

Accountability Report Transmittal Form

Agency Name: Northeastern Technical College, Cheraw, SC

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Northeastern Technical College is pleased to provide the 2006/07 Accountability Report for your review. Please contact me or Mr. Depew if you need additional information regarding this report. Thank you.

James C. Williamson, Ph. D.
President
September 11, 2007



Section I - Executive Summary (2-3 pages) to consist of the following elements:

1. Organization's stated purpose, mission, and values.

NETC's Mission Focus

The mission of Northeastern Technical College is to prepare the workforce of Chesterfield, Marlboro and Dillon Counties through education and training.

(Reviewed September 2006)

NETC's Detailed Mission Statement

Northeastern Technical College provides occupational, technical, college transfer, basic academic skills, and continuing education programs with appropriate support services to meet the needs of the individuals, businesses, and industries in a rural service area composed of Chesterfield, Marlboro, and Dillon Counties. Within this focus, the College contributes to economic growth by enhancing the employability of service area residents in technology, business, health, arts, and sciences.

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

Northeastern Technical College, a member of the South Carolina Technical and Comprehensive Education System, is an accredited post-secondary institution which grants associate degrees, diplomas, and certificates and is supported by county, state, federal, and student revenues. NETC enrolls approximately 2,700 - 2,800 college credit students and 3,700 - 5,500 continuing education students annually.

The format and content of this detailed mission statement are stipulated by the S.C. Commission on Higher Education.

2. Major achievements from past year

The fiscal year ending June 30, 2007 was a year of growth and progress for Northeastern Technical College, marked by growing partnerships for workforce and economic development and implementation of Associate Degree Nursing program which will address a critical healthcare need in this area of the state. NETC has continued its strong and effective partnership with the S.C. Department of Commerce, local economic development agencies, K-12 schools and others involved in workforce preparation. This partnership has generated a community-based workforce development model which is being replicated across the service area after being pilot-tested in Marlboro County. The college is securing grant funds which will be instrumental in providing facilities and equipment for the new Associate Degree Nursing program. NETC is also working closely with K-12 schools and employers in the implementation of the Education and Economic Development Act. Enrollment, in both curriculum and continuing education programs, has remained strong.

3. Key strategic goals for the present and future years,

Strategic Goals

1. To effectively administer the fiscal resources of the college.
2. To provide quality credit and non-credit educational opportunities and support services.
3. To provide a broad range of student services to enable students to achieve their educational objectives.
4. To promote a qualified and diversified workforce for the college.
5. To manage and maintain physical resources for college operations.
6. To support the growth and operation of the college through resource development, external relations, and institutional support services.

Strategic Priorities

1. Acquire resources to achieve NETC's mission.
Enhance NETC's operating processes.
Maximize the impact of NETC on the communities we serve.

4. Opportunities and barriers that may affect the organization's success in fulfilling its mission and achieving its strategic goals (This establishes the basis for the agency's budget request.),

- Program Development and Support -- Northeastern Technical College must develop new instructional programs and improve existing ones in order to remain competitive and effective. For example, the nursing program, mentioned above, will require funds for faculty, as well as specialized equipment. Likewise, machine tool technology (one of NETC's strongest programs) requires updated equipment to reflect workplace requirements. Additional faculty members are needed as programs expand.
- Facilities -- Three years ago, NETC opened small community campuses in three outlying areas which are geographically isolated from the main campus in Cheraw. These campuses, located in Dillon, Bennettsville and Pageland, have received strong local support. The Dillon and Bennettsville campuses are consistently overcrowded after being open only three years. Additional classroom and lab space is needed at these locations in order to accomplish the college's mission and achieve our strategic goals.
- Retirements/Aging of Workforce – This situation presents both challenges and opportunities, as administrators, faculty and staff with a tremendous base of experience begin to retire. Continued leadership development and cross-training are required to address this issue.

5. How the accountability report is used to improve organizational performance.

The Accountability Report provides a “capstone” for the ongoing program of planning, evaluation, and institutional effectiveness assessment in place at Northeastern Technical

College. The report includes data from these existing elements, but analyzes them in a comprehensive, outcome-oriented format. This format provides a unique perspective for the administration of Northeastern Technical College to examine progress, identify obstacles, and chart the course for improvements.

Northeastern Technical College welcomes the opportunity to be involved in this valuable process of analysis and reporting.

Section II – Organizational Profile

1. Northeastern Technical College’s main educational programs, offerings, and services and the primary methods by which these are delivered:

Northeastern Technical College offers academic and occupational programs which are diversified and comprehensive. The program of study includes associate degree programs which prepare students for employment or for transfer to senior institutions for further study. In addition, the college offers a number of diploma programs for specialized training for occupational preparation. Certificate programs are designed for students who need limited, specialized access to an area of study. Continuing education and workforce development services provide short-term, non-credit occupational advancement or personal interest studies. Associate degree programs include Associate in Arts, Associate in Science, Business/Management, Computer Technology, General Technology, Industrial Electronics, Machine Tool Technology, and Office Systems Technology. Diplomas are available in Automated Office, Industrial Electricity, Machine Tool and Practical Nursing. Certifies programs are offered in Accounting, Networking, Computer-Assisted Drafting, Criminal Justice, Computer Numerical Controls, Data Processing, Early Childhood, Electronics, health Careers, Industrial Plant Mechanics, Legal Office Assistant, Machine Operator, Management and Supervision, Drafting, Medical Office Assistant, Motor Controls, Nurse Preparation, Residential Wiring, Web Mastery, Web Page Development, Welding Practices and Word Processing. Instruction is delivered using conventional classroom and lab methods, as well as distance learning. NETC offers instruction on four campuses: Cheraw (main), Pageland, Bennettsville and Dillon, as well as at community and workplace sites.

2. NETC’s key student segments, stakeholder groups, and market segments, as appropriate, and their key requirements/ expectations

Recent High School Graduates – Members of this group are preparing for initial employment or planning to continue their education at a senior college or university. They usually make the decision to attend NETC within one or two years of high school graduation and are more likely than other student groups to attend classes full-time.

Adult Students – Because of South Carolina’s rapidly changing job market, mid-career adults make up a significant stakeholder group. Some of these individuals entered the workforce immediately after high school; for this group, NETC is their first experience with postsecondary education. Others may have completed some college courses, or (in many cases) a full degree earlier in their lives and need additional education for job upgrading. Adult students come to NETC with widely varying educational backgrounds and may need remediation and/or special support services to maximize educational benefit.

Employers – Employers of all types make up an overarching stakeholder group for Northeastern Technical College. At any level of education, job market requirements play a critical role in curriculum content, and the performance of graduates on the job is a major evaluation criterion. Employers expect NETC to offer up-to-date instructional programs, whether in a medical field, manufacturing, business, or college transfer. They

expect NETC's instructors to be current in their field of expertise, and they expect the equipment and techniques used in the classrooms and labs to mirror those found in the workplace.

3. Operating locations: Northeastern Technical College's statutory service area is comprised of Chesterfield, Marlboro and Dillon Counties. The College operates four campuses. The main campus is located in Cheraw, and small community campuses are located in Dillon, Bennettsville and Pageland.

4. Number of employees: Northeastern Technical College employs 30 full-time faculty and 59 full-time staff, along with 57 part-time faculty and 36 part-time staff (part-time figures are shown for a typical semester).

5. Regulatory environment: Northeastern Technical College is a unit of the South Carolina Technical College System, as authorized by Section 59.53.10 of the South Carolina Code. The South Carolina Commission on Higher Education reviews regulatory compliance and assesses performance against established criteria using Performance Indicators.

6. Governance system: Governance is provided by a local Area Commission made up of individuals representing Chesterfield, Marlboro and Dillon Counties, appointed by the Governor. Oversight at the state level is provided by the State Board for Technical and Comprehensive Education.

7. Key suppliers and partners: The majority of NETC's educational services are locally generated, using approved curriculum models. However, in the global educational arena of the 21st century, NETC also utilizes courses provided by approved external suppliers via the Internet and/or through contractual arrangements. The college actively partners with community agencies and employers to maximize delivery of services to its constituents.

8. Key competitors: The main competitors in providing services to NETC's constituents include Internet-based education providers and, to a lesser degree, nearby colleges and universities which offer specialized or unique instructional programs.

