-fall retention rates for minority South Carolina citizens. Figure 3.7.2-5 shows the retention rates for minority and non-minority students at Greenville Tech and all technical colleges since Fall 2003.

FIGURE 3.7.2-5

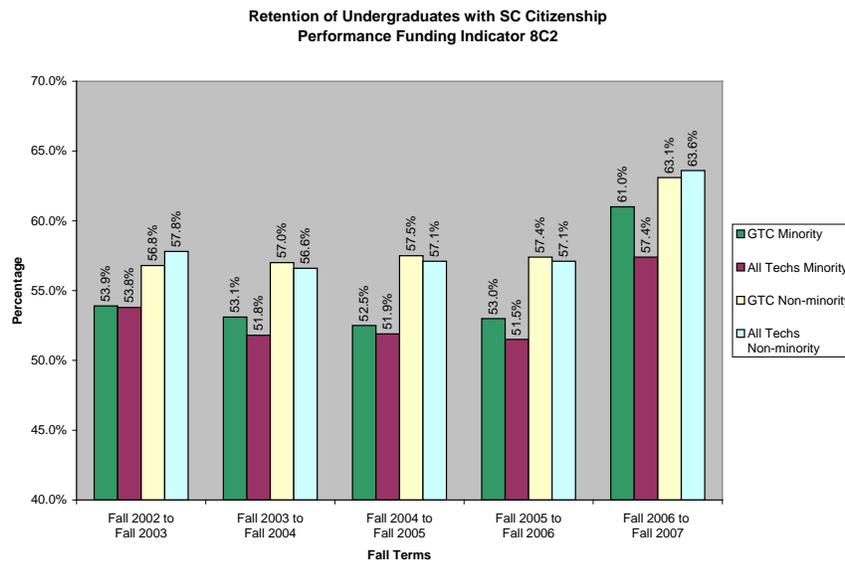
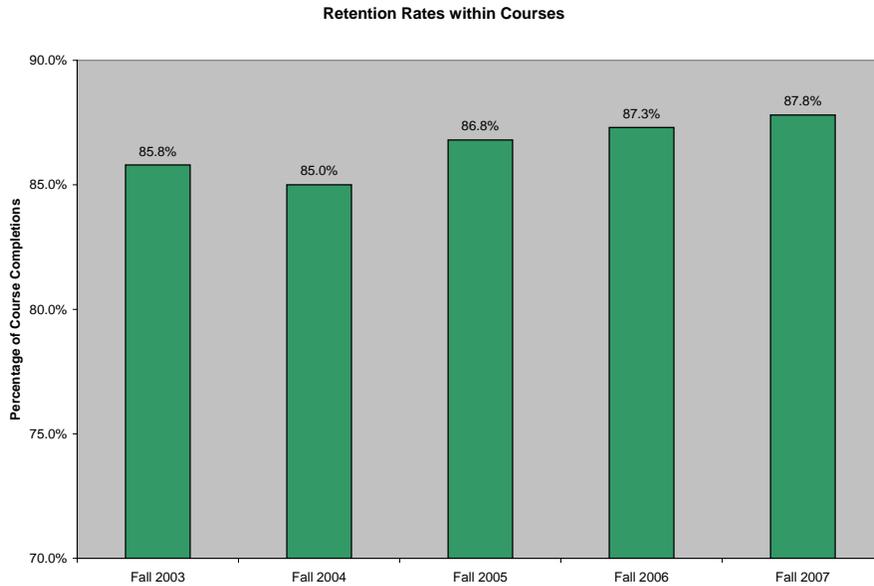


Figure 3.7.2-6 shows the within-course retention rates of students from Fall 2003 to Fall 2007. These are the percentages of students who remain in a course to earn a grade other than “W” (Withdrawn), “WA” (Administrative Withdrawal), or “WF” (Withdrawn Failing).

FIGURE 3.7.2-6



The college also gathers input on student satisfaction through various surveys and evaluations. Figure 3.7.2-7 provides data from the *Graduate Follow-Up* that is distributed to graduates of the previous fiscal year. Respondents are asked to rate their satisfaction with their major programs using a scale of one to four with four representing “Very Satisfied”.

FIGURE 3.7.2-7

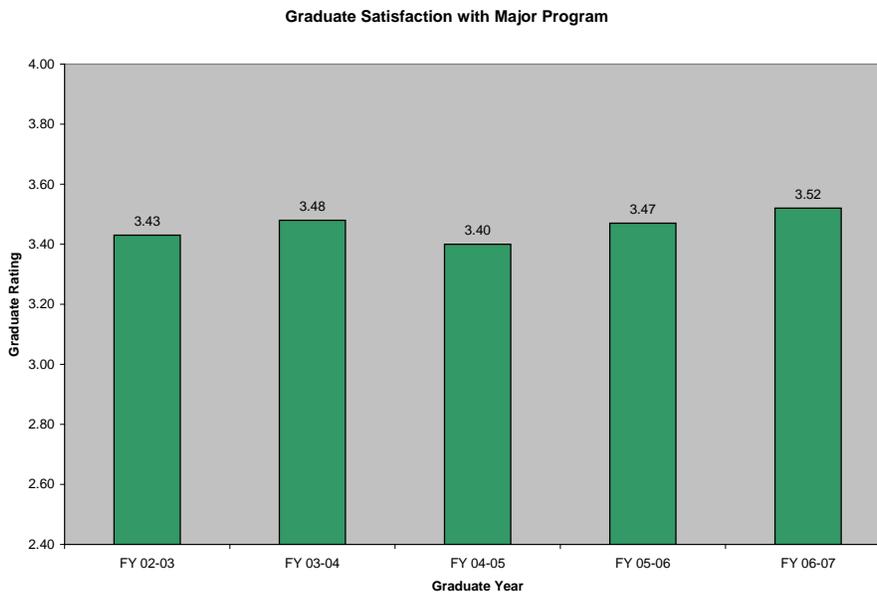


Figure 3.7.2-8 contains data on graduate satisfaction from the Alumni Survey that is administered every other year to degree graduates of three years prior.

