



Accountability Report

Fiscal Year 2005 - 2006

Horry-Georgetown Technical College
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Section I – Executive Summary

Section I.1 VISION, GUIDING PRINCIPLES, AND MISSION

Statement of Vision

Horry-Georgetown Technical College will be a leader in student learning through the relentless pursuit of excellence in workforce development and enhancement of knowledge acquisition, skills attainment, and personal growth and well-being.

Guiding Principles for Excellence

To achieve its vision, Horry-Georgetown Technical College will be:

- Market-driven in the design and delivery of knowledge solutions relevant to industry and changing socio-economic trends;
- A provider of excellence in teaching toward the attainment of educational quality;
- Customer focused through commitment to individual needs and user satisfaction;
- Innovative and inclusive in solving problems and making decisions;
- A leader in acquiring and implementing world class technology;
- Steadfastly dedicated to financial stewardship and in exemplifying the highest standards in ethics and organizational governance; and
- Diligent in acquiring, training, and maintaining diverse, world-class human capital.

Mission Statement

The mission of Horry-Georgetown Technical College is to provide accessible, affordable, high-quality, comprehensive two-year collegiate education and workforce training; to provide a student centered environment and inspire lifelong learning; to promote learning through exceptional teaching; to promote multicultural awareness and embrace diversity within the community; to promote economic development, and to lead in technological innovation.

Section I.2 MAJOR ACHIEVEMENTS FROM PAST YEAR

- Celebrated 40th Anniversary

Adding/Expanding Relevant Programs of Study:

- Emergency Medical Technology Associate Degree

- Construction Project Management Technology Associate Degree
- Pharmacy Technician Diploma
- Timber Harvesting Heavy Equipment Operator Certificate
- Nursing Expansion
 - Added Practical Nursing Diploma program at Conway Campus
 - Additional Associate Degree Nursing seats in Georgetown
- New/revised Continuing Education Quick Jobs programs
 - Guest Room Attendant, Medical Billing/Coding, Medical Assistant, Chiropractic Assistant, Cardiac Care, Heavy Equipment Operator, and Construction Trades Institute

Instructional Quality and Student Achievements:

- 1st and 2nd place student finish in state Radiological Technology Bowl
- Exceeded national pass rate on advanced Heating, Ventilation, and Air Conditioning certification exam
- Culinary Arts student claimed 1st Place in American Culinary Federation hot foods competition against professional chefs
- 6th, 7th place finish in National Turf Bowl by Golf Course Management students
- Five-Star Chapter rating for Phi Theta Kappa Honor Society
- Diagnostic Medical Sonography graduates outperformed national average on new AART Ultrasound Primary Exam
 - Only 80 participants nationwide in new pilot exam
 - Five HGTC graduates successful on exam, surpassing national 70% average score (four graduates at 80%+, one graduate at 90%+)
- “Substantially Exceeds” performance funding rating from Commission on Higher Education
 - Nine consecutive years of “Exceeds” or above
- Outstanding performance by HGTC transfer students
 - Students transferring from HGTC with 60+ credit hours perform as well or better than native four-year college students
- Professional licensure exam results
 - Practical Nursing graduates enjoy high NCLEX first-attempt pass rate
 - Nursing graduates typically outperform graduates of four-year Nursing programs
 - 100% State licensure exam pass rate for Massage Therapy graduates
 - 100% State licensure exam pass rate for Nuclear Medicine Technology
- Graduate placement rate of 96%
- Establishment of Career Resource Center

Partnerships:

- Coastal Carolina University
 - Educational partnership and collaboration at Quail Creek golf course
 - Sharing of facilities and services, public safety, and faculty exchange
- Clemson University – Developed a transfer agreement for the turf grass program
- Horry County Schools and business community – Early College High School

Advisory Board established with former U.S. Secretary of Education Richard W. Riley serving as chair

- Brookgreen Gardens – Continuation of horticulture associate degree
- Charleston Southern University and Coastal Carolina University – Joint offering of criminal justice degrees

New and Enhanced Facilities:

- Eleanor S. Armstrong Allied Health & Nursing Wing, Georgetown Campus
 - Opened state-of-the-art 9,000 square ft healthcare education facility
 - \$2 million total project cost
 - Project completed with no State construction dollars
- Dr. Robert E. Speir, Jr. Healthcare Education Center, Grand Strand Campus
 - Completed design phase of 50,000 square ft renovation of the former Myrtle Beach Air Force Base Hospital
 - \$10 million project cost
 - More than \$9.5 million in private, public/private investment
 - Project completed with no State construction dollars
- Marilyn J. Fore Science Wing, Grand Strand Campus
 - Opened 22,000 square ft renovation of dilapidated gym space with science labs and classroom facility
 - \$1.5 million project cost
 - Project completed with no State construction dollars

Administrative Improvement:

- Complete replacement of enterprise resource planning system (administrative information system):
 - Finance and Human Resources – Placed into production
 - Student and Financial Aid – Implementing for fall 2006

Section I.3 KEY STRATEGIC GOALS FOR PRESENT AND FUTURE YEARS

Goal 1	<p>Promote Student Learning</p> <p><i>HGTC will produce educational quality by the extent to which the institution provides an environment conducive to student learning, and the extent to which this environment leads to the development of knowledge, skills, behaviors, and predispositions of value to students and the society they are preparing to serve.</i></p>
Goal 2	<p>Optimize Instructional Offerings</p> <p><i>HGTC will revise, enhance, create, and deliver programs of study that promote quality and optimize market relevance for the purpose of producing a highly skilled and knowledgeable workforce.</i></p>
Goal 3	<p>Grow and Develop Resources</p> <p><i>HGTC will engage in resource development and management that enhances and seeks new revenue sources and maximizes the effective use and allocation of existing resources.</i></p>

Goal 4	Maximize Student Success
	<i>HGTC will provide comprehensive, seamless, and innovative services to enable students to be successful in accomplishing their chosen goals.</i>

Goal 5	Strengthen College Services
	<i>HGTC will make continuous improvement in the productivity, efficiency, and effectiveness of services and activities utilized throughout the college.</i>

Goal 6	Build Community Relationships
	<i>HGTC will partner with community constituencies to encourage collaboration and mutual engagement, enhance services, and develop a strong identity.</i>

Section I.4 OPPORTUNITIES AND BARRIERS

OPPORTUNITIES

- Rapid population growth of service area requiring training needs for business, industry, and individuals; and continuing workforce trend of lifelong learning
- Pursuing alternative methods of delivering education and training to maximize access and optimize learning
- Further leveraging of resources through partnerships with community and business entities

BARRIERS

- Declining state funding and increasing reliance on local and private dollars
- Increasing enrollment growth requiring new facilities, faculty, staff, and equipment
- Providing and maintaining current and state of the art technology
- Attracting and retaining high quality faculty
- Inequities in the state funding model for higher education

Section I.5 USE OF ACCOUNTABILITY REPORT TO IMPROVE ORGANIZATIONAL PERFORMANCE

The accountability report will be an additional tool to complement existing practices and procedures, benchmark with others, and identify areas for improvement.

Section II – Organizational Profile

Section II.1 MAIN EDUCATIONAL PROGRAMS

- College credit, occupational education majors consisting of:
 - 32 two-year associate degrees
 - 4 diplomas
 - 30 certificates
 - Academic disciplines include agriculture technology, arts and science, business, computer technology, engineering technology, health science, industrial technology, occupational technology, and public service technology
- Workforce development and continuing education
- Developmental/remedial education
- PACE (Program for Accelerated College Enrollment) – High school students taking one or more college courses
- Student development programs and services – Academic counseling and tutoring, student activity programs, career services, testing, and services for students with disabilities, educational talent search program, and services for minority students
- Programs are delivered by traditional lecture, distance learning, Internet, and hybrid

Section II.2 STUDENT SEGMENTS, STAKEHOLDER GROUPS, AND MARKET SEGMENTS

Student and market segments:

- Fall 2005 enrollment of 5338 associate, diploma, and certificate students
- Fall 2005 enrollment of 3255 non-degree, work force training students (unduplicated) – 113,712 contact hours
- 65% of students are female, 35% male
- 21% of students are minority
- 92% of students are S.C. residents
- 75% of first time freshman students are from Horry or Georgetown counties
- 4th largest South Carolina Technical College with 7% fall 2005 growth
- Leading provider of skilled professionals for area employers
- Leading professional development and workforce training organization for the area
- Produce graduates who are the local workforce: Public Safety, Healthcare, Hospitality, Childcare, Business, Engineering Technology, Construction, and Agriculture Sciences

Stakeholders:

Area Commission, legislators, local business and industry, HGTC Foundation, Coastal Carolina University, local public and private schools, HGTC employees, and students.

Section II.3 OPERATING LOCATIONS

- *Conway Campus* – 2050 Highway 501, Conway

- *Grand Strand Campus* – 743 Hemlock Avenue, Myrtle Beach
- *Georgetown Campus* – 4003 South Fraser St, Georgetown
- *North Myrtle Beach Off-Campus Site* – 3750 Sea Mountain Highway, North Myrtle Beach

Section II.4 REGULATORY ENVIRONMENT

The passage of Act 1268 in 1972 by the South Carolina General Assembly established the State Board for Technical and Comprehensive Education (State Board). Act 1268 represented the General Assembly's response to the State's need for an economical offering of lower-division college courses at a moderate cost to the student and within commuting distance of the population.

HGTC is a state agency and is therefore governed by the rules, regulation, and guidelines set forth by the State of South Carolina. Being a recipient of federal grants, contracts, and donations, the College also applies with applicable rules and regulations, therein. The college is also responsible for adhering to policies established by the Area Commission.

Section II.5 GOVERNANCE SYSTEM

The governing board for the College is the Horry-Georgetown Commission for Technical Education, commonly referred to as the Area Commission. Specific duties and responsibilities of the Area Commission are defined in Title 59, Chapter 53, Sections 810-860, Code of Laws of South Carolina, as amended. The Bylaws of the Area Commission specifically state that the primary function of the Area Commission is the determination of policy and to ensure effective administration. The Area Commission deals directly with the College President, or if appropriate, the Executive Director of the State Board on College matters.

Section II.6 SUPPLIERS AND PARTNERS

Suppliers:

- Examples include: Horry Telephone Cooperative, Santee Cooper, Hewlett Packard, Gateway, SunGard Higher Education, Microsoft, Cisco, Sysco, Barnes and Noble, local hospitals, Horry and Georgetown County governments, and faculty and staff.

Partners:

- Coastal Carolina University, Horry County Schools, Georgetown County Schools, Brookgreen Gardens, private investors and grantors, International Paper, Fortune Academy, Golf Course Superintendent Association, Clemson University, Charleston Southern University, USC-Upstate, HGTC Foundation, other state-wide technical colleges and 4-year universities, State Board for Technical and Comprehensive Education, Commission on Higher Education, and local area hospital association.

Section II.7 COMPETITORS

- Local, private training companies and institutes
- Coastal Carolina University
- Nationwide, colleges and universities offering courses over the Internet

Section II.8 FACTORS THAT DETERMINE COMPETITIVE SUCCESS

- Unique programs of study not offered elsewhere in South Carolina – forestry, golf course management, and timber harvesting
- Continuation of Lottery Tuition Assistance
- Escalating costs at 4-year colleges and universities
- When compared to other Technical Colleges, HGTC...
 - Is below the state average for administrative support spending (12.48% v. 15.18%), despite being the 4th largest of the Technical Colleges, with three campuses
 - Is above the state average for investment in instruction and academic support (68.69% v. 62.69)
- When compared to other southeastern peer institutions, HGTC...
 - Invests 69.9% *more* per FTE student for instruction and instructional support (\$1,227 v. \$722)
 - While spending 27.9% *less* in administrative costs per FTE student (\$722 v. \$924)
- Estimated to have a **\$200.7 million** impact on the local economy
 - Based on FY04 figures study by Omega Associates
 - Includes \$32.7 million in student earning increases
- 97% placement of graduates and...Of the more than 10,000 graduates the College has produced since 1966...**More than 90%** remained in Horry and Georgetown County as part of the local workforce
- 65% of all future job creation expected to require 2 years or less of postsecondary education
- Leading workforce development agency in Horry and Georgetown County...Since 2001 alone, HGTC has produced...
 - 457 Associate Degree Nursing (RN) and Practical Nursing graduates
 - 287 Criminal Justice Technology and Legal Assistant/Paralegal graduates (police, public safety)
 - 281 Business, Accounting and Marketing graduates
 - 171 Golf Course Management Technology and Landscape Management graduates
 - 132 Hospitality industry graduates
 - 105 Engineering Technology graduates
 - 85 Residential Heating and Air Conditioning graduates

Section II.9 STRATEGIC CHALLENGES

- Consistent allocation of Lottery Tuition Assistance funds to ensure a guaranteed

amount each semester for all eligible students

- State funds to support an increase in technology equipment to keep academic programs and administrative processes current and efficient
- State funds to continue Allied Health initiatives to alleviate a critical shortage in health care providers and the necessary faculty to teach those future providers
- State Bond Bill to support new campus facilities for increasing enrollment
- “Hold harmless” policy that financially punishes high growth institutions resulting in a HGTC per credit hour reimbursement being the lowest in the technical college system

Section II.10 PERFORMANCE IMPROVEMENT SYSTEMS

The College utilizes various methods to assess and improve academic programs and administrative services:

- Academic Program Review
- Review of departmental objectives
- Student program learning outcomes
- Student evaluation of instruction
- Employer survey of graduates
- Graduate satisfaction survey
- Performance Funding
- Accreditation by the Southern Association of Colleges and Schools and program specific organizations
- Employee/Faculty Performance System