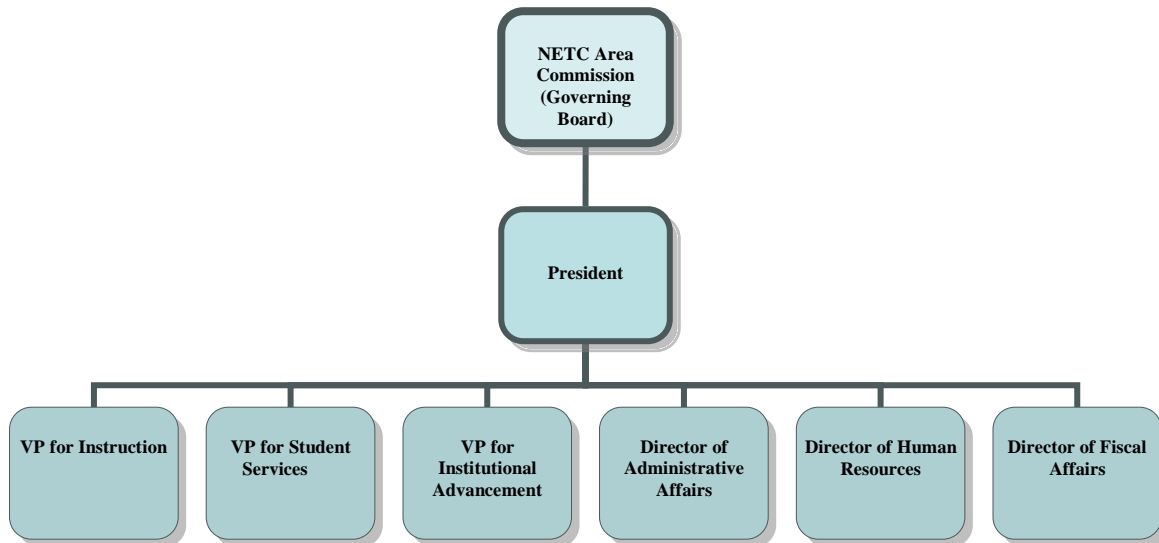
9. Principal factors that determine competitive success: At Northeastern Technical College, the main factors for competitive success are similar to those of any organization: deliver the product the student or client needs, at an affordable price, in the right location, and at a convenient time. NETC and other technical colleges have specialized in this flexible delivery process for many years, but the Internet has "globalized" the playing field. This has prompted the college to focus on the advantages of small size and personalized instruction to provide a competitive edge.

10. Key strategic challenges: The key strategic challenge facing Northeastern Technical College for the next five to 10 years is preparing workers to enter a technologically advanced workforce. This preparation must be done in a cost-effective manner; yet, the costs for equipment and for skilled instructors continue to increase. This challenge is certainly not unique to Northeastern Technical College; it is faced by the entire State of

South Carolina. NETC has found that partnerships with business and industry are one effective means of meeting this strategic challenge. Another challenge facing the college is the impending exodus of long-time faculty and staff members due to retirements. Internal professional development programs are being implemented to address this challenge. See strategic planning chart for additional details.

11. Performance improvement systems: Northeastern Technical College assesses its performance internally using a comprehensive Institutional Effectiveness system based on annual objectives and outcome measures. This system is “unit-based,” with objectives being developed, and performance assessed, at the departmental and division levels. In addition, the college is assessed through state-level Institutional Effectiveness and Performance Indicator system overseen by the S.C. Commission on Higher Education (per Legislative Acts 255 and 359).

12. Organizational structure



13. Your **Expenditures/Appropriations Chart** - see chart on following pages

14. Your **Major Program Areas Chart** - see chart on following pages

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

| Major Budget Categories | FY 05-06 Actual Expenditures | | FY 06-07 Actual Expenditures | | FY 07-08 Appropriations Act | |
|-------------------------------|------------------------------|---------------|------------------------------|---------------|-----------------------------|---------------|
| | Total Funds | General Funds | Total Funds | General Funds | Total Funds | General Funds |
| Personal Service | \$ 4,152,062 | \$ 2,028,726 | \$ 4,147,478 | \$ 2,086,270 | \$ 4,408,718 | \$ 2,054,708 |
| Other Operating | \$ 1,469,075 | | \$ 1,881,026 | | \$ 1,755,297 | |
| Special Items | \$ 695,154 | \$ 145,172 | \$ 437,571 | \$ 146,873 | \$ 561,756 | \$ 147,032 |
| Permanent Improvements | | | | | | |
| Case Services | | | | | | |
| Distributions to Subdivisions | | | | | | |
| Fringe Benefits | \$ 1,098,854 | \$ 490,367 | \$ 1,091,282 | \$ 492,568 | \$ 1,271,140 | \$ 496,647 |
| Non-recurring | | | | | | |
| Total | \$ 7,415,145 | \$ 2,664,265 | \$ 7,557,357 | \$ 2,725,711 | \$ 7,996,911 | \$ 2,698,387 |

Other Expenditures

| Sources of Funds | FY 05-06 Actual Expenditures | FY 06-07 Actual Expenditures |
|-----------------------|------------------------------|------------------------------|
| Supplemental Bills | | |
| Capital Reserve Funds | | |
| Bonds | | |

Major Program Areas

| Program Number and Title | Major Program Area Purpose (Brief) | FY 05-06 Budget Expenditures | FY 06-07 Budget Expenditures | 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 | State: 2,664,265.00 Federal: 0.00 Other: 0.00 Total: 7,415,145.00 % of Total Budget: 100% | State: 2,725,711.00 Federal: 0.00 Other: 0.00 Total: 7,557,357.00 % of Total Budget: 100% | |
| | | State: Federal: Other: Total: % of Total Budget: | State: Federal: Other: Total: % of Total Budget: | |
| | | State: Federal: Other: Total: % of Total Budget: | State: Federal: Other: Total: % of Total Budget: | |
| | | State: Federal: Other: Total: % of Total Budget: | State: Federal: Other: Total: % 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: |
|-----------------------------------|---|---|

* 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.

Section III – Elements of Malcolm Baldrige Award Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

The Leadership Category examines how your organization's senior leaders guide and sustain your organization. It also examines your organization's governance and how your organization addresses its ethical, legal, and community responsibilities.

1. How do senior leaders develop and deploy their organization's 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

Northeastern Technical College's ongoing process of strategic planning is driven by the vision and values of the organization. Senior leaders of the college engage employees at all levels of the organization in the process of identifying goals and priorities based on vision and values, and implementing objectives and strategies to carry them out. Senior leaders demonstrate their commitment to the college's values through engagement in community service as well as statewide task forces designed to strengthen education for the citizens of South Carolina. The vision and values are regularly communicated through formal communication channels, i.e., college-wide meetings, divisional and departmental meetings, etc.

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

The NETC strategic and operational planning documents form the basis for activities which accomplish the college's objectives. These documents contain objectives, outcomes and timeframes which are used to monitor performance at all levels, from institutional to individual employee performance.

3. 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 college Policies and Procedures Manual provides the overall structure for accountability and ethics throughout the organization. Employees receive training and orientation regarding policies and procedures on a regular basis. Key fiscal and administrative functions at the college are audited on a regular basis. All senior administrators file Economic Interest statements with the State Ethics Commission on an annual basis.

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

The college conducts an ongoing professional development program which includes institution-wide, divisional, and individual opportunities for learning. An internal committee administers this program to ensure consistency and equal access.

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

The president of the college selects individuals each year to participate in state-level leadership development programs, with the objective of preparing these individuals for future leadership positions at the college. These programs are described elsewhere in this report. A list of pending retirements is also maintained so that emphasis is placed on cross-training and employee preparation to fill replacement positions on a priority basis.

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?

NETC leaders emphasize service and performance among employees in their respective operational areas through the ongoing performance evaluation process, objective-setting, and assessment. There is a consistent emphasis on serving the needs of the students and the community. Employees realize that high performance and dedication are key factors in their being considered for promotion when vacancies occur at higher levels of responsibility. Outstanding employees are recognized annually in three categories: instructor, administrator/manager, and support personnel. These three individuals are selected by their peers.

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 performance of the president of the college is evaluated by the area commission (governing board) using the Agency Head Salary Review process. All members of the governing board have input into this annual process, as well as going over the results with the president and setting new and revised performance goals for the next year. Other senior leaders (vice presidents and directors) are reviewed by the president using the Employee Performance Management System (EPMS). The college's institutional effectiveness and planning processes reference the performance objectives of senior leadership and evaluate them in the total college context. The executive committee of the area commission leads the board in periodic reviews of its own structure and performance.

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).

Before offering any program or service, NETC ensures that the item in question complies with the regulations of the State Technical College System and the S.C. Commission on Higher Education, as well as the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). On a regional level, focus groups and advisory committees are utilized to gather and review information about program impacts. Once a program is operational, it is subject to the college's institutional effectiveness review. Key compliance-related processes include institutional effectiveness review, employee and student surveys, accreditation review, and performance indicators. Results from these measures are referenced at various points in Category 7.

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.

Northeastern Technical College's leaders are integrally involved in community service in Chesterfield, Marlboro and Dillon Counties. This involvement includes the following major areas:

- Economic development – Serving on economic development boards, and assisting these organizations in planning and implementing job development initiatives. Examples include senior administrative representation on economic development bodies in Chesterfield and Marlboro Counties and the Town of Cheraw, as well as active involvement with economic development in Dillon County.
- Community planning and development – Partnering with county and municipal governments to utilize resources, develop facilities and plan services. An excellent example is the Marian Wright Edelman Library, currently under development in Marlboro County. NETC is partnering with the library committee to develop a shared-use facility.
- Educational programs and services for under-served populations – Working with community action agencies, the Workforce Investment Act, and public education, NETC's leaders help plan and implement special programs to meet the needs of these population groups.
- Workforce development – In a related initiative, NETC's senior leaders are actively involved in creating and implementing innovative workforce development programs. These, too, are partnerships, because no single agency can accomplish workforce development on its own. For example, NETC works with adult education offices, as well as with DSS and local employers to improve workforce development.
- Community service – NETC leaders, employees and students volunteer their time and talents for a variety of community service activities, such as Relay for Life, as well as civic and faith-based organizations promoting community service.

