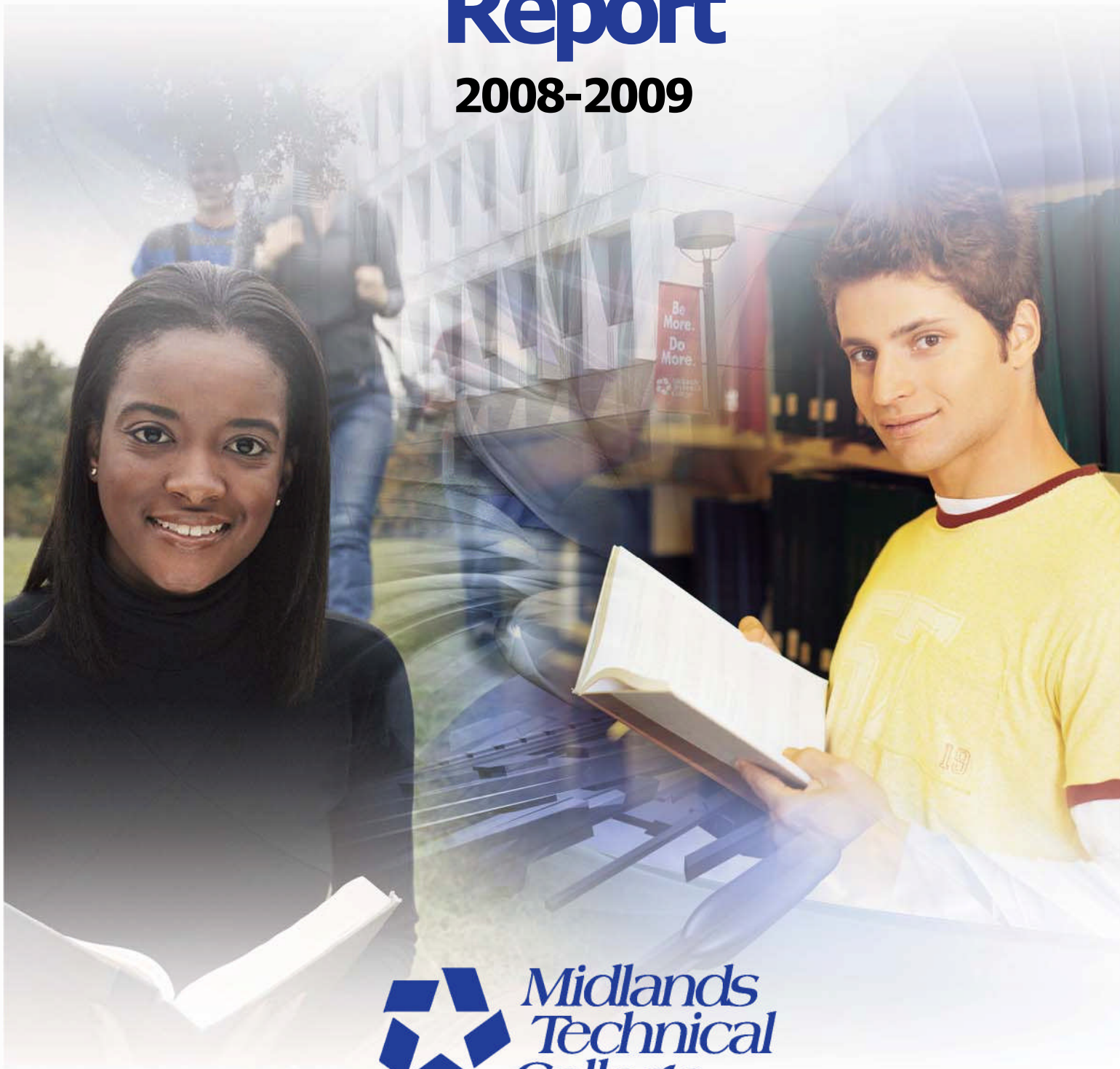


State Accountability Report

2008-2009



Midlands
Technical
College

State Accountability Report

2008-2009



Midlands
Technical
College

Dr. Marshall (Sonny) White, Jr., President
September 2009

Contact Information:

Dorcas A. Kitchings - Assessment, Research and Planning - PO Box 2408, Columbia, SC

Accountability Report Transmittal Form

Organization Name	Midlands Technical College
Date of Submission	September 15, 2009
Organization Director	Dr. Marshall (Sonny) White, Jr., President
Organization Contact Person	Ms. Dorcas A. Kitchings
Organization Contact's Telephone Number	(803) 822-3584

2008-09 Accountability Report

EXECUTIVE SUMMARY –

1. Organization’s stated purpose, mission, vision and values

Midlands Technical College is the product of a rich and unique history. In 1974, three separate career-oriented institutions merged to form Midlands Technical College (MTC), a comprehensive two-year college providing career and transfer education. MTC is now part of the South Carolina Technical College System. One of South Carolina’s largest two-year colleges, Midlands Technical College enrolls approximately 18,000 students seeking to develop career-skills or transfer to a four-year institution. With the latest technology and a diverse learning environment, the college makes higher education affordable, convenient and readily accessible. Midlands Technical College prides itself on excellence in curriculum, staffing, equipment and service to its students and the community.

MTC is comprised of five campuses, including the Beltline, Airport, Harbison, Batesburg-Leesville and the Northeast Campus located adjacent to the Carolina Research Park, the college also has a location at Fort Jackson.

The Enterprise Campus at Midlands Technical College, part of the MTC Northeast property, presents an innovative opportunity for enhancing economic vitality by recruiting and retaining regional business expansions through public-private partnerships.

Statement of Values

Midlands Technical College contributes to the community by helping individuals reach their full potential through affirmation of the following values:

Commitment to Students.

Belief in providing a learner-centered environment offering quality instruction, resources and services and presenting challenging opportunities for the continued growth and development of its students. The college assists students in clarifying their lifelong goals, fostering entrepreneurship, developing interpersonal skills and maximizing their potential.

Commitment to Excellence in Education.

Belief in offering the highest quality academic programs and support services through a variety of delivery methods that reflect the relevant education required for future success. The college builds a community of learners and prepares students for the work environment or further education.

Commitment to Integrity.

Belief in ethical behavior by all members of the college community. The college fosters and promotes integrity, honesty, fairness and mutual respect among faculty, staff, students and all others associated with the college.

Commitment to Economic Vitality and Quality of Life.

Belief in preparing students for successful careers by providing a seamless curricula bridging secondary education, higher education and lifelong learning. The college partners with business, education and government to enhance the growth and prosperity of the community.

Commitment to Access and Diversity.

Belief in providing access to programs and services to students who comprise the cultural, economic and demographic diversity of the community.

Commitment to Faculty and Staff.

Belief in the importance of attracting and retaining an excellent and diverse faculty and staff who collectively create a positive learning environment. The college provides professional development opportunities and demonstrates its commitment to the college community by providing resources to carry out the mission of the college.

Commitment to a Quality Campus Environment.

Belief in the importance of creating an inviting and secure environment for the college community. The college values clear communications, open exchange of ideas, involvement in decision-making, and respect for all individuals.

Commitment to the Management and Diversification of Resources.

Belief in the effective use of college resources to provide quality education and services for the students and community and in being accountable to constituents. The college seeks to diversify its financial support through the pursuit of new and innovative resources.

Commitment to Innovation and Renewal.

Belief in the spirit of creativity and discovery in all college endeavors. The college is open to innovation, adaptation and positive change for the benefit of all its constituencies.

The Enterprise Campus consists of 150 developable acres that will benefit growing new companies by accelerating their development. The MTC Center of Excellence for Technology is the anchor facility on the Enterprise Campus. This 50,000-square-foot facility is one of the Southeast's largest and most advanced metalworking training facilities. The college also has a location at Fort Jackson.

The college's Batesburg-Leesville campus, consisting of a \$2.1 million state-of-the-art facility, has increased educational access to students living in this part of MTC's service area. The facility contains four classrooms, faculty and staff offices and student support space. Also housed in the building is a student Academic Success Center, which provides free access to computers, library resources and tutorial services for current MTC students.

The college currently provides a variety of educational opportunities that support its mission of human resource development in support of economic growth. The MTC Continuing Education Division provides continuing education opportunities to more than 30,000 individuals annually, and is one of the largest two-year college providers of noncredit professional upgrade training in the state. MTC is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools.

2. Major achievements from the past year.

MTC had a very successful year. Major achievements include:

- The MTC Foundation raised more than \$1.5 million in the first year of its campaign for private support, *Building the Future*.
- The college received \$1.8 million in grants from the US and SC Departments of Commerce to build a QuickJobs Center in Fairfield County. The training center will prepare participants for high demand occupations in local industries such as nuclear power and health care. It will also help increase the basic skill levels necessary to participate in local economic development opportunities.
- MTC opened its 25,000-square-foot Business Accelerator, designed to accommodate emerging businesses, industries or technologies that have left the research and development stage and are ready for start-up production. Located on the MTC Enterprise Campus, the multi-bay facility's flexible design allows adaptation to needs of its private partner business tenants. Companies initially housed in the MTC Business Accelerator are positioned to permanently locate elsewhere on the Enterprise Campus at MTC.
- MTC, with the support of the Greater Columbia Fuel Cell Challenge, expanded the college's Fuel Cell Technician Program on its Beltline Campus. The Greater Columbia Fuel Cell Challenge is supporting this project with a \$62,000 award to the MTC Foundation. These funds will help the college enhance next generation workforce development in the vital area of fuel cell technology.
- In September 2008, the college announced that the first tenant of the MTC Business Accelerator would be Trulite, Inc., a fuel cell manufacturing company. The MTC Enterprise Campus is serving as Trulite's North American manufacturing site for its high energy density Hydrocell fuel cartridges. Trulite, Inc., is the first manufacturer of fuel cells in South Carolina.

- MTC's Continuing Education Division provided training opportunities to more than 30,000 individuals, and was the largest two-year college provider of noncredit professional upgrade training in the state.
- MTC expanded its Bridge Program agreement with the University of South Carolina and Clemson and signed agreements with two additional four-year colleges: Benedict College and Claflin University. The program gives MTC students increased access to university programs and services to enhance their transferability to four-year colleges. MTC is the largest source of transfer students to USC, and approximately one in three area high school graduates who go to college begin their higher education at MTC.
- MTC's efforts to enhance the success of student populations who have retention rates five percent lower than the general student population are yielding positive results, with retention rate increases of 9.7 percent for academically under-prepared students in DVS classes, 7.6 percent for African-American females, 4.8 percent for African-American males, and 3.8 percent for all entering students.
- MTC, which currently serves the largest population of veteran students and their dependents of any college or university in South Carolina, expanded services to veterans and military personnel by being the first college in the nation to enroll active duty military personnel in the AVOTEC program for non-credit training and by establishing a Veteran's Advisory Council to create college-community partnerships for veteran success in college.
- MTC tripled course offerings and student enrollment on the new Batesburg-Leesville Campus since the campus opened in Fall 2007.
- MTC graduated the first US Department of Labor approved apprentices from the facilities and housing divisions at the University of South Carolina.
- MTC was again one of nation's top 50 associate degree providers for African Americans, according to a national study published in June 2009 by *Community College Week*. The study also recognizes that MTC awards more two-year associate degrees to African Americans than any other college in South Carolina.
- MTC hosted a statewide Call Me MISTER Summit in November 2008. Call Me MISTER is a program that seeks to recruit, train and assist in the certification of black males who are interested in becoming elementary school teachers in South Carolina's public schools. The summit provided educational development opportunities and important program updates for participating students. This was the first time the biannual summit had been held at a South Carolina two-year college.
- MTC welcomed a new class into its African American Male Leadership Institute (AAMLII). The program addresses the issue of under-representation of African-American men in higher education and increases their enrollment and retention rates at the college. Through workshops, service learning, cultural enrichment and mentoring, AAMLII helps students develop leadership skills and provides them with tools for academic and personal success.

3. Key strategic goals for the present and future years (this supports the organization's budget request)

In 2007, MTC initiated its strategic planning process, which included conducting an Environmental Scan, reviewing its Mission, Role and Scope, Vision and Values Statements

and revising its long range goals and priority initiatives. The revisions to the Mission, Role and Scope, Vision and Values Statements were approved in April 2008 by the MTC Commission and August 2008 by the SC Commission on Higher Education. Based on the planning process, MTC's 2008-11 Strategic Plan includes the following strategic goals: (1) The college embraces an innovative learning environment that enhances teaching, learning and individual development; (2) The college prepares a workforce that meets the demands of business and industry; (3) The college collaborates with educational and community partners to create seamless curricula and quality services for the diverse population bridging K-12, two-year college and university education; (4) The college partners with community constituencies to strengthen the educational, social and economic vitality of the community; (5) The college serves as a catalyst in economic development; (6) The college validates its programs and services through a comprehensive evaluation process; (7) The college engages in efficient, effective and innovative resource development and management, and (8) The college recruits, retains and develops exceptional faculty and staff.

The college is developing its 2008-2009 Operational Plan based on these new goals.

4. Your key strategic challenges (e.g. educational, operational, human resource, financial, and community-related strategic challenges)

Challenges: MTC faces a number of challenges as it implements the plans and strategies needed to move toward accomplishing its mission. These barriers include:

- Decreased state funding
- Affordability
- Limited need-based funding
- Retirement of a significant number of faculty and staff
- Increased competition from non-traditional education providers
- Rapid technological advances
- Low graduation rate in K-12

Additionally, the college has identified six institutional priorities, developed from its strategic plan and communicated through the agency head process that will drive its work during the next several years. These are: (1) Expand College Access; (2) Strengthen Partnerships and Collaborations; (3) Impact the Present and Future Needs of Advanced Manufacturing, Engineering Technology and Industrial Technology; (4) Expand Resources Received by the College; (5) Implement a Process to Obtain Reaffirmation by the Southern Association of Colleges and Schools (SACS); and (6) Positively Impact the Retention Rates of Identified Student Populations.

5. How the accountability report is used to improve organizational performance (describe the process and improvements achieved through the accountability report preparation and self-assessment process)

This report was reviewed by the college's senior administrators and compiles significant information documenting the college's progress toward accomplishing its mission and

overall health. This information was useful to the college as it developed its 2008-2011 Strategic Plan.

Section II – Organizational Profile

1. Your organization’s main educational programs, offerings and services and the primary methods by which these are delivered

Midlands Technical College offers more than 100 associate degree, diploma and certificate programs in Arts and Sciences, Business, Engineering Technology, Health Sciences, Industrial Technology, Information Systems Technology, Nursing and Public Service. An estimated 70 percent of credit courses are in the career program area. A strong college transfer program has evolved to allow students the opportunity to take the first two years of a baccalaureate degree and transfer to one of the state’s four-year institutions.

Through its Continuing Education programs, the college provides professional and career training and development through catalog and customized courses to individuals from area businesses, industries and governmental and health agencies. The college also offers self-supporting, noncredit activities for personal enhancement.

MTC offers developmental programs and services to enrolled and prospective students and alumni to increase their success and enhance their potential for personal, educational and professional growth. The college increases student access to higher education through special recruitment, counseling and evaluation services. The college promotes the economic vitality of the region by providing workforce training for new and expanding industries, and technology transfer to developing companies. The college actively seeks to promote business growth and increase regional prosperity.

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

Students attending credit courses at MTC primarily reside in the service area of Richland (48%) and Lexington (35%) counties. More than half (51%) enroll at the Airport Campus; the majority are white (57%); 55 percent attend on a part-time basis; the average age is 26 years; and 60 percent are female. The profile of students enrolled in the college’s designed-to-transfer programs differs slightly from the general student profile. Of the transfer students, the majority are white (64%); 38 percent attend on a part-time basis; the average age is 23 years; and 51 percent are female. The college’s Continuing Education Division provides professional and career training and development through catalog and customized courses to approximately 30,000 individuals from area businesses, industries, and governmental and health agencies. The college also offers self-supporting, noncredit activities for personal enhancement.

