

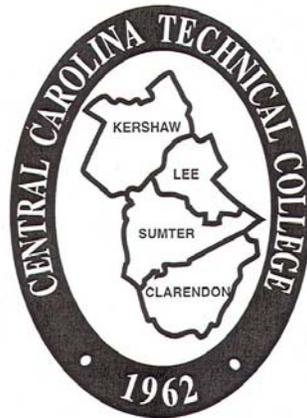
Higher Education Accountability Report 2007-2008



CENTRAL CAROLINA
TECHNICAL COLLEGE

Central Carolina Technical College
Higher Education Accountability Report
for
2007-08

September 5, 2008



**Central Carolina Technical College
Higher Education Accountability Report
2007-2008
Table of Contents**

I. Executive Summary	1
I.1. Central Carolina Technical College’s Purpose, Mission, Vision, and Values	1
I.2. Major Achievements from July 1, 2007 though June 30, 2008.....	2
I.3. Key Strategic Goals for the Present and Future Years	3
I.4. Key Strategic Challenges.....	4
I.5. How Accountability Report Is Used to Improve Organizational Performance.....	4
II. Organizational Profile	4
II. 1. Organization’s Educational Programs, Offering, and Services/ Methods of Delivery.....	5
II.2. Key Student Segments, Stakeholder Groups, and Market Segments and Their Key Requirements/Expectations	5
II.3. Operating Locations	6
II.4. Number of Employees.....	6
II.5. Regulatory Environment	6
II.6. Governance System	7
II.7. Key Suppliers and Partners	7
II.8. Key Competitors.....	7
II.9. Principal Factors Determining Competitive Success.....	8
II.10. Performance Improvement Systems.....	8
II.11. Organizational Structure.....	8
II.12. Expenditures/Appropriations Chart.....	8
II.13. Major Program Areas Chart	8
III. Elements of Malcolm Baldrige Award Criteria.....	8
Category 1 – Senior Leadership, Governance, and Social Responsibility	8
Category 2 – Strategic Planning	14
Category 3 – Student, Stakeholder, and Market Focus.....	18
Category 4 – Measurement, Analysis, and Knowledge Management	21
Category 5 – Workforce Focus	23
Category 6 – Process Management	27
Category 7 – Organizational Performance Results	31

Central Carolina Technical College Higher Education Accountability Report 2007-2008

I. Executive Summary

In accordance with Sections 1-1-810 and 1-1-820 of the 1976 Code of Laws, Central Carolina Technical College (CCTC) is submitting an annual accountability report to the Governor and the General Assembly. This report covers the period of July 1, 2007, through June 30, 2008.

The College has been involved on a continuing basis in ongoing, aligned, integrated, and institution-wide planning and evaluation process that incorporates a systematic review of programs and services, which results in continuous improvement and demonstrates the College is effectively accomplishing its mission. The purposes of this report are two-fold: 1) to report on the College's performance in achieving organizational and financial performance goals and objectives and 2) to use this report as a self-assessment tool for continuous improvement.

I.1. Central Carolina Technical College's Purpose, Mission, Vision and Values

Purpose: The purpose of Central Carolina Technical College is to enhance the economic vitality and quality of life for all citizens in its service area by being the first choice for exceptional, quality, affordable technical and comprehensive education, provided in an innovative, student-centered learning environment.

Mission Statement: Central Carolina Technical College is a comprehensive, public, two-year institution of higher education that is dedicated to fostering a positive environment of teaching and learning for faculty, staff, and students. The College serves primarily the region of Clarendon, Lee, Kershaw, and Sumter counties in South Carolina and confers associate degrees, diplomas, and certificates. College programs and student support services provide citizens, businesses, industries, and communities with quality, affordable, accessible, customer-responsive, post-secondary education through lifelong learning and specialized training opportunities specifically designed to develop the foundation for personal growth, economic development, and an improved quality of life.

The College's vast array of associate degree, diploma, and certificate programs prepares students to enter the job market, to transfer to senior colleges and universities, and to achieve their professional and personal goals. Specifically, Central Carolina offers academic programs in business, the health sciences, public service, industrial and engineering technology, and the arts and sciences.

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

Values: Central Carolina respects the diversity of its student body and recognizes the worth and potential of each student. The College values an environment that fosters creativity and resourcefulness among its students, faculty, staff, and administrators and encourages teamwork, open communication, and free exchange of ideas. In its attitudes

and principles, the College affirms the following values and beliefs in providing its programs and services: Excellence, Integrity, and Innovation.

I.2. Major Achievements from July 1, 2007, through June 30, 2008

The College accomplished many major objectives between July 1, 2007, and June 30, 2008. Following are some of the major objectives that were milestones for the College:

- **Held a Health Care Forum to build community support for the Health Sciences building project.** This innovative initiative increased community awareness of the need for more Health Sciences graduates to fill employment opportunities.
- **Secured additional funding to renovate a building in downtown Sumter to relocate Health Sciences programs.** This effort has several major objectives: 1) to expand the Health Sciences programs to meet the needs of the community, 2) to reduce overcrowding in the current Health Sciences classroom building, 3) to bring the Health Sciences programs in close physical proximity to Tuomey Hospital, 4) to enhance the revitalization of downtown Sumter, and 5) to support economic development and workforce readiness.
- **Began preliminary design of a new site for the Kershaw County Campus.** Since the current facility has reached capacity and the Kershaw County population is growing, the College is seeking funds to build a new campus to meet the needs of the community.
- **Developed a strategic plan for the Central Carolina Technical Foundation.** The Foundation has focused on attracting donations to meet specific College's needs.
- **Expanded course offerings at the Lee County site and the Clarendon County and Kershaw County campuses, including dual-enrollment classes** for students who enroll in college classes while still attending local high schools. These campuses continue to be stellar examples of the collaboration between secondary schools and the College in providing a seamless transition from high school classes to college-level classes.
- **Implemented a new “Bridge Program” with University of South Carolina.** This agreement will facilitate the admission of students to the university as sophomores.
- **Increased substantially online course offerings.** Students may now complete the Associate of Arts degree, several certificates, or individual courses in a web-based learning environment, which allows students to balance education, work, and family responsibilities.
- **Achieved accreditation for two programs.** The Machine Tool Department received accreditation through the National Institute for Metalworking Skills (NIMS), and the Automotive Department received accreditation through National Automotive Technician Educational Foundation (NATEF). Through the process of accreditation these programs identified ways to measure program learning outcomes.
- **Received an apprenticeship grant in Machine Tool Technology.** The Industrial and Engineering Division has been instrumental in developing partnerships with local industries.
- **Expanded the curricula with three new certificates.** The College has developed certificates in Electrical Technician, Cosmetology, and End User Support.

- **Conducted program reviews for ten programs in accordance with the College’s Review Cycle:** Associate Degree in Natural Resources Management, Associate Degree in Computer Technology with associated Certificates in Computer Specialist and Internetworking, Associate Degree in Paralegal, Diploma in Automobile Mechanics with an associated Certificate in Automotive Repair, Diploma in Machine Tool Technology with associated Certificates in Advanced Tool Making and Machine Tool Operator, Certificate in Health Science Prep, and Certificate in Welding. Emphasis was placed on determining how to measure program learning outcomes.
- **Implemented the third year of a five-year Quality Enhancement Plan (QEP) to significantly impact student success.** All new students took a Basic Technology Competency Placement assessment and were placed in computer courses according to their skill level; graduates were given an exit technology competencies examination. Full-time faculty have been assessed to measure Instructional Technology Competencies, and the College has offered technology training during the year. Academic departments have continued to identify technology program exit competencies for each program of study. Results of tests are being analyzed and used for continuous improvement.
- **Emphasized the importance of internal customer service.** A consultant has interviewed focus groups and will provide a report on the current culture and internal customer relations perceptions. The results will be used for continuous improvement.
- **Implemented a new customer-focused concept for the Student Services Center.** The College has redesigned an existing building to create a Student Services Center, which incorporates a one-stop Admissions and Registration Center.
- **Continued implementation of the Education and Economic Development Act (EEDA).** The College worked with high schools in the four-county area to identify career clusters and pathways from high school to college and work. Dual enrollment course offerings increased and articulation opportunities were maximized. The College provided career planning workshops to all tenth graders in service area.
- **Implemented numerous security measures.** The College has conducted workshops and drills and enhanced the communication system to alert the campus to weather and other emergencies in a timely manner.
- **Increased enrollment by 12%.** The addition of a Call Center, a one-stop Admissions and Registration Center, and targeted marketing and recruitment efforts contributed to the increased enrollment of new and returning students.
- **Had a record number of graduates from 2006-2007.** The College awarded 219 associate degrees, 74 diplomas, and 290 certificates.
- **Received an unqualified financial audit with no exceptions.** The College has demonstrated excellent stewardship of funding for numerous years.

I.3. Key Strategic Goals for the Present and Future Years

The College has adopted the following key strategic goals/directions:

- Offer quality curriculum and services that are relevant and current.
- Expand course availability throughout the four-county service area to improve accessibility to the College’s programs and services.
- Market the comprehensive nature and value of the College.
- Secure and use available resources to maximize productivity and efficiency.

- Strengthen mutually beneficial alliances with private and public partners.
- Maximize the use of technology to support internal and external constituencies.
- Position the College to respond effectively to internal/external environmental factors.

I.4. Key Strategic Challenges

The College is faced with numerous key strategic challenges:

- As the population in Kershaw County rapidly increases, there is a need for more educational services. The current College location is overcrowded. A new site has been secured, but additional funding is needed for the building project.
- There is a strong employer need for additional professionals in the health science fields. A new building, which will allow the College to expand health sciences programs, is planned for a site in downtown Sumter. Additional funding is needed for this project.
- Economically disadvantaged students result in a high percentage of students needing financial assistance. State and federal financial aid (lottery monies and grants) are not keeping up with student costs for tuition and books.
- The industry base needs to be expanded in the four-county service area.
- Additional funding is needed to increase counseling staff in order to expand implementation of Education and Economic Development Act (EEDA) and ensure a clear pathway from high school to college.
- A key challenge is to reduce student barriers to education caused by the increase in gasoline prices. The College is expanding distance education courses and providing on-line faculty certification training to try to meet this need.
- Another key challenge is securing new equipment, hardware, and software to keep programs current. For example, the College is installing a new operating system for all computers in the College in order to stay current; meanwhile, the Industrial and Engineering Division is constantly under pressure to acquire new technologies to meet the expectations of local industries.
- Local funding for maintenance and upkeep of facilities is not keeping up with costs.
- Main Campus is “landlocked.”
- Some entry-level students are under-prepared.
- Nationwide the economic environment is unstable.

I.5. How Accountability Report Is Used to Improve Organizational Performance

The Executive Leadership Team (ELT) uses the Accountability Report to identify strategic challenges and needs. The ELT ensures the College annual plan of action for the next year addresses these challenges and annually evaluates how well the objectives of the plan have been accomplished.

II. Organizational Profile

Central Carolina Technical College is a two-year public, technical college serving the residents of a four-county area in South Carolina – Clarendon, Kershaw, Lee, and Sumter counties.

II.1. Organization's Educational Programs, Offerings, and Services/Methods of Delivery

The College's primary educational programs and offerings are as follows:

- Credit programs in business, engineering technology, health sciences, industrial, public service, associate in arts, and associate in science programs
- Non-credit continuing education programs, primarily in customized training for workforce development programs.

Services include the following:

- Student support services, including admissions, counseling, financial aid, library, TRiO, placement, and testing, career services, and student records
- Business services, including financial management, information systems, security, and maintenance
- Administrative support
- Central Carolina Technical College Foundation.

Academic programs are delivered through various methods of delivery:

- Traditional classrooms and/or labs
- Outreach locations
- Distance learning
- Hybrid courses.

Student services maintain a customer focus through a "one-stop" service concept. Business services and administrative support services are clearly delineated to provide efficient, effective delivery of services.

II.2. Key Student Segments, Stakeholder Groups, and Market Segments and Their Key Requirements/Expectations

The College serves two primary market segments: students and local employers. The primary expectation of students is to acquire an affordable, accessible, quality education consisting of skills and knowledge they can leverage into high earning, readily accessible jobs and an improved standard of living. The College's student population consists largely of non-traditional, often first-generation, adult students primarily from low to middle income families. Due to family and work commitments and lack of preparation for college, many of these students require significant financial aid, student services, and developmental classes. A campus in close proximity to the student with convenient scheduling of classes is often a critical factor in a student's decision to pursue postsecondary education. In addition, more classes are being offered on-line to provide accessibility to higher education.

The second primary market segment consists of local employers who hire the College's graduates. The College works closely with advisory committees to identify the skills and knowledge required for business and industry and to build appropriate competencies into each program of study. The College is actively involved in economic development efforts in the four-county area. The College serves as an important partner in attracting new and expanding current businesses and industries. The partnerships with local employers are components of the College's success in the accomplishment of its mission.

In addition to students/graduates and employers, the College works closely with the following stakeholders:

- **Community:** The College serves the community by providing access to education wherever, whenever, and however necessary to meet community and individual needs for affordable education opportunities leading to an improved quality of life.
- **K-12 Students:** The College provides opportunities for K-12 students to experience career exploration and planning, have access to a seamless progression toward a career or higher education, and have an opportunity to accelerate their learning for employability and/or advanced placement through faculty/staff collaboration.
- **Other Educational Institutions:** The College endeavors to have a high utilization of resources through partnerships with other institutions, such as Adult Education and other post-secondary institutions, who are collaborative partners working to expand education programs while minimizing duplication.
- **Central Carolina Technical Foundation:** While not under the governance of the College, the Foundation plays a key role in securing ancillary funds, such as scholarships.

II.3. Operating Locations

The College operates in the following locations within its four-county service area:

- **Sumter County**
 - Main Campus, 506 N. Guignard Drive, Sumter, SC
 - The Natural Resources Management Center, 725 Brewington Rd, Sumter, SC
 - Environmental Training Center, corner of Theater and Guignard Drive, Sumter, SC
 - Sumter Downtown Site, 101 S. Main Street, Sumter, SC
 - Shaw Center, 2140 Peach Orchard Drive (Highway 441), Sumter, SC
 - Shaw Base Education Office, 398 Shaw Drive, Shaw AFB, Sumter, SC
- **Clarendon County**
 - F.E. DuBose Campus, US Highway 521, Manning, SC
- **Lee County**
 - Lee County Site, 200 N. Main Street, Bishopville, SC
- **Kershaw County**
 - Kershaw County Campus, 1125 Little Street, Camden, SC.

II.4. Number of Employees

The average number of employees at CCTC during 2007-2008 is as follows:

Employees	Full-time	Temporary/ Part-time	Contract	Total
Faculty	92	162	--	254
Staff	100	57	--	157
Total	192	219	--	411

II.5. Regulatory Environment

The College operates under the following regulatory environment:

- **General Assembly of South Carolina and the South Carolina Commission on Higher Education (CHE):** The General Assembly of South Carolina grants authority to award degrees through CHE in accordance with Act Number 42 of 1963 as detailed

- in Section 59-53-51 and Section 59-53-52 of the 1976 South Carolina Code of Laws, as amended.
- ***Southern Association on Colleges and Schools (SACS)***: SACS reviews extensive documentation every ten years to determine that the College meets SACS core requirements, comprehensive standards and federal requirements. In June, 2006, the College received a ten-year reaccreditation.
 - ***State Board for Technical and Comprehensive Education (SBTCE)***: The SBTCE maintains State program degree models, which are approved by the Commission on Higher Education and coordinates information exchanges among the State’s sixteen technical colleges.
 - ***Federal Title IV Regulations***: The College ensures that it maintains compliance with pertinent federal regulations, particularly Title IV.

II. 6. Governance System

The Area Commission, the policy-making body for the College, works closely with the ELT, which includes the President, Vice President for Academic Affairs, Vice President for Business Affairs, Vice President for Student Affairs, and Vice President for Workforce Development. The activities of the Commission are to fulfill legislative requirements to make available a program of technical education and training by providing adequate facilities and local supervision. The primary function of the Area Commission is to establish local policy, review College operations, and provide overview of programs. The Area Commission selects and evaluates the College President. The Area Commission and ELT meet bimonthly.

