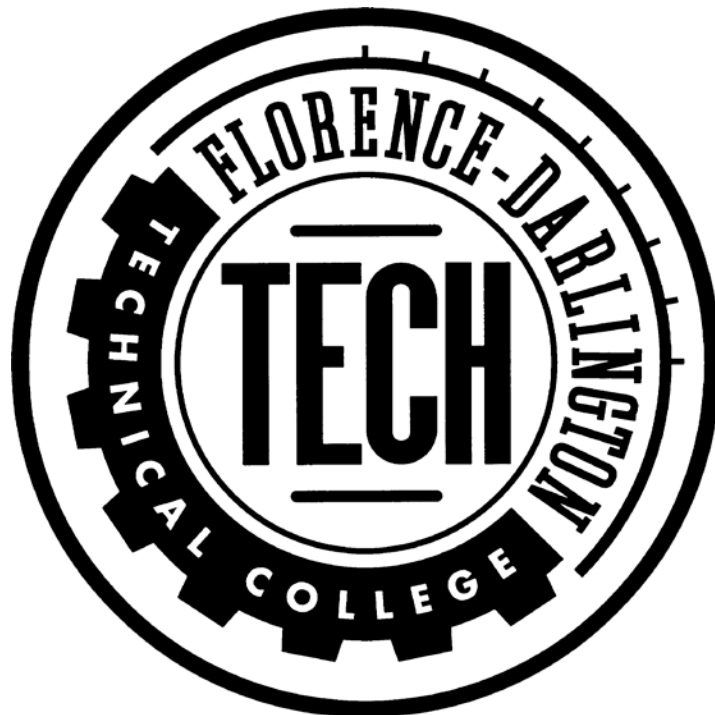


Annual Accountability Report With Baldrige Criteria

Fiscal Year 2005-06



October 15, 2006

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Florence-Darlington Technical College

2006 Accountability Report

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Florence-Darlington Technical College

2006 Accountability Report

Section I – Executive Summary

1. Purpose, Mission, Goals

Florence-Darlington Technical College’s vision is to be a pre-eminent technical college, leading the Southeast Region in comprehensive technical education and workforce development training. The Vision, Institutional Mission, and five College Goals (Figure E-1) are supported by strategic planning and institutional effectiveness processes designed to focus college resources on moving toward its vision.

Figure E-1

FLORENCE-DARLINGTON TECHNICAL COLLEGE

VISION:

Florence-Darlington Technical College will be the pre-eminent technical college, leading the Southeast Region in comprehensive technical education and workforce development training.

INSTITUTIONAL MISSION:

Florence-Darlington Technical College will provide comprehensive technical education, workforce development, and educational services to its student, business, industry, and other markets. Through instructional programs, business and industry partnerships, and community involvement, the College will play a leading role in economic development efforts and the quality of life of the people the College serves. The educational experience at Florence-Darlington Technical College will enhance the student’s marketability in today’s global economy.

COLLEGE GOALS:

CUSTOMER SERVICE: Florence-Darlington Technical College will provide high quality, efficient, customer-focused, affordable programs and services utilizing state-of-the-art delivery systems that exceed customer expectations.

LEARNING ENVIRONMENT: Florence-Darlington Technical College will transform the traditional instructional approach into a flexible, customer-oriented learning environment emphasizing a global economy, certifications, work experience credit, competency-based outcomes, self-paced, individualized instruction, and the infusion of technology in programs of study.

PRODUCT DEVELOPMENT: Florence-Darlington Technical College will develop high quality, cost effective, innovative, market driven products and services that provide strategic value to its customers.

FINANCIAL ENVIRONMENT: Florence-Darlington Technical College will continually strive to establish a fiscal base that enables the college to achieve its goals.

INSTITUTIONAL ADVANCEMENT: Florence-Darlington Technical College will build relationships with and seek financial support from alumni, corporations, foundations, and friends.

Approved by Area Commissioners July 19, 2006

The uniqueness of FDTC’s vision is evidenced by a strong focus on programs supporting its mission and emphasis on training to keep its programs current with the fast-paced changing technology needs of the business and industry markets in the region. The FDTC Board of Trustees, the SBTCE program approval process, and the Commission of

Higher Education program approval process require that programs support the college's mission. Each program must demonstrate in its initial program approval proposal that it is relevant to the mission of the college.

2. Major Achievements from past year.

The major achievements from the past year are listed for each of the five college goals.

CUSTOMER SERVICE

- Faculty member, Peggy Campbell, received the National Academic Advising Award from the National Academic Advising Association.
- Mullins satellite campus was awarded the "Carolina on the Move" Award by United States Senator Jim DeMint in recognition of exemplary education services.
- Low (3.3%) turnover rate of personnel.
- Achieved above 75% level of EEO goal attainment. (Workforce statistics: 29% minority; 61% females).
- The recruit to hire process time was reduced from a 45 work day to a 40 work day average, an 11% reduction from the previous year.
- Continuing Education achieved an average customer satisfaction score of 4.65 on a 5 point scale.
- In a collaborative effort with the Darlington Public Schools, 95% of the 2005 senior class completed the computerized Kuder Career Assessment and 435 applied to FDTC and 19% enrolled at FDTC fall term.
- First-time-Freshmen from all high schools increased 11% over the previous year.
- The Financial Aid staff increased the number of ISIR's downloaded from the DOE by April 2005 by 24% over the previous year.
- Attendance in scheduled student activities and club participation increased 15% over the previous year.
- A 92% satisfaction rating was achieved on services provided in the Success Center, Student Activities, and Athletic programs.
- Cross-training of continuing education staff resulted in a 50% reduction in customer complaints over the previous year.
- Vendor customer survey results revealed a 95% satisfaction rating.
- The Enrollment Management team successfully identified and awarded 40 early action scholarships to area high school seniors.
- The process time to evaluate transcripts during peak enrollment periods was decreased by 50%.
- 86% of the WIA student referrals made by faculty were eligible to receive WIA services.

LEARNING ENVIRONMENT

- FDTC accreditation was reaffirmed by the Southern Association of Colleges and Schools for a 10-year period through 2016.

- The SACS Quality Education Project (QEP) Math Hub achieved all first year goals with the following results:
 - HUB 031, 032, and 101 students increased their competency skills 23.56%, 29.52%, and 39.97% respectively more than traditional 031, 032, and 101 math students.
 - HUB completion rate is 17.3% higher than the completion rate in the traditional classroom.
 - HUB 031, 032, 101, and 102 final exam averages were 6.7%, 0.8%, 15.0% and 10.2% higher than the final exam averages of the traditional classes.

The QEP Leadership team has been invited to make a presentation at the annual SACS meeting in December, 2006 on the QEP and the electronic submission of data.
- Recognized for exemplary undergraduate physics instruction, *Strategic Programs for Innovations in Undergraduate Physics at Two-Year Colleges: Best Practices of Physics Programs*, Mary Beth Monroe, Thomas L. O’Kuma and Warren Hein, American Association of Physics Teachers, College Park, MD, 2005.
- Awarded summer internships for research related to homeland security at the Pacific Northwest National Laboratory in Richland, Washington for one faculty member and three FDTC students. Internships sponsored by the US Department of Energy and the National Science Foundation.
- Recognized for exemplary service learning activities for students with award from the Commission on Higher Education to FDTC Department Head and instructor, Kamil Zakhour.
- Recognized in two national publications for innovative recruitment and retention strategies for females in engineering technology programs. (National Dropout Prevention Center/Network Newsletter, Vol. 17, No. 3, Summer 2005; Community College Week, October 25, 2004, Vol. 17 No. 6).
- May 2006 RN graduates earned a 95% NCLEX pass rate.
- The Nursing program received continuing accreditation status through 2003 from the National League for Nursing Accreditation Commission.
- The Legal Assistant program received reaffirmation of accreditation through 2012 from the American Bar Association Standing Committee on Legal Assistants.
- The Surgical Technology program received a PAE Top20 program award from the Accreditation Review Committee on Education in Surgical Technology.
- Business and Computer Technology programs received a ten year reaccreditation by the Association of Collegiate Business Schools and Programs.
- Pat Velicky, math instructor, was selected as a finalist for the Governor’s Professor of the Year Award.
- 2005 Graduation applications increased by 15% over 2004.
- Enrollment increased in the following satellite campus sites: Lake City – 18.4%; Hartsville – 43.5%; Mullins – 130%.
- Enrollment in welding curriculum students increased 47% and welding open enrollment students increased 23% over 2004-05.
- Over 80% of the Perkins Grant participants increased their GPA by .5 or greater during the academic year.

- Respiratory Care Program maintained accreditation with the Commission on Accreditation of Allied Health Education Programs.

PRODUCT DEVELOPMENT

- A proposal to achieve contract status with the U.S. Department of Defense for FY 2006/07 to establish a national robotics training center at FDTC was submitted and approved for inclusion in the House Defense Appropriations bill to be considered in late summer, early fall 2006.
- Sonoco saved thousands of dollars using the Enterprise Zone Act for their in-house safety program using the college as their program administrator. The college also provided three certification programs through the year for new hires.
- Conducted numerous certification programs through the year to train welders for Crenlo. Also conducted DDI workshops for Crenlo managers.
- Conducted certification programs for Honda's welding program. Also conducted the 1st Responder Program for Honda.
- Conducted White, Yellow, and Green Belt Six Sigma classes for ESAB. Over 300 ESAB employees completed White Belt classes. Also conducted DDI workshops for ESAB supervisors and management.
- Conducted a certification program which had over 500 applicants for new hires at Nucor. Conducted monthly 1st Responder program.
- Conducted DDI interview procedure workshops for ACS.
- Conducted Enterprise Zone Act training for Smurfit-Stone saving over \$45,000.
- Conducted 1st Responder program at GE.
- Initiated a maintenance training program for Wellmen (Palmetto) for all their maintenance personnel.
- Conducted 1st Responder program for Progress Energy nuclear facility and transmission and relay site.

FINANCIAL ENVIRONMENT

- Funds for the expansion of the Mullins Campus were achieved with legislative assistance to appropriate \$350,000 through county appropriations totaling \$75,000 and city appropriations totaling an additional \$75,000.
- FDTC was assigned an underlying A3 rating by Moody's Investors Service to a \$25 million Special Fee Revenue Bond issued through the Florence-Darlington Commission for Technical Education based on its financial stability over time.
- Monthly sales at the Mullins site Hard Drive Café increased 26% over the monthly sales the previous fiscal year.
- At the close of the 04-05 fiscal year, the cumulative rate of uncollectible tuition payment plans was 8.8% for three terms, 6.2% less than the projected 15%.
- FDTC submitted the 5-year Application to Participate in Title IV, HEA programs and was approved to participate as a Title IV school with an expiration date of March 31, 2010 by the US Department of Education.
- Continuing Education revenue increased 27% in FY 05.

INSTITUTIONAL ADVANCEMENT

- The Florence County Economic Development Partnership, chaired by FDTC President Charles Gould, achieved several economic development announcements for Florence County. QVC will locate its 5th distribution center and will begin operations in FY 2006/07, employing 800 permanent jobs and 200 temporary jobs in the one million square foot distribution center. International Food House opened its new 330,000 square foot facility in FY 2005/06 and added 50 -75 new jobs in this facility. Federal Express announced a significant distribution center in Florence County and will add approximately 50 new jobs to this facility.
- A management and business plan for the Southeastern Institute of Manufacturing and Technology (SIMT) was developed and implemented. Corporate partnerships were negotiated and finalized between SIMT and EON Reality and Emco Machine Tool. Continuing negotiations are being conducted with 3D Rapid Prototyping and the South Carolina Manufacturing Extension group associated with the National Institute of Skills and Technology.
- Broke ground on the 185,000 square foot Southeastern Institute for Manufacturing and Technology building on the main campus.
- Received a \$1.5M, merit-based grant award from the National Science Foundation to serve as a National Resource Center for Expanding Excellence in Technician Education.
- Awarded \$968,000 from the statewide Allied Health Initiative to establish a Nursing Hub, a Clinical Simulation Lab, and a Sleep Lab. Funding will also be used to implement a certificate program in Electroneurodiagnostic Technology (EDT), and develop a certificate program in Polysomnography.
- Received \$88,000 in equipment from various vendors to support the EDT program.
- Awarded \$103,000 Education and Economic Development (EEDA) grant to increase opportunities for high school students to become college-ready.
- The number of mentions in local, state, and national media increased 33% over the previous year.
- A Major Gifts Campaign CASE document was developed under the direction of the college's Educational Foundation Board
- Received \$100,000 Scholarship award from Drs. Bruce & Lee Foundation.
- Netted \$80,000 from the 42nd Anniversary Celebration and Gala.
- Netted \$11,000 from the 3rd Annual College Golf Classic & Corporate Challenge.
- The Office of Institutional Grants raised \$5,000,000.

3. Key Strategic goals for the present and future years

- To continue to offer affordable, high-quality credit and non-credit educational training programs that meet the area workforce needs in a timely, proactive manner. (Customer Service)

- To continue to transform the traditional instructional approach into a flexible, responsive, learner-centered environment by maximizing state-of-the-art technology and college resources in the delivery of programs and services. (Learning Environment)
- To develop and deliver strategic training and manufacturing technology solutions which maximize workforce productivity in advance manufacturing environments. (Product Development)
- To continue to explore alternative funding sources to offset the decrease in state funding revenue. (Financial Environment and Institutional Advancement)
- To continue to play a significant role in the recruitment and retention of a high-quality workforce that will impact economic development in the Pee Dee Region. (Institutional Advancement and Economic Development)

4. Opportunities and Barriers that may affect FDTC's success in fulfilling its mission and achieving its strategic goals.

OPPORTUNITIES:

- The establishment of the Southeast Institute for Manufacturing and Technology will enable the college to:
 - Broaden the technologies and services we can provide to business/industry clients
 - Provide additional income to the college
 - Compete with other regions of the country to attract new business and industry to the Pee Dee Region
 - Become a premiere training facility for manufacturing
 - Create potential for increased county support for general operations
 - Create an environment that will nurture our current manufacturing technology programs and provide the facilities and technology to expand academic programming in other manufacturing areas not currently being provided
 - Recruit and hire high quality employees with business/industry work experience
 - Effectively compete with major training providers in the marketplace.
- The Education and Economic Development Act will strengthen the current efforts to align curriculum offerings with the public schools by providing earlier career exploration opportunities, earlier identification of at risk students, developmental education and gifted student programs in conjunction with FDTC programming to bridge the gap between secondary and post-secondary education.
- Maximize the use of technology in providing academic programs and support services to students via the FDTC web site.

BARRIERS:

- Decreased state funding has resulted in increased tuition for students. Increased tuition, fees, and cost of books, coupled with high gasoline prices may have a negative impact on enrollment growth.
- Dependency on non-recurring state lottery tuition assistance funding.
- Bureaucratic red tape inhibits the college's ability to respond to new program requests from business and industry in a timely manner.
- Multiple reporting requirements from various state, regional and national agencies and organizations to include: SACS, 20 program accrediting bodies, SBTCE/CHE Program Evaluation, Institutional Effectiveness Annual Report, South Carolina Legislative Performance Funding, and SC Budget and Control Board Accountability Report.
- Financial ability to support funding of new technically advanced equipment while simultaneously supporting the upgrading and replacement of current technology and equipment.
- The ability to attract and secure highly trained human resources to replace employees nearing retirement age in a highly competitive marketplace. An example of this challenge is the 100% turnover rate of Nursing instructors over the past five years and a 33% turnover rate in new hire employees with less than five years of FDTC service. Salary and benefit packages will need to meet or exceed private sector.

5. How the Accountability Report Is Used to improve organizational performance.

The accountability report will be a useful tool to complement and enhance the strategic planning process employed by the college. The elements of the Baldrige Award Criteria will serve as a framework for the analysis of and for modifications to current action plans to ensure all organizational resources are focused on measurable outcomes to achieve the vision, mission, and goals of the college.