FIGURE 3.7.2-8

Alumni Satisfaction with Academic Experiences			
	2003	2005	2007
Major program of study	97%	96%	96%
Instruction in the major	95%	95%	93%
General education program of study	97%	93%	98%
Instruction in general education	95%	97%	97%
Overall academic experience	98%	95%	96%

The *Graduate Satisfaction Survey* is a biennially-administered survey that is sent to each graduate in the *Graduate Follow-Up*. Satisfaction ratings on student services since Fall 2005 are provided in Figure 3.7.2-9.

FIGURE 3.7.2-9

Graduate Satisfaction with College Services		
	2005	2007
Academic Assessment Center (placement)	94%	96%
Admissions Services	92%	91%
Bookstore Services	84%	88%
Business Office Services	87%	88%
Cafeteria/Food Services	81%	81%
Campus Police	93%	90%
Career Center	86%	91%
Child Development Center (on-campus)	97%	94%
Counseling Services	87%	89%
Crisis Counseling/Special Needs	93%	96%
Employment Assistance Office	73%	83%
Financial Aid Services	69%	73%
Library/Learning Resources Center	97%	97%
New Student Orientation	91%	96%
Registration Procedures	86%	90%
Student Activities	86%	86%
Student Disability Services	88%	99%
Student Records/Registrar's Services	91%	91%
Student Support Services (non-tutoring)	90%	92%
Tutorial Services	93%	92%
Veterans' Services	95%	93%

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Every term the college administers the *Student Evaluation of Instruction* according to the guidelines of the Commission on Higher Education in Performance Funding Indicator 2B. Figure 3.7.2-10 contains results from Fall 2005 through Fall 2007 for three items on the traditional format evaluation. Figure 3.7.2-11 contains results for three items on the alternative format evaluation that is distributed to students in online courses or telecourses.

FIGURE 3.7.2-10

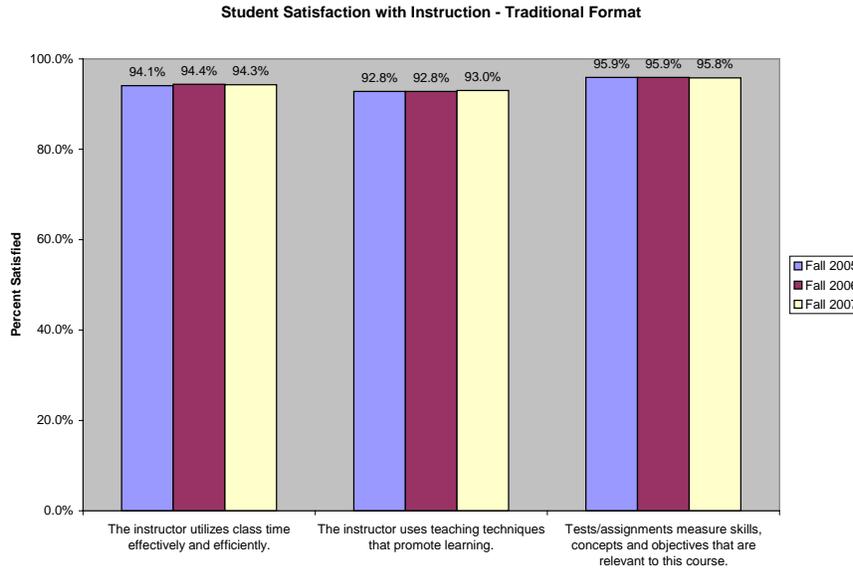


FIGURE 3.7.2-11

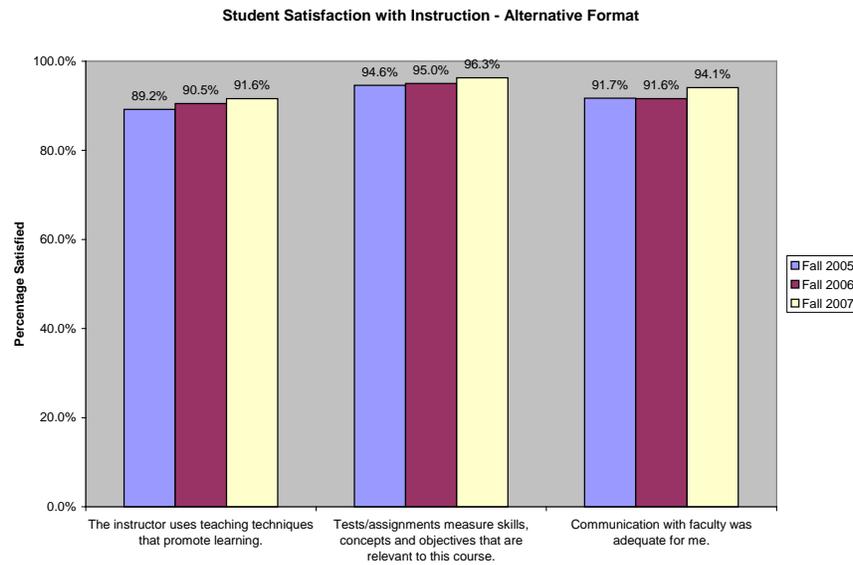
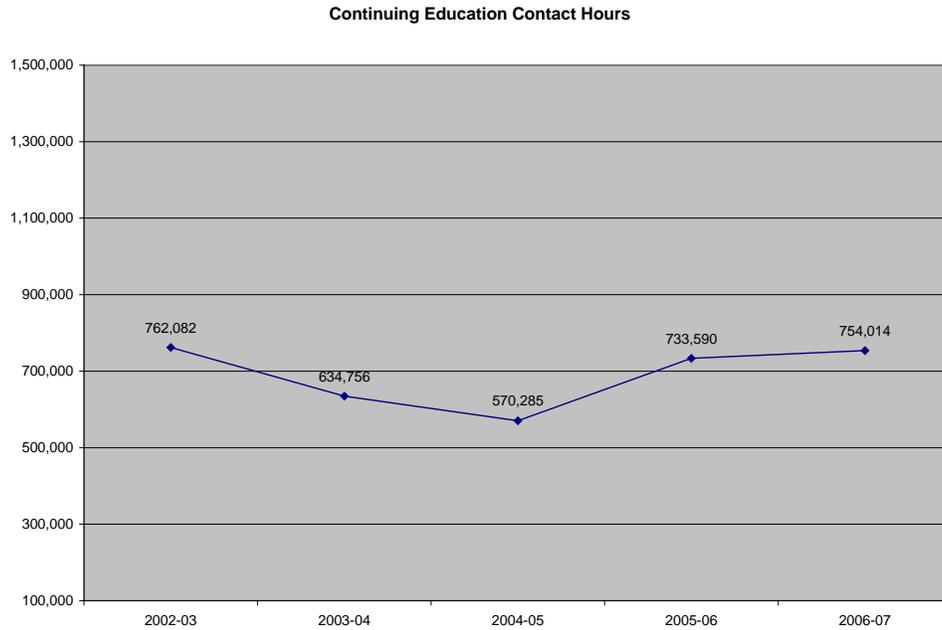