Category 2 -- Strategic Planning

| Program Number and Title | Supported Organization Strategic Planning Goal/Objective | Related FY 06-07 Key Action Plan/Initiative(s) | Key Cross References for Performance Measures* |
|---------------------------------|---|---|---|
| 1 | Develop resources to achieve NETC's mission | Work with the NETC Foundation to develop and implement friend-raising and fund-raising activities. | 7.3.1 |
| | | Upgrade equipment to support instructional and administrative processes, as feasible and fundable | 7.3.3, 7.3.4 |
| | | Continue to review utilization of college facilities; determine needed modifications and implement as feasible. | 7.3.3 |
| | | Continue to maintain workforce diversity in all operational areas of the college. | 7.4.2, 7.5.2, 7.6.3 |
| | | Implement employee development programs to provide a qualified workforce for the college. | 7.4.1, 7.4.2, 7.6.5 |
| | | Implement other strategies to secure resources | 7.3.3 |
| 2 | Enhance NETC's operating processes | Investigate a variety of methods for providing distance learning courses and implement as feasible. | 7.2.2 |
| | | Update and implement academic program review process. | 7.1.1, 7.1.2, 7.1.5, 7.2.3 |

| | | | |
|---|--|---|-----------------------------------|
| | | Update and implement Institutional Effectiveness processes. | 7.1.2, 7.1.3, 7.2.3 |
| | | Develop structure and processes to address SACS <i>Principles</i> in preparation for reaffirmation process. | 7.6.4 |
| | | Pilot-test revised intake and registration processes; update as needed. | 7.5.1, 7.5.3, 7.5.4, 7.5.5 |
| | | Implement other strategies to enhance operating processes | 7.5.7, 7.6.1 |
| 3 | Maximize the impact of NETC on the communities we serve | Gather community input for program development. | 7.2.1, 7.2.2, 7.2.3 |
| | | Develop delivery of an Associate Degree Nursing program. | 7.1.1, 7.3.3 |
| | | Utilize results of economic impact study to promote the college. | 7.3.1 |
| | | Develop and implement workforce development activities for the NETC service area. | 7.2.1, 7.2.2, 7.4.2, 7.5.1 |
| | | Develop educational support services for NETC students and implement as feasible. | 7.1.4, 7.1.5, 7.5.3, 7.5.4, 7.5.5 |
| | | Implement other strategies to maximize impact | 7.6.2 |

Category 2 – Strategic Planning

The Strategic Planning Category examines how your organization develops strategic objectives and action plans. It also examines how your strategic objectives and action plans are deployed, changed if circumstances require, and how progress is measured.

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

a. Your organizations’ strengths, weaknesses, opportunities and threats

NETC utilizes environmental scanning techniques as well as surveys to assess internal and external strengths, weaknesses, opportunities and threats. Some of the elements involved in the annual environmental scan include demographic data, changing employment patterns (for example, emerging technological needs in the local workplace), economic trends, and process changes made by partners (including K-12 schools, senior colleges, etc.) that affect student preparation and transition. Every two to three years, the college conducts a “SWOT” analysis, surveying employees, board members, and students concerning strengths, weaknesses, opportunities and threats. Information from both of these processes is fed into the annual planning process. A five-year “moving window” is maintained for strategic planning.

b. Financial, regulatory, and other potential risks

The college closely monitors its financial status, including such factors as financial aid, student tuition revenues, and enrollment trends, and feeds this information into the planning process. For example, the implementation of lottery tuition assistance several years ago was anticipated and processes set in place to prepare for it. Regulatory changes at the federal and state level are also monitored. Most of these changes at the Federal level affect grants and student aid, while most at the state level affect program offerings and large-scale administrative processes.

c. Shifts in technology, student and community demographics, markets, and competition

Each year, the college planning team examines environmental factors, including technology, demographics, markets and competition and determines long- and short-term actions necessary to address these shifts. An example would be the emergence of metalworking as a key technology in Chesterfield County. As this technology began to emerge (with new jobs and plant expansion), the college addressed it through partnering with employers, acquiring equipment, and developing new programs to prepare students for this new opportunity.

d. Human resources capabilities and needs

During the planning process each year, the planning team reviews human resource needs in relation to the goals and objectives which have been identified for the planning period.

These needs are documented based on the objectives for the college as a whole as well as various units, and this information is fed into the budgetary and HR process for the coming fiscal year.

e. The opportunities and barriers you described in the Executive Summary (question 4)

Program development is an ongoing focus of NETC's planning process, since instructional programs are a key part of the college's mission. Service area needs and trends are analyzed and factored into the programmatic changes which are planned for each year. Likewise, the college must have adequate facilities in which to operate, subject to available funding. The planning cycle analyzes available facilities as compared to the needs of the college, and this information is fed into grant development, Permanent Improvement Plans, and other facilities planning processes. The issue of workforce succession (due to retirements, TERA, etc.) is also analyzed, area-by-area, in each planning cycle, with cross-training and related activities implemented on an ongoing basis, budget permitting.

f. Long-term organizational sustainability and organizational continuity in emergencies

The college conducts professional development and cross-training to ensure long-term sustainability in key functional areas. NETC also works with the State Technical College System regarding business continuity, and is currently developing an updated business continuity plan.

g. Your ability to execute the strategic plan

The planning process is integrated into the top management of the college, ensuring that all administrators have input and ownership. Combined with the link to the college's budgeting process, this structure ensures that the college has administrative impetus and direction for execution, as well as allocating available resources to address strategic priorities.

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

The principal strategic challenges identified in the Organizational Profile are workforce development and dealing with the impending exodus of long-time faculty and staff members due to retirement. Strategic objective #1 – Develop Resources to Achieve NETC's Mission – directly addresses these challenges through the acquisition of financial and human resources to provide instruction for the workforce in a variety of settings, as well as for professional development of faculty and staff to fill vacancies opened by retirements. The second strategic objective, Enhance Operating Processes, deals with the use of distance-learning and other cost-effective means of delivering workforce development and other educational programs, as well as updating and implementing new programs to meet the changing needs of the service area. Finally, maximizing the college's impact on its service area (Objective #3) is addressed through

the delivery of new programs and support services, as well as expanded workforce development programs.

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

The college evaluates the strategic planning process based on results of each planning cycle, as described above, as well as periodic surveys and focus groups including administrators, staff, faculty and board members to gather input. For example, until four years ago, the college used a *static* five-year window for strategic planning. As a result, many strategic factors were outdated during the latter years of the five-year cycle. Based on evaluation of the process, the planning team initiated the *moving* five-year window in 2003. Subsequent evaluations have been very positive.

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

NETC's principal planning document consists of two parts, a five-year "strategic window" addressing strategic objectives, followed by a one-year operational plan with action plans for each major operational area of the institution. By unifying the strategic and operational segments of the planning process, NETC ensures that all operational action plans directly support one or more strategic objectives. The college directly ties development of the annual budget to the objectives and action plans set forth in the planning document. All requests for new or increased funding must be tied to one of the action plans in order to be approved.

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

The strategic and operational plans are distributed directly to all employees of the college via e-mail and paper copy. Administrators in each area review the approved plan with their employees and provide clarification as needed. In addition, a PDF copy of the planning document is available to all employees on an internal server.

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

Each action plan objective contains an outcome statement and a time frame, both designed to facilitate the measurement of progress. A formal assessment is conducted at the divisional level at the end of each planning cycle. During this assessment, each division reports the status of applicable objectives. In broad terms, status can include the following: completed, partially completed, completed in modified form, and/or carried forward.

In addition, the NETC Institutional Effectiveness process assesses the college's operational objectives at the departmental, or "unit," level. These unit-level objectives are derived from more comprehensive, divisional objectives in the operational plan. Assessment methodologies are determined at the beginning of each annual institutional effectiveness cycle, and these methodologies (both qualitative and quantitative) are

utilized to assess progress at the conclusion of the cycle. The results of both assessment processes are “fed back” into the planning process to be addressed in the following cycle.

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

At this time, NETC’s strategic plan is not available through the website.

Category 3 – Student, Stakeholder, and Market Focus

The Student, Stakeholder, and Market Focus Category examines how your organization determines the requirements, expectations, and preferences of students, stakeholders, and markets. It also examines how your organization builds relationships with students and stakeholders, and the key factors that attract students, and lead to student and stakeholder satisfaction, loyalty, increased educational services and programs, and organizational sustainability.

Note: This category addresses **students and external stakeholders** only – Differing requirements may exist for your various internal customer groups.

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

Primary student and market segments are identified through ongoing monitoring of community needs. This monitoring is done in partnership with area economic development organizations, public schools and employers. Student segments are categorized according to educational level and job readiness and can generally be categorized as (a) traditional students (i.e., recent high school graduates), and (b) nontraditional students (those who are returning to the classroom five or more years following high school.) Both of these overall groups contain a dynamic mix of sub-groups. For example, the traditional student pool includes students seeking short-term educational programs for direct job preparation, as well as those who wish to continue their education at a senior college or university. NETC monitors these trends and addresses these changing needs in programming. Nontraditional students are more likely to reflect specific job market needs, because their primary educational goal is usually related to upgrading skills for advancement, or re-training due to job displacement. It is here that employer advisory committees play a very important role in assisting the college in monitoring changing needs.

Market segments are monitored in a similar manner. Student market approaches are formulated based on the monitoring information described above. Employers are the other major market segment addressed by the college. Employer surveys and focus groups provide updated information about this key market segments.

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?

Surveys of current and former students provide very useful information about needs and expectations of students and stakeholders. In the same way, employer surveys and focus groups, as well as advisory committees, create a body of information that is very useful to the college in reviewing needs and expectations. Relative importance is gauged on a quantitative basis using survey results.

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?

Using the same intake and monitoring processes described above, the college monitors information from current and former students and stakeholders regarding program relevance. Of particular interest are the perceptions of the alumni cohort two and three years following completion. This information is integrated into the institutional planning process on an annual basis, along with results of employer surveys. The needs of *future* students are more difficult to assess; this information is primarily gathered from one-on-one meetings with prospective students as well as employer and advisory committee feedback about changing job market needs.