Florence-Darlington Technical College

2006 Accountability Report

Section II - Organizational Profile

Florence-Darlington Technical College is a post-secondary, public, two-year institution serving Florence, Darlington and Marion Counties in the Pee Dee Region of northeast South Carolina. Its primary emphasis is an affordable, comprehensive technical education. The College has an open admissions policy and annually enrolls 8,500 to 10,000 credit students and 12,000 to 18,000 continuing education students. The College offers sixty associate degree, diploma and certificate programs, responding to the educational, economic and cultural needs of a diverse traditional and nontraditional population. In addition, the college offers comprehensive distance learning programs to more fully meet the individual educational and training needs of citizens and industry. The educational experience at Florence-Darlington Technical College will enhance the student's marketability in today's global economy.

The College seeks to develop growth opportunities that contribute to the quality of life and economic development by offering comprehensive technical education, college transfer programs, specialized training for business and industry, continuing education, transitional studies, and student development services. These services prepare individuals for careers, advancement, and growth in health services, human services, business, engineering technology, public services and other fields. The College provides graduates with competencies in written and oral communication, information processing, mathematics, problem solving, interpersonal skills and life-long learning opportunities.

1. Educational Programs, Offerings, and Services

Figure P-1: Educational Program Offerings

Division	Associate Degree	Diplomas	Certificates
Health Sciences	Associate in Science Chemical Lab Technician Criminal Justice Technology Human Services Paralegal Early Childhood Development Dental Hygiene Health Information Management Medical Laboratory Technician Nursing Occupational Therapy Assistant Physical Therapist Assistant Radiologic Technology Respiratory Care Surgical Technology	Expanded Duty Dental Assisting Early Childhood Development Pharmacy Technician Surgical Technology	Certified Nursing Assistant Electroneurodiagnostic Technology Emergency Medical Tech. Gerontology Phlebotomy Technology Early Childhood Development Medical Coding Medical Transcription Infant/Toddler Medical Assisting Pre-Nursing Pre-Physical Therapist Assistant Limited Practice Radiographer

			Emergency Medical Tech. Medical Coding Gerontology
Division	Associate Degrees	Diplomas	Certificates
Technical and General Education	Accounting Advanced Technological Education (ATE) Associate in Arts Automotive Technology Automotive Tech – Diesel Civil Engineering Technology Computer Tech. - Networking Computer Tech. – Programming Diesel Tech. – Caterpillar Dealer Service Technician Electro-Mechanical Engineering Engineering Graphics Technology General Technology Heating, Ventilation, and Air Conditioning Technology Machine Tool Technology Marketing Office Systems Technology Small Business Management	Automated Office Cosmetology Industrial Technology Machine Tool Technology	Auto Body Repair Basic Automotive International Business CISCO Wide Area Networking Introductory Web Page Design Diesel and Heavy Equipment Process Control Engineering Graphics Computer Assisted Drafting Essentials of HVAC Machine Operator Computer Numerical Control
Continuing Education		Welding	Welding

In addition to the curriculum programs listed in Figure P-1, the Continuing Education Division offers a wide variety of non-credit educational training programs customized to meet the needs of area businesses, industry, and community clients.

Several internal FDTC partners provide a wide array of student support services to assist and guide students on their road to success. Figure P-2 lists the internal department and offices that support student access and success.

Figure P-2: College Services

Department/Office	Services
Enrollment Services:	Recruitment, International Student, Disabilities Services (ADA)
Financial Aid:	Awarding of Federal and State grants, loans, Federal Work Study, Scholarships
Records:	Registration, Veterans Affairs, Student Permanent Records, Grades, Transcripts
Assessment Center:	Placement Testing, Online Course Testing, Special Testing (i.e. NETS)
Counseling:	Academic, Career, and Personal Counseling, Job Placement, Workshops
Success Center	Tutoring Services, Instructional Support Materials, Computer Lab
Child Care Center:	Head Start Program Partnership, Child Care Services
Student Activities:	Student Ambassadors, Tech Times, SGA, Athletics, Scheduled Events and Activities
Math Hub:	Hybrid methodology of self-paced, guided math instruction, and individualized modular learning components.
Technology:	50 Multimedia classrooms and 38 Computer labs available to faculty and students
Libraries:	Comprehensive print, audiovisual and online resources; 50 Computers
Grants:	Perkins III – Single Parents, Internships. TRIO Student Support Service Program

2. Key student segments, stakeholder groups, and market segments

FDTC enrolls over 7,000 (unduplicated) students in curriculum credit programs and over 20,000 non-credit continuing education students in courses each academic year. The credit student segments include new students, returning students, transfer students, transient students, dual enrolled high school students, students with disabilities, and a very small segment of international students.

P-3 Key Student Requirements/Expectations

Stakeholder	Requirements/Expectations	Indicators
Students	High-quality, career oriented programs Effective instruction Adequate financial aid Ease of registration process Effective instructional support services Safe and secure campus	Number of programs, graduation & placement rates Pass/completion rates, faculty contact Number of awards, total aid awarded, timely awards Convenient schedule, number of conflicts, availability of classes, variety of courses Approachable, knowledgeable advisors/faculty, retention rates, adequate computer labs, library resources, & tutoring, student satisfaction Campus Security Report

Source: Noel-Levitz Student Satisfaction Inventory administered March, 2006

In addition to students who enroll in curriculum programs, FDTC has five key stakeholder relationships, two academic relationships (SBTCE/CHE, feeder schools) and three stakeholder relationships (employers, community, alumni/friends).

P-4 Stakeholder Relationships and Requirements

Stakeholder	Relationship	Requirements
SBTCE/CHE	Represent SC citizens and taxpayers Policy guidelines Centralized support for mission, budget, technology, legal services, purchasing contracts	Sound fiscal management Consistency of instructions programs standards Accreditation standards maintained Centralized data collection methods
Feeder Schools	Source of student referrals and outreach Information and transition services	Cooperative working relationship Accurate post-secondary information Successful post-secondary transition for students
Employers	Source of jobs for graduates Source of program committee advisors Source of technology/equipment	Qualified, skilled interns and graduates Knowledgeable, skilled program faculty
Alumni and Friends	Support the technical college mission Source of referrals and outreach activities External spokespersons for the college Source of financial donations	Positive image and reputation Positive communications and networking Financial commitment
Community	Source to support economic development Access to facilities and services Corporate citizenship	Involvement in community organizations Positive image and reputation Convenient locations

3. Operating Locations

Figure P-5: Operating Locations

Campus/Satellite Site	Address	County	No. Bldgs.	Square Feet
Main Campus	2715 West Lucas Street Florence, SC 29501-0548	Florence	9	350,000
Health-Sciences Campus	320 West Cheves Street Florence, SC 29501	Florence	1	95,000
Cosmetology Center	122 Palmetto Road Darlington, SC	Darlington	1	10,000
Hartsville Site	225 Swift Creek Road Hartsville, SC 29550	Darlington	1	10,000
Lake City Site	278 W. Cole Road Lake City, SC 29560	Florence	1	10,000
Mullins Technology Site	109 South Main Street Mullins, SC 29514	Marion	2	8,000

In spring 2006, the college broke ground on the construction of Phase I of the three Phase Southeast Institute of Manufacturing and Technology on the 146 acre track of land at the rear of the main campus. Situated at the entrance to the SIMT, the Advanced Manufacturing Center (AMC), a two-story 185,000 square foot facility, will serve as the focal point of the new complex. Scheduled to open in summer 2007, a key focus of the AMC is to provide simulation facilities that will link engineering to manufacturing technology.

4. Regulatory Environment

Through legislation, the South Carolina Assembly has given authority to Florence-Darlington Technical College to award degrees through the State Board for Technical and Comprehensive Education (SBTCE). SBTCE has the jurisdiction and authority over state-supported technical institutions and programs. The South Carolina Code of Law states the Board shall establish criteria for and approve the awarding of certificates, diplomas, and associate degrees to students who successfully complete authorized and prescribed courses and programs of study and training. FDTC is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) through 2016.

5. Governance System

The Florence-Darlington Area Commission was established by the 1976 Legislative Act 654 of the State of South Carolina. The Commission is composed of 10 voting members who are appointed by the Governor upon recommendation of a majority of the legislative delegation of the nominee's respective county. Five members are appointed from Florence County and five members are appointed from Darlington County. Commissioners are appointed to serve a four-year term. The principal functions of the Commission are to establish policy for governing the College within the broad guidelines

set by the SC Board for Technical and Comprehensive Education and to oversee and guide the President in the administration of the college. The Commission oversees the management of all funds received by Florence-Darlington County Commission for Technical College.

The organizational structure of Florence-Darlington Technical College is the responsibility of the President who is delegated the authority for employing each administrative and academic officer. The Area Commissioners employ the President. The administrative and academic officers comprise the Executive Committee of the College and Associate Vice Presidents of the College. The Executive Committee comprises the following positions:

- President
- Vice President, Academic Affairs
- Vice President, Institutional Advancement
- Vice President, Business Affairs
- Director, Institutional Marketing
- Director, Manufacturing and Technical Education
- Director, Internal Affairs

The Associate Vice Presidents report to the Vice President, Academic Affairs. They include:

- Associate Vice President, Technical and General Education
- Associate Vice President, Health and Sciences
- Associate Vice President, Online College & Information Technology

The administrative and academic officers serve as the College's primary mission review and strategic planning group, the College's assessment group and the primary recommending body to the President. FDTC also has a Faculty Senate and Student Government Association that provide input and feedback in the strategic planning process.

6. Key Suppliers and Partners

- Several internal FDTC partners provide a wide array of student support services provided by 132 qualified staff members. Figure P-3 lists the internal partnerships and the roles they play in supporting student access and success.
- FDTC employs 109 full-time and 200 part-time adjunct faculty members. Seventy-two percent (72%) of the full-time faculty have a Master's Degree, five percent (5%) a Doctoral Degree, and eleven percent (11%) a Baccalaureate Degree.
- Florence, Marion, and Darlington School Districts
- Area Businesses and Industries
- Area Colleges and Universities

7. Key Competitors

- All South Carolina public and private post-secondary institutions compete with FDTC for students and educational grants.
- McLeod Medical Center, Carolinas Hospital System, area physicians, businesses and industry compete with FDTC in recruiting qualified personnel.
- Private training providers compete with FDTC to secure training contracts with area businesses and industry.
- Workforce Investment Act (WIA) competes with FDTC to provide training to the existing workforce.

8. Principal Factors in Determining Competitive Success

- FDTC derives much of its competitive and comparative information from the Commission of Higher Education (CHE), the State Board for Technical and Comprehensive Education, and the SC Department of Education. All state supported public education institutions submit student and financial data to their governing body periodically throughout the year. This data is compiled, compared, and available electronically to all institutions, as well as analyzed and published annually for public and legislative review. These reports enable FDTC to compare performance levels with mission similar institutions and use the results to identify opportunities for improvement (See Section II, Category 7). FDTC also compares student satisfaction levels of programs and services with six mission and size similar institutions in the southeast and has consistently exceeded national norms.
- Student competitive success factors include:
 - Affordable tuition
 - Career focused programs
 - Flexible schedules
 - On campus and distance learning options
 - Convenient locations
 - Accessible support services
 - High job placement rates
 - Positive college image and reputation
 - Safe and supportive environment
- Employee competitive success factors include:
 - Generous compensation packages
 - Flexible scheduling
 - Adequate instructional budgets
 - Well-equipped instructional classrooms and laboratories
 - State-of-the-art campus and satellite site technology
 - Personal and professional development opportunities
 - Open, supportive work environment

9. Key Strategic Challenges

Guided by its vision, mission and goals, the college’s objective is to be the pre-eminent technical college in the Southeast Region. To achieve this objective, campus direction is guided by five strategic goals with specific action plans deployed through its annual planning process involving the entire campus. This process enables FDTC to respond to its strategic challenges with constancy of purpose and consistency of actions, avoiding year-to-year shifts in direction. Florence-Darlington Technical College’s strategic challenges are:

- To continue to offer affordable, high-quality credit and non-credit educational training programs that meet the area workforce needs in a timely, proactive manner.
- To continue to transform the traditional instructional approach into a flexible, responsive, learner-centered environment by maximizing state-of-the art technology and college resources in the delivery of programs and services.
- To develop and deliver strategic training and manufacturing technology solutions which maximize workforce productivity in advance manufacturing environments.
- To continue to explore alternative funding sources to offset the decrease in state funding revenue.
- To continue to play a significant role in the recruitment and retention of a high-quality workforce that will impact economic development in the Pee Dee Region.

10. Performance Improvement Systems

At Florence-Darlington Technical College, strategic, operational, and institutional effectiveness planning are combined into one master planning process that serves as a vehicle for institution-wide involvement and evaluation. The institutional mission, goals and strategic initiatives drive the Institutional Effectiveness Planning Cycle activities (Figure P-6) throughout the fiscal year with a focus on continuous improvement over time. The college is organized into seven functional divisions, each of which is managed by an Executive Committee member, who ensures annual planning efforts are maximized to support the institutional goals and strategic initiatives.

P – 6
Institutional Effectiveness Planning Cycle

Planning Activity	Annual Timeline
Executive Committee Planning Session to review mission, goals, and strategic initiatives	January
Executive Committee meets with Division/Department Heads to review mission, goals, and strategic initiatives	February
College-wide Planning Day – Division/Department Heads report on annual IE objective accomplishments and meet with faculty and staff to establish new objectives tied to college goals and strategic initiatives.	March
Department Heads submit new annual IE objectives to Executive Committee members	March
Executive Committee members approve and submit Division/Department IE objectives to President	April
Area Commission reviews and ratifies mission and strategic initiatives at annual planning retreat	April
Budget Committee meets and Dept. Heads submit requests for funds to support IE objectives	May

Annual IE Final Report and new IE Planning Reports submitted to supervisors and Office of Research and Planning	June
Annual faculty and staff Performance Evaluations submitted to Human Resources Office	June
College IE Summary Report written and posted to FDTC web site and sent to CHE	July
Implementation of annual IE Objective strategies and progress reported on electronic IE template	July – June

At the beginning of 2005, an electronic IE Planning Report template was created and placed on the college intranet to eliminate paper reports, establish consistency in format, streamline the writing process, ease the updating process, and provide report viewing access to all college personnel. Each department head enters their annual IE objectives and planning strategies into the electronic template in June for the next fiscal year. The objective statement must include a measurement indicator, performance standard, achievement deadline, and cost frame. Each objective must also designate the college goal it supports, as well as recruitment or retention effort, if applicable. Progress toward the achievement of departmental objectives and strategies is entered into the system throughout the year with final results reported in June.

The Annual IE Summary Report is organized to report achievement results by Division and Department, by College Goals, and by Recruitment and Retention efforts. This Summary Report provides the foundation for identifying major achievements and opportunities for improvement in achieving the college's goals and strategic initiatives.

