



Accountability Report

Fiscal Year 2009 - 2010

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 the leader in workforce development, intellectual growth, and life improvement.

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 implementing and utilizing world class technology solutions;
- Steadfastly dedicated to financial stewardship and in exemplifying the highest standards in ethics and organizational governance;
- Diligent in acquiring, training, and maintaining diverse, world-class human capital; and
- Committed to the principles of accreditation for quality enhancement of programs and services.

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.

Since its creation in 1966, Horry-Georgetown Technical College has continued to provide post-secondary vocational, technical, and occupational certificate, diploma, and associate degree programs leading directly to securing or continuing employment; associate degree programs which enable students to gain access to other post-secondary education; and continuing education classes, programs, and services which meet the job training, occupational advancement, and lifelong learning needs of the residents and

employers in its service area.

As a member of the South Carolina Technical College System, the College is a public, two-year technical college, enrolling 5,500 to 7,500 college credit curriculum students (fall headcount) and providing continuing education programs for 8,000 to 10,000 participants per year. Within this authority and while maintaining a local emphasis on providing services to the individuals and employers in the rural, urban, and suburban areas of Horry and Georgetown Counties, certain academic programs serve regional, national, and even international needs. The College values partnerships with business, industry, community agencies, and other educational and governmental institutions which support the growth and development of the community.

In order to promote achievement by ethnically, socially, and economically diverse individuals, the College maintains open admissions. The College values inclusiveness and embraces diversity. The College provides students with the knowledge, skills, and experiences necessary for success in achieving their career and educational goals.

The College endeavors to fulfill its mission by fostering the belief that all people should have equal opportunity for personal and professional growth, and to develop skills, knowledge, and values necessary for a productive and meaningful life. We respect every member of the college community and are committed to fairness in our educational endeavors.

The faculty's primary function is to ensure student learning and academic goal achievement through innovative teaching that integrates theory and application. The College provides comprehensive student services to support individual and educational goals. The specific functions of the College are to provide occupational training activities, college transfer education, and related general education courses. The College provides developmental/remedial educational services. Through articulation with local school districts, the College provides post-secondary educational opportunities for secondary students. A vital part of the educational services is through the Workforce Development and Continuing Education Division, which provides customized job training, and occupational upgrading training programs and classes for business and industry; and job training, occupational upgrading, licensing and certification, and personal interest classes for community residents. The College supports the economic development of its service area by participating in the training provided by the Center for Accelerated Training and Technology and its readySCTM program.

Section I.2 Major Achievements From Past Year

New/Expanded Relevant Programs of Study:

Credit/Degree Programs:

- Established Landscape Management Certificate
- Established Emphasis in Hospitality/Tourism Management for General Business Associate Degree
- Established Emphasis in Fire Service Administration for General Business Associate Degree
- Engaged in planning activities for aviation-related programs
- Renamed all associate degree programs (except AA/AS) as Associate in Applied Science
- Expanded and developed new articulation agreements with 4-year institutions including Embry Riddle Aeronautical University-Worldwide and Coastal Carolina University
- Implemented Internet-based learning management system, Desire2Learn, for use by

all academic programs

Workforce Development and Continuing Education programs:

- Expanded Allied Health Career Academy, Certified Nurse Educator Apprenticeship Program, Advanced Allied Health Certificate programs, Nurse Education and Refresher programs, and Mentoring and Leadership Academy
- Created Energy Efficiency Training Center
- Created concept and engaged Advisory Boards for Industry Institutes

Instructional Quality and Student Achievements:

- Received initial accreditation of Physical Therapist Assistant program by the Commission on Accreditation in Physical Therapy Education
- Received substantive change approval of Forestry Management program by the Society of American Foresters Committee
- Received continuing accreditation of Pharmacy Technician program by the American Society of Health-System Pharmacists
- Received initial accreditation extension of EMT-Paramedic program by the Commission on Accreditation of Allied Health Education Programs and the Committee on Accreditation of Education Program for the Emergency Medical Services Professions
- Established Criminal Justice Crime Scene Investigation Laboratory
- Received 1st place in the 2009 Carolinas GCSA Student Turf Bowl
- Received numerous gold awards, including best of show, in the Carolinas ADDY Awards for Digital Arts students
- Participated in ABC Extreme Makeover Home Edition for local family
- Recipient of The President's Higher Education Community Service Honor Roll with Distinction from the Corporation for National & Community Service, 1 of 3 in the state
- Received 2nd Runner Up for the Most Distinguished Chapter in North and South Carolina and Five Star Chapter for Phi Theta Kappa Honor Society
- Sponsored the college's first Short Term Study Abroad Program
- Implemented an expanded faculty Return to Industry initiative
- Achieved graduate placement rate of 90%

Partnerships:

- Coastal Carolina University – Continued agreement for a residential Bridge Program and approved memorandum of agreement for the Bachelor of Science in Nursing
- Horry County Schools and business community – Completed Year 4 of Early College High School and graduated the first class
- U.S. Department of Interior Bureau of Indian Affairs – Provided Forestry program internships for students
- Clemson University and Coastal Carolina University – Increased course transfer agreements
- Yawkey Foundation – Continued partnership with the Tom Yawkey Wildlife Center for Forestry and Wildlife Management programs

- Georgetown County School District – Launched an Allied Health Career Academy Medical Assist Program for continuing education division
- Business Resource Group and Service Corps of Retired Executives – Established the Harold Swanner Entrepreneur Center

New and Enhanced Facilities:

- Received approvals and selected architect for constructing Dental Wing addition at the Dr. Robert E. Speir, Jr. Healthcare Education Center, Grand Strand Campus
- Received approvals and selected architect for constructing joint academic facility for Horry County Schools Early College High School and HGTC, Conway Campus
- Received approvals and selected architect for replacing Building 300-Multi-Use Academic, Conway Campus
- Led efforts to facilitate the construction of a vehicular Roundabout on University Boulevard, thereby improving traffic flow and safety
- Began renovation to Building 1100, WaveNet Central, Conway Campus
- Began development of updated site master plan for Conway Campus
- Upgraded heating and cooling systems at Conway and Grand Strand Campus
- Enhanced safety and security initiatives across all campuses

Administrative Improvements:

- Participated in the launching of the South Carolina Transfer and Articulation Center Website devoted to the transfer of academic credit among S.C. public colleges and universities
- Established the HGTC Enterprise Campus Authority
- Implemented payment application data security standards for online payments
- Implemented “Grades Going Green” project
- Provided online payment plan options for students
- Implemented version 8 of the Banner administrative system
- Provided video conferencing capabilities over the Internet to faculty and staff
- Participated in collaboration and sharing opportunities across the technical college system
- Received Broadband Grant through the American Recovery and Reinvestment Act
- Engaged SEMWORKS in branding and public awareness project

Section I.3 Strategic Goals for Present and Future Years

	Promote Student Learning
Goal 1	<i>HGTC will provide a learning environment and experience that leads to the development of knowledge, skills, behaviors, and attitudes of value for students and the society they are preparing to serve.</i>

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

Goal 3	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 4	Strengthen College Services
	<i>HGTC will continuously improve the productivity, efficiency, and effectiveness of services and activities utilized throughout the College.</i>

Goal 5	Build and Expand Partnerships
	<i>HGTC will engage in the development of partnerships with local, state, and national entities for expanding financial, physical, and educational resources, and promoting a progressive and positive public image.</i>

Section I.4 Strategic Challenges

- Maintaining programs and services while experiencing ongoing reductions in State appropriations for FY08-FY10 of \$3.2 million, constituting a 30% reduction
- Achieving base operation funding (parity) to remedy the “hold harmless” policy that financially punishes high growth institutions resulting in a HGTC per credit hour reimbursement being one of the lowest in the technical college system
- Maintaining allocation of Lottery Tuition Assistance funds to ensure a consistent amount each semester for all eligible students
- Receiving recurring 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
- Receiving State capital funds to renovate, expand, and maintain physical facilities
- Managing growth while meeting the demands of increasing enrollment
- Increasing State funding to support technology equipment upgrades for academic programs and administrative processes
- Receiving regulatory relief for operational efficiencies and administrative flexibility

Section I.5 Use of Accountability Report

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:
 - 26 two-year associate degrees
 - 4 diplomas
 - 31 certificates
 - Career development
 - Academic disciplines include agriculture technology, arts and science, business, engineering technology, health science, industrial technology, information/computer technology, occupational technology, and public service technology
- Workforce development and continuing education
- Developmental/remedial education
- PACE (Program for Accelerated College Enrollment) and Early College High School – High school students taking one or more college courses
- Student development programs and services – Academic counseling and tutoring, student activity programs, career services, testing, services for students with disabilities, educational talent search program, and services for minority students
- Delivery of programs by traditional lecture, video conferencing, Internet, and hybrid

Section II.2 Student Segments, Stakeholder Groups, and Market Segments

Student and market segments:

- Fall 2009 enrollment of 7200 associate, diploma, and certificate students
- 2009-10 enrollment of 5456 non-degree, work force training students
- 4th largest of 16 S.C. technical colleges and 8th largest of 33 S.C. public/private colleges and universities
- 66% of students are female, 34% male
- 25% of students are black, non-Hispanic
- 1.6% of students are Hispanic
- 59% of students are part-time, 41% full-time
- 42% of students are 25 years of age or older
- 91% of students are S.C. residents
- 90% of graduates remain in local area
- 4th largest South Carolina Technical College
- Leading provider of skilled professionals for area employers
- Leading professional development and workforce training organization for the area

Stakeholders:

Area Commission, legislators, local business and industry, HGTC Foundation, Coastal Carolina University, local public and private schools, program partnerships with colleges and universities, 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

Section II.4 EMPLOYEES

(As of November 1, 2009)

- 294 full-time and 335 part-time faculty and staff employees (total of 629)
- 134 full-time and 224 part-time faculty (total of 358)
- 160 full-time and 108 part-time staff (total of 268)
- 59 full-time male faculty and 75 full-time women faculty (total of 134)

Section II.5 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 polices established by the Area Commission.

Section II.6 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.7 SUPPLIERS AND PARTNERS

Suppliers:

- Examples include: 3M, ACT, Air Science, Associated Microscopes, BBCI, Biodex Medical, Blue Ridge XRay, Bonitz Carpet, Business Resource Group, Camcor, Coastal Business Life, Columbia Beauty Supply, CSI, Data Network Solutions, Dell,

DSL Services, Ebsco Subscriptions, Fortune School of Real Estate, Harrell's Seeds Fertilizers Chemicals, Herald Office Supply, Hewlett Packard, Horry Telephone Cooperative, Ingram Library Services, Johnson Controls, Kyocera Mita America, Laerdal Medical, Landmark Builders, Li-Cor Biosciences, Next Media, Palmetto Paving, Rental Uniform, Santee Cooper, SIRCHIE, Smarthinking, Southco, Southern Education Systems, Steen Enterprises, SunGard Higher Education, The Sun News, Time Warner Cable, TouchNet, Training Concepts, US Foodservice, US Postmaster, Waste Industries, Xerox Audio Visual, and Xpedx.