Other stakeholders include local employers who hire the college’s graduates, four-year colleges to which MTC students transfer, parents and families of students, local county

councils and other forms of government who provide financial support, residents of the MTC service area, and alumni of the college.

Students and their parents expect rigorous courses and to complete a high-quality academic program designed to allow them to effectively transfer to a senior institution or to obtain employment in their field. They expect to receive high-quality support services (advising, counseling, tutoring, etc.), and to have a personalized academic experience and access to the latest available technology. Employers expect to have highly qualified, skilled applicants available to meet their needs. Governmental entities expect accountability for the resources invested and for the college to contribute to the economic growth and vitality of the region.

3. Your operating locations

MTC is located in the Central Midlands of South Carolina, and is comprised of five campuses including the Beltline, Airport, Harbison, Batesburg-Leesville, and the Northeast Campus located adjacent to the Carolina Research Park.



4. The number of employees you have, segmented by faculty and staff or other appropriate categories

MTC employed 1326 persons in its workforce in Fall 2008. The college employed 570 full-time and 756 part-time faculty and staff members. A more specific breakout of college employees is provided in the table below.

MTC Employee Overview – Fall 2008		
Employee Categories	No. of Employees	Percentages
Full-Time Faculty	229	30%
Adjunct Faculty	527	70%
Total Faculty	756	100%
Full-time Classified	341	60%
Temporary Staff	229	40%
Total Staff	570	100%

5. The regulatory environment under which your organization operates

MTC is one of 16 colleges in the South Carolina Technical College System. The State Board for Technical and Comprehensive Education, an agency of the State of South Carolina, governs the system. The college’s governing board, the MTC Commission, is appointed by the Governor of South Carolina; the college’s president reports to the MTC Commission. Additionally, the college operates under the regulatory authority of, and is in compliance with, the requirements of numerous regional, state and federal agencies. These include but are not limited to the Southern Association of Colleges and Schools (SACS), the SC Commission on Higher Education (CHE), the State Budget and Control Board, the Office of Human Resources, the US Department of Education and other federal agencies.

The college also operates under the regulatory authority of, and is in compliance with, the criteria established by several accrediting agencies for its health science, nursing, engineering technology and business programs. These agencies are: the American Bar Association; National Court Reporters Association; the American Society of Health-System Pharmacists; Association of Collegiate Business Schools and Programs; Commission on Dental Accreditation of the American Dental Association; Commission on Accreditation in Physical Therapy Education, Council on Accreditation of Allied Health Education Programs; Council on Education of the American Health Information Management Association; Committee on Accreditation for Respiratory Care; Accreditation Review Committee on Education in Surgical Technology; American Association of Medical Assistants; Council for Standards in Human Services Education; Joint Review Committee on Educational Programs in Nuclear Medicine Technology; Joint Review Committee on Education in Radiologic Technology; National Accrediting Agency for Clinical Laboratory Sciences; National Automotive Technicians Education Foundation; National League for Nursing Accrediting Commission; Printing Industries of America; South Carolina Board of Nursing; and Technology Accreditation Commission of the Accreditation Board for Engineering and Technology.

6. Your governance system (the reporting relationships between your governance board/policy making body and your senior leaders, as appropriate)

The college’s governing board, the MTC Commission, is comprised of 12 voting members who are appointed by the governor upon recommendation of a majority of the legislative delegation of the nominee’s respective county. The Commission supervises and annually evaluates the performance of the college’s president. The proportion of Commission members from Richland or Lexington counties is determined by the populations of the counties served as reported in the most recent census.

7. Your key suppliers and partners

Over 80 percent of students enrolled in courses at MTC live in the college’s service area. Key partners include local secondary school districts, other four-year colleges to which MTC students transfer, local civic/community agencies and leaders, state agencies, the MTC Foundation, and business partners. A partial list of business partners include:

<i>KEY PARTNERS</i>	
Achieve Global	American Management Association
Carolina Associated General Contractors	Cisco
ESPRIT	GE Fanuc
SCANA	First Steps
Institute for Supply Management (IMS)	Key Train
North American Technician Excellence	Michelin
Oracle	Project Management Institute (PMI)
Palmetto Health	Lexington Medical Center
Providence Hospital	Regional Education Center
Blue Cross Blue Shield	Colonial Life
Midlands Education Business Alliance (MEBA)	

8. Your key competitors (other educational systems that directly compete for the same type of studies, research grants, etc.)

The college faces competitive challenges in three main areas: students, human resources and fiscal resources. MTC faces competition for students from for-profit institutions and those providers of educational programs via the Internet. These institutions may not be held to the quality standards imposed on the college or provide assurances of quality through regional accrediting bodies. Within the public higher education arena, MTC embraces its role as partner with other institutions of higher education to which its students transfer. MTC is the largest source of transfer students to USC and consistently has students transferring to all senior institutions within the state of South Carolina.

MTC competes directly with senior institutions for quality liberal arts faculty and competes with both higher education institutions and business and industry for qualified technical education faculty. This is particularly true in the areas of nursing, health science and engineering technology where industry salaries exceed those offered by a public higher education institution. The faculty resource needs of secondary education and the availability of applicants impacts the college's ability to recruit and retain qualified adjunct faculty.

Limited resources from the South Carolina General Assembly increases the level of fiscal competition posed by other public senior institutions as well as other state agencies. MTC's proximity to the USC Columbia main campus directly impacts the college's ability to solicit support for its endowment and efforts to obtain private capital acquisitions. The shrinking pool of dollars available through federal Title III and Title IV grants has vastly increased the level of national competition for these funds.

9. Your principal factors that determine your competitive success (the key changes that are taking place that significantly impact your competitive situation)

MTC's vision is to be an innovative leader that creates effective learning environments, enhances individual success, promotes economic vitality and provides opportunities for lifelong education. The college has embraced the learner-centered concept to achieve this vision and to educate the region's future workforce. This will require increased efficiency in the use of our own resources as well as partnerships and collaborations with business, industry, community and civic organizations and other institutions of higher education. Success will depend on:

- Identifying future work-force needs
- Securing the educational and technological resources to meet these needs
- Developing and maintaining a creative, entrepreneurial culture that can meet the dynamic demands of a global competitive market place
- Creating innovative learning environments that will meet the needs of the individual student
- Maintaining and enhancing the already strong support by the service area counties.

10. Your performance improvement systems

With the implementation of its institutional effectiveness and strategic planning models in 1984, the college developed systematic and on-going performance review systems across the institution. These systems are reviewed on a planned cycle and comprise both internally developed models and state-mandated processes.

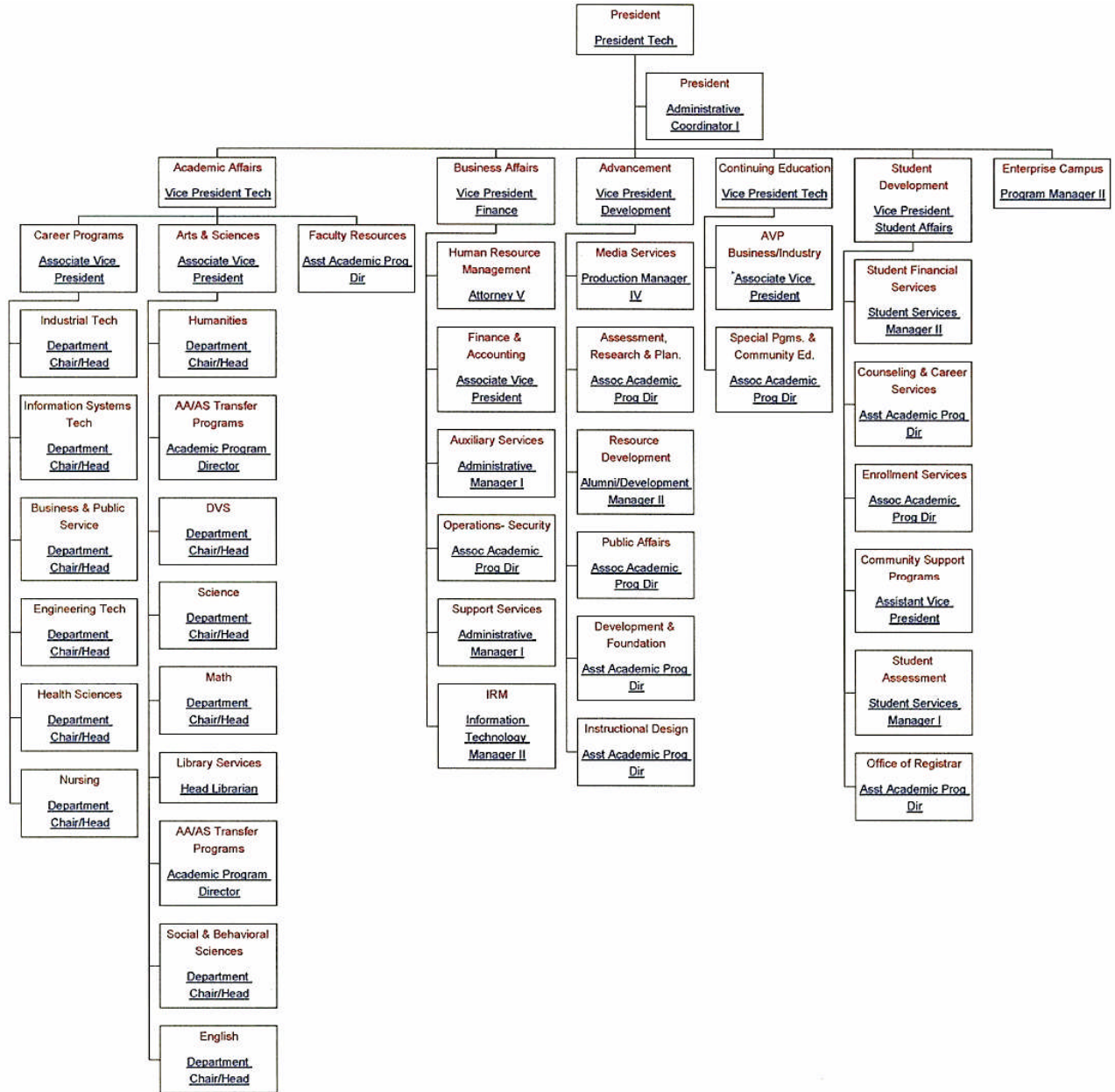
Additionally, the college has implemented a process to identify, evaluate and improve both student learning and administrative outcomes. MTC's Academic Affairs division is leading the student learning segment of this project and all college faculty members are involved in developing program/course outcomes, competencies and measures; analyzing the data collected, implementing appropriate changes; and determining the impact of these changes on student learning.

Each of the college's Vice Presidents is responsible for identifying and measuring administrative outcomes. These outcomes are measured against an established benchmark and are included in the various aspects of the institution's planning system including the Critical Success Factors and Institutional Priorities.

Institutional Units	Performance Management System
Academic Programs	Academic Program Review
Faculty	Faculty Performance Review System (FPMS)
Administrative Divisions and Departments	Administrative Program Review
Classified Employees	Employee Performance Review System (EPMS)
Strategic Planning Process	Strategic Planning Council
Critical Success Factors	Institutional Effectiveness Committee
President	Annual Evaluation by the MTC Commission State Salary Agency Head Board
Vice Presidents	Employee Performance Review System (EPMS)

11. Your organizational structure

Midlands Technical College



12. Your Expenditures/Appropriations Chart

Accountability Report Appropriations/Expenditures Chart Base Budget Expenditures and Appropriations

Major Budget Categories	FY 07-08 Actual Expenditures		FY 08-09 Actual Expenditures		FY 09-10 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 22,565,559	\$ 16,283,616	\$ 22,655,443	\$ 12,231,600	\$ 22,655,443	\$ 12,191,454
Other Operating	\$ 24,602,368	\$ 8,182,181	\$ 24,033,013	\$ 7,869,576	\$ 24,033,013	\$ 3,136,760
Special Items		\$ 613,590		\$ 478,698		\$ 478,698
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 6,095,693	\$ 3,864,384	\$ 7,461,714	\$ 3,057,900	\$ 7,461,714	\$ 3,047,864
Non-recurring						
Total	\$ 53,263,620	\$ 28,943,771	\$ 54,150,170	\$ 23,637,774	\$ 54,150,170	\$ 18,854,776

Other Expenditures

Sources of Funds	FY 07-08 Actual Expenditures	FY 08-09 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds	\$ 3,453,371	\$ 3,851,346

13. Your Major Program Areas Chart

Program Number and Title	Major Program Area Purpose (Brief)	FY 07-08 Budget Expenditures			FY 08-09 Budget Expenditures			Key Cross-References for Financial Results*
II. A., B., & E	The technical colleges provide opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduation with an associate degree, diploma, or certificate	State:	\$28,943,771	54%	State:	\$23,637,774	44%	Charts 7.3.1 through 7.3.13
		Federal:	\$15,145,385	28%	Federal:	\$18,238,200	34%	
		Other:	\$ 9,174,464	17%	Other:	\$12,274,196	23%	
		Total:	\$53,263,620	100%	Total:	\$54,150,170	100%	
		% of Total Budget:			% of Total Budget:			
		State:			State:			
		Federal:			Federal:			
		Other:			Other:			
		Total:			Total:			
		% of Total Budget:			% of Total Budget:			
		State:			State:			
		Federal:			Federal:			
		Other:			Other:			
		Total:			Total:			
		% of Total Budget:			% of Total Budget:			
		State:			State:			
		Federal:			Federal:			
		Other:			Other:			
		Total:			Total:			
		% of Total Budget:			% of Total Budget:			

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

Grand Totals	State:	\$28,943,771	54%	State:	\$23,637,774	44%
	Federal:	\$15,145,385	28%	Federal:	\$18,238,200	34%
	Other:	\$ 9,174,464	17%	Other:	\$12,274,196	23%
	Total:	\$53,263,620	100%	Total:	\$54,150,170	100%
	% of Total Budget:			% of Total Budget:		

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These references provide a chart number that is included in the seventh section of this document.

Category 1 – Senior Leadership, Governance, and Social Responsibility

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

The college’s strategic planning process uses a team approach in the creation of its mission, vision and values statements. While the strategic planning process is led by the administration, it solicits the views of the college’s various constituent groups and includes numerous individuals in the activities needed to develop the strategic plan. These activities include the collection and analysis of information by environmental scanning committees, SWOT analysis, focus group meetings, a strategic planning council and the development of a ten-year futuring document.

All of these planning activities involve a cross section of college constituent groups (faculty, students, staff, and Commission members) in the development of the college’s strategic direction through their participation in committees, focus groups and satisfaction surveys.

To further support the planning process, each Vice President develops division and departmental mission statements that support the college’s mission. The creation of these mission statements results in a better understanding of the role each division, unit and individual plays in incrementally moving the college closer to accomplishing its mission and vision at all levels of the institution.

The result of this collective effort is the reaffirmation of the college’s statements of mission, vision and values and the development of college-wide goals and priority initiatives. These documents are used to support the development of an annual *Operational Plan* that highlights the action items to be accomplished by the college and a *Report Card* that details the college’s success in achieving its mission.

- 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?**

The college publishes an annual *Operational Plan* that establishes the work agenda for a given academic year. The plan includes the major activities proposed by each of the college’s six divisions, the Critical Success Factors (performance measures) and performance funding and Institutional Effectiveness reporting requirements for the year. Results of the accomplishments are compiled, a review of data related to the performance measures is conducted and action plans for addressing deficiencies and moving forward on other college priorities are developed for inclusion in the next year’s operational plan.

In the past four years, the college has also used its long-range strategic goals to identify six *Institutional Priorities* it will focus on during the upcoming years. For each priority, the

college has developed a list of measurement criteria it will use to evaluate its success in accomplishing the priority. These priorities are presented to all workforce (faculty and staff) members during the Fall Inservice program, the official kick-off of the new academic year.

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?

MTC's President reports to the MTC Commission, which uses a policy governance format to ensure all major issues are reviewed by the Commission. The Commission has also established a series of sub-committees that are charged with reviewing changes in all major areas of the college. These committees are: the Executive Committee, Curriculum and Faculty Relations, Facilities and Operations, Governmental Relations, Resource Management, and Student and College Relations.