11. Expenditures/Appropriations Chart (Page 17)

12. Major Program Areas Chart (Page18)

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 04-05 Actual Expenditures		FY 05-06 Actual Expenditures		FY 06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 14,950,028	\$ 6,504,310	\$ 15,631,622	\$ 6,769,494	\$ 15,798,742	\$ 6,660,044
Other Operating	\$ 7,321,227		\$ 7,852,782		\$ 7,775,373	
Special Items	\$ 2,574,042	\$ 521,402	\$ 2,540,899	\$ 517,476	\$ 2,634,293	
Permanent Improvements						
Case Services		AA				
Distributions to Subdivisions						
Fringe Benefits	\$ 3,525,052	\$ 1,684,534	\$ 3,692,612	\$ 1,618,471	\$ 4,111,804	\$ 1,727,921
Non-recurring	\$ 383,969	\$ 31,308	\$ 216,911	\$ 42,877	289,866	
Total	\$ 28,754,318	\$ 8,741,554	\$ 29,934,826	\$ 8,948,318	\$ 30,610,078	\$ 8,387,965

Other Expenditures

Sources of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Supplemental Bills		\$ 133,844
Capital Reserve Funds		

Capital Improv Bonds	\$ 12,822	\$ 1,487,178
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Major Program Areas

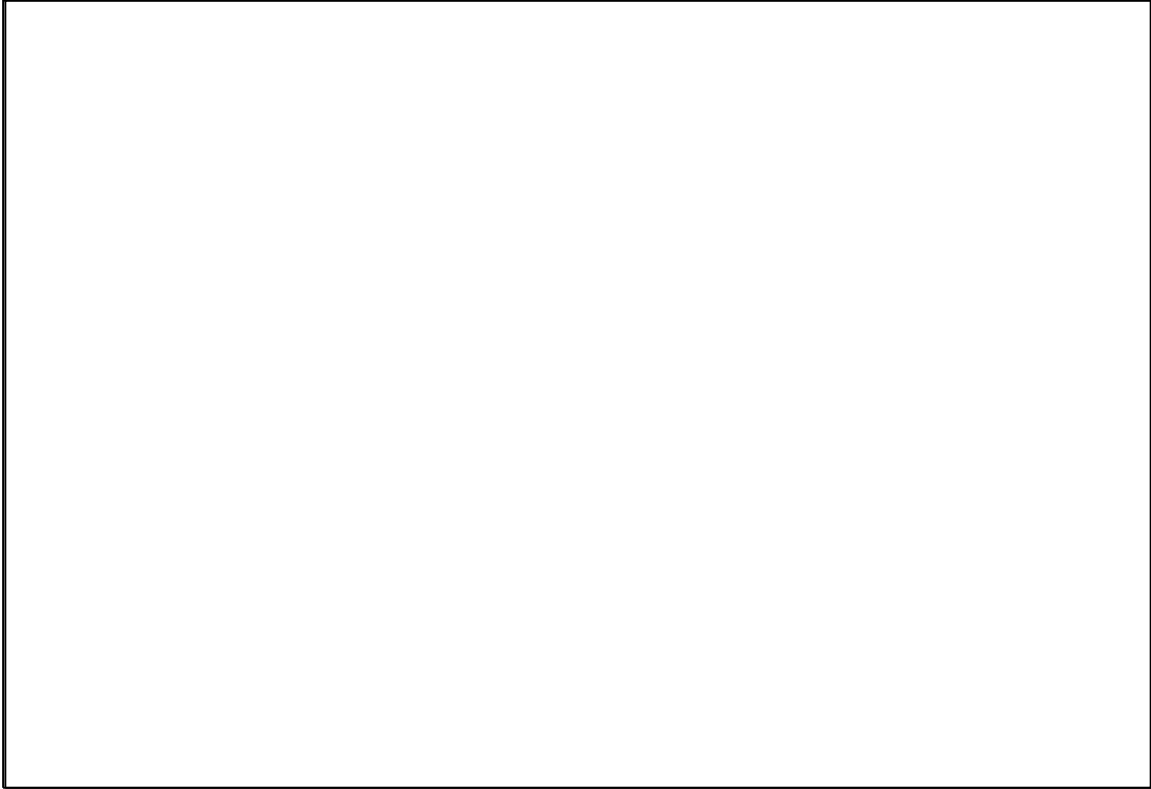
Program Number and Title	Major Program Area Purpose (Brief)	FY 04-05 Budget Expenditures	FY 05-06 Budget Expenditures FY 06-07 Appropriations Act	Key Cross References for Financial Results*
II. A., B., & E. Instructional Programs	The technical colleges provide opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduation with an Associate Degree, Diploma, or Certificate.	State: 8741554 Federal: Other: Total: 28754318 % of Total Budget:	State: 8948318 Federal: Other: Total: 29934826 % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Remainder of Expenditures:	State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:
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* 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.

13. Organizational Structure



Note: Organizational Charts B1-3 (Academic Affairs), Chart C (Business Affairs), Charts D-D1 (Student Services), and Chart E (Con. Ed./SIMT) not shown, but available upon request.

Florence-Darlington Technical College

Major Program Areas Chart

Section III – Elements of Malcolm Baldrige Award Criteria

Category 1: Senior Leadership, Governance, and Social Responsibility

1.1 How do senior leaders develop and deploy their organizations' vision and values throughout the leadership system, to all faculty and staff, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

In January of each year the annual planning cycle begins with an Executive Committee planning session (See Figure P-6 in Section II). During that session senior leaders review the college vision, mission, goals, strategic initiatives and set direction for the next fiscal year. Each Executive Committee member discusses their Division accomplishments and challenges as they relate to the mission and one or more of the college goals. The results of the Executive Committee planning session become the foundation for all planning cycle scheduled activities for the next fiscal year.

The Executive Committee considers these annual planning sessions critical to the performance improvement efforts and shared decision making process of the college. During the February Department Head and March college-wide planning sessions, senior leaders present division information and key strategic challenges. They encourage employee input, are honest and candid in their responses to employee questions and concerns, open to improvement suggestions, and encourage faculty and staff to be innovative in their departmental improvement efforts. Employee involvement in the establishment of departmental improvement objectives focuses the college's human resources on the mission, goals, and strategic initiatives. Employees are well-informed and have a clear understanding of their role in moving the college toward its mission and goals.

All department managers submit their planning objectives to the President and Executive Committee members in late March. Senior leaders review and approve departmental objectives and those objectives requiring additional budget resources are forwarded to the Budget Committee for review and support in May. The annual institutional effectiveness planning report is finalized in June of each year. Senior leaders monitor the progress of the planning objectives throughout the year during their regularly scheduled staff meetings.

The FDTC Area Commission is also involved in the strategic planning process each year. Once the leadership team has completed the February and March planning sessions with

employees, the mission, goals, and strategic initiatives are reviewed by the Area Commission at their annual planning retreat in April. Any proposed revisions are discussed and may be modified by the Commission.

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

The State Board for Technical and Comprehensive Education (SBTCE) has the jurisdiction and authority over state-supported technical institutions and programs. FDTC follows all policies and procedures established by this regulatory agency, to ensure fiscal, legal, regulatory accountability. In addition, FDTC is fully accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS) through 2016. These key regulatory agencies monitor the college's compliance with all standards and regulations.

Fiscal accountability is monitored throughout each year by Business Office. Individual managers are responsible for monitoring annual departmental budgets. An external CPA audits FDTC finances in June of each year.

Institutional Effectiveness performance measures are monitored by the division and department managers and reports are submitted to CHE and SBTCE periodically throughout the year by the Office of Research, Planning, and Assessment.

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

All annual institutional effectiveness planning objectives are tied to the college's employee performance evaluation system. Each departmental employee plays an active role in contributing to the achievement of one or more of the objectives. The planning objective and expected outcome are incorporated into the formal evaluation document and "exceeds" points are earned when the objective is achieved. All planning objectives must support one of the college goals/initiatives, thus all employees are focused on action to accomplish one or more of the objectives that result in improved performance which supports the mission.

1.4 How do senior leaders create an environment for organizational, faculty, and staff learning?

Senior leaders create an environment for organizational, faculty, and staff learning through a variety of on and off-campus professional development opportunities to include college sponsored learning sessions, attendance at state and national meetings, and contributions toward college credit courses at the graduate and undergraduate levels for employees seeking degrees for advancement.

All new employees participate in a two-day orientation program to familiarize them with the College vision, mission, and goals, and the division functions that support those efforts. The orientation begins with a welcome and introduction to FDTC by the President, followed by individual presentations by each Vice President. Additional presentations over the two-day orientation include computer information services, online college program, library resources, employee benefits, training opportunities, communication and customer service. This orientation program provides new faculty and staff members with a clear overview of the college, its resources, and services offered to employees and students.

The College Faculty/Staff Professional Development Committee plans two professional development days each year, one Fall term and one Spring term. The Committee surveys the faculty and staff to determine personal and professional development needs, then schedules a variety of sessions to meet those needs. Each professional development day includes an opening session conducted by the President and Executive Committee members which is designed to update the employees on key College projects, programs, and activities. The sessions scheduled for the remainder of the day include professional and personal development topics such as financial planning, health issues for men, self defense strategies, time management, Excel grade book training, and teaching and learning strategies.

Faculty and staff are encouraged to actively participate in their professional organizations and system peer groups and support their attendance at appropriate regional, state, and national meetings. In like manner, the College encourages faculty and staff to seek additional college credits or degrees and supports those efforts with Access and Equity and Tuition Reimbursement Program funds.

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

Forty-seven percent (47%) or 112 full-time faculty and staff members are over 50 years old and nearing retirement. Senior leaders are keenly aware of the need for succession planning and are committed to promoting from within the organization. They actively seek and often create opportunities to expand the knowledge, experience and skill levels of talented, committed employees at all levels. In addition to offering a broad range of formal or scheduled professional development activities as discussed in item 1.4, senior leaders have identified a variety of informal opportunities to promote internal advancement. All vacant positions are posted internally before they are advertised externally. Employees who meet minimum qualifications are automatically interviewed by the Committee.

When a manager level position is vacated due to a resignation or retirement, senior leaders review the position responsibilities and may reorganize the division/departamental area by distributing the vacated position responsibilities among employees seeking

advancement. This succession planning process provides an opportunity for individual employees to expand their organizational knowledge and skills in an incremental, manageable manner and they receive additional compensation based on the increased responsibility level, which may include a salary band increase. Over the past three fiscal years, a total of fifty-three staff members have been promoted, reclassified to a higher band level, and/or received additional compensation for expanded job duties and responsibilities, clear evidence that senior leaders seek to promote from within the organization.

In addition to the activities outlined above, senior leadership implemented an internal Leadership Training Program in 2005-06 and identified ten mid-managers to participate in this program. These managers attended six half-day sessions focused on key supervisory and management skills, applied new skills in their current positions, and received individual feedback from a trained facilitator. Senior managers were briefed on each of the training sessions and mentored the managers they sponsored during this training program.

1.6 How do senior leaders communicate with, empower, and motivate all faculty and staff throughout the organization? How do senior leaders take an active role in faculty and staff reward and recognition processes to reinforce high performance throughout the organization?

Senior leaders meet with their direct reports on a regular basis, generally once each week, to share information, discuss challenges, resolve issues, monitor division activities and performance, and set direction. The Executive Committee meets once each week with the President and Division leader has the opportunity to discuss accomplishments, plans, and issues generated from their division staff meetings with the group. The frequency of these meetings enables senior leaders to communicate decisions to faculty and staff in a timely manner. Timely responses to employee suggestions and queries serve to strengthen the shared decision making process and communication system within the college.

Senior leaders recognize and reward high performance throughout the organization in the following ways:

- Recognition articles in the electronic Monday Briefing
- Employee Appreciation Day the first Friday in May.
- Family barbecue dinner each Fall
- Annual holiday celebration
- Annual retiree reception
- Emails distributed to all employees
- Performance bonuses
- Local percentage match to state percentage salary increases
- Years of Service Awards luncheon
- Nominations for state and national achievement awards

1.7 How does your organization evaluate the performance of your senior leaders, 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 President is evaluated annually by the Area Commissioners in April of each year.

Executive Committee members are formally evaluated each year by the President using the same performance evaluation system established for all employees of the college. The President allocates performance points within an established range for each major divisional job responsibility and provides written comments to each Executive Committee member on their leadership and performance strengths and areas needing improvement. Senior leaders utilize the President's evaluation feedback to establish leadership improvement plans and division goals for the next year. Future evaluations will follow the process stipulated by the Budget and Control Board for Agency Heads.

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

Senior leaders constantly review key compliance related processes, goals, and measures to ensure that any adverse impacts of its programs, offerings, services, and operations are identified early so corrective actions may be taken to minimize or alleviate those adverse impacts. Reporting requirements and responsibilities of FDTC include those required by the Southern Association of Colleges and Schools (SACS), twenty program specific accrediting bodies compliance standards, Title IV compliance standards, State Board for Technical and Comprehensive Education (SBTCS) Program Evaluation, Institutional Effectiveness Objective; and external financial audit reports.

1.9 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, faculty and staff, and the organization's students contribute to improving these communities.

Senior leaders are expected to be involved in and contribute their time and talent to community organizations. Organizational involvement emphasis is determined by the college mission with emphasis placed on relationships that support the workforce and education needs of area business and industry and the citizens of the three-county service area. Economic development in the Pee Dee Region is critical to the growth and quality of life of its citizens. FDTC is an active member in the Florence Chamber of Commerce, with the President serving as a permanent member of the Executive Board and Chair during the 2004-05 fiscal year. All senior leaders have participated in the Chamber sponsored Leadership Florence Program and several have also served three year

appointments on the Chamber Executive Board. The President also chairs the Florence County Economic Development Partnership.

Some of the organizations that senior leaders support in various capacities include:

- Florence Downtown Development Corporation Board of Directors
- Florence Lions Club
- Mullins High School Improvement Council
- Marion County Schools Society of Automotive Engineers - World in Motion Program
- Marion County Progress Board of Directors
- Florence County Education and Economic Development Taskforce
- Darlington County Education and Economic Development Taskforce
- Marion County Education and Economic Development Taskforce
- Florence School District One FIRST Robotics Steering Committee
- Marion County FIRST Robotics Steering Committee
- Palmetto State Constables, Inc. Board of Directors
- Rotary Club of Darlington
- Florence Rotary Club
- Florence Breakfast Rotary Club
- YMCA Board of Directors
- Peed Dee Area Council of the Boy Scouts of America
- School Board Chairman, Florence Adventist School
- Habitat for Humanity Florence County
- Florence Regional Arts Alliance
- Senior Citizens Association of Florence County
- United Way of Florence County
- Workforce Investment Act Board of Directors

Category 2: Strategic Planning

1. What is your Strategic Planning Process, including key participants, and how does it address:
 - a. Your organization's strengths, weaknesses, opportunities and threats.
 - b. Financial, regulatory, and other potential risks
 - c. Shifts in technology, student and community demographics, markets, and competition
 - d. Long-term organizational sustainability and organizational continuity in emergencies
 - e. Your ability to execute the strategic plan.

Florence-Darlington Technical College combines strategic, operational, and institutional effectiveness planning into one master planning process that serves as a vehicle for institution-wide involvement and evaluation. The College Vision, Mission, and five Goals drive the Institutional Effectiveness Planning Cycle activities (See IE Planning Cycle in Section 2, Item 10, Figure P-6) ensuring participation by all employees and the Area Commissioners.

- a. During the Executive Committee, Department Head, and College-Wide Planning Days (January – March), division accomplishments, by college goal, from the previous planning cycle are presented to the participants. Weaknesses and/or barriers preventing the accomplishment of certain objectives are also shared. Meeting participants, working in small groups, spend a portion of the planning session discussing potential opportunities and threats. These discussions assist participants in identifying division/department planning objectives for the next planning cycle.
- b. This open, objective, extensive and comprehensive planning process serves as a self-evaluation and improvement response to changing market forces in which its constituents will compete and to the South Carolina Legislature's enactment of Act 255 in 1992, Act 359 in 1996 and Act 629 of 1998. Act 255 required the SC Commission on Higher Education to diligently report the effectiveness of all SC public postsecondary institutions. Act 629 mandated that the strategic plans for all postsecondary institutions be accessible and progress be reported annually. Lastly, to comply with Act 359, FDTC is annually required to meet performance standards appointed by the legislature respective to technical colleges. In addition, all proposed planning objectives that require additional funding to accomplish, must be submitted to the FDTC Budget Committee in May. The Committee reviews the objectives based on their potential impact toward achieving the college's goals or strategic initiatives and the available financial resources. The objectives are prioritized and funds are awarded prior to the beginning of the next fiscal year.

- c. Each year an environmental scan is completed prior to the start of the January planning cycle. Any significant changes in student and community demographics, markets, and competition are noted in the College Long Range Plan which is updated each fall. This document is also used as a key tool in the annual Institutional Effectiveness process.
- d. Institutional Effectiveness planning is part of the FDTC organizational culture. All employees understand the college Mission and Goals and the role they play as individuals in working toward their achievement. The Mission and Goals are reaffirmed each year, with very minor revisions, by all employees and the Area Commissioners.
- e. At the beginning of 2005, an electronic IE Planning Report template was created and placed on the college intranet to reduce unnecessary paper, streamline the writing process, ensure report consistency, ease the process of making changes or updating the document, and provide viewing access to all College personnel. Another significant advantage of the electronic format is that annual college IE objectives may be accessed and viewed by individual departments, division units, or institutional goals. The electronic process was piloted by one division and shared with all department heads at the February, 2005 planning session. Desired changes were made and all department heads participated in training sessions to learn how to use the new system to enter their 2005-06 IE Plan into the electronic system.