Partners:

- Examples include: Coastal Carolina University, Horry County Schools, Georgetown County Schools, Yawkey Foundation, Georgetown County, Horry County, Waccamaw Council of Governments, Myrtle Beach Air Force Base Redevelopment Authority, Golf Course Superintendent Association, Conway National Bank, Carolina First, Plantation Federal, First Federal, Horry County State Bank, BB&T, HGTC Foundation, state-wide technical colleges and 4-year universities, private investors and grantors, Technical College System, Commission on Higher Education, and local area hospitals.

Section II.8 COMPETITORS

- Local, private training companies and institutes
- Coastal Carolina University, Francis Marion University, Brunswick Community College, and Florence-Darlington Technical College
- Nationwide, colleges and universities offering courses over the Internet

Section II.9 FACTORS THAT DETERMINE COMPETITIVE SUCCESS

- Unique programs of study not offered elsewhere in South Carolina
- Continuation of Lottery Tuition Assistance
- Tuition below the Technical College system average and well below 4-year institutions
- Escalating costs at 4-year colleges and universities
- 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

Section II.10 PERFORMANCE IMPROVEMENT SYSTEMS

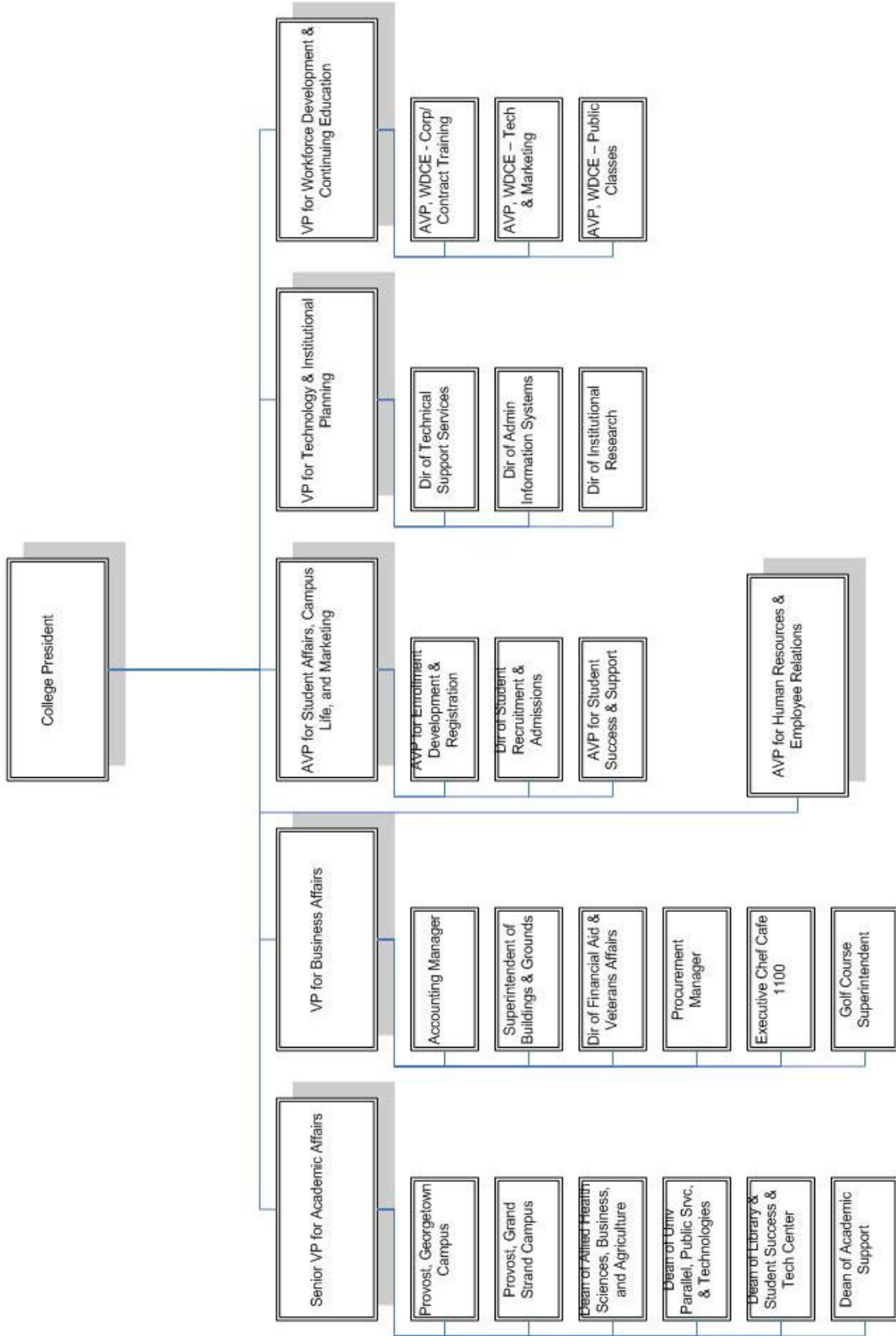
The College utilizes various methods to assess and improve academic programs and administrative services:

- Academic Program Review
- Review of departmental objectives
- Student program learning outcomes
- Student evaluation of instruction

- Employer survey of graduates
- Graduate satisfaction survey
- Accreditation by the Southern Association of Colleges and Schools
- Accreditation by program specific accrediting organizations
- Employee/Faculty Performance System
- Community College Survey of Student Engagement
- Quality Enhancement Plan - GPS

Section II.11 ORGANIZATIONAL STRUCTURE

HGTC Executive/Management Leadership



Section II.12 Expenditures/Appropriations Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 08-09 Actual Expenditures		FY 09-10 Actual Expenditures		FY 10-11 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$18,051,403	\$6,447,961	\$18,757,822	\$5,842,236	\$19,486,697	\$4,988,066
Other Operating	\$7,126,106		\$8,168,322		\$9,661,017	
Special Items						
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$4,858,558	\$1,669,197	\$3,275,922	\$1,582,659	\$5,444,398	\$1,325,942
Non-recurring	\$3,395,061	\$1,070,302	\$3,151,045	\$474,325	\$2,904,505	\$232,112
Total	\$ 33,431,128	\$ 9,187,460	\$ 33,351,111	\$ 7,899,220	\$ 37,496,617	\$ 6,546,120

Section II.13 Major Program Areas Chart

Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 08-09 Budget Expenditures	FY 09-10 Budget Expenditures	Key Cross References for Financial Results*
		State: 9,187,460.00 Federal: 1,460,867.00 Other: 22,782,801.00 Total: 33,431,128.00 % of Total Budget:	State: 7,899,220.00 Federal: 2,508,744.00 Other: 22,943,147.00 Total: 33,351,111.00 % of Total Budget:	7.3-1, 7.3-2, 7.3-3, 7.3-4, 7.3-5, 7.3-6, 7.4-1
		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 - Business Results. These References provide a Chart number that is included in the 7th section of this document.

Section III – Elements of Malcolm Baldrige Criteria

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 THE WORKFORCE, TO KEY SUPPLIERS AND PARTNERS, AND TO STUDENTS AND STAKEHOLDERS AS APPROPRIATE? HOW DO THEIR PERSONAL ACTIONS REFLECT A COMMITMENT TO THE ORGANIZATIONAL VALUES?

At HGTC, senior leaders (President’s Cabinet) have the primary responsibility to develop the vision, principles, mission, goals, and outcomes. 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 department and individual objectives and action plans are addressing the goals and outcomes within the Strategic Plan. The plan is also posted to the College website and is accessible to the public at large. Results for all objectives are documented at the conclusion of each year. To further ensure that the Strategic Plan is always a priority at Cabinet meetings, each weekly agenda prominently displays the strategic priorities of greatest 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 CREATE A SUSTAINABLE ORGANIZATION WITH A FOCUS ON ACTION TO ACCOMPLISH THE ORGANIZATION’S MISSION, STRATEGIC OBJECTIVES, IMPROVE PERFORMANCE, AND ATTAIN YOUR VISION?

College leaders periodically discuss accomplishment of 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. The College is in the process of implementing 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.

C1.3 HOW DO SENIOR LEADERS PERSONALLY PROMOTE AND SUPPORT AN ORGANIZATIONAL ENVIRONMENT THAT FOSTERS AND REQUIRES: LEGAL AND

**ETHICAL BEHAVIOR; AND, FISCAL, LEGAL, AND REGULATORY ACCOUNTABILITY.
HOW ARE THESE MONITORED?**

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.

C1.4 HOW DO SENIOR LEADERS CREATE AN ENVIRONMENT FOR ORGANIZATIONAL AND WORKFORCE 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 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 Technical College System also offers a one year leadership academy for those mid-level employees who may wish to become a vice-president. HGTC consistently selects candidates to participate in the academy.

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

Based upon input from faculty and staff, a professional development calendar is created each year and specific sessions are included to support new supervisors and those aspiring to be supervisors.

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, ENGAGE, EMPOWER, AND MOTIVATE THE ENTIRE WORKFORCE THROUGHOUT THE ORGANIZATION? HOW DO SENIOR LEADERS TAKE AN ACTIVE ROLE IN REWARD AND RECOGNITION PROCESSES TO REINFORCE HIGH PERFORMANCE THROUGHOUT THE ORGANIZATION?

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's Office e-mails to all employees *Presidential Announcements*. The communication 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 outcomes. Accomplishment and progress is assessed through the employee performance management system, meetings, and the annual written report submitted by the department head/chair.

At least once 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 may include 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. The service is available to the employee as well as other household members.

C1.7 HOW DOES YOUR ORGANIZATION EVALUATE THE PERFORMANCE OF YOUR SENIOR LEADERS INCLUDING THE HEAD OF THE ORGANIZATION, AND THE GOVERNANCE BOARD/POLICY MAKING BODY? HOW DO SENIOR LEADERS USE THESE PERFORMANCE REVIEWS TO IMPROVE THEIR OWN LEADERSHIP EFFECTIVENESS AND THAT OF THE BOARD AND LEADERSHIP SYSTEM, AS APPROPRIATE?

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 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 WHAT PERFORMANCE MEASURES DO SENIOR LEADERS REGULARLY REVIEW TO INFORM THEM ON NEEDED ACTIONS?

The Cabinet utilizes the results of assessment measures (e.g. enrollment stability, budgeting, graduation rate, success rate on licensure exams, surveys, etc.) as a tool for performance measurement and areas requiring improvement. In addition, institutional outcomes are monitored for progress and action taken as necessary to impact accomplishment.

C1.9 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. During 2008-09, the College received its most recent 10-year reaffirmation of accreditation with the Southern Association of Colleges and Schools.

C1.10 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, March of Dimes, 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, Salvation Army Boys and Girls Club, “Give Kids A Smile Program”, “Champions for Children”, faculty/student community service projects, dental clinic, charity fund raising, business partnerships, city councils, county councils, and alumni activities. Areas of emphasis are determined by the potential impact that the organization has on the community at-large or the relevance to an academic program.

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 outcomes 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 polices.

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

student and stakeholder preferences, 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. Workforce capabilities and needs?

The Strategic Planning process includes a human resource component whereby each member of Cabinet confers with key staff within their area of responsibility and assesses the impact of future goals, objectives, and outcomes on staffing positions and skill sets. A recommendation for full and part time staffing requests is then submitted to Cabinet prior to the development of the operating budget. Cabinet considers all requests and allocates funding as deemed necessary to support academic priorities and other initiatives.