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

Focus groups and surveys, detailed above, are the principal means of monitoring student and stakeholder satisfaction. Senior administrators receive these results and use them to modify programs and services as needed.

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

The college engages in an ongoing process of relationship-building which begins at the secondary level (for traditional students) or the workplace (for many non-traditional students) and extends throughout their career at NETC. College staff members work closely with advisors, counselors and teachers in secondary and middle schools, to provide information and coordinate programs and services which make the overall educational experience more effective. The implementation of the Education and Economic Development Act (EEDA) has provided structure and resources for collaboration in this key area. In the case of non-traditional students, the college works directly with employers, sometimes using apprenticeships and similar programs to ensure that there is an effective partnership and that the educational programs and services reflect workplace needs. Student focus groups are critically important to identify retention-related issues so that they can be addressed. Advisory committees provide critically important information about educational content as well as delivery methodologies.

Category 4 – Measurement, Analysis, and Knowledge Management

The Measurement, Analysis, and Knowledge Management Category examines how your organization selects, aggregates, analyzes, manages, and improves its data, information, and knowledge assets. It also examines how your organization reviews its performance. Note: The terms “information” and “analysis” refer to the key measurements used by your organization to analyze performance. Because of the key nature of the data and information, they should be linked to the organization’s operations, systems and processes described in your Business Overview and Category 6 – Process Management. The term “knowledge assets” refers to the accumulated intellectual resources of your organization. It is the knowledge possessed by your organization and its faculty and staff in the form of information, ideas, learning, understanding, memory, insights, cognitive and technical skills, and capabilities.

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?

Northeastern Technical College’s Institutional Effectiveness (IE) process is the principal mechanism which is used to assess student learning and track organizational performance. The IE process utilizes a set of annual objectives and outcome measures for each operational unit, including both instructional and administrative functions of the college. Each operational unit establishes objectives for the upcoming assessment cycle, along with outcomes and methods of assessment. These elements are reviewed by a campus-wide Institutional Effectiveness Committee and modified as needed prior to final approval. Key operations, processes and systems are selected for assessment based on their centrality to the college’s mission and include these overall categories: Instruction, Student Services, Fiscal Operations, Administrative Services, Institutional Advancement, and Human Resources. The assessment criteria for the *instructional* units are based on the *student learning outcomes* established for the program(s) being assessed. Likewise, assessment criteria for *administrative and educational support* units reflect the stated objectives and outcomes for those respective units. In all cases, assessment is based on a combination of qualitative and quantitative data, which are collected and maintained at the unit and institutional levels.

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

Northeastern Technical College analyzes data across all operational units and at several levels to support both strategic and tactical decision making. The college’s administrative software system provides information about enrollment trends (including programs, demographics, etc.), as well as financial data for budgetary decision-making. These internal data are key for day-to-day operational decisions. At the strategic level, the college analyzes external demographics about its service area, including educational levels, high-school graduation rates, and economic development trends (e.g., emergence of new technical skill requirements). In addition, the college relies on surveys of employers and alumni to guide decision-making about programs and services. A recent example of the use of internal and external trend data concerns the development of an

Associate Degree Nursing program. Internal data showed a high level of enrollment in “pre-nursing” courses and a high demand among students for the associate degree. Likewise, surveys of area health care providers indicated a severe shortage of RNs. This data analysis not only prompted the college to begin developing the new program, which is now being implemented, but has also provided objective data for grants and other resource development opportunities based on documented need.

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

Key measures regarding instructional programs are (a) learning outcomes assessment and (b) job placement rate following graduation. Outcomes assessment is addressed above in the Institutional Effectiveness section. Placement rate is assessed via student surveys conducted within a certain time interval of graduation. The learning outcomes for each program are reviewed on a cyclical basis, ensuring that each program reflects current skills and competencies based on external constituencies (e.g., employers and senior institutions); advisory committee input is utilized in this review, along with the DACUM (Developing A Curriculum) process. For administrative and educational support services, the key measures include attainment of the outcomes stated for each area in the Institutional Effectiveness Plan; these are reviewed annually as part of the IE process. Student and external stakeholder input, through surveys and focus groups, is used for this review.

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

The criteria of the Southern Association of Colleges and Schools and the Southern Regional Education Board are key sources of comparative data for NETC’s decision-making process. The Integrated Post-Secondary Data System (IPEDS) operated by the U.S. Department of Education also provides a peer comparison function which is very useful for establishing reference points based on similar institutions.

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

The college’s Information Technology (IT) department has overall responsibility for these key elements regarding decision-making data. Data integrity and security are ensured through the use of passwords which restrict access to student and financial databases to those employees with clearance for that particular area, as well as firewalls which prevent external database manipulation. The colleges’ administrative software system operates in “real time,” ensuring that data are timely. Reports are compiled for access by decision-makers at all levels and reflect the specific needs expressed by end users. Data security is maintained physically through restricted access to the server room, as well as off-site backup storage; and electronically through passwords and firewalls as noted above.

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

Organizational review findings generated by the annual operational plan review and institutional effectiveness process are “fed back” into the institutional planning process each year. This process of “closing the loop” combines the results of the previous year’s performance with internal and external environmental factors to develop the priorities and goals for the upcoming fiscal year.

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

Organizational knowledge is collected through the development of operational handbooks in key operational areas, ensuring that continuity can be maintained when personnel change. Employee knowledge is shared and transferred through college-wide and departmental workshops and the college’s professional development program. Best practices are identified through formal and informal sharing with peer institutions, both within the S.C. Technical College System and in other states, as well as through employee participation in regional and national workshops, budget permitting, along with review of relevant literature.

Category 5 – Faculty and Staff Focus

This Category examines how your organization enables faculty and staff to develop and utilize their full potential, aligned with the organization’s objectives, strategies, and action plans. It also describes how work environment and organizational climate improvement efforts are conducive to performance excellence and to personal and organizational growth.

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?

The college organizes work based on the institution’s mission and objectives, with overall coordination taking place in the administrative council. This oversight ensures that all divisional and departmental objectives and action plans support the overall goals of the college. A college-wide Professional Development Committee maintains an ongoing professional development program to provide opportunities for professional advancement and skills development among faculty, staff and administrators. This committee allocates resources (both financial and otherwise) to provide professional training. The college organization and HR processes are evaluated through periodic SWOT analyses as well as through annual institutional effectiveness assessments.

2. How do you evaluate and improve your organization and HR processes?

The college’s organization and HR processes are evaluated through periodic SWOT analyses as well as through annual institutional effectiveness assessments.

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

Campus-wide professional development sessions as well as in-service training programs are used to share information across various divisions of the college. These sessions are conducted at least semi-annually and deal with topics ranging from software skills to customer service. Internal newsletters (both print and electronic) are also used to share information about programs and services throughout the institution. Cross-divisional training is also offered for employees in divisions where close coordination of services is essential; for example, Student Financial Aid and Fiscal Affairs areas.

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?

The college utilizes the Employee Performance Management System (EPMS) and the Faculty Performance Management System (FPMS) promulgated by the State of South Carolina. The college uses these systems as a formal means of communicating expectations to employees and evaluating their performance on an annual basis. The objectives included in the EPMS and FPMS “planning stage” for the upcoming evaluation period directly reflect those set forth in the college planning and institutional effectiveness documents, transposing these large-scale objectives to the individual employee level. The annual performance review is utilized as an opportunity for two-way exchange between the employee and the manager, with emphasis on performance and communication.

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

Succession planning is a major issue facing NETC, as well as all state agencies, as the “baby boomers” retire, taking with them a vast store of organizational knowledge. Efforts were begun three years ago to provide cross-training in all operational areas. Mentoring is also being used to transmit organizational knowledge to younger employees. Professional development activities, both local and statewide (including state-level leadership programs) are also utilized for this purpose.

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 NETC Professional Development Committee works with the college leadership to determine critical needs for professional development on an annual basis. In addition, the Professional Development Committee surveys employees and administrators to further determine priorities for training and development. Participants in professional development activities are required to complete evaluation forms; responses are used to modify and improve the training. The college encourages on-the-job use of new

knowledge and skills by incorporating professional development into performance objectives (above), as well as providing opportunities for employees to demonstrate and share specialized skills with their peers.

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

The college cultivates a “team” approach at all levels, from maintenance to top administration. Professional development funding is provided as available, not only through allocation but by employee application. Outstanding employees are recognized each year in three major categories.

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

The college utilizes SWOT analyses, focus groups and surveys to monitor these important faculty and staff factors. In addition, all supervisors promote an “open-door” policy with their employees.

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

All issues and concerns identified through the above approach (Item 9) are referred immediately to the appropriate administrator for action. Follow-up reports are required to determine resolution. When college-wide issues are identified, task forces are often utilized to determine strategies and action plans.

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

The campus Safety Committee monitors compliance with all applicable safety regulations and conducts awareness-building activities and drills to ensure that all employees are aware of safety procedures. Safety regulations specific to technical areas (for example, hazardous materials used in labs) are emphasized in employee and student orientations. The college has basic contingency plans for data security and business continuity in the event of major disasters; these are being strengthened and made more comprehensive. All employees and students are required to wear a college-issued ID badge at all times when on campus, ensuring that unauthorized persons do not have access. The college contracts with a security firm to provide uniformed security coverage on a 24/7 basis.