II. 7. Key Suppliers and Partners

Key partners of the College include the following:

- ***South Carolina Commission on Higher Education (CHE)***: The General Assembly of South Carolina grants authority to award degrees through the Commission on Higher Education.
- ***Local and State Officials***: Local and state officials facilitate the securing of funds and locations to allow the College to offer its programs and services and expand facilities as needed.
- ***Secondary and Postsecondary Education Institutions***: Local secondary schools are partners in preparing students academically to transition to college. Postsecondary education institutions are partners who accept the College’s associate degree graduates as juniors at four-year colleges and universities.
- ***Business and Industry***: Business and industry hire graduates from the College and provide insight regarding program exit competencies.

The College follows a competitive bidding procedure in accordance with state regulations to identify key suppliers, who provide supplies, equipment, textbooks, and physical and technological resources in support of educational programs and services.

II.8. Key Competitors

Other educational systems that directly compete for the same type of students, grants, etc., are Morris College and the University of South Carolina – Sumter.

II.9. Principal Factors Determining Competitive Success

The key factors that determine competitive success include the following:

- Campuses in all four counties, which make CCTC more accessible for residents
- Transfer to four-year colleges or universities through the Associate Degree in Arts or the Associate Degree in Science and the “Bridge Program” with USC – Columbia
- Programs of study that lead to employability
- Incorporation of technology into programs of study
- Incorporation of technology into student services facilitating accessible, efficient, and effective admission and registration procedures
- Availability of courses and accessibility to higher education at five locations
- Addition of online associate degree and certificate programs
- Integration of EEDA legislative mandates in the College’s delivery of services
- State funding and low tuition cost
- Lottery assistance and other student financial aid
- Small classes and personal attention provided by faculty and staff

II.10. Performance Improvement Systems

College planning and evaluation processes are described in College Directive 7.17. The College’s annual Plan of Action and Effectiveness Reports, Institutional Effectiveness Reports, Program Reviews, Program Evaluations, Performance Indicator Reports, Technology Plan, Quality Enhancement Plan, Budget Reports, Safety/Security Reports, Employee/Faculty Performance Management Systems, and other documents reflect the results of the systematic assessment of outcomes for continuous improvement. Results are reviewed, changes are made, and continuous improvement measures are integrated into all areas of the College.

II.11. Organizational Structure – See Fig. 7.6.3.

II.12. Expenditures/Appropriations Chart – See Fig. 7.3.5.

II.13. Major Program Areas Chart – See Fig. 7.3.6.

III. Elements of Malcolm Baldrige Award Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

1. How do senior leaders develop and deploy their organization’s vision and values throughout the leadership system, to the workforce, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

The senior leaders have developed and deployed the College’s vision and values throughout the leadership system, to the workforce, key suppliers and partners, and students and stakeholders:

- The actions of the senior leadership team demonstrate a commitment to organizational values; they lead by example and develop a culture supporting these values. Critical decisions regarding the strategic actions of the College are reviewed by the entire ELT to determine if the actions reflect the College’s mission, vision, and values. In addition, the senior leaders are active participants on many College committees and teams.

- The vision and values statements are published on the College's website and are widely distributed through a number of publications, including the College Catalog and Student Handbook, the Faculty Handbook, and the Adjunct Faculty Handbook.

The commitment of the senior leaders to the vision and values is evident in their active participation in the many civic, industrial, business, and governmental committees and boards in local communities. Examples include the following: The President is an active member of the Clarendon County Chamber of Commerce, Sumter County Chamber of Commerce, SC Technical Education Association, SC Association of School Administrators, SC Career and Technology Education Association, Santee Lynches Workforce Investment Board, Sumter Rotary Club, graduate of Leadership South Carolina, and graduate of SC Economic Developers School; the Vice President for Academic Affairs is an active member of the Lee County Economic Development Alliance and served as Chairman for 2004 and 2005, past Chair of the Chief Academic Officers Peer Group, and a member of the Lee County Arts Council Foundation, the SC Technical Education Association, National Business Education Association, and CCTC's Relay for Life and Heart Walk Team 5. She has served on state and national boards and in leadership positions for numerous organizations. The Vice President for Business Affairs is immediate past Chair of the South Carolina Technical College System Chief Business Officers Peer Group and an active member of the Rotary Club of Sumter Sunrise (multiple Paul Harris Fellow and Rotarian of the Year), Government Finance Officers Association of SC (Membership Committee Chair, former Treasurer, and former Certification Committee Chair), Southern Association of College and University Business Officers, Dalzell United Methodist Church (Chair of Finance Committee and Treasurer) and graduate of Leadership Sumter. The Vice President for Student Affairs is a member of the Southern Association of Collegiate Registrars and Admissions Officers, the Carolina Association of Collegiate Registrars and Admissions Officers, the South Carolina Technical Education Association, and the Executive Council of the Chief Student Services Peer Group. She is past Chair of Admissions Peer Group and the liaison to the Records Peer Group and a graduate of the South Carolina Technical College System Leadership Academy. The Vice President for Workforce Development has been a member of the American Society for Training and Development since 1987, the SC Technical Educators Association since 1985, the South Carolina Economic Developers Association since 1985, and the National Eagle Scout Association since 1990. He has served as a South Carolina Chamber of Commerce Business Week Company Advisor and "Manufacturer of the Year" Judge and as an Assistant Scout Master of Troop #312 in Irmo, SC.

2. *How do senior leaders create a sustainable organization with a focus on action to accomplish the organization's objectives, improve performance, and attain your vision?*

The College leaders create a sustainable organization with a focus on actions to accomplish its objectives, improve performance, and attain its vision through a systematic planning and evaluation system. The senior leaders hold College-wide events, such as Fall Kickoff, to set the stage for the next year's objectives as well as to celebrate the previous year's accomplishments. In addition, all new faculty and staff and all adjunct faculty attend workshops to help them understand the College's vision and goals to ensure everyone is working together to achieve objectives and improve performance. Every department/unit develops a plan of action linked to the College's strategic

directions and annual objectives. Then each employee develops a personal plan of action in the form of an Employee Performance Management System (EPMS) or Faculty Performance Management System (FPMS) designed to accomplish the College's mission, vision, and values. All departments/units and major divisions are evaluated annually to ensure that objectives are met. Each department/unit and major division prepares an Annual Effectiveness Report stating its results and how the results will be used for continuous improvement. The College has created directives, handbooks, and manuals to capture institutional intelligence so that the College's functions are sustainable after key employees retire or leave the College.

The Quality Enhancement Plan (QEP) is an excellent example of how senior leaders accomplish the College's objectives, improve performance, and attain the College's vision. The administration formed cross-functional teams, including a QEP Leadership Team and numerous work teams to develop the concept, implementation plan, assessment criteria, and a comprehensive five-year plan to use results for continuous improvement that addresses technology competencies of students and graduates.

Another example is that the entire College worked together to focus on customer service. Focus groups consisting of cross-functional teams met with a consultant to develop a long-range plan to improve internal and external customer service.

Information Systems gathered extensive input through surveys and focus groups to identify best practices in the creation of a new User Support (Help Desk) function.

Academic Affairs created opportunities for the faculty and staff to develop a plan of action and also to identify best practices to retain qualified students.

The ELT formed a cross-functional Student Enrollment Management team to implement an admissions and program vitality plan, including a Student Services Center, an Advisement and Registration Center, and a Call Center.

3. *How do senior leaders personally promote and support an organizational environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?*

The senior leaders personally promote an organizational environment that fosters and requires legal and ethical behavior and fiscal, legal, and regulatory accountability by monitoring regulations and updating policies and procedures annually. They communicate to the College community the importance of following these policies and procedures and take action if the policies are not followed. The College maintains clear College policies available to all faculty and staff on the College's website and delineates legal, ethical, fiscal and regulatory expectations and requirements. In addition, the College is monitored by numerous outside agencies, including the legislature, the State Board for Technical and Comprehensive Education (SBTCE), the SC Commission on Higher Education (CHE), the Southern Association of Colleges and Schools (SACS), and independent financial auditing firms. The College regularly has financial and compliance audits; SBTCE audits inventory and personnel actions. External auditors review financial information and ensure legal and regulatory compliance.

4. *How do senior leaders create an environment for organizational and workforce learning?*

Annually, the College prepares a Professional Development Calendar and appropriates funds for internal and external programs, workshops, and conferences. The College

provides training on a regular basis, including outside consultants and in-house workshops, such as Technology Tuesdays, to facilitate faculty and staff technology skills. Cross-functional teams work together to improve processes, build communication among stakeholders, deliver training, and access data on a real-time basis to make timely decisions. All staff and faculty professional development and evaluation documents clearly define responsibilities for professional development. The College also supports internal and external learning opportunities for faculty and staff.

On-campus programs provide a plethora of training opportunities. The College instituted a Technology Coaches program, so the technology coaches were available for group and individual training. All adjunct faculty attend a workshop at least once a year. The Academic Affairs division instituted an extensive training program for new faculty. Currently, the Vice President for Academic Affairs is planning a series of workshops on Academic Leadership to be held during 2008-2009.

5. How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

The senior leaders have begun a succession plan by hiring employees who have demonstrated leadership qualities through their experience and credentials. The College provides ample opportunity for employees to participate in the Professional Development Program and on teams where they can hone their leadership skills. Specific opportunities for professional growth include participation in the South Carolina Technical College Leadership Program as well as Leadership Sumter, Leadership Clarendon programs, and graduate programs. Throughout the College, there are opportunities for cross-training and opportunities to develop professionally. The Business Affairs' Plan of Action has an objective to implement a succession plan for the College. The Vice President for Academic Affairs is developing a series of workshops on Academic Leadership in support of the College's commitment to the succession plan.

6. How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?

The senior leaders communicate with, engage, empower, and motivate all faculty and staff through College-wide and individual meetings, such as Fall Kickoff, annual budget meeting, Registration Critique, and faculty meetings. The College President meets with every prospective full-time, permanent employee to discuss the institution's vision and values and the person's role and responsibilities as a member of the team. When the budget permits, performance increases are awarded for exceptional contributions to the College. Faculty and staff receive recognition such as the Kneece Teaching Excellence Award and the School Service award. The faculty and staff are aware of the parameters of actions and behavior the College expects of its employees. Therefore, it has been appropriate to empower each department/unit to make decisions concerning day-to-day operations of its department/unit within established guidelines and directives. For example, the College has clearly established expectations for the faculty's actions and behavior in the classroom, which are communicated at orientation sessions. Each full-time employee has an evaluation planning document that clearly identifies job duties and responsibilities.

7. *How does your organization evaluate the performance of your senior leaders including the head of the organization and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?*

The effectiveness of the College's administrators, including the head of the organization (the College President), is evaluated on an annual basis. Policies and procedures have been set forth by the State Board for Technical and Comprehensive Education (SBTCE) in SBTCE Policy 8.4.100, SBTCE Procedure 8.4.100.1, and SBTCE Procedure 8.4.100.2; they are in accordance with the policies and procedures of the South Carolina Office of Human Resources of the State Budget and Control Board for establishment and administration of the Employee Performance Management System (EPMS).

The EPMS involves a planning phase at which time regular job functions, annual objectives, projects, and non-recurring activities are set forth. A planning document is jointly developed by the employee and the supervisor. At the end of the period, the employee is evaluated on his/her performance. Standard State of South Carolina EPMS forms are used. The completed EPMS evaluation document is reviewed by a reviewing officer prior to meeting with the employee. In the case of the Vice Presidents, the rating and reviewing officer is the President of the College. For continuous improvement any objectives not met are evaluated for relevance, new benchmarks are set, and any new initiatives are incorporated into a plan of action for the next cycle.

The Area Commission conducts an annual evaluation of the President, which focuses on the effectiveness of the President in leading the College to achieve the goals and objectives of the College's strategic plan. The governing board, the Area Commission, is appointed by the Governor of South Carolina and serves at his/her pleasure. It is governed by the Area Commission Bylaws, which clearly outline the Area Commissioners' roles and responsibilities.

8. *What performance measures do senior leaders regularly review to inform them of needed actions?*

The senior leaders regularly review the following reports of performance measures:

- Program Reviews (five-year cycle)
- Program Evaluation Reports (annually)
- Course/Instructor Evaluations (each semester)
- Admissions, Vitality and Retention Reports (periodically each semester)
- Employee/Faculty Performance Management System Reports (annually)
- Financial Audit Reports (annually)
- Inventory Reports (annually)
- Program and Services Surveys (annually)
- Employer/Graduate/Alumni/Job Placement Surveys (annually)
- SACS Accreditation Reports (every ten years)
- Security/Safety Reports (annually).

9. *How does your organization address and anticipate any adverse impacts on its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures? (Actual results should be reported in Category 7).*

The primary adverse impacts on the College's programs, offerings, services, and operations result from any reduction in enrollment and funding, the economic environment, the need for expansion of programs and services, and the need for a broader industrial base. The key factor to reverse these possible adverse impacts includes a steady

increase in the number of students and job placement of qualified graduates and/or the successful continuation of graduates to senior institutions. Key processes, goals, and measures involve the following aspects:

- Appropriate funding
- Collaboration with community stakeholders to attract business and industry
- Appropriate courses offered at locations at the optimum times
- Marketing to the targeted audiences through the appropriate media
- Implementation of EEDA
- Communication resulting in an appropriate image for the College
- Support services for first-time college entrants, including financial aid
- Improved retention through quality instruction and student services
- Integrated technology services for accessibility

10. *How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization's students contribute to improving these communities.*

The College's senior leaders actively support and strengthen the communities served by the College. (See Category 1.1 for a list of community groups supported by the senior leadership.) They are active on local boards and belong to various groups which support the communities, such as local economic development boards and Santee Lynches Workforce Investment Board. They are active in working with the communities in the outlying counties to expand services at outreach locations. In addition, the College leaders work with focus groups and advisory committees from the community and business and industry to keep programs current.

In 2007-2008 the College expanded course offerings in Sumter County, including Shaw Center and the Sumter Downtown Site, and at outreach locations in Clarendon, Kershaw, and Lee counties to improve the educational levels of the local community and attract businesses and industries.

The senior leaders determine areas of emphasis for the College's involvement and support by setting priorities based on the College's mission, vision, values, role and scope, which appear in the Catalog and Student Handbook and on the College's website. Areas of emphasis include building a knowledgeable and skilled workforce in order to attract and retain business and industry. The College provides knowledge and skills to the local citizenry so they can contribute to the local economy and improve their employability skills and standard of living.

The College's workforce has supported activities to enrich the relationship between the College and the community through its support of the Chambers of Commerce, Junior Achievement, the Heart Walk, the Relay for Life, and the United Way. The College leadership and other personnel serve as members of numerous civic organizations and work on these events to strengthen the communities in the local service area. Many faculty and staff contribute to the communities by building partnerships with secondary schools and post-secondary schools through the EEDA to help students decide on a career path and provide a seamless transition from the secondary schools to the technical college and to the four-year colleges and universities or directly to the workforce.

Advisory committees build community partnerships. The College leadership and faculty work with approximately 200 advisory committee members to design curricula that meet needs of local businesses and industries. Meetings are held annually to facilitate communication with the business and industrial community.

The College encourages students to participate in organizations that contribute time and energy to improving the community and recognizes this participation at annual awards ceremonies. The students' main contribution to the community is the knowledge and skills they gain while attending the College so they can contribute to the effectiveness and efficiency of local businesses and industries.

Category 2 – Strategic Planning

1. What is your Strategic Planning process, including key participants, and how does it address:

- a. Your organizations' strengths, weaknesses, opportunities and threats;***
 - b. Financial, regulatory, and other potential risks;***
 - c. Shifts in technology, student and community demographics, markets, and competition***
 - d. Human resource capabilities and needs;***
 - e. Long-term organizational sustainability and organizational continuity in emergencies;***
 - f. Your ability to execute the strategic plan***
- a.** Periodically, the College conducts an environmental scan to identify internal and external factors that could impact the College. The College's strategic planning team leads a variety of stakeholders from the community and the College in this planning process. The College uses a SWOT analysis to identify strengths, weaknesses, opportunities, and threats (including financial, regulatory, and other potential risks) that could impact the College. The last environmental scan included a demographic analysis, which determined that a new outreach site was needed in Lee County and the biggest growth potential was in Kershaw County. The College responded by opening a new site in Lee County, expanding course offerings in Kershaw County, and securing a location for a new Kershaw County Campus.