Employee vacancies due to resignations are also brought forth to Cabinet and the ongoing need for the position is substantiated by the vice president along with any requirement for a change in the scope of the position.

E. 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. A comprehensive *Emergency Manual* has been developed and distributed throughout the College. The manual covers topics such as a response plan, communication plan, and specific procedures for the most common emergencies that may occur on campus.

The College has also conducted a Security Risk Assessment of information technology infrastructure and services. The results of the assessment are utilized to implement action plans that will strengthen business continuity.

F. 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 outcomes 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, outcomes, and objectives.

C2.2 HOW DO YOUR STRATEGIC OBJECTIVES ADDRESS THE STRATEGIC CHALLENGES YOU IDENTIFIED IN YOUR EXECUTIVE SUMMARY?

The greatest challenges to the College at this time are funding issues. The strategic goals and outcomes 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 maintain programs and services; create funding parity; provide consistent allocation of Lottery Tuition Assistance; expand and enhance programs for health care; expand and renovate facilities; manage enrollment growth; maintain and enhance technology across all programs, and receive regulatory relief 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.

Prior to developing the goals and outcomes for the College, Cabinet reviews the opportunities and barriers that may impact future priorities and endeavors. Outcomes identified in the Strategic Planning process are created to take advantage of opportunities and to mitigate barriers.

The College also participates with the System Office and other technical colleges to develop a set of annual system legislative initiatives that could have the greatest impact on removing barriers faced by most if not all of the colleges in the system.

C2.3 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.

C2.4 HOW DO YOU DEVELOP AND TRACK ACTION PLANS THAT ADDRESS YOUR KEY STRATEGIC OBJECTIVES.

Each fiscal year, all academic and administrative departments of the College develop action plans (annual objectives) that address a strategic goal and outcome, program learning outcome, internal review recommendation, operational support, or other unique need. Along with the objective, the department must include an indicator of effectiveness (assessment method and criteria for 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.

During May/June 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 and the document is returned to the Planning Office.

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.

C2.5 HOW DO YOU COMMUNICATE AND DEPLOY YOUR STRATEGIC OBJECTIVES, ACTION PLANS, AND RELATED PERFORMANCE MEASURES?

The Institutional Strategic Goals and Outcomes 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.

C2.6 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/June 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 outcomes that have been completed or those needing adjustment.

C2.7 AVAILABILITY OF STRATEGIC PLAN TO THE PUBLIC THROUGH THE ORGANIZATION'S WEBSITE.

http://www.hgtc.edu/int_y.php?pageid=423

C2.8 STRATEGIC OBJECTIVES (GOALS) AND ACTION PLANS /INITIATIVES
 (Referred to internally as Institutional Strategic Goals and Outcomes.)

Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 09-10 and Beyond Key Action Plan/Initiative(s) and Timeline for Accomplishing the Plans (Timeline: 2009-10 through 2011-12)	Key Cross References for Performance Measures
1.0	HGTC will provide a learning environment and experience that leads to the development of knowledge, skills, behaviors, and attitudes of value for students and the society they are preparing to serve.	1.1 Revised expected outcomes of educational programs, assess outcome achievement, and provide evidence of improvement. 1.2 Create and enhance state of the art learner-driven classroom environments, and modes of instruction through optimization of technology and accessibility. 1.3 Deliver curriculum and continuing education courses and program through alternative sites and partners. 1.4 Expand and enhance dual enrollment educational offerings available to secondary school students. 1.5 Develop, implement, and assess the Quality Enhancement Plan for providing positive impact on student learning outcomes in compliance with the <i>Principles of Accreditation</i> .	7.1-1, 7.1-2, 7.1-3, 7.1-4, 7.1-5, 7.1-6, 7.1-7, 7.1-8, 7.2-1, 7.2-2, 7.2-3, 7.5-1, 7.5-2
2.0	HGTC will revise, enhance, create, and deliver programs of study that promote quality and optimize job market relevance for the purpose of producing a highly skilled and knowledgeable workforce.	2.1 Identify, develop, and implement job market-driven, new programs of study for curriculum and continuing education. 2.2 Expand and enhance workforce training and skills attainment certification. 2.3 Expand e-learning programs and support systems. 2.4 Assess existing programs of study for job market relevance and cost feasibility.	7.1-1, 7.1-2, 7.1-3, 7.1-4, 7.1-5, 7.1-6, 7.1-7, 7.1-8, 7.2-1, 7.2-2, 7.2-3, 7.5-1, 7.5-2
3.0	HGTC will provide comprehensive, seamless, and innovative services to enable students to be successful in accomplishing their chosen goals.	3.1 Develop and execute strategies of the <i>Guided Plan</i> for Success that maximizes student retention, goal accomplishment, graduate rate, and job placement. 3.2 Optimize student support and auxiliary services on all campuses. 3.3 Optimize enrollment through development of a strategic recruitment and marketing plan.	7.1-1, 7.1-2, 7.1-3, 7.1-4, 7.1-5, 7.1-6, 7.1-7, 7.1-8, 7.6-2

4.0	HGTC will continuously improve the productivity, efficiency, and effectiveness of services and activities utilized throughout the college.	<p>4.1 Enhance the effectiveness and efficiency of administrative processes.</p> <p>4.2 Maintain and expand the technology infrastructure to increase user access to information resources and support new applications.</p> <p>4.3 Ensure cost effective systems of internal control are in place and functioning as intended.</p> <p>4.4 Provide resources and opportunities for College personnel to learn, grow, and advance both technically and in their area of expertise.</p> <p>4.5 Ensure cost effective and efficient use of financial, physical, and personnel resources, and appropriate financial stewardship of institutional functions.</p>	7.3-1, 7.3-2, 7.3-3, 7.3-4, 7.3-5, 7.3-6, 7.4-1, 7.4-2, 7.6-2
5.0	HGTC will engage in the development of partnerships with local, state, and national entities for expanding financial, physical, and educational resources, and promoting a progressive and positive public image.	<p>5.1 Encourage collaboration and sharing activities with constituents and stakeholders.</p> <p>5.2 Research and pursue opportunities to establish revenue, cost-savings, and grant funded projects.</p> <p>5.3 Encourage employee and student participation in community service.</p> <p>5.4 Pursue partnerships to further continued learning opportunities for citizens of the area.</p> <p>5.5 Identify and implement a comprehensive plan for branding of the College and influencing public awareness</p>	7.2-1, 7.5-1, 7.6-1, 7.6-2

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? 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 AND FEEDBACK 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

C3.6 HOW DOES YOUR STUDENT AND STAKEHOLDER COMPLAINT MANAGEMENT PROCESS ENSURE THAT COMPLAINTS ARE RESOLVED PROMPTLY AND EFFECTIVELY?

Complaints are received by the College through a variety of mechanisms including e-mails, letters, telephone calls, office visits, and surveys. Upon receipt, all complaints are forwarded to the appropriate department and a response is sent to the originator and copied to the supervisor. If still not satisfied with the response, the complaint is sent to the supervisor for a direct response. If a pattern develops of receiving multiple complaints on the same subject, the department is requested to analyze processes and determine if improvements are necessary.

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 DAILY OPERATIONS AND OVERALL 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:

- Measure College goals as well as student learning as determined by the Strategic Planning process
- 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 SELECT, COLLECT, ALIGN, AND INTEGRATE DATA/INFORMATION FOR ANALYSIS TO PROVIDE EFFECTIVE SUPPORT FOR DECISION MAKING AND INNOVATION 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 the Commission on Higher Education, System Office, IPEDS, accreditation visits, Community College Survey of Student Engagement, and other sources are utilized to support decision making.

C4.3 HOW DO YOU KEEP YOUR MEASURES 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.

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

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.

C4.5 HOW DO YOU MAKE NEEDED DATA AND INFORMATION AVAILABLE? HOW DO YOU MAKE THEM ACCESSIBLE TO YOUR WORKFORCE, STUDENTS, AND STAKEHOLDERS?

- Public web site that provides current information on College programs and services, downloadable forms, and e-mail addresses of faculty and staff
- E-mail accounts and web portal access for all students
- Open door policy of all College administrators
- Voice communication system utilizing voice over IP and integrated with campus e-mail
- Information technology help desk available to students, faculty, and staff

C4.6 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.

C4.7 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, outcomes, 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.

C4.8 HOW DO YOU COLLECT, TRANSFER, AND MAINTAIN ORGANIZATIONAL AND EMPLOYEE KNOWLEDGE (KNOWLEDGE ASSETS)? 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 leadership
- 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/external leadership classes
- Membership in the Community College Leadership Forum
- Participation in regional and national groups and associations

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.

Category 5 – Workforce Focus

C5.1 HOW DO YOU ORGANIZE AND MANAGE WORK TO ENABLE YOUR WORKFORCE TO DEVELOP AND UTILIZE THEIR FULL POTENTIAL, ALIGNED WITH THE ORGANIZATION’S OBJECTIVES, STRATEGIES, AND ACTION PLANS AND PROMOTE COOPERATION, INITIATIVE, EMPOWERMENT, INNOVATION, AND YOUR ORGANIZATIONAL CULTURE?

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.

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.

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.

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

C5.2 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. Also, students are issued an e-mail account which enables communication between other students and with faculty. 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's Office e-mails to all employees *Presidential Announcements*. The communication informs the College community of significant achievements,

accomplishments, and activities. Video conferencing is also available to employees over the Internet.

The leadership team has responsibilities across all campuses which results in consistency and continuity regardless of location. Departments, such as the Teaching Excellence Center, offer training opportunities and support to faculty 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.

C5.3 HOW DOES YOUR WORKFORCE PERFORMANCE MANAGEMENT SYSTEM, INCLUDING FEEDBACK TO AND FROM INDIVIDUAL MEMBERS OF THE WORKFORCE, SUPPORT HIGH PERFORMANCE WORK AND CONTRIBUTE TO THE ACHIEVEMENT OF YOUR ACTION PLANS?

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 outcomes. 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, criteria for exemplary achievement is utilized for determining the compensation amount. This bonus incentive supports achievement of the College's goals and outcomes.

C5.4 HOW DO YOU ACCOMPLISH EFFECTIVE SUCCESSION PLANNING? HOW DO YOU MANAGE EFFECTIVE CAREER PROGRESSION FOR YOUR ENTIRE WORKFORCE THROUGHOUT THE ORGANIZATION?

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 System Office also sponsors a leadership academy for mid-level managers who may wish to pursue a career progression to a vice-president. The College has participated in this program since its inception.

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.

C5.5 HOW DOES YOUR DEVELOPMENT AND LEARNING SYSTEM FOR LEADERS ADDRESS THE FOLLOWING:

- A. Development of personal leadership attributes?**
- B. Development of organizational knowledge?**
- C. Ethical practices?**
- D. Your core competencies, strategic challenges, and accomplishment of action plans?**

The programs sponsored by the Technical College System are led and taught by individuals with experience and expertise in leadership training and teaching. The curriculum and topics are selected by persons with expertise in the field of technical college education, leadership, and organization success. Participants are surveyed upon completion of the program to assess program successes and weaknesses, and improvements are implemented with the succeeding class.