MTC strives to ensure compliance with all state and federal laws. To accomplish this, the college implemented a systematic process to review and update all college policy and procedures. This process involves the executive leadership team, appropriate committees charged with reviewing the policy and/or procedures, input from both Faculty and Staff Councils and the MTC Commission. Once the review process is complete, all policy and procedures are made available electronically to college employees via the web and are physically available at specific locations on each campus.

The most recent review of the college's values statement resulted in the creation of a separate category, *Commitment to Integrity*. This statement outlines the college's expectations of ethical behavior among its administrators, faculty, staff and students. The statement reads: *Belief in ethical behavior by all members of the college community. The college fosters and promotes integrity, honesty, fairness and mutual respect among faculty, staff, students and all others associated with the college.*

The college's strategic planning process includes extensive planning in preparation of the budget. The operating budget is approved by the MTC Commission. An annual facility plan, which outlines the needs for operations and maintenance of plant facilities, is used for the budget request to the counties. A longer term facility plan is prepared, reviewed and updated annually as the college's initiatives are revised.

Fiscal accountability is accomplished through an annual external financial audit; a SCTCS audit; a system of internal financial controls, checks and balances; and the findings of MTC's internal auditor. The college has always received an unqualified opinion, the highest opinion which can be obtained, from its external audit along with certification by Government Finance Officer's Association of the United States and Canada (GFOA). The college also publishes the *Comprehensive Annual Financial Report (CAFR)* to provide relevant information concerning its operations and financial position to constituent groups. As a recipient of federal financial awards, the college complies with the requirements of the Single Audit Act, and separate single-audit reports are issued. The Independent Accountant's

Report on State Lottery Tuition Assistance, which is required by the laws of the State of South Carolina, is also prepared.

The management of the college is responsible for establishing and maintaining the framework of internal control under the policies of the MTC Commission. In fulfilling this responsibility, estimates and judgments are required to assess the expected benefits and related costs of policies and procedures related to the internal control framework. The system of internal control is designed to ensure that certain organizational objectives are met. Accordingly, organizational structure, policies and procedures have been established to safeguard assets; ensure the reliability of accounting data; promote efficient operations; and ensure compliance with established governmental laws, regulations and policies, college policies and other requirements of those to whom the college is accountable. The internal accounting control structure is designed to provide reasonable, but not absolute, assurance that these objectives are met.

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

Organizational and faculty staff development is a major part of MTC's strategic planning and is specifically addressed in both the college-wide goals and values statement. Goal eight of the college's strategic plan states: "The college recruits, retains and develops exceptional faculty and staff." This goal is supported by a priority initiative that states: "Provide opportunities and funding to ensure the on-going professional development of faculty and staff. The applicable value statement is titled *Commitment to Faculty and Staff* and reads: "Belief in the importance of attracting and retaining an excellent and diverse faculty and staff who collectively create a positive learning environment. The college provides professional development opportunities and demonstrates its commitment to all members of the college community by providing resources to carry out the mission of the college."

The majority of unit budgets contain funding for faculty and staff to attend conferences and other professional development workshops. The college maintains a competitive pool of funds for professional development to support attendance at conferences, workshops and seminars, employee recognition programs, the Leadership Development Program, course tuition reimbursement and other professional development activities. The college also allows employees to enroll in one MTC curriculum course per semester free of charge and to enroll in continuing education courses on a space-available basis. The college has also set aside funding for an annual faculty project (a competitive faculty award) and for research grants to support innovative ideas by both faculty and staff.

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

There are three avenues available to college employees to assist in preparing themselves for future leadership opportunities. First, MTC has created a Leadership Development Program that is designed to foster a culture of leadership among faculty and staff, enhance leadership in a current position, and heighten understanding of issues critical to MTC's success, while

developing a capacity for career-long leadership. The MTC Leadership Development Program consists of a series of workshops using leadership-based assignments that may include the following topics: leadership theory and ethics, history and purpose of two-year colleges, finance and governance, economic development, community college students of today, trends in college teaching and learning, and diversity. The program has been in effect for four years, and classes are run on an as-needed basis. Admission into the program is competitive. Professional areas also promote leadership development.

Second, college personnel are selected to participate in the South Carolina Technical College System (SCTCS) Leadership Academy. This academy is a forum to inform, educate and prepare mid-level managers for leadership positions in community colleges. The academy is designed similarly to the MTC model and includes the completion of a mandatory project that investigates an issue critical to the future of the community college.

Finally, the SCTCS also offers a series of six master's degree level courses in Community College Leadership in which employees from across the institution are encouraged to enroll. During the past year, MTC employees participated in these activities.

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?

A variety of avenues are used to communicate with college faculty and staff. These include: the President meets with Faculty and Staff Councils on a regular basis to address issues and discuss goals, the college's intranet that is updated daily with relevant college information, a Fall Inservice program that serves as the kick-off of each academic year, a Spring Inservice, annual retreats (summer workdays) for division managers and all employees. Both the Fall and Spring Inservice programs include divisional meetings by all faculty in the Arts and Sciences divisions, presentations and workshops presented by college employees and a college-sponsored lunch for all employees. Additionally, the Business Affairs, Continuing Education, Advancement and Student Development Services (SDS) divisions have annual or biennial retreats that are organized by individuals from across the division, and include motivational sessions and opportunities to gain additional insight into the direction and priorities of the division.

The college has several reward and recognition programs in place. These programs include the selection of an Employee of the Month and the annual presentation of Employees of the Year in four categories. Employee of the Month presentations are made at the monthly meetings of the MTC Commission and the introductions are made by the respective vice president. Recipients receive a plaque, cash award from the MTC Foundation and designated parking space for the month. Annual Employee of the Year awards are presented each year by the President, Chair of the Commission, and the Chair of the MTC Foundation as part of the college-wide Inservice program. The four awards are: Staff of the Year, Supervisor of the Year, Administrator of the Year, and Faculty of the Year. Recipients receive a designated parking space, a cash prize, financial support for a professional development activity and

their photos are displayed in the *Gallery of Honor* on the Airport and Beltline campuses for the entire year.

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

The college's President is evaluated annually by the college's Commission using institutional priorities established at the end of the previous year's evaluation period. In 2005, this evaluation has become part of the state's Agency Head Evaluation process.

Each member of the Executive Council is evaluated by the college's President using the state Employee Performance Management System (EPMS). Each member of the Executive Council's annual Performance Evaluation contains a set of annual objectives for the leader's area of college responsibility. These objectives are linked to the college's priority initiatives and action strategies for which the leader is responsible. This process ensures that the leader's evaluation is directly related to progress made on the college's action strategies and priority initiatives that are part of the college's planning process.

The MTC Commission is evaluated as part of the reaffirmation process conducted by the Commission on Colleges of the Southern Association of Colleges and Schools.

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

The college's administration uses several processes to annually review key performance measures. These include the Indicator of Effectiveness, which are the quantitative component of the college goals; the performance measures attached to the Institutional Priorities; and the Executive Review, which is annually provided to the MTC Commission.

Key measures include, but are not limited to: enrollment comparisons, student graduation rates, numbers of graduates, passage rates on licensure examinations, student retention rates, current student, employer and alumni satisfaction, placement rates, workforce salary comparisons, accreditation of programs, constituent satisfaction with service delivery, budgetary accountability, and space utilization rates.

The Student Development Services, Business Affairs, Corporate and Continuing Education and Advancement divisions have established systematic reviews of each of their units. All key functional areas within the Student Development Services Division of the college undergo five-year program reviews, based on the Council for Advancement of Standards (CAS) criteria. A key criterion for each program review is *leadership*. Leadership for the functional area under evaluation and the division is evaluated on quality of the overall program area under evaluation and the progress made since the last program review. The program review team consists of college faculty, staff, students and an external evaluator who has professional knowledge of the area under evaluation.

The Business Affairs and Advancement Divisions undergo an internal comprehensive assessment of the services provided in all key functional areas. All appropriate constituent groups (faculty, staff, students and vendors) provide input concerning their satisfaction with the services provided by each unit housed within the division. Units within the Corporate and Continuing Education division use a program evaluation model that examines revenue generated, course enrollments and the establishment of business partnerships.

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? (Actual results should be reported in Category 7).

Because of the comprehensive nature of MTC's strategic planning process, the programs and services offered at MTC are evaluated on a reoccurring basis to uncover strengths and weaknesses, opportunities for enhancement, level of satisfaction and dissatisfaction and overall quality. All of the processes provide for the creation of an action plan to address the issue and strengthen the overall quality of the program.

In its 2008-11 Strategic Plan, the college developed the following strategic goals: (1) The college embraces an innovative learning environment that enhances teaching, learning and individual development; (2) The college prepares a workforce that meets the demands of business and industry; (3) The college collaborates with educational and community partners to create seamless curricula and quality services for the diverse population bridging K-12, two-year college and university education; (4) The college partners with community constituencies to strengthen the educational, social and economic vitality of the community; (5) The college serves as a catalyst in economic development; (6) The college validates its programs and services through a comprehensive evaluation process; (7) The college engages in efficient, effective and innovative resource development and management; and (8) The college recruits, retains and develops exceptional faculty and staff.

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

Members of MTC's leadership team participate in and support numerous economic development, civic and community organizations on both the local and state levels. Many of the memberships are determined by the college's mission focus of providing access to higher education to its citizenry and supporting economic development in its service area. These memberships include: the Columbia Rotary Club, Midlands Business Leadership Group, board memberships on the Greater Columbia Chamber of Commerce, the Lexington County Economic Development Council, the Columbia Urban League, the Midlands Education and Business Alliance (MEBA), Junior Achievement of Central South Carolina, EngenuitySC (economic development, incubator, civic city-planning activities), the Columbia East Rotary Club, the Richland One Middle College Board, and the Central SC Alliance. Additional memberships include: the Sertoma Club, the March of Dimes, Citizens for the Advancement of the Physically Handicapped, and the United Negro College Fund.

The college's workforce is integrated into the fabric of the local community and actively support/participate in a number of civic, social and academically designed projects. In many instances, the college partners with a local entity. Participation includes fundraising for the United Way, the American Heart Association's Annual Midlands Heart Walk, the Harvest Hope Food Bank and the Red Cross Blood Drive. MTC has a Green Team that coordinates recycling and conservation efforts.

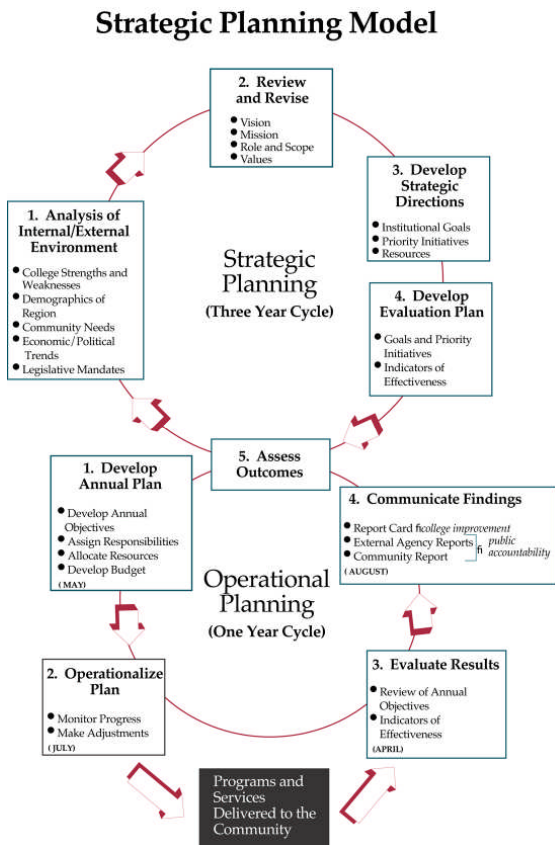
MTC supports a variety of academic partnerships and activities including the Call Me MISTER Program, the Midlands Math Meet, the Richland One Middle College, and the Midlands Middle College. The Call Me MISTER project seeks to recruit, train and assist in the certification of black males who are interested in becoming elementary school teachers in South Carolina's public schools. The project prepares students for the first two years of a teacher education training program.

Senior leaders actively support and strengthen the communities MTC serves by setting goals and priority initiatives that seek to strengthen the communities' economic development, educational opportunities, and social interactions through community collaborations and community service/involvement. All students and the workforce are encouraged to support college wide community service/involvement initiatives. All Freshman Seminar course students are required to do one service learning project. All college-approved clubs and organizations participate in college-wide community service/Involvement through the Student Advisory Board. Community service/involvement activities included: partnering with Richland One Middle College to mentor youth age 7 to 16; fundraising for a children's hospital, World Hunger Food Bank, and child abuse assistance and awareness, participating in the Sickle Cell Walk, Heart Walk, Healthy Palmetto Walk, and Juvenile Diabetes Walk; collecting calling cards and personal items for troops in Iraq; collecting food and books for Project Graduation; and participating in bone marrow and blood drives.

Category 2 – Strategic Planning

- 1. What is your Strategic Planning process, including key participants, and how does it address: a. your organizations' strengths, weaknesses, opportunities and threats; b. financial, regulatory, and other potential risks; c. shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition; d. workforce capabilities and needs; e. long-term organizational sustainability and organizational continuity in emergencies; and f. your ability to execute the strategic plan.**

A copy of the college's strategic planning model is provided. The strategic planning process is overseen by the Strategic Planning Council, which consists of the President, Vice Presidents, the Chair and Chair-elect of both Faculty and Staff Councils, a student representative, and a member of the MTC Commission. The model also provides for conducting an environmental scan that focuses on economic and employment, education, technology, political and public policy, demographic, and social trends. These findings are



then used by the Strategic Planning Council to conduct a SWOT analysis, which identifies and prioritizes the strengths, weaknesses, opportunities and threats facing the college. From there, the college’s long-range vision document and the statements of vision, values, mission, and role and scope are reviewed and revised if needed. Finally, the long-range goals and priority initiatives are developed. The college’s current strategic plan contains goals and priority initiatives that specifically target the economic, fiscal, human resources, and technological challenges and opportunities it faces. Additionally, the institutional priorities established by the college focus on these same issues and are communicated to the college during the Fall and Spring semester Inservice presentation made by the President.

All planning activities are conducted with the participation of a cross section of the college’s various constituent groups to ensure that all points of view are considered in the planning

process. At every step in the process, drafts of the documents being developed are made available on the intranet and in organized listening sessions with various college constituent groups.

To ensure the execution of the plan, responsibilities for implementation of each goal and supporting priority initiative are assigned to one of the college’s divisions and Vice President. Overall responsibility for tracking the process and ensuring its timely execution is assigned to the college’s director of Assessment, Research and Planning.

2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (Section 1, Question 4)

The college identified seven specific challenges: (1) decreased state funding, (2) limited need-based funding, (3) affordability, (4) retiring faculty and staff, (5) rapid technological advances, (6) increased competition from non-traditional education providers, and (7) low graduation rates in K-12. Each of these issues is addressed by one of the college’s eight goals. Additionally, the college has identified six institutional priorities, developed from its strategic plan and communicated through the agency head process that will drive its work during the next several years. These are: (1) Expand College Access; (2) Strengthen Partnerships and Collaborations; (3) Impact the Present and Future Needs of Advanced Manufacturing, Engineering Technology and Industrial Technology; (4) Expand Resources Received by the College; (5) Implement a Process to Obtain Reaffirmation by the Southern

Association of Colleges and Schools (SACS); and (6) Positively Impact the Retention Rates of Identified Student Populations.

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

The college incorporates the input of various constituent groups into the planning process and periodically conducts listening sessions to get input regarding the planning process. Additionally, the Advancement Division's *Service Quality Survey* includes questions regarding the planning process and solicits suggestions for improvement. These questions are included in the office of Assessment, Research and Planning section of the survey.