Section II.11 EXPENDITURES/APPROPRIATIONS CHART

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	\$ 15,417,212	\$ 6,728,612	\$ 17,176,963	\$ 6,345,497	\$ 16,818,122	\$ 6,488,924
Other Operating	\$ 6,797,611		\$ 6,884,667		\$ 6,722,070	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 3,752,971	\$ 1,733,136	\$ 3,886,202	\$ 2,635,804	\$ 3,886,205	\$ 2,780,967
Non-recurring	\$ 413,994	\$ -	\$ 310,052		\$ 310,052	
Total	\$ 26,381,788	\$ 8,461,748	\$ 28,257,884	\$ 8,981,301	\$ 27,736,449	\$ 9,269,891

Other Expenditures

Sources of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

Section II.12 MAJOR PROGRAM AREAS CHART

Major Program Areas

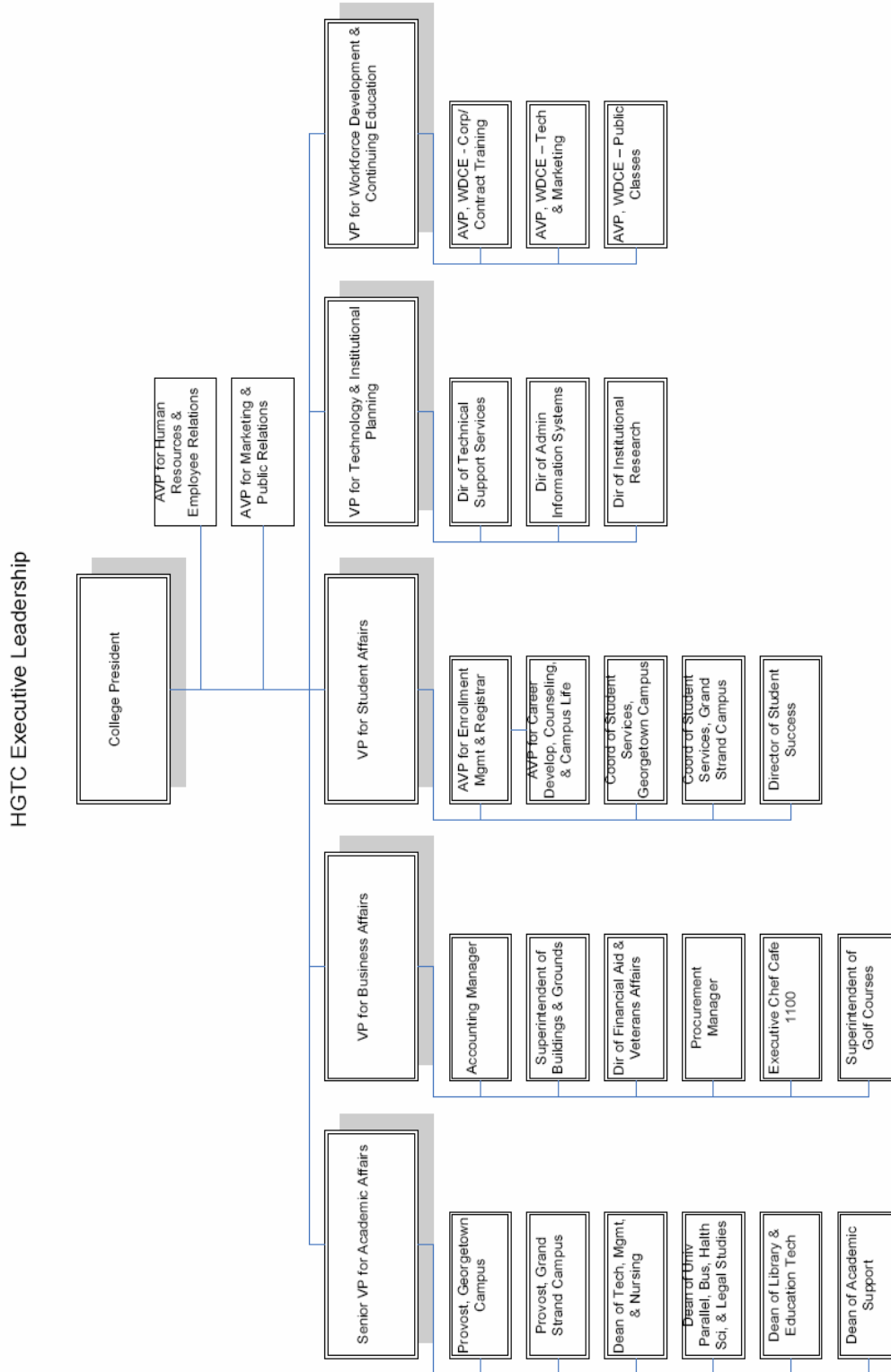
Program Number and Title	Major Program Area Purpose (Brief)	FY 04-05 Budget Expenditures	FY 05-06 Budget Expenditures	Key Cross References for Financial Results*
II. A., B., & E. Instructional Programs	The technical colleges provide opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduation with an Associate Degree, Diploma, or Certificate.	State: 8,461,748.00 Federal: 1,987,794.00 Other: 15,932,246.00 Total: 26,381,788.00 % of Total Budget: 100%	State: 8,981,301.00 Federal: 2,019,988.00 Other: 17,256,595.00 Total: 28,257,884.00 % of Total Budget: 100%	7.3-1, 7.3-2, 7.3-3, 7.3-4, 7.3-5, 7.3-6
		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:
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* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

Section II.13 ORGANIZATIONAL STRUCTURE



Section III – Baldrige Elements

Category 1 – Senior Leadership, Governance, and Social Responsibility

C1.1 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?

At HGTC, senior leaders (President’s Cabinet) have the primary responsibility to develop the vision, principles, mission, goals, and initiatives. During the fall of each year, Cabinet reviews and discusses these strategic planning components and updates the Strategic Plan based upon changing conditions within the service area, funding, priorities, and workforce needs. The Strategic Plan is approved by the Area Commission and is then disseminated to College staff as they prepare departmental objectives for the following year. Individual vice presidents meet with their staff to ensure that objectives and action plans are addressing the goals and initiatives within the Strategic Plan. The plan is also posted to the College website and is accessible to the public at large. To further ensure that the Strategic Plan is always a priority at Cabinet meetings, each weekly agenda prominently displays the strategic priorities of utmost importance to Cabinet.

Cabinet members participate in community affairs and civic groups, contribute to and serve with foundations, continue professional development, and align personal objectives with the mission statement and principles for excellence.

C1.2 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?

College leaders promote and support a legal and ethical environment through their own positive examples of abiding by College policies and procedures; and publishing standards in handbooks and written communications, and reinforcing through meetings. College policies and procedures can be reviewed across any functional area and suggestions for change are brought forth to Cabinet for further discussion and approval. Policy changes also require the approval of the Area Commission. The College is audited by an outside firm to ensure that legal and regulatory financial requirements are maintained.

The President’s Cabinet and the Area Commission monitor the environment through a series of internal and external independent audits as well as ongoing scrutiny. In addition, the results of peer review by regional and program specific accrediting bodies provide further information to gauge the health of the institution.

C1.3 HOW DO SENIOR LEADERS CREATE A FOCUS ON ACTION TO ACCOMPLISH THE ORGANIZATION'S OBJECTIVES, IMPROVE PERFORMANCE, AND ATTAIN YOUR VISION?

College leaders periodically discuss accomplishment of or progress towards goals and objectives during Cabinet meetings. Within their respective divisions, leaders request updates from department heads/chairs in the course of meetings and monitor progress toward objectives. Progress is also assessed during the employee annual performance review. In the future, the College plans to implement an assessment management system to monitor and track the accomplishment of goals and objectives. The system will be accessible to department heads/chairs and leadership at all times via web access. Staff will be able to report on accomplishments continuously throughout the year instead of the current method which only allows for annual reporting.

C1.4 HOW DO SENIOR LEADERS CREATE AN ENVIRONMENT FOR ORGANIZATIONAL, FACULTY, AND STAFF LEARNING?

Various opportunities are made available to faculty and staff for training and learning. Funds are budgeted each year and allocated to each vice president for the purpose of faculty/staff development. The vice president assesses the need and determines the priority for professional development to achieve the goals and objectives assigned within the division.

Faculty and staff also have access to courses offered by the College in both the credit and non-credit divisions. Courses may be taken for both professional advancement and personal enrichment. Guidelines and restrictions for this program are contained in the College's policy and procedure manual.

Employees may utilize their respective departmental budget for acquiring professional development.

Finally, the College utilizes the experience and expertise of consultants and leaders in education by working directly with faculty and staff for program improvement and assessment.

C1.5 HOW DO SENIOR LEADERS PROMOTE AND PERSONALLY PARTICIPATE IN SUCCESSION PLANNING AND THE DEVELOPMENT OF FUTURE ORGANIZATIONAL LEADERS?

Cabinet has recognized that future leadership development at the College must have a multi-faceted approach and along with attracting individuals external to the institution, it is also healthy to cultivate and groom leaders within.

The College sponsors *Leadership HGTC* which is dedicated to developing, promoting, and implementing leadership development activities and programs for all full-time

faculty and staff of Horry-Georgetown Technical College who wish to participate. Senior leaders personally participate by agreeing to conduct sessions and encouraging staff within their respective divisions to become involved in the program.

In addition, the College supports and participates in an initiative sponsored by the Technical College System – Graduate Certificate in Higher Education Leadership conducted through the University of South Carolina, College of Education. The certificate is a designation approved by the South Carolina Commission on Higher Education for the purpose of advancing the knowledge and competencies of professionals in South Carolina technical colleges.

Departments are encouraged to cross train within their department/division so as to provide consistent and ongoing services.

Finally, potential leaders are appointed as chairpersons or members of internal committees to develop their leadership skills and to lead the College in the accomplishment of goals and objectives. Committee findings and recommendations are presented to Cabinet and acted upon accordingly.

C1.6 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?

As normal leadership practice throughout the institution, College leaders assign faculty and staff to standing and ad-hoc committees with the expectation that the committee findings and recommendations will be acted upon at a future Cabinet meeting.

The President publishes and e-mails to all employees the *President's Perspective*. The communication is prepared and distributed at least twice each month and informs the College community of significant achievements, accomplishments, and activities.

Department heads/chairs are empowered to develop and implement annual objectives that are aligned with the strategic goals and initiatives. Accomplishment and progress is assessed through the employee performance management system, meetings, and the annual written report submitted by the department head/chair.

Twice a year, Cabinet members review the job duties and responsibilities of faculty/staff within their division and submit recommendations for employee advancement and compensation. Other recognition includes a college-wide bonus, acknowledgment for years of service, bonus for employees involved in projects exceeding normal expectations, and employee activities throughout the year, such as the winter holidays social gathering, health screening, and benefits fair.

The College also offers an Employee Assistance Program (REACH) which provides

counseling for issues such as stress, family and marital difficulties, emotional problems, addictive behaviors, financial problems, and any other personal difficulties.

C1.7 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?

All senior leaders are subject to an annual performance review by the President and meet weekly with the President to apprise of progress, activities, and issues within the division. The President's performance is reviewed annually by the Area Commission. The Cabinet also utilizes the results of other assessment measures (e.g. enrollment stability, budgeting, success rate on licensure exams, etc.) as a tool for performance and areas requiring improvement. The Area Commission is appointed by the local legislative delegation and is not subject to a formal performance review of individual members.

Upon completion of a performance review, the respective leader utilizes the feedback to strengthen individual weaknesses and to set direction for future goal development within the division.

Also, senior leaders maintain an "open door" policy with employees and the community in order to stay abreast of issues and concerns that may lead to leadership effectiveness.

C1.8 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?

The health, appropriateness, and relevancy of the College's programs and services is communicated through employer satisfaction surveys, graduate surveys, Advisory Committees, pass rate on licensure exams, graduation rates, student evaluation of instruction, new program offering needs assessments, community feedback, and accreditation of programs.

A key compliance requirement for the College is to maintain regional accreditation with the Southern Association of Colleges and Schools. The accreditation process touches all facets of the College and is accepted as the standard for all of higher education across the United States. Processes, goals, and measures are established to achieve the accreditation and to fulfill the mission of the College.

C1.9 HOW DO SENIOR LEADERS ACTIVELY SUPPORT AND STRENGTHEN THE COMMUNITIES IN WHICH YOUR ORGANIZATION OPERATES?

College representatives serve on and attend many functions of non-profit organizations throughout the area. Examples include the United Way, local civic clubs, Workforce Investment Board, American Red Cross, Senior Core of Retired Executives, Waccamaw

Regional Council of Governments, Myrtle Beach Regional Economic Development Authority, Georgetown Economic Development Authority, Myrtle Beach Hospital Association, Home Builders Association, faculty/student community service projects, dental clinic, charity fund raising, business partnerships, city councils, county councils, and alumni activities.

Category 2 – Strategic Planning

C2.1 WHAT IS YOUR STRATEGIC PLANNING PROCESS, INCLUDING KEY PARTICIPANTS, AND HOW DOES IT ADDRESS:

A. Your organizations' strengths, weaknesses, opportunities, and threats?

The Strategic Plan is developed by an annual review of the mission statement and establishing goals and initiatives that promote mission accomplishment. During the annual review, Cabinet considers past performance, emerging trends, community feedback, legislative agendas, regional and national issues for higher education, and local workforce issues. The College also considers internal program reviews and assessments, regional and program specific accreditation reports, and performance standards such as graduation rates, graduate placement, and academic achievement.

B. Financial, regulatory, and other potential risks?

The College produces a balanced budget that is reviewed and approved by the Area Commission. The budget is derived and aligned with the strategic plan. Appropriate funds are set aside to address the known plan and contingencies for potential risks. The strategic planning process specifically includes expectations that full compliance will be achieved through rules, regulations, and policies.