C5.6 HOW DO YOU ASSESS YOUR WORKFORCE CAPABILITY AND CAPACITY NEEDS, INCLUDING SKILLS, COMPETENCIES, AND STAFFING LEVELS?

As part of the annual planning and evaluation process, departments assess the capability and capacity needs for their respective area and submit personnel requests to the Cabinet. In the development of the annual operational plan, Cabinet assesses the requests with respect to available funding and achieving the goals and outcomes identified in the strategic plan.

Also, each year, departments have the opportunity to review each position within their area of responsibility and update the position with new or additional skills necessary to accomplish the job duties. Personnel actions may include a reclassification, or assignment of additional duties and responsibilities.

C5.7 HOW DO YOU RECRUIT, HIRE, AND RETAIN NEW EMPLOYEES?

The College utilizes a variety of sources to recruit employees and includes local and regional newspapers, and career specific journals. The greatest success for recruiting is the use of web sites and an online application system.

The College has defined policies and procedures regarding appointment of employment of faculty and staff. HGTC Employment Policy and Procedure are in accordance with the Technical College System which complies with the rules and regulations established by the State Office of Human Resources.

Employee retention is achieved through annual review of compensation, Employee Assistance Program, responsive supervisors and leadership, open communications, and availability to technology.

C5.8 HOW DOES YOUR WORKFORCE EDUCATION, TRAINING, AND DEVELOPMENT ADDRESS YOUR KEY ORGANIZATIONAL NEEDS? 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.

C5.9 HOW DO YOU EVALUATE THE EFFECTIVENESS OF YOUR WORKFORCE AND LEADER TRAINING AND DEVELOPMENT SYSTEMS?

Assessments 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.

C5.10 WHAT FORMAL AND/OR INFORMAL ASSESSMENT METHODS AND MEASURES DO YOU USE TO OBTAIN INFORMATION ON WORKFORCE 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.

C5.11 HOW DO YOU USE WORKFORCE 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.

C5.12 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. Emergency call boxes located across the campus provide instant access to the Public Safety Office. Most 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. The on-campus telephone system has an emergency alert button on each handset located in every office and classroom. The system also has

the capability to service as an emergency intercom system.

Employees may also choose to arrange a more flexible work schedule with their supervisor in order to resolve personal hardships.

Campus security will continue to be monitored and new technologies reviewed and implemented to ensure the well-being of the campus community.

Finally, all employees (full and part time) must complete a background check prior to employment.

Category 6 – Process Management

C6.1 HOW DO YOU DETERMINE, AND WHAT ARE YOUR ORGANIZATION’S CORE COMPETENCIES, AND HOW DO THEY RELATE TO YOUR MISSION, COMPETITIVE ENVIRONMENT, AND ACTION PLANS?

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 video conferencing; 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 WHAT ARE YOUR ORGANIZATION’S KEY WORK PROCESSES?

Key work processes that provide student and stakeholder value are:

- Student instruction (basis for a local workforce and economic development)
- Student services (financial aid, tutoring, admissions, counseling, etc.)
- Flexible schedules (traditional courses, video conferencing, hybrid)
- Relevant programs (business need and continuing education)
- Current technology (skills and abilities for a modern workforce)

C6.3 HOW DO YOU INCORPORATE INPUT FROM STUDENTS, FACULTY, STAFF,

STAKEHOLDERS, SUPPLIERS, AND PARTNERS FOR DETERMINING YOUR KEY WORK 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, simulators, 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 things 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 organizations such as local hospitals, foundations, and boards.
- Accreditation agencies – Incorporate process recommendations of the visiting committee.

C6.4 HOW DO YOU INCORPORATE ORGANIZATIONAL KNOWLEDGE, NEW TECHNOLOGY, COST CONTROLS, AND OTHER EFFICIENCY AND EFFECTIVENESS FACTORS, SUCH AS CYCLE TIME, INTO PROCESS DESIGN AND DELIVERY?

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 – The Teaching Excellence Center assists faculty in the use and delivery of academic applications for the classroom.
- Technology – Schedule and delivery of video conferencing and Internet courses to allow for flexibility.

- Technology – Lecture capture and archiving for student review at a later date.
- Technology – “Smart Classroom” technology for increasing effectiveness and relevancy of instruction.
- 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.

C6.5 HOW DO YOU SYSTEMATICALLY EVALUATE AND IMPROVE YOUR WORK PROCESSES?

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
- Program learning outcomes

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.

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)

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. Customer satisfaction surveys are a key instrument for gauging those areas in need of process improvement.

Staff vacancies are also an opportunity to analyze the operations of a functional area and the staff skill sets necessary to the function. Cabinet must approve the replacement of all vacancies.

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 and accounting

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 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.

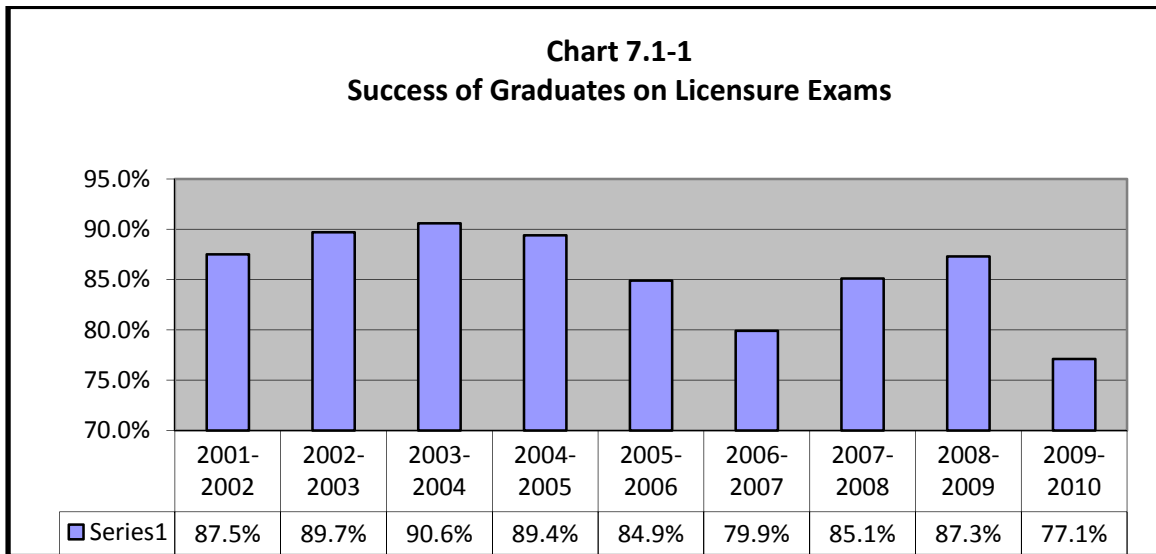
In regards to new educational initiatives, the College uses historical cost information to

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 resource requirements for new education related ventures are accurately and completely identified.

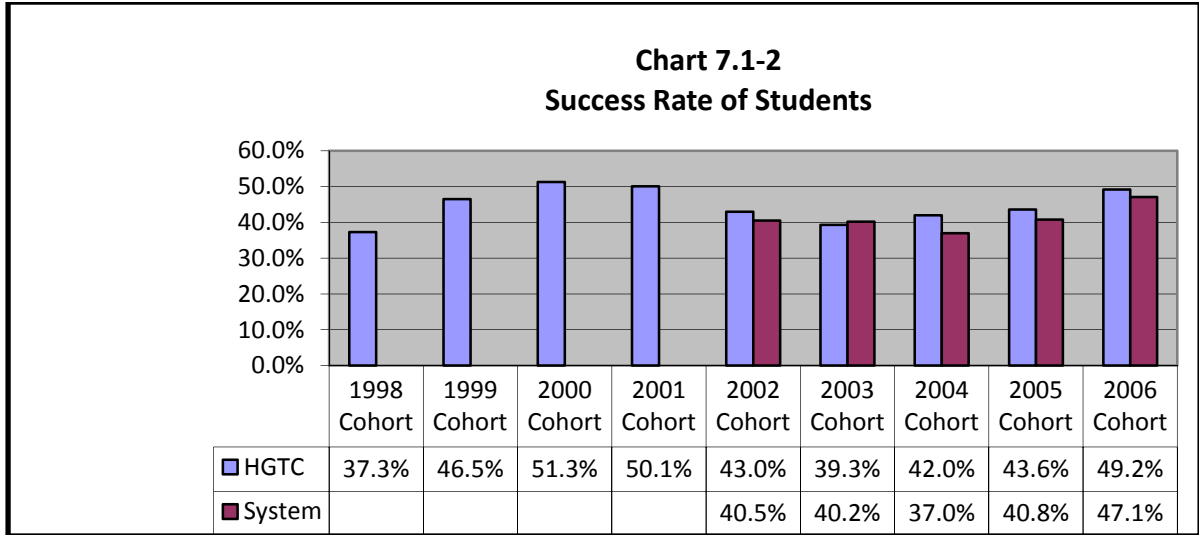
Category 7 – Results

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?

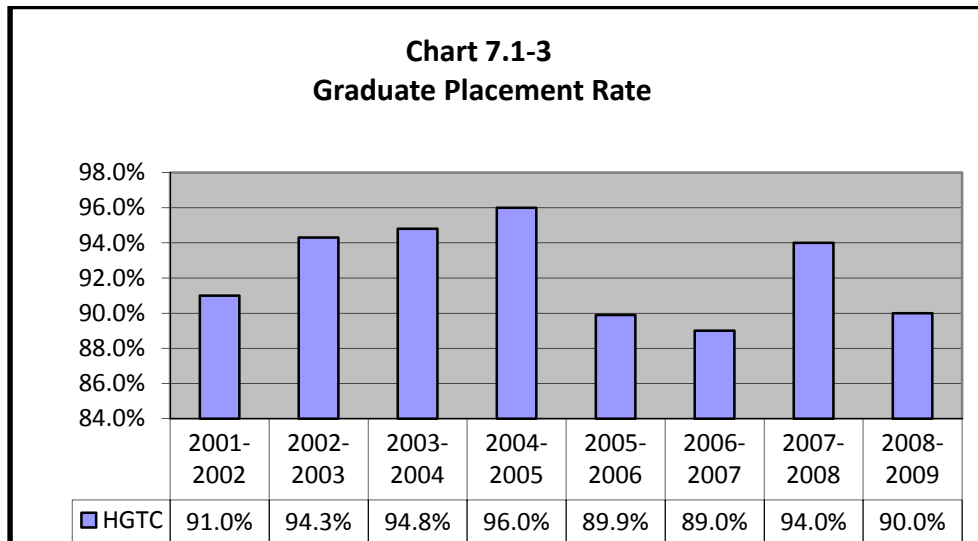
Performance of graduates on licensure exams is an indicator of student learning achievement and is monitored by the College. Licensure exams taken by HGTC students are predominantly clustered in the health care majors and include Dental Hygiene, Nursing, Radiology, EMT, Nuclear Medicine, and Cosmetology. *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 9-year period is show in *Chart 7.1-2*. For example, the 2006 cohort represents those students who began college in fall 2006 and their success status as of August 31, 2009.



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 90.0%.



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, fall 2005, fall 2007, and fall 2009. The data indicates that the majority of HGTC students transfer to Coastal Carolina University at a rate of 75% or higher for each year.