The College also assembled cross-functional teams to plan for major changes in processes. An example is the Student Enrollment Management Team, which analyzed feedback and data and developed and implemented a one-stop Admissions and Registration Center to streamline the admissions and registration process for new students.

b. The College must constantly acquire new technology for academic programs and attract and retain qualified faculty despite financial constraints. Another financial risk results from the shortfall between federal and state financial aid for students compared to actual student expenses, including books and transportation. In addition, the College has had to spend funds to institute new communication devices to respond to emergencies, given the current college environment across the country. The College can send emergency messages, including weather threats and criminal threats through the telephone/computer system. The College has also installed television monitors in high traffic areas, which can be used to communicate threats. The entire College community can sign up to receive emergency messages on their personal cell phones.

c. The College has planned for shifts in technology. For example, the College has a plan to replace computers on a regular basis. Classrooms have been updated to become "smart classrooms," and there is a systematic plan for replacement of equipment. Each

department submits an annual request for new equipment and capital improvements. The College has also converted to a new operating system on all computers.

The College has planned for a change in demographics by providing more online courses to meet the needs of deployed Air Force personnel and working adults. Admissions counselors are expanding the high school graduate market by working with students in secondary schools through the EEDA to help students identify career clusters and career paths from high school to college. The College also may give some college credit for College courses taught in local secondary schools through its dual enrollment program.

The College remains competitive in the market by providing quality, accessible, and affordable education and is competitive with similar institutions. During the 2007-2008 academic year, the College experienced a record-breaking increase in enrollment.

d. All faculty meet or exceed the qualifications required by the Southern Association of Colleges and Schools. However, the fact that South Carolina salaries are not competitive with the region makes it challenging to hire faculty and staff.

e. The Division of Business Affairs allocates funds based on priorities depending on actual enrollment and funding. The process ensures long-term sustainability so that long-term and short-term funds are available for capital improvement and continuous operation and maintenance. The College has sustained continuous operation since its inception in 1961.

f. The annual planning process began in January when the ELT developed the College's Annual Goals to accomplish the Strategic Directions and allow flexibility to respond to immediate opportunities that support the College's mission.

Next, the Academic Management Team (AMT) members, representing all educational and student affairs units, developed a plan of action for the major division of academic and student affairs. Input for the development of this plan was provided by all the faculty and staff in the Academic and Student Affairs Division at an open Planning Forum in February, and the results were reviewed by the participants in March. This plan served as a primary impetus for the administrative/support units to develop their plans of action.

During this development phase, the ELT gave an overview of the budget and an update on the outlook of the budget for the next year. Revenue projections were prepared by the Vice President for Business Affairs, and the resulting revenue budget was used as a basis for the expenditures. Each unit of the College made budget requests based on unit plans of action, departmental enrollment projections, and the prior year's evaluation findings and actual expenditures. Each vice president prioritized requests from their units and made recommendations to the Business Affairs Division. The ELT then met to prioritize College-wide requests, after which the Vice President for Business Affairs developed a recommended budget for the year.

Ultimately, the plans of all divisions of the College served as the core of the College's Annual Plan of Action, along with the College's annual goals, strategic directions, and mission statement. After having been incorporated into the annual budget process and reviewed by the College's Area Commission, the Annual College Plan of Action was officially disseminated through the College's website at www.cctech.edu. The objectives in the 2007-2008 College Plan of Action were accomplished.

2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary?

The College adopted strategic directions supporting the mission of the College and providing a framework for developing annual objectives responsive to the current economic environment and the College's initiatives.

Strategic Challenges	Related Strategic Objectives
<ul style="list-style-type: none"> - As the population in Kershaw County rapidly increases, there is a need for more educational services. A new building is being planned, but additional funding is needed. Current location is overcrowded. - There is a strong employer need for additional professionals in the health sciences fields. A new building, allowing the College to expand health sciences programs, is planned for a site in downtown Sumter. Additional funding is needed for this project. - Economically disadvantaged students result in a high percentage of students needing financial assistance. State and federal financial aid (lottery monies and grants) are not keeping up with student costs for tuition and books. - The industry base needs to be expanded in the four-county service area. - Additional funding is needed to increase counseling staff in order to expand implementation of the EEDA, which will ensure a clear pathway from high school to the College, so that we expand the skilled employer base for the community - A key challenge is to reduce student barriers to education caused by the increase in gasoline prices. The College is expanding distance education courses and providing on-line faculty certification training to meet this need. - Another key challenge is to secure new equipment, hardware, and software to keep programs current. An example is that the College is installing a new operating system for all computers in the College, and the industrial and engineering division is constantly under pressure to acquire new technologies. Local funding for maintenance and upkeep of facilities. - Main Campus is "landlocked." - Some entry-level students are under-prepared. - Current economic environment is unstable. 	<ul style="list-style-type: none"> - Strategic Objective #2: Secure and use available resources to maximize the productivity and efficiency of the College through local, state, and federal sources. - Strategic Objective #3: Develop and expand enrollment opportunities in the four-county service area to improve accessibility to the College's programs and services. - Strategic Objective #7: Position the College to respond effectively to internal and external environmental factors. - Strategic Objective #1: Market the comprehensive nature and value of the College. - Strategic Objective #3: Develop and expand enrollment opportunities in the four-county service area to improve accessibility to the College's programs and services. - Strategic Objective #2: Secure and use available resources to maximize the productivity and efficiency of the College through local, state, and federal sources. - Strategic Objective #7: Position the College to respond effectively to internal and external environmental factors. - Strategic Objective #2: Secure and use available resources to maximize the productivity and efficiency of the College. - Strategic Objective #7: Position the College to respond effectively to internal and external environmental factors.

3. *How do you evaluate and improve your strategic planning process?*

In anticipating development of the current five-year plan, the College's Area Commission and the ELT agreed on enhancements to the strategic planning process designed to streamline strategic planning, making it more flexible and responsive to change; to increase the intensity of involvement by faculty, staff, and students; and to facilitate College responsiveness to change. These strategic objectives address the strategic challenges identified by the College, while allowing flexibility to adapt to a changing economic environment.

The College-wide strategic planning process also produced insightful, systematic revisions and improvements to the College's previous plan and processes. The current strategic plan employed a dynamic system of annual planning, budgeting, and evaluation. Institutional Effectiveness/Use of Results Reports enables the College to use the findings to make continuous improvements and effectively accomplish its mission.

The strategic planning process is reviewed and evaluated annually. The College reviewed and updated its annual goals. Plans of actions for every division and department were based on strategic directions and College goals. The College improves systematically aligns the divisional goals to accomplish the mission of the College.

The College tracked key data, such as revenue and expenditures trends, admissions, program vitality, and retention, and analyzes student, graduate, alumni, program and services, and employer surveys. The College uses the data to make decisions and incorporates the results into annual plans of action.

4. *How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.*

Each academic year, every educational support, academic, and administrative department/unit manager identifies measurable objectives and develops a plan of action that indicates expected results and assessment activities. Each unit's annual objectives must relate directly to a Strategic Direction, a minimum of one College annual goal, and one divisional annual goal. After completing the objectives, each unit/department manager is responsible for documenting details of the results of assessment activities, the use of these results, and any future steps to be completed in the subsequent plans based on these results. Annual Effectiveness/Use of Results report forms are used to summarize these activities and serve as a basis for tracking the objectives' status.

During the development of action plans, the ELT conducts a College-wide budget meeting to give an overview of the budget for the next year. Each unit of the College makes budget requests based on its plan of action, departmental enrollment projections, and the prior year's evaluation findings and actual expenditures. Each Vice President then prioritizes requests from their units and makes recommendations to the Business Affairs Division. The ELT then meets to prioritize College-wide requests, after which the Vice President for Business Affairs develops a recommended budget for the year.

5. *How do you communicate and deploy your strategic objectives, action plans and related performance measures?*

The Strategic Directions, Plans of Actions, and Annual Effectiveness/Use of Results Reports, containing a detailed listing of assessment activities/performance measures, were distributed to every division and department/unit in the College. The status of plans were reviewed and discussed at unit meetings.

The College has a strong record of on-going, integrated, systematic review of all its programs and its academic, support, and administrative departments/units. Every person in the College contributed to the development of specific objectives for the plans of action and developed with his/her supervisor a personal plan of action, reported on results, and stated how the results will be used for continuous improvement. This process is formalized through the Faculty/Employee Performance Management System, which provides a means of integration, communication, and accountability.

6. *How do you measure progress on your action plans?*

Measurement is based upon attainment of specific and quantifiable goals. Each department/unit throughout the College met to develop plans of action. Each person had a role in developing a Faculty Performance Management System (FPMS) or Employee Performance Management System (EPMS) form, which outlined how each person would contribute to reaching the Annual College Goals. The appropriate supervisor for the department/unit/division evaluated how well each person accomplished their objectives. All departments and major divisions reported their results and how the results will be used for continuous improvement. Employees were rated as “Exceeds,” “Meets,” or “Below” achievement of goals.

7. *If the organization’s strategic plan is available to the public through its internet homepage, please provide an address for that plan on the website.*

The College’s strategic plan is available to the public through its internet homepage at the following web address: <http://www.cctech.edu/about/planning/planning.asp>.

Category 3 – Student, Stakeholder, and Market Focus

1. *How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?*

The College determines which educational programs it addresses by surveying the needs of and responding to requests of local business and industry (who are the employers of its graduates) and other stakeholders before implementing a new program. The College administered a survey to determine job openings in the health sciences fields and also conducted a survey in Kershaw to determine potential job openings in a wide variety of technical fields. The College involved advisory committees in identifying program exit competencies and providing feedback on the skills graduates need to demonstrate in the workplace. Employers and graduates were surveyed to help the College determine satisfaction of employers with graduates, which in turn helped to determine the focus of educational programs, offerings, and services.

The College has determined which student and market segments to pursue for current and future educational programs, offerings, and services in accordance with its mission statement and legislative mandate. The targeted market segments include the citizens in its four-county service area who have attained a minimum of a high school diploma from an accredited high school or a GED and seek skills that will result in employment and/or further education. Typical market segments within the local population include the following:

- Students who desire to acquire skills and knowledge leading to a skilled job or a better job with higher income
- Students who are already employed, at least part-time

- Career-oriented students
 - Students who will eventually pursue four-year college degrees.
 - Non-traditional college students with an average age of 27
 - First-generation college students
 - Displaced workers
 - Students who require financial aid
 - Students who wish to reside in the area while attending college
 - Military personnel and dependents
 - Students from local businesses and industries that have requested customized training
 - Students who perform well in small classes with personal attention.
2. *How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?*

The College researched and implemented methods that are proven to be successful with its student population including the following:

- Using distance education as well as traditional instructional methods.
- Implementing an online Associate in Arts degree and several online certificates
- Maintaining small classes with focused instructional attention from the faculty
- Continuing to implement a Quality Enhancement Plan (QEP) focused on student learning through technology
- Using technology to enhance new course delivery modes, including “smart” classrooms throughout the College
- Implementing a new information system to make it easier for students to register, communicate, and learn information about the College
- Acquiring new electronic databases and teaching faculty and students how to access credible information on the web
- Implementing a new Student Services Center to provide “one-stop” service for new students
- Providing student services to non-traditional students, such as first-generation college students
- Regularly conducting workshops to keep faculty current with innovative practices and technology.

Annually, the College uses an Alumni Survey, a Graduate Survey, a Course/Instructor Evaluation Survey, and a Program and Services Survey, which allow the College to determine student satisfaction with courses, instructors, programs, and student support services. Employer surveys are used to determine how well graduates meet employers' expectations. Summary results of the survey are shared with appropriate personnel in order to identify trends and set objectives for continuous improvement. The College compares the expectations and needs of its stakeholders to other comparable institutions, reviews research relative to its stakeholders, and communicates with professional organizations to determine relevancy.

3. *How do you use information from current, former, and future students and stakeholders to keep services and programs relevant and provide for continuous improvement?*

The College surveys current students, graduates, alumni, and employers to determine if graduates have acquired the skills and knowledge to either acquire a job, progress in an existing jobs, or pursue a four-year degree.

Admissions counselors are working with future students in secondary schools through the Educational and Economic Development Act (EEDA) to help students identify career paths from high school to college. The College also awards credit for collegiate courses taught in secondary schools through its dual enrollment program.

To maintain currency in services and programs, the College has advisory committees for every department. The members are stakeholders who represent local businesses and industries and are the employers for the College's graduates. They advise the department chairs/program managers on how to keep the academic programs them current. As an example, the College has worked with local construction industry officials to implement a successful welding training program. Students who achieve pipe welding certification report a significant increase in job opportunities and salaries.

The information received through surveys and advisory committees are used to develop plans of action, which are used for continuous improvement.

4. *How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?*

Students complete a course evaluation and a program and services surveys at least annually. Graduate, alumni, employer, and advisory committee surveys are conducted annually to indicate satisfaction or dissatisfaction with the College's programs and services. Specifically, surveys solicit feedback on how well the College provides knowledge, skills, and support services necessary for success during the College experience and on the job. Results of the surveys are used for continuous improvement and incorporated into plans of action. All surveys and feedback reports are reviewed by the appropriate departments and leadership teams, and changes are implemented as appropriate.

5. *How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.*

The College actively pursues ways to attract and retain students and stakeholders to enhance student performance and to meet and exceed their expectations. In 2007-2008, the College tracked student retention and identified retention trends. The College conducted a survey on satisfaction with instruction, facilities, programs and services. The survey feedback resulted in several action steps. For example, the College conducted several workshops designed to increase student retention.

Individual attention by academic advisors, student services counselors, and faculty is the keystone of success in building positive relationships with students; the more connected students feel to the College, the more likely they are to be retained until they have achieved their educational goals. Multiple teaching strategies are used to enhance student learning. To enhance student services, the College holds a Registration Critique in the fall and spring to determine methods to enhance the advisement and registration processes; all faculty and staff are asked to participate and share their perspectives on how to better

serve students. The result is that the College has created a centralized Student Services Center.

Both students and faculty value the skills and knowledge gained in the programs of study. The key distinction is that students often are focused on the relevancy of learning to their current experience, whereas faculty are also focused on building a foundation for life-long learning.

Category 4 – Measurement, Analysis, and Knowledge Management

1. How do you select which operations, processes and systems to measure to determine student learning, and for tracking daily operations and overall organizational performance, including progress relative to strategic objectives and action plans?

The College selected key operations, processes, and systems essential to the success of the College, particularly quality analysis, financial analysis, and program vitality. Multiple measures were used to track performance. The College used both qualitative and quantitative data to track progress relative to strategic objectives and action plans. For example, budget and enrollment information was available in real time on-line. Measures of student learning were varied and reflected appropriate assessment techniques as established by each academic discipline. The College continued to identify learning outcomes and measure the achievement of learning outcomes through a variety of assessment techniques.

2. How do you select, collect, align, and integrate data/information analysis to provide effective support for decision making and innovation throughout your organization?

The College developed reports using the new administrative software system, which has resulted in real-time information used for decision-making, particularly in budgeting, enrollment, and program vitality. As an example, the College created a “Dashboard” on the web in myCCTC (the College’s intranet), which tracks student enrollment daily and provides a comparison over several years. The College provided weekly reports on admissions and program vitality. The College identified trends and projected future needs for identification of new programs and expansion of current offerings. When available, the College used national examinations, such as NCLEX for the nursing program, a nationally normed examination in chemistry, and WorkKeys for math and industrial programs as benchmarks to measure student learning. The College also used a pre-test for applicants, including a measurement of reading, math, English, and basic technology skills. The College continued to identify program exit competencies. On a five-year cycle all programs undergo a program review, and the data, including enrollment, graduation, and retention statistics, were used to make decisions regarding programs. Job placement, graduation, and FTE data were submitted to the SBTCE for all programs each year and used to evaluate program vitality. The College works with the local industry and business personnel to monitor the workforce trends and respond accordingly.

3. How do you keep your measures current with educational service needs and directions?

The College used multiple measures to keep current with educational service needs and directions. Annual surveys of employers, recent graduates, and alumni were used to stay current with the educational service needs of the community. Annual Program and Services Surveys were conducted. In addition, the departments submitted needs for reports to the Information System Department. Programmers created real-time programs on Academic Program Vitality Statistics (enrollment – headcount/FTE/ semester hours).