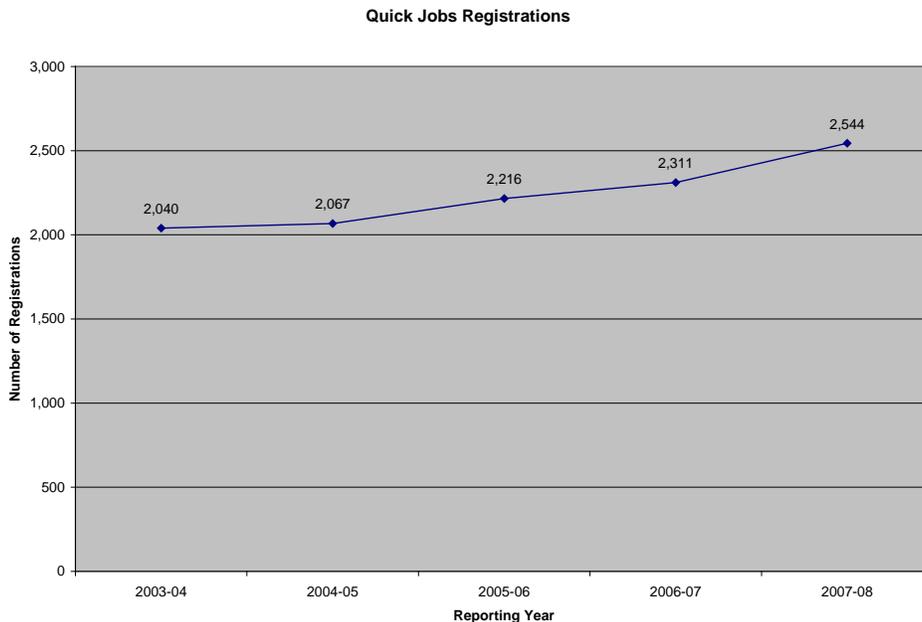
Figure 3.7.2-12 shows the Continuing Education non-credit contact hours since 2002-03. The downward trend to 2004-05 was fueled by two factors: the softening of the economy, including loss of jobs and employers requiring training; and changes in the state-supported re-training funding available to employers through the E-Zone act.

FIGURE 3.7.2-12



Quick Jobs with a Future™ is an award-winning program designed to provide short-term (90 days or less) training to those in need of a job or a better job. Figure 3.7.2-13 provides the number of registrations for that program from 2003-04 to 2007-08.