Chart 7.1-4
Three Year Comparison of HGTC Transfers to SC Public Senior Institutions

Senior Institution	Fall 2003		Fall 2005		Fall 2007		Fall 2009	
	# Transfers	% Transfers	# Transfers	% Transfers	# Transfers	% Transfers	# Transfers	% Transfers
Clemson University	9	5.9%	2	1.4%	6	3.8%	8	3.4%
Coastal Carolina University	116	75.8%	106	75.7%	122	77.7%	178	76.7%
College of Charleston	8	5.2%	6	4.3%	7	4.5%	7	3.0%
Francis Marion University	7	4.6%	5	3.6%	2	1.3%	11	4.7%
Lander University	0	0.0%	2	1.4	0	0.0%	2	0.9%
MUSC							1	0.4%
SC State University	0	0.0%	3	2.1%	2	1.3%	0	0.0%
The Citadel	0	0.0%	1	0.7%	0	0.0%	1	0.4%
USC-Columbia	8	5.2%	7	5.0%	12	7.6%	16	6.9%
USC-Upstate	4	2.6%	5	3.6%	4	2.5%	4	1.8%
Winthrop University	1	0.7%	3	2.1%	2	1.3%	4	1.8%
Total	153	100.0%	140	100.0%	157	100.0%	232	100.0%

For fall 2007, 309 students applied for admission to a South Carolina senior institution and 229 were accepted for a 74.1% acceptance rate (see *Chart 7.1-5*). The number of students accepted and actually enrolling was 157 or 68.6%.

Chart 7.1-5
SC Public Senior Institutions Applications, Acceptances, and Enrollments
First Time Fall 2007 Transfers from HGTC

Senior Institution	Total Applicants	Number Accepted	Number Rejected	Number Incomplete	Number Enrolled	% Applied & Enrolled	% Accepted & Enrolled
Clemson University	15	8	5	2	6	40.0%	75.0%
Coastal Carolina University	211	170	19	22	122	57.8%	71.8%
College of Charleston	13	7	1	5	7	53.6%	100.0%
Francis Marion University	17	6	2	9	2	11.7%	33.3%
Lander University	0	0	0	0	0	0.0%	0.0%
SC State University	5	3	0	2	2	40.0%	66.7%
The Citadel	2	1	0	1	0	0.0%	0.0%
USC - Columbia	30	21	7	2	12	40.0%	57.1%
USC - Upstate	12	10	1	1	4	33.3%	40.0%
Winthrop University	4	3	1	0	2	50.0%	66.7%
Total	309	229	36	44	157	50.8%	68.6%

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 2.93 compared to the CCU native student of 2.92. HGTC students performed as well as the native CCU student.

**Chart 7.1-6
Comparison of Academic Performance
First Time Fall 2007 Transfers**

Senior Institution	HGTC Transfer Student		Senior Institution Native Student		Difference in GPA of Transfer minus Native
	Number Students	Fall 2007 Term GPA	Number Students	Fall 2007 Term GPA	
Clemson University	5	2.11	11,570	3.02	-.91
Coastal Carolina University	119	2.93	4,308	2.92	.01
College of Charleston	7	1.60	6,669	2.95	-1.35
Francis Marion University	2	3.01	2,304	2.46	.55
Lander University	0	0	0	0	
SC State University	2	3.00	4,122	2.27	.73
The Citadel	0	0	0	0	
USC - Columbia	12	2.72	16,881	3.09	-.37
USC - Upstate	4	3.60	3,928	2.74	.86
Winthrop University	2	2.00	3,727	2.76	-.76

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

	2009-10	2008-09	2007-08	2006-07	2005-06	2004-05	2003-04
Total contact hours	153,706	132,098.5	137,158	246,221	250,412	289,390	424,502
Enrolled	5,456	7,645	9,438	11,291	11,249	15,024	25,573
Earned a Continuing Education Certificate	unavailable	5,180	8,427	9,804	10,147	13,927	2,400
Received a Certificate of Completion	unavailable	960	1,011	1,306	1,102	1,097	23,173

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

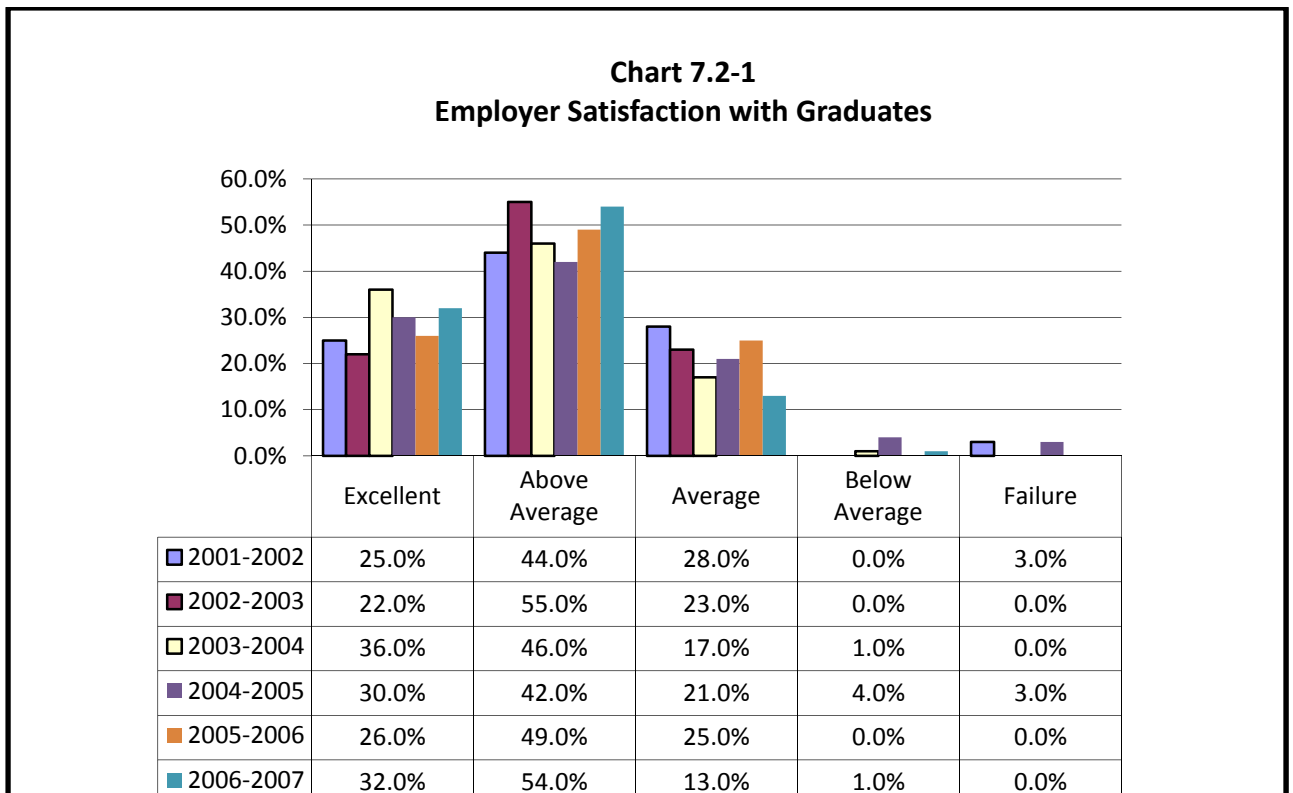
Chart 7.1-8

Year	Occupational Upgrade Classes	Personal Interest Classes	Work Keys Assessments	Career Readiness Certificates
2003-04	2,710	373	N/A	N/A
2004-05	1,511	403	1,150	N/A
2005-06	1,151	329	1,716	131

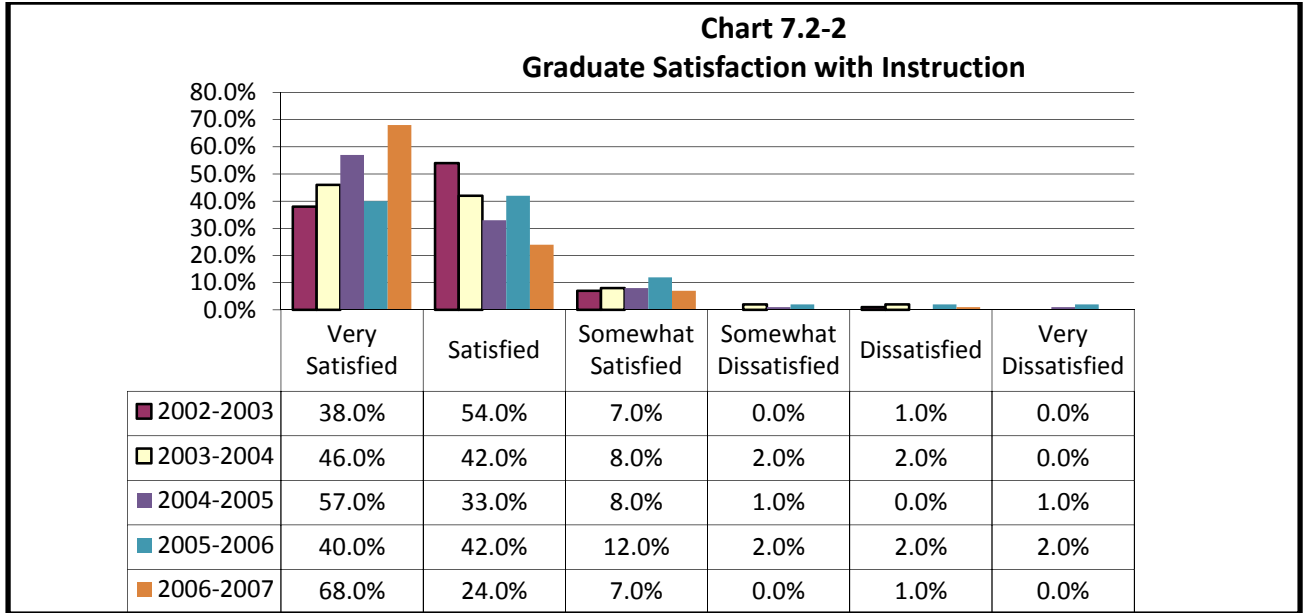
2006-07	1,030	127	901	186
2007-08	938	103	100	121
2008-09	722	427	706	733
2009-10	796	80	2228	129

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?