In its 2008-11 Strategic Plan, the college developed the following eight goals: (1) The college embraces an innovative learning environment that enhances teaching, learning and individual development; (2) The college prepares a workforce that meets the demands of business and industry; (3) The college collaborates with educational and community partners to create seamless curricula and quality services for the diverse population bridging K-12, two-year college and university education; (4) The college partners with community constituencies to strengthen the educational, social and economic vitality of the community; (5) The college serves as a catalyst in economic development; (6) The college validates its programs and services through a comprehensive evaluation process; (7) The college engages in efficient, effective and innovative resource development and management; and (8) The college recruits, retains and develops exceptional faculty and staff.

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

Overall responsibility for managing the development and tracking of divisional and department action plans is assigned to the director of Assessment, Research and Planning (ARP). A request of made by the director of ARP for each division/department of the college to develop action strategies/plans based on the college's strategic goals and priority initiatives. These plans are then edited by the director of Assessment, Research and Planning and reviewed by the Strategic Planning Council for inclusion in the college's annual *Operational Plan*. Responsibility for each action items is identified in the *Operational Plan* by division/area.

The director of each area is responsible for achieving the goals that are set forth, and each program is allocated a budget based on the initiatives to be achieved in their area. Regular meetings are set up with the Vice Presidents to track the progress made, difficulties encountered and results achieved in meeting the initiatives contained in the plan. The office of Assessment, Research and Planning then makes a request in the spring semester of each academic year for departments to submit a report detailing the progress achieved on each item. The *Results Achieved* are compiled into the college's annual *Report Card* with details both the departments success in meeting the action strategies and the quantitative findings of each of the college-wide measurement standards. At the beginning of each academic year, this process is repeated and a comprehensive document of the progress achieved during a three year planning cycle is developed and published.

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

The office of Assessment, Research and Planning is charged with coordinating all planning activities and prepares the Annual Operational Plan, which includes the action plans, performance measures and accountability reports that the college has responsibility for completing each academic year. The Operational Plan is distributed to each division and department within the college. The President discusses college goals and strategic planning at Inservice and relevant meetings. The strategic plan is available on the intranet.

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

The college has a qualitative and quantitative component to its evaluation plan. The qualitative plan includes a reporting on the progress achieved on each of the action strategies contained in the Operational Plan. The college has also established a system of Critical Success Factors (CSF) that addresses student learning and other key performance areas of the college. There are six broad categories (Educational Programs, Student Outcomes, Support Services, Economic Development and Community Involvement, Leadership and Management and Organizational Culture) that are supported by multiple Indicators of Effectiveness. Each indicator has multiple benchmarks/standards used to measure success in this area. Five years of trend data are provided to document performance and movement toward reaching the established benchmark.

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

Midlands Technical College’s Strategic Plan can be found at:
<http://www.midlandstech.edu/arp/Strategic%20Plan/Default.htm>

2.7 -1 Strategic Planning Chart			
Program Number and Title	Supported Agency Strategic Planning Goal/Objective	Related FY 05-06 Key Agency Action Plan/Initiative(s)	Key Cross-References for Performance Measures*
II. A., B., & E Instructional Programs	The college embraces an innovative learning environment that enhances teaching, learning and individual development.	a) Develop and strengthen all aspects of programs and services, b) Provide community access to college and career opportunities, and c) Enhance student retention and goal attainment	Charts 7.1-1; 7.1-3; 7.1-4; 7.1-5; and 7.1-6
II. A., B., & E Instructional Programs	The college prepares a workforce that meets the demands of business and industry.	a) Align curricula with workforce needs, b) Develop employability skills and c) Promote career planning and adaptability to prepare students for current and emerging career opportunities	Charts 7.2-1; 7.2-2; 7.2-3; 7.2-4; 7.2-5; 7.2-6; 7.2-7; and 7.2-8
II. A., B., & E Instructional Programs	The college collaborates with educational and community partners to create seamless curricula and quality services for the diverse population bridging K-12, two-year college and university education.	a) Expand course offerings, student services and articulation with senior institutions	Charts 7.1-2
II. A., B., & E Instructional Programs	The college partners with community constituencies to strengthen the educational, social and economic vitality of the community.	a) Collaborate with economic development organizations and higher education institutions to increase business and industry development	Charts 7.6-1; 7.6-2; and 7.6-3
II. A., B., & E Instructional Programs	MTC serves as a catalyst in economic development.	a) Design and implement innovative, proactive programs to address the needs of the business community and expand the workforce	Charts 7.1-6 and 7.2-9
II. A., B., & E Instructional Programs	The college validates its programs and services through a comprehensive, evaluation process.	a) Support the development and use of national and peer comparisons to measure the effectiveness and efficiency of academic and administrative performance and b) Enhance the college’s national recognition as a leader in institutional planning, effectiveness, assessment and innovative research concepts	Charts 7.1-1; 7.1-4; 7.2-1; 7.2-2; 7.3-1 through 7.3-13; 7.4-1; 7.4-5; 7.5-4; 7.6-1; 7.6-2; 7.6-6 and 7.6-7
II. A., B., & E Instructional Programs	The college engages in efficient, effective and innovative resource development and management.	a) Seek and obtain alternate funding, b) Develop methods to conserve resources and increase revenue, and c) Position the college to maximize state and local support	Charts 7.3-1; 7.3-4; 7.3-5; 7.3-6; 7.3-10; 7.3-11; 7.3-12; and 7.3-13; Charts 7.5-1; 7.5-2; 7.5-3 and 7.5-5
II. A., B., & E Instructional Programs	The college recruits, retains and develops exceptional faculty and staff.	a) Provide opportunities and funding to ensure the on-going professional development of faculty and staff, b) Develop and implement innovative strategies for the recruitment and retention of faculty and staff and c) Integrate diversity and multi-culturalism into employment practices and professional development	Charts 7.4-1; 7.4-2; 7.4-3; 7.4-4; 7.6-4 and 7.6-5

Category 3 – Student, Stakeholder, and Market Focus

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

MTC is charged with serving citizens in the Central Midlands of South Carolina. The implementation of a new program requires that the college conduct a needs assessment to determine the local need for graduates trained in the career area, and the number of jobs available in the service area. The college also uses an employment projection tool by CC Benefits to provide employment projection figures. Demographic data impacts outreach strategies. Community focus groups play a part in structured planning activities.

The college's Continuing Education Division has compiled lists of local employers to interview in an effort to identify training needs of local companies. Information collected in these interviews will be used to prioritize these needs and the deliver the appropriate training.

- 2. How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?**

The college has a number of embedded practices within its current processes to consider student and stakeholder needs and expectation in its review of programs. Each of the college's associate degree programs has established an Advisory Committee of professionals within the field to assist them in evaluating the currency of the curriculum, the use of relevant technology, the adequacy of the facility and the employment needs of the profession. The program coordinator meets twice a year with these individuals to obtain input regarding the program.

The program review process requires that surveys be administered to currently enrolled students, program alumni and employers of graduates of the program. Each group's survey requests information related to the level of preparation for employment, adequacy of preparation in each program competency, quality of instruction in general education and program specific courses and satisfaction with a variety of services offered at the college.

The program's review process provides program coordinators with a broad perspective on the overall health of a given program. This assessment is done on a predetermined cycle and every program must participate in the process in a three to five year timeframe. In addition to stakeholder information, overall enrollment trend data, course specific data, program retention data, the number of graduates produced, graduate placement rates and a review of faculty loads and course syllabi are provided. Data to assess program trend and stakeholder satisfaction are critical to presenting a complete picture of the program in order to determine the strengths and weaknesses of the program. It is through this process that objectives for future improvement can be developed.

Additionally, the college has undertaken the task of developing student learning outcomes, competencies and measurements in every program and course as another mechanism to evaluate the effectiveness of its teaching methods.

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?

Programs at MTC are active participants in the program review process for two years. During the first year, information is collected and analyzed to establish future yearly objectives for the program. The second year of participation allows the department to implement strategies to accomplish the objectives and to collect information to determine the impact of these strategies. Past program enhancements have included: revising the orientation program for students and their families, adding presentations on effective test taking and study habits, changing the programs' math requirements, implementing multiple strategies to improve adjunct faculty proficiency, incorporating more interactive units into the curriculum to meet the demands of increasing enrollments, developing cooperative education and internship opportunities with several local businesses, developing an advisement handbook for AA/AS students, and implementing a dress code for students working at clinical sites.

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

The academic program review process requires that surveys be administered to currently enrolled students, program alumni and employers of graduates of the program. Each group's survey requests information related to the level of preparation for employment, adequacy of preparation in each program competency, quality of instruction in general education and program specific courses, and satisfaction with a variety of services offered at the college.

The administrative program review process includes the administration of several surveys to determine satisfaction with services. This includes students as well as internal and external stakeholders. The results of the surveys are used to design an overall plan for improvement in each department and to develop specific objectives to meet the needs uncovered through the survey.

Additionally, focus group discussions and listening sessions have been conducted to investigate enrollment patterns and barriers to success of subpopulations of students, satisfaction with the transfer process, the level of support for the college's mission statement and other topics.

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

MTC is committed to providing students with an individualized experience. The college's Statement of Values addresses the commitment to students as a *belief in providing a learner-centered environment offering quality instruction, resources and services and presenting challenging opportunities for the continued growth and development of its students. The college assists students in clarifying their lifelong goals, fostering entrepreneurship, developing interpersonal skills and maximizing their potential.* This commitment is demonstrated through the admissions process, new student orientation, academic advising, small class sizes and faculty availability.

- 6. How does your students and stakeholder complaint management process ensure that complaints are resolved promptly and effectively?**

MTC has established internal policies and procedures that outline the complaint process for students as well as faculty and staff members. As members of the academic community, students are entitled to all rights and responsibilities accorded them by the laws of this community. The process by which students may file grievances concerning harassment, discrimination and other matters, or appeal academic decisions is outlined in the MTC *Student Handbook*, which may be obtained from the Student Life Office or the college's website at midlandstech.edu/studentlife. These procedures outline for students the steps they must take and the timeline that must followed to initiate a grievance or appeal. In the past two years, the college has also established an Ombudsman's office to assist students in resolving issues that may be impacting their success at the college and with other administrative concerns.

It is college policy to grant employees in permanent positions the right to present grievances and seek redress thereof without fear of restraint, interference, coercion, discrimination or reprisal. The college's grievance policy and procedures for faculty and staff are published in the college's *Policies and Procedures Manual* and are available to faculty and staff on the college's intranet. Procedure 2.11.1 – Grievance and Appeal provides an orderly means whereby any covered employee of Midlands Technical College may grieve actions taken by the college or college management and specifies which actions are and are not grievable or appealable.

Category 4 – Measurement, Analysis, and Knowledge Management

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

The college created an Institutional Effectiveness (IE) Committee to periodically review and develop measurement criteria for the goals and objectives outlined in the Strategic Plan. The

IE Committee continues to refine a system of Critical Success Factors (CSF) that addresses student learning and other key performance areas of the college. There are six broad categories (Educational Programs, Student Outcomes, Support Services, Economic Development and Community Involvement, Leadership and Management and Organizational Culture) supported by multiple Indicators of Effectiveness. Each indicator has multiple benchmarks/standards used to measure success in this area. Five years of trend data are provided in the college's annual *Report Card* to document performance and movement toward reaching the established benchmark. These data are reviewed by the Strategic Planning Council, which determines appropriate action plans for the next year to improve the college's performance in areas that fall below the established benchmark.

The college also publishes an annual *Report Card* that highlights the progress achieved on each college-wide goal and objective. An annual Operational Plan is also published and outlines the action strategies to be taken the next year to continue work toward accomplishing the goals and objectives, outlines the action plans to be taken on the Critical Success Factors, delineates the major research projects to be undertaken and provides the timeline for completing the assessment report needed to meet the reporting requirements of performance funding.

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?

MTC has in place multiple strategies to support effective decision making across the institution. These include the creation of a systematic academic program review process to evaluate the performance and needs of each associate degree, diploma and certificate program; a process to periodically review the performance of all administrative functions and the satisfaction of constituent groups with their service delivery; the use of the annual *Report Card* to document progress toward accomplishing college-wide goals and objectives as well as success in meeting established benchmarks; and the creation of an annual Operational Plan to outline the work agenda for the next academic year. To ensure the research priorities of the college are on target, members of the Assessment, Research and Planning, and Student Development Services staffs meet annually with the Vice President for Arts and Sciences and their academic department chairs to review research findings and establish the prioritized research project agenda for the upcoming year. These processes provide the foundation to review and revise academic program curricula, document issues related to the delivery of services, and create action strategies to effectively move the college toward the accomplishment of long-term goals and objectives,

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

The college has created an Institutional Effectiveness Committee to periodically review and refine measurement criteria for the goals and objectives outlined in the Strategic Plan. The IE Committee continues to refine a system of Critical Success Factors (CSF) that addresses student learning and other key performance areas of the college. Key measures include, but are not limited to: student graduation rates; passage rates on licensure examinations; student retention rates; current student, employer and alumni satisfaction; placement rates;

accreditation of programs; advisory committee satisfaction; funding levels for employee professional development; and constituent satisfaction with service delivery, budgetary accountability, and space utilization rates.

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

The college has put together a cross-functional group of college personnel to form the Institutional Effectiveness Committee. The committee's responsibilities include: (1) defining the college's comprehensive plan for the on-going assessment of all administrative and academic functions; (2) reviewing the content and usefulness of data collected for Planning and Institutional Effectiveness to ensure alignment with the new Principles of Accreditation, national and regional benchmarks, and college-defined measures and standards; and (3) reviewing the current system of Critical Success Factors, Indicators of Effectiveness and evaluation standards to ensure continued appropriateness of the system and making recommendations for revisions. The availability of national databases and benchmarking projects (e.g. IPEDS, NCES, Consortium for Student Retention Data Exchange (CSRDE), and Kansas Benchmarking Study), along with the SC CHEMIS database and the SBTCE CERS databases, is considered in the development of measures needed to evaluate the performance of programs and services. These recommendations are then forwarded to the Strategic Planning Council for final approval and implementation.

5. How do you make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?

Each division of the college has created and maintains information regarding college programs and services on the MTC website. This information is tailored to meet the needs of prospective and enrolled students, MTC faculty and staff members and the college's community partners. General information about the college, its academic program and continuing education offerings, online learning, college application and admission requirements, financial resources, employment opportunities, and employee contact information are a few of the broad categories included on the website. More extensive information for the MTC workforce is provided through access to the college's intranet. Important information for students is posted on the online student newspaper, *The Pony Express*, and sent to student e-mail accounts. In addition, the President and Vice Presidents of the college meet regularly with key constituencies such as Faculty and Staff Councils, the Student Advisory Board, the College Commission, the MTC Foundation Board, program advisory committees, and community groups to update representatives of these bodies on important college information.

The college's office of Assessment, Research and Planning also maintains the segment of the MTC public website that provides statistical research and data about the college. Information housed in this area includes: enrollment data, the MTC Fact Book, state and federal accountability/institutional effectiveness reports, research briefs, results of academic program reviews, and strategic planning information (mission statement, goals and priority initiatives and the annual *Operational Plan and Report Card*).

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

MTC assigns primary responsibility for the collection and distribution of data used for decision making to the Vice President for Advancement and has created an office of Assessment, Research and Planning (ARP) to coordinate and conduct all relevant data collection, reporting and research needed by the college. To ensure the prominence of the office, the college developed an internal procedure 1.14.2 - Report and Research Coordination to handle the coordination of research activities and reports.

Additionally, the ARP staff adopted the Statement of Research Ethical Practice established by the Association for Institutional Research to ensure the office is focused on issues of staff competence, appropriate research practices, confidentiality and integrity. The ARP office is committed to providing accurate, unbiased data that communicate the current status of the college and its programs and services to all interested parties.

Through the Vice President for Advancement, the director of ARP makes periodic presentations to the college's leadership team, direct reports to the Vice Presidents and other key administrators and faculty regarding both the findings of research projects and establishment of the schedule for conducting needed research studies.

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

Through its strategic planning process, the college prepares an annual *Operational Plan* that considers previously collected data and develops action plans for future years.