Category 6 – Process Management

This Category examines key aspects of your organization’s process management, including key learning-centered processes for your educational programs, offerings, and services that create student, stakeholder, and organizational value. It also examines key support processes.

Note: Your key learning-centered processes are those most important to maximizing student success. They are the processes that involve the majority of your organization’s

faculty and staff and produce value for students and stakeholders. They also include the learning-centered processes most critical to adding value to the organization itself, resulting in student success and educational growth. For example, your responses could include: how programs, offerings, and services are designed and delivered; the application of technology; the use of computer-assisted, distance, and Web-based learning, the importance of research and development, and the availability of offerings at different times and locations.

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

The college uses best practice review, stakeholder input and cost analysis in determining key learning-centered processes for delivery of educational programs and student services. For maximum cost-effectiveness and to address geographic and scheduling barriers, distance learning has proven to be a very effective instructional delivery process for Northeastern Technical College. NETC serves a large (3-county), sparsely populated geographic area, and budgetary and logistical considerations make it impossible to utilize conventional classroom delivery for all courses in the college's three community sites (Dillon, Pageland and Bennettsville.) Distance learning technology is used to share these courses among the four locations, with all sites capable of both originating and receiving courses. In the same manner, NETC is able to secure specialized courses from other colleges in the SC Technical College System through a cooperative distance learning network, and also originates courses through the same process. Internet-based (online) courses are also utilized by NETC, primarily to add specialized course selections for our students, as well as for course creation and distribution in selected cases. Library services are also provided for the three community campuses through online connections; full text material is available in many cases, and when it is not, materials can be provided overnight using the state courier system.

Time and location are key factors affecting students' access to courses and services, and NETC addresses both of these issues through scheduling. As noted above, the college operates three small community campuses to provide access in key population centers distant from the main campus in Cheraw. Day, evening and some weekend scheduling is also used to overcome time barriers. Courses are also offered at community sites and in the workplace. Student services are offered during both day and evening operational periods. Distance learning connections also make it possible for students at community sites to talk with counselors, financial aid officers, and others to secure services.

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

Student input is gathered through surveys (of both current students and alumni), as well as focus groups. Community stakeholders (especially employers) provide input through advisory committees and surveys. Likewise, faculty and staff participate in focus groups, surveys and SWOT analyses to identify changes and improvements needed to learning-centered processes. The administrative planning team reviews these findings and uses them in the planning process for courses and services.

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?

The institutional effectiveness process includes a number of indicators based on responsiveness and efficiency, and these are monitored annually; results are used to change and improve processes. For example, extensive changes have been made in student intake, placement testing and orientation processes based on these indicators. A campus technology committee including representatives of major operational areas monitors emerging technology and recommends resource allocations for implementation in the highest priority areas to improve effectiveness and efficiency.

4. How do you systematically evaluate and improve your learning-centered processes?

The college-wide institutional effectiveness process, described elsewhere in this report, is the primary tool used to systematically monitor and evaluate learning-centered processes. The use of assessment results is a key step in the institutional effectiveness process, resulting in action steps for improvement at the conclusion of each assessment cycle. Each operating unit establishes objectives and evaluation criteria for the annual evaluation process, which is coordinated by a campus-wide oversight committee.

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

The key support processes at Northeastern Technical College include financial services, administration, facilities, public affairs/marketing, human resources and resource development. These support services are categorized as “administrative and educational support” programs in NETC’s institutional effectiveness process. Objectives and performance evaluation measures are developed for each of these processes and evaluated on an annual basis. The specific nature of the evaluation depends on the service offered. For example, the financial services area includes a low rate of audit exceptions as a key performance criterion (which is consistently attained at NETC). The administrative services area surveys internal and external stakeholder groups regarding their satisfaction with services. Facilities services are evaluated using surveys and by analysis of work order turnaround times. PR and marketing efforts are evaluated on the basis of media citations. One key indicator for human resources is the percent of affirmative action goals attained. Finally, total external resources secured and the percentage of requested funds awarded are used as criteria for resource development. These measures are evaluated each year and processes are changed to address shortcomings.

6. 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?

The institutional planning process, outlined earlier in this document, determines institutional priorities and identifies new initiatives to be undertaken by the college in the upcoming fiscal year and beyond. This planning process involves all segments of the college and is the first step in the annual cycle of budget development. Every operational area identifies the resources needed to maintain services as well as those required to improve or expand services as needed. Administrators from each area submit budget requests based on the priorities identified in the planning process. Discussions are held at the administrative level to rank-order these priorities and identify the financial and human resources needed to implement them. In some cases, this process forms the basis for external funding requests (from public or private sources). For example, the implementation of a new educational program (such as Associate Degree Nursing) requires additional funds over a two-year startup period. This specific need was addressed in the last two planning and budgeting cycles and funding sources have been identified (both external grants and allocation of existing budgetary resources) to address this priority.

Category 7 – Organizational Performance Results

This Category examines your organization's performance and improvements in: customer satisfaction, mission accomplishment and organizational effectiveness, financial performance, human resource results, regulatory/legal compliance and community support. Information is typically displayed by the use of performance measures.

Quantitative measures may be supplemented by a discussion of qualitative measures where appropriate; *however*, every effort should be made to use appropriate quantitative measures that can be charted to show trends and comparisons to benchmarks.

Introduction to Category 7 Information

Northeastern has selected performance criteria which reflect the college's service area, organization, and mission. It should be pointed out that an effort has been made to include information about competitors and/or comparable organizations when available. In many cases, a more meaningful comparison is based on the institution's rating through the Commission on Higher Education's Performance Indicator system; these figures are cited as applicable.

Category 7 Report

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

Explanatory Information/Methodology

Northeastern Technical College has selected five key measures for this criterion: graduate performance on licensure examinations, graduation rate, retention rate, and student recognition/achievement.

Quantitative Data

Table 7.1.1: Performance on Licensure Examinations

Pass Rate of NETC Practical Nursing (PN) Graduates on NCLEX Licensing Exam

| Year | First Attempt Pass Rate |
|------|-------------------------|
| 2002 | 70.6% |
| 2003 | 93.3% |
| 2004 | 92.9% |
| 2005 | 85% |
| 2006 | 100% |

Table 7.1.2: Graduation Rate

First-time, full-time degree seeking student graduation within 150% of normal program time

| Year | Percentage |
|-------------|------------|
| 2000 cohort | 46.5% |
| 2001 cohort | 45.3% |
| 2002 cohort | 37.3% |

Based on SC CHE Performance Indicator 7A (target range = 30-45%)

Table 7.1.3 Retention Rate

| Cohort | Retention Percentage |
|---------|----------------------|
| 2003-04 | 50.7% |
| 2004-05 | 49.7% |
| 2005-06 | 51.0% |

Table 7.1.4: Student Recognition/Achievement

Criterion: NETC students selected for National Technical Honor Society

| Academic Year | Students Selected |
|---------------|-------------------|
| 2002 | 8 |
| 2003 | 8 |
| 2004 | 20 |
| 2005 | 7 |
| 2006 | 16 |
| 2007 | 10 |

Table 7.1.5: Graduate Placement Rate

| Status | Percentage |
|----------------------|------------|
| Placed On Job | 71.5% |
| Continuing education | 29.2% |

Source: NETC Placement Survey Report (2005-06)

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

Explanatory Information/Methodology

This measure is evaluated on the basis of four key data elements: employer satisfaction surveys, curriculum advisory committee information, and alumni surveys. At this time, data on competitors and comparable organizations are not available for analysis.

Quantitative Data

Table 7.2.1: Employer Satisfaction Survey Results

Degree of employer satisfaction with NETC students or graduates on the job:

| | |
|-----------------|-------|
| SATISFIED: | 40.5% |
| Very Satisfied: | 39.3% |

Likelihood that company will utilize NETC for workforce training in the future:

| | |
|--------------|-------|
| LIKELY: | 35.4% |
| Very likely: | 51.2% |

Source: 2006 NETC Employer Survey (biennial; $n=84$)

Table 7.2.2: Curriculum Advisory Committee Information

Degree to which program advisory committees were strengthened through enhanced involvement of business, industrial and community representatives. Evaluation is based on percent of best practices criteria met by the institution’s advisory committees.

| YEAR | PERCENTAGE |
|--------------------------------------|------------|
| 2002/03 | 96.7% |
| 2003/04 | 100% |
| 2004/05 (most recent data available) | 96.7% |

Source: CHE Performance Indicator 4A/B

Table 7.2.3: Alumni Survey Results

Satisfaction with major

| Rating | Percent |
|------------------------|---------|
| Very satisfied: | 52.6% |
| Satisfied: | 36.8% |
| Somewhat satisfied: | 5.3% |
| Somewhat dissatisfied: | 5.3% |
| Dissatisfied: | 0% |
| Very dissatisfied: | 0% |

Satisfaction with overall academic experience

| Rating | Percent |
|------------------------|---------|
| Very satisfied: | 52.6% |
| Satisfied: | 36.8% |
| Somewhat satisfied: | 5.3% |
| Somewhat dissatisfied: | 5.3% |
| Dissatisfied: | 0.0% |
| Very dissatisfied: | 0.0% |

Source: SC CHE “A Closer Look” 2006

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

Explanatory Information/Methodology

For this performance measure, the college has chosen several evaluation criteria, including: economic impact of the college on its service area, shifts in revenue sources and development of alternative revenue streams for special projects (including grants), and investment in technology resources to maximize instructional and administrative effectiveness.