C. Shifts in technology, student and community demographics, markets, and competition?

As the chief planning group of the College, Cabinet meets weekly and reviews trends and shifts as they may impact the College and allows for a quick response to change. The annual process of updating the Strategic Plan incorporates the findings of these ongoing and continuous assessments. Specific examples include:

- Business and industry advisory committees – Provide customer feedback on program course content, method of delivery, use of technology, and satisfaction of graduates.
- Labor market trends – Provide for programs of study to be offered that are quick to deliver and timely.
- Educational vendors – Provide alternative learning strategies, shape the academic content of programs, and introduce the latest technologies.

D. Long-term organizational sustainability and organizational continuity in emergencies?

Business continuity planning and disaster preparedness are recognized as strategic components by the President's Cabinet. The State System Office is proposing to sponsor a baseline plan for all technical colleges and a description of the process is presented below:

“Business Continuity Planning (BCP) and management is an ongoing process of risk assessment and management with the purpose of ensuring that the business can continue if risks materialize. These risks could come from the external environment such as a hurricane, or arise from within the organization, such as accidental or deliberate damage. Business continuity is not just about disaster recovery; it addresses anything that could affect the continuity of critical services over the long term.

While there are costs involved, all South Carolina Technical Colleges should have a current BCP in place, to help us react in an orderly and timely manner and resume critical functionality in the event of an incident. BCP plans, if implemented successfully during a crisis, are a strong return on investment.

The South Carolina Technical College System (SCTCS) will develop a business continuity management plan designed to:

- Create an enterprise standard for Business Continuity and Disaster Recovery that will address the colleges' operating needs for internal controls, continuity, and recovery capabilities across the organization;
- Reduce risks and associated impacts by improving Incident/Crisis Management and employee awareness to ensure more timely response to events that could affect the colleges' ability to provide services to the community;
- Address current capabilities, defining and improving the ability to meet recovery time objectives, and create standards for plan development, testing and maintenance.

SCTCS will procure the services of a consultant to facilitate the implementation of a comprehensive BCP. During the project's initial phase, the SCTCS will charter a state-wide team to represent critical business functions at the colleges and system office. The consultant will conduct a series of workshops that will result in a comprehensive model business continuity plan addressing all common mission critical functional areas in SCTCS. A set of planning templates and administration support materials will also be produced, so that individual colleges and the system office can further define their plan.”

E. Your ability to execute the strategic plan?

The Strategic Plan specifically addresses the prerequisites for a complete and

timely execution of the plan. Budgetary, resource limitations, and any other barrier are communicated at the Cabinet level so that appropriate actions can be identified. In no instance, are strategic planning components left under funded or under resourced.

Cabinet members are fully empowered and expected to execute and modify the strategic plan and are held accountable for successful accomplishment of individual goals and initiatives as appropriate within their divisions. During deliberations for allocation of funds for staff/faculty, equipment, and operations; department heads/chairs must indicate alignment of a request with the Strategic Plan's goals, initiatives, and objectives.

C2.2 HOW DO YOU EVALUATE AND IMPROVE YOUR STRATEGIC PLANNING PROCESS?

During the fall semester, the President's Cabinet reviews the overall planning process, benchmarks with other peers, and identifies areas for improvement. The evaluation utilizes feedback from departments and actual Cabinet experience to address process deficiencies. Requests for process changes are implemented with the planning cycle of the next fiscal year.

C2.3 WHAT ARE YOUR KEY STRATEGIC OBJECTIVES? (Referred to internally as Institutional Strategic Goals followed by Strategic Initiatives.)

Goal 1: Promote Student Learning – HGTC will produce educational quality by the extent to which the institution provides an environment conducive to student learning, and the extent to which this environment leads to the development of knowledge, skills, behaviors, and predispositions of value to students and the society they are preparing to serve.

- 1.1 Identify and implement means, methods, and modes of instruction to maximize student learning.
- 1.2 Develop an academic "Honors Program".
- 1.3 Define, actualize, and assess student learning outcomes by college level and program.
- 1.4 Create learner-driven classroom environments through optimization of technology and accessibility.
- 1.5 Deliver courses and programs through alternative sites and partners.
- 1.6 Develop and implement an "Early College".

Key Cross References for Performance Measures: Charts 7.1-1, 7.1-2, 7.1-3, 7.1-4, 7.1-5, 7.1-6, 7.1-7, 7.1-8, 7.1-9, 7.2-1, 7.2-2, 7.5-1, and 7.5-2

Goal 2: Optimize Instructional Offerings – HGTC will revise, enhance, create, and deliver programs of study that promote quality and optimize market relevance for the purpose of producing a highly skilled and knowledgeable workforce.

- 2.1 Design and construct state of the art health sciences curriculum and learning environment.
- 2.2 Develop a professional development/certification center.
- 2.3 Identify, develop, and implement market driven programs of study for curriculum and continuing education.
- 2.4 Expand e-learning programs and support systems.
- 2.5 Assess all programs of study for market relevance and/or economic viability.
- 2.6 Identify quality indicators of effectiveness for instructional programs and assess results.

Key Cross References for Performance Measures: Charts 7.1-1, 7.1-2, 7.1-3, 7.1-4, 7.1-5, 7.1-6, 7.1-7, 7.1-8, 7.1-9, 7.2-1, 7.2-2, 7.5-1, and 7.5-2

Goal 3: Grow and Develop Resources – HGTC will engage in resource development and management that enhances and seeks new revenue sources and maximizes the effective use and allocation of existing resources.

- 3.1 Develop a strategic resource development plan.
- 3.2 Expand innovative partnerships for funding and placement opportunities.
- 3.3 Research and develop opportunities to establish revenue generating projects.
- 3.4 Optimize current facility utilization and plan for efficient use of space in all new construction and renovation.
- 3.5 Invest in grant development activities.
- 3.6 Enhance college budgeting strategies to maximize benefit for all stakeholders.
- 3.7 Enhance and optimize enrollment through development of a comprehensive recruitment and marketing plan.

Key Cross References for Performance Measures: Charts 7.3-1, 7.3-2, 7.3-3, 7.3-4, 7.3-5, 7.3-6, 7.4-1, 7.4-2, and 7.6-1

Goal 4: Maximize Student Success – HGTC will provide comprehensive, seamless, and innovative services to enable students to be successful in accomplishing their chosen goals.

- 4.1 Develop, implement, and assess short and long-term, integrated strategic plans that increase student retention, goal accomplishment, and graduation rate.
- 4.2 Expand and enhance auxiliary services on all campuses.
- 4.3 Enhance and refine student support services on all campuses.
- 4.4 Develop career ladders, flexible scheduling, and accelerated time frames for programs of study.

Key Cross References for Performance Measures: Charts 7.1-1, 7.1-2, 7.1-3, 7.1-4, 7.1-5, 7.1-6, 7.1-7, 7.1-8, 7.1-9, and 7.6-2

Goal 5: Strengthen College Services – HGTC will make continuous improvement in the

productivity, efficiency, and effectiveness of services and activities utilized throughout the college.

- 5.1 Assess and improve the cost, technology, and organizational efficiency of administrative processes.
- 5.2 Maintain and expand the technology infrastructure to increase user access to information resources and support new applications.
- 5.3 Insure cost effective systems of internal control are appropriate and in place.
- 5.4 Provide resources and opportunities for college personnel to learn, grow, and advance both technically and in their area of expertise.
- 5.5 Insure profitability and financial stewardship of institutional activities.

Key Cross References for Performance Measures: Charts 7.3-1, 7.3-2, 7.3-3, 7.3-4, 7.3-5, 7.3-6, 7.4-1, 7.4-2, and 7.6-2

Goal 6: Build Community Relationships – HGTC will partner with community constituencies to encourage collaboration and mutual engagement, enhance services, and develop a strong identity.

- 6.1 Assess and positively influence public awareness of the college.
- 6.2 Develop alumni involvement, support, and giving.
- 6.3 Engage students, faculty, and staff in community service.
- 6.4 Enhance and expand services available to students and the public.
- 6.5 Standardize and enhance customer service for prospective students and visitors.

Key Cross References for Performance Measures: Charts 7.1-1, 7.1-2, 7.1-3, 7.1-6, 7.1-7, 7.1-8, 7.1-9, 7.2-1, 7.2-2, 7.5-1, 7.6-1, 7.6-2

C2.4 WHAT ARE YOUR KEY ACTION PLANS/INITIATIVES? (Referred to internally as Strategic Initiatives.)

Listed under each goal of section C2.3

C2.5 HOW DO YOU DEVELOP AND TRACK ACTION PLANS THAT ADDRESS YOUR KEY STRATEGIC OBJECTIVES? (Referred to internally as Division/Department Annual Objectives.)

Each fiscal year, all academic and administrative departments of the College develop action plans (annual objectives) that address a strategic goal and initiative, internal review recommendation, operational support, or other unique need. Along with the objective, the department must include an indicator of effectiveness (measure of success). The plans are reviewed by the appropriate dean/supervisor/vice president to ensure relevancy with institutional and departmental priorities. Upon approval within the division, the action plans (annual objectives) are submitted to the Institutional Planning Office. The Planning Office enters the plans into a database.

During May of the fiscal year, The Planning Office returns a copy of the objectives to each department. The department is then responsible for reporting the actual outcome or results for each objective. The document is returned to the Planning Office, entered into a database, and a report is produced.

The employee/faculty performance management system includes specific and quantifiable success criteria for objectives that have been assigned to the employee. Objectives are reviewed at the individual, departmental, and organizational level by supervisors and senior leaders.

Future plans include the purchase and implementation of planning assessment software that is accessible over the web; aligns the mission, goals, and objectives; and provides reports follow up and reporting capabilities throughout the year.

C2.6 HOW DO YOU COMMUNICATE AND DEPLOY YOUR STRATEGIC OBJECTIVES, ACTION PLANS, AND RELATED PERFORMANCE MEASURES?

The Institutional Strategic Goals and Initiatives are presented to and approved by the College's Area Commission. The Plan is then provided to all academic and administrative departments and is the foundation used by departments to prepare annual objectives. The Planning Office assembles all plans, strategic and operational, and publishes to the web which is accessible to all employees and the public. In order to accomplish annual objectives, faculty and staff include within their employee/faculty performance management system, as appropriate, personal objectives aligned with the departmental objectives. All department heads/chairs are responsible for communicating strategic and operational plans to employees within their respective area.

C2.7 HOW DO YOU MEASURE PROGRESS ON YOUR ACTION PLANS?

On a quarterly basis, academic and administrative departments are responsible for monitoring progress for annual objectives. During the employee performance review, progress and success in achieving individual and departmental objectives is assessed. In addition, during May of each year, departments are required to submit a written report on the actual outcomes for each departmental objective. The results are submitted to the Planning Office, published in a report, and utilized by Cabinet to assess planning initiatives that have been completed or those needing adjustment.

C2.8 HOW DO YOUR STRATEGIC OBJECTIVES ADDRESS THE STRATEGIES YOU IDENTIFIED IN YOUR ORGANIZATIONAL PROFILE?

The greatest challenges to the College at this time are funding issues. The strategic goals and initiatives of the College are outcome related and describe results to be achieved as the result of goal accomplishment. Cabinet attempts to keep the issue of securing funds at the highest level of the organization and develops a Strategic Plan that empowers departments to achieve results. The need to expand and enhance programs for health care; maintain and enhance technology across all programs; expand and renovate

facilities, and eliminate the “hold harmless” funding policy continues to be strategic challenges that are addressed in the College’s Strategic Plan.

To further offset funding issues, the College evaluates and re-engineers internal processes to maximize efficiencies and minimize costs. Organizational structure is evaluated continuously and insures that each position is optimally integrated within the institution.

C2.9 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.

<http://www.hgtc.edu/planning/>

Category 3 – Student, Stakeholder, and Market Focus

C3.1 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?

Education program offerings are primarily employer driven, as such, the College utilizes needs assessments to gauge current and future anticipated employer needs and offers relevant programs to address those needs. In addition, via the continuing education division (non-credit), individuals and groups may request the development of unique classes or courses of study that are tailored to satisfy those needs.

C3.2 HOW DO YOU KEEP YOUR LISTENING AND LEARNING METHODS CURRENT WITH CHANGING STUDENT AND STAKEHOLDER NEEDS AND EXPECTATIONS (INCLUDING EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES FEATURES)? HOW DO YOU DETERMINE THE RELATIVE IMPORTANCE OF THE EXPECTATIONS TO THESE GROUPS’ DECISIONS RELATED TO ENROLLMENT?

- Business and industry advisory committees – Provide feedback on academic programs and business expectations for graduates enabling flexible and tailored courses.
- Students – Provide feedback through focus groups, student evaluation of instruction, and graduate survey.
- Business and the community – Provide feedback through new programs of study needs assessment, labor statistics, occupational outlook reports, employer satisfaction survey, and DACUM (Developing A Curriculum).
- College leaders – Maintain open door policy with students and stakeholders, and participate with civic and professional representative organizations.

Positive trends in enrollment, increased level of satisfaction on surveys, and student success rate are indicators of meeting student and stakeholder expectations.

C3.3 HOW DO YOU USE INFORMATION FROM CURRENT, FORMER, AND FUTURE STUDENTS AND STAKEHOLDERS TO KEEP SERVICES AND PROGRAMS RELEVANT, AND PROVIDE FOR CONTINUOUS IMPROVEMENT?

The College's Strategic Plan consists of goals, initiatives, and departmental objectives and is the framework for keeping services and programs relevant. Results and recommendations from program advisory committees, graduate and employer surveys, academic program review, accreditation visits, and similar activities ensure continuous improvement. Information that is obtained is used to add, modify, and reengineer programs of study to satisfy local needs for workforce development.