Department heads identify their planning objectives in March of each year and submit them to the division manager for approval. Final approval is given in June after the Budget Committee's review. Department heads then develop the planning strategies they will use to accomplish the objective(s) with the expected outcomes. Actual outcomes are electronically recorded as strategies are achieved. At the end of each planning year in June, department heads notify their division manager and the Office of Research, Planning, and Assessment that their annual plan summary report has been completed. Below is an example of a summary report for one of the Nursing 2005-06 objectives that lists the strategies, actual outcomes, end results, and use of results for future planning. The objective may be closed or continued to the next planning year, thus contributing to the continuous cycle of improvement.

ID	Name	Objective	II. Department Objective			College Goal
286	Sharon Stafford	Objective 1:	To increase the percentage of graduates who pass the NCLEX-RN examination by 10%, or 108 of the projected 120 graduates, at a cost of no more than \$80,000 provided by Community Grant Monies by May 2006.			Learning Environment
Academic Year	2005-2006					
III. Strategies:	Letter	Planning Strategy	Responsible Person(s)	Completion Date	Expected Outcome	Actual Outcome
	A.	Admit 72 or	Latrell Fowler,	1/12/2006	Admit 136	Nursing admitted 75

	more students in Fall 2005; 64 or more in Spring 2006.	Abby Villar; all NUR advisors.		students with 60% progressing in curriculum.	students in Fall 05 and 78 students in Spring 2006 for a total of 153 students. Fall 05 students (66) moved to the second semester of nursing (88%). Spring 2006 class still in progress.					
B.	Give students standardized testing materials to promote critical thinking.	Latrell Fowler, All NUR Faculty.	3/15/2006	All NUR students will engage in critical thinking exercises via Standardized Testing in NUR courses.	Faculty began the use of Meds Pub in Fall 2005 with all nursing classes. NUR Saunders Products were begun with Nur 267 in Summer 2005 and moved up to Nur 266 in Fall 2005. Faculty used case studies and other critical thinking exercises in class and tutorial/seminar. LPN assess test was given at the end of Nur 265 and Mosby testing in Nur 267.					
C.	NCLEX Improvement will be demonstrated by the NCLEX-RN results of the May and August 2005 graduates.	Latrell Fowler, Alexander, Blum, Crichton, Bevis, Stafford, Fowler, DeGraw, Fields, Howell, Grant, Sallenger, Overby	3/12/2006	Faculty will use NCLEX review methods in each NUR course. Department will monitor NCLEX -RN Results.	The NCLEX pass rate for the Spring 05 class was 78.9% and for the Summer 05 class was 84% which gives a total of 81.8% for 2005. State NCLEX pass rate was 88.5% with national of 87.2%.					
Results:	<table border="1"> <thead> <tr> <th>Achieved</th> <th>Results</th> <th>Attachments</th> </tr> </thead> <tbody> <tr> <td>No</td> <td> <p>11/2005 Notes: 2004 graduates: 134 total, 80 % passed NCLEX-RN on first attempt. 2005 RN graduates: 52 in May; 64 in August. 50 PN graduates in December 2004 and August 2005; 95 % passed NCLEX PN on first attempt. B. 11/2005 Students now use Medspub review questions each semester. LPNAssesstest is given in NUR 265 and Mosby RNassestest will be given to NUR 267 students March, 2006. Critical thinking case studies are used in each NUR Course. SIM MAN is used for teaching and evaluating thinking skills in NUR 160 and NUR 266. c. 11/2005 All NUR faculty use NCLEX Review tests in NUR classes. 3/13/06 Summary: 153 stduents admitted Fall 05 and Spring 06- 88% of the Fall 05 class progressed to the second semester. Spring 05 class in progress. Meds Pub and Saunders products available to faculty and students for critical thinking and practice NCLEX type questions. Alternative teaching styles being used by facutly to assist with critical thinking. NCLEX pass rate for 2005 was 81.8% which was > 5% lower than the national average pass rate.</p> </td> <td></td> </tr> </tbody> </table>				Achieved	Results	Attachments	No	<p>11/2005 Notes: 2004 graduates: 134 total, 80 % passed NCLEX-RN on first attempt. 2005 RN graduates: 52 in May; 64 in August. 50 PN graduates in December 2004 and August 2005; 95 % passed NCLEX PN on first attempt. B. 11/2005 Students now use Medspub review questions each semester. LPNAssesstest is given in NUR 265 and Mosby RNassestest will be given to NUR 267 students March, 2006. Critical thinking case studies are used in each NUR Course. SIM MAN is used for teaching and evaluating thinking skills in NUR 160 and NUR 266. c. 11/2005 All NUR faculty use NCLEX Review tests in NUR classes. 3/13/06 Summary: 153 stduents admitted Fall 05 and Spring 06- 88% of the Fall 05 class progressed to the second semester. Spring 05 class in progress. Meds Pub and Saunders products available to faculty and students for critical thinking and practice NCLEX type questions. Alternative teaching styles being used by facutly to assist with critical thinking. NCLEX pass rate for 2005 was 81.8% which was > 5% lower than the national average pass rate.</p>	
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Use of Results:	<p>objective continued to next reporting period</p> <p>Nursing Department's Improvement Plan consists of: improving testing, continue with revised grading guidelines, continue with present admission standards with weighted admission criteria, try to increase pool of eligible nursing candidates, mandatory seminar for all nursing courses, continued use of Meds Pub and Saunders materials, continue alternative teaching methods to assist with critical thinking, continue with midterm counseling/early alerts/success center referrals, Nur 267 course requirements revised for Spring 06, continue faculty development with test question writing, continue with revised curriculum. continue to require students who make <30% on</p>									

Mosby standardized testing to review answers and rationales, and consider exit exams at end of first and second level of curriculum.

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

An annual IE Planning Summary document is written and published each year in July. That document summarizes the number of objectives for each division, the number achieved and not achieved, and the number closed or continued to the next planning cycle. The report also summarizes the objective outcomes by college goal. This summary report is analyzed by division and department heads to identify their strengths, areas needing improvement, and potential threats or barriers. The outcomes of this analysis are incorporated into the next planning cycle.

3. What are your key strategic objectives?

4. What are your key action plans/initiatives?)

Strategic Planning Chart

College Goal	Strategic Objective	Key Action Plans/Initiatives
Customer Service	To offer affordable, high-quality credit and non-credit educational training programs that meet the area workforce needs in a timely, proactive manner	<ul style="list-style-type: none"> - Expand program offerings - Maximize Financial Aid - Exceed national Student Satisfaction Norms
Learning Environment	To transform the traditional instructional approach into a flexible, responsive, learner-centered environment by maximizing state-of-the-art technology and college resources in the delivery of programs and services.	<ul style="list-style-type: none"> - Expand QEP Math Hub to other content areas - Maximize technology - Expand online college and DL learning options - Faculty training in effective teaching and learning methods
Financial Environment	To explore alternative funding sources to offset the decrease in state funding revenue	<ul style="list-style-type: none"> - Expand auxiliary services - Increase credit and non-credit enrollment - Expand number of grants
Product Development	To develop and deliver strategic training and manufacturing technology solutions which maximize workforce productivity in advance manufacturing environments. To play a significant role in the recruitment and retention of a high quality workforce that will impact economic development in the Pee Dee Region.	<ul style="list-style-type: none"> - Partner with vendors to train product users - Develop new training programs for the southeast region - Be an active member regional economic development teams
Institutional Advancement	To build relationships with and seek financial support from alumni, corporations, foundations, and friends	<ul style="list-style-type: none"> - Capital Campaign - Fund raising events - Expansion of Foundation Park

5. 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.

Every department IE objective must support one of the five college goals and strategic objectives (see the sample IE report in 1 e). Each objective must also be written in a standard format to include a measurement indicator, performance standard, deadline date, and cost frame. The electronic IE system enables all users to sort and track the progress of planning strategies for all objectives focused on any or all of the college goals throughout the planning year.

As mentioned in item 1b, any objective that requires additional funding is submitted to the Budget Committee for review and approval before it is finalized as a viable objective during the next fiscal year. If funds are not available to support the proposed objective, it is not approved.

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

All department IE planning documents are accessible on the college intranet and can be viewed by all employees at any time during the year. In July of each year an annual IE Summary Report is written and published on the college web site. The results of the past year's achievements by division are also highlighted during the annual planning meetings. At the beginning of each fiscal year, a summary chart of planning objectives, by department and college goal is created and distributed to division/department managers.

7. How do you measure progress on your action plans?

All objective planning strategies have a completion date. Once a planning strategy is completed, the department head is responsible for entering and comparing the "actual outcomes" with the projected "expected outcomes" entered at the beginning of the planning year. Division/department heads are responsible for monitoring the progress of the objectives by completing a quarterly review of all division/department objectives.

When all the planning strategies for an objective are completed, the department head is responsible for entering the final results into the electronic system and designating whether the objective was achieved or not achieved. They must also provide a statement regarding how they will use the results for future planning and designate whether they will close the objective or continue the objective to the next planning year.

8. How do your strategic objectives address the strategic challenges you identified in your Organizational Profile?

All the strategic challenges are tied to the five major college goals. The annual IE Report includes a summary of objective accomplishments by college goal, thus enabling the senior leaders to assess its progress addressing the strategic challenges.

9. 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 Institutional Effectiveness Summary Reports are available at <https://www.fdtc.edu/AboutUs/history/IEreports/default.asp>

Category 3: Student, Stakeholder, and Market Focus

3.1 How do you identify the student and market segments your educational programs will address?

The student and market segments are generally defined by the state laws and regulations established by the South Carolina Commission of Higher Education and the State Board for Technical and Comprehensive Education which has jurisdiction and authority over the sixteen Technical Colleges. Florence-Darlington Technical College has primary responsibility to serve the corporate and community citizens of Florence, Darlington, and Marion Counties.

As a two-year post-secondary educational institution serving a geographically defined area, FDTC establishes Associate Degree, Diploma, and Certificate programs that support the workforce needs in the three-county area or transfer to a four-year higher education institution. FDTC also offers non-credit programs and training to area businesses and industry that serve to retrain or upgrade the skills of their current employees. Area workforce and economic development needs serve to identify the College's educational programs. Business and industry leaders serve on all FDTC program department advisory committees.

3.2 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?

Business and industry leaders play a key role in assisting Florence-Darlington Technical College in the identification of new programs and revisions needed to existing programs to ensure that they incorporate state-of-the-art technology and skills to be successful in the workplace. The President chairs the Florence County Economic Development Partnership which keeps him abreast of the workforce requirements for current, as well as potential new, business and industries. All curriculum programs have established Advisory Committees composed of business and industry leaders that meet 2-3 times each year to review current programs and make suggestions for improvement.

When a new occupational program is recommended by a given business or industry segment in the service area, the College follows the SBTCE standard for program development to include needs assessments, advisory committee recommendations, the DACUM process, and curriculum review process. The FDTC Board of Trustees, the SBTCE program approval process, and the Commission of Higher Education program approval process require that programs support the college's mission.

Methods used to gain student input on learning methods and support services include the Noel-Levitz nationally-normed Student Satisfaction Inventory, SUMA student evaluation

of instructors, and Graduate and Alumni Surveys. Informal listening sessions include focus groups on specific topics, student representation on college committees, Student Government Association meetings, and the President's Forum conducted once each term.

3.3 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 Office of Research, Planning and Assessment compiles all of the formal survey results for the college to ensure reliability of the survey instruments and accuracy of results. Senior leaders, department heads, and various college committees review the results of all formal and informal methods to determine areas of greatest strengths and those needed improvement. Areas needing improvement are addressed and expected outcomes are incorporated into the annual planning process. The college analyzes and implements ways to improve processes and practices to reflect its commitment to student satisfaction.

3.4 How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?

Approximately 20% of the students complete the Noel-Levitz Student Satisfaction Inventory (SSI) in the spring of even numbered years. All college employees complete the Noel-Levitz Institutional Priorities Survey (IPS) during the same year. The SSI surveys are compared to other mission and size similar two-year institutions and national norms and Category 7, Chart 7.2 reveals that FDTC students generally have an equal or higher satisfaction rating with programs and services compared to those groups. The results of the SSI and IPS provide information on the importance level that students and employees attach to each statement related to instruction or service, as well as a satisfaction level for each. The college leadership pays particular attention to all items that fall in the top 20 in importance and the bottom 20 in satisfaction. Those items identified as very important to students with low ratings of satisfaction are the focus of improvement efforts.

The SUMMA student evaluation of instruction is administered to students in a minimum of one course for each FDTC instructor each year by the Office of Research, Planning and Assessment. The results are distributed to Department Heads who then meet with individual instructors to review survey findings. Positive comments and areas needing improvement are referenced on the annual performance evaluation document.

The Continuing Education Division uses a standard evaluation form to determine client satisfaction with all training sessions conducted for Business and Industry and the community at large. Training session evaluation results consistently reveal ratings greater than 4.0 on a 5 point rating scale.

3.5 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.

Florence-Darlington Technical College faculty and staff implement a variety of methods to attract and retain students and stakeholders. To attract prospective students and stakeholders the following methods are used:

- Distribution of various college publications in community schools and agencies
- Articles and announcements in local newspapers
- Radio and television advertisements
- Presentations to community organizations and groups
- Mailings to prospective students that submit applications and/or request college information
- Personal visits to public schools and businesses and industries in the service area
- User-friendly web site
- College faculty and staff participation in and contribution to community organizations

The College seeks to retain its students and stakeholders by offering high-quality, affordable, customer-focused programs and services. Some of the retention methods implemented by the college include:

- Academic program advisors are assigned to each student to provide guidance and support in achieving their educational goals
- Financial aid packages for students, to include College Foundation scholarships
- Student Success Center manned by content specialists to provide needed tutoring
- Counseling and job placement services
- Dean's and President Academic Achievement Awards
- Follow-up visits to business and industry to assess satisfaction with previous training programs and assess need for future training activities.

Customer Service and Learning Environment are primary college goals and all college divisions focus one or more of their annual Institutional Effectiveness objectives on improving programs, instructional methods, and support services to students. During the 2005-06 planning year, 131 or 83% of the 157 IE objectives supported these two primary college goals. Of those 131 objectives, 69 were achieved with positive results. The remaining 62 objectives revealed progress toward achievement but the final impact could not be measured until a specified date in the following fiscal year.

The College's focus on recruitment and retention over the past five years has resulted in a 22% growth in curriculum program enrollment and a 40% increase in the graduation rate. Efforts to attract and retain business and industry clients resulted in a 27% increase in revenue in the 2005 fiscal year.

Category 4: Measurement, Analysis, and Review of Organizational Performances

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

FDTC combines strategic planning, operational planning, budget planning and the institutional effectiveness model to create one annual master plan that serves as a vehicle for institution-wide evaluation of operations, processes, and systems. As a collaborative action, the college defined its mission and identified key goals in support of student learning and organizational performance. The institutional mission and goals drive the planning process and provide a platform against which the College measures success. The Institutional Mission Statement and Goals are listed in Section I.

As part of this institutional effectiveness process, the College conducts an open strategic planning retreat in the spring each year, including all college personnel in the planning process. Focus groups combining faculty, administrators, and staff, led by peer facilitators, meet on Planning Day to discuss the strengths, weaknesses, major opportunities, and major challenges of the college. As a result of the process, the College develops a comprehensive multi-phase plan of division/department objectives that serve as the backbone of the institutional effectiveness strategies for the period. Each employee is held responsible for achieving FDTC's mission and goals because the objectives the department adopts for each year are assigned directly to each respective faculty member by virtue of the fact that the objectives are tied to their Faculty Performance Management or Employee Performance Management System documents.

At the time in the cycle that departments develop their IE objectives for the year, they are expected to create and record strategies to achieve the respective objectives on the College's Institutional Effectiveness intranet website. This standardized Institutional Effectiveness Report produces a universal reporting format across the campus and provides a place for departments to identify the information and data sources they will use or develop to show the progress toward their annual goals.

On FDTC's on-line Institutional Effectiveness Report department heads can make updates to their reports as they complete strategies and objectives, gather IE information or revise processes. Because the process was designed to be open and inter-relational, all department IE reports may be accessed via the intranet

4.2 How do you use data/information analysis to provide effective support for decision making throughout your organization?