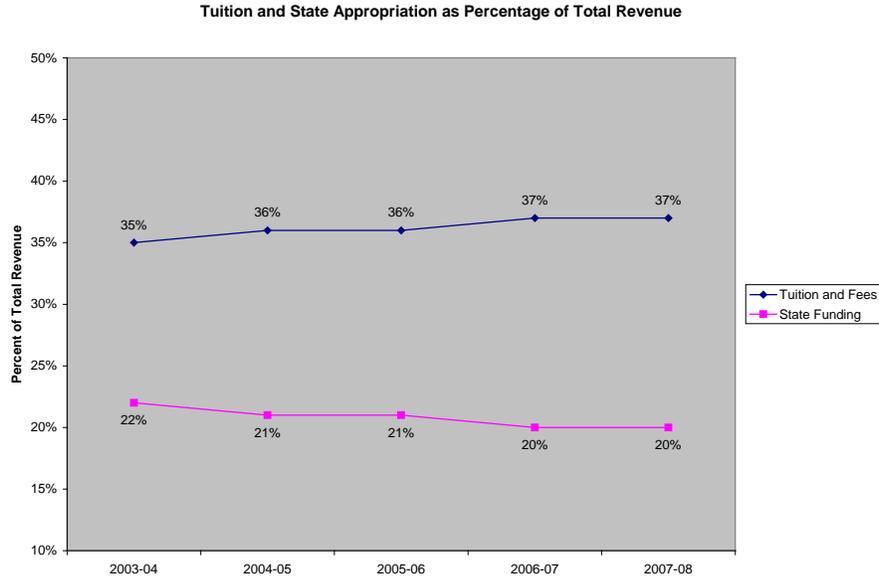
FIGURE 3.7.2-13



3.7.3. Key Measures on Budgetary and Financial Performance

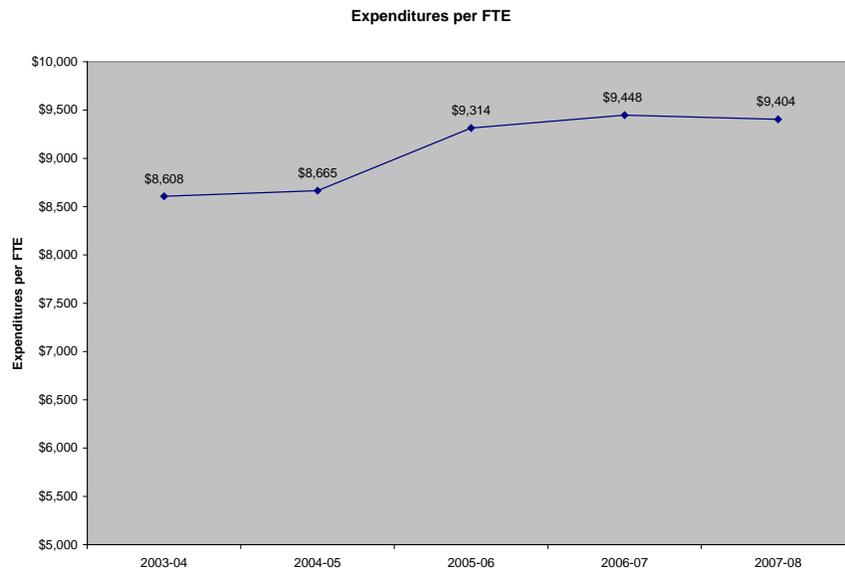
Tuition and the amount of state funds appropriated to the college as percentages of the college’s total revenue are key measures. Both of these are shown in Figure 3.7.3-1.

FIGURE 3.7.3-1



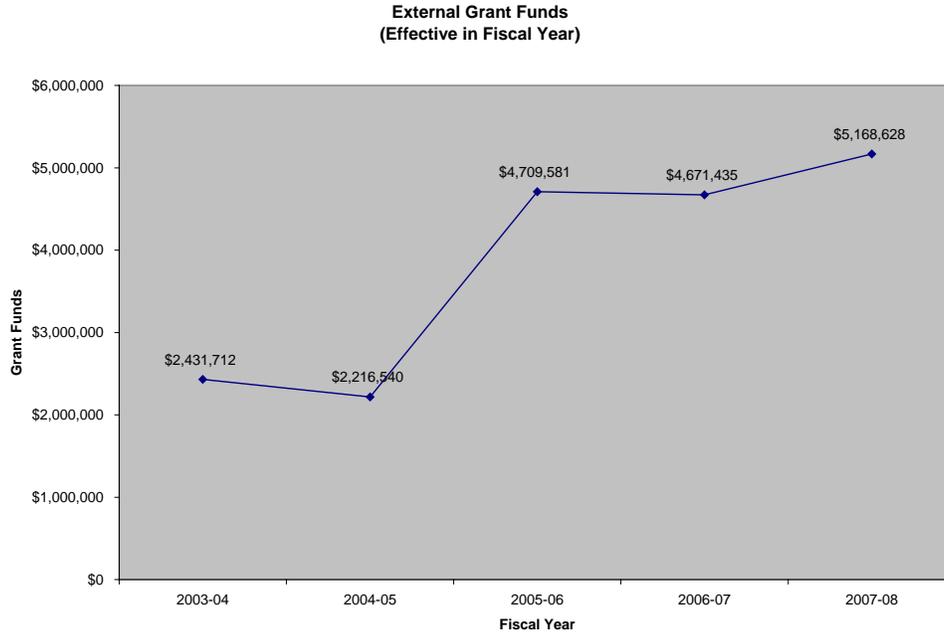
The annual cost to educate one full-time student is shown in Figure 3.7.3-2. The expenditure per FTE has shown an increase of over 9% since 2003-04.

FIGURE 3.7.3-2



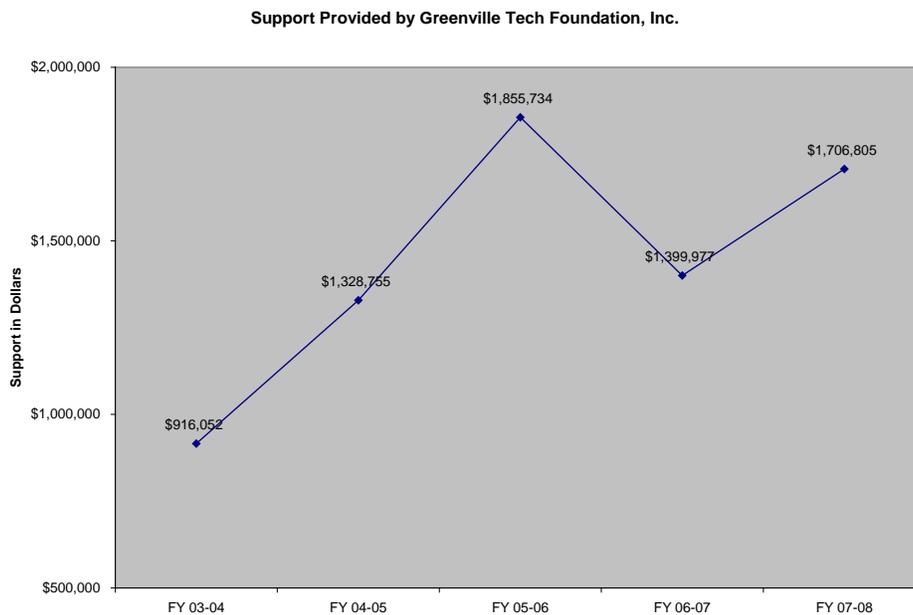
Greenville Tech actively seeks external grant funds to supplement other revenue sources. The amounts effective in the five most recent fiscal years are shown in Figure 3.7.3-3.

FIGURE 3.7.3-3



The Greenville Tech Foundation, Inc., provides support to the college in the form of equipment and supplies, faculty/staff development, property, and student and departmental activities. The amounts of support provided for the last five fiscal years are shown in Figure 3.7.3-4.

FIGURE 3.7.3-4



3.7.4. Key Measures on Work System Performance

One key measure for work system performance and faculty/staff satisfaction/development is the average faculty salary compared to that of all technical college faculty since Fall 2003 (Figure 3.7.4-1) and to each of the other technical colleges for Fall 2007 (Figure 3.7.4-2). Average faculty compensation is reported as Performance Funding Indicator 2D.