C3.4 HOW DO YOU DETERMINE STUDENT AND STAKEHOLDER SATISFACTION AND DISSATISFACTION AND USE THIS INFORMATION TO IMPROVE?

Annual surveys are conducted to assess satisfaction of employers who have hired graduates. Also, graduates are surveyed each year to determine their satisfaction with institutional services and their opinion with the preparation that they received to be successful on the job. Results of the survey are used by departments to improve the instructional process and by administrative leaders to improve services.

C3.5 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?

- Presenting career exploration with local high schools
- Engaging in public speaking and presentations to potential students
- Providing public awareness of College successes and strengths
- Continuing assessment and enhancement of programs of study and services
- Developing marketing and communication materials that are user friendly, useful, and attractive
- Acquiring technology for classroom instruction and laboratory applications
- Conducting occupational analysis to determine skills, knowledge, and abilities that graduates should possess for gainful employment
- Hiring faculty experts in their respective field of study
- Equipping facilities with current technology used in the workplace

Category 4 – Measurement, Analysis, and Knowledge Management

C4.1 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?

Items selected for tracking operational performance are primarily determined by the College mission and vision statements, and by the strategic goals as determined by

Cabinet, and as approved by the Area Commission. Secondly, items chosen for measurement and tracking purposes are those identified by customer specific feedback (student responses, internal questionnaires, etc).

It is the combination of information obtained from strategic goals and initiatives and that obtained from customer surveys that determines those processes, practices, systems and functions that are monitored for continuous improvement.

Processes and systems are based upon required and some deemed necessary and voluntary through Cabinet responsiveness:

Required:

- The Strategic Planning process determines how to measure College goals as well as student learning
- Develop and measure student learning through identifying and assessing student learning outcomes
- Conduct academic program review to measure progress in program goals

Voluntary:

- Cabinet determines its mission and drives agendas based upon its mission
- College reviews its administrative structure annually to analyze performance
- Advisory committees meet at least once per year to analyze performance
- President conducts annual state of college with legislators and local county councils

C4.2 HOW DO YOU USE DATA/INFORMATION ANALYSIS TO PROVIDE EFFECTIVE SUPPORT FOR DECISION MAKING THROUGHOUT YOUR ORGANIZATION?

HGTC operates under the philosophy to be “fact based and data driven”. Data and more specifically, quantitative as well as qualitative information plays a critical role in all aspects of college decision making. Standard or routine, as well as “ad hoc” informational reports are produced to support and enhance the quality of decision making at all levels within the organization.

In addition, HGTC has a full-time position dedicated to researching and producing information and analysis to help support the overall decision making process. This person is supported by the use of statistical software as it relates to taking samples and measuring results.

A variety of analytical tools are used to support decision making including trend charts, statistical analysis, and comparisons. Specific examples include enrollment analysis for recruitment and marketing, academic program review for continuous improvement, accreditation review for compliance, results of licensure exams to assess effectiveness, and advisory committees for improving content in programs and relevance of instruction.

External analysis of reports received from Performance Funding, Commission on Higher

Education, System Office, IPEDS, accreditation visits, and other sources are utilized to support decision making.

C4.3 WHAT ARE YOUR KEY MEASURES, HOW DO YOU REVIEW THEM, AND DO YOU KEEP THEM CURRENT WITH EDUCATIONAL SERVICES NEEDS AND DIRECTIONS?

Key measures include graduation and success rate of first-time, full-time degree seeking students, graduate placement/employment rate, student success of students transferring to a 4-year institution compared with native students at receiving institutions, faculty average salaries, percentage of academic programs granted accreditation, percentage of administrative costs compared to academic costs, and percentage of students taking certification examinations who pass the examination.

The measures are reviewed and analyzed at Cabinet meetings and items requiring further action are assigned as appropriate. The measures have acceptable values as determined by the State's Performance Funding system and the College works with the Commission on Higher Education and the other technical colleges to update and modify the measures and acceptable rates for success.

C4.4 HOW DO YOU SELECT AND USE KEY COMPARATIVE DATA AND INFORMATION FROM WITHIN AND OUTSIDE THE ACADEMIC COMMUNITY TO SUPPORT OPERATIONAL STRATEGIC DECISION MAKING?

HGTC is committed to using comparative data to measure its effectiveness and to monitor progress and provide continuous improvement. In particular, data is collected from national sources (both private and public) to identify "best practices". These "best practices" then become the institutional "goals" to be achieved. Examples of sources include reviewing programs and enrollments trends at other technical colleges and regional comparable colleges, CHE reports on new programs, employment outlook data, faculty input, and business and industry input relative to facility changes, equipment, and staffing.

Information is also solicited from national sources regarding "worst practices and failures". It is the collection of this data that ensures avoidance of pitfalls in the decision making processes and otherwise avoids wasting valuable institutional resources.

C4.5 HOW DO YOU ENSURE DATA INTEGRITY, TIMELINESS, ACCURACY, SECURITY AND AVAILABILITY FOR DECISION MAKING?

Inherent in its governance and oversight function, HGTC has an extensive system of internal control (that has been time tested through independent audits), designed to ensure the accuracy, completeness, and timeliness of information. These measures include segregation of non-compatible duties, internal balancing routines, internal self-audits, independent audits, and extensive physical and electronic security controls.

Leaders utilize common sources of data provided by CHE, Tech System Office, internal

documents and reports, IPEDS, Internet searches, and comparative analysis with peers.

Over and above these measures, HGTC enjoys a very experienced leadership team with an average tenure in higher education exceeding 20 years. It is this experience that acts as a compensating control to ensure the overall reasonableness and propriety of reported information.

C4.6 HOW DO YOUR TRANSLATE ORGANIZATION PERFORMANCE REVIEW FINDINGS INTO PRIORITIES FOR CONTINUOUS IMPROVEMENT?

HGTC assimilates all performance review findings, regardless of source, and uses this information in developing its key goals, initiatives, and objectives for subsequent periods. For example, any findings resulting from internal or external audit reviews are given top priority for completion and resolution in the following review period. In addition, these items receive budgetary priority to ensure that adequate funds are available to support effective resolution of performance issues.

All outstanding performance review matters are “followed-up” to ensure timely, accurate, and appropriate resolution. Failure to effectively resolve any outstanding items will result in corrective actions, taken by Cabinet members.

C4.7 HOW DO YOU COLLECT, TRANSFER, AND MAINTAIN ORGANIZATIONAL AND EMPLOYEE KNOWLEDGE? HOW DO YOU IDENTIFY AND SHARE BEST PRACTICES?

Knowledge assets within the college are maintained through a variety of means and include:

- Retention of senior members: President, Senior Vice President for Academic Affairs, and Assistant Vice President for Human Resources and Employee Relations
- Recruitment of highly qualified faculty and staff from across the United States via Human Resource announcements through various publications
- Encouragement to faculty and staff to obtain terminal degrees
- Recruitment of faculty and staff from business and industry
- Training of faculty in the use of technology – Technology mentors, training for online teaching, and “Smart Classroom” equipment
- Sharing of knowledge assets by faculty teaching in high schools – Dual enrollment
- Peer group meetings
- Web-based research
- Internal leadership classes

Best practices for processes and results are derived from other state-wide technical colleges and from other similarly sized, 2-year community colleges throughout the southeastern states. A recent project is the establishment of a Career Resource Center, whereby “best practices” were evaluated extensively and incorporated into the center.

Category 5 – Faculty and Staff Focus

C5.1 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? HOW DO YOU EVALUATE AND IMPROVE YOUR ORGANIZATION AND HR PROCESSES?

The College leadership periodically reviews the organizational structure of departments and makes changes for the improvement of processes, better use of funds, and alignment of functions with the institutional mission. Faculty and staff are given opportunities for professional growth by being assigned as chair or member of a committee, and serving as department chair or director of a department and then being held accountable for program improvement and accomplishment of objectives. Faculty and staff are also permitted flexibility in work hours in response to individual situations and for greater effectiveness in accomplishing objectives. Department heads/chairs are responsible for establishing the action plan for their respective unit and are required to formally report on accomplishments at the end of the year.

Each year, the College recognizes an outstanding faculty and staff person to receive an award during the May commencement. Employees are also provided tuition assistance for HGTC courses and other professional development training opportunities through budgeted funds.

A key responsibility of Cabinet is to assess their own division for process improvement and to inform their colleagues of processes that may require attention. During the course of the year, ad-hoc committees are established to evaluate and improve processes that are creating organizational inefficiencies.

C5.2 HOW DO YOU ORGANIZE AND MANAGE WORK TO PROMOTE COOPERATION, INITIATIVE, EMPOWERMENT, INNOVATION, AND YOUR ORGANIZATIONAL CULTURE?

Essential to achievement of the College’s mission is enabling department heads/chairs to establish departmental objectives necessary to accomplish goals and initiatives. These action plans require the department to cooperate with other individuals within their department and between other departments; to be accountable for progress and achievement of the objective; to develop objectives and actions plans that are new, cutting edge, and respond to a changing environment; and to address the needs of the customers served by the College.

Faculty and staff are assigned to committees to support essential assessment and improvement processes within the College. Employees may also participate in forums such as the Faculty Assembly or the Professional/Technical Forum. Department heads/chairs are instrumental in providing input to develop the annual budget, equipment priorities, facility changes, and new staffing.

Finally, cross training of employees is critical in efficient operations and in providing employees the opportunity to grow professionally.

C5.3 HOW DO YOU ACHIEVE EFFECTIVE COMMUNICATION AND KNOWLEDGE/SKILL/BEST PRACTICE SHARING ACROSS DEPARTMENTS, JOBS, AND LOCATIONS?

Within the College, electronic mail is the primary method for employees to communicate with each other. All employees have an e-mail account and access to the account is available on and off campus, at all hours of the day and night. Students also have an e-mail account which enables communication between students and faculty to take place outside of the classroom. HGTC is a multi-campus institution and the use of e-mail communications has eliminated the barrier of distance and accessibility.

The College is fully connected to the Internet and such access is a critical research tool for employees to identify and search for best practices, knowledge attainment, and skill building. The wealth of information available is a valuable asset in accomplishing goals and objectives. Through e-mail, employees can share their findings instantaneously with their colleagues within their department, across the College, and with other locations.

The President publishes and e-mails to all employees the *President's Perspective*. The communication is prepared and distributed at least twice each month and informs the College community of significant achievements, accomplishments, and activities.

The leadership team has responsibilities across all campuses which results in consistency and continuity regardless of location. Internally, the educational technology department utilizes internal faculty mentors to share best practices for instructional technology. Cross training within departments provides additional opportunity for skills sharing. Finally, the technical college system maintains a peer group forum for the specific purpose of information sharing and to identify and resolve common issues across all colleges.

C5.4 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?

As departmental annual objectives and action plans are developed for the following fiscal year, employees within the department are required to include personal objectives within the performance management system that will address accomplishment of the departmental objective. The departmental objectives are aligned with institutional goals and initiatives. During the planning stage, supervisors utilize the performance management system to establish employee and work expectations for the course of the year. At the end of the performance period, employees receive an assessment on their accomplishments and recommendations to strengthen performance; and a performance rating is assigned accordingly. Areas identified for improvement are then incorporated

into the next planning cycle.

In those years that an employee pay plan includes a bonus, the performance management system is used as the basis for determining the compensation amount. This bonus incentive supports achievement of the College's goals and initiatives.

C5.5 HOW DO YOU ACCOMPLISH EFFECTIVE SUCCESSION PLANNING? HOW DO YOU MANAGE EFFECTIVE CAREER PROGRESSION FOR ALL FACULTY AND STAFF THROUGHOUT THE ORGANIZATION?

The College sponsors *Leadership HGTC* which is dedicated to developing, promoting and implementing leadership development activities and programs for all full-time faculty and staff of Horry-Georgetown Technical College who wish to participate.

In addition, the College supports and participates in an initiative sponsored by the Technical College System – Graduate Certificate in Higher Education Leadership conducted through the University of South Carolina, College of Education. The certificate is a designation approved by the South Carolina Commission on Higher Education for the purpose of advancing the knowledge and competencies of professionals in South Carolina technical colleges.

The role as a department chair within an academic area is constantly evaluated for appropriate leadership and organizational structure. Faculty are assigned to lead a department based upon an assessment of leadership skills, ability to accomplish action plans, and capability for engaging in teamwork. In the administrative area, as department heads leave the institution or assume other roles, the College is a proponent of internal advancement and assignment of additional duties and responsibilities to further employee opportunities and development.

Finally, potential leaders are appointed as chairpersons or members of internal committees to develop their leadership skills and to lead the College in the accomplishment of goals and objectives.

All of these measures are designed to develop leaders who can assume increasing responsibilities within the institution and provide organizational stability and consistency.

C5.6 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?

Faculty and staff professional development address the following organizational needs:

- Attainment of skill sets applicable for new programs and for updating existing programs
- Collaboration and best practice sharing

- Use of new technologies for improved operational effectiveness and efficiency
- Awareness of emerging trends within higher education and the community, both programmatic and technologies

Department heads/chairs are responsible for identifying professional development needs within their area and evaluating the results. The training should accomplish achievement of an objective and the degree to which this occurs is an indicator of effectiveness. During the post-evaluation of a large project, focus groups of front line users are asked for their input on training effectiveness and areas requiring improvement.

As employees develop new knowledge and skills and thereby assume new duties and responsibilities, the position description is updated and compensation awarded accordingly. Many times, the new skill sets are required to maintain currency such as with technical positions. Employees may also participate in a compensation program that recognizes the attainment of additional skills and knowledge through degrees or certifications.

C5.7 HOW DO YOU MOTIVATE FACULTY AND STAFF TO DEVELOP AND UTILIZE THEIR FULL POTENTIAL?