Quantitative Data

Table 7.3.1: Economic Impact of Northeastern Technical College

Summary of NETC's Economic Impact

- **Direct Budget Expenditures** **\$ 9.35 Million**
- **Indirect Multiplier Effect** **\$ 6.82 Million**
- **Education-Enhanced Earnings** **\$ 9.61 Million**
- **Dynamic Investment Attraction** **\$25.43 Million**

Northeastern Technical College's Estimated Cumulative Economic Impact on its service area for FY03: \$51.21 Million

Source: NETC Economic Impact Study 2003 (most recent available)

Table 7.3.2: Revenue Sources

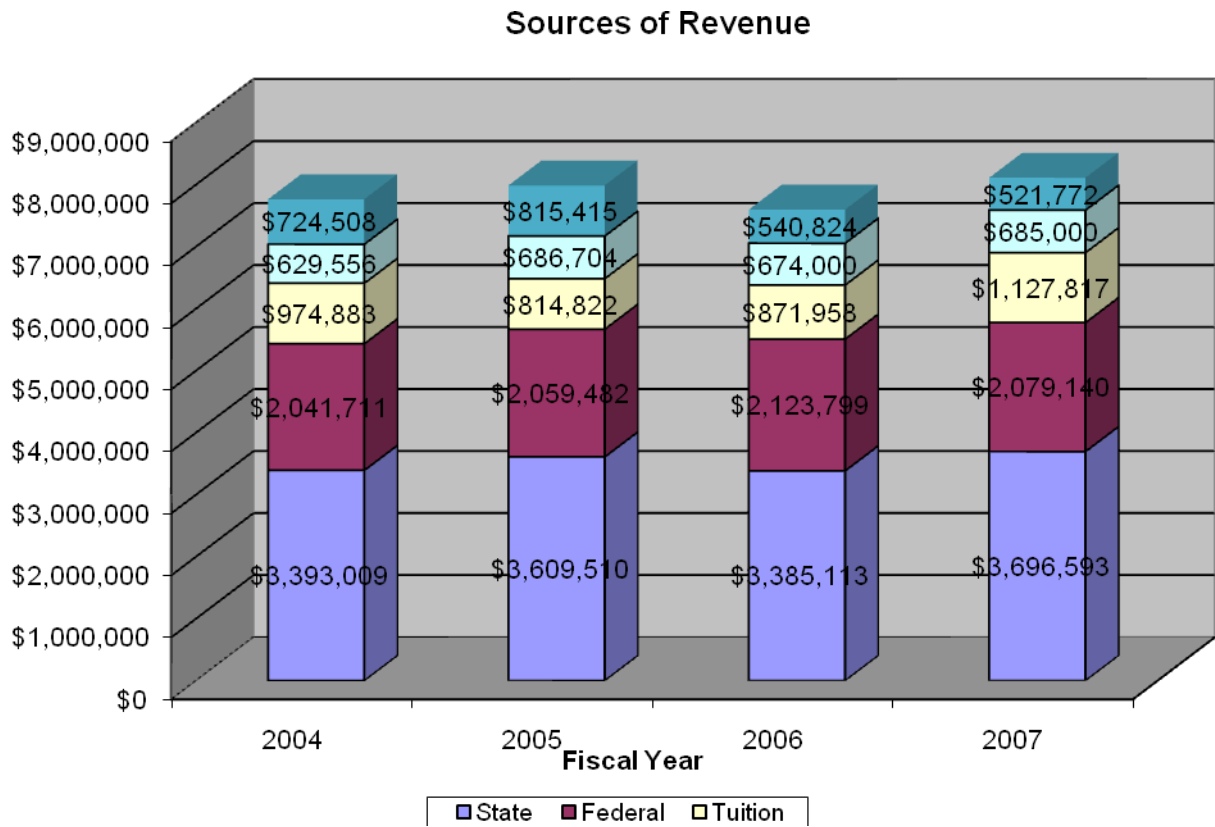


Table 7.3.3: External Funding for Special Projects

NETC External Funding Report

The dollar amounts of federal and state grant proposals submitted and awarded during the assessment period were monitored and compiled using a spreadsheet. Figures for FY 2006-07 were compared with those for the previous fiscal year. Here is a summary of this information:

Current year (2006-07):

| | |
|--|-------------|
| Grant dollars applied for: | \$3,088,199 |
| Grant dollars awarded: | \$1,200,510 |
| Grant dollars pending: | \$1,744,500 |
| Grant dollars awarded or pending: | \$2,945,010 |
| Percentage of proposed \$ funded or pending: | 95.43% |

Previous year (2005-06):

| | |
|---|-----------|
| Grant dollars applied for in 2005-06: | \$451,000 |
| Grant dollars awarded in 2005-06: | \$352,000 |
| Grant dollars pending (at time of 0506 report): | none |
| Percentage of proposed \$ funded: | 78.05% |

Received 0607: \$1,200,510

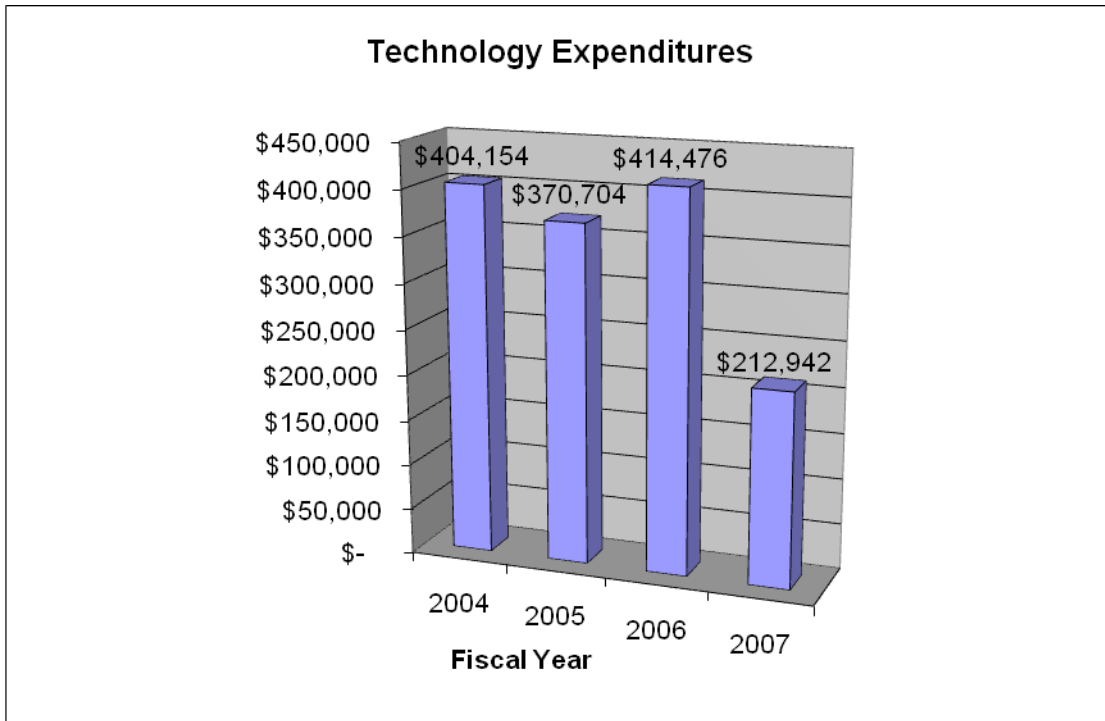
Received 0506 : \$352,000

Based on this adjustment, the actual flow of public grant dollars into the college increased by 241 percent, or \$848,510, from 0405 to 0506.

This information reflects a growing need for external funding to offset decreasing state FTE reimbursement and to foster development of new programs and services.

Source: NETC Institutional Effectiveness Report / 2006/07

Table 7.3.4: NETC Technology Investment



This chart reflects expenditures made by the college for instructional and information technology during each year indicated; fund sources include grants, local funds, and lottery technology funding.

7.4 What are your performance levels and trends for your key measures on work system performance, faculty and staff learning and development, and faculty and staff well-being, satisfaction, and dissatisfaction?

Explanatory Information/Methodology

Northeastern Technical College evaluates this element on the basis of faculty qualifications compared to SACS requirements, and professional development programs for faculty and staff, and internal SWOT analysis results.

Quantitative Data

Table 7.4.1: Qualification of Faculty

| Academic Year | Pct. Meeting SACS Qualifications |
|---------------|----------------------------------|
| 2003 | 100% |
| 2004 | 100% |
| 2005 | 100% |
| 2006 | 100% |

Based on SC CHE Performance Indicator 2A

Table 7.4.2: Professional Development Opportunities

| | |
|---|----------|
| Professional development budget (institutional) – see note | \$11,000 |
| Individual employees receiving institutional professional development funding | 1 |
| Employees participating in professional development funded through departmental budgets | 25 |
| Number of college-wide (group) activities | 3 |

Note: institutional funds were allocated for intensive group professional development activities this year, maximizing benefit for the largest number of employees.