FIGURE 3.7.4-1

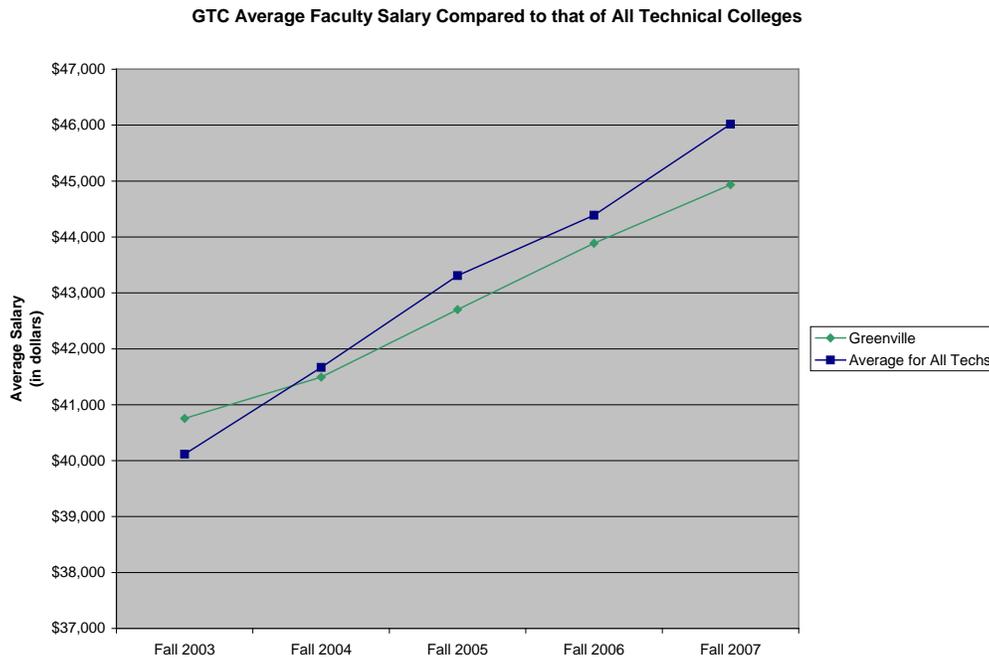
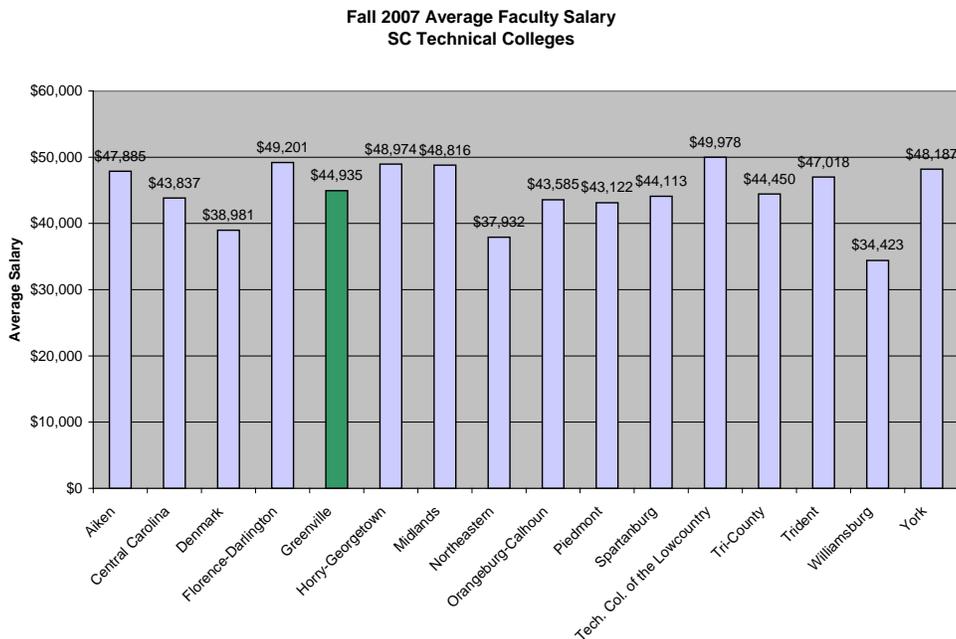
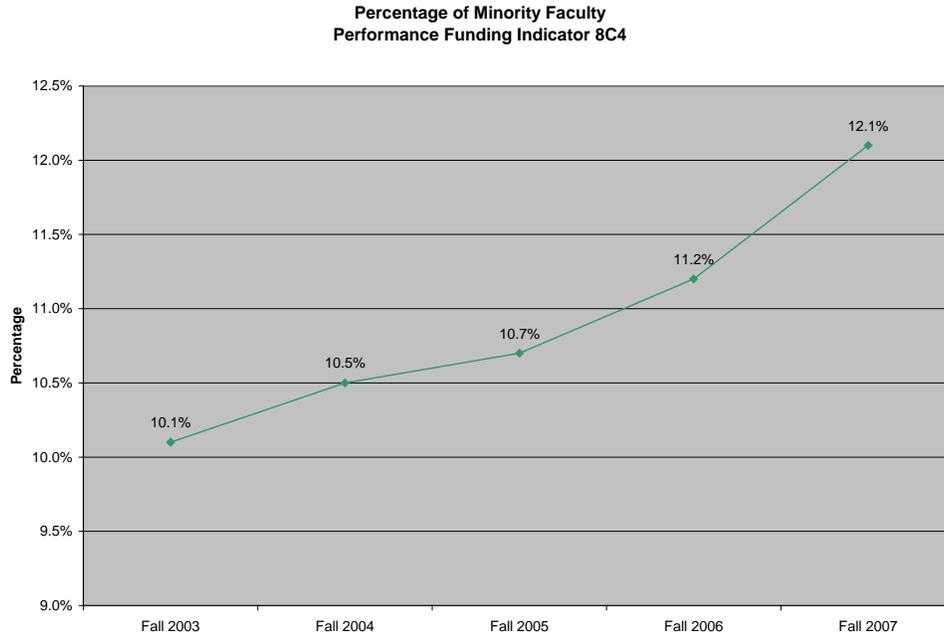


FIGURE 3.7.4-2



Another Performance Funding Indicator that serves as a key measure is the percentage of minority faculty (8C4). Figure 3.7.4-3 shows Greenville Tech’s improvement in this area since Fall 2003.