Measures include the performance management system – planning and evaluation phases, success and reporting of goal accomplishment, annual faculty and staff awards, length of service recognition, professional development, tuition assistance program, recognition of outstanding performance through newsletters and personal letters, departmental events, opportunity for internal advancement, and distribution of student success stories.

C5.8 HOW DO YOU MAINTAIN A SAFE, SECURE, AND HEALTHY WORK ENVIRONMENT?

Maintaining a safe and health work environment is a significant priority at HGTC.

The College offers an Employee Assistance Program (REACH) which provides counseling for issues such as stress, family and marital difficulties, emotional problems, addictive behaviors, financial problems, and any personal difficulties. The State Health Plan “Prevention Partners” promotes healthier lifestyles by providing health screening and workshops, and various other activities. The College coordinates and offers a health screening and health fair each year.

For the protection of employees, the College maintains policies on communicable disease, smoke-free buildings, voluntary blood drive participation, and safety. The College partners with a local university and provides campus security around the clock. Call boxes located across the campus provide instant access to the Public Safety Office. Many buildings are monitored with video cameras for the protection of employees and equipment. Lighting of the campus is constantly evaluated and improvements made as necessary.

Employees may also choose to arrange a more flexible work schedule with their

supervisor in order to resolve personal hardships.

C5.9 WHAT ASSESSMENT METHODS AND MEASURES DO YOU USE TO OBTAIN INFORMATION ON FACULTY AND STAFF WELL-BEING, SATISFACTION, AND MOTIVATION?

Surveys are conducted with faculty and staff to assess their satisfaction with their job and the College. Survey results are utilized by the department head/chair to consider areas for improvement and to incorporate necessary change into the next planning cycle.

The Employee Certified Family Friendly Business Initiative is a community service project initiated by the Community Coalition of Horry County and Coastal Organization of Human Resources. HGTC is a participant of the program and has been certified as a Family Friendly Employer. The analysis was based upon employee satisfaction and expectations of the College relative to family life.

Voluntary and informal comments/suggestions received by leaders are considered and acted upon as appropriate for each case.

C5.10 HOW DO YOU USE FACULTY AND STAFF SATISFACTION ASSESSMENT FINDINGS TO IDENTIFY AND DETERMINE PRIORITIES FOR IMPROVEMENT?

The seriousness of report findings, available funding, and alignment with the strategic plan are used as input into the following years planning process.

Category 6 – Process Management

C6.1 HOW DO YOU DETERMINE, AND WHAT ARE YOUR KEY LEARNING-CENTERED PROCESSES THAT DELIVER YOUR EDUCATIONAL PROGRAMS, OFFERINGS, AND STUDENT SERVICES?

Key learning-centered processes are determined through recommendations from program advisory committees, graduate and employer surveys, academic program review, accreditation visits, and similar activities that ensure continuous improvement.

- Campus specific – Location of programs to meet the needs of students and the community for accessibility, proximity, convenience, and concentration of businesses.
- Class schedule – Schedule courses and programs convenient and accessible to students and employers/employees.
- Course offerings – Flexible formats to maximize faculty resources and talent via distance learning (teleclasses); hybrid courses to give students both online learning and face to face interaction; and total online degree offerings.
- Advisory committees – Advise on interspersing key learning outcomes into academic programs.

- Adjunct faculty – Hire experts in fields of study that bring relevance to the classroom based upon their work experience.

C6.2 HOW DO YOU INCORPORATE INPUT FROM STUDENTS, FACULTY, STAFF, STAKEHOLDERS, SUPPLIERS, AND PARTNERS FOR DETERMINING YOUR KEY LEARNING-CENTERED PROCESS REQUIREMENTS?

Input from the College community is considered throughout the year and is integrated into the planning process to maximize responsiveness, flexibility, and improvement for customers. On a continuous basis, the College considers:

- Students – Evaluate class sizes from semester to semester to determine number and location, and type of delivery for courses; and utilize student evaluation of instruction to improve and adapt instructional strategies for course content and faculty presentation.
- Faculty – Evaluate faculty expertise based upon their specialized credentials - not in teaching - but in certifications, such as holding degrees in their major field of study – civil engineering, construction project management, foresters, nurses, surgical technicians; utilize departmental meetings with chairpersons to evaluate process requirements; assess faculty responses to academic program review for comments pertinent to processes; and consider requests from Faculty Assembly.
- Suppliers – Within academic program, departments utilize specific equipment and products (e.g., Cisco, Microsoft, textbooks, GPS) that help students gain employability skills based upon market forces.
- Stakeholders – Utilize advisory committees with business and industry leaders to provide input on such thing as course content, graduate satisfaction, job opportunities, equipment donations, evaluation of student portfolios, and assignment of hospital staff nurses to student nurses.
- Partners – Utilize feedback and advice in the form of documentation and formal meetings with organization such as local hospitals, foundations, and boards.
- Accreditation agencies – Incorporate process recommendations of the visiting committee.

C6.3 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 shift to a knowledge-based society is permeating throughout business and industry. HGTC is no exception and relies heavily on processes that are automated, permit access via the Internet, and allow for self-service. The College has an extensive infrastructure for supporting knowledge applications and is committed to an annual investment of technology to support the classroom and administrative processes.

- Knowledge – The College’s Office of Information Technology provides access and support for the infrastructure and applications that leverage process design and delivery.

- Knowledge – Instructional Technology assists faculty in the use and delivery of academic applications for the classroom.
- Technology – Schedule and delivery of distance learning courses (teleclasses) to students across two counties. Distance learning classes maximize class sizes and eliminate duplication, and maximize the talent of limited faculty expertise.
- Technology – “Smart Classroom” technology for increasing effectiveness and relevancy of instruction.
- Cost Control – For specialized programs, offering those courses only at the host campus thereby reducing duplication.
- Cost Control – Offer courses as displayed in the College catalog to avoid excessive offerings, to build effective class size, and to deliver on time as announced for effective and efficient student planning.

C6.4 WHAT ARE YOUR KEY PERFORMANCE MEASURES OR INDICATORS USED FOR THE CONTROL AND IMPROVEMENT OF YOUR 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?

The key performance measures or indicators used for control and improvement include:

- Program specific and college-wide accreditations
- Student pass rate on licensure exams
- Program evaluation standards of graduate numbers for program continuance
- Graduate satisfaction survey
- Advisory committee meetings/minutes to evaluate programs
- Cabinet's review of academic program productivity to determine continuation or suspension of programs
- Identification of program learning outcomes and measurement thereof
- Evaluation of faculty
- Academic program review

The processes are critical components of the annual activities engaged by the College and are scheduled within the annual calendar. Most of these processes require the results to be submitted to another agency (e.g. System Office or Commission on Higher Education), and if not, the results are used internally for process and program improvement.

Weekly Cabinet meetings monitor organizational operations and necessary alterations are assigned to departments for implementation and updating. The processes are used to provide accessible student services, relevant and effective academic offerings for the community, and an organizational structure that provides access to managers.

C6.5 HOW DO YOU SYSTEMATICALLY EVALUATE AND IMPROVE YOUR LEARNING-CENTERED PROCESSES?

Assessment and review are a scheduled component within the planning process and include the following activities for process improvement:

- Annual academic program review and follow up action by faculty and administration
- Required faculty evaluations on an annual basis
- Required faculty observations
- Curriculum review held twice a year to evaluate the effectiveness and currency of programs and course sequencing
- Required Advisory Committee meeting to confirm relevancy of program for meeting the needs of business and industry
- Required accreditations – Both academic programs (e.g., Surgical Technology, Nursing) and college-wide (e.g., Southern Association of Colleges and Schools)

Improvements impact a variety of services to students including: Self-service, student web portal, library, educational technology, academic and career counseling, tutoring, academic achievement center, financial aid, registration, admissions, and student accounts payable.

C6.6 WHAT ARE YOUR KEY SUPPORT PROCESSES, AND HOW DO YOU EVALUATE, IMPROVE AND UPDATE THESE PROCESSES TO ACHIEVE BETTER PERFORMANCE?

Key support processes for a learning-centered environment include:

- Human Resources – Hiring of employees, performance management system
- Procurement – Acquisition of goods and services
- Information Technology – Administrative information systems and technical support services
- Business Affairs – Departmental budgeting

Department heads/chairs are responsible for evaluating the performance of their unit and serve as a catalyst for process improvement. Project teams are organized for the purpose of implementing significant software applications, reviewing current processes, and recommending process adaptation. An example of a multi-year, large project that has created college-wide evaluation of processes is the implementation of a new administrative information system.

C6.7 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?

Through an extensive internal solicitation of information, the financial requirements needed to support operations are identified, and appropriately categorized and allocated. This information is used in developing the operational budgets for any one fiscal period.

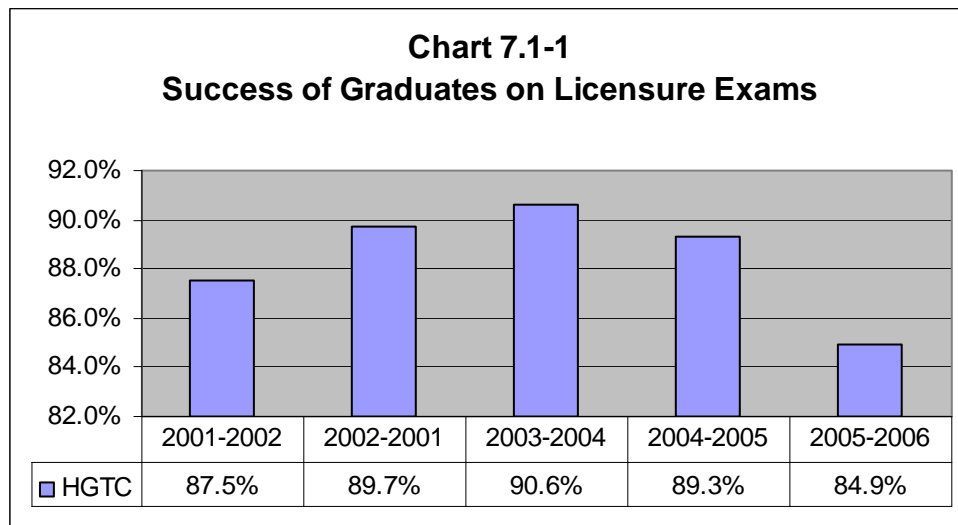
More importantly, HGTC collects data from the 15 other Technical Colleges in the state that outlines spending by functional and operational area. HGTC’s leadership team compares spending (in both absolute dollars as well as percentage of overall budget) to that of its sister institutions. This analysis ensures that an appropriate, but not excessive level of resources is provided at each level to support achievement of the respective goals therein.

In regards to new educational initiatives, the College uses historical cost information to develop a draft budget for new initiatives. This initial budget is then reviewed, in greater detail, by functional area experts both internal and external to the College. By using both internal and external resources to establish budgetary and financial obligations for new initiatives, the College is assured that the resources requirements for new education related ventures are accurately and completely identified.

Category 7 – Organizational Performance Results

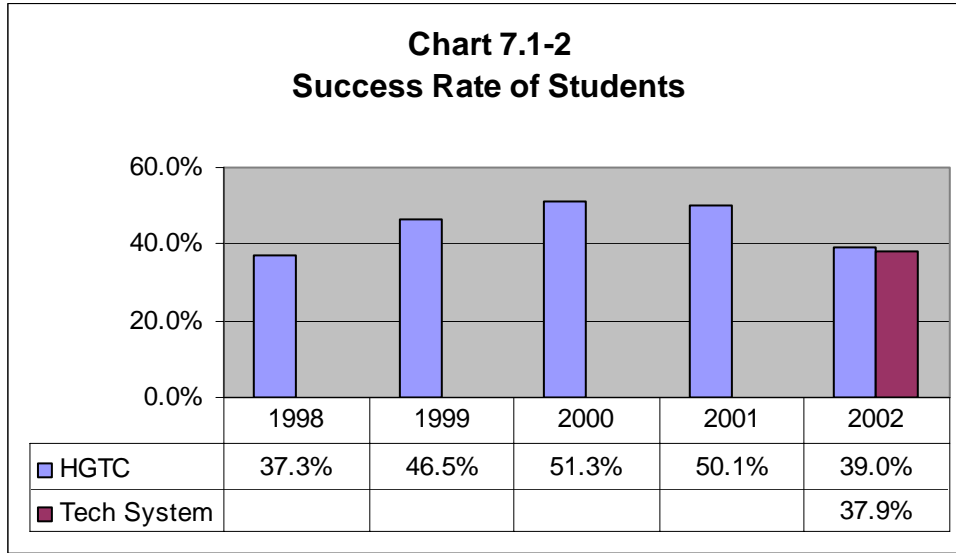
C7.1 WHAT ARE YOUR PERFORMANCE LEVELS AND TRENDS FOR YOUR KEY MEASURES ON STUDENT LEARNING, AND IMPROVEMENTS IN STUDENT LEARNING? HOW DO YOUR RESULTS COMPARE TO THOSE OF YOUR COMPETITORS AND COMPARABLE ORGANIZATIONS?

Performance of graduates on licensure exams is an indicator of student learning achievement and is monitored by the College. Licensure exams taken by HGTC students are clustered in the health care majors and include Dental Hygiene, Nursing, and Radiology. *Chart 7.1-1* represents the percentage of students who have successfully passed the examination. Results of the last year have been analyzed and action taken to improve results.