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

Organizational and employee knowledge are transferred in a number of ways. Policy and procedures are formal documents that communicate critical procedural practices to the college community. The college also provides opportunities for faculty and staff members to make presentations about best practices to their peers at the Fall and Spring Inservice programs. Numerous academic departments also provide various workshops for faculty on instructional design and delivery and pedagogy as part of annual training programs. Additionally, employees are encouraged to participate in a number of professional development activities to prepare them for management positions given the projected number of retirements of upper-level managers anticipated in the next decade.

Category 5 – Workforce-Focus

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

The college's strategic planning process is designed to link both strategic and tactical goals of MTC with divisional action plans. The college is organized so that its cyclical planning process has as a specific outcome the development of workforce (faculty and staff) FPMS and EPMS action items that coincide with the overarching planning goals.

Faculty and Staff Councils play a prominent part in the decision making process and in dissemination of information throughout the college. Chairs of both councils attend monthly Commission meetings, are part of the MTC Strategic Planning Council, and are an integral part of environmental scanning. In the development of major initiatives and grants, the college employs a cross-functional approach to addressing issues and relies heavily on the inclusiveness of the representative groups in formulating a comprehensive approach. The college includes, as one of its key value statements, a commitment to innovation and renewal.

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

Monthly inter-divisional and periodic cross-divisional councils from Career Programs, Arts and Sciences, and Continuing Education share successful strategies and best practices. The college holds biannual college-wide Inservice sessions during which the three academic divisions hold plenary sessions. In the afternoon of Inservice days, best practices are presented by members of the faculty and staff to their peers. Arts and Sciences and Career Programs, along with Student Development Services, hold workdays during the summer months to proactively plan and improve programs and services. Faculty and staff attending conferences and other professional development opportunities are directly encouraged to share information gathered on national and regional trends in their fields. MTC compares and shares best practices with other colleges.

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?

A critical part of the evaluation process assures alignment of individual responsibilities with the college's strategic goals. The college uses the EPMS and FPMS system to assign individuals responsibility for accomplishing action strategies identified in each division annual action plan. These annual reviews afford an excellent opportunity for all members of the workforce to have direct interface with their immediate supervisors and, through the review process, with the next level of supervision concerning the application of college-wide goals to the employee's personal duties. Faculty performance is based on several review categories: teaching performance, instructional development, instructional management, student advisement, professional development, and college and/or community service.

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

In a recent review of the demographics of the MTC workforce, the Vice Presidents were charged to examine the percentage of employees in key areas who might be expected to retire within the next five years and developed strategies for any necessary restructuring. In part as a response to these data, and to address the growth of the college, an internal Leadership Academy was put into place to encourage professional development of leadership within the college in order to grow the next generation of the MTC leadership team. The college also encourages members of the faculty and staff to apply for participation in the SC State Board for Technical and Comprehensive Education's Leadership Academy. Professional development opportunities are funded when possible by the college and the MTC Foundation to ensure the ongoing improvement of college employees.

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

a. development of personal leadership attributes;

The college provides three distinct avenues to enable employees to develop their personal leadership attributes. First, MTC has created a Leadership Development Program, which is designed to foster a culture of leadership among faculty and staff, enhance leadership in a current position, and heighten understanding of issues critical to MTC's success while developing a capacity for career-long leadership. The MTC Leadership Development Program consists of a series of workshops using leadership-based assignments that may include the following topics: leadership theory and ethics, history and purpose of two-year colleges, finance and governance, economic development, community college students of today, trends in college teaching and learning and diversity.

Second, members of the college's workforce are selected to participate in the South Carolina Technical College System (SCTCS) Leadership Academy. This academy is a forum to inform, educate and prepare mid-level managers for leadership positions in community colleges. The academy is designed similarly to the MTC model and includes the completion of a mandatory project that investigates an issue critical to the future of the community college.

Finally, the SCTCS also offers a series of six graduate-level courses in Community College Leadership in which employees from across the institution are encouraged to enroll.

b. development of organizational knowledge;

Activities designed to impact organizational knowledge include: access via the web to college policies and procedures, a variety of presentations at the Fall and Spring Inservice days, and employees assigned to state-level peer groups to keep current on issues that could impact their job responsibilities.

c. ethical practices

The college's Human Resource Development unit has designed a series of workshops to address ethical practices. These include: Workplace Ethics for Supervisors, the Keys to

Effective Supervision, Sexual Harassment: What Supervisors Need to Know, Sexual Harassment: What Employees Need to Know, Workplace Laws, Workplace Diversity, and Conflict Resolution.

d. your core competencies, strategic challenges, and accomplishment of action plans

The college shares information regarding its core competencies, strategic challenges, and accomplishment of action plans with its workforce in a variety of ways. At its Fall Inservice, MTC's President shares the current list of Institutional Priorities for the upcoming academic year with members of the MTC workforce along with the college's successes from the previous year. In addition to this presentation, the college publishes its strategic plan on the college's website, produces an annual *Operational Plan* that communicates the annual action strategies to undertaken by each division/unit of the college to accomplish the long-range goals, and publishes an *Annual Report Card*, which communicates its success in achieving the action strategies.

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

Determining workforce capability is handled at the department level by individual supervisors and is assessed on an annual basis through the FPMS and EPMS process. During the evaluation phase of the FPMS and EPMS process, supervisors identify employee strengths and weaknesses and discuss these in detail with the employee. This phase allows the supervisor to commend the employee on their competencies and job performance and to outline ways in which the college/department can support the individual in the remediation of any deficiencies. Typically, this conversation results in the inclusion of an objective(s) into the planning stage FPMS or EPMS document, that addresses and attempts to resolve the issue. This process allows both the supervisor and employee to fully discuss the issue and to develop a consensus regarding the appropriate steps need to resolve the situation.

Staff capacity needs are collected through the college's Budget Call process. Through this process, each manager is able to identify the additional positions needed to ensure their area continues to function at an acceptable level. These requests are then compiled by the budget staff into a Non-Funded Personnel List which is shared on an annual basis with the college's leadership team. While declines in the state funding allocation have prevented the college from broadly addressing capacity issues, individual divisions have implemented strategies to resolve some of these issues in other ways. For example, some divisions/departments have used natural attrition to rewrite job descriptions so that they can hire individuals who possess the skills currently needed in the area and restructure the workload. The college's academic division has used its department chair structure to prioritize faculty hiring needs should funds to establish new positions become available.

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

To attract a highly qualified and diverse applicant pool, MTC's positions are advertised through a combination of sources including online vendors, newspapers, career centers, the

SC Technical College System, the MTC website and various civic groups. MTC administers a competitive compensation program. Of the 93 job classifications utilized by the college, 80 percent exceed the state's average salary in the classification.

The college's leadership works to create a positive work atmosphere through the creation of forums for employee input in college matters, (Faculty and Staff Councils), periodic divisional retreats to build rapport among its workforce, employee recognition programs and decisions to promote from within whenever possible. Additionally, MTC utilizes several mechanisms to support employee retention. These include: performance management tools, opportunities for professional development, and the availability of an Employee Assistance Program.

1. The Employee/Faculty Performance Management System (EPMS/FPMS) is designed to identify employee strengths and weaknesses. This information is then used to commend job performance or develop a Work Improvement Plan accordingly.
2. MTC offers a comprehensive professional development program to assist employees in reaching their potential and meeting the needs of the college. The professional development program includes tuition assistance for employees who meet certain criteria. Funding for workshops, seminars, conferences and short-term training is also available. In addition to the aforementioned, MTC offers free tuition to employees taking courses at MTC.
3. The MTC Employee Assistance Program is designed to assist employees who are experiencing personal or other difficulties that may affect job performance. Services are available at no cost to the employee, and sessions are confidential.
4. MTC offers a flexible work schedule that both attracts and retains employees. There are several options available under the flexible work schedule.

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 applying for professional development are part of a prioritization process that presents the applicant's intentions to line supervisors, who forward the departmental requests to the divisional Vice Presidents. The division Vice Presidents then evaluate and prioritize all professional development requests from their division based on their relevance to college goals and initiatives. Funding for this process is approximately \$100,000 annually. The MTC Foundation encourages members of the faculty who meet specific longevity and merit standards to apply for an annual Faculty Teaching Award. Faculty applicants present a comprehensive portfolio representational of their classroom work to a panel of their peers assembled by Faculty Council. The Foundation also provides Curriculum Development awards. Recipients of these funds are required to publish a results document that details the outcomes of their efforts.

9. How do you evaluate the effectiveness of your workforce and leader training and development systems?

The college administered a satisfaction survey to completers of its Leadership Development Program. The survey asked questions related to the value of the overall experience and level of satisfaction with the program's content. Results of the survey indicated over 95 percent satisfaction.

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

The college has a culture of recognizing excellence. Among the methodologies in place are Employee of the Year and Employee of the Month awards; the Distinguished Lecturer award in Arts and Sciences; the Faculty Teaching Award; student-selected Committed to Excellence Awards, and various departmental-level quality assurance programs. The college, when possible, issues a bonus to all employees recognizing their commitment to the organization. MTC offers all faculty and staff the Employee Assistance Program (EPA) that provides limited confidential free counseling and legal services on an as-needed basis.

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

The chairs of the Staff and Faculty Councils meet once each semester with the college's President to bring any concerns or observations from their respective areas of the college. To further support this process, the Faculty Council initiated a Town Meeting forum that invited faculty to share their issues and concerns regarding the college. Staff Council sponsors an annual drop-in on each campus to allow staff to meet their representatives and to share issues of concern.

The Business Affairs and Advancement divisions of the college perform a cyclical review of their services as evaluated by internal constituencies. The Student Development Services (SDS) division includes faculty in a number of informal processes to obtain feedback. These include periodically attending SDS staff meetings to provide input on new procedures, serving on hiring search committees for upper level SDS management and serving as members on peer review teams for every program in SDS participating in the administrative review process.

The Continuing Education Division recently developed a survey to administer to its faculty and staff to determine satisfaction levels within the division. Additionally, the college is researching an appropriate survey instrument to further evaluate the college's internal climate and other factors contributing to positive employee motivation and satisfaction.

Exit interviews are conducted by the college's Human Resources office to determine if there are issues, concerns or commendations that management should be aware of.

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

As a model for implementing findings on internal satisfaction surveys, the college's Advancement, Business Affairs and Student Development Services divisions create an action plan to address concerns.

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

(Procedures 7.8.1 Safety and 7.9.1 Emergency Threats are attached in Appendix A of this report.)

The college complies with the federal, state and local regulations governing a safe environment. MTC established a series of policies and procedures to deal with issues of safety and health at the college. These procedures deal with security, property and traffic control, safety and emergency preparedness. Emergency preparedness includes plans for Emergency Threats (fire, bomb threats, and civil disturbances) and college closing due to weather. A Crime Awareness Report is published monthly to inform the college of occurrences of these activities on campus. The college recently installed cameras throughout all buildings and parking lots to ensure a safe environment. Upgrading of exterior lighting is a continuous process. The college's Beltline Campus is currently being equipped with a breezeway system allowing passage between buildings without exposure to inclement weather. Teams are working on a business continuity plan. Health assessments and health fairs are offered to college employees.

Category 6 – Process Management

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?

Through its strategic planning process, MTC identified its core competencies. The college developed its qualitative assessment of its accomplishment of goals, priority initiatives and action strategies along with six measurement areas called Critical Success Factors (CSF). The Critical Success Factors or core competencies were developed as the quantitative measure of the college's progress toward achievement of its mission. The core competencies include: Assessible, Comprehensive Programs of High Quality; Student Satisfaction and Success; Post-Education Satisfaction and Retention; Economic Development and Community Involvement; Sound, Effective Resource Management; and Dynamic Organizational Involvement and Development. Each core competency is directly linked to the college's mission.

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

Key learning processes include the curriculum offerings (general education, major programs and courses, and continuing education offerings), quality instruction (learning-centered teaching approaches, instruction to address a variety of learning styles) and effective support services (financial aid, counseling services, state-of-the-art libraries and learning centers).

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

Input from students is obtained each semester through a combination of course evaluations, student evaluations of instruction, graduate/alumni surveys and other informal evaluation methods. Programs also provide forums for faculty and staff to discuss the results of research findings and to review data from current student, alumni and employer evaluations of the programs and its graduates. Stakeholders participate in planning activities through formal Advisory Committee meetings, the employer survey process, and informal conversations with instructors and department chairs. The academic program process provides a formal structure to collect and analyze the information to determine its application to the programs content and goals.

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 college considers historical data when planning semester schedules, uses cost and resource estimates when determining the feasibility of learner-centered initiatives, identifies the steepness and height of the learning curve for all new projects, and utilizes the knowledge and experience of its employees to identify and implement process change.

The college's Office of Internal Audit is an additional resource that identifies and implements process change using independent appraisals of internal processes compared with industry standards and best practices. Other practices that have been implemented to improve efficiency include automatically generated letters to keep students updated on the application process, providing online course registration for students, increasing the number of courses offered via the Internet, offering all required courses for the Associate in Arts and Associate in Sciences degrees on the Internet, equipping all general purpose classrooms with multi-media equipment, installing an automated access system for the library, allowing electronic fee payment, and implementing an electronic document and forms management system to improve the service deliveries of both academic and administrative functions.

In developing its strategic initiatives, the college encourages and seeks input from all of its employees by establishing both Faculty and Staff Councils and through the use of numerous committees and task forces. The college's faculty and staff are empowered to seek out and research innovations in technology, network with other programs, attend conferences, and subscribe to educational periodicals to stay abreast of trends in their respective fields. Statewide and national peer groups in all disciplines are encouraged as a venue to learn about best practices that could be beneficial in supporting strategic and program goals.

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

The college uses both an academic and administrative program review process to evaluate the effectiveness and efficiency of every program and service offered on a regular cycle. Each administrative division requires systematic reviews of their units. All key functional

areas within the Student Development Services Division of the college undergo five-year program reviews, based on the Council for Advancement of Standards (CAS) criteria. The program review team consists of college faculty, staff, students and an external evaluator who has professional knowledge of the area under evaluation. The Business Affairs and Advancement Divisions undergo an internal comprehensive assessment of the services provided in all key functional areas. All appropriate constituent groups (faculty, staff, students and vendors) provide input concerning their satisfaction with the services provided by each unit housed within the division.

A formal review of each academic program offered is also undertaken. During the first year, information is collected and analyzed to establish future yearly objectives for the program. The second year of participation allows the department to implement strategies to accomplish the objectives and to collect information to determine the impact of these strategies. Academic programs are also required to meet periodically with Advisory Committees and to conduct formal DACUMS to collect information related to program content. Finally, the results on key performance requirements are compared with local and national benchmarks, and appropriate actions to be taken are identified.

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

Key support processes are housed across the institution, but primarily within the Student Development Services, Business Affairs and Advancement divisions. Within the academic divisions, key support process include the learning centers (tutors, open computer lab); libraries; specialized advisors and direct connections between Arts and Sciences and all areas of the college related to learner-centered activities. The methods used to evaluate and improve these processes include: program review, advisory committees, student and employer surveys, focus groups, departmental and unit-wide planning activities, departmental and classroom research activities, and the identification and use of best practices.

Key support processes housed in the Advancement, Business Affairs, and Student Development Services divisions provide support services in the areas of student recruitment, admission, and placement testing; financial services; assessment; counseling; records; student advisement; development; planning and institutional effectiveness; public affairs; instructional delivery; auxiliary services; budgets; finance and accounting; and human and information resource management. The Business Affairs and Student Development Services divisions have established administrative program review processes for each support service, and formulate actions plans based on the findings to improve effectiveness, efficiency and service delivery. The college has also developed a Cost Analysis Model and Section Size Model to evaluate academic program efficiency.

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

The college's extensive strategic planning process employs ongoing data collection and analysis of key indicators such as enrollment patterns, student success rates and instructional costs to project future budgetary needs. The operating budgeting process used by the college recognizes the input of cost center managers who determine the unit's needs. Each unit must demonstrate the link between its needs and the accomplishment of priorities outlined in the college's strategic plan. Allocations through the college's annual operating budget recognize these needs as institutional priorities.