These reports were distributed to all departments. Many real-time measurements were available on-line and reviewed by staff and faculty to make timely decisions.

All survey results are reviewed annually, and the results are used to improve programs and services. In addition, auditors review the financial services annually. The College has established a system to review measurements and incorporate results in plans of action.

4. *How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?*

The College compares program vitality, including headcount, FTEs, program enrollment, graduation rates, and job placement rates with other technical colleges. The College gathers and maintains five-year trend lines to compare this data from year to year. The College uses data to determine appropriate courses/programs for each county. Enrollment trends at all outreach locations are reviewed. The ELT is also active in community groups, such as the Industrial Association, Chamber of Commerce committees, and Economic Development groups and uses input from these partnerships to support strategic decision making. Results of data analysis are incorporated into plans of action. The College also compares enrollment, program vitality, and retention with other South Carolina Technical Colleges and with state and national norms to set benchmarks for continuous improvement.

5. *How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?*

The College captures real-time data for crucial, time-sensitive decisions, such as the Admissions and Vitality reports. Each unit/department is assigned tasks to respond to real-time information, and trends are noted on a daily or weekly basis to ensure a timely response. Technical support teams check the data for accuracy and integrity. The College uses passwords to ensure secure access to the information system.

6. *How do you translate organizational performance review findings into priorities for continuous improvement?*

The College compares actual results of performance review findings against expected results. If a gap exists between actual and expected results, the College evaluates the objective and determines the validity of the objective. The objective is retained, revised, or incorporated into new objectives in accordance with the changing environment. Objectives vital to the accomplishment of the College's mission are incorporated into the following year's plan of action.

7. *How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices?*

The College collects "knowledge assets" by ensuring that all new employees meet or exceed job requirements. The College website and workshops, such as New Employee Orientation, New Faculty Orientation, Adjunct Faculty Orientation and the Academic Leadership Workshop series, are the primary ways the College maintains and transfers organizational and employee knowledge. The website explains the planning and evaluation process; states the College's mission, vision, and values; and provides directives and manuals. Professional development workshops, research materials, peer group meetings, and conferences are used to identify and share best practices. Academic programs maintain communication with accrediting agencies and review standards for relevancy and best practices. As an example, faculty met last fall to identify best practices

for student retention. These best practices were then shared with all new and adjunct faculty.

Category 5 – Workforce Focus

1. How do you organize and manage work to enable your workforce to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?

Once plans of actions are developed for the College and every division and department, all full-time employees annually complete an individual plan of action in accordance with the Employee Performance Management System (EPMS) or the Faculty Performance Management System (FPMS). These individual action plans support the College's goals and objectives and include professional development activities designed to help employees reach their full potential.

CCTC promotes cooperation, initiative, empowerment, and innovation through providing a collegial organizational culture. The ELT, the Council of Deans and Directors, and the Academic Management Team have a free exchange of communication, and each group is empowered to implement creative solutions to current issues. The College has consistently provided cross-training among groups. A Professional Development Calendar is developed by a cross-functional team, which incorporates workshops for faculty and staff across the College. A consultant was brought in 2007-2008 to identify ways the College could improve its internal customer service, and the results will be reported in 2008-2009; the College will incorporate the results in future plans of action.

2. How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

The College uses multiple methods of communication to achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations. The College offers several courses in best practices through WebCT; these courses on personnel policies and procedures, security measures, and confidentiality of records have relevancy across many departments. One new course offered through WebCT encourages faculty to share best practices in an Online Faculty Certification course. Offering the courses through WebCT means that each individual can take courses at flexible times. The College has implemented myCCTC, a personal web portal available through the College's website. At myCCTC, all employees can stay abreast of new directives, read handbooks appropriate to their job responsibilities, and locate extensive information on strategic planning and institutional effectiveness. Team meetings at various levels are held at regular intervals to give and receive feedback. E-mail is also a common form of up-to-minute communication, and administrators maintain an "open-door" policy. Plans of action are distributed to all departments so that everyone knows and supports the objectives of each division in the College. The College holds a Fall Kickoff, so all full-time employees understand the College's objectives. Adjunct faculty must participate in an annual workshop in order to stay current with the College's objectives, directives, and philosophy of teaching.

3. *How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?*

The faculty (FPMS) and staff (EPMS) performance management systems are an integral part of the strategic planning and evaluation process. All employees set personal objectives that support the College's goals and objectives. Supervisors provide feedback on the progress toward achieving the objectives, and employees are rated annually on their performance. Employees are rated according to three levels of performance – "meets," "exceeds" or "below" performance expectations. A "below" triggers a remediation plan. An "exceeds" rating may result in a salary increase when the budget permits. Results of one year's evaluation are used to set new objectives in the coming year.

4. *How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?*

The College builds leadership skills among the entire workforce and recognizes the importance of succession planning. Through cross-training, team assignments and individual plans of action, employees are given opportunities to strengthen their ability to manage, lead, and create cooperation in order to achieve goals. Those who currently have a leadership position serve as mentors to other employees seeking leadership positions. The College has a very active professional development program, which sponsors participation in graduate courses and the Leadership Sumter, Leadership Clarendon, and the South Carolina Technical College System Leadership programs. The College has planned a series of workshops for the 2008-2009 academic year focusing on Academic Leadership.

The College is committed to a succession plan. As examples, the President of the College served as Vice President for Administration. The Vice President for Academics and the Vice President for Student Affairs have risen through the ranks of the organization. The Dean of Business and General Education was formally a department chair, and the Information Technology Department and the Humanities and Social Sciences Department Chairs' positions were filled by faculty members.

5. *How does your development and learning system for leaders address the following:*

a. *Development of personal leadership attributes;*

b. *Development of organizational knowledge*

c. *Ethical practices*

d. *Your core competencies, strategic challenges, and accomplishment of action plans?*

a. The development and learning system for leaders was described in the answer to Question #4 above.

b. Employees serve on teams where they receive organizational knowledge. On the website, they have access to handbooks, manuals, and College directives. Workshops are also provided on an on-going basis to share organizational knowledge.

c. Ethical practices are demonstrated through role modeling, clear College policies and directives (available to the entire workforce online), and through zero tolerance of unethical practices.

d. In addition to the College's Annual Plan of Action, supported by departmental and individual plans of action, the College states its core competencies and strategic challenges at the Fall Kickoff for employees. The College reports the accomplishment of

actions at a spring College-wide meeting. Both the College's Plan of Action and the Institutional Effectives Report are published on the College's public website.

6. *How do you assess your workforce capability and capacity needs, including skills, competencies and staffing level?*

The College's capability and capacity needs are closely tied to the number of students who attend the College – the more students, the greater the workforce. The College benchmarks the skills, competencies, and staffing level needed throughout the College by comparing these factors to the requirements set by SACS and other accrediting groups and to colleges with similar student populations.

7. *How do you recruit, hire, and retain new employees?*

To recruit and hire new employees, the College follows the policies outlined in the South Carolina State Board for Technical and Comprehensive Education. The College does not discriminate in employment on the basis of race, color, sex, age, national origin, religion, or certain legally defined physical or mental disabilities. The College complies with the provisions of Titles VI and VII of the Civil Rights Act of 1964, as amended; Title IX of the Education Amendments of 1972; Sections 503 and 504 of the Rehabilitation Act of 1973; and the South Carolina Human Affairs Law of 1972. A statement of the non-discrimination policy appears in major publications and in newspaper advertisements.

All faculty meet or exceed the requirements of the Southern Association of Colleges and Schools. Job opportunities are published on the website and in newspapers as appropriate. Applications are reviewed to ensure applicants meet specified requirements. A team, including the appropriate supervisor and Vice President and the President, interview and hire prospective applicants.

To retain new employees, the College provides workshops to help new employees become familiar with their rights and responsibilities. All employees participate in the Faculty or Staff Employment Management System, described earlier in this report, so they are aware of their expected contributions to the achievement of College's annual goals and objectives.

8. *How do you evaluate your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?*

The Professional Development Committee plans staff education/training based on the objectives set forth in the plans of action. For example, much training in 2007-2008 focused on training for the administrative software system and the "Technology Tuesday" training to develop technology awareness and teach technology applications. A new initiative focused on ways to increase student retention through faculty and staff connections to students. This training related directly to new initiatives in plans of action. As part of the FPMS and EPMS process, employees demonstrated how they have applied new knowledge and skills. Employees with exceptional performance will have an opportunity to receive merit increases through the annual pay plan when the budget allows merit raises.

Participants in each professional development activity on campus completed evaluation forms. The College compiled the results of the evaluation, and these results were used to

improve professional development activities. As a result of evaluations and requests from the faculty, Academic Leaderships workshops are being planned for 2008-2009.

9. *How do you evaluate the effectiveness and leader training and development systems?*

A cross-functional team from across the College serves on a Professional Development Team. Based on evaluations of the previous year's evaluations and requests from the workforce, the team develops an annual calendar of events. As an example of this evaluation process, the College will focus on the series of Academic Leadership workshops in 2008-2009.

10. *How do you motivate your workforce to develop and utilize their full potential?*

Faculty and staff who have demonstrated the willingness and ability to achieve above and beyond the expectations of their job receive an "exceeds" rating and may be honored with special awards and recognition. The College recognizes employees who develop and utilize their full potential through the Teaching Excellence awards and Employee of the Year awards, both of which have monetary awards and plaques provided by the Central Carolina Technical College Foundation. Specific opportunities for professional growth include participation in the South Carolina Technical College Leadership Program as well as Leadership Sumter, Leadership Clarendon programs, and graduate programs.

11. *What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?*

Periodically, surveys are distributed to the faculty and staff to obtain information on faculty and staff well-being, satisfaction, and motivation. The College also performs exit interviews. In addition, groups such as the Council of Deans and Directors, the Academic Management Team, and the Faculty Assembly provide feedback on faculty and staff well-being, satisfaction, and motivation. During 2007-2008, a consultant was hired to determine internal satisfaction, and the results will be used for continuous improvement.

12. *How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?*

Findings are incorporated into the individual and departmental plans of action and effectiveness reports, which are used for continuous improvement. Focus groups are also formed to examine issues and address any areas of concern.

13. *How do you maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)*

The College has taken steps to provide a healthy, safe, and secure environment for all members of the campus community – faculty, staff, students, and visitors. In 2007-2008, the College re-assessed security issues based on events at other educational facilities. Safety is maintained by a number of policies, services, and programs supported by a variety of administrative and academic offices and committees. Information about services, programs, and policies is widely available (e.g., Central Carolina Technical College (CCTC) Directives Manual, Faculty Handbook, Environmental, Health, and Safety Manual, Student Handbook/Calendar, Central Carolina Technical College Catalog 2007-2008, Security Manual, and the CCTC Website). These publications describe instructions on how to be prepared for emergencies and disasters. In 2007-2008, the College installed television monitors in the hallways to alert the College community of potential threats. A telephone software feature allows for text messages to be sent to individuals' cell phones and to office telephones. Special workshops were held to identify ways to diffuse disturbances.

The College's campus security office is responsible for public safety. The campus security staff members work closely with the City of Sumter police and fire departments to provide a safe environment for students, staff, faculty and visitors. The security staff operates in accordance with applicable College policies and procedures and the CCTC Security Manual, which is an appendix to the Environmental Health and Safety Manual published on the College website.

The College Environmental Health and Safety Team provides oversight of the health and safety programs for the College. This team, which is chaired by the Director of Safety and Security and consists of representatives from faculty and staff, met three times during the academic year to review and update the College's safety plan in the CCTC Environmental Health and Safety Manual, to make recommendations concerning policies and procedures, and to address any other concerns related to environmental, health, and safety as such concerns arise. Minutes are kept on file for these meetings.

In accordance with College policy, The Director of Safety and Security is responsible for scheduling drills and conducting evacuation (fire and bomb threat) and shelter (tornado) drills, along with the Environmental Health and Safety Team. The results of the drills are assessed and reported, and physical or procedural changes are made when necessary.

The Director of Safety and Security is also responsible for providing safety training for the College community. This is accomplished in several ways:

- The Director of Safety and Security speaks to faculty and students about safety, security, and the College's related policies and procedures at the Adjunct Faculty, New Student, and New Employee Orientation sessions each semester.
- Annual, mandatory, online training is provided for all College employees in permanent positions. All employees must pass the tests associated with safety training.

The CCTC Environmental Health and Safety Manual is distributed at the New Employee Orientation to new employees and at the annual training when there are updates. It is also available on the College's website.

Category 6 – Process Management

1. How do you determine, and what are your organization core competencies, and how do they relate to your mission, competitive environment, and action plans?

The College derives its core competencies from its mission statement, vision statement, and statement of values, which were developed by all College stakeholders and reviewed periodically by the Area Commission, administrators, faculty, and staff. Following is a list of the College's core competencies:

- ***Quality, Innovative Programs:*** The College implemented two new certificates and revised many associate degree and diploma programs to reflect new technology.
- ***Accessible Programs:*** Campuses/sites are now available in all four of the College's service counties. Also, students register themselves from any location with internet access. In addition, the College continues to add more distance education classes.
- ***Affordable Programs:*** The College's tuition is very reasonable compared to other colleges. The new information system makes it much easier for students to access eligibility information for financial aid. With high gas prices, the addition of more

classes at outreach locations and distance education classes has made the College more affordable as well as accessible.

- **Accessible Student Support Services:** A new program, called TRiO, which provides services for non-traditional, low-income students. Counselors provide student services, and myCCTC provides students with instant access to information. The library has also purchased new databases and provided classes on how to do research through the internet.

The College's action plans are clearly tied to the College's core competencies and strategic directions.

2. *What are your organization's key work processes?*

The key work process of the College is to provide quality, exceptional, affordable technical and comprehensive education in an innovative, student-centered learning environment. Also, the College is engaged in meeting the needs of the local employers for a knowledgeable and skilled workforce, which in turn will improve the economic well-being of the citizens and the State of South Carolina. Key support processes are listed below:

- Provide a quality teaching and learning environment that prepares students to go to work and/or continue their education
- Provide student support services that make a college education accessible to adult students in the four-county service area
- Provide responsible financial support services that result in an on-going, non-profit concern.

3. *How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?*

Following are methods the College uses to incorporate input into learning-centered processes:

- **Students:** Annually, surveys are administered to students, graduates, and alumni. Students complete the student evaluation of instruction and the program and services evaluation. Students who leave the College before graduation complete exit interviews. The results are shared with the appropriate departments and used for continuous improvement.
- **Faculty and Staff:** College employees have input through the development of individual plans of action through the Employee/Faculty Performance Management System. These individual plans support the divisional and College's mission, strategic directions, and annual goals. In addition, faculty and staff input was an important factor in the College's Quality Enhancement Plan, which supports students and faculty in using new technology. There is also widespread participation through the Registration Critique and numerous committees and teams, such as the Academic Management Team.
- **Stakeholders:** Each program has an advisory committee that has input on program outcomes. In 2007-2008 approximately 200 business and industry representatives served on advisory committees. Also, the Area Commission is appointed to represent all four counties in the College's service area. In addition, key College personnel are active on numerous boards and organizations in the community.
- **Business/Industry:** The Industrial Association and Economic Development agencies and businesses participate in the planning process so that the College can implement

- new courses and/or programs for acquisition of new skills. Credit and continuing education programs have collaborated with industry to prepare graduates for the workplace. An example is an acclaimed welding program that is a collaborative effort among credit and non-credit personnel at the College as well as industry and local public agencies.
- **Suppliers:** Suppliers often demonstrate technology devices that are considered for implementation. For example, the College investigated and selected new technology to improve communication and security.
 - **Partners:** The College works closely with secondary schools as part of the EEDA legislation to ensure a smooth transition of students from high school to college. A primary emphasis this year was working with counselors and students at high schools to define clear pathways from high school to college. Dual enrollment was incorporated into several new departments.
4. *How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery?*
- Here are some of the major ways the College incorporates the following factors:
- **Organizational Knowledge:** The College uses an extensive, aligned, systematic process to plan, evaluate, and improve programs. This process involves all employees of the College. Cross-functional teams are created to implement action plans.
 - **New Technology:** The College is in the third year of implementing an extensive five-year Quality Enhancement Plan with specific objectives, evaluation measures, and use of results components; this plan is an ambitious plan to incorporate new technology and train faculty and students to use technology in the classroom. The College has also implemented a new administrative software system and continues to provide training to all faculty, staff, and students on how to use this new information technology. Programs of study have incorporated recommendations from Advisory committees to update technology to keep programs current. The College also has an Instructional Computing Team, which identifies new trends, develops plans to implement new technology, and provides training on the technology.
 - **Cost Controls:** The College has received recognition for its accounting practices and inventory control methods for many years. Budget controls are integrated into the electronic requisition system.
 - **Efficiency Factors:** The College has developed, analyzed, and used numerous reports to make decisions for optimum academic programs and services, including the Admissions and Vitality reports. The College used feedback from students, faculty, and staff, to implement a Student Services Center, which has significantly improved the efficiency of admissions, advisement, and registration.
 - **Effectiveness Factors:** Each department and division measures their achievements against performance criteria identified at the beginning of the year's planning cycle. Any objectives that are on-going or need improvement are included in the subsequent plans of action. All personnel, departments, and divisions are held accountable for the accomplishment of objectives agreed upon at the beginning of the planning cycle.