Table 7.4.3: Employee Satisfaction Based on SWOT Analysis

NETC periodically analyzes various factors related to the college in the areas of Strengths, Weaknesses, Opportunities and Threats. Information from this SWOT analysis is used for institutional planning purposes. It is also a good indicator of employee satisfaction, as demonstrated in the following table from employee responses to the most recent SWOT Analysis.

| Factor | Number Citing As Positive |
|-------------------------------|----------------------------------|
| Positive work environment | 4 |
| Facilities | 9 |
| Positive Image of the college | 19 |
| Flexibility | 4 |

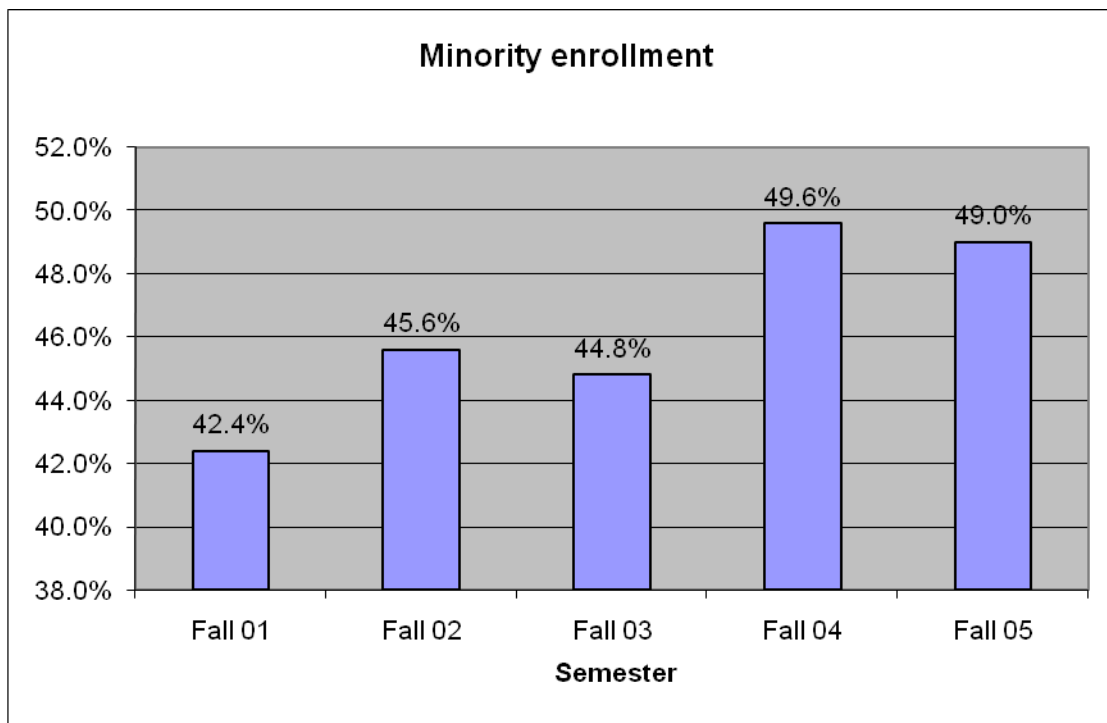
7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, learning-centered and support process performance (these could include measures related to the following: student performance and development; the education climate; responsiveness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

Explanatory Information/Methodology

This standard is measured based on the following criteria: access to all segments of the community, efficiency in communicating information about the college with stakeholders, and cost-effectiveness in providing support services.