The college uses internal and external sources of data, and standardized information analysis methodologies, including a centralized computer data system and operations

managers to train college personnel in its use, standardized reporting tools and cycles, and computer programs, for which training regimens are provided, for data interpretation, and to inform its decision making processes.

Sources of information, both external and internal fall into the following five categories and sources:

- Internally Created Information
 - Datatel-CORE Student and Course Administration Database
 - Internal meeting minutes and activity logs
 - Periodic Program reports and presentations
 - Student evaluation of programs, instruction and facilities
 - Faculty and Employee reviews and evaluations of College services, procedures and policies
 - Minutes of College Committee meetings
 - Datatel Budget and Facilities Data
 - Established Handbooks and documents of Best Practices
- Information Provided from Governing Agencies
 - SC Technical College System
 - SC Commission on Higher Education
 - IPEDS
 - Audits
 - Grant and Scholarship Resources
 - Area Commission Documents
 - SC Departments of Education and Commerce
 - Code of Federal Regulations
 - OMB Circular
- Information Provided from Customers including Students, Business and Industry
 - Student demographic, admissions, and academic records
 - Employers contact Continuing Education program managers with information on the needs of the workplace, with proposals, references and expected services
 - DACUM
 - Advisory Committee Notes
 - Program resources evaluations for Internships and Clinicals
- Information Collected from Surveys
 - Student opinions of Instruction, of Services and of College resources
 - Alumni evaluation of their preparation for the workplace by the College
 - Continuing Education course evaluations
 - On-line College instructor and course delivery evaluations
 - Nationally Normed Student Priority and Satisfaction Inventories
 - Nationally Normed Institutional Priority Survey
- Peer Reviews and Journals, Conferences

College personnel share ideas and suggest strategies for management, process changes and organizational development in a number of settings. They have opportunities to discuss external and internal information in meetings specific to departments, divisions,

or across divisions, in committees, in professional meetings or meetings of focus groups to address strategic, academic or student centered questions. Additionally, in trainings, professional development and college-wide meetings of strategic nature such as College-wide Planning Day and Professional Meeting Day, College personnel share data and ideas openly.

4.3 What are your key measures, how do you review them, and how do you keep them current with educational service needs and directions?

FDTC's Mission and five goals, as described in Section I of this report, are the Colleges key measures that provide direction and expansion to the legislation and regulations governing academic programming and College funding by the SC Technical College System and the SC Commission on Higher Education. Further FDTC is also subject to Title IV federal regulations as related to the administration of grant and financial aid funding. Any changes to the Institutional Mission or goals must be presented by the Executive Committee to the FDTC Area Commission Board for ratification.

All policy additions or changes must be submitted to the VP responsible for the area to which the policy is applicable. The VP must submit the change to the Executive Committee in its entirety and the Executive Committee must present the recommended policy change to the Area Commission for a vote. Procedural changes of any given policy must be submitted to the appropriate VP who presents the proposed change to the Executive Committee for approval.

To support the institutional goals, the College has created an annual Institutional Effectiveness cycle of improvement it administers annually and has adopted an infrastructure of policies and procedures to sustain a vibrant academic environment and encourage student success across the organization.

Additionally, Divisions make specific program benchmarks through the Institutional Effectiveness and committee systems of the College. Recommended academic program changes must ultimately be submitted to the Executive Committee and State Board for Comprehensive Technical Education for approval.

To fulfill its obligations to students, Florence-Darlington Technical College offers twenty-nine associate degree programs, twelve diploma programs and thirty-one certificates that meet the South Carolina State Board for Technical and Comprehensive Education (SBTCE) standard minimum range of semester credit hours per respective type of award. The institution provides a written justification and rationale for program equivalencies.

Policies regarding the achievement of college standards, as well as, expected student responsibilities are published in the FDTC catalog and on the College's website after they are updated on an annual cycle to reflect changes made throughout the previous year. These polices include:

- Admissions
- Student Rights and Responsibilities
- Financial Information pertaining to the student's college attendance
- Academic Support Services
- General Education Core Competencies
- College Transfer and Co-op Programs
- Academic Program Structures
- Student Code

4.4 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?

Florence-Darlington Technical College uses a variety of sources of data to compare curriculum and continuing education student data, budget data, facilities data and program efficacy information in accomplishing its strategic planning.

Through its Institutional Effectiveness process the College collects statistics and analyzes each department's efforts to meet the College goals they chose to address for the given year. An annual IE Summary Report is developed and posted to FDTC's intranet website for accessibility and the opportunity to share data across the campus. Reports can be created to examine what objectives were achieved for the period or which objectives will have to be carried over into the next assessment period.

The College is required to submit historical data to the State Board for Technical and Comprehensive Education, the SC Commission on Higher Education, and the Integrated Post Secondary Education Data Systems of the National Center for Educational Statistics in data files prepared in standardized formats agreed upon across the collecting agencies. The files, compiled and submitted three times annually, include enrollment, demographic and residency data, as well as student academic status and program enrollment levels and awards. Additional files to identify levels of financial aid, facilities use, and budget status are compiled.

The data collected in this manner is compiled and published by the receiving agencies for consumption by the state and regional institutions education boards, the public and the legislature.

FDTC uses the data in annual planning for programming, facilities, budget and operational planning. It also uses it, along with economic and educational data available from other governmental, industry, business and community resources to prepare its Long Range Master Plan. Some of the additional standardized state, local and regional resources that the College uses or shares it data with in an indirect manner include the following:

- South Carolina Department of Education
- US Department of Labor
- US Census Bureau

- Southern Regional Education Board
- Southern Association of Colleges and Schools
- Florence Chamber of Commerce
- Florence County Economic Development Board
- South Carolina Department of Commerce

<p>4.5 How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?</p>

Florence-Darlington Technical College ensures its data integrity, accuracy and security and availability by engaging in technology planning and assessment of its use across campus.

The College protects the security, confidentiality, and integrity of its student academic records and the institution complies with the Family Educational Rights and Privacy Act (FERPA) compliance regulations required for Institutional Participation in Title IV and other Federal programs as outlined in the Self-Evaluation Guide published by the National Association of Student Financial Aid Administrators. The institution also abides by the South Carolina Public Records Act of 1976, as amended, and adheres to the electronic records guidelines and [Trustworthy Information Systems Handbook](#) published by the South Carolina Department of Archives and History, which is legislatively charged with establishing standards for records security and privacy. The primary responsibility for insuring the security, confidentiality, and integrity of student records lies with the Registrar and Registrar Services staff members.

Internal security of all electronic data, as described below, is the responsibility of the Information Technology Department. Individual departments of the College engage in technology planning to ensure that the use of technology is appropriate to meeting program objectives via meetings with industry Advisory Committees, preparing individual research, and reviewing requirements of credentialing agencies. Technology requests are submitted to and reviewed by the Technology Steering Committee, described below.

The acquisition and allocation of appropriate technology is governed by the approved FDTC procedure entitled, Selection and Allocation of Computer and Information Technology Resources. This procedure has the purpose “to establish uniform and effective procedures for the acquisition and allocation of computing hardware and software resources.” Technology requests are reviewed and prioritized by a [Technology Steering Committee](#), which represents all College academic and student services areas.

Oversight of technology resources of the College is under the auspices of the Associate Vice President of the Online College and Information Technology, who is an academic dean, and who chairs the Technology Steering Committee. Funding for technology is provided annually by a student technology fee, equipment allocation from tuition, and the South Carolina Education Lottery.

The Technology Steering Committee is also responsible for preparation of an annual [Strategic Plan for Information Technology](#) which identifies current practices and trends, and establishes a 3-year implementation plan.

4.6 How do you translate organizational performance review findings into priorities for continuous improvement?

The College identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results.

Florence-Darlington Technical College embraces institution-wide planning and evaluation through its Institutional Effectiveness process. Annually, the College's faculty and staff participate in a College-Wide Planning Day where IE objective accomplishments are reported and new objectives for the upcoming IE cycle are established. New objectives are submitted to the Executive Committee and to the President for approval and then to the Area Commission for ratification. Annual analysis and review of the College's strategic initiatives leads to continuous planning and improvement.

4.7 How do you collect, transfer and maintain organizational and employee knowledge? How do you identify and share best practices?

FDTC identifies expected outcomes for its educational programs and its administrative and educational support services; assesses whether it achieves these outcomes; and provides evidence of improvement based on analysis of those results through its IE process which is tied directly to each employee's respective Faculty Performance or Employee Performance Management System annual evaluation. In this way, when the data of the IE cycle is accessed and then summarized at the conclusion of the assessment period, the organization shares its accomplishments with each other by department and by employee.

Category 5: Faculty and Staff Focus

5.1 How do you organize and manage work to enable faculty and staff to develop and utilize their full potential, aligned with the organization's objectives, strategies and action plans?

All faculty and staff members are assigned to one of the following functional divisions which have a purpose statement that supports the institutional vision, mission, and goals: Academic Affairs, Business Affairs, Internal Affairs, Student Services, Public Relations and Institutional Marketing, Institutional Advancement, and Continuing Education/SIMT. Each division is managed by a member of the College Executive Committee. All divisions have a flat organizational structure with no more than two levels of supervision below the division head. Within each division, work is organized by core processes and support processes, and employee duties and responsibilities are aligned with meeting the work flow process outcomes. The College mission statement, goals, and IE objectives enable management to measure organizational effectiveness of each division.

Faculty and staff understand the role they play in contributing to the achievement of the institutional mission and goals, as well as the annual departmental institutional effectiveness objectives. The College president has instilled a culture and environment that is conducive to learning, risk taking and a high level of integrity. Consequently, employees are encouraged to take risks and to grow and develop to their fullest potential without being micromanaged.

Evaluation of processes and employee capability is an ongoing process. The College engages in annual strategic planning, whereby the current state of effectiveness is evaluated against customer needs and economic development initiatives. Competitive imperatives, initiatives and strategies are developed and implemented by each division of the College and implemented during the course of the upcoming fiscal year. Additionally, the College sanctions and appoints employee to cross-functional committees which evaluate and monitor key functional areas of the College (See Item 5.2).

The College Human Resources division is viewed as a strategic partner in the planning and evaluation of the College's organizational effectiveness. Accordingly, the division manages the College's performance management system (FPMS and EPMS) and addresses employee substandard performance and contributions. Outstanding performance is recognized through the College bonus program and employee recognition program. All of the HR processes are aligned with employee needs and concerns. Employee benefit programs are evaluated annually and employee satisfaction is measured statistically through the College turnover rate and exit interview process.

5.2 How do you organize and manage work to promote cooperation, initiative, empowerment, innovation, and your organizational culture?

Each year as part of the IE planning process, division/department employees examine the methods they use to manage their individual work processes. As process owners, they are encouraged and empowered to seek ways to improve the efficiency and effectiveness of those processes (i.e. reduce processing time, streamline process steps, improve course completion rates, etc.). They are also encouraged to work cooperatively with colleagues to learn new departmental processes that expand their knowledge and skills. This departmental cross-training approach ensures the efficiency of departmental operations and challenges employees to utilize their full potential as contributing team members.

The Committee structure at FDTC is designed to receive ideas and suggestions from all division areas that have a vested interest in committee decisions. The meeting schedule is published and staff, students, and faculty are welcome to attend any meeting. The chart below lists the majority of College committees, the chairperson, and its purpose. Participation in College committees is encouraged and noted in employee performance evaluations.

Committee	Chair	Purpose
Admissions	Director of Enrollment Management	To establish, monitor and evaluate admissions entrance requirements, testing procedures and instruments used by FDTC for effective student placement
Budget	Vice President for Business Affairs	To review budget requests and make recommendations to the President for the College's operating budget.
Curriculum Instruction	Faculty Member appointed by VP	To screen and make recommendations for curriculum proposals and to review and evaluate changes for existing curriculum.
College Website	Director of Distance Learning	To serve in an advisory capacity to assist in maintaining the College's presence on the world wide web, including website design and functionality, and all Internet aspects of e-learning, e-commerce, and e-marketing in which the College is engaged.
Datatel	Datatel Coordinator	To support the College's mission by effectively monitoring and enhancing its information management system.
Employee Services	Director of Internal Affairs	To (1) develop and promote wellness and health activities and programs for employees; (2) review requests from vendors for personal payroll deductions for employees to limit programs offered to those significantly different from those offered by the state and/or college and which have a minimum of 10% employee participation; (3) serve as an advisory committee in the Employee Assistance Program; and (4) assist with the Health and Benefits Fair.
Enrollment Management	Academic Affairs Department Head	To develop an annual Enrollment Plan to include recruitment, admissions, and retention components.
Faculty/Staff Development	Professional Development Coordinator	To determine, assess, and analyze the overall continuing developmental needs of the faculty and staff at FDTC and make recommendations to the administration concerning faculty/staff development programs.
Safety	Director of Physical Plant	To recommend and take necessary action to assure the safety and security of all FDTC students, faculty, and staff.
Scholarship	Director of Financial Aid	To award the College scholarships to deserving students.
Social	Appointed staff member	To plan and host social activities for College employees and their families.
Sunshine	Appointed staff member	To provide communication and a financial means for acknowledging and remembering College employees in times of birth, sickness, or death of employees and family members.
Technology	Associate Vice	to involve all College operational areas in the decision-making process

	President for IT and Online College	pertaining to technology –including instructional and administrative technology, information technology, and web-based operations.
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The College values each employee as an individual and recognizes that a caring organizational environment is important in building trust, commitment, and loyalty among colleagues. The Social and Sunshine Committees exist to recognize and celebrate all employees, as well as acknowledge significant personal events in an individual employee’s life.

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

The College utilizes a variety of communication methods to ensure that employees are well-informed on past achievements, current projects and future plans. Those methods include weekly electronic briefings, regularly scheduled division/department meetings, joint division academic advising meetings scheduled at the beginning of each term, and college-wide professional development and planning meeting days. In addition, an annual Institutional Effectiveness Summary Report is published on the College intranet that highlights the objective achievements of all division departments that may be accessed by all employees. Major IE achievements are also shared at the March College-Wide Planning Day meeting.

5.4 How does your faculty and staff performance management system, including feedback to faculty and staff, support high performance work and contribute to the achievement of your action plans?

All employees have an established job description that outlines their major areas of responsibility. Those major areas of responsibility are the foundation of the annual performance evaluation, each of which has a range of points a supervisor may use to assign a point value commensurate with their level of performance. Employees meet with their supervisor at the beginning of each fiscal year to review the past year’s accomplishments and establish action plans for the next year. Individual job responsibility ratings are supported by documentation of actual performance outcomes.

All annual institutional effectiveness planning objectives are tied to the College’s employee performance evaluation system. Each departmental employee plays an active role in contributing to the achievement of one or more of the objectives. The planning objective and expected outcome are incorporated into the formal evaluation document and “exceeds” points are earned when the objective is achieved. All planning objectives must support one of the College goals, thus all employees are focused on action to accomplish one or more of the objectives that result in improved performance which supports the mission.

5.5 How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout the organization?

Senior leaders are keenly aware of the need for succession planning and are committed to promoting from within the organization. The Human Resources division engages in an annual workplace planning process whereby the numbers of employees who will retire or are close to retirement (within the next five years) are evaluated. A total of 45% of the current workforce has been hired in the last five years; thus this group of employees can potentially acquire the skills and knowledge to apply for a position vacated by a retiree.

The College annual EPMS and FPMS planning process is a forum for the employee to identify their career aspirations. Supervisors act as mentors, role models, and as a resource of knowledge and skills sharing to their direct reports. Faculty supervisors nominate their high performing employees for department head positions. Staff employees are allowed to apply for any posted vacant position for which they meet the minimum qualifications for the position.

See Category 1, Items 1.4 and 1.5, for specific informal and formal opportunities identified by senior leaders to accomplish effective succession planning throughout the organization.

5.6 How do your faculty and staff education, training, and development address your key organizational needs? How do you evaluate the effectiveness of this education and training? How do you encourage on the job use of new knowledge and skills?