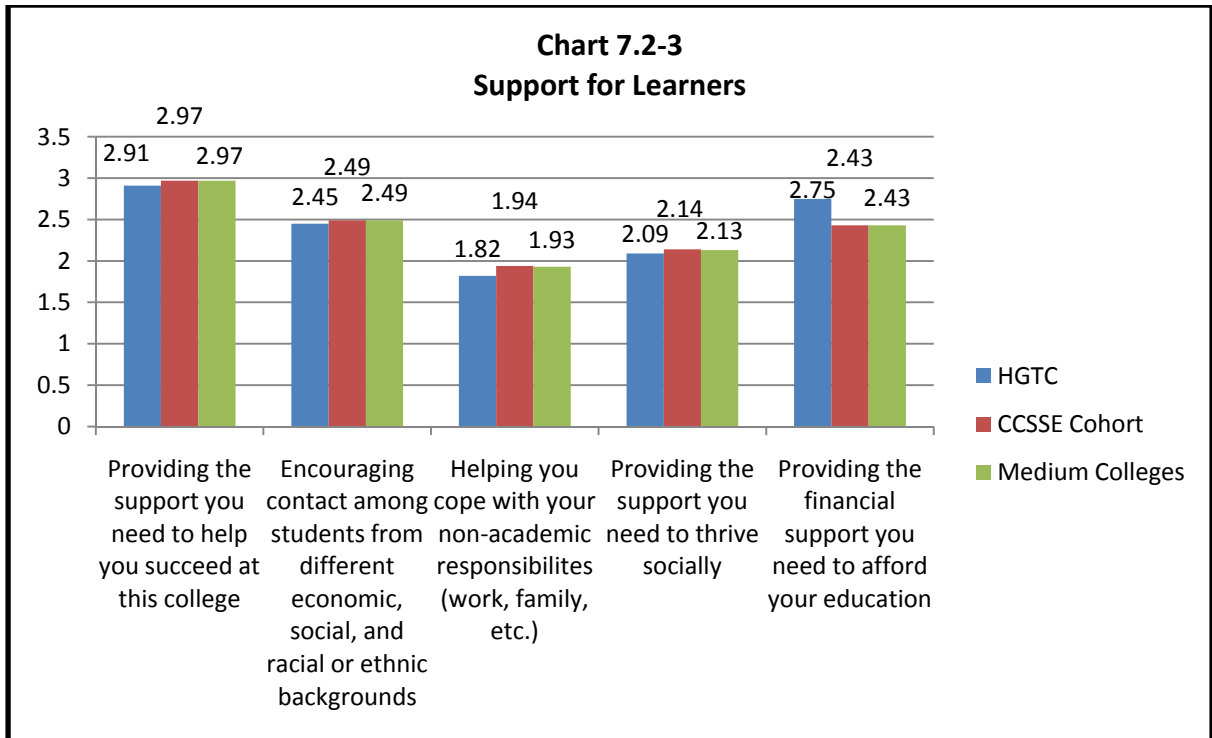
Feedback from employers hiring graduates is an essential indicator for assessing stakeholder satisfaction with program offerings and services. Employers are surveyed no earlier than 1-year after the student graduates. For the most recent year available, 2006-7, employers indicated an average or higher satisfaction rate of 99% and an above average or higher satisfaction rate of 86%.



Student satisfaction with instruction in the major is collected each year from graduates who completed the program three years prior to the current year. For 2006-2007, *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.

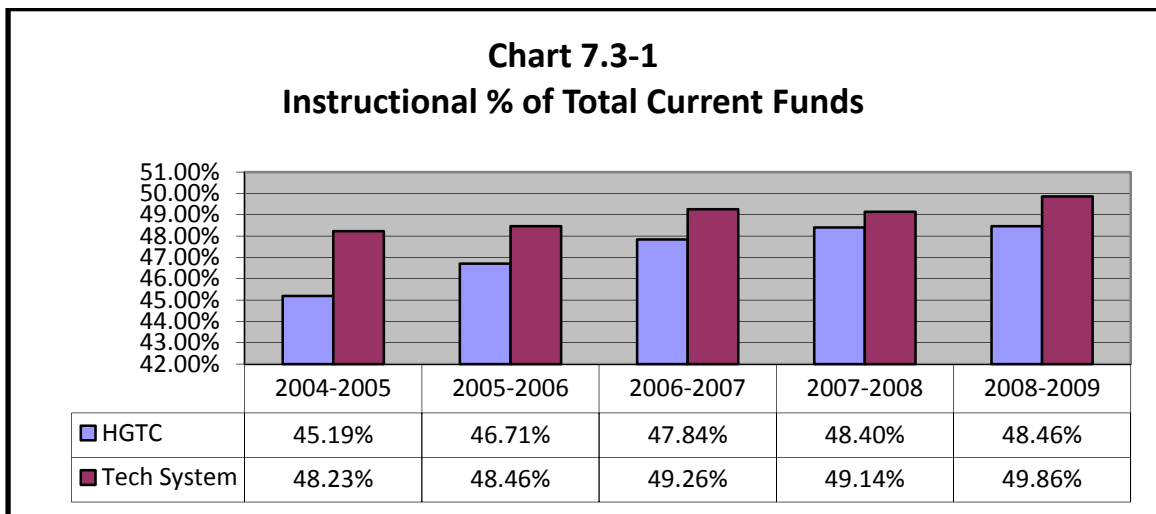


Student satisfaction with Support for Learners is collected in the annual administration of the Community College Survey for Student Engagement (CCSSE), a national survey created at the University of Texas at Austin. In 2010, 658 colleges nationwide participated in the survey. *Chart 7.2-3* illustrates the results from three comparison groups. Students were asked “How much does this college emphasize each of the following?” The key for the means is, 1=Very Little, 2=Some, 3=Quite A Bit and 4=Very Much. HGTC was above the means of both groups for “providing the financial support you need to afford your education”.

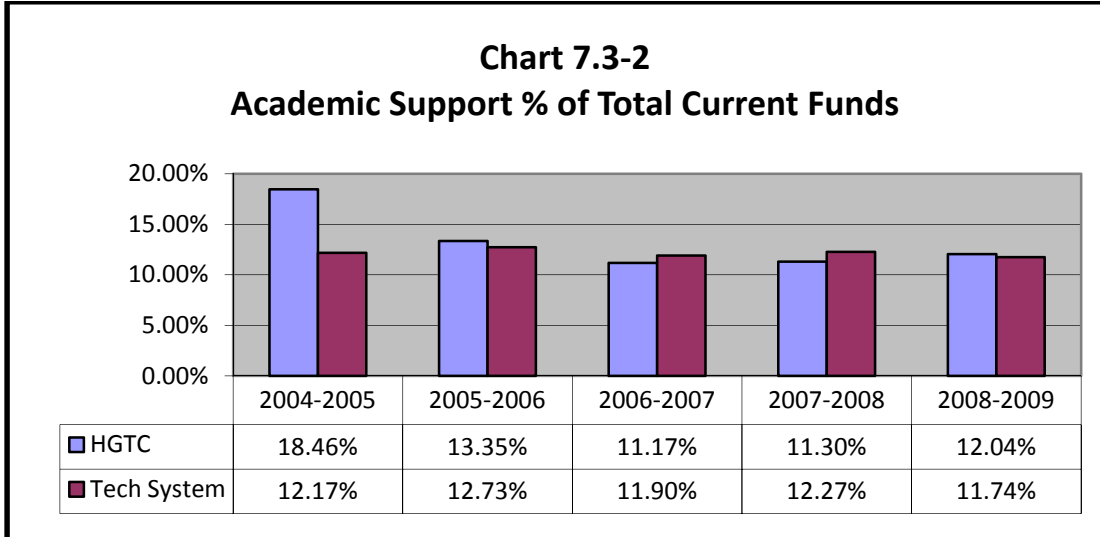


C7.3 WHAT ARE YOUR PERFORMANCE LEVELS FOR YOUR KEY MEASURES ON BUDGETARY AND FINANCIAL PERFORMANCE, INCLUDING MEASURES OF COST CONTAINMENT, AS APPROPRIATE?

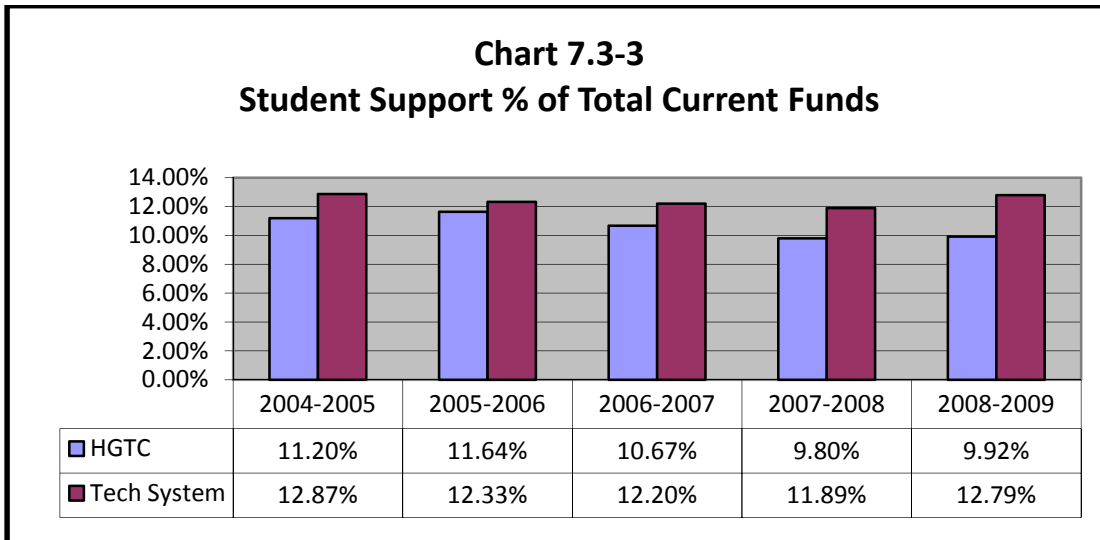
Unrestricted current funds are allocated in the following areas: instruction, academic support, student support, plant maintenance and operations, and administrative support. In context of the mission of the College, funds expended for instruction is critical to the accomplishment of goals and objectives. *Chart 7.3-1* indicates the instructional funds spent as a percentage of the total unrestricted currents funds available. For 2008-09, the College was slightly below the system average for all technical colleges.