FIGURE 3.7.4-3



Greenville Tech has almost a fourth of its full-time faculty and staff with more than 15 years experience at the college. Figure 3.7.4-4 shows the number of employees by years at GTC.

FIGURE 3.7.4-4

Years at GTC	Number of FT Employees	Percentage
<1	44	6.4%
1 – 5	231	33.5%
6 – 10	159	23.1%
11 – 15	88	12.8%
16 – 20	88	12.8%
21 – 25	49	7.1%
26 – 30	13	1.9%
31 – 35	12	1.7%
36 – 40	5	0.7%

Faculty and staff have many options with respect to professional development. In addition to departmental funds, the Office of Academic Support provides funds through a professional development budget and through some Perkins Grant monies. The Greenville Tech Foundation, Inc., also provides professional development funds to faculty and staff. In addition, the Foundation provides mini-grants to encourage faculty and staff to develop creative projects that

will benefit the students, faculty and staff of the college. During 2007-2008, \$31,545 in mini-grants was awarded. Figure 3.7.4-5 shows funded/award amounts from Academic Support and the Foundation.

FIGURE 3.7.4-5

2007-2008 Professional Development Funds	
Office of Academic Support	\$70,378.73
Perkins Grant	\$69,790.01
Greenville Tech Foundation, Inc.	\$9,498.00
	\$149,666.74

Figure 3.7.4-6 provides the number of professional development workshops offered as documented by the Office of Academic Support and the number of participants for the past five years.

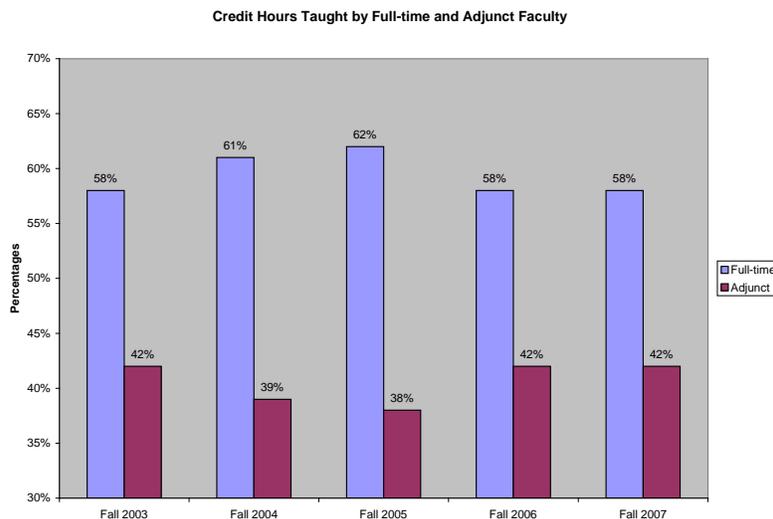
FIGURE 3.7.4-6

Professional Development Workshops		
	Number Offered	Number of Participants
June 2003 – May 2004	50	980
June 2004 – May 2005	38	1,049
June 2005 – May 2006	102	1,876
July 2006 – June 2007	130	1,991
July 2007 – June 2008	305	3,856

3.7.5. Key Measures of Organizational Effectiveness/Operational Efficiency

One key measure of organizational effectiveness/operational efficiency is the percentage of credit hours taught by full-time and adjunct faculty. Data for the last five fall terms are provided in Figure 3.7.5-1.

FIGURE 3.7.5-1



Enrollment by delivery method and site is also a key measure, and the data for the past three fall terms are provided in Figure 3.7.5-2. The growth of online enrollments is evident, and Figure 3.7.5-3 shows the number of alternative sections (online, teleclass, telecourse) as a percentage of all class sections.

FIGURE 3.7.5-2

Please note that the headcounts are unduplicated only for the specific type, site or method.

ENROLLMENT DATA BY DELIVERY METHOD AND SITE						
SECTION TYPE	FALL 2005		FALL 2006		FALL 2007	
	ENROLLMENTS	HEADCOUNT	ENROLLMENTS	HEADCOUNT	ENROLLMENTS	HEADCOUNT
TRADITIONAL						
BARTON CAMPUS	25,630	9,283	25,997	9,250	27,460	9,896
BRASHIER CAMPUS	2,986	1,188	3,114	1,197	3,675	1,380
DONALDSON CENTER	599	176	571	158	687	195
GREER CAMPUS	4,367	1,714	4,075	1,705	4,234	1,780
NORTHWEST CAMPUS	1,949	1,048	1,090	536	1,445	773
NONTRADITIONAL						
ONLINE*	4,095	2,660	5,379	3,250	6,068	3,569
TELECLASS (ALL SITES)	570	516	474	420	503	433
TELECOURSE	496	424	318	285	87	85