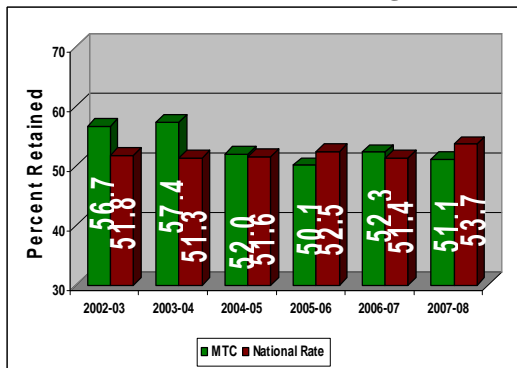
Additionally, an annual facility plan that outlines the needs for operations and maintenance of plant facilities is used for the budget request presentation to the counties. A longer term facility plan is prepared, reviewed and updated annually as the college's initiatives are revised. Additional capital support has been obtained from the counties that will position the college to begin implementation of four major initiatives designed to strengthen the economy and quality of life for communities in the college's service area.

Category 7 – Organizational Performance Results

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

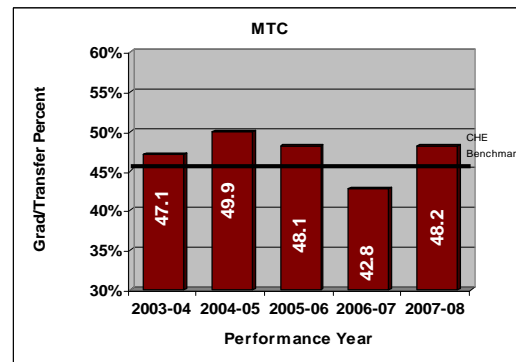
Student retention, graduates, transfer rates and performance on professional examinations provide a comprehensive picture of the college's success in accomplishing its mission to provide *quality education that prepares a diverse student population to enter the job market, transfer to senior colleges and universities, and achieve their professional and personal goals*. For four of the past six years, the college's overall retention rate has exceeded the national rate for two-year colleges. The percentage of first-time, full-time students who graduate or transfer, as measured by South Carolina's performance funding evaluation model, exceeded the benchmark in four of the past five years. While the number of MTC graduates has trended downward for most two-year colleges, national comparisons indicate that MTC continues to exceed both the median and 75th percentile for its peers (7.1-4) based on IPEDS data. Graduates of the college exceed the CHE performance funding benchmark (7.1-5) and either exceed, or is comparable to, the South Carolina average pass rates (7.1-7) on professional licensure examinations.

7.1-1 MTC Retention Rate Compared to National Average



Source: American College Testing (ACT)

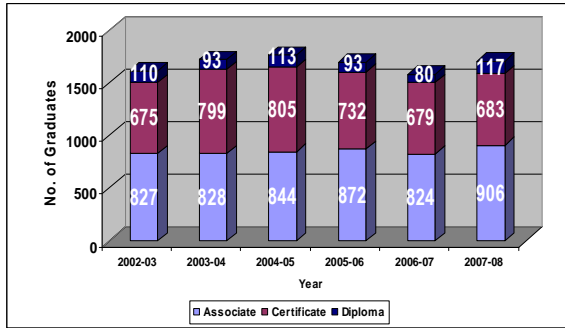
7.1-2 MTC Graduation/Transfer Rate



Source: CHE Performance Funding

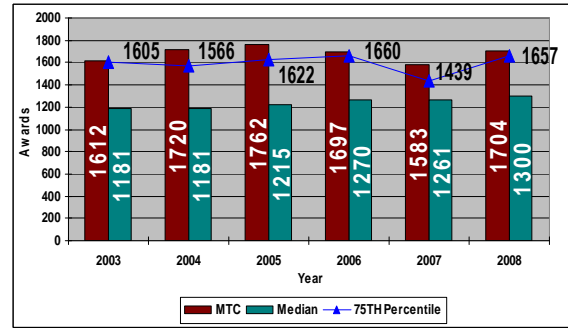


7.1-3 MTC Degrees, Diplomas and Certificates



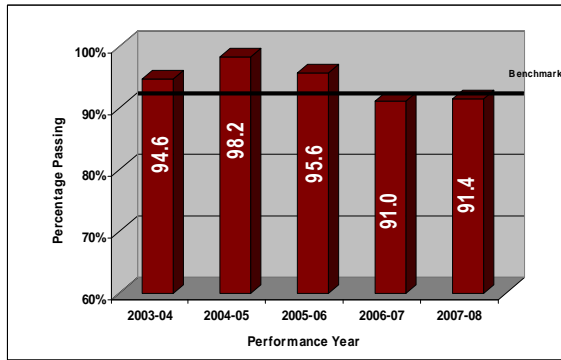
Source: MTC Fact Book

7.1-4 MTC Annual Awards Peer Comparison



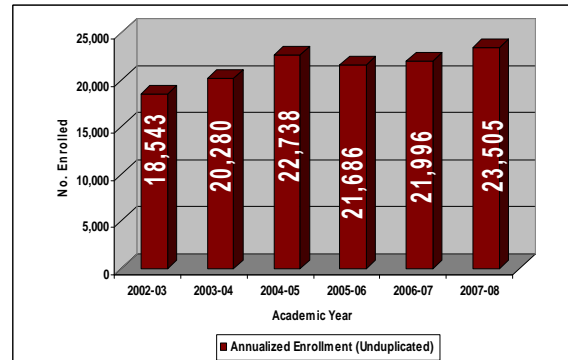
Source: IPEDS Peer Analysis System

7.1-5 MTC Licensure Pass Rates Compared to Performance Funding Benchmark



Source: CHE Performance Funding

7.1-6 Continuing Education Annualized Enrollment



Source: SBTCE Fact Book

7.1-7 MTC and South Carolina Pass Rates on Professional Examinations

	2006-2007		2005-2006		2004-2005		2003-2004	
	MTC	SC	MTC	SC	MTC	SC	MTC	SC
National Council Licensure Exam.- Practical Nurse (LPN)	98.4%	95%	100.0%	96.0%	100.0%	95.0%	98.1%	94.0%
National Council Licensure Exam.-Registered Nurse (ADN)	99.1%	91%	93.8%	89.0%	97.7%	87.0%	93.4%	90.0%
National Board for Dental Hygiene Exam	95.7%	90%	100.0%	95.0%	100.0%	90.0%	95.2%	96.0%
SRTA Regional Exam for Dental Hygienists	N/A*	67%	95.1%	97.0%	95.2%	96.0%	90.0%	94.0%
Nuclear Medicine Technology, AART	100%	96%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Radiography Exam, ARRT	100%	92%	100.0%	89.0%	100.0%	91.0%	100.0%	90.0%

*No students tested within CHE established reporting period.

Source: Examination agencies' reports to CHE

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

Satisfaction ratings for currently enrolled students, MTC alumni and employers are provided in this section. Currently enrolled student satisfaction is measured by results from the *Faces of the Future* national survey. The four highest rated items for surveys conducted in 1999, 2004 and 2006 were as follows: increasing my academic competence, learning skills needed specifically for my current or future job, identifying the training/skills required for career opportunities that fit my interests/abilities, and enriching my intellectual life. Only two responses were below the national average and they are shaded in gray in Chart 7.2-1. Responses to the overall satisfaction question (Chart 7.2-2) were slightly lower than the national average in 1999 and 2004, but the gap closed significantly in 2006.

Current Student Satisfaction:

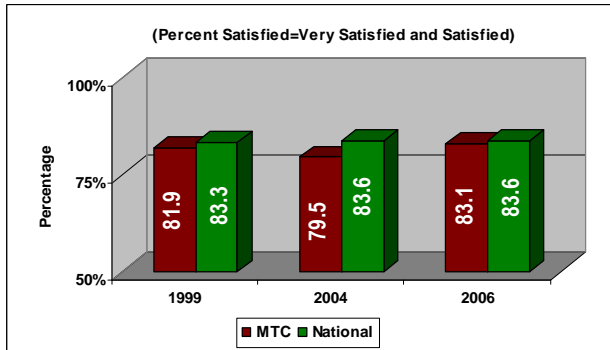
**7.2-1 Current Student Satisfaction
Comparison – 1999, 2004 and 2006**

“How much have your experiences at this college contributed to your growth in each of the following areas?”

Question Items	Average rating on a 5 point scale (5 = major contribution and 1 = no contribution)					
	1999		2004		2006	
	MTC	Nat'l	MTC	Nat'l	MTC	Nat'l
Identifying the training and skills for career opportunities that fit my interest/abilities	3.84	3.52	3.78	3.59	3.96	3.60
Enriching my intellectual life	3.68	3.54	3.60	3.55	3.70	3.56
Developing self-confidence	3.39	3.36	3.32	3.36	3.41	3.37
Learning to use a computer for my personal tasks	2.96	2.88	2.76	2.60	2.48	2.60
Learning to use a computer for my work-related tasks	2.94	2.78	2.71	2.54	2.58	2.55
Learning how to work effectively as a member of a team	3.10	2.90	2.98	2.90	2.87	2.91
Communication with others in the work setting	3.12	2.97	2.96	2.96	2.99	2.97
Developing an openness to opinions other than my own	3.21	3.10	3.12	3.11	3.15	3.12
Learning effective leadership skills	3.20	3.00	3.12	3.05	3.16	3.07
Learning skills needed specifically for my current or future job	4.01	3.74	3.81	3.76	4.07	3.77
Increasing my academic competence	3.98	3.86	3.87	3.88	4.09	3.88

Source: ACT/AACC *Faces of the Future* Survey

7.2-2 Current Student Satisfaction Comparisons for 1999, 2004 and 2006
 “In general, how satisfied are you with MTC?”

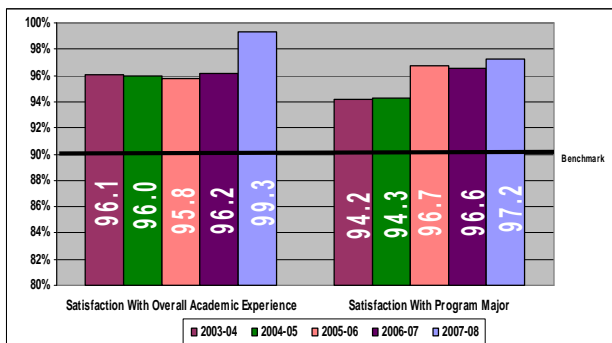


Source: ACT/AACC Faces of the Future Survey



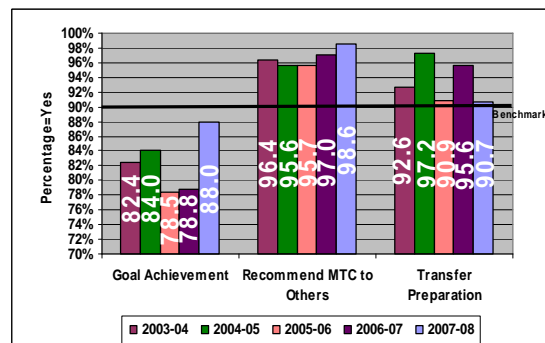
Alumni Satisfaction:

7.2-3 Alumni Satisfaction – Academic Experience



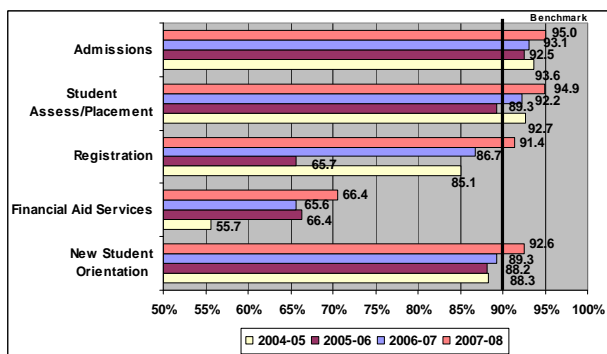
Source: MTC Graduate Follow-up Survey

7.2-4 Alumni Satisfaction – College Experience



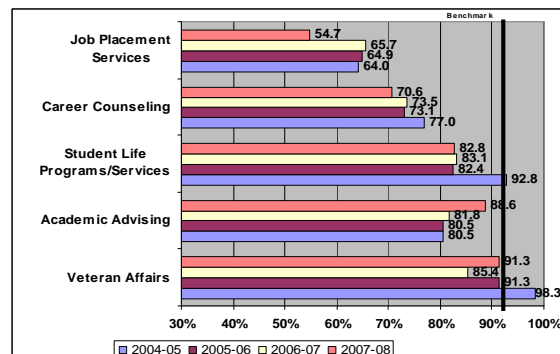
Source: MTC Graduate Follow-up Survey

7.2-5 Alumni Satisfaction – College Services



Source: MTC Graduate Follow-up Survey

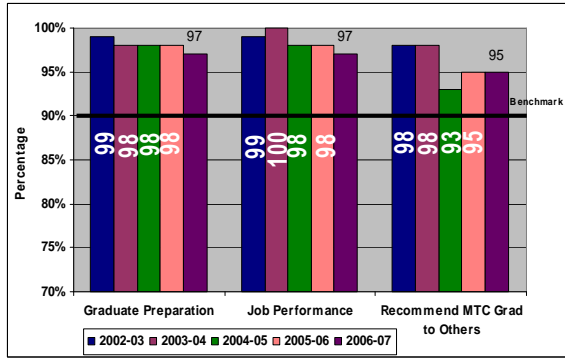
7.2-6 Alumni Satisfaction – College Services



Source: MTC Graduate Follow-up Survey

Employer Satisfaction:

7.2-7 Employer Satisfaction



Source: MTC Employer Survey

7.2-8 MTC Graduate Placement (Employed In Related Field Or Continuing Education)

Year	# of Grads	# Avail. for Placement	# Placed	% Placed
2001-2002	1658	1638	1278	77%
2002-2003	1612	1605	1241	77%
2003-2004	1720	1703	1252	74%
2004-2005	1762	1739	1394	80%
2005-2006	1697	1691	1438	85%
2006-2007	1583	1577	1427	90%
2007-2008	1704	1701	1235	87%

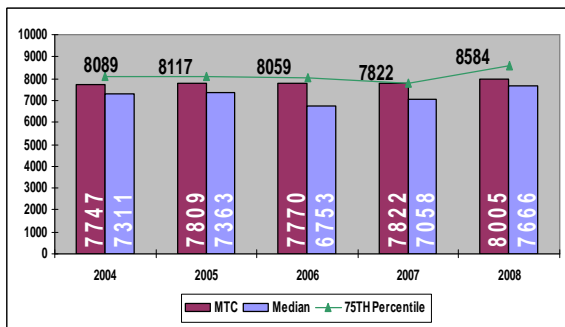
Source: SBTCE Program Evaluation Report

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

FTE enrollments are used in the budget calculation for student tuition revenue. Tuition revenue generated from college enrollment became the primary source of revenue for the college since fiscal year 2003 when direct state revenue was substantially decreased.

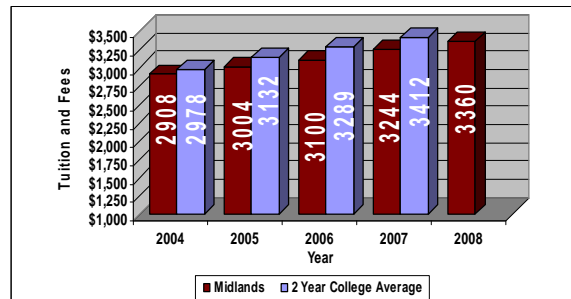
Student FTE has increased by 258 from 2004 to 2008. This increase in growth has generally been consistent across the five years included in this analysis.