The Faculty/Staff Professional Development Committee, chaired by the Professional Development Coordinator, plays a critical role in assessing and analyzing the overall continuing development needs of faculty and staff. This Committee, composed of representatives from all divisions/departments, meets regularly to review input and plan training activities. Division/department supervisors also play a key role in identifying and supporting individual professional growth opportunities through the FPMS/EPMS systems. Their combined efforts result in a variety of planned faculty and staff education, training and development activities sponsored and supported by the College throughout the year. Those activities include:

- New Employee Orientation (3 two-day sessions each year)
- Professional Development Days (2 days per year)
- Tuition Reimbursement for advanced college credit courses
- Attendance at State and Regional Peer Group and Organization/Association Conferences and Training Sessions
- In-house Process Cross-Training Sessions
- Leadership Training Seminars
- Annual Benefits Fair, to include Financial Planning Sessions, Health and Safety Issues
- DACUM Train-the-Trainer Sessions

- Process Mapping Sessions
- College-Wide Planning Days
- Teaching and Learning Training, to include distance learning techniques and strategies
- Datatel and Microsoft Suite Software Training

The Professional Development Coordinator evaluates all College planned and scheduled training and development activities using a standard evaluation form. Department supervisors are also responsible for evaluating and ensuring that faculty and staff effectively apply new skills and behaviors in their respective jobs through the annual EPMS/FPMS systems.

5.7 How do you motivate faculty and staff to develop and utilize their full potential?

Senior leaders encourage and motivate faculty and staff to develop their full potential through a variety of means. The annual performance evaluation system enables managers to highlight an employee's strengths and accomplishments, identify growth areas, and establish individual professional development goals and action plans that will be supported by the College. Employees are encouraged to participate on College committees, attend professional development activities on and off campus, join professional organizations, attend state and national meetings in their field, seek advanced degrees, increase their technology skills, and utilize their knowledge and talent toward achieving College goals and strategic initiatives.

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

The Safety Committee, chaired by the Physical Plant Director, is composed of members from all divisions within the College. This Committee, in cooperation with the Safety Coordinator, Program Accessibility Committee, and other College members, is responsible for assessing the safety standards of all College buildings and grounds, make recommendations for needed improvements, and take necessary action to ensure the safety and security of all students, faculty, staff, and campus visitors. The Committee reviews and updates the Environmental Health and Safety Manual and the Emergency Action Plan Manual. The College web site includes information on campus security responsibilities and services, medical assistance, hazardous weather procedures, FERPA, Student Right-To-Know, and Campus Security Act.

The health and well-being of College faculty and staff is a primary goal of the Human Resources department and the Faculty/Staff Development Committee. The annual employee Health Benefits Fair and Professional Development Day events always include sessions focused on healthy living activities (i.e. Health Issues, Nutrition, Weight Loss Skills, Self-Defense Strategies, Cholesterol Testing, etc.). Faculty members from the Nursing and other health-related programs conduct health related sessions for employees

on a variety of topics and a Weight Watchers Program meets weekly during a lunch period for interested employees.

5.9 What assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?

The College does not systematically evaluate faculty and staff well-being, satisfaction, and motivation. Human Resources staff conducts an exit interview process whereby employees who leave employment voluntarily are asked to evaluate how well the College met their motivational needs. The employee turnover rate is exceptionally low, averaging 4% over the past five years, evidence that faculty and staff are committed to and satisfied with their employment at FDTC. The Faculty Senate consists of faculty members from all academic areas of the College. This group identifies and addresses faculty needs and concerns which are submitted to and resolved by the Executive Committee as needed or requested.

5.10 How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?

The FPMS and EPMS planning and evaluation processes are the mechanisms to identify and determine priorities for individual growth or improvement.

Category 6: Process Management

6.1 How do you determine, and what are (list) your key learning-centered processes that deliver your educational programs, offerings, and student services?

Florence-Darlington Technical College demonstrates that each educational program for which academic credit is awarded (a) is approved by the faculty and the administration, and (b) establishes and evaluates program and learning outcomes.

The institution provides facilities, services, and learning and information resources that are appropriate to support its teaching, research, and service mission in the following programmatic systems:

- Associate Degree Programs
- Diploma Programs
- Certificate Programs
- On-line College
- Evening College
- Continuing Education

The mission of the Florence-Darlington Technical College (FDTC) libraries is to provide the College community with equitable access to information and recorded knowledge. Libraries maintain a collection that supports the professional growth and development of FDTC personnel and encourages life-long learning for graduates of the College. Services are provided via traditional and non-traditional modes. Distance Learning and Instructional Support Services provide facilities and learning/information resources that support the College and its mission.

Key Learning-Centered Processes, Requirements & Measures, 6.1			
Learning Centered Processes	Key Process Requirements	In-Process Measures	Measures
Curriculum	Students introduced to key concepts of course	Review Course Syllabi	Instructional Effectiveness, See 7.2 (b)
	Provide students an understanding of the ideas of the course and how ideas fit into their given academic program	Review Course Syllabi	Instructional Effectiveness, 7.2(b); Completions with , % Change by year by Award
	Prepare students to use oral and written communication skills to relay their ideas in the workplace	Curriculum Instruction Committee notes, Advisory Committee Notes	Graduate Surveys
	Prepare students with technological requirements to complete course work	Technology Committee notes, Advisory Committee Notes, DACUM	Campus Support Services, 7.2 (b); Graduate Surveys
	Provide students with science and mathematics requirements to compete in the global	Curriculum Instruction Committee notes, Advisory Committee Notes, DACUM	Instructional Effectiveness, 7.2 (b);Graduate Survey

	economy		
	Prepare students to do teamwork in the workplace	Curriculum Instruction Committee notes, Advisory Committee notes, DACUM	Instructional Effectiveness, 7.2(a); Graduate Survey
Faculty Evaluation	Ascertain the academic and professional qualifications of the faculty	DACUM, Policies of state, Accrediting agency requirements	SACS Credentials, 7.4 (b), Faculty and Staff Credentials; Summa Survey of Instruction Results

Florence Darlington Technical College (FDTC) is committed to providing students with competencies fundamental to life-long learning in pursuit of professional and personal development.

The general education competencies are identified in the following ways:

1. The Core General Education Competencies structure of the College’s academic programming procedures states that “upon completion of their associate degree program, students will be able to apply core general education skills to solve problems and to perform their job responsibilities successfully.” General Education competencies are part of FDTC’s college-level competencies that are to include program-level competencies listed in each program description, employability skills, and general education core competencies.
2. The South Carolina State Board for Technical and Comprehensive education mandates conformity to state-established curriculum models and general education requirements for each associate degree program. FDTC follows the description and general objectives set forth in the state model.
3. Department Heads monitor courses and curriculum. Department Heads ensure that “common information” placed in the syllabi meets the South Carolina State Board for Technical and Comprehensive Education criteria. Faculty and administration, under governance of the Curriculum Instruction Committee (CIC), collaborate to guarantee integration of competencies into new courses.
4. FDTC employs the DACUM (an acronym for “Developing a Curriculum”) process when developing new curricula. To guide the process of curriculum development, a trained facilitator documents the competencies, attributes, and skills identified by people in that occupational area. Many of these competencies, attributes, and skills are achieved through the required general education courses which prepare students for life-long learning.
5. Advisory committees, guide the appropriate faculty and/or staff on the development, operations, and evaluation for each program. For example, the Advisory Committee Minutes to the Nursing Program highlight the interaction among community members, faculty, and administration.
6. The College does not use standardized tests to measure general education competencies due to lack of comparative nationwide norms for the technical college setting. Each department determines how to evaluate achievement of the general education competencies for each degree. Department Heads evaluate the

achievement of these criteria.

Further, FDTC has made a campus-wide commitment to implement performance-based learning. Course syllabi state clear, measurable competencies that students need to meet in order to pass the courses. Syllabi have been revised to reflect this expectation with an emphasis on re-writing “student outcomes” or competencies in language that establishes observable, measurable outcomes at the “application level” or higher (using Bloom’s Taxonomy). Assessments based on the competencies are designed to measure student attainment of those competencies.

Over the past five years, the College has worked to revise all courses and syllabi so that these performance-based outcomes and assessments are reflected across the College. The syllabi for the typical general education core courses provide documentation for this standard.

Programs make efforts to reinforce these skills throughout a student’s program of study by integrating speaking and writing skills across all courses. Teams of English, Communications and technical faculty group together to help design assignments for technical courses. The College also provides a Success Center service, a tutoring hub, for help with writing and math assignments.

In addition to the classroom based integrated skills assessments, various programs at FDTC, provide real-life situations in which students can apply their knowledge, skills, and abilities gained through general education courses and course objectives. Many health science degree programs utilize clinical experiences in order for students to apply critical thinking skills and concepts to real-life situations. Several other degree programs offer internship opportunities and still others integrate workshop experiences into curriculum in order to teach students how to apply knowledge to a practical situation. Students in additional curricula gain valuable “on the job” experiences through cooperative work experiences.

Capstone courses or projects within programs integrate a variety of general education core skills such as the integration of math, physics, communications, and technology in the workplace.

For applicable programs, national certification exams demonstrate passages, are employed to measure the level of competence of FDTC graduates in many of these general education skills and to help students add value to what they take to the workplace.

Further, the College encourages programs to integrate competencies across the curriculum by employing a problem-based course of study that models the workplace through the use of industrial-type problems and student and faculty teams.

6.2 How do you incorporate input from students, faculty, staff, stakeholders, suppliers and partners for determining your key learning-centered process requirements?

The Florence-Darlington Technical College faculty and administration participate in a formal process of course/program review and approval through the structure of a Curriculum Instruction Committee (CIC) and the Admissions Testing Committee. Each committee's objectives are to assure that changes are educationally sound, avoid unnecessary duplication of effort, and reflect the constructive advice of a cross section of faculty, staff, and administration in its recommendations. The purpose of the Curriculum Instruction Committee is to ensure the integrity and consistency of curricula through review of all proposals for the following: new programs, new courses, and changes to existing programs including adding/deleting/exchanging courses. The Admissions Testing Committee's purpose is to establish, monitor and evaluate admissions entrance requirements, testing procedures and instruments used by FDTC for effective student placement. The Curriculum Instruction Committee and Admissions Testing Committee make recommendations to the Vice President of Academic Affairs. Following approval by the Vice President of Academic Affairs, changes that require approval by the FDTC Area Commission are sent to the Area Commission for action. Actions such as new program offerings and/or dissolution of existing programs require Area Commission approval. Following approval by the Vice President of Academic Affairs, changes that require approval by the State Board for Technical and Comprehensive Education (SBTCE) are sent to SBTCE for consideration and approval.

Each educational program has established program and learning outcomes. Program outcomes are defined by the College as an indirect indicator of learning such as enrollment data, retention rates, graduation rates, job placement rates, etc. Learning outcomes are defined by the College as a measurable change in student learning as the result of engaging in a learning activity or program. The State Board for Comprehensive and Technical Education and the South Carolina Commission on Higher Education, through state legislative mandates, have established several specific program outcomes targets and evaluates these requirements annually.

In addition, other program outcomes and learning outcomes are established using various methods that include: program advisory committees (professionals currently employed in the programmatic fields), the DACUM (Developing a Curriculum), and/or through state and national accrediting bodies. After the outcomes are established, they are incorporated into the curriculum's program of study, respective course syllabi and published in the College Catalog.

Learning outcomes are reviewed annually by each program's advisory committee and its faculty. Additionally, every three years a DACUM panel is assembled resulting in program and learning outcomes revisions. These revisions are based on the latest trends within the specific program market needs and professional direction.

At the program level, the faculty members evaluate the attainment of program and learning outcomes by measuring student success. These methods are selected by each department, with the faculty members determining the appropriate assessment

instruments. A summary of the respective program assessments as well as the determined learning outcomes is developed for each degree, compiled as the complete Program and Learning Outcomes Index and published on the College's Intranet.

Additionally, the College evaluates program outcomes through the use of the Institutional Effectiveness Report (Section III, Category 1) and the Student Opinion of Instruction is randomly conducted each semester. Data from each are used by the departments to continuously improve the program outcomes.

FDTC also offers its students a full range of support services that add value to their academic experience.

Key Support Processes, Requirements and Measures for Student Services at FDTC, 6.2			
Process	Key Process Requirements	In Process Measures	Measures
Admissions Processes	Ability to explain enrollment requirements and program options to various potential student audiences	* Number of Applicants * Attendance at Career Days/Fairs and Business visitations	*Number of New Students; Number of proposals from businesses and industry * Evaluations of presentations to potential students
Academic Advising	Timely and accurate information delivered to students on academic options and processes	*Number of periodic visits to the advisor for processes and goals *Number of students using and being referred to Success Center tutoring services	* Student satisfaction (see data from SSI data in 7.2 (b))
Information Technology	Reliability	*Help Desk turn around times	*User Satisfaction 7.2 (a) Academic Services; Technology Steering Committee notes
Financial Aid	Timely and accurate information on applying for financial aid and on receipt of financial aid award	*Number of awards for enrollment periods	*Student Satisfaction (see data from SSI data in 7.2 (b) Admissions and Financial Aid)
Library Services	Accessibility	*Types of library resources	Graduate Survey 7.2(a) Academic Service; Library survey conduct biennially
Career Advising	Timely and appropriate information on starting a career	* Number of students attending works shops and trainings on career building	Graduate Survey; and 7.2(b) Campus Support Services

6.3 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?

Florence-Darlington Technical College employs an annual Institutional Effectiveness and Planning mechanism that is comprehensive and inclusive of all of the service areas of the College. Please see Section II, # 10, Performance Improvement Systems.

Further, the College's key processes and measures as described above are included in the assessment cycles of the institution, the governing and accreditation agencies, and program accreditation cycles and are noted in the reviews of the College's business and process audit.

6.4 What are your key performance measures or indicators used for the control and improvement of our learning centered processes? How do you ensure these processes are used? How does your day to day operation of these processes ensure meeting key performance requirements? How do you systematically evaluate and improve your learning-centered processes.

The College's key performance measures are tied to the College's Mission and Goals as described in Section I. FDTC's annual Institutional Effectiveness structure of review provides for the systematic examination and control of the College's learning-centered processes. It also allows faculty and department administration them opportunity to scrutinize day to day operation of the process and correct the as required.

6.5 How do you systematically evaluate and improve and update these processes to achieve better performance?

All FDTC departments participate in a comprehensive planning and an institutional effectiveness annual cycle of improvement. Each department is expected to create objectives that, in purpose, tie directly to the mission and goals of the institution as described in Section 1. At the end of an annual IE cycle, departments must show that they have achieved the objectives they proposed or provide an argument that the objective needs additional work and should be carried over to the next year for further improvement.

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

Florence-Darlington Technical College's support processes services are:

- Information & Technology Management

- Business Office & Facilities Management
- Institutional Advancement
- Grants Administration
- Administration
- Internal Relations
- Public Affairs and Marketing

The College provides a sufficient number of qualified staff with appropriate education and work experiences to accomplish the mission of the institution. Support professionals continually pursue and earn advanced degrees and or certifications in areas of study appropriate to their work.

FDTC has an established policy and procedure for the hiring of all employees. The Employment Practices/Hiring Policy and Procedure defines the guidelines and process for hiring both permanent and temporary staff and faculty employees of the college with the exception of temporary faculty for the Continuing Education division of the College. All newly hired employees are required to attend a two-day orientation to the College and to introduce themselves to the Area Board of Commissioners during one of their scheduled monthly meetings.

The College policies and procedures are reviewed and updated in accordance with the State Board for Technical and Comprehensive Education regulations. The Chair of the College's Area Commission Board approves and signs all policies of the College. College procedures are approved and signed by the President of the College and the appropriate Executive Committee member.

The College Policies and Procedures, The Employee Handbook, the Faculty Handbook and the Adjunct Faculty Handbook are all located on the college intranet for accessibility.

The support processes operational areas are also included in the College's planning and Institutional Effectiveness annual cycle. They are required to provide data justifying that each department's functions meet the mission objectives they have chosen for the period. In this way they are able to provide services that contribute to the support of the mission just as the academic departments demonstrate.

6.7 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 education related initiatives?

Florence-Darlington Technical College has a sound financial base and demonstrated financial stability, and adequate physical resources in support of its mission and the scope of its programs and services.

The College's financial statements are compiled and audited annually. Included in these financial statements are the statement of net assets and the statement of revenues, expenses, and changes in net assets.