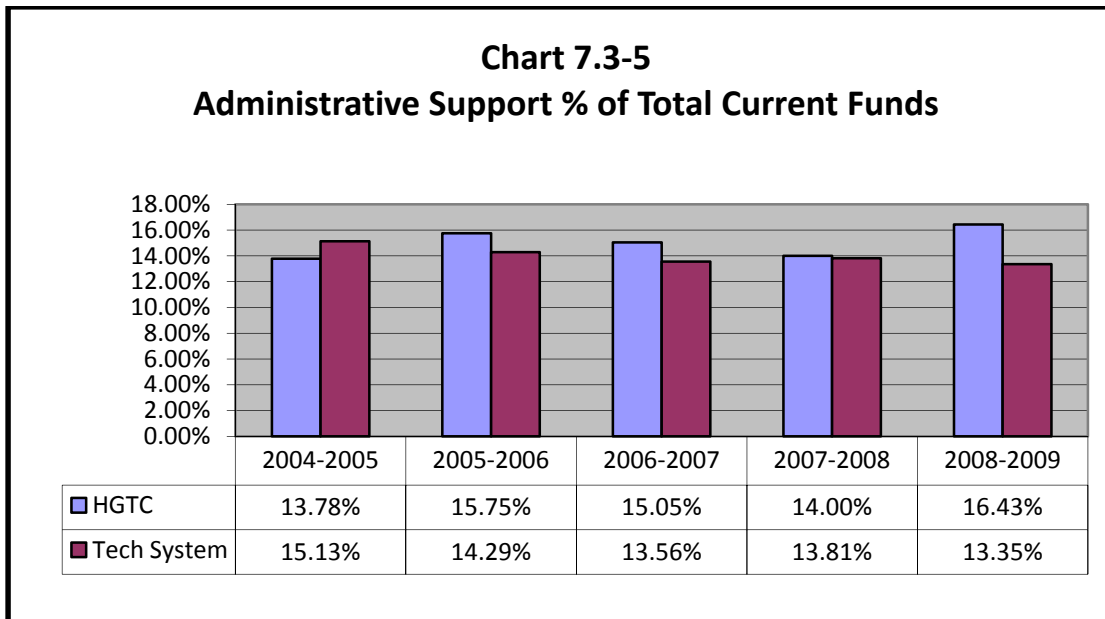
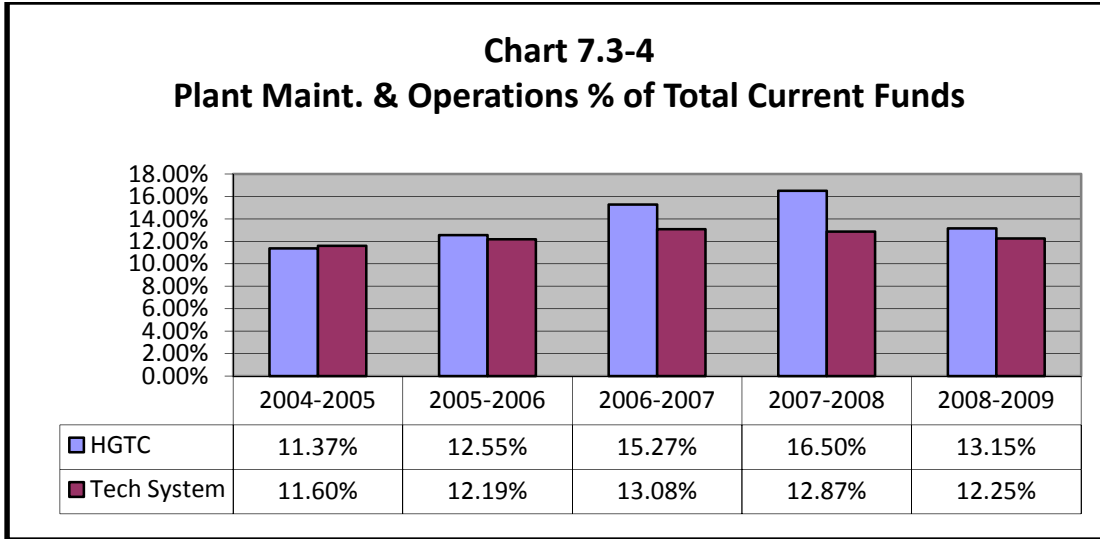


Academic support as a percentage of the total unrestricted funds is illustrated in *Chart 7.3-2*. For fiscal year 2008-09, HGTC is slightly higher than the system average for academic support spending.



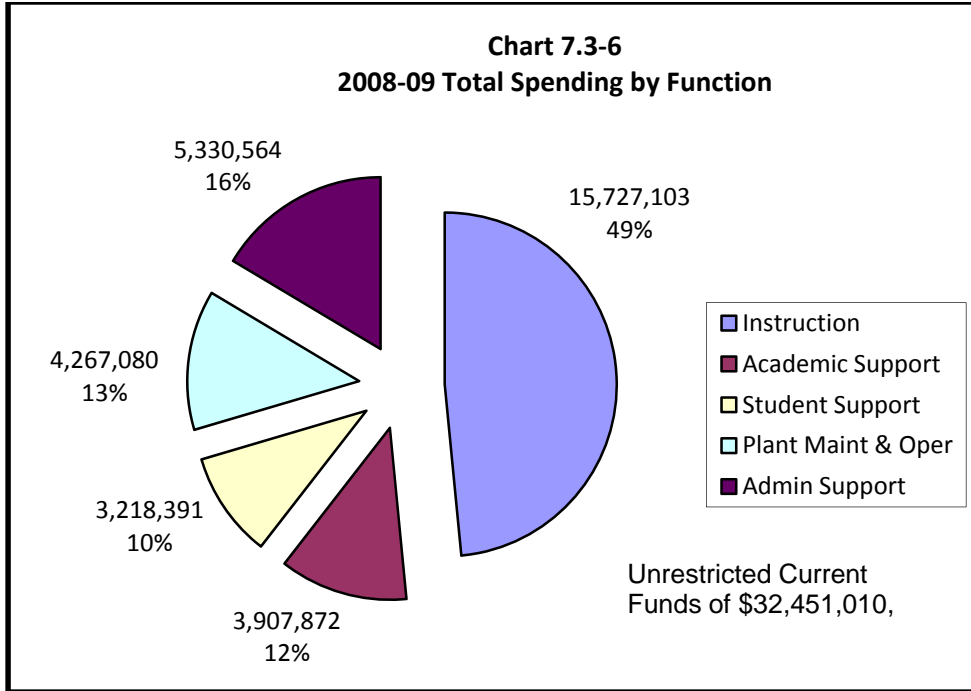
Charts 7.3-3 through 7.3-5 indicate the funds spent for the other categories of student support, plant maintenance and operations, and administrative support.





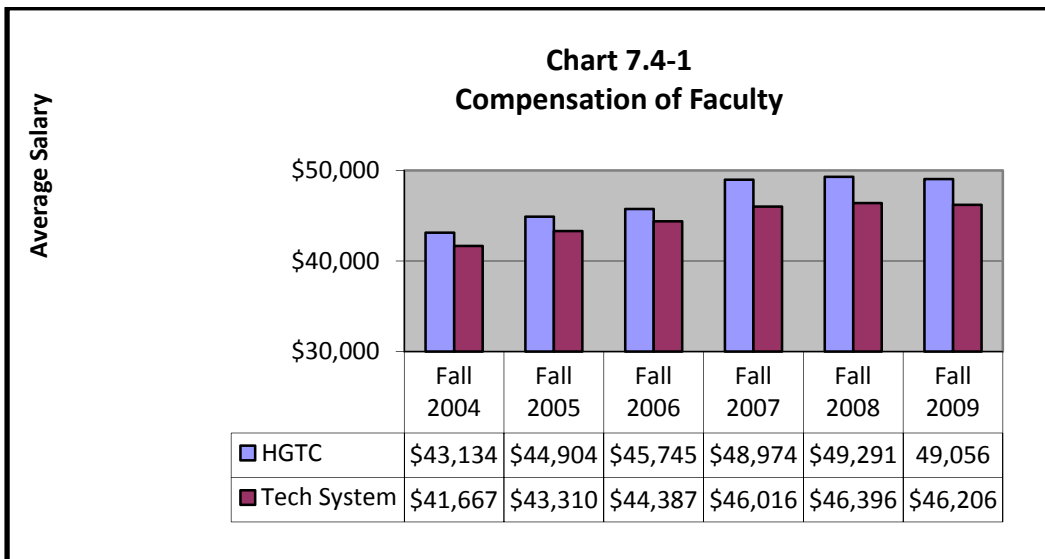
Finally, Chart 7.3-6 recaps the total spending by function for fiscal year 2008-09. From this analysis of spending, the following can be concluded:

- HGTC spends approximately 70% 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 16.4% remain slightly higher than the statewide average of 13.4%.
- HGTC plant maintenance and operational spending accounts for 13.2% of its total budget while the statewide average is 12.3%, even though the College supports three comprehensive campuses.

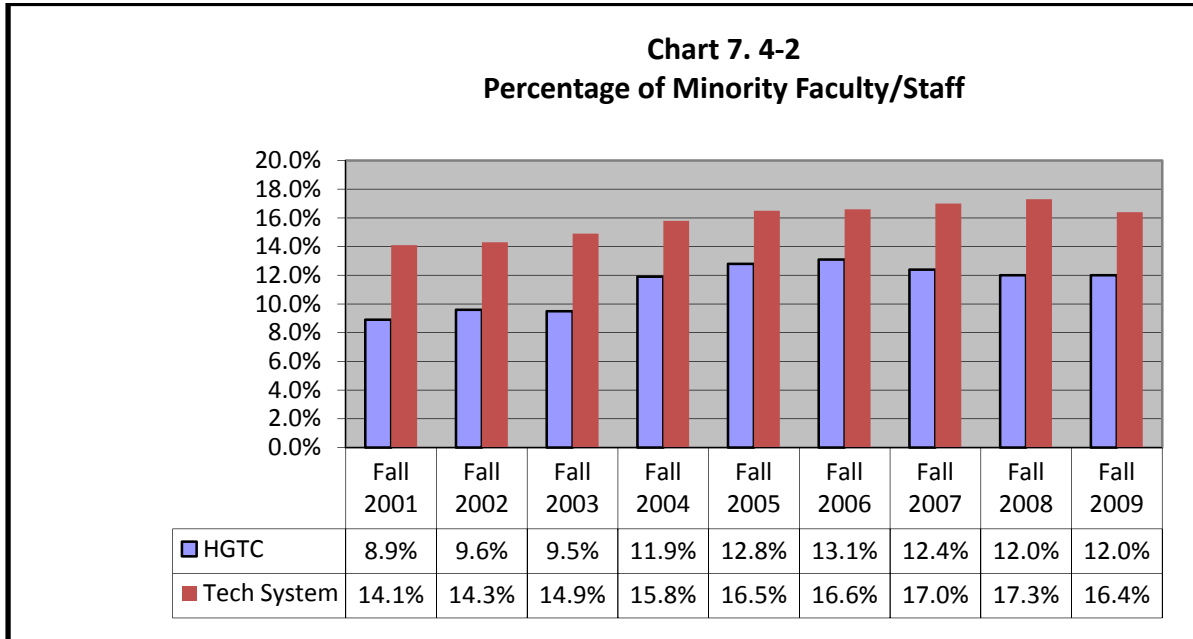


C7.4 WHAT ARE YOUR PERFORMANCE LEVELS AND TRENDS FOR YOUR KEY MEASURES OF WORKFORCE ENGAGEMENT, WORKFORCE SATISFACTION, AND THE DEVELOPMENT OF YOUR WORKFORCE, INCLUDING LEADERS, WORKFORCE RETENTION, AND WORKFORCE CLIMATE INCLUDING WORKPLACE HEALTH, SAFETY, AND SECURITY?

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.