5. *How do you systematically evaluate and improve your work processes?*

All employees, departments, and divisions are systematically evaluated annually. Actual results are compared with expected results identified during the planning process. Results are used for continuous improvement of learning-centered processes.

6. *What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?*

Key support processes are as follows:

- Student Services
- Support of Outreach Campuses
- Facilities and Inventory Management
- Accounting and Finance
- Information Systems
- Administration
- Continuing Education

Support processes are incorporated into the annual planning cycle. At the beginning of the planning cycle all departments and divisions develop plans of action that include objectives that support the College's mission, strategic directions, annual goals and expected, measurable results. At the end of the year, all employees, departments and divisions measure their actual results against expected results, used as a basis for the subsequent year's plan for continuous improvement.

7. *How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives?*

The College ensures that adequate budgetary and financial resources are available to support operations by 1) making requests for funding to County Councils and the local legislative delegation, 2) pursuing grant opportunities, 3) working with other technical colleges to secure state funding, 4) accessing federal funds to support special projects and populations, and 5) identifying business partners as a source for funds and equipment.

The College integrates its planning, evaluation, and budgeting processes to ensure the College's budget is based on the mission statement, strategic directions, and annual College goals. Once the College's annual goals are disseminated by the ELT, every department/unit uses them as a guide in developing its annual plan of action, which includes objectives and expected results that govern its activities and projects. Department/unit managers submit budget requests to appropriate major division heads, and subsequently the ELT establishes funding priorities to ensure resources are allocated in a manner that supports the College's priorities.

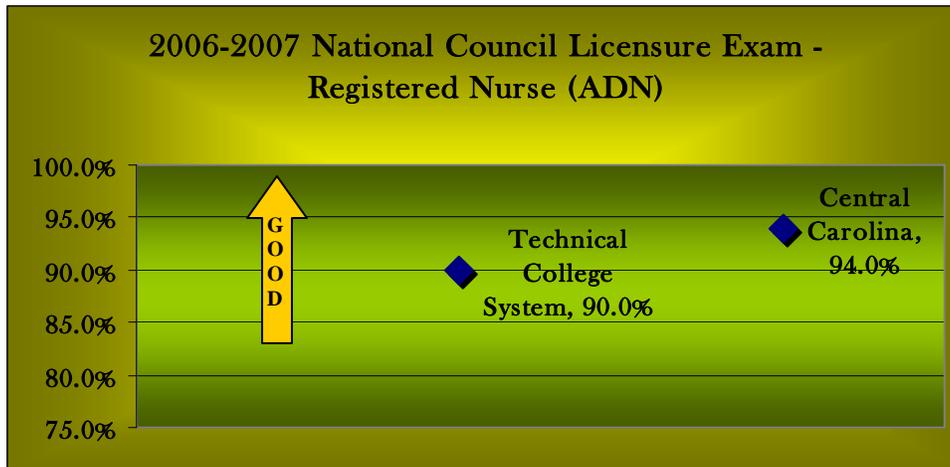
The College's financial statements are audited annually by external auditors in accordance with generally acceptable auditing standards. The College has received an unqualified opinion, and there have not been any management letter comments for over a decade. The College also has an audit of federal awards in accordance with the Single Audit Act. The College has not had any audit findings regarding Financial Aid policies and procedures for at least a decade.

Category 7 – Organizational Performance Results

7.1 *What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?*

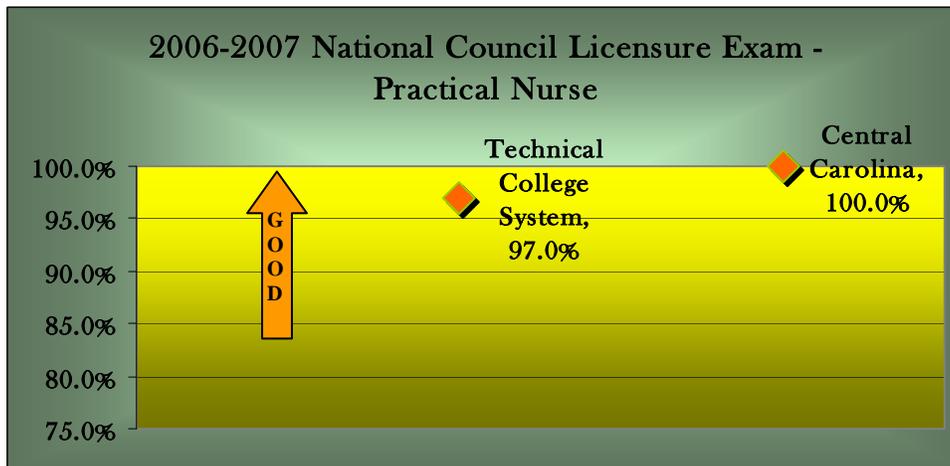
CHART 7.1.1

**Passage Rates on Professional Examinations
Central Carolina Technical College Health Sciences**



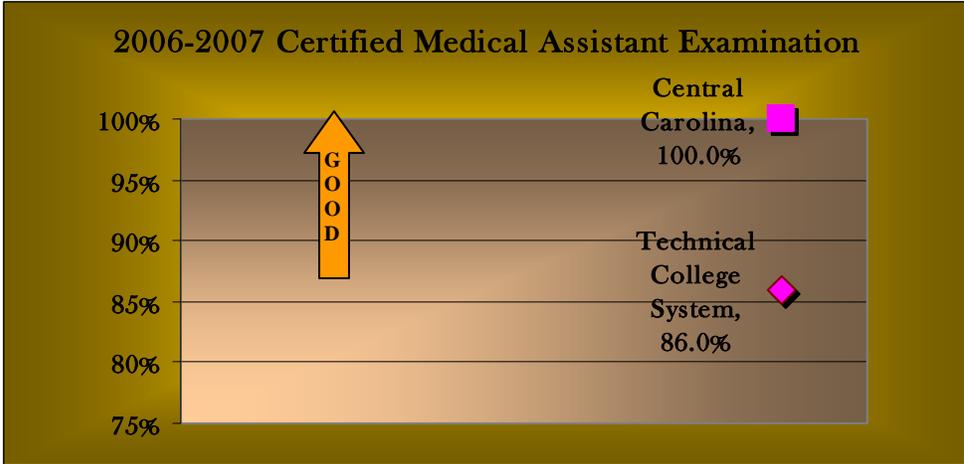
Testing Year 2006-2007	Number Tested	Number Passed	Percent Passed
Technical College System	1,106	1,002	90.0%
Central Carolina	52	49	94.0%

Note: The passage rate for Licensure Examination for ADN substantially exceeded the Technical College System's pass rate.



Testing Year 2006-2007	Number Tested	Number Passed	Percent Passed
Technical College System	502	488	97.0%
Central Carolina	15	15	100.0%

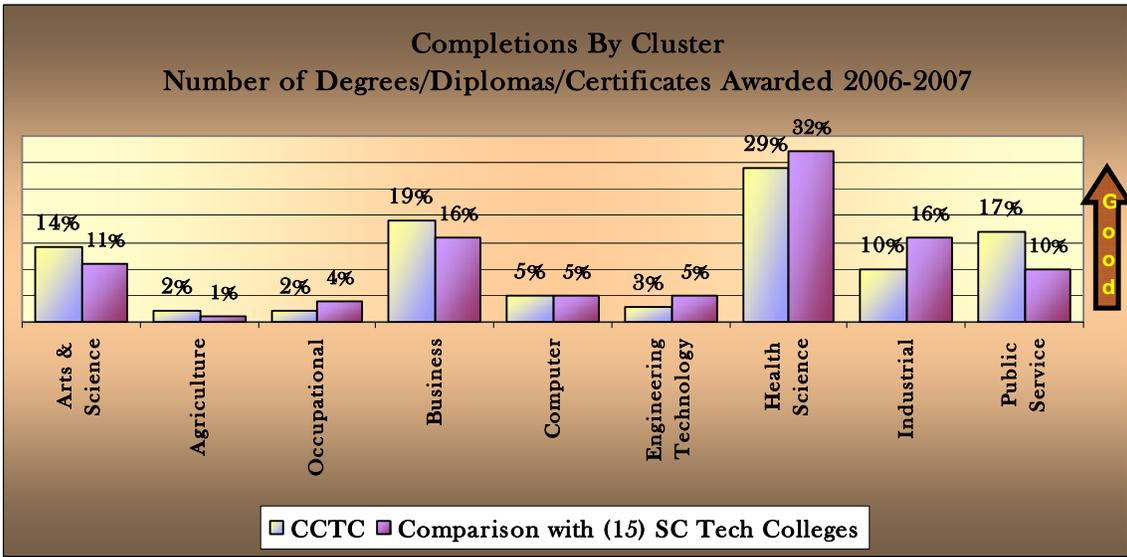
Note: CCTC continues to enjoy a 100% pass rate on the LPN Licensure Examination.



Testing Year 2006-2007	Number Tested	Number Passed	Percent Passed
Technical College System	76	66	86.0%
Central Carolina	11	11	100.0%

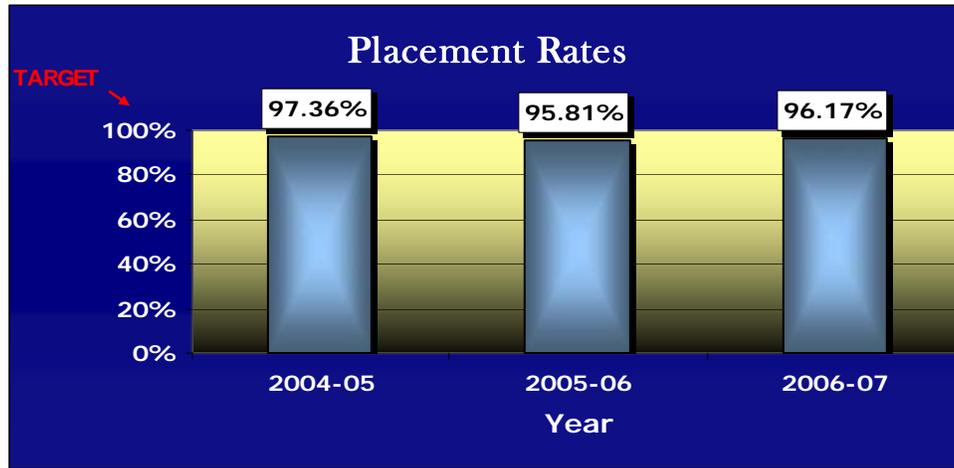
Note: Passage Rates indicate the College's 100% pass rate has consistently surpassed the Technical College System's average.

CHART 7.1.2
Completions Comparison Rates
Central Carolina Technical College



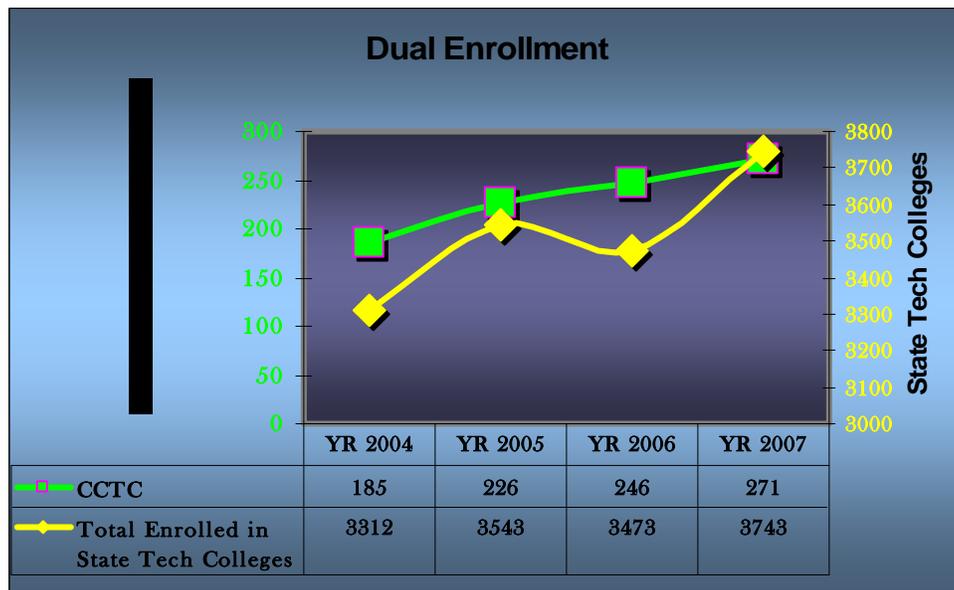
Note: Data indicates that expanded facilities are indicated to accommodate students in Health Sciences. The College substantially updated Industrial Engineering Technology curricula in order to attract students.

CHART 7.1.3
Placement Rates
Central Carolina Technical College



Note: The College continues to enjoy a significantly high job placement rate for graduates that have been consistent over a three-year period.