The College is partially funded by state dollars as provided for by the South Carolina Legislature. State higher education appropriations are allocated by the South Carolina Commission on Higher Education to all public institutions of higher education in South Carolina by utilizing a mission resource requirement funding model primarily driven by enrollment. The South Carolina Technical Education System then distributes the Tech sector allocation to the individual technical colleges.

In addition, state law mandates that counties provide their local community colleges with funding for maintenance of facilities and related expenses. FDTC has experienced an excellent relationship with both Florence and Darlington counties, receiving regular and generous support. The College also employs a full-time grants writer whose job it is to seek and generate grant funded support for the College programs. There is an affiliated foundation, The FDTC Educational Foundation, which also helps to support College needs.

The College's budgeting process is the final lynchpin in its annual planning process, and is presented for approval to the College's governing board each year. The College planning process is linked to the budget process as objectives are prioritized within each departmental budget. Budgets developed from departmental objectives are subsequently incorporated into the planning process by each division. Associate Vice Presidents and Departmental Budget managers meet with their respective Division Vice President for discussion of the annual division priorities. Division budgets are then submitted to the Director of Accounting for compilation and review by the Budget Committee.

The Budget Committee consists of the VP of Business Affairs as the Chairperson, the College Executive Committee, Director of Accounting, Coordinator of Accounting, and one representative from Academic Affairs, Business Affairs, Student Services, External Relations, Internal Relations, and one faculty member from each of the three academic divisions. The Executive Committee, the Director of Accounting, and the Coordinator of Accounting are permanent members of the Budget Committee. Other representatives serve on a two-year rotating appointment. The Budget Committee reviews all unrestricted college departmental budgets. Requests for increased funding must be approved by the Budget Committee. The Budget Committee presents the budget to the President for line item review. Upon approval by the President, the College-wide proposed budget is reviewed by the Finance Committee of the Area Commission and submitted to the full board for approval.

The College's physical resources support the mission and scope of its programs and services. The South Carolina Commission on Higher Education mandates the preparation of a Facilities Utilization report annually.

The College provides programs and services with the resources they need to succeed. Equipment purchases are charged to individual departments for tracking program costs. The planning process provides the means to request funding for equipment when necessary. The College Area Commission approved a student technology fee of \$50 per full time student per semester, or \$4.20 per hour for part-time students. The fee implemented in spring semester of 2003 is presently generating approximately \$400,000 per year. Additionally, the State of South Carolina has earmarked specific monies to support technology equipment needs in the Lottery Technology Fund. These resources have provided technology equipment support to the College since the inception of the South Carolina Education Lottery.

Category 7: Organizational Performance Results

7.1 Student Learning Results

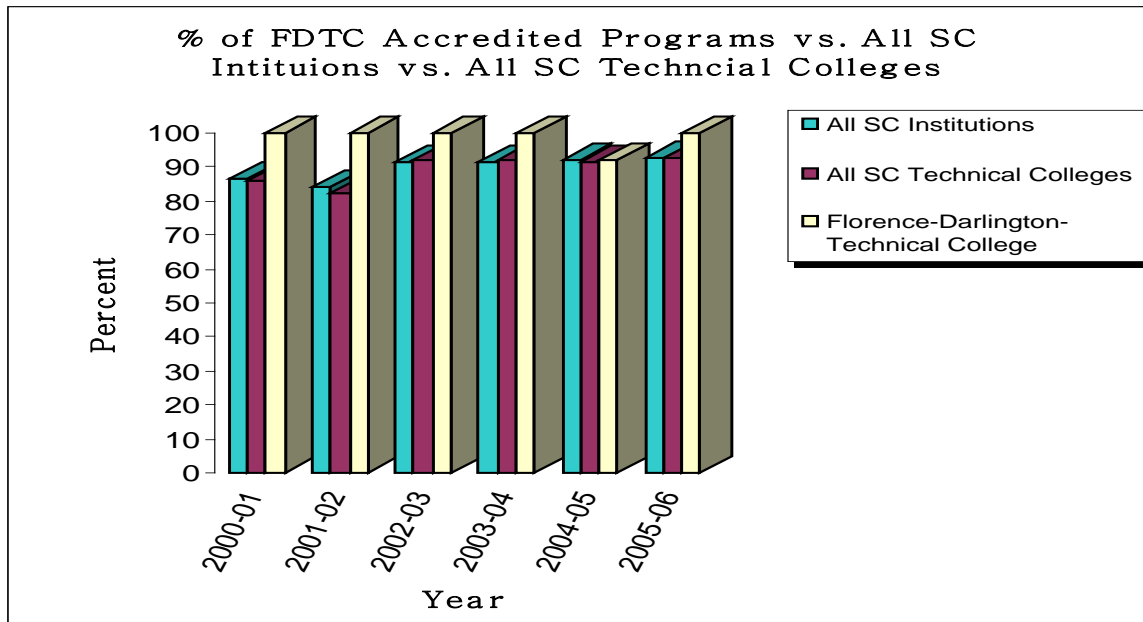
7.1(a) Florence-Darlington Technical College defines and publishes general education requirements for its undergraduate programs, as well as major program requirements for all its programs, in its catalog and on its website and intranet site. These requirements conform to commonly accepted standards and practices for degree programs.

The College's primary accreditor is the Commission on Colleges of the Southern Association of Colleges and Schools in Atlanta, Georgia. Further, FDTC has made it a priority to see that all programs that can be accredited by outside professional associations with education accreditation programs be fully certified to increase the value of the instruction for the student and to also give the employers of these students the benefit of students thus qualified. Many of these professional accrediting agencies require faculty to have a higher level of qualification than those required by the current SACS Standards.

In addition, FDTC has received a 100% rating on the Higher Education Performance Funding Mandate in the Professional Accreditation Category 2A for Technical Colleges for the past nine years. All programs that have a professional accrediting agency associated with their specific discipline are currently accredited and as the graph below shows, FDTC has been a leader across the state in accreditation of qualified programs at institutions.

This data is collected and submitted to the SC Commission on Higher Education for the annual Institutional Effectiveness reporting cycle. Please see Graph 7.1(a) on the next page.

Graph 7.1(a)

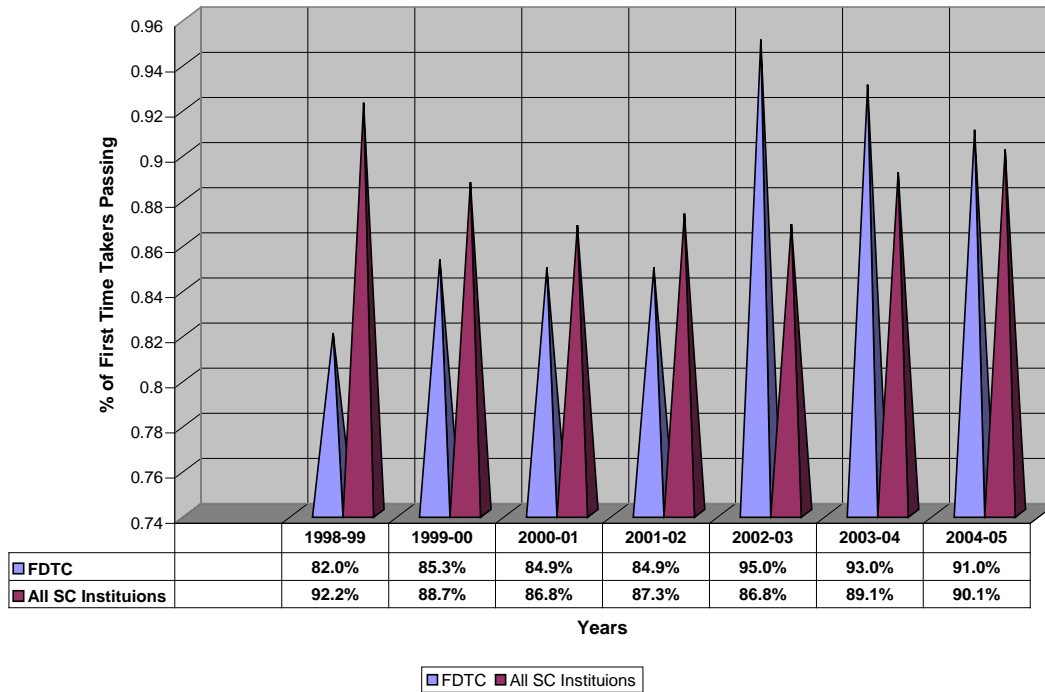


7.1(b) FDTC's commitment to its students includes preparing them for professional exams and certification tests where the curriculum requires such so that the students will be fully qualified to enter their profession. For some professions such assessments are required to enter the profession. For others, successfully passing the respective test will help them to advance at a more rapid pace.

Over the past seven years, the annual success rate of 1st Time Professional Exam Takers has steadily increased and reached 95% in 2003, 93% in 2004, and 91% in 2005 surpassing the reported rates of all the SC Technical College System as reported below. This data is reported annually to the Commission on Higher Education in the required Institutional Effectiveness accountability reporting. Please see graph 7.1(b) on the next page.

Graph 7.1(b)

FDTC 1st Time Professional Exam Takers vs Rate of All SC Tech Tech System Peers

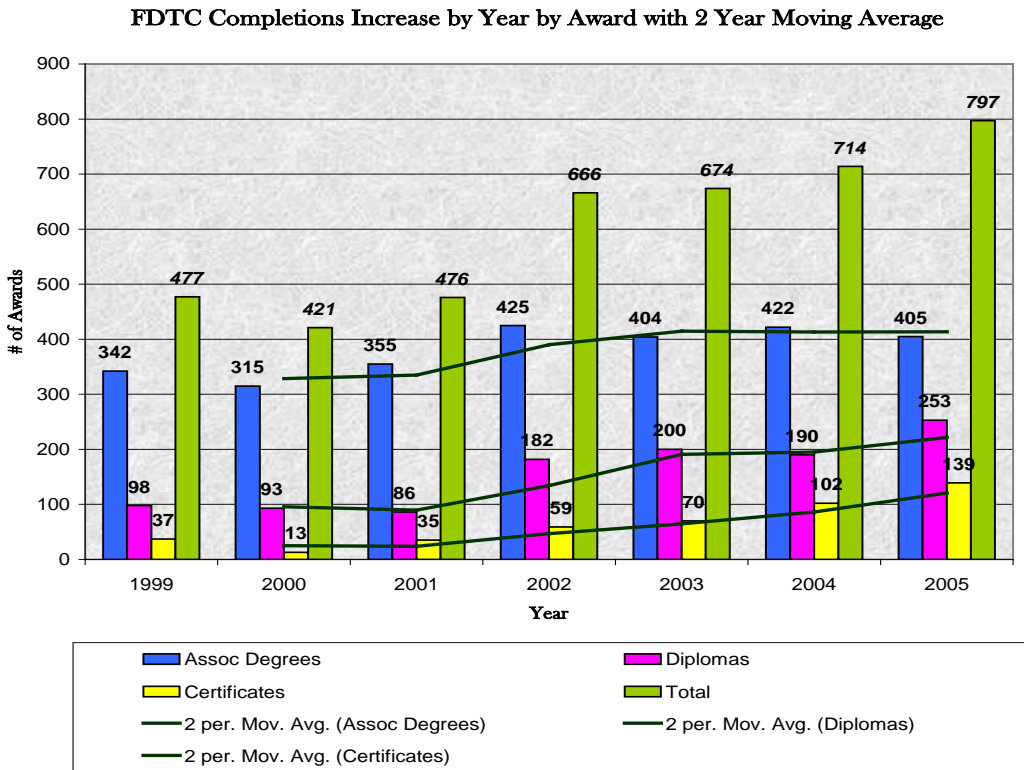


7.2 Student and Stakeholder Focused Results

7.2(a) FDTC’s total completions, as measured by the National Center for Educational Statistics and the Integrated Postsecondary Education Statistics system, has increased 67% percent over the last six years. The College’s enrollment has also increased by a total of 16% over the same period.

To increase student success rates, FDTC is constantly examining, reviewing and revising advising methods and learning competencies, by program, to assist students to succeed in the curriculum best suited to their interests and skill sets. (See Category 6, Chart 6.1) The data below shows an increase in all levels of awards with the certificates increasing 275%, diplomas showing an increase of 61% and degree awards increasing by 67%. Please see graph 7.2(a) on the next page.

Graph 7.2(a)



7.2(b) In two year intervals, from 2002 through 2006 Florence-Darlington Technical College has administered the nationally normed Noel-Levitz Student Satisfaction Inventory survey. Approximately 1000 students, or one fourth of the student body, were surveyed each of the three times that the survey was conducted. The College also chose to be evaluated against a group of colleges with common characteristics that had recently administered the survey to their students, in order to conduct a comparison of FDTC’s ratings in the eleven college service categories addressed by the survey instrument.

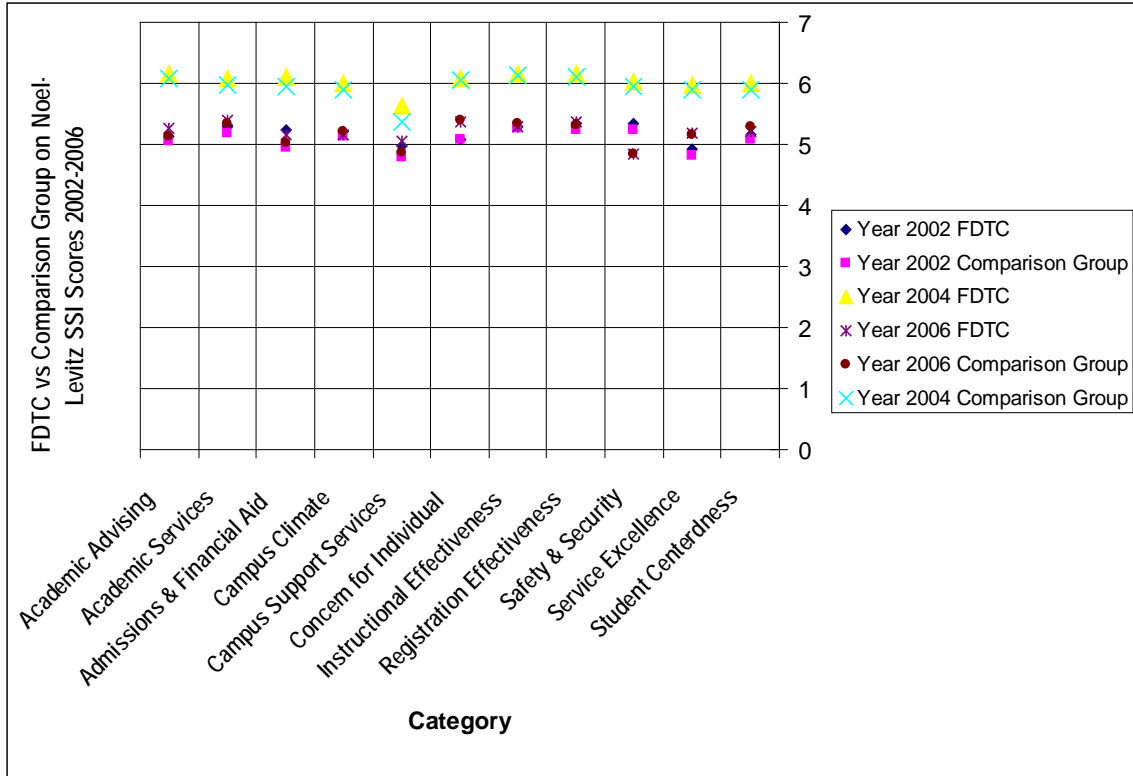
The students have the opportunity to evaluate the College’s services and to rate the institution regarding service on the following categories:

- | | |
|------------------------------|-------------------------|
| Registration Effectiveness | Safety and Security |
| Instructional Effectiveness | Campus Climate |
| Academic Advising/Counseling | Student Centeredness |
| Admissions & Financial Aid | Academic Services |
| Concern for the Individual | Campus Support Services |

For each of the 70 items of expectations contained in the survey, students were asked to provide a rating of the importance of each item and to rate their satisfaction regarding the College’s implementation of that service.

The graph below shows that FDTC rated as well, if not better than the SSI Comparison Group on all of the categories in 2002 and 2006, and scored equally or better than 10 out of eleven categories in 2004.