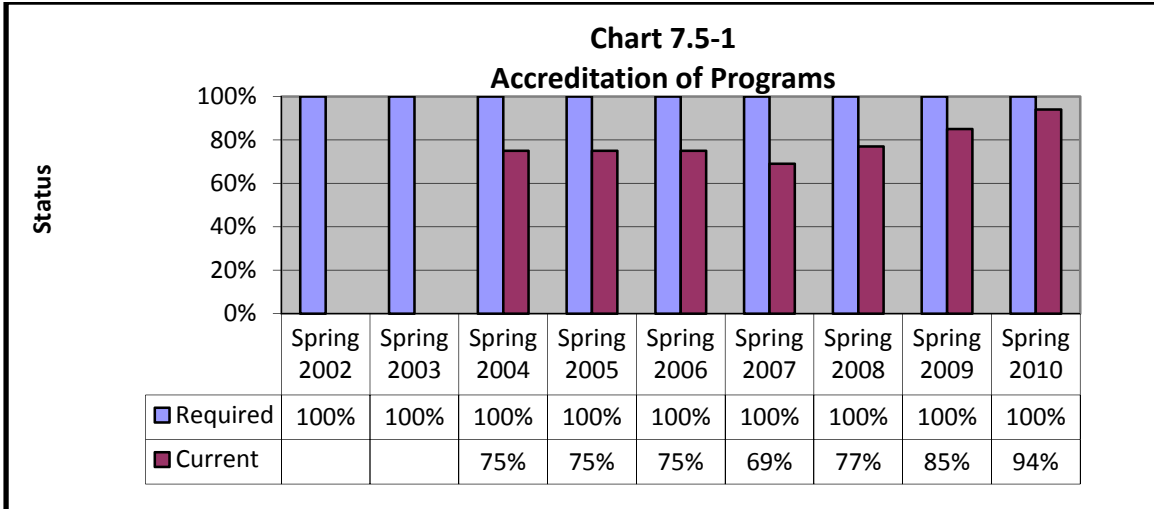


Annually, HGTC also assesses the percentage of minority faculty/staff in support of a diverse workforce that provides positive benefits to students and stakeholders.

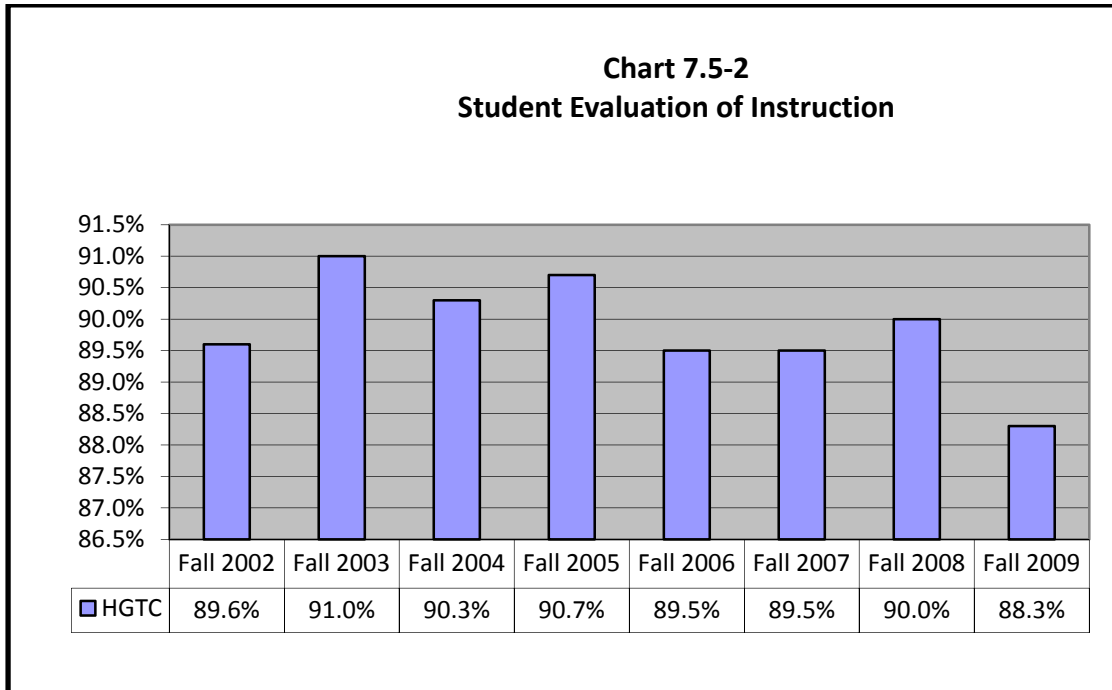


C7.5 WHAT ARE YOUR PERFORMANCE LEVELS AND TRENDS FOR YOUR KEY MEASURES OF ORGANIZATIONAL EFFECTIVENESS/OPERATIONAL EFFICIENCY AND WORK SYSTEM PERFORMANCE?

The accreditation of programs is utilized by the College for various purposes, one of which is a peer review of support process performance. According to Commission on Higher Education guidelines, 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 labeled as “current” meaning accreditation is pending or in process for 6% of the programs eligible for accreditation. Visiting committees review the support processes applicable to the program and provide recommendations in a report of findings.



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?

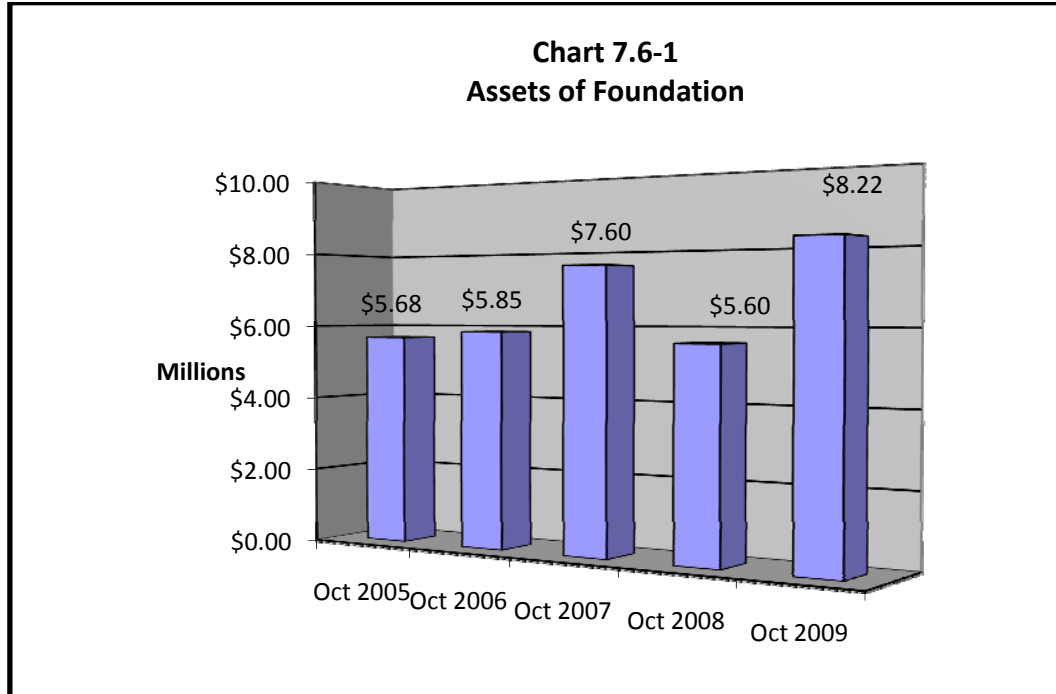
The economic impact of the College on the local area is a strong indication of accomplishing the strategic plan of goals, initiatives, and objectives. The following points highlight the economic significance of the College in the local community:

- HGTC's annual operating budget, both federal and state, is over **\$43,000,000**. Economically, HGTC produces or spends \$43,000,000 in Horry and Georgetown Counties each year. If ranked among all 1000+ businesses (private and public) in the two counties, HGTC would be in the largest 25 or top 2%. The \$43,000,000 includes payroll, construction, taxes paid, utilities and general operating costs.
- HGTC employs 629 citizens of Horry and Georgetown counties annually. HGTC employs 294 full-time and 335 part-time individuals each year.
- When both degree seeking and continuing education students are combined, HGTC touches more than 22,000 students or citizens annually.
- In terms of ROI, a Horry or Georgetown citizen who earns a 2-year degree **will earn \$1,000,000 more** over the life of their working career than a citizen with only a high-school diploma. This increased income results in a higher quality of life, greater discretionary income (more consumer spending), more taxes paid, etc.
- Given that HGTC produces approximately 500 graduates each year (with a 2 year degree), these individuals will collectively earn (spend) more than \$500,000,000 over the course of their working career than if they only had a high school degree or less.
- With the passing of the "penny tax", HGTC will spend an additional \$67 million over a 15 year period for capital improvement projects.

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 seven 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 in June 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). For 2008-09, the College received an unqualified or "clean" audit opinion, with no material audit findings or other issues. The audit for 2009-10 will be completed during October 2010. The College also has an annual audit of federal awards in accordance with the Single Audit Act. In fiscal year 2008-09, there were no audit findings pursuant to that review.

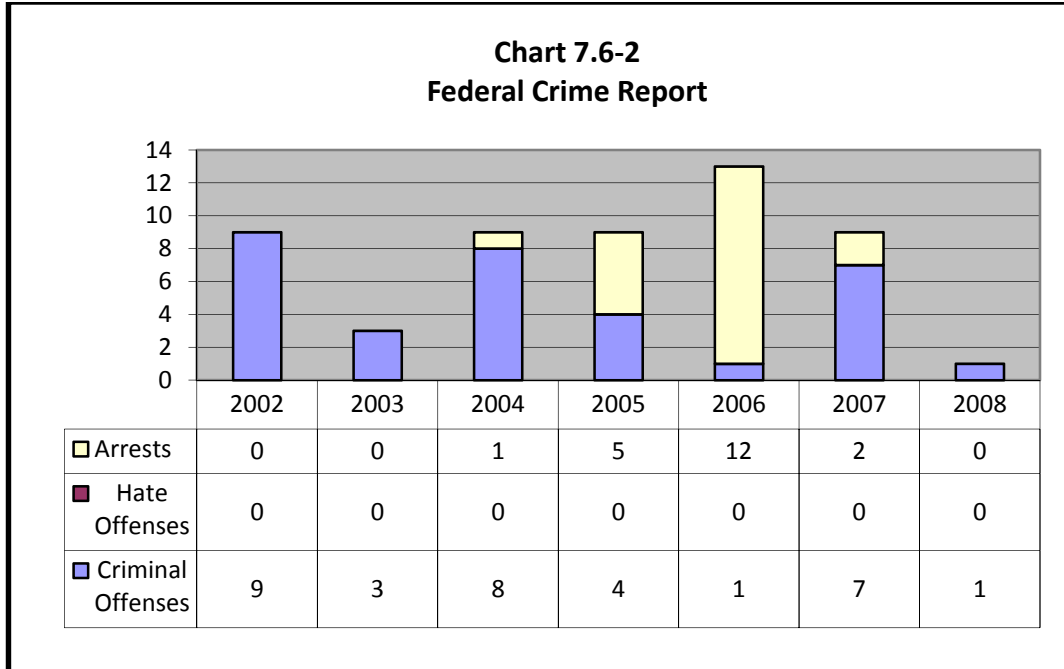
HGTC has established a comprehensive system of internal control. Using the model established by the Committee of Sponsoring Organizations of the Treadway Commission (COSO), the College's system of internal control provides assurances regarding:

- 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 and off-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 2009 will be filed in October 2010. In addition, the College has partnered with a local university and provides campus security at the Conway, Grand Strand, and Georgetown Campuses.



D. Organizational citizenship in support of your key communities?

The College and the HGTC Foundation conducts an Annual Campaign whereby employees are given the opportunity to provide a personal contribution to support the goals and objectives of the Foundation. Employee participation is an indicator to potential external donors of employee commitment to the College. Through investing in the College, employees are demonstrating a commitment to grow and expand workforce development throughout the local area. For 2009, full time employee participation was 60%.

[End of report]