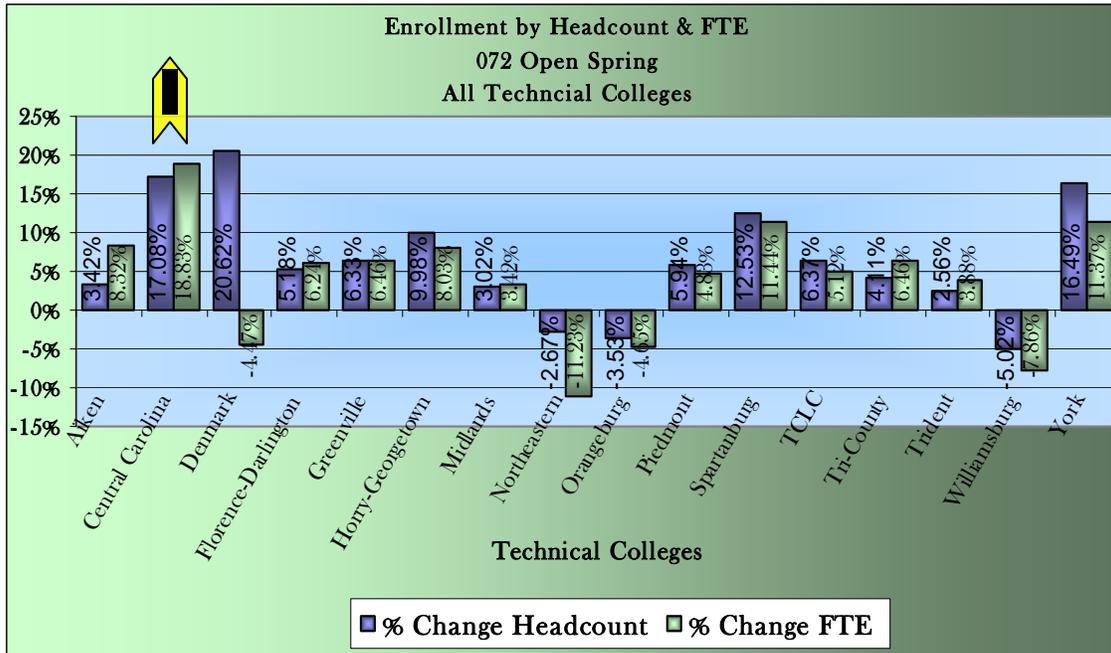
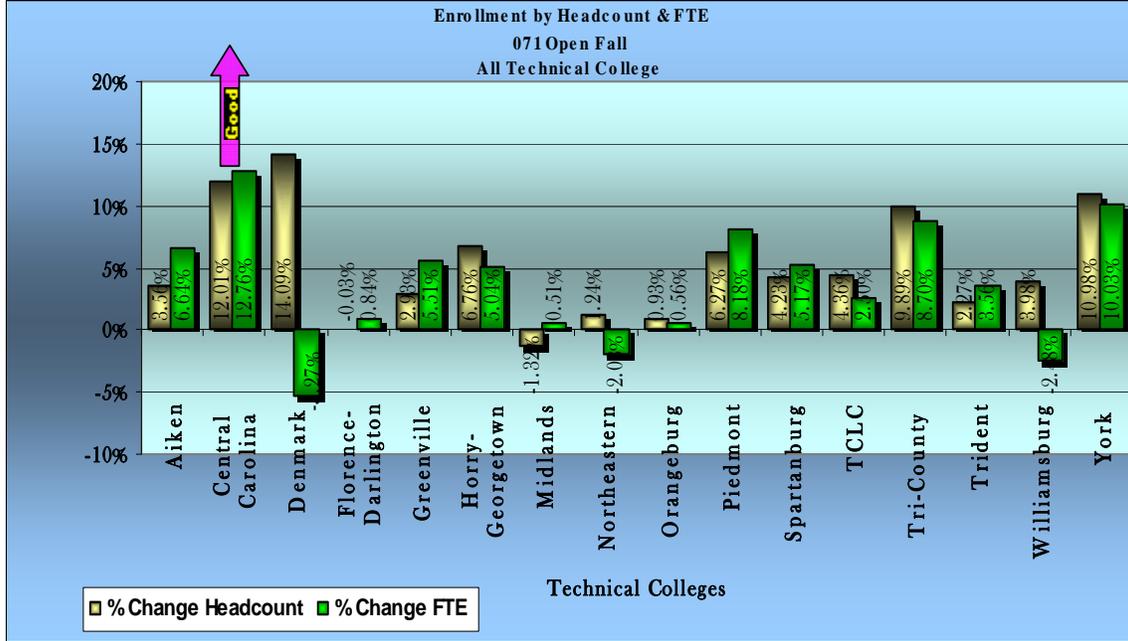
CHART 7.1.4
Dual Enrolled High School Students Comparison Rates
Central Carolina Technical College



Note: The College is experiencing an upward trend in dual enrollment.

CHART 7.1.5

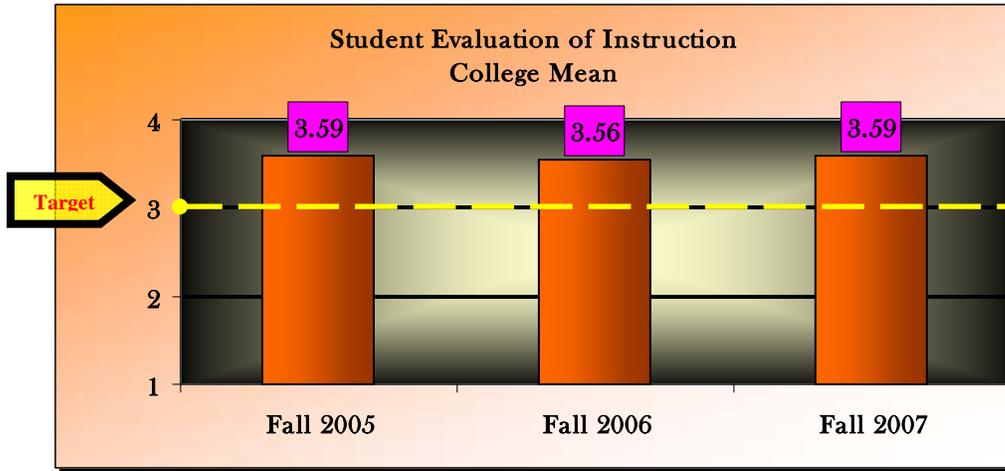
Enrollment by Headcount and FTE (Two-Year Comparison) Central Carolina Technical College



Central Carolina's enrollment increase compares favorably with other technical colleges.

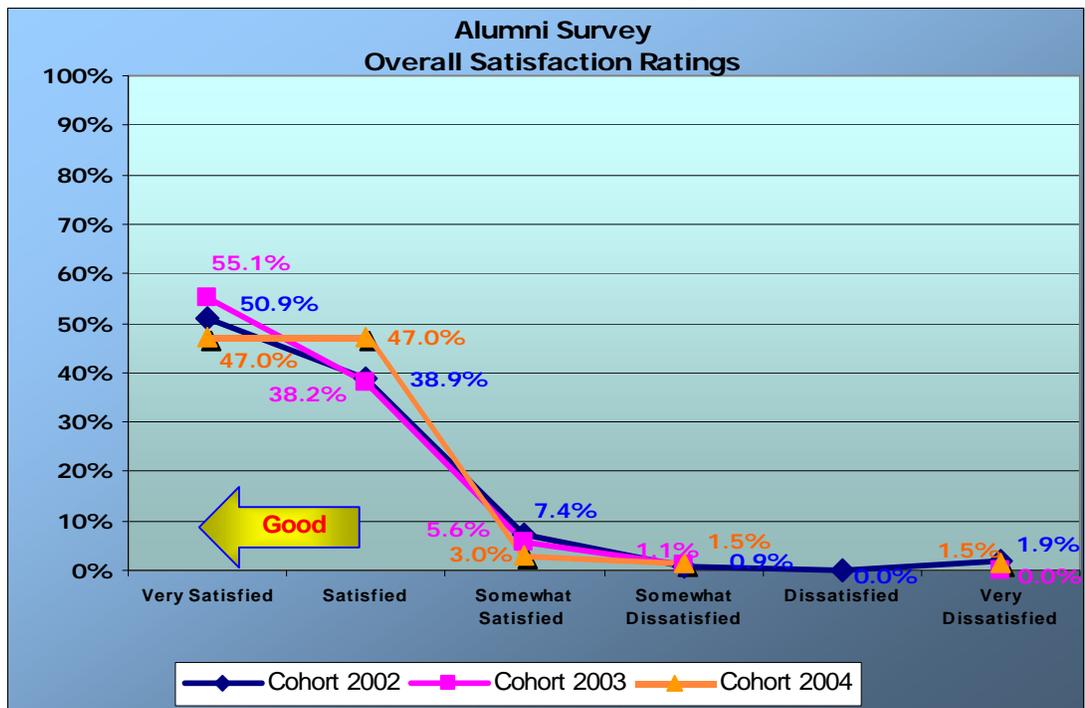
7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

CHART 7.2.1
Student Evaluation of Instruction Overall Results
Central Carolina Technical College



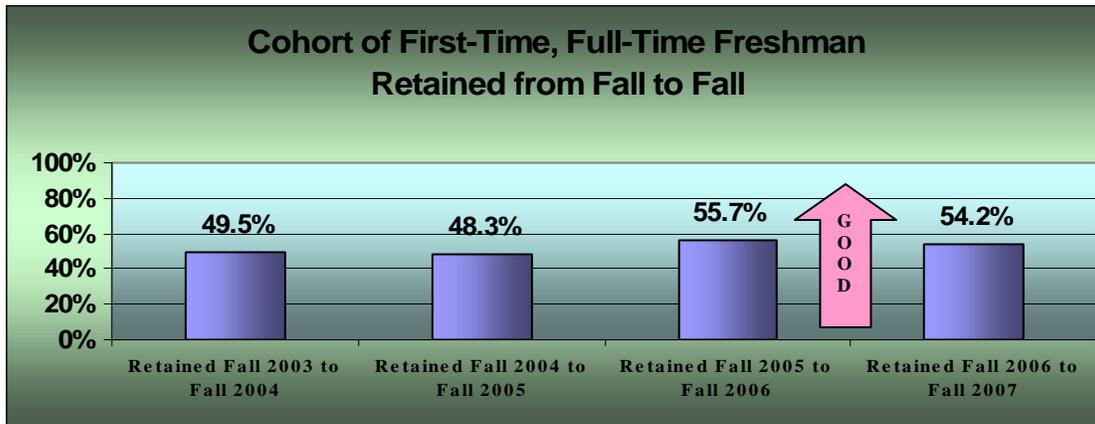
Note: Each year the student evaluation of instruction has remained stable at a high level on a 4.0 scale.

CHART 7.2.2
Alumni Overall Satisfaction Ratings with Academic Experience
Central Carolina Technical College



Note: The above chart includes the most current data. Alumni are surveyed 3 years after graduation. More than 90% of alumni indicated that they were "satisfied" to "very satisfied." No students in most recent cohort were "dissatisfied."

CHART 7.2.3
Retention Rates
Central Carolina Technical College



Note: The College is undertaking numerous studies and activities to increase the retention rates for full-time students.

CHART 7.2.4
Programs and Services Overall Satisfaction Ratings
Central Carolina Technical College

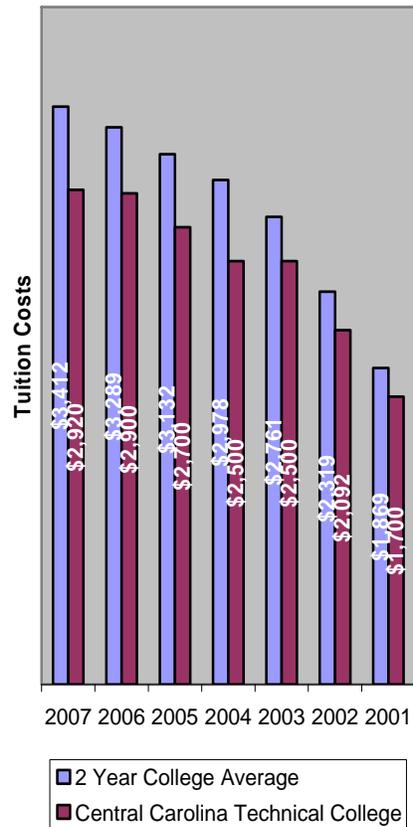


Note: Approximately 95% of the student body rated Programs and Services as “satisfied” to “very satisfied.”

7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

**CHART 7.3.1
Tuition Rate Comparison
Central Carolina Technical College**

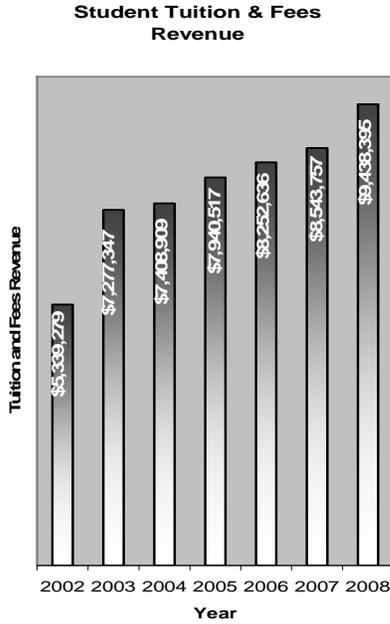
**CCTC Tuition Rate Compared With
Other 2 Year Colleges in South
Carolina**



Note: Tuition increases over the past six years have been in line overall with other two-year colleges in the state, and the College has remained below the state average for two-year colleges.

The College strives to minimize tuition increases to students; however, since the decline in state revenue began in 2002, increases in tuition have been a part of the financial strategies used by the College to sustain programs and services for students.

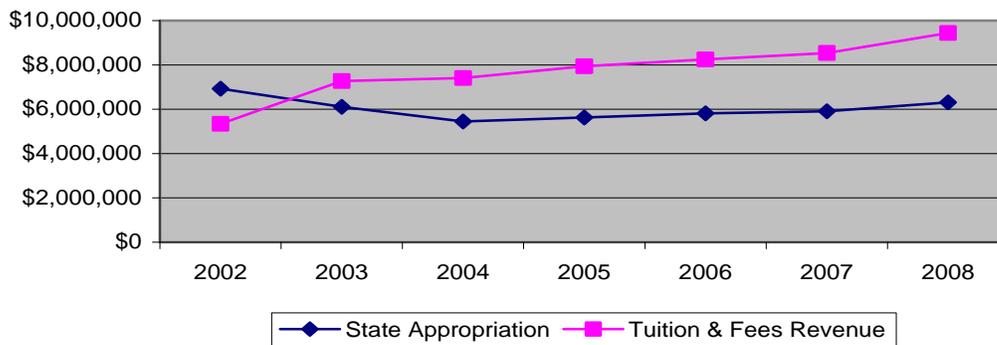
CHART 7.3.2
Student Tuition & Fees Revenue
Central Carolina Technical College



Note: Student tuition and fees revenue has increased from \$5.3 million in fiscal year 2002 to \$9.4 million in fiscal year 2008. Tuition and fee revenue is the largest source of operating revenue for the College.

CHART 7.3.3
Correlation between State Appropriations and Tuition and Fees
Central Carolina Technical College

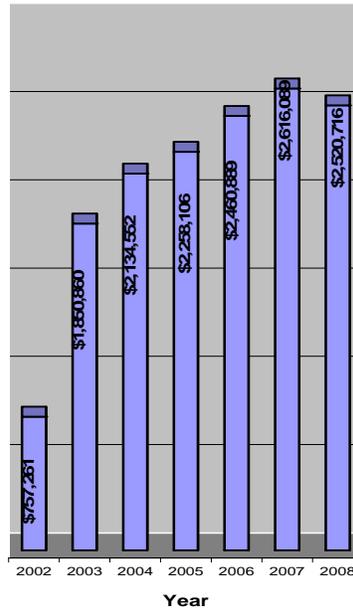
Correlation between State Appropriations and Student Tuition and Fee Revenues



Note: The relationship between the decrease in direct state dollars and the increase in tuition from students is depicted in graph 7.3.3. As State funding has decreased, tuition revenue has increased to allow the College to sustain programs and services for students.

CHART 7.3.4
State Grants and Contracts
Central Carolina Technical College

State grants and contracts



Note: Although direct state appropriations to the College have decreased, state supported funding to students in the form of scholarships, grants and aid has increased, which has helped to offset the increase in tuition. In 2002, state grants and contracts revenue was approximately \$0.8 million, and increased to over \$2.5 million in fiscal year 2008, largely due to the South Carolina Lottery Tuition Assistance program.

CHART 7.3.5
Accountability Report Appropriations/Expenditures Chart
Central Carolina Technical College
Base Budget Expenditures and Appropriations

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	\$11,204,860	\$4,681,764	\$11,479,476	\$4,959,378	\$12,374,218	\$4,591,092
Other Operating	\$5,321,337		\$5,180,368		\$5,125,280	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$2,738,077	\$1,228,903	\$2,917,590	\$1,351,243	\$3,187,760	\$1,324,759
Non-recurring	\$196,296		\$192,599		\$190,060	
Total	\$19,460,570	\$5,910,667	\$19,770,033	\$6,310,621	\$20,877,318	\$5,915,851

Other Expenditures

Source of Funds	FY 06-07 Actual Expenditures	FY 07-08 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

CHART 7.3.6
Major Program Areas
Central Carolina Technical College

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.A., B., & E. Instructional Programs	The College provides opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduate with an Associate Degree, Diploma or Certificate	State: Federal: Other: Total	5,910,667.00 19,460,570.00	State: Federal: Other: Total	6,310,621.00 19,770,033.00	
		% of Total Budget: #####		% of Total Budget: #####		

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

7.4. What are your performance levels and trends for your key measures on workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security?