FIGURE 3.7.5-3

Alternative Format Sections as a Percentage of All Class Sections

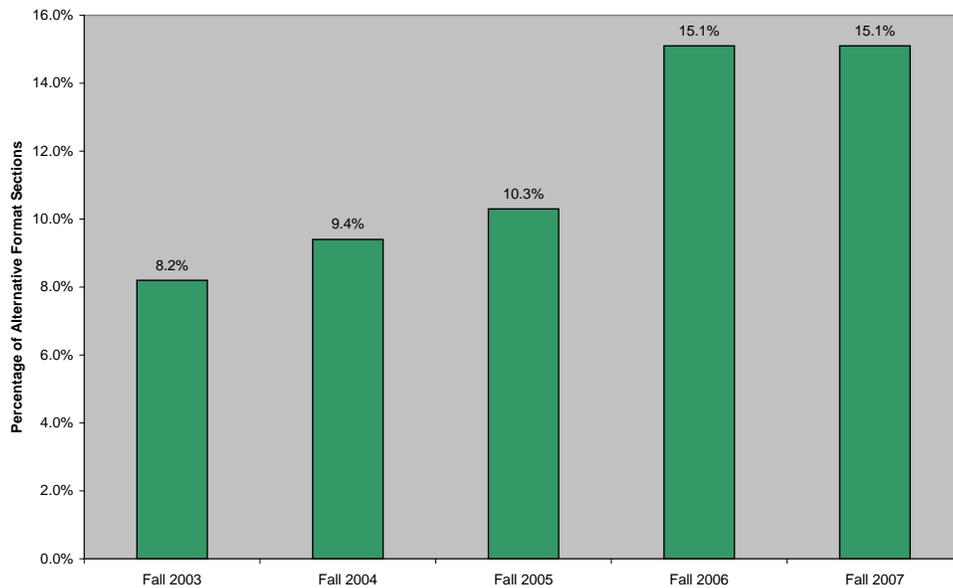


Figure 3.7.5-4 shows new classes and partnerships of Greenville Tech’s Continuing Education Division in 2007-08.

FIGURE 3.7.5-4

CE Area	New Classes	Need Met	New Partnerships
Business and Industry	107	<ul style="list-style-type: none"> • Training for Morgan AM&T and Bella Embroidery • Contract executive level training, middle management series training for professional development • Hubbell, NuVox, Western Carolina Regional Sewer Authority, Carotell Paperboard 	<ul style="list-style-type: none"> • NCCER, MSSC, TechReadySC • Received three AdvanceSC grants for production technician certification, electrical apprenticeship, and mechatronics • Irish Quality Center (ISO 9000:2000 Lead Auditor), Stat-A-Matrix (ISO/TS16949 Lead Auditor), SAE automotive classes, The Quality Group (online courses)
Computer Training Center	27	<ul style="list-style-type: none"> • 66 contract classes • Clients include NuVox, Palmetto Healthcare, Tyger River Correctional Institution, Cliffs Communities, Abitibi-Bowater, Verizon Wireless, WIA, Bon Secours St. Francis, City of Greenville, Scholastic Communications 	<ul style="list-style-type: none"> • Midlands Technical College
Environmental	15	<ul style="list-style-type: none"> • Training for U.S. Green Building Council, Atrium, Bosch, City of Rock Hill, Clariant, Cognis, Concord Asbestos, Drive Automotive, Eastman/Brock Services, Green Engineering, Hubbell Lighting 	<ul style="list-style-type: none"> • Horry-Georgetown Technical College, Aiken Technical College • Certified Pool Trainers • Cravens Community College
Healthcare	23	<ul style="list-style-type: none"> • 190 contract classes focused primarily on emergency and safety training for hospitals including but not limited to Greenville Hospital System and Bon Secours St. Francis, as well as Department of Disabilities and Special Needs • 94 online classes offered for professional development, employment training, and recertification educational needs for participants across the US, as well as Canada and Japan • Customized training for the Greenville Hospital System in regard to the Resident Care Specialist program • Development of course Dispensing Optician at the request of the Ophthalmic Assistant Advisory Board 	<ul style="list-style-type: none"> • Greenville Hospital System • Bon Secours St. Francis • Department of Disabilities and Special Needs

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CE Area	New Classes	Need Met	New Partnerships
		<ul style="list-style-type: none"> • Development of Medical Physician Practice Clerk program at the request of Greenville Hospital System • Awarded 'Partnership Leader' by PMI – Practice Management Institute 	
Occupational	45	<ul style="list-style-type: none"> • Client rehabilitation and reentry into workplace • Industry warehouse training • Grandparents' refresher parenting skills • Spanish legal interpretation for courts • CE culinary interests for upstate residents • Structures, supervised CE offerings for teens • Basic canine training for upstate residents • Competitive edge refresher for upstate insurance agents 	<ul style="list-style-type: none"> • SCDOC, 3M, English for Life Academy, County Courts/Solicitor's Office • Association of Pet Dog Trainers • Appraisal Institute – Chicago, American Home Inspectors Training Institute (AHIT)

The college's Academic Program Review process was described in Section 3.3.3. Each associate degree program completes a thorough review that results in commendations, recommendations and suggestions. The five-year schedule that lists the programs that participated in 2007-08 is provided as Figure 3.7.5-5.

FIGURE 3.7.5-5

GREENVILLE TECHNICAL COLLEGE ACADEMIC PROGRAM REVIEW 5-YEAR SCHEDULE				
2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
ACC	AOT	AUT/ASEP	AA/AS	AMT
AET	CRJ	CET	DMS	DHG
EGT	ECE	CPT	LEG	IMT
HIM	EET	CUL	MET	MKT
MGT	GMT	EMT	MLT	MTT
SCM	HUS	NUR	OTA	PTA
	RAD	RES		

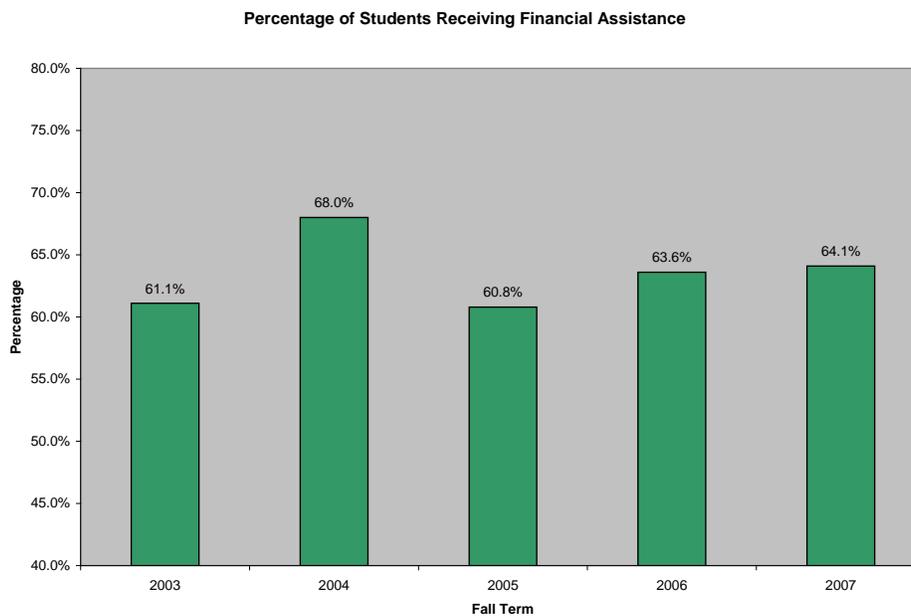
Student satisfaction with academic support areas is measured by items on the *CCSSE* and the *Graduate Satisfaction Survey*. Figure 3.7.5-6 contains the *CCSSE* items; items from the *Graduate Satisfaction Survey* were reported on in Figure 3.7.2-9. These items utilize a scale of one to three with three representing “Very Satisfied”.