7.3-1 Annual Student FTE Peer Comparison



Source: IPEDS Peer Analysis System

7.3-2 MTC Tuition and Fees Compared to South Carolina Public 2-Year College Average



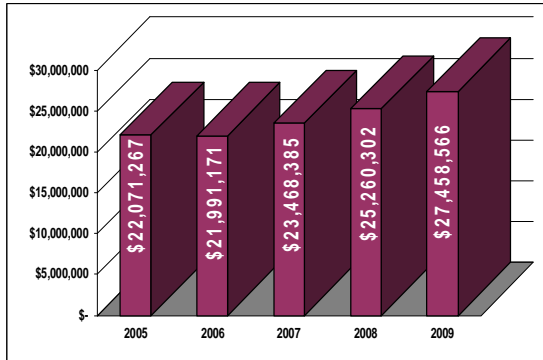
Source: MTC Business Office

While FTE has not increased significantly over the past five years, the rates of tuition revenue have. The college strives to minimize tuition increases to students. However, since the decline in state revenue began in 2003, increases in tuition have been a part of the financial strategies used by the MTC Commission to sustain programs and services for students.

Net student tuition and fee revenue has increased from \$22.1 million in fiscal year 2005 to \$27.4 million in fiscal year 2009 (7.3-3), a 24 percent increase over the five-year period.

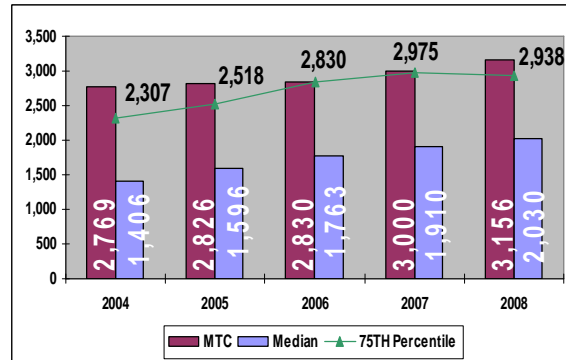
Tuition and fee revenue is the largest source of revenue to the college at approximately 27 percent in fiscal year 2008.

7.3-3 Student and Fee Revenue



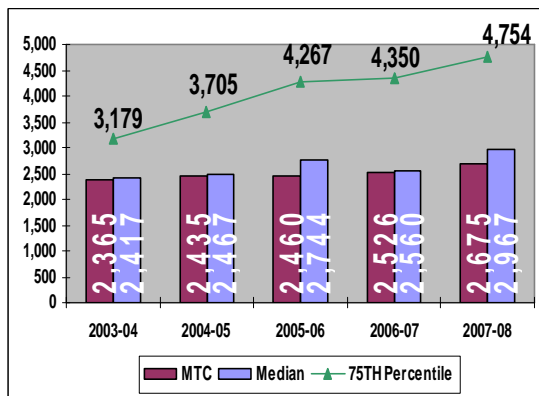
Source: MTC Business Office

7.3-4 Tuition and Fees Per FTE Student Revenue Peer Comparison



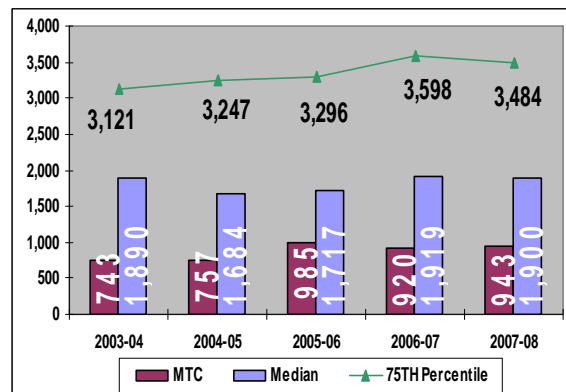
Source: MTC Business Office

7.3-5 State Appropriations Per FTE Peer Comparison



Source: IPEDS Peer Analysis System

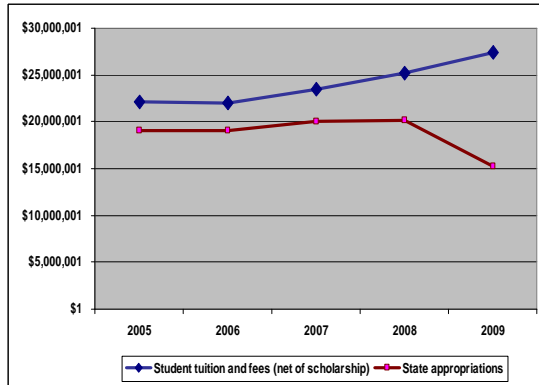
7.3-6 Local Appropriations Per FTE Peer Comparison



Source: IPEDS Peer Analysis System

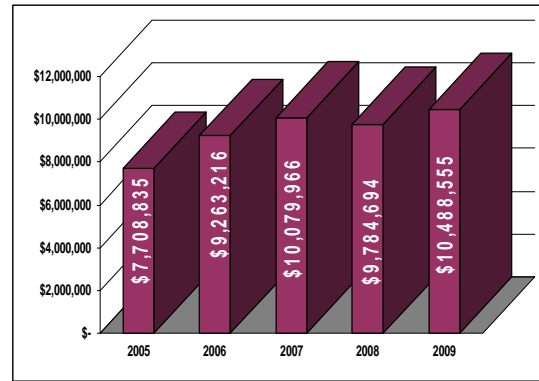
Although tuition and fee revenue per FTE (7.3-4) at the college appears higher than its national peers, other institutions similar in size, scope and overall budget, a closer look shows that MTC lags behind in state and local support (7.3-5 and (7.3-6) when compared with national peers. State appropriation is directly linked with tuition and fee revenue in terms of the college's financial health. The relationship between the decrease in direct state dollars and the increase in tuition from students is depicted in the graph that follows.

7.3-7 MTC State Appropriations and Student Tuition and Fees Revenue Comparison



Source: MTC Business Office

7.3-8 MTC State Grants and Contracts

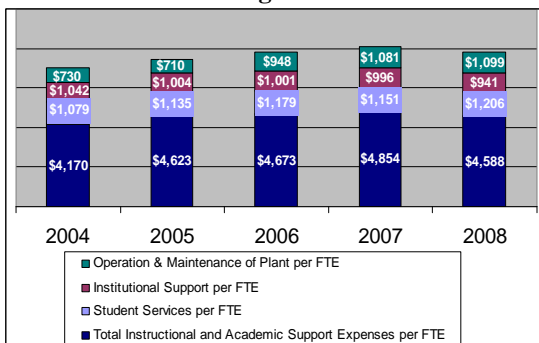


Source: MTC Business Office

Although direct state dollars to the college have decreased, state supported funding to students in the form of scholarships, grants and aid shows a steady increase from approximately \$7.7 million in fiscal year 2005, to approximately \$10.4 million in fiscal year 2009 (7.3-8). The increases are made up of South Carolina Lottery Tuition Assistance, State Need Based, and LIFE scholarships.

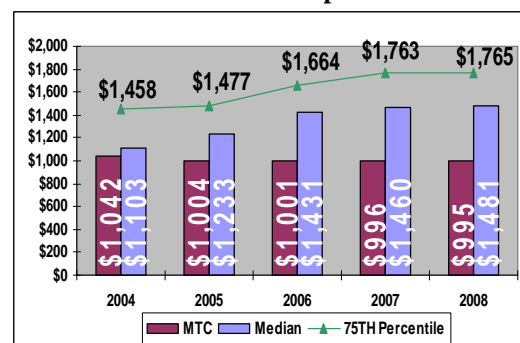
The college administration is cognizant of efforts to contain costs. The key measure for determining cost containment is in the area of institutional support. Expenses in this area include administrative services, management, legal expenses, personnel logistical and support services, public relations and development.

7.3-9 MTC Expenses by Functional Categories



Source: MTC Business Office

7.3-10 Institutional Support Expenses Per FTE Peer Comparison



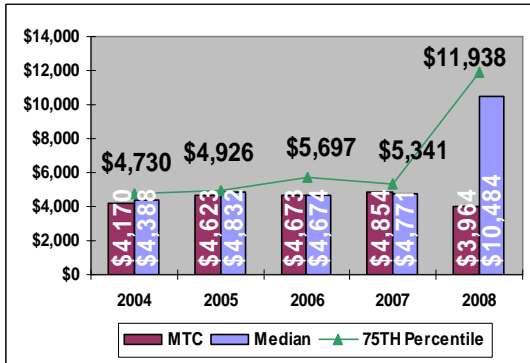
Source: IPEDS Peer Analysis System

The college budgets and spends the largest amount to support its mission of instruction and academic support, followed by the function of student services, institutional support expenses and operations and maintenance of plant.

The trend for the college is downward in institutional support expenses over the period from fiscal year 2004 through 2008, which shows the effort the college has made to contain costs over the period. Costs decreased from \$1,042 per FTE in 2004 to \$996 per

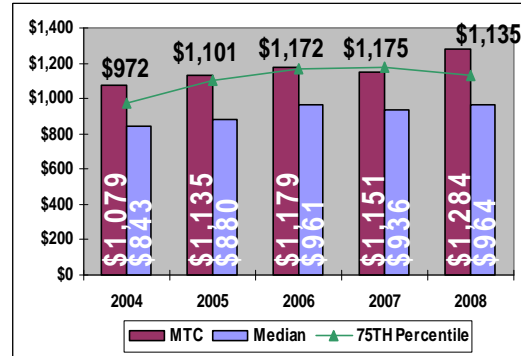
FTE in 2007 (7.3-9), a 10 percent decrease. The college compares favorably to its national peers and is in the bottom 25th quartile in this area. Figure 7.3-10 reflects this data.

7.3-11 Instructional and Academic Support Per FTE Peer Comparison



Source: IPEDS Peer Analysis System

7.3-12 Student Services Expenses Per FTE Peer Comparison



Source: IPEDS Peer Analysis System

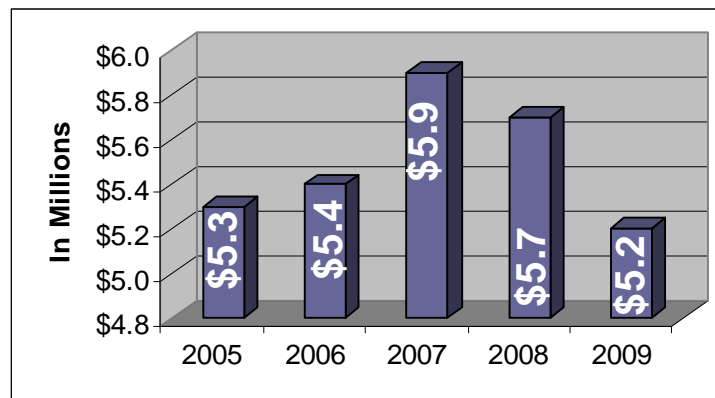
The decrease in institutional support expenses per FTE has been shifted to instruction and academic and student support, which is indicated by the increases in these areas. Figures 7.3-11 and 12 reflect this data.

The trend in instruction and academic support for the college is upward. MTC shows approximately a 15 percent increase in instruction and academic support expenses per FTE over the five-year period from fiscal years 2003 through 2007. A comparison with the national peers shows MTC slightly exceeding the median in this area.

Student support expenses at MTC for each of the five years, has remained above its national peers, ranking the college in the top quartile. The college aggressively seeks and successfully receives grant funding, which contributes to the increases. Expenses per FTE range from \$1,079 in fiscal year 2004 to \$1,284 in fiscal year 2008.

The Foundation successfully completed a \$5 million capital campaign in the fiscal year 2006-07. Total assets were at \$5.2 million in fiscal year 2008-09.

7.3-13 MTC Foundation Total Assets



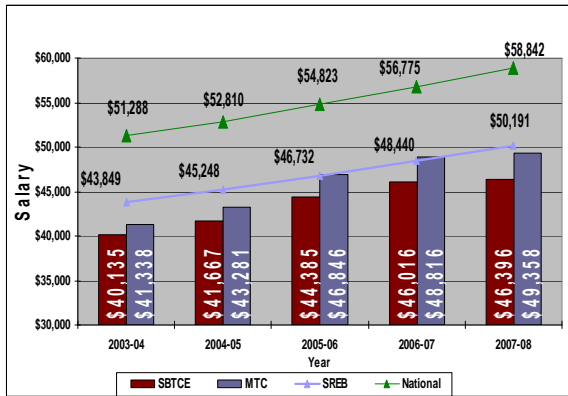
Source: MTC Business Office

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

MTC faculty salaries exceed the SBTCE system average and are only slightly below the SREB average salary for faculty in two-year public colleges. Average faculty salaries at the college is approximately 84 percent of the national average salary. Based on OHR data, MTC exceeds the state average for class codes of its staff in more than 79 percent of the common class codes used by the college.

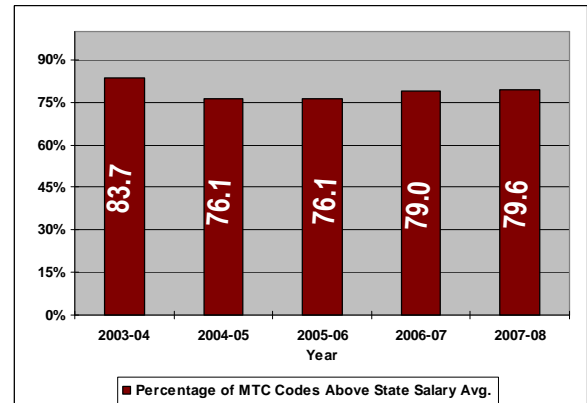
Faculty and staff satisfaction exceeds the established level in the MTC Critical Success Factors' benchmarks in both the Business Affairs division and Student Development Service division surveys administered as part of their program review process.

7.4-1 Average Nine Month Faculty Salary Comparison



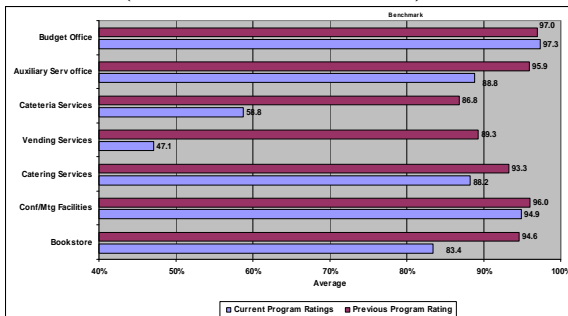
Source: SREB Fact Book and SC CHE

7.4-2 Staff Salary Comparison to SC Class Code



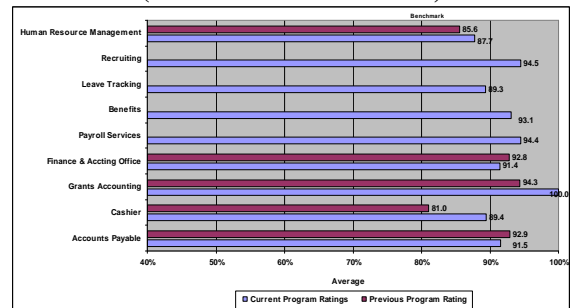
Source: OHR Class Code Salary Comparison

7.4-3 Administrative Programs and Service Assessment (Business Affairs Division)



Source: MTC BA Service Quality Survey

7.4-4 Administrative Programs and Service Assessment (Business Affairs Division)



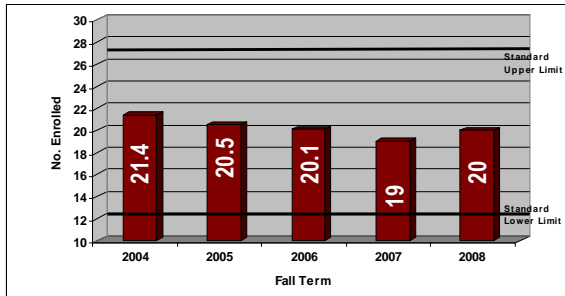
Source: MTC BA Service Quality Survey

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

MTC falls within all benchmarks established by CHE performance funding measures related to average lecture size, the ratio of full-time faculty compared to other full-time employees, and FTE students to FTE faculty. The college has also achieved the 75th percentile when annualized FTE student to FTE faculty is compared to national IPEDS data.

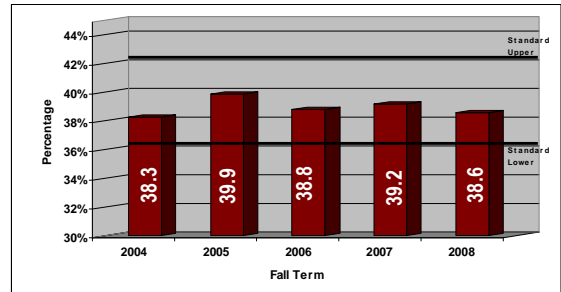
The college is approximately equal to the facility utilizations standards established by the SC CHE for average square-foot-per-student station, station utilization, average room use hours/week, and space factor. Finally, all accreditable programs offered at the college have received external accreditation.