Graph 7.2(b)



FDTC vs. Comparison Group on Noel-Levitz SSI Scores 2002-2006						
Summary of Satisfaction Scores by Survey Category						
Year	2002 FDTC	2002 Comparison Group	2004 FDTC	2004 Comparison Group	2006 FDTC	2006 Comparison Group
Academic Advising	5.13	5.06	6.15	6.08	5.26	5.13
Academic Services	5.28	5.18	6.07	5.98	5.40	5.34
Admissions & Financial Aid	5.24	4.94	6.11	5.95	5.15	5.03
Campus Climate	5.21	5.13	5.99	5.9	5.17	5.21
Campus Support Services	4.98	4.8	5.63	5.37	5.06	4.88
Concern for Individual	5.07	5.08	6.09	6.04	5.38	5.39
Instructional Effectiveness	5.3	5.26	6.16	6.14	5.30	5.33
Registration Effectiveness	5.34	5.25	6.16	6.11	5.37	5.32
Safety & Security	5.34	5.25	6.02	5.95	4.85	4.84
Service Excellence	4.93	4.81	5.98	5.89	5.18	5.16
Student Centeredness	5.15	5.07	5.99	5.9	5.22	5.28

7.3 Budgetary, Financial and Marketing Results

7.3 Florence-Darlington Technical College’s Continuing Education Division offers courses and programs designed for students who want to upgrade their technical skills, enhance their advancement opportunities, or acquire new skill sets or interests. Course and program offerings are scheduled on the basis of periodic surveys of business,

industry, commerce and the community-at-large. Programming is offered on FDTC's main campus, at its satellite campuses and at industry sites.

The Continuing Education Division (CE) currently serves 18,000 to 20,000 students annually and increased its revenue 27% in FY 2005. As noted below, tuition and fees over the past ten years have increased in proportion to the curriculum revenues as Continuing Education has expanded its programming and served increasing numbers of students and industry clients over the period.

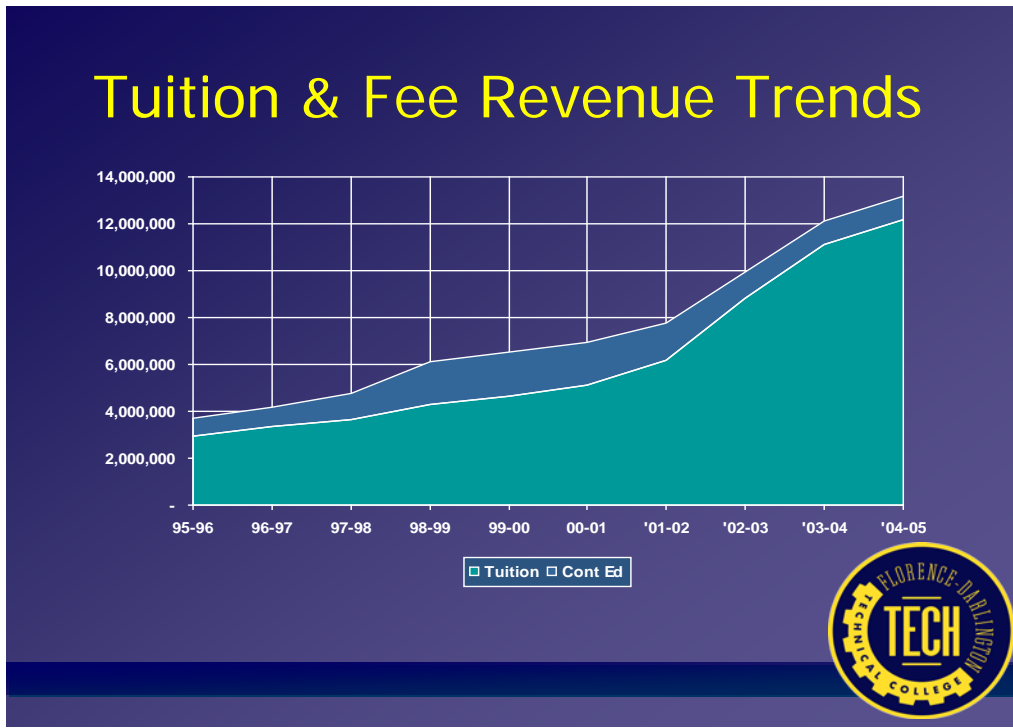
Continuing Education has pursued and achieved customer services goals as part of their Institutional Effectiveness cycle. This year they achieved an average customer satisfaction score of 4.56 on a five point scale. They also determined that the cross training of the Continuing Education staff resulted in a 50% reduction in customer complaints over the previous year.

Further, the CE Division has contributed to FDTC's Product Development goal in FY 2005-2006 by accomplishing the following:

- FDTC served as Program Administrator for Sonoco of Hartsville, SC with the implementation of the Enterprise Zone Act training on their in-house safety program and therefore assisted company with saving thousands of dollars
- CE conducted numerous certification programs through the year to train welders for Crenlo
- saved thousands of dollars using the
- CE conducted certification programs for Honda's welding program. They also conducted 1st Responder Program for Honda
- CE initiated a maintenance training program for Wellman (Palmetto) for all their maintenance personnel

Please see the graph on the next page and other Continuing Education Division accomplishments for FY 2005-2006 can be read in Section I in the Product Development Goal list.

Graph 7.3



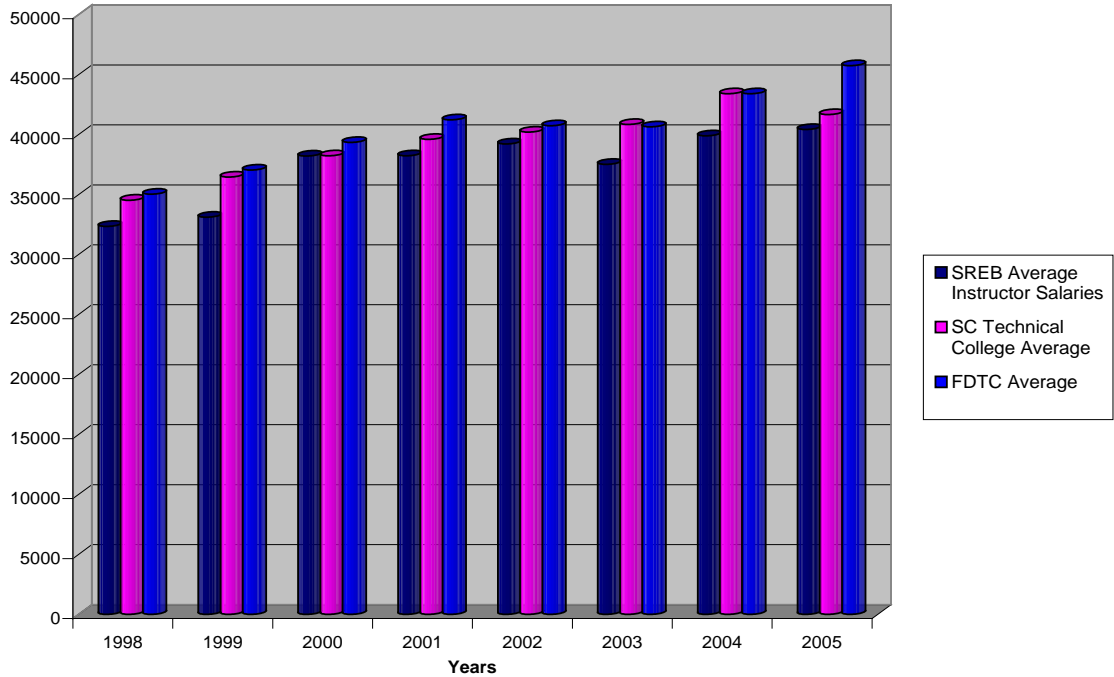
7.4 Faculty and Staff Results

7.4(a) FDTC has exceeded the SREB Average Instructor Salary for Instructors for Two Year Public institutions for the past eight years and equaled or surpassed the annual Average Salary of Instructors at the 16 colleges within the SC Technical College System over the same period.

Additionally, the College met or exceeded the goals set by the SC Commission on Higher Education during the Performance Funding Accountability annual evaluations conducted for the South Carolina Legislature the from 1998-2005.

Graph 7.4(a)

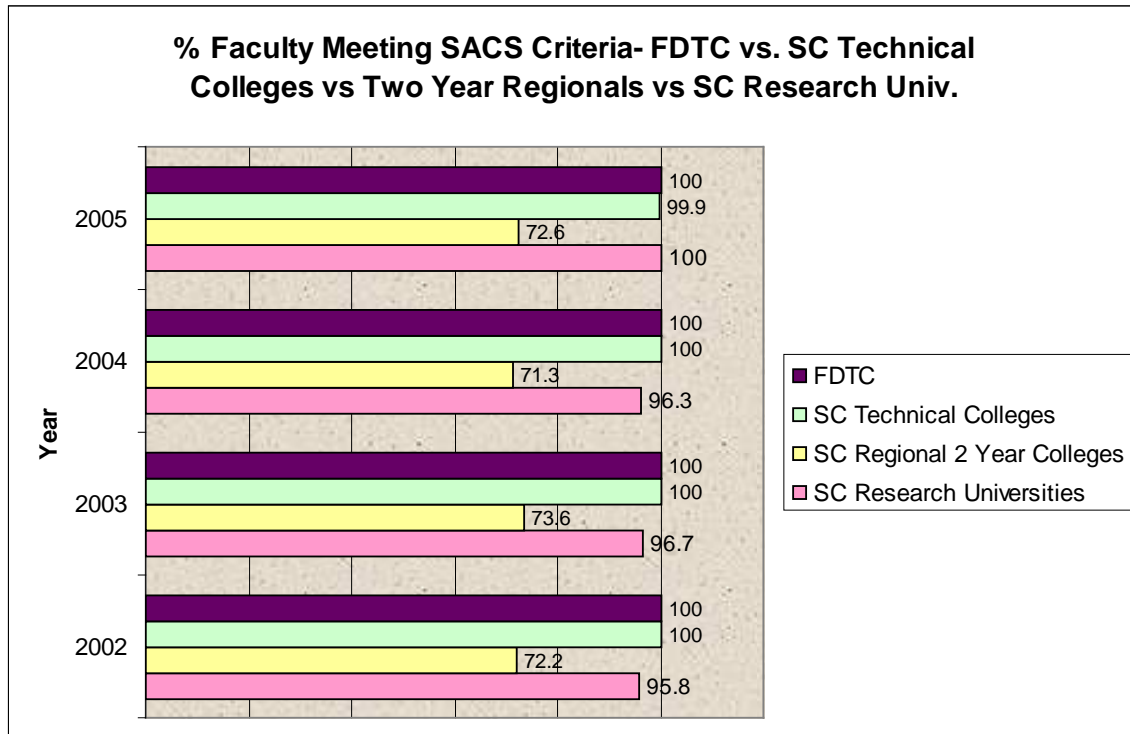
**SREB Average Instructor Salaries in Comparison to
SC Technical College System Salaries & FDTC's Average Faculty Salaries**



7.4(b) Florence-Darlington Technical College employs competent faculty members qualified to accomplish the mission and goals of the institution. When determining acceptable qualifications of its faculty, an institution gives primary consideration to the highest earned degree in the discipline in accordance with College requirements and the guidelines of accrediting and governing agencies. The institution also considers competence, effectiveness, and capacity, including, as appropriate, undergraduate and graduate degrees, related work experiences in the field, professional licensure and certifications, honors and awards, continuous documented excellence in teaching, or other demonstrated competencies and achievements that contribute to effective teaching and student learning outcomes. For all cases, the institution is responsible for justifying and documenting the qualifications of its faculty.

Florence-Darlington Technical College employs faculty members who meet the minimum requirements for education, work experience, and teaching as adopted by the State Board for Technical and Comprehensive Education (SBTCE). The College gives primary consideration to a faculty member's highest earned degree in the discipline in accord with the guidelines of the Southern Association of Colleges and Schools (SACS) and the accrediting bodies to which its respective programs are accredited. If there is a discrepancy between the requirements of SACS and the accrediting body, FDTC will adhere to the higher qualifications.

Graph 7.4(b)

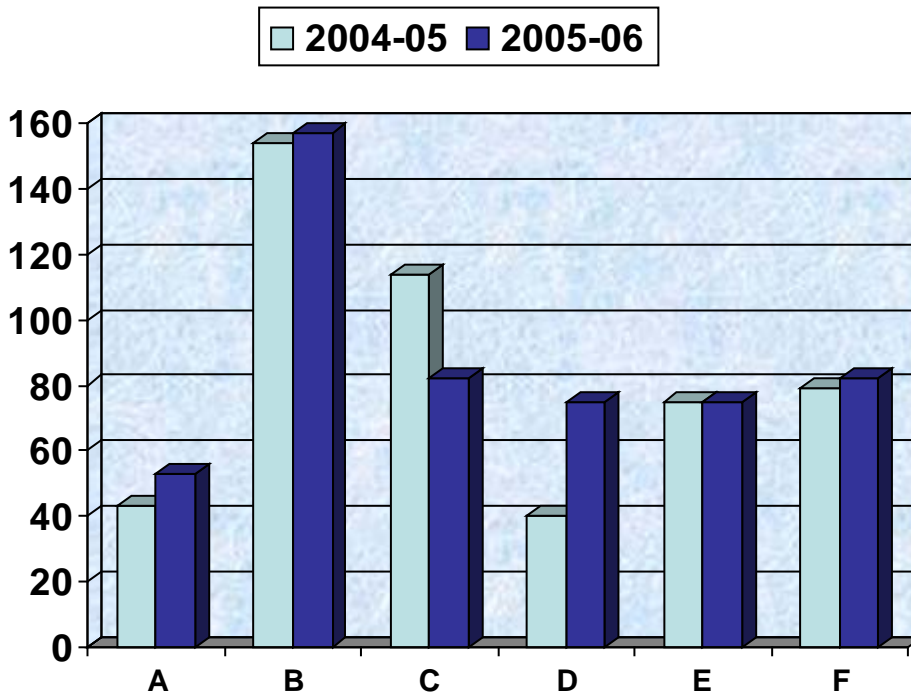


7.5 Organizational Effectiveness Results

7.5 Florence-Darlington Technical College’s annual Institutional Effectiveness planning year coincides with the College’s fiscal year (FY) and employee performance evaluation schedule, July through the following June. A summary of the number of goals accomplished by the College’s departments for the years 2004-05 and 2005-06, shows that approximately 75% to 80% of the departmental IE objectives attempted support the College’s Customer Service and Instructional Environment goals. These goals may impact the Fall enrollment recruitment and retention outcomes for the next academic year, thus it is anticipated that a high percentage of those objectives will not be reported as ‘achieved’ during the current reporting period. Those objectives not achieved are often continued to the next IE planning year and reported as achieved or not achieved in the following June.

Figure 7.5

Institutional Effectiveness Objectives Summary



- Key**
- A Number of College Departments with IE Objectives
 - B Total Number of IE Objectives for all Departments
 - C Number of IE Objectives Achieved by End of Fiscal Year
 - D Number of IE Objectives Not Achieved by End of Fiscal Yr
 - E Number of IE Objectives Continued to Next Fiscal Year
 - F Number of IE Objectives Closed at the End of Fiscal Year

7.6 Leadership and Social Responsibility Results

7.6 Florence-Darlington Technical College provides Dual Enrollment programming with service area high schools offering general and technical college courses to qualified high school students. The chart below shows that more students participate in the program in the fall semester each year. FDTC is trying a number of strategies to increase participation and to convert participants into full time FDTC students upon their graduation. During the 2005-2006 fiscal year, the FDTC Enrollment Management Team successfully identified and awarded 40 early action scholarships to area high school seniors.

Further, FDTC, in collaboration with Florence School District One, was awarded a \$103,000 Education and Economic Development (EEDA) grant to increase opportunities for high school students to become college-ready. The grant is focusing on designing curricula to articulate competencies at the high school level that can be aligned with the

College curriculums in two career clusters: Manufacturing and Science, Technology, Engineering and Mathematics. Results of the project will be documented for use in the Florence District One schools. The document resulting from this project and associated “best practices” will then be used to guide collaboration between the college and other school districts in the service area.

Graph 7.6