FIGURE 3.7.5-6

Student Satisfaction with Academic Support				
Satisfaction with:	GTC	SC Consortium	Large Colleges	CCSSE
Academic advising/planning	2.20	2.27	2.17	2.21
Career counseling	2.04	2.07	2.02	2.04
Job placement assistance	1.85	1.89	1.78	1.82
Peer or other tutoring	2.06	2.17	2.13	2.14
Skill labs (writing, math, etc.)	2.26	2.30	2.25	2.25
Financial aid advising	2.23	2.26	2.11	2.18
Computer lab	2.46	2.54	2.47	2.49
Transfer credit assistance	2.07	2.07	2.04	2.06
Services to students with disabilities	2.00	2.02	1.97	2.00

Many students require financial assistance in order to attend college. Figure 3.7.5-7 shows the percentage of fall term students who received financial aid in the past five years.

FIGURE 3.7.5-7



3.7.6. Key Measures Related to Leadership and Social Responsibility

3.7.6a

As outlined in Section 3.2.6, when annual measurable objectives are set at the beginning of the year, each department projects an annual “expected result/timeframe,” as well as quarterly “expected results.” Quarterly progress is measured against these projected measures and any problems or concerns with progress are noted. All this information is stored on the shared drive

for review and monitoring by the leadership team. The leadership team regularly updates the president on accomplishments of the strategic plan, and he in turn updates the Area Commission.

Greenville Tech utilizes many advisory committees comprised of community leaders and members of business and industry. Their continued involvement in and support of the college illustrate the trust of these stakeholders. Figure 3.7.6b-1 provides advisory committee data for the past five years.

FIGURE 3.7.6b-1

Advisory Committees and Membership		
	Number of Committees	Number of Members
2003-2004	54	791
2004-2005	51	764
2005-2006	56	783
2006-2007	60	803
2007-2008	62	805

Greenville Tech publishes crime statistics on the college website as required by law. Figure 3.7.6c-1 provides the data for each campus from 2004 to 2006.

FIGURE 3.7.6c-1

Annual Crime Statistics by Campus				
		On-campus	Non-campus	Public Property
Barton Campus	2004	7	3	4
	2005	6	0	10
	2006	17	1	3
Brashier Campus	2004	0	0	0
	2005	0	0	0
	2006	0	0	0
Greer Campus	2004	1	0	0
	2005	1	0	0
	2006	0	0	0
Northwest Campus	2004	0	0	0
	2005	0	0	0
	2006	1	0	0

In *The Status of Equal Employment Opportunity in South Carolina State Government*, a February 2007 report to the General Assembly from the South Carolina Human Affairs Commission, Greenville Tech had the second highest percentage of goal attainment of the 16 technical colleges and among agencies with 501 to 1,000 employees. Figure 3.7.6c-2 provides the results.

FIGURE 3.7.6c-2

Percentage Level of Goal Attainment Agency Size 501 – 1,000			
Ranking	Agency	Percent	# of Employees
1	Trident Technical College	99.0	636
2	Greenville Technical College	97.8	684
3	Midlands Technical College	95.5	567
4	Revenue, Department of	95.4	624
5	Employment Security Commission	91.3	896
6	Education, Department of	90.7	928
7	Natural Resources, Department of	89.7	741
8	Probation, Parole and Pardon	87.9	771
9	Law Enforcement Division, State	79.3	569
10	Winthrop University	76.8	837
11	Disabilities and Special Needs (Central)	76.1	620
12	Costal Carolina University	74.9	797
13	Ports Authority, State	71.5	592
14	South Carolina State University	71.0	670
15	Citadel, The	69.0	622

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

The college also has an audit of federal student aid awards in accordance with the Single Audit Act. In fiscal years 2002-2005, the college experienced a number of audit findings regarding application of Financial Aid policies and procedures. Contributing to these findings was the college’s rapid growth and move to a new computer system. The college leadership and Financial Aid Office personnel have worked very hard to resolve these issues. An internal audit team was implemented to specifically address audits of Financial Aid records, processes and procedures on a regularly-scheduled basis. Additionally, Financial Aid personnel initiated a consistent review process. There has been a concerted effort to devote resources to solve the problems and improve the system so that all financial aid requests will be processed in an efficient error-free process. In fiscal year 2005-06, there were no audit findings and only one finding in 2006-07.

The Americans with Disabilities Act (ADA) requires that notice of compliance along with contact information for responsible parties be posted on all publications produced by the college. The major sources of information produced by the college are the Catalog/Student Handbook

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and the college website (<http://www.gvltec.edu/>). The appropriate statement is posted in both of these locations. Also, in accordance with the ADA, the college application has notice of services available to students with disabilities who may need assistance during the admissions process. In addition, curriculum course syllabi include information about services available.

The college is also required to have a grievance procedure. The Student Handbook outlines the grievance procedure for students. In 2007 the college received a grievance that was ADA-related, but the grievance was denied and upheld by an EEOC ruling.