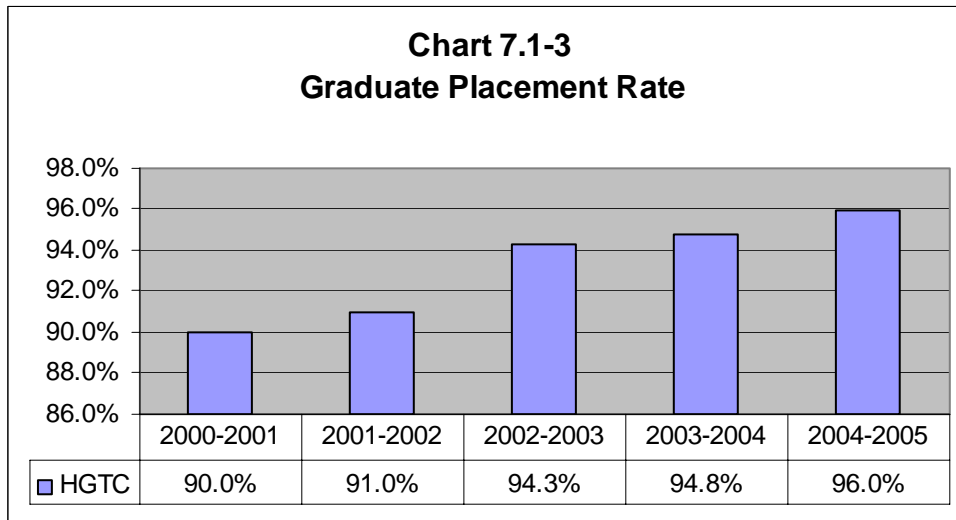


The success rate of students entering the College is defined as first-time, full-time degree seeking students graduating within 150% of normal program time with positive

allowances for students transferring to another institution or continued enrollment. The success rate over a 5-year period is show in *Chart 7.1-2*. For example, the 2002 cohort represents those students who began college in fall 2002 and their success status as of August 31, 2005. The technical college average rate for the 2002 cohort was 37.9%. HGTC is above the technical college average with 39.0%.



An additional indicator of student learning is the ability for students to acquire employment in their field of study or to continue their education at another institution upon graduation. *Chart 7.1-3* indicates the graduate placement rate of HGTC students with the most recent year having a placement rate of 96%.



Horry-Georgetown Technical College assesses transfer activity and performance of students who transfer to South Carolina senior institutions through data provided by the

senior institutions. Every two years, the senior institutions track the performance of entering first time freshman and report the results to the respective technical college.

Chart 7.1-4 provides a comparison of transfers for fall 2003 and fall 2005. Although the total number of transfers to all senior institutions is down slightly (153 compared to 140), the data indicates that the number and percent of transfers to Coastal Carolina University has remained consistent. Clearly, the majority of students transferring to a senior institution chose to remain within the local area at a rate of 75.8% and 75.7% over the two years.

Senior Institution	Fall 2003		Fall 2005	
	# Transfers	% Transfers	# Transfers	% Transfers
Clemson University	9	5.9%	2	1.4%
Coastal Carolina University	116	75.8%	106	75.7%
College of Charleston	8	5.2%	6	4.3%
Francis Marion University	7	4.6%	5	3.6%
Lander University	0	0.0%	2	1.4%
SC State University	0	0.0%	3	2.1%
The Citadel	0	0.0%	1	0.7%
USC - Columbia	8	5.2%	7	5.0%
USC - Upstate	4	2.6%	5	3.6%
Winthrop University	1	0.7%	3	2.1%
Total	153	100.0%	140	100.0%

For fall 2005, 264 students applied for admission to a South Carolina senior institution and 180 were accepted for a 68.1% acceptance rate (see *Chart 7.1-5*). The number of students accepted and actually enrolling was 140 or 77.8%.

Senior Institution	Total Applicants	Number Accepted	Number Rejected	Number Incomplete	Number Enrolled	% Applied & Enrolled	% Accepted & Enrolled
Clemson University	6	3	0	3	2	33.3%	66.7%
Coastal Carolina University	175	135	19	21	106	60.6%	78.5%
College of Charleston	16	6	4	6	6	37.5%	100.0%
Francis Marion University	22	9	5	8	5	22.7%	55.6%
Lander University	2	2	0	0	2	100.0%	100.0%
SC State University	3	3	0	0	3	100.0%	100.0%
The Citadel	2	1	0	1	1	50.0%	100.0%
USC - Columbia	21	9	3	9	7	33.3%	77.8%
USC - Upstate	13	9	0	4	5	38.5%	55.6%
Winthrop University	4	3	1	0	3	75.0%	100.0%
Total	264	180	32	52	140	53.0%	77.8%

Chart 7.1-6 provides grade point averages of HGTC students who transferred to a senior institution compared to the native student. At Coastal Carolina University, HGTC

students attained a GPA of 2.99 compared to the CCU native student of 2.82. HGTC students performed slightly better than the native CCU student.

**Chart 7.1-6 Comparison of Academic Performance
First Time Fall 2005 Transfers**

Senior Institution	HGTC Transfer Student		Senior Institution Native Student		Difference in GPA of Native minus Transfer
	Number Students	Fall 2005 Term GPA	Number Students	Fall 2005 Term GPA	
Clemson University	2	1.65	13,223	2.88	1.23
Coastal Carolina University	106	2.99	3,713	2.82	-0.17
College of Charleston	6	2.28	6,621	2.97	0.69
Francis Marion University	5	3.06	2,179	2.51	-0.55
Lander University	2	2.31	1,668	2.56	0.25
SC State University	3	2.43	2,804	2.45	0.02
The Citadel	1	2.64	1,921	2.80	0.16
USC - Columbia	7	2.87	16,421	2.98	0.11
USC - Upstate	5	3.62	3,661	2.70	-0.92
Winthrop University	3	2.34	4,132	2.75	0.41

The Workforce Development and Continuing Education Division (WDCE) is an important training provider for the College. Through non-credit classes, workshops, and seminars, WDCE provides occupational training for employees, upgrading for those who are employed, and retraining for those who are employed but whose jobs have changed. WDCE also develops and provides custom-designed training programs for businesses, industries, government agencies, and other organizations. In addition, community interest classes are offered to help meet personal and avocational interests. *Chart 7.1-7* indicates WDCE learning-centered performance results.

Chart 7.1-7

	2005-06	2004-05	2003-04
Total contact hours	250,412	289,390	424,502
Enrolled	11,249	15,024	25,573
Earned a Continuing Education Certificate	10,147 or 90 %	13,927 or 92%	2,400 or 9%
Received a Certificate of Completion	1,102 or 10%	1,097 or 7%	23,173 or 91%

Chart 7.1-8 provides results on types of WDCE classes offered for the past three years.

Chart 7.1-8

Year	Occupational Upgrade Classes	Personal Interest Classes	Work Keys Assessments	Career Readiness Certificates
2003	2710	373	N/A	N/A
2004	1511	403	1,150	N/A
2005	1151	329	1,716	131

WDCE uses comparative data with two technical colleges of similar demographic student base and facility size to assess organizational performance. *Chart 7.1-9* compares the

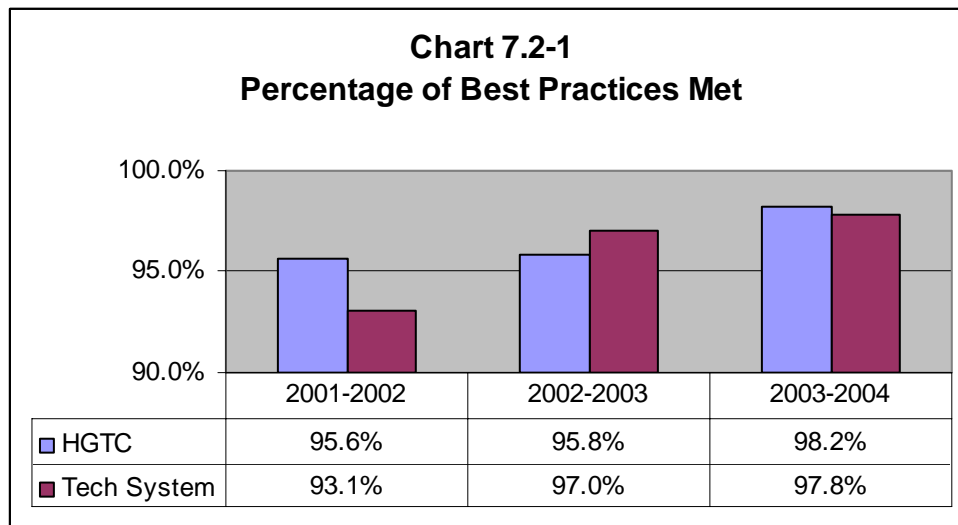
contact hours generated at each college and HGTC remains a state leader for providing workforce development and continuing education training for business and industry.

Chart 7.1-9

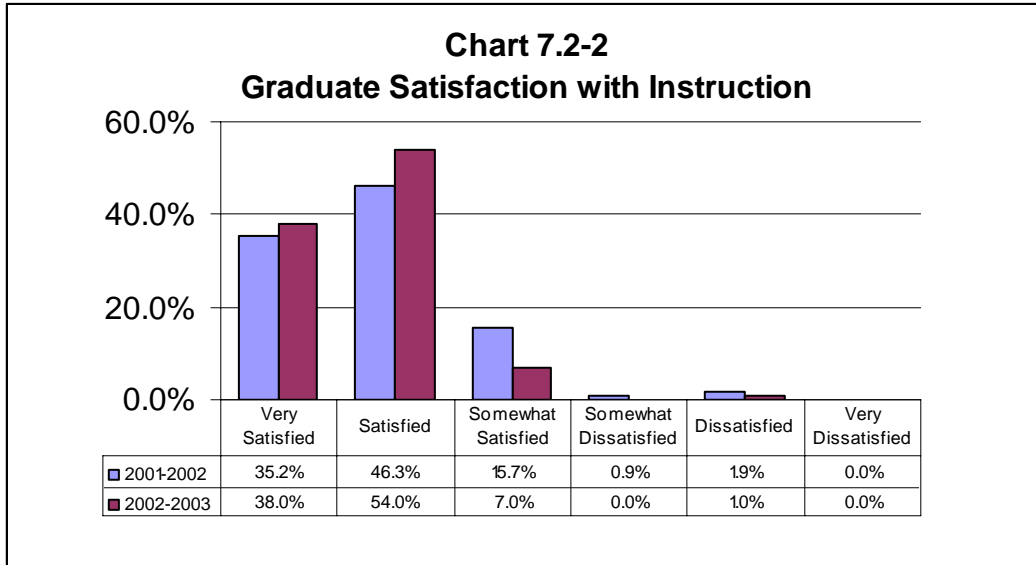
Technical College	Contact Hours 2005-06	Contact Hours 2004-05	Contact Hours 2003-04
Horry-Georgetown	250,412	289,390	449,926
Aiken	125,000	122,525	123,069
Florence-Darlington	199,276	160,019	199,150

C7.2 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?

Advisory Committees are essential for assessing student and stakeholder satisfaction with program offerings and services. “Best practices” have been established within the technical college system and the ratings are presented in *Chart 7.2-1*. Examples of criteria include advisory committee involvement in reviewing and revising programs for currency with business and industry processes; utilization/integration of current technology and equipment in existing programs; and assistance with student recruitment, student job placement, and faculty recruitment.

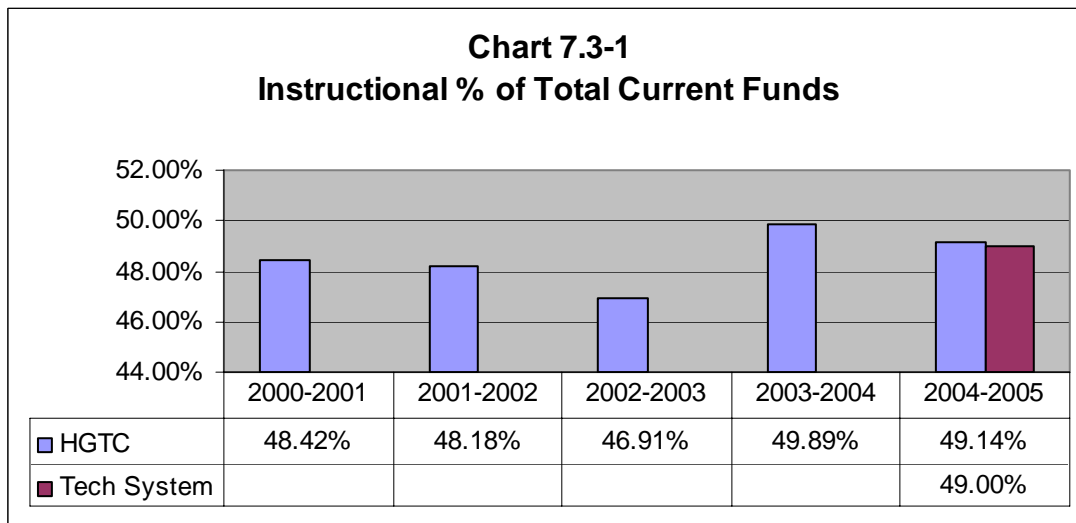


Student satisfaction with instruction in the major is collected each year from alumni who graduated three years prior to the current year. For 2002-2003, *Chart 7.2-2* indicates that 92% of the graduates are “very satisfied” or “satisfied” with instruction. When including the “somewhat satisfied” rating category, the percentage rate increases to 99% satisfaction.