CHART 7.4.1
Professional Development Programs
Central Carolina Technical College

Technology Tuesday Attendance and Evaluation Results AY 2007-2008

Total Attendance 246

Total Number of Sessions 38

	Date	Course Title	Attendance	*Satisfaction of Course Content	*Satisfaction w/ Instructor's Presentation	Facility Satisfaction
1	2-Aug-07	Online Quality Course Standards	10	3.75	3.86	3.86
2	3-Aug-07	Online Quality Course Standards	5	4.00	4.00	3.67
3	4-Sep-07	Electronic Office Survival I	5	3.70	3.80	3.20
4	7-Sep-07	Electronic Office Survival I	10	3.78	4.00	3.78
5	11-Sep-07	Outlook Tips	7	3.96	4.00	3.57
6	14-Sep-07	Electronic Office Survival II	7	4.00	4.00	4.00
7	18-Sep-07	WebCT Training	4	4.00	4.00	4.00
8	21-Sep-07	Electronic Office Survival III	3	3.42	4.00	3.33
9	28-Sep-07	Technology Share	46	3.77	3.79	3.79
10	2-Oct-07	CAPP/Banner-Technology Training	3	3.92	4.00	4.00
11	5-Oct-07	CAPP/Banner-Technology Training	5	3.94	4.00	3.75
12	9-Oct-07	Word I	4	4.00	4.00	4.00
13	16-Oct-07	Word II	6	4.00	4.00	4.00
14	19-Oct-07	Word I & II	3	4.00	4.00	3.00
15	23-Oct-07	Power Point I	3	4.00	4.00	4.00
16	30-Oct-07	Power Point II	4	3.67	3.71	4.00

17	6-Nov-07	Beginning Excel	4	4.00	4.00	4.00
18	9-Nov-07	Excel I	7	NR	NR	NR
19	13-Nov-07	Excel II	6	3.88	4.00	4.00
20	25-Jan-08	Camtasia 5.0 Training	4	NR	NR	NR
21	29-Jan-08	QC Online Faculty Certification	10	3.83	3.83	3.83
22	1-Feb-08	QC Online Faculty Certification	4	4.00	4.00	4.00
23	5-Feb-08	Advanced Word	4	4.00	4.00	4.00
24	8-Feb-08	Advanced Word	5	3.63	4.00	3.75
25	12-Feb-08	Digital Photography	5	3.84	4.00	4.00
26	15-Feb-08	Digital Photography	4	3.63	3.94	3.75
27	19-Feb-08	Elluminate	5	3.83	3.67	3.67
28	25-Feb-08	SmartThinking Demonstration	6	NR	NR	NR
29	26-Feb-08	Camtasia 5.0 Training	4	NR	NR	NR
30	29-Feb-08	Camtasia 5.0 Training	2	NR	NR	NR
31	4-Mar-08	Online QC Faculty Certification	2	4.00	4.00	4.00
32	11-Mar-08	Library Resources	3	4.00	4.00	4.00
33	1-Apr-08	ITC Review	5	NR	NR	NR
34	4-Apr-08	ITC Review	6	NR	NR	NR
35	8-Apr-08	ITC Review	8	NR	NR	NR
36	11-Apr-08	ITC Review	7	NR	NR	NR
37	15-Apr-08	ITC Review	5	NR	NR	NR
38	18-Apr-08	ITC Review	15	NR	NR	NR
TOTALS/AVERAGES:			246	3.87	3.95	3.81

*Satisfaction Ratings are based on a 4 point scale: 4.00 = Very Satisfied; 3.00=Satisfied; 2.00=Dissatisfied; 1.00=Very Dissatisfied

***TARGET 3.5**

Note: The College has offered numerous professional development workshops, which has received a 3.81 satisfaction score on a 4.0 scale. Participation was high.

CHART 7.4.2
Professional Development Programs
Central Carolina Technical College

PDP Attendance and Evaluation Results AY 2007-08

Total Attendance 1754

Total Number of Sessions 43

Date	Course Title	Attendance	*Satisfaction of Course Content	*Satisfaction w/ Instructor's Presentation	*Facility Satisfaction
6-Aug-07	New Employee Orientation (NEO)	7	3.79	3.71	3.86
8-Aug-07	Unwrapping Gifts-Asset Approaches to Teaching	93	3.62	3.69	3.65
9-Aug-07	New Faculty Orientation	5	3.60	3.60	3.60
9-Aug-07	Making Connections To Student Success 1	18	3.89	3.92	3.72
9-Aug-07	Making Connections To Student Success 2	16	3.91	3.95	3.81
10-Aug-07	Making Connections To Student Success 3	17	3.78	3.83	3.81
10-Aug-07	Making Connections To Student Success 4	29	3.67	3.75	3.85
13-Aug-07	Personnel Policies and Procedures (Online)	170	NR	NR	NR
17-Aug-07	New Faculty Orientation	13	3.60	3.60	3.60
18-Aug-07	Adjunct Faculty Training	64	3.84	3.91	3.47
6-Sep-07	Registration Critique	72	3.79	3.86	3.71
14-Sep-07	Student Success	128	3.48	3.66	3.39
18-Sep-07	Work Study Training (Supervisors)	13	3.62	3.75	3.08
18-Sep-07	Work Study Training (Students)	14	3.88	4.00	4.00
19-Sep-07	Work Study Training (Supervisors)	6	3.67	4.00	3.67
19-Sep-07	Work Study Training (Students)	15	3.97	3.98	3.73
21-Sep-07	Benefits Fair	53	3.71	3.70	3.69
25-Sep-07	New Employee Orientation (NEO)	8	3.50	3.64	3.14
1-Oct-07	Safety and Security	53	3.56	3.54	3.35
11-Oct-07	Fall Kickoff	149	3.63	3.71	3.09
1-Nov-07	Safety Training Course	186	NR	NR	NR
15-Nov-07	New Employee Orientation (NEO)	3	3.67	3.67	2.00
16-Nov-07	New Faculty Orientation Module 5	13	3.45	3.75	3.20
3-Jan-08	Banner Budget Training	14	3.45	3.60	3.08

7-Jan-08	New Employee Orientation (NEO)	8	4.00	4.00	4.00
9-Jan-08	Faculty Meeting	79	3.67	3.66	3.55
9-Jan-08	New Faculty Orientation	4	4.00	4.00	4.00
24-Jan-08	Continuing Education Presentation	48	3.90	3.95	3.62
25-Jan-08	New Faculty Orientation-Check up	3	4.00	4.00	4.00
30-Jan-08	Registration Critique	58	3.61	3.68	3.64
30-Jan-08	New Employee Orientation (NEO)	1	4.00	4.00	4.00
1-Feb-08	New Faculty Orientation	2	NR	NR	NR
14-Feb-08	Planning Forum	51	3.42	3.62	3.38
19-Feb-08	Work Study Training (Students)	11	3.93	3.93	3.90
19-Feb-08	Work Study Training (Supervisors)	10	4.00	4.00	3.89
20-Feb-08	Work Study Training (Students)	15	3.87	3.95	3.87
20-Feb-08	Work Study Training (Supervisors)	3	4.00	4.00	3.67
29-Feb-08	New Faculty Orientation	2	NR	NR	NR
1-Mar-08	FERPA/ADA (Online)	184	NR	NR	NR
6-Mar-08	Faculty Meeting	50	3.64	3.63	3.74
13-Mar-08	Gang Awareness Safety Training	57	3.78	3.80	3.85
14-Mar-08	New Faculty Orientation Module 5	5	4.00	4.00	3.60
14-Apr-08	New Employee Orientation (NEO)	4	4.00	4.00	4.00

TOTALS/AVERAGES: 1754 3.76 3.82 3.61

**Satisfaction Ratings are based on a 4 point scale: 4.00 =Very Satisfied; 3.00= Satisfied; 2.00=Dissatisfied; 1.00=Very Dissatisfied*

***TARGET 3.0**

Average satisfaction exceeds high target goals in every area. Participation was high.

CHART 7.4.3
Faculty, Staff and Student Well-Being
Central Carolina Technical College

<i>Current Safety & Security Improvements</i>
• Digital signage – large screen monitors installed throughout campus to communicate emergency messages
• Telephone communication system – installed CISCO PA intercom system
• Emergency text messaging – capability to text message students in crises
• Messaging to classroom computers – VISTA installed on desktops in all computer labs. VISTA messaging captures computers to put emergencies messages on screen.
• Locks on classroom doors
• Email & Marquee (weather)
• Emergency Management Plan
• OSHA Compliance walk down to insure building and grounds are OSHA compliance

The College made substantial investment in security and communication equipment.

Annual Crime Statistics – January 1 through December 31, 2007

	Main Campus			Non-campus building or property			Public Property		
	'05	'06	'07	'05	'06	'07	'05	'06	'07
Murder	0	0	0	0	0	0	0	0	0
Sex Offense									
Forcible	0	0	0	0	0	0	0	0	0
Nonforcible	0	0	0	0	0	0	0	0	0
Robbery	0	0	0	0	0	0	0	0	0
Aggravated Assault	0	0	0	0	0	0	0	0	0
Burglary	0	0	1	0	0	1	0	0	0
Motor Vehicle Theft	1	0	0	1	1	0	0	0	0
Manslaughter	0	0	0	0	0	0	0	0	0
Arson	0	0	0	0	0	0	0	0	0
Hate/Bias Crimes	0	0	0	0	0	0	0	0	0
Arrests/College Disciplinary Actions									
Liquor Law Violations	1	1	0	0	0	0	0	0	0
Drug Violations	0	0	0	0	0	0	0	0	0
Weapons Possession Violations	0	0	0	0	0	0	0	0	0
Thefts	16	13	12	1	1	0	0	0	0

Note: Chart indicates very low crime rate.

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, work system performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time).

CHART 7.5.1
Unduplicated Count Dual-Enrolled Students 2003-2007
Central Carolina Technical College

County Names	2003	2004	2005	2006	2007
Clarendon County Total Classes	20	22	22	22	26
Total Students Enrolled	146	147	153	163	152
Total Credits Earned	1016	970	1135	1224	916
Kershaw Total Classes	0	4	6	8	10
Total Students Enrolled	0	26	52	68	117
Total Credits Earned	0	156	291	429	594
Lee County Total Classes	11	9	10	6	6
Total Students Enrolled	69	80	78	69	55
Total Credits Earned	378	438	423	411	264
Sumter County Total Classes	24	18	18	16	22
Total Students Enrolled	176	127	161	162	221
Total Credits Earned	951	768	942	762	1062
Total Classes	55	53	56	52	64
Students	391	380	444	462	545
Credits	2345	2332	2791	2826	2836

Note: Dual enrollment continues to increase as we serve the stakeholders in the communities the College serves. More students earned more hours with same number of class sections.

CHART 7.5.2
Environmental Training Center
Central Carolina Technical College

South Carolina Environmental Training Center			
Calendar Year	<u>2005</u>	<u>2006</u>	<u>2007</u>
Number Companies Served	21	29	32
Number Contract Courses	78	58	92
Environmental	12	24	24
Safety	34	15	55
Leadership	32	19	13
Number Contract Students	1232	571	1076
Environmental	162	188	253
Safety	684	130	674
Leadership	386	253	149
Number Open Enrollment Courses	122	115	134
Environmental	100	98	109
Safety	17	14	25
Leadership	5	3	0
Number Open Enrollment Students	928	633	680
Environmental	796	508	638
Safety	88	109	142
Leadership	44	16	0

Note: In 2007, the ETC trained 32 companies, ran 92 contract courses, and trained 1076 students for companies in the 4-counties, South Carolina and North Carolina. ETC also ran 134 open enrollment courses. The open enrollment and contract courses include environmental, safety, and leadership courses.

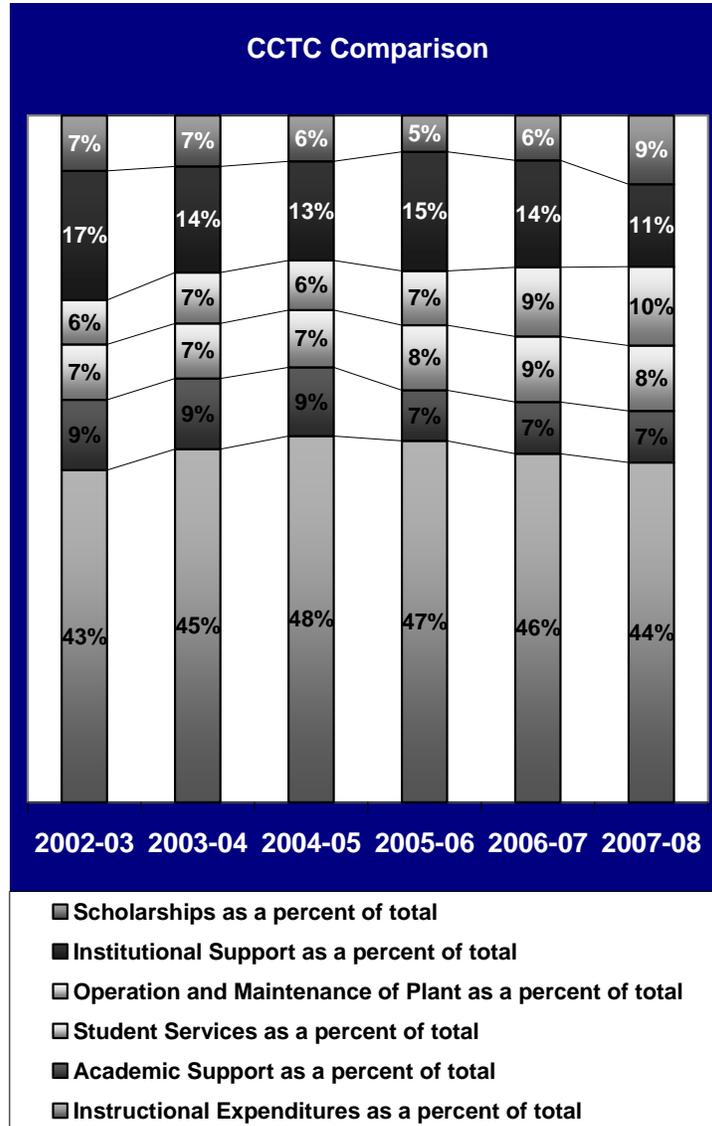
CHART 7.5.3

Migration of First-Time Undergraduate Transfers to SC Postsecondary Institutions

Fall 2007 (Statewide Data)

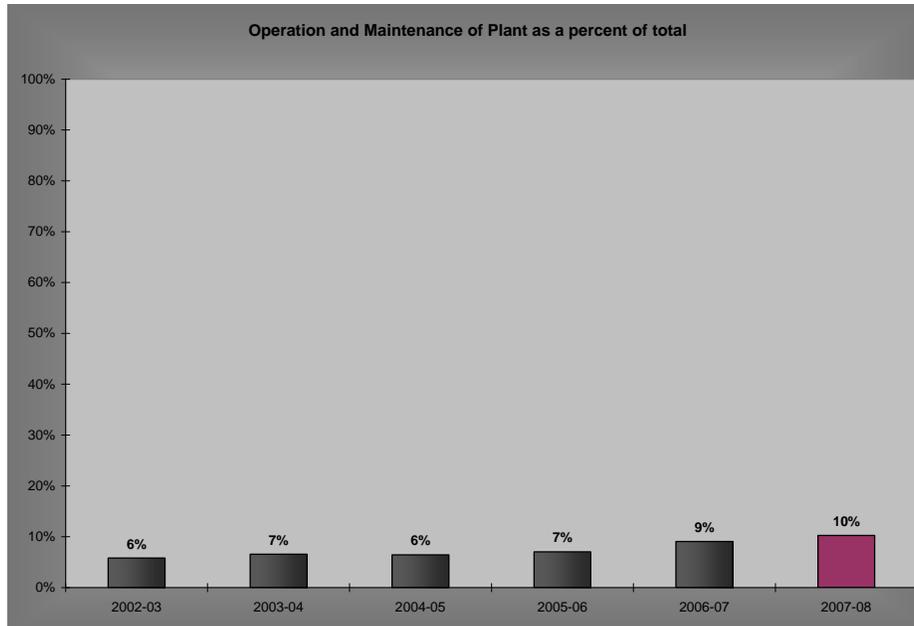
TRANSFERRING TO:																			
TRANSFER FROM:																	Grand Total		
	Research Institutions		Comprehensive Teaching College & Universities		Subtotal Senior Public Institutions		Two-year Regional Campuses of USC		Technical Colleges		Subtotal Two-Year Colleges		Independent Senior Institutions		Independent Two-Year Colleges				
	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Full Time	Part Time	Total
Research Institutions	41	8	161	19	202	27	13	2	289	277	302	279	44	15	0	0	548	321	869
Comprehensive Teaching Colleges & Universities	395	17	219	16	614	33	37	7	638	451	675	458	108	33	3	0	1,400	524	1,924
Two Regional Campuses of USC	187	26	171	24	358	50	5	2	98	54	103	56	33	7	0	0	494	113	607
Technical Colleges	664	98	1,010	276	1,674	374	63	42	743	641	806	683	442	183	8	4	2,930	1,244	4,174
Subtotal of Two Year Colleges	851	124	1,181	300	2,032	424	68	44	841	695	909	739	475	190	8	4	3,424	1,357	4,781
Independent Senior Institutions	149	13	214	22	363	35	19	7	354	281	373	288	109	30	2	0	847	353	1,200
Independent Two Year Colleges	45	3	66	7	111	10	6	0	71	35	77	35	35	2	0	0	223	47	270
Out-of-State	454	50	960	169	1,414	219	44	28	1,021	1,429	1,065	1,457	506	47	6	0	2,991	1,723	4,714
Foreign	16	1	12	3	28	4	0	0	0	0	0	0	15	5	0	0	43	9	52
Unknown	0	0	10	1	10	1	0	0	0	0	0	0	386	83	0	0	396	84	480
TOTAL	1,951	216	2,823	537	4,774	753	187	88	3,214	3,168	3,401	3,256	1,678	405	19	4	9,872	4,418	14,290

CHART 7.5.4
Expenditures as Percent of Budget
Central Carolina Technical College



Note: The College budgets and spends the largest dollars to support its mission of instruction and academic support, followed by institutional support, operations and maintenance of plant, scholarships, and student services.