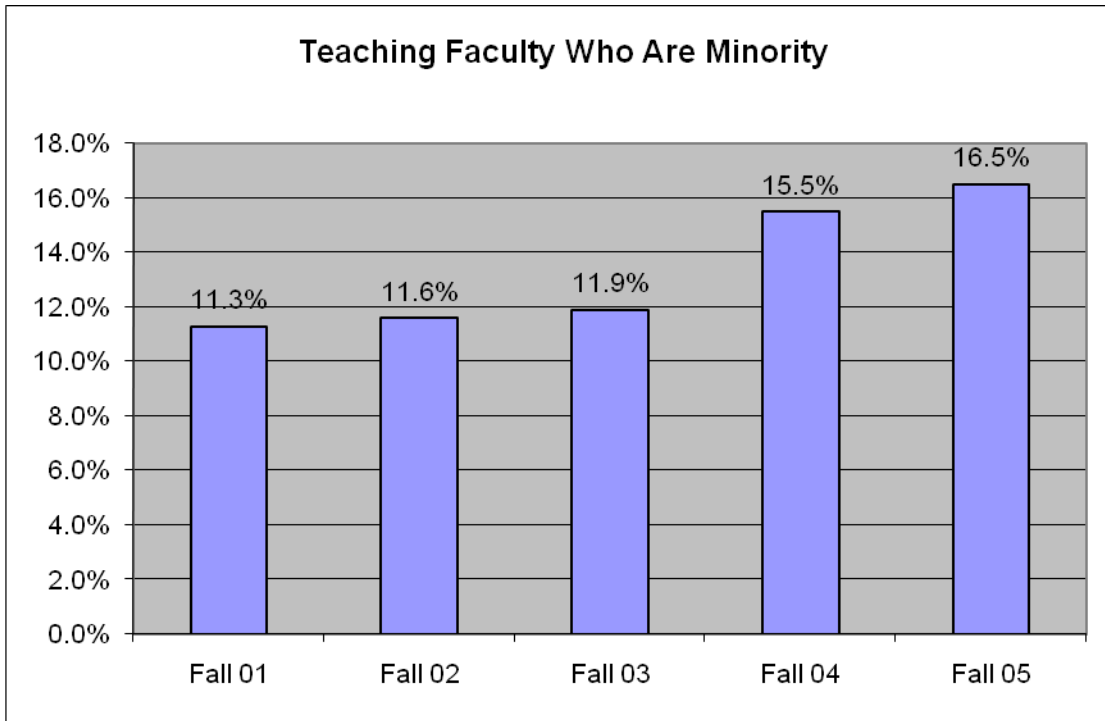
Quantitative Data

Table 7.5.1: Access / Minority Enrollment



Source: S.C. CHE Performance Indicator 8C and local statistics

Table 7.5.2: Access / Minority Faculty



Source: S.C. CHE Performance Indicator 8C

Chart 7.5.3: Educational Services for Single Parents and Displaced Homemakers

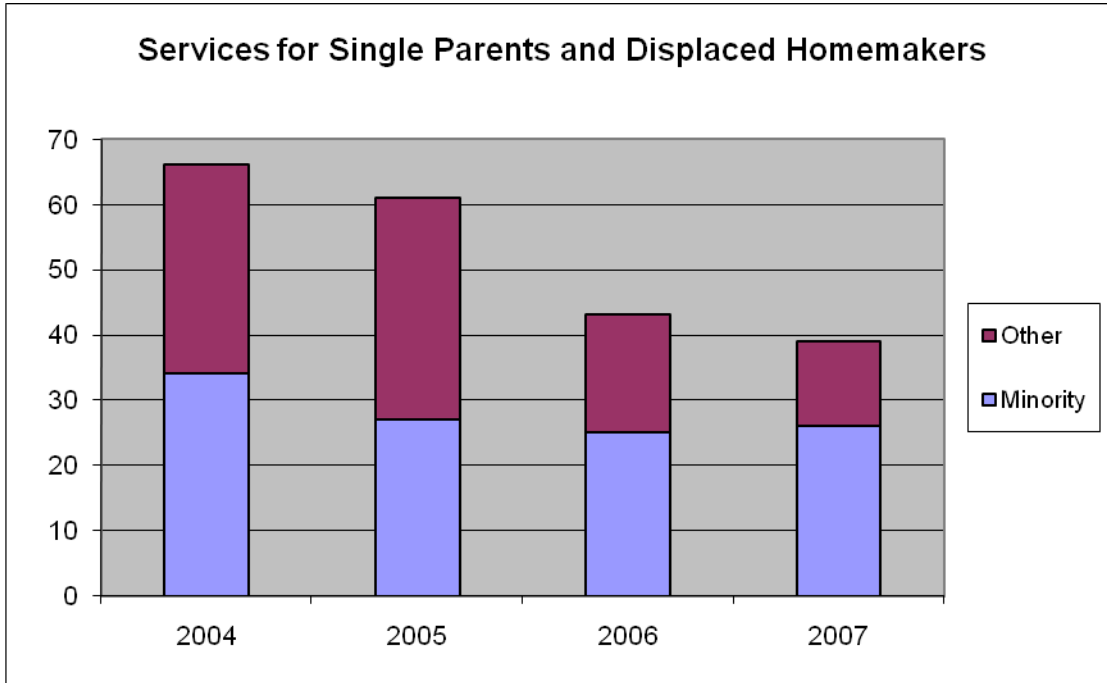
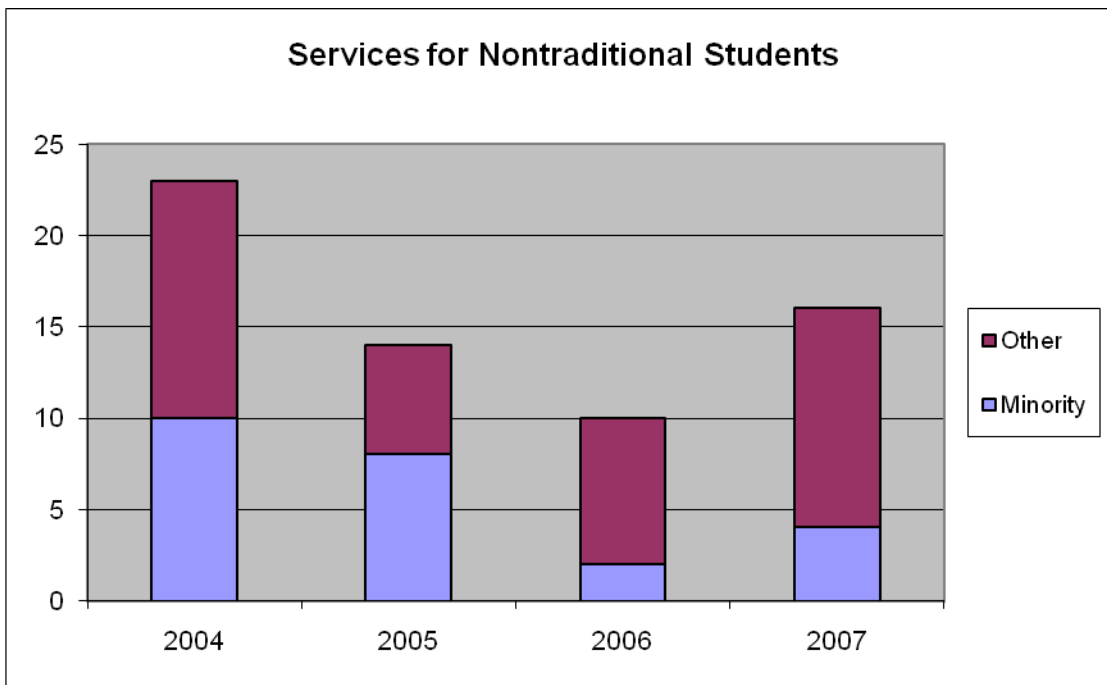
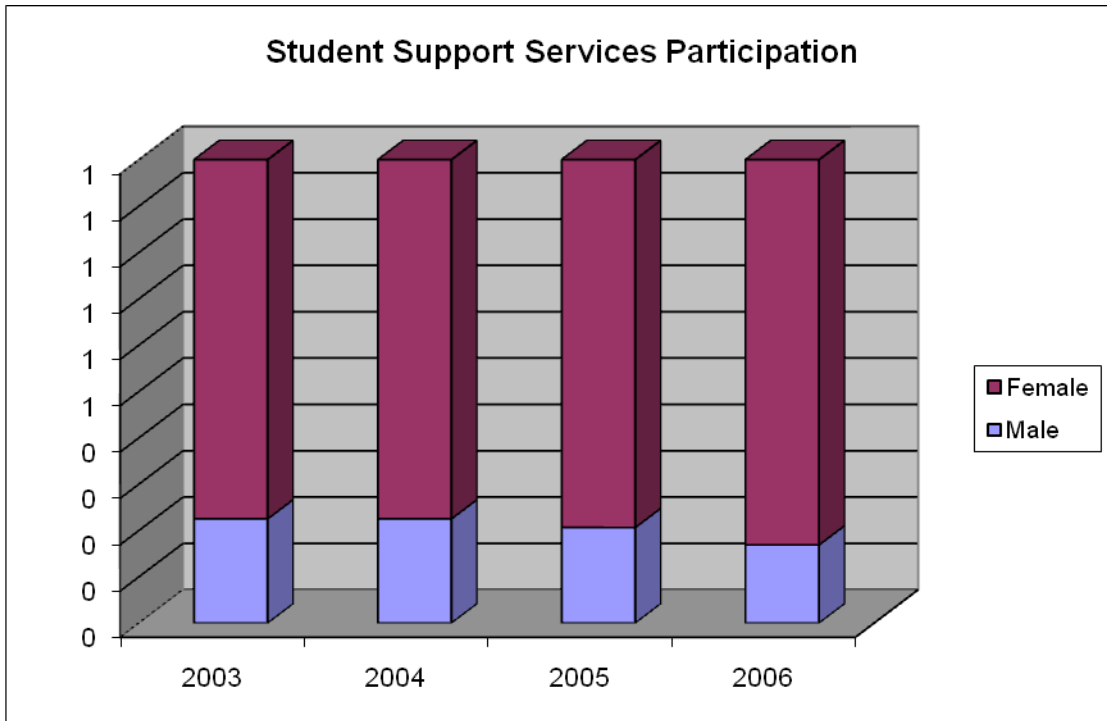


Chart 7.5.4: Educational Services for Nontraditional Students

Showing students served by year.



**Chart 7.5.5: Special Services to Economically Disadvantaged,
First-Generation College Students**



Source: Student Support Services Program (Federal TRIO Grant)

Table 7.5.6: Efficiency in Communicating With Stakeholders

NETC has selected mass media placement statistics as a meaningful indicator of efficiency in communicating with stakeholders. These statistics are maintained as part of the College's ongoing Institutional Effectiveness program.

Beginning on July 1, 2006 and ending on June 30, 2007, press releases distributed from the public information office were tracked and monitored for placement in targeted media outlets. Nine community and regional focused newspapers (*The Cheraw Chronicle, The Dillon Herald, The Progressive Journal, the Community Times, the Dillon Herald, The Link, The Chesterfield County Shopper* and the *Florence Morning News*) were monitored for stories focusing on or mentioning "Northeastern Technical College" and any of its programs, divisions, people or services. If any of these sort of references appeared and specifically included "Northeastern Technical College," **circulation numbers for that edition were recorded** (for each story), the article was "clipped" and further **analysis was performed to determine a relative column inch length** (how much space it took up in the newspaper). When a column inch amount was determined, that number was multiplied by the per column inch "open rate" to determine a monetary value to the relative size of the story. In other words, **the size of the story was compared to the cost of a comparably sized advertisement in the specific media outlet.**

During the time frame assessed (July 1 – June 1, 2007 – does not include June or July coverage), **more than 180 articles** about the college, its programs or its employee or students appeared in the collection of media outlets assessed. While less than 3% of those stories were bylined stories (written by media personnel), almost all stories were run verbatim to the original versions released from the public information office. In addition, those 180 articles made up **2,654.50 column inches** (a standard size paper contains roughly 125 column inches per page) with an **advertising equivalency of \$16,379.00.**

The total circulation for all press releases published in targeted media outlets (print only) was **2,032,500.**

Source: NETC IE Reports

Table 7.5.7: Use of Contract Outsourcing for Cost Effectiveness

NETC currently utilizes an outside contractor for campus security services. Estimated cost savings are shown in the following table.

| | |
|--|-----------------|
| COST OF SECURITY CONTRACT FOR 05-06 | \$88,026 |
| Cost of equivalent coverage using permanent employees: | \$112,861 |
| Cost savings realized per year: | \$24,835 |

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

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

Explanatory Information/Methodology

Northeastern Technical College evaluates this measure on the basis of the following data elements related to action plan attainment, community impact, affirmative action, accreditation and future leadership development programs.

Quantitative Data

Table 7.6.1: Accomplishment of Organizational Strategies

| Year | Pct. Goals Attained |
|--|-----------------------------|
| 2004/05 | 98% (55 of 56 goals) |
| 2005/06 (most recent available) | 98% (54 of 55 goals) |

Source: NETC Strategic and Operational Plans

Table 7.6.2: Impact of NETC on Local Employment Growth

The Three-County NETC Service Area Attracts Economic Investments

Total industrial investments (Shown in millions) in new & existing businesses from 1994-2002 in the three-county NETC service area:

| | |
|---------------------------------|-------------------|
| 1994 | \$98.54 |
| 1995 | \$156.41 |
| 1996 | \$92.24 |
| 1997 | \$175.76 |
| 1998 | \$150.69 |
| 1999 | \$150.92 |
| 2000 | \$111.12 |
| 2001 | \$136.89 |
| 2002 | \$71.92 |
| 9 Year Total (1994-2002) | \$1,144.49 |
| Average Per Year FY03 | \$127.17 |

9 Year Capital Investment TOTAL = \$ 1.144 Billion

Average Annual Capital Investment = \$127.17 Million

Source: SC Department of Commerce Capital Investment Report and Economic Development Authorities from Chesterfield, Dillon, and Marlboro Counties

Note: Above chart cited in NETC Economic Impact Study in 2003; most recent figures available.

Table 7.6.3: Affirmative Action Goal Attainment

| Report Year | Percent of Goals Attained |
|--------------------|----------------------------------|
| 2004 | 83.1% |
| 2005 | 85.8% |
| 2006 | 83.8% |

Table 7.6.4: Accreditation**Accreditation Status**

Commission on Colleges, Southern Association of Colleges and Schools
Decennial Reaffirmation Status

| REAFFIRMATION POINT | STATUS |
|---------------------|--|
| 1978 | Reaffirmed |
| 1988 | Reaffirmed |
| 1998 | Reaffirmed |
| 2008 | Reaffirmation materials submitted; review in process at time of report |

Table 7.6.5: Future Leadership Development**NETC Faculty/Staff Participating in
USC Higher Education Leadership Graduate Program**

| Acad. Yr. | Participants |
|-------------|--------------|
| 2004 | 2 |
| 2005 | 2 |
| 2006 | 2 |
| 2007 | 2 |

Note: The graduate program is jointly administered by the S.C. Technical College System and the University of South Carolina.

**NETC Faculty/Staff Participating in
S.C. Technical College Leadership Academy**

| Acad. Yr. | Participants |
|-------------|--------------|
| 2004 | 1 |
| 2005 | 1 |
| 2006 | 1 |
| 2007 | 0 |

Note: The Leadership Academy is operated by the S.C. Technical College System for the specific purpose of developing future leaders for the System.

Funding for these leadership development activities is coordinated through the NETC Professional Development Committee described earlier in this report.

Conclusion

The president and administration of Northeastern Technical College are pleased to submit this information for your review. We have found this Baldrige Accountability Report to be a useful tool for ongoing review of institutional performance. Thank you for the opportunity to present this report.

James C. Williamson, Ph D.
President