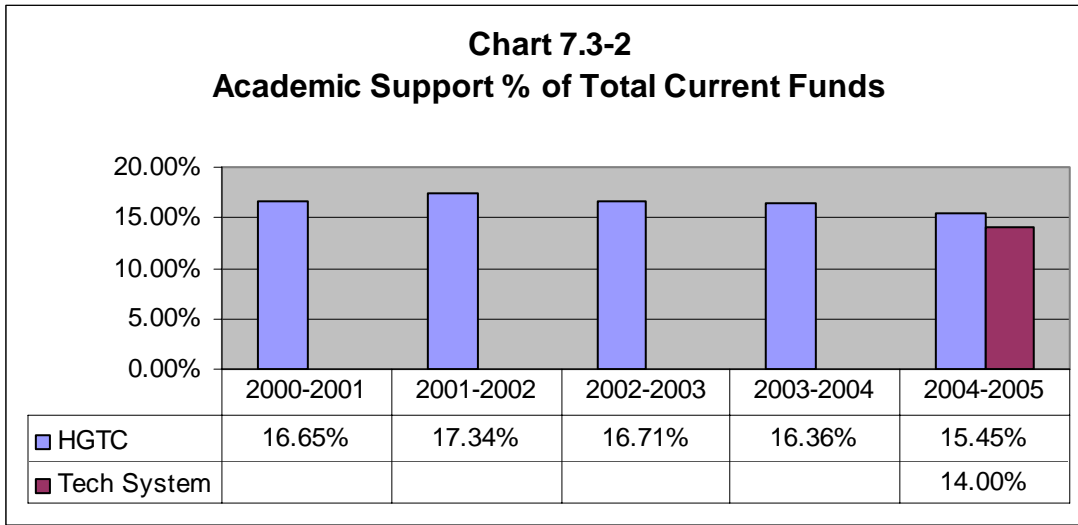
C7.3 WHAT ARE YOUR PERFORMANCE LEVELS FOR YOUR KEY MEASURES ON BUDGETARY AND FINANCIAL PERFORMANCE, INCLUDING MEASURES OF COST CONTAINMENTS, AS APPROPRIATE?

Unrestricted current funds are allocated in the following areas: instruction, academic support, student support, plant maintenance and operations, and administrative support. In context of the mission of the College, funds expended for instruction is critical to accomplishment of goals and objectives. *Chart 7.3-1* indicates the instructional funds spent as a percentage of the total unrestricted currents funds available. For 2004-05, the College was at the system average for all technical colleges. The highest percentage for any college was 59% and the lowest was 39%.

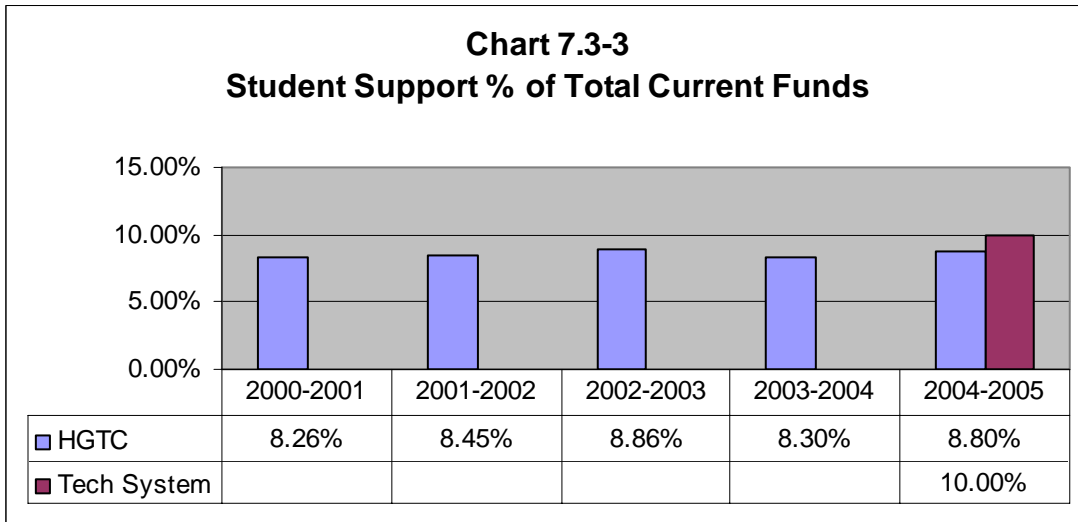


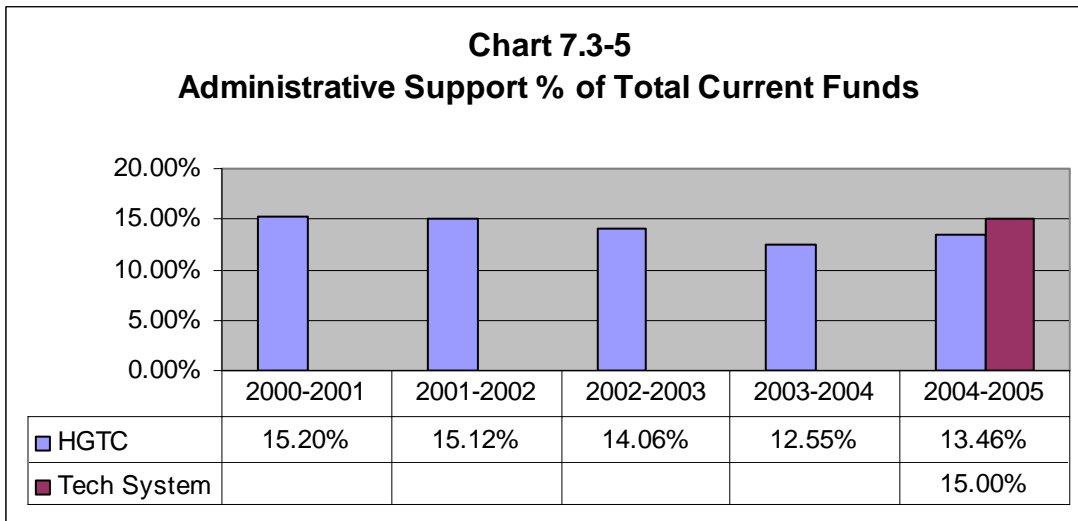
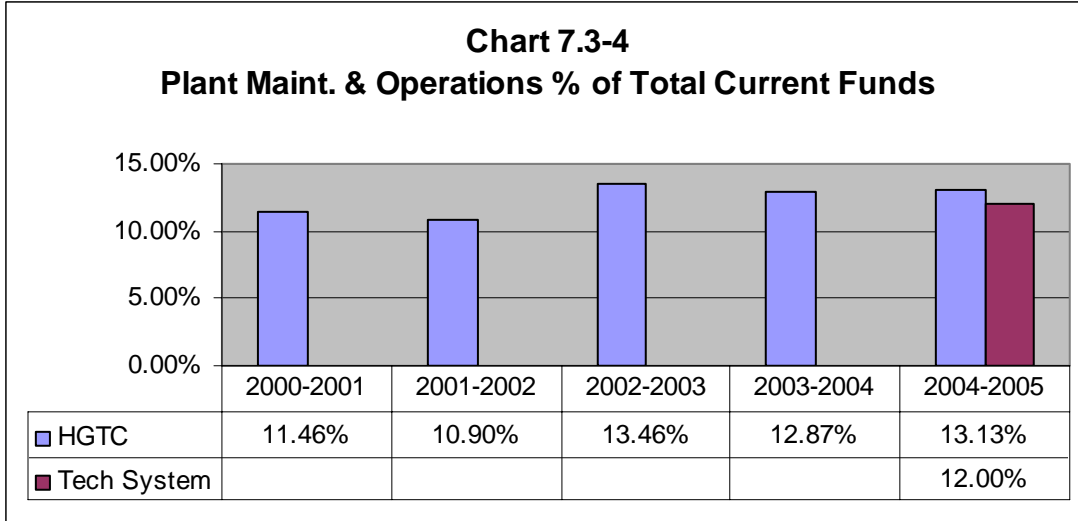
Academic support as a percentage of the total unrestricted funds is illustrated in *Chart 7.3-2*. For fiscal year 2004-05, across all technical colleges the highest percentage was

21% and the lowest 6%. HGTC is above the system average for academic support spending.



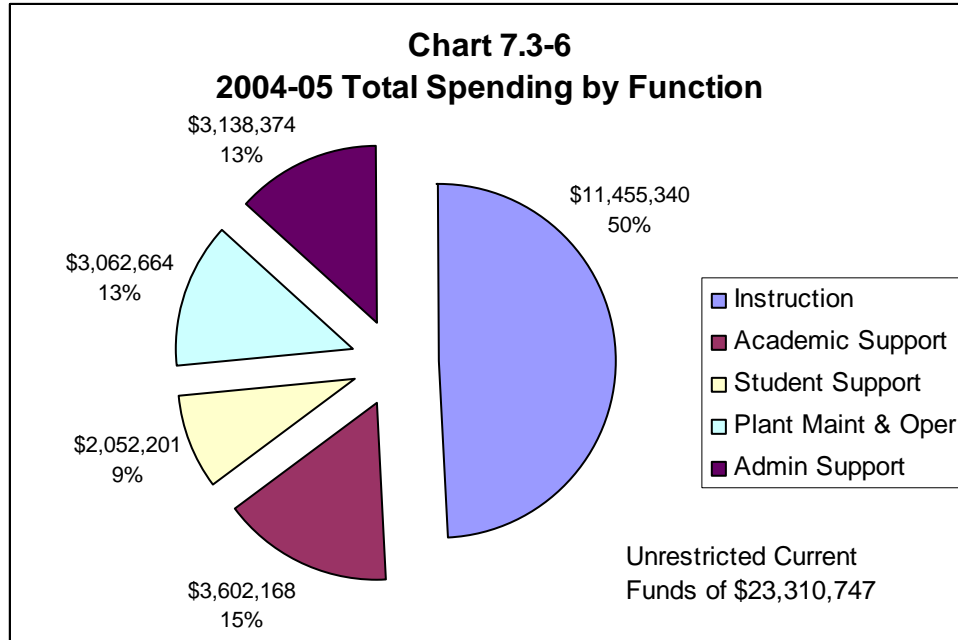
Charts 7.3-3 through 7.3-5 indicate the funds spent for the other categories of student support, plant maintenance and operations, and administrative support.





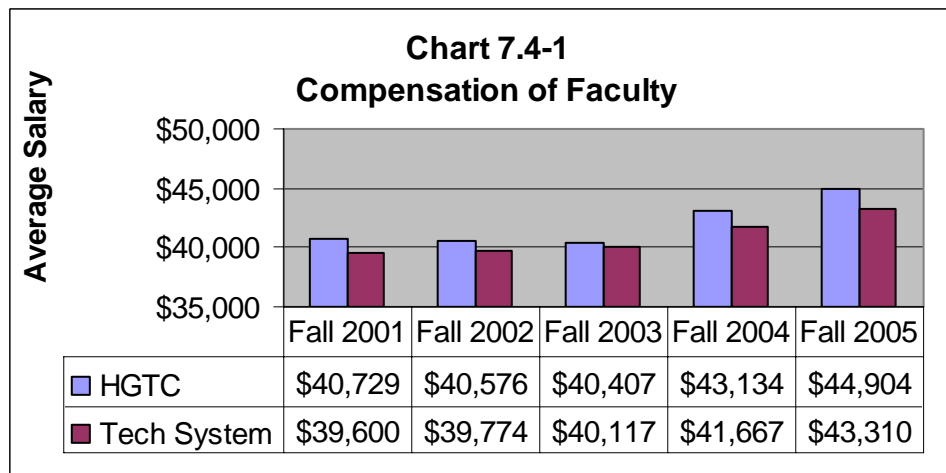
Finally, *Chart 7.3-6* recaps the total spending by function for fiscal year 2004-05. From this analysis of spending, the following can be concluded:

- HGTC spends approximately 73% of all funding on instruction and student related activities (i.e., instruction, academic support, and student support).
- HGTC spends approximately 49% of all funds directly on instruction alone, which is consistent with the statewide average among technical colleges.
- HGTC overhead (administrative support) costs of 13% remain less than the statewide average of 15%.
- HGTC plant maintenance and operational spending accounts for 13% of its total budget while the statewide average is 12%, even though the College supports multiple campuses.

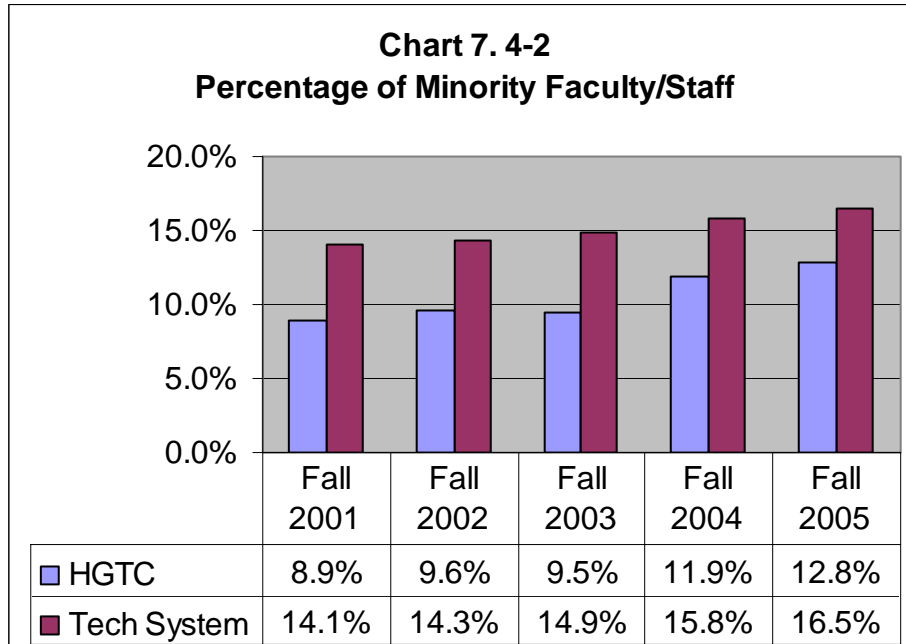


C7.4 WHAT ARE YOUR PERFORMANCE LEVELS AND TRENDS FOR YOUR KEY MEASURES ON WORK SYSTEM PERFORMANCE, FACULTY AND STAFF LEARNING AND DEVELOPMENT, AND FACULTY AND STAFF WELL-BEING SATISFACTION, AND DISSATISFACTION?