CHART 7.5.5
Operation and Maintenance of Plant as a Percent of Total
Central Carolina Technical College



Note: The percentage of total costs allocated to operation and maintenance of plant is 10%. This expense has increased slightly over the past few years due to an increase in the number of locations operated by the College, as well as an increase in utility costs.

7.6 What are your performance levels for your key measures related to leadership and social responsibility?

- a.) accomplishment of your organizational strategy and action plans*
- b.) stakeholder trust in your senior leaders and the governance of your organization*
- c.) fiscal accountability; and, regulatory, safety, accreditation, and legal compliance*
- d.) organizational citizenship in support of your key communities*

CHART 7.6.1
Strategic Planning Chart
Central Carolina Technical College

Supported Organization Strategic Planning Goal/Objective	Related FY 07-08 Key Action Plan/Initiatives	Key Cross References for Performance Measures
2. Secure and use available resources to maximize the productivity and efficiency of the College.	<ul style="list-style-type: none"> • Allocate the budget and resources necessary to accomplish the Mission, Strategic Directions, and College Annual Goals. • Improve and expand College facilities based on appropriate planning documents, as funding becomes available. • Attract and retain appropriately 	<p>7.3.1 7.3.2 7.3.3 7.3.4 7.3.5 7.3.6 7.3.7 7.5.1 7.5.4 7.6.1 (a)</p>

	credentialed, diverse, and talented faculty to support a multicultural campus environment.	7.6.3(a) 7.6.4 (a)
3. Develop and expand enrollment opportunities in the four-county service area to improve accessibility to the College's programs and services.	<ul style="list-style-type: none"> Expand and maintain collaborative partnerships with area secondary schools to implement the provisions of the Education and Economic Development Act. Provide expanded learning opportunities through various modes and locations to improve service area access to post-secondary education. Plan and implement comprehensive recruiting and public relations strategies that clearly communicate the College's mission, programs, and services to increase student enrollment and public awareness of the role of the institution. 	7.1.5 7.2.1 7.2.2 7.2.3 7.3.7 7.5.1 7.5.3 7.6.1 (a) 7.6.2 (a) 7.6.3 (a) 7.6.4 (a)
4. Strengthen and develop mutually beneficial alliances with private and public partners.	<ul style="list-style-type: none"> Expand and maintain collaborative partnerships with area secondary schools to implement the provisions of the Education and Economic Development Act. Provide technical/industrial programs and services designed specifically for area business and industry to meet the demands of the current divergent and volatile economy. Develop/maintain partnerships with external agencies and expand College data collection processes in collaboration with other postsecondary institutions to share resources that accomplish mutual goals. 	7.1.4 7.2.1 7.2.2 7.3.5 7.6.1 (a) 7.6.2 (a) 7.6.3 (a) 7.6.4 (a) 7.6.5 (c) 7.6.6 (c) 7.6.7 (c)
5. Maximize the use of technology to support internal and external constituencies.	<ul style="list-style-type: none"> Allocate the budget and resources necessary to accomplish the College Mission, Strategic Directions, and Annual Goals. Provide appropriate data collection and analysis to support planning and evaluation processes, curriculum development, assessment of learning outcomes, external accountability, and institutional improvements. Provide student support services, learning resources, and infrastructure to ensure a more student-centered technology-enriched learning environment. Augment academic programs and services to promote workplace 	7.1.1 7.1.2 7.1.3 7.1.4 7.1.5 7.2.1 7.2.2 7.2.3 7.2.4 7.3.5 7.4.1 7.4.2 7.4.3 7.5.1 7.5.2 7.5.3 7.5.4 7.5.5 7.5.6 7.5.8

	<p>readiness in technology and increase accessibility to the College's resources.</p> <ul style="list-style-type: none"> • Develop/maintain partnerships with external agencies and expand College data collection processes in collaboration with other postsecondary institutions to share resources that accomplish mutual goals. • Continue to implement the Quality Enhancement Plan, Building a Digital Community. 	<p>7.6.1(a) 7.6.2(a) 7.6.3(a) 7.6.4(a)</p>
6. Offer quality curriculum and services that are relevant and current.	<ul style="list-style-type: none"> • Provide technical/industrial programs and services designed specifically for area business and industry to meet the demands of the current divergent and volatile economy. • Provide appropriate data collection and analysis to support planning and evaluation processes, curriculum development, assessment of learning outcomes, external accountability, and institutional improvements. • Provide student support services, learning resources, and infrastructure to ensure a more student-centered technology-enriched learning environment. • Augment academic programs and services to promote workplace readiness in technology and increase accessibility to the College's resources. • Attract and retain appropriately credentialed, diverse, and talented faculty to support a multicultural campus environment. • Continue to implement the Quality Enhancement Plan, Building a Digital Community 	<p>7.1.1 7.1.2 7.1.3 7.1.4 7.2.1 7.2.2 7.2.4 7.4.1 7.4.2 7.5.1 7.5.2 7.5.3 7.6.1(a) 7.6.3(a) 7.6.4(a) 7.6.5(a) 7.6.6(c)</p>
7. Position the College to respond effectively to internal and external environmental factors.	<ul style="list-style-type: none"> • Expand and maintain collaborative partnerships with area secondary schools to implement the provisions of the Education and Economic Development Act. • Provide expanded learning opportunities through various modes and locations to improve service area access to post-secondary education. • Provide technical/industrial programs and services designed specifically for area business and industry to meet the demands of the current divergent and volatile economy. 	<p>7.1.1 7.1.2 7.1.3 7.1.4 7.1.5 7.2.1 7.2.2 7.2.4 7.2.3 7.3.5 7.5.1 7.5.2 7.5.3 7.6.1 (a) 7.6.2 (a) 7.6.3 (a)</p>

		<ul style="list-style-type: none"> • Provide appropriate data collection and analysis to support planning and evaluation processes, curriculum development, assessment of learning outcomes, external accountability, and institutional improvements. • Augment academic programs and services to promote workplace readiness in technology and increase accessibility to the College's resources. • Develop/maintain partnerships with external agencies and expand College data collection processes in collaboration with other postsecondary institutions to share resources that accomplish mutual goals. • Continue to implement the Quality Enhancement Plan, Building a Digital Community 	7.6.4 (a) 7.6.5 (a) 7.6.6 (c) 7.6.7 (c)
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Major goals were evaluated and achieved.

CHART 7.6.2
Clubs and Organizations
Central Carolina Technical College

<p>CCTC Chapter of The National Student Nurses Association Community service, fellowship, learning, and fun! These are the four key components of the Central Carolina Technical College Student Nurses' Association. As part of the National Student Nurses' Association, the club's purpose is to help prepare students for their roles as professionals in the nursing field, and is open to all students enrolled in the ADN program.</p>
<p>Criminal Justice Association The goals of the Criminal Justice Association are to involve students in college and community service projects, develop teamwork, and foster civic responsibility. The Criminal Justice Association is open to students, faculty, and staff who wish to share their knowledge, skills, and abilities.</p>
<p>Creative Arts Society This club was organized to encourage writers and artists on the Central Carolina campus to express their creative work and improve their skills. The Creative Arts Society is open to students, faculty, and staff who wish to share their creativity and who are willing to give and take constructive criticism.</p>
<p>E.A.R.T.H. Club (Environmental Awareness Renews Tomorrow's Hope). This club was organized by students in the Environmental Engineering Technology Program, but it is open to all students attending Central Carolina Technical College. The purpose of this club is to protect the environment through action and awareness. Monthly meetings are held at the Environmental Training Center.</p>
<p>Phi Theta Kappa Phi Theta Kappa seeks to recognize and encourage scholarship among associate degree students. According to its international guidelines, the organization "provides opportunity for the development of leadership and service, for an intellectual climate to exchange ideas and ideals, for lively fellowship for scholars, and for stimulation of interest in continuing academic excellence." Membership in the Central Carolina chapter of Phi Theta Kappa is limited to associate degree students who have attained a grade point average of 3.50 after completion of 12 or more credit hours.</p>

<p>Surgical Technology Club Surgical technologists are allied health professionals who are an integral part of the team of medical practitioners providing surgical care to patients in a variety of settings. The purpose of this club is to support and promote Surgical Technology students here at Central Carolina.</p>
<p>American Cancer Society Through the work of several very dedicated personnel coupled with college-wide enthusiasm of our employees, participation in the local fundraising efforts and events such as Rely for Life is outstanding. The College has endorsed and encouraged support for the fight against cancer in our community.</p>
<p>United Way Bridging the gap in the community donations provide funding to invest in local programs for learning, empowering and caring. The College is a strong advocate in supporting our annual campaign drive.</p>
<p>American Heart Association The College has embraced the American Health Association's commitment to fighting heart disease and stroke and raising awareness of these diseases. Through participation in such activities as the Heart Walk and College fundraising events, the College shows its staunch support for this organization within our community.</p>

The above chart indicates support of the community.

CHART 7.6.3
Organization Chart
Central Carolina Technical College

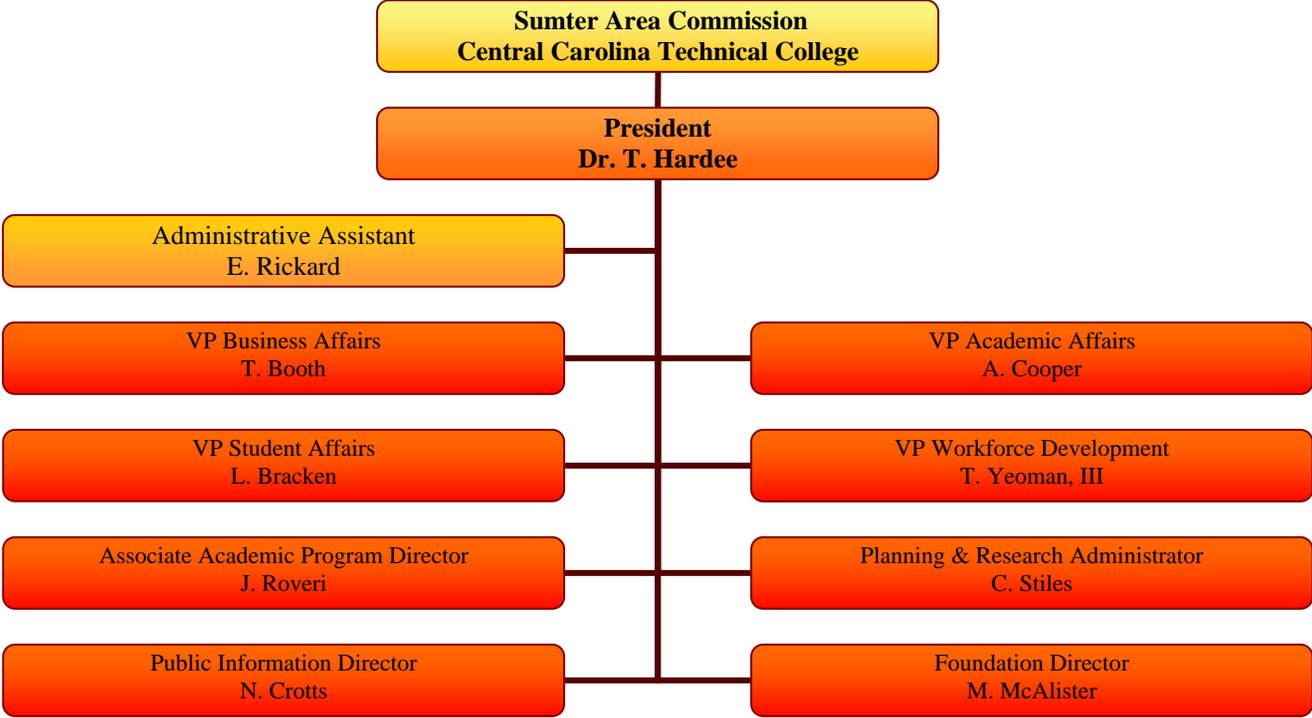


CHART 7.6.4

**Summary of Curricula Offered to Achieve College Mission
Assessed by the Commission on Higher Education
Central Carolina Technical College**

Total # of Academic Programs	Total # of Academic Programs Meeting All CHE College Mission Criteria	CHE Compliance If All Programs Meet Criteria
15	15	Compliance

Note: 100% of the College's curricula were deemed to achieve the College Mission assessed by the Commission on Higher Education.

CHART 7.6.5

**Strategic Planning SWOT Analysis Chart
Consensus of Internal and External Focus Groups
for the Central Carolina Technical College 2004-2009 Strategic Plan of Action**

STRENGTHS	WEAKNESSES	OPPORTUNITIES	THREATS
Accessibility	Need for collaboration with Secondary Sector	Collaborating with External Agencies	Decreased State Funding and Volatility of Economy
Customer Service/ User-Friendliness	Marketing/Technical College Image	Improving Overall Image and Marketing and Services	Competition for Resources and Funding
Leadership	Physical Limitations of Main Campus (Land-locked, insufficient space)	Expanding Outreach Opportunities/Internet Offerings	Unavailability of and Competition for Qualified Faculty/Staff
Faculty/Staff Expertise	External Communication	Addressing Globalization/Rapid Workplace Changes	Failure to Change in Response to Globalization and Workplace Changes
Affordability	Level of Technology and Equipment to meet needs of community	Increasing Efficient Use of Internal Technology	Continued Stigma of Negative Image of Technical Education
Improved Reputation	Internal Communication	Offering Technological Support/Resources to Business and Industry	Possible Closure of Shaw AFB
			Reduced Overall Effectiveness Due to Spreading Resources Too Thinly

Note: The above chart was used in the development of the College's current Strategic Directions and incorporated into the College's goals.

TABLE 7.6.6

**Number of Accredited Programs
Central Carolina Technical College**

ACCREDITING AGENCIES AND AREAS	ACCREDITED PROGRAM
ACCREDITING BOARD FOR ENGINEERING AND TECHNOLOGY, INC.	
Engineering Technology (ENGT) Associate and baccalaureate degree programs in engineering technology	Civil Engineering Technology Associate Degree program
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS (ACBSP)	
Business (BUAD) - Associate degree programs in business and business-related fields	Accounting, Management, Office Systems Technology, and Computer Technology Associate Degree programs
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS	
Medical Assistant (MA)	Medical Assisting Diploma program
Surgical Technologist (ST)	Surgical Technology Diploma program
NATIONAL LEAGUE FOR NURSING, INC	
Nursing (PNUR) - Practical nursing programs	Practical Nursing Diploma program
Nursing (ADNUR) - Associate degree programs	Associate Degree Nursing program
National Association for the Education of Young Children (NAEYC)	
Early Care and Education - Associate Degree programs	Early Care and Education program
OTHER ACCREDITING AGENCIES AND AREAS OF APPROVAL	
American Bar Association	Paralegal Associate Degree program
National Automotive Technician Education Foundation, Inc. (NATEF)	Automotive Mechanics Diploma program
National Institute of Metalworking Skills (NIMS)	Machine Tool Diploma program
TOTAL NUMBER OF ACCREDITED PROGRAMS	13

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