A key performance level for acquiring and retaining high quality faculty is the average salary. *Chart 7.4-1* shows that HGTC has made annual improvement in the average salary for faculty and is consistently above the Technical College System average.

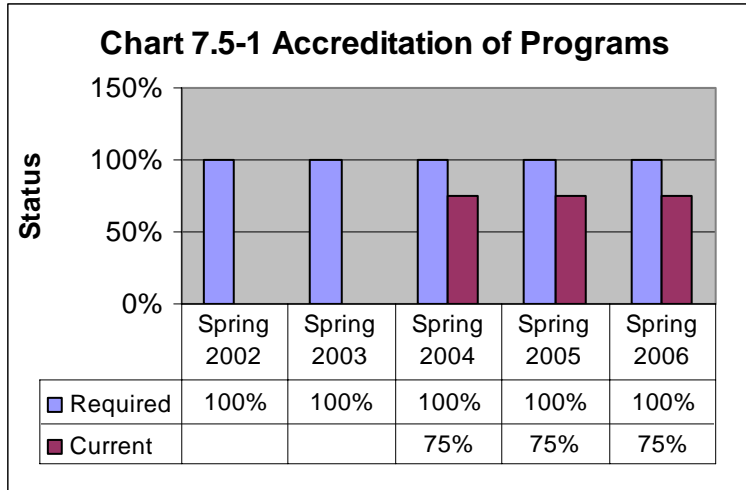


Annually, HGTC also assesses the percentage of minority faculty/staff in support of a diverse workforce that provides positive benefits to students and stakeholders. *Chart 7.4-2* indicates that the College has made positive improvements on a yearly basis with the percentage increasing to a higher level each year.



C7.5 WHAT ARE YOUR PERFORMANCE LEVELS AND TRENDS FOR YOUR KEY MEASURES OF ORGANIZATIONAL EFFECTIVENESS/OPERATIONAL EFFICIENCY, LEARNING-CENTERED AND SUPPORT PROCESS PERFORMANCE?

The accreditation of programs is utilized by the College for various purposes, one of which is a peer review of support process performance. New programs have a grace period of five years to attain full accreditation. *Chart 7.5-1* indicates the percentage of programs that are required to be accredited excluding those programs in the grace period. HGTC has 100% of its programs accredited that fall within these guidelines. Programs that could be accredited and fall within the five year period are shown as “current” meaning accreditation is pending or in process for 25% of the accreditable programs. Visiting committees review the support processes applicable to the program and provide recommendations in a report of findings.

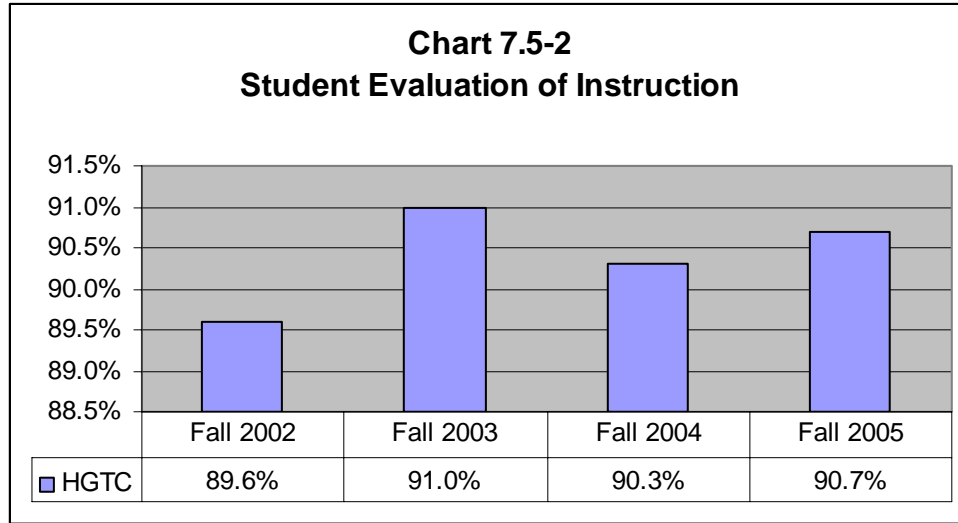


The Workforce Development and Continuing Education division responded to a 2005 Customer Needs Analysis, and enhanced support was provided through additional WDCE service delivery locations in the Bucksport Community Center, North Strand Training Center, and Historic Myrtle Beach Colored School Museum and Education Center. The Customer Needs Analysis also supported development and delivery of several new programs including Myrtle Beach Campus Call Center Institute, Hispanic Business Center, Center for Emerging Technologies, Construction Trades Institute, Crane Certification, and the Healthcare Workforce Development and Certification Institute.

Successful administration of organizational effectiveness, financial performance, and human resources positively impacted 2005 WDCE outcomes.

- WDCE increased revenue through additional programming and increased student population without increasing operating budget.
- WDCE successfully acquired grant funds to supplement the operating budget and provide support services for occupational upgrade in Construction Trades training, Computer training, Call Center training, Allied Health training, Workkeys Assessment, Heavy Equipment training, and professional development conferences.
- WDCE employee level decreased in 2005-06.

Student evaluation of instruction is conducted each semester and solicits input on satisfaction with instruction, including support processes. *Chart 7.5-2* provides the percentage of students satisfied with instruction.



Finally, the College constantly reviews organizational effectiveness/operational efficiency and utilizes outsourced services and processes as appropriate. Examples of outsourcing include:

- College Bookstore through Barnes and Noble Bookstore
- Public Safety through Coastal Carolina University

C7.6 WHAT ARE YOUR PERFORMANCE LEVELS FOR YOUR KEY MEASURES RELATED TO LEADERSHIP AND SOCIAL RESPONSIBILITY:

A. Accomplishment of your organizational strategy and action plans?

The economic impact of the College on the local area is a strong indication of accomplishing the strategic plan of goals, initiatives, and objectives. An economic impact study was commissioned by the State Board for Technical and Comprehensive Education in August 2005 from Omega Associates, LLC. Omega Associates is a South Carolina-based company that specializes in producing Economic Impact Studies for colleges and other institutions. An Omega impact study may measure multiple impacts, including direct, indirect, educational earnings, business and industry investment, and visitor expenditures. The study was intended to measure the FY04 economic benefits of the 16 institutions in the South Carolina Technical College System as well as the Center for Accelerated Technology Training (CATT).

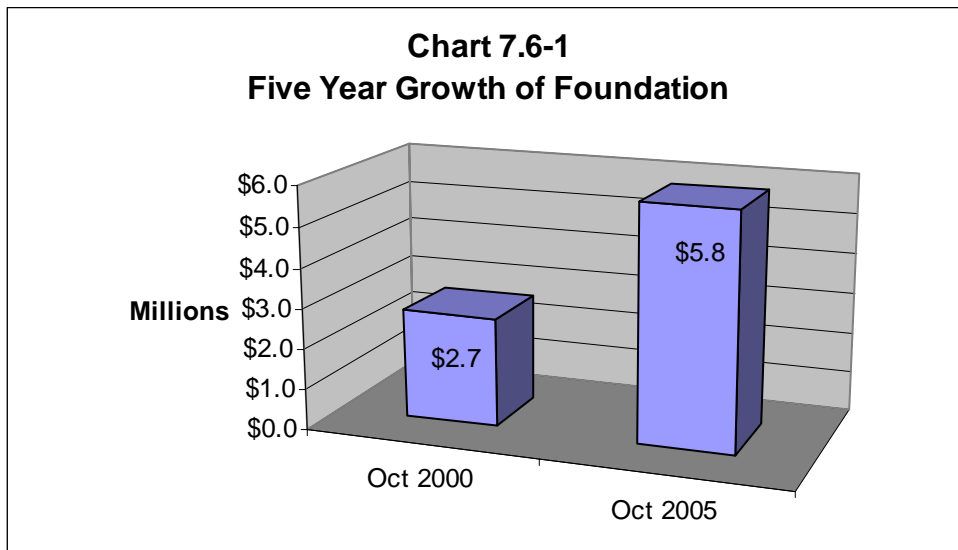
Highlights of the findings include:

- HGTC is estimated to have a **\$200.7 million** impact on the local economy
 - Includes \$32.7 million in student earning increases
- For each dollar the State invests, the SC Technical College System produces a return of \$12.10

- \$2.47 billion = Total System Economic Impact
 - \$512.25 million: Direct budget expenditures and capital spending of technical colleges
 - \$475.96 million: Indirect/induced multiplier effect of college expenditures and salaries
 - \$487.81 million: Education enhanced earning power of technical college students and graduates
 - \$996.69 million: Dynamic investment attraction attributable to the presence of technical colleges
- \$2.48 million = Annual State income taxes gained on increased annual earnings of CATT-trained workers
- \$10,820 = increased earning power of graduate full-time employee with a two-year Associate Degree over that of an employee with only a high school diploma

B. Stakeholder trust in your senior leaders and the governance of your organization?

A performance measure for establishing stakeholder trust in senior leaders and governance of the College is the support that the Horry-Georgetown Technical College Foundation receives in gifts from business, industry, foundations, and individuals. Assets of the Foundation have increased substantially over the last five years and are a testament to the partnerships that have been nurtured and the recognition of the added value that the College provides to the community. *Chart 7.6-1* illustrates the commitment of private investors.



The College was last accredited by the Southern Association of Colleges and Schools during 1998 with the next review scheduled for 2009. The review process examines the fundamental requirement that the administration has the responsibility for bringing together its various resources and allocating them effectively to accomplish institutional goals. There were no recommendations received on this

requirement. Specific components of the requirement include:

- The governing board is the legal body responsible for the institution and for policy making.
- Board action must result from a decision of the whole.
- The duties and responsibilities for the governing board must be clearly defined in an official document.
- Appropriate continuity exists in board membership.
- Provisions governing the removal of a board member.
- Board procedures to ensure that it is adequately informed about the financial condition and stability of the institution.
- Clear distinction, in writing and in practice, between the policy making function of the governing board and the responsibility of the administration and faculty to administer and implement policy.

All of these measures ensure public trust in the governance of the College.

C. Fiscal accountability; and, regulatory, safety, accreditation, and legal compliance?

The College's financial statements are audited annually by independent external auditors in accordance with Generally Accepted Auditing Standards (GAAS). The College has always received an unqualified or "clean" audit opinion, with no material audit findings or other issues. The College also has an annual audit of federal awards in accordance with the Single Audit Act. In fiscal year 2005-06, there were no audit findings pursuant to that review.

HGTC has established a comprehensive system of internal control. Using the model established by the Committee of Sponsoring Organizations of the Treadway Commission (COSO), the College's system of internal control provides assurances regarding:

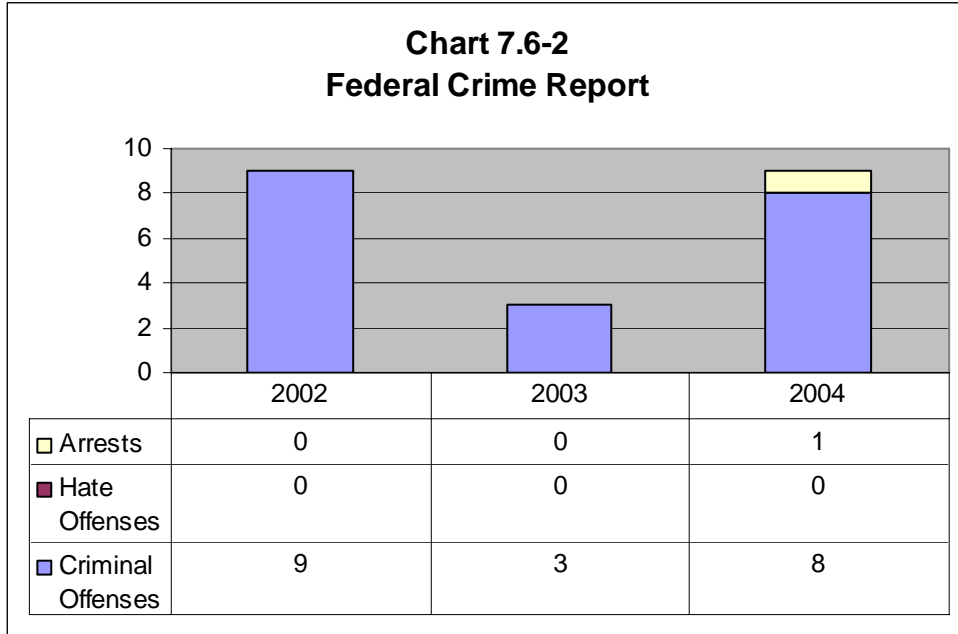
- Accuracy of financial reporting;
- Effectiveness and efficiency of operations; and
- Compliance with laws and regulations.

To further ensure the overall quality of a system of internal control, the College has established its own "internal audit function". To reduce costs, this function is performed by management personnel in its Business Office (who have more than 20 years auditing and risk management experience). All findings resulting from these internal audits are timely and properly resolved to the satisfaction of management.

Workforce Development and Continuing Education is audited annually by the South Carolina Technical College System with consistent "Excellent" results. WDCE is accountable to Labor, Licensing and Regulation Boards and other compliance agencies

and must maintain compliance to all requirements and regulations to continue providing instruction for respective certifications:

The Campus Security Act of 1990 requires colleges and universities to disclose to current and prospective students certain statistical data about the on-campus occurrence of certain criminal offenses. *Chart 7.6-2* provides figures for the major categories that are reported to the federal government. Data for 2005 is filed in October 2006. In addition, the College has partnered with a local university and provides campus security 24x7.



[End of report]