7.5-1 MTC Average Lecture Size



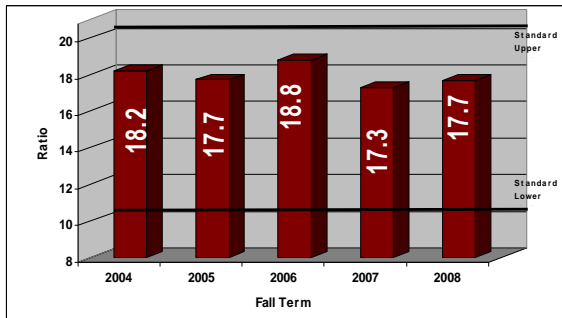
Source: MTC - ARP Office

7.5-2 MTC FT Faculty/Other FTE Employees



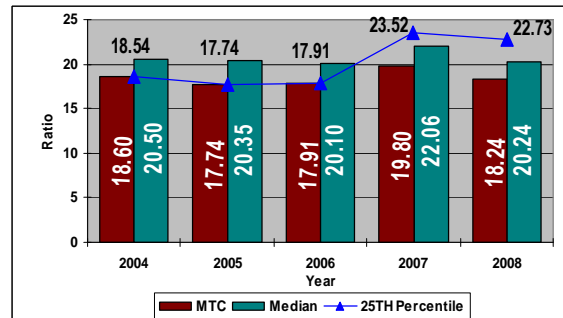
Source: MTC - ARP Office

7.5.3 MTC FTE Student to FTE Faculty Ratio



Source: MTC - ARP Office

7.5.4 Annualized FTE Student to FTE Faculty Peer Comparison



Source: IPEDS Peer Analysis System

7.5-5

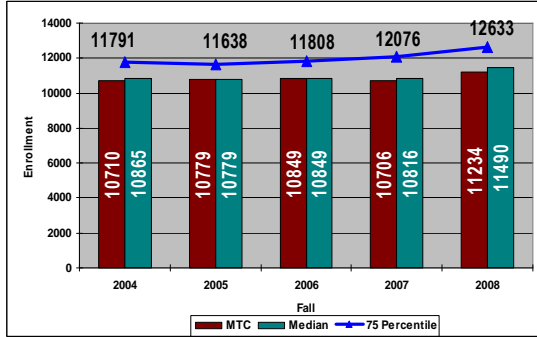
Facilities Utilization

	Avg. SF Per Student Station	Station Utilization	Avg. Room Use Hours/Week	Space Factor
	CHE Std. =22	CHE Std. =60%	CHE Std. =30	CHE Std. =1.22
2001	21.5	54.0%	32.51	1.21
2002	21.2	65.0%	29.78	1.10
2003	21.4	70.0%	29.20	1.04
2004	21.4	70.0%	28.23	1.08
2005	21.7	68.0%	29.16	1.10
2006	21.6	65.9%	30.39	1.08
2007	21.7	62.7%	32.70	1.07
2008	21.8	67.7%	31.46	1.02

7.6 What are your performance levels for your key measures related to leadership and social responsibility: a. accomplishment of your organizational strategy and action plans, b. stakeholder trust in your senior leaders and the governance of your organization, c. fiscal accountability; and, regulatory, safety, accreditation, and legal compliance and d. organizational citizenship in support of your key communities?

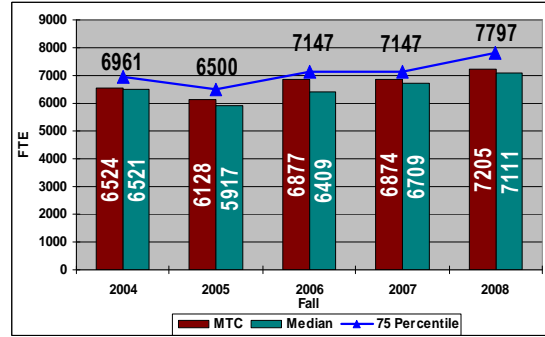
The college approximates the median headcount enrollment level for its peer institutions (7.6-1) but is slightly below the 75th percentile for enrollment. MTC, however, generally exceeds the FTE enrollment for its peer group (7.6-2) and approximates the 75th percentile for FTE students. The college's goal attainment percentage has exceeded the diversity standard established by the SC Human Affairs Commission with at least a 95 percent attainment rate in each of the last five years. The number and percentage of *Black* and *Other* minority faculty has remained constant from Fall 2005 to Fall 2008. The percentage of Blacks in the staff category has fluctuated during the five years examined but overall has remained stable between 35 to 40 percent.

7.6-1 Headcount Peer Comparison (Fall)



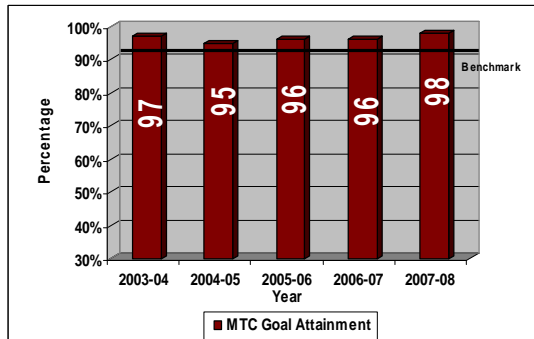
Source: IPEDS Peer Analysis System

7.6-2 FTE Peer Comparison (Fall)



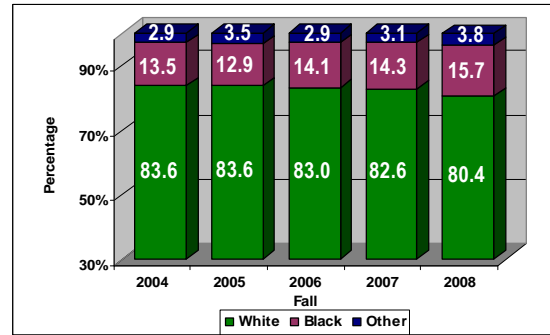
Source: IPEDS Peer Analysis System

7.6-3 MTC Attainment of Diversity Goals



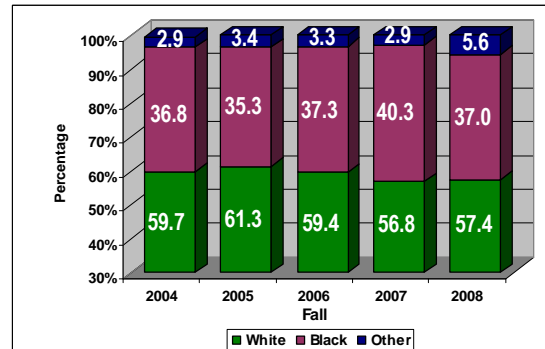
Source: SC Human Affairs Commission

7.6-4 MTC Faculty Diversity (Full and Part-time)



Source: Workforce Analysis Reports

7.6-5 MTC Staff Diversity (Full and Part-time)



Source: Workforce Analysis Reports

MTC faculty and staff have been recognized for their contributions to their various peer groups, and serve on numerous national and regional boards. A list of these accomplishments is listed in Table 7.6-6. The college also has received accreditation for all programs that are accreditable by external agencies. The programs and their accrediting agencies are provided in Table 7.6-7.

**TABLE: 7.6-6 – 2008-2009
National Recognition, Honors and Board Memberships**

National Recognition And Honors	National/Regional Board Memberships
GFOA Certificate of Achievement for Excellence in Financial Reporting – Received for FY 2007-08 and will be included in the Comprehensive Annual Financial Report	Community College Business Officers (CCBO) – MTC’s Sr. VP serves as past president of CCBO which provides professional development opportunities for community college business office professionals from the US and Canada.
Distinguished Budget Presentation Award - Received from the GFOA in 2008-09 for FY 2008-2009 Budget Document	Southern Association of College and University Business Officers (SACUBO) - MTC’s Sr. VP is the second vice president for SACUBO, which provides professional development opportunities for community college business officer professionals throughout 13 Southern states.
Minority Student Associate Degree Graduates —MTC was cited in <i>Community College Times</i> as 41 st in the nation and first in the Carolinas for the number of minority graduates receiving associate degrees.	Government Finance Officers Association of the United States and Canada (GFOA) - MTC’s Sr. VP serves a member the Economic and Capital Committee for GFOA which provides professional development opportunities for government finance professionals from the US and Canada
National Council for Marketing and Public Relations (NCMPR) Paragon and Medallion awards – for excellence in publications, marketing and electronic media	National Council for Marketing and Public Relations (NCMPR) - Serves as Past President and Sage
Phi Theta Kappa Literary Recognition — An MTC student was one of 11 students whose literary work was published in the PTK International publication, <i>Note Bene</i> .	Government Finance Officers Association of the United States and Canada (GFOA) - MTC’ Director of Finance serves as a reader for GFOA’s international Comprehensive Annual Financial Report (CAFR) program. The CAFR program helps assure governmental entities use the highest standards in financial reporting. GFOA provides professional development opportunities for government finance professionals from the US and Canada.
	American College Testing (ACT) – VPSDS Serves as member of National Advisory Board and as SC State Representative for 2008-09
	American College Testing (ACT) —VPSDS serves on the ACT National Advisory Board on Workforce Development for 2008-09
	College Board —VPSDS serves on the College Board National Assembly for Admissions and Guidance
	College Board —Director of Student Financial Services serves on the College Board National Assembly for Financial Aid and Scholarships
	Council on Student Development (NCSA)/Council on Advancement of Standards – As a past president of the council, VPSDS serves as a mentor and NCSA reviewer for the Council on Advancement of Standards (CAS) program guides.

	Council on Student Development (NCS D)— AVPSDS serves as chair of the NCS D Pre-conference Committee for 2009 National Conference
	Association of Community College Trustees (ACCT) – MTC Commissioner Peter E. Sercer serves as Vice Chair of the Board of Directors and also serves as the Committee Chairman of the Communications and Education Committee.
	Association of Community College Trustees (ACCT) – MTC Commissioner Randall Jackson serves as the Coordinator for the state of South Carolina.

7.6-7 Accreditation of Degree Granting Programs

Accrediting Agencies And Areas	Accreditable Program	Fully Accredited Program
Accrediting Board For Engineering And Technology, Inc.		
Engineering Technology (ENGT) – Associate Degree Programs In Engineering Technology	3	3
American Dental Association		
Dental Assisting (DA)	1	1
Dental Hygiene (DH)	1	1
American Physical Therapy Association		
Physical Therapy (PTAA) Assistant	1	1
Association Of Collegiate Business Schools And Programs		
Business (BUAD) -	1	1
Commission On Accreditation Of Allied Health Education Programs		
Medical Assistant (MA)	1	1
Respiratory Therapist (REST)	1	1
Respiratory Therapy Technician (RESTT)	1	1
Surgical Technologist (ST)	1	1
Joint Review Committee On Education In Radiologic Technology		
Radiologic Technology (RAD) -	1	1
Joint Review Committee On Educational Programs In Nuclear Medicine Technology		
Nuclear Medicine Technologist (NMT) -	1	1
National League For Nursing, Inc		
Nursing (PNUR) - Practical nursing programs	1	1
Nursing (ADNUR) - Associate degree programs	1	1

Source: CHE Performance Funding

Appendix A

MIDLANDS TECHNICAL COLLEGE PROCEDURE

<u>Title</u>	<u>Revision Number</u>	<u>Page</u>	<u>Number</u>
Safety	2	56 of 2	7.8.1

Legal Authority:

Midlands Technical College Policy 7.8
Safety

<u>James L. Hudgins</u>	<u>8/1/96</u>	<u>Vice President for Business Affairs</u>
<u>Authorization</u>	<u>Date</u>	<u>Authority</u>

Reviewed with no change: 3/2006

I. Purpose

To establish guidelines for the conducting of a comprehensive safety program for Midlands Technical College.

II. Procedures

A. Responsibility: The responsibility for the college's comprehensive safety program is assigned to the Vice President for Business Affairs (VPBA).

1. The VPBA will develop the program, periodically review and update the program, and establish guidelines, check lists, etc., as required, to implement the program. Other responsibilities include monitoring and periodic review of activities associated with the program and, as delineated within this procedure, the actual inspection of facilities and equipment to ensure appropriate safety.
2. Faculty and staff members with responsibilities for specific facilities such as laboratories or shops will be responsible for the safety of these areas including the safety involving operations of equipment. It will be the responsibility of these individuals to periodically inspect and report conditions which can cause an unsafe situation and also conduct safety classes for students the beginning of each term.

B. Special Programs: The college shall conduct special safety programs and publish as appropriate procedures dealing with the broad area of

emergency actions, college closings due to weather and hazardous materials.

- C. General Safety: The Operations Office will conduct an annual comprehensive safety inspection of all facilities under control of the college. In addition to the annual inspection, the VPBA or his designee will conduct periodic unannounced visits to high risk areas to ensure that safety procedures and conditions are adequate. The State Fire Marshall's Office will be requested to inspect all college facilities annually. When unsafe conditions are identified, appropriate action will be taken in coordination with the custodian of the facility, laboratory or shop as appropriate to ensure the situation is corrected.

- D. Contact for Regulations: The Director of Operations will serve as college focal point concerning federal, state and local regulations that pertain to safety. The Director will advise the staff and faculty concerning these regulations as appropriate. A central depository of rules and regulations concerning safety matters will be maintained by the director.



MIDLANDS TECHNICAL COLLEGE PROCEDURE

<u>Title</u>	<u>Revision Number</u>	<u>Page</u>	<u>Number</u>
Emergency Threats	4	1 of 2	7.9.1

Legal Authority:

Midlands Technical College
Policy 7.9 Emergency Preparedness

<u>Barry W. Russell</u>	<u>11/19/03</u>	<u>Vice President for Business Affairs</u>
<u>Authorization</u>	<u>Date</u>	<u>Authority</u>

I. Purpose

To provide standardized procedures to be followed during emergency actions involving college personnel, students or facilities.

A. Responsibility

The Vice President for Business Affairs (VPBA) is responsible for developing and implementing emergency actions to deal with threats to the college's personnel, students and facilities.

B. Fires -- When a fire is detected:

1. The building fire alarm will be activated. If building is not equipped with a fire alarm system, a verbal notification will be given by passing the word to building occupants.
2. College personnel may also call the college's emergency number (7440 from a college phone or 738-7199 from a cell or other phone) to give the location of the fire.
3. When a fire alarm is sounded, personnel occupying the building will evacuate the facility.

C. Fire Alarm Tests

1. To ensure fire safety, the college will conduct periodic fire alarm tests. Additionally, at the beginning of the term, faculty will inform students of the evacuation route from the room to the Fire Assembly Area as shown in the Evacuation Plan posted in each room. If disabled students are in class, the instructor will designate other students to assist them in case of fire. In multi-story buildings, at least two people should be designated for each disabled person.
2. Fire alarm tests will be scheduled and conducted by the Operations Office on each campus. Fire alarm tests will be conducted prior to the fall semester in all buildings where classes are held. Faculty and staff will be advised in advance of scheduled fire alarm tests.

D. Bomb Threats:

1. Any individual receiving a bomb threat should notify Security by phone. Individual should refrain from discussing the incident with anyone other than security or police personnel to prevent starting unwarranted rumors.
2. If a bomb threat is received by mail, immediately limit handling the letter more than necessary to facilitate examination for fingerprints.
3. If a bomb threat is received by telephone, the recipient should remain calm and obtain as much information as possible from the caller. If possible, write down the information that is received - ask questions.
 - a. After the caller has hung up, immediately notify Security or have a colleague notify Security if the caller stays on the line.
 - b. The Director of Operations or other officials contacted shall make an immediate decision as to whether to evacuate buildings based on the bomb threat message.
 - c. If the building is to be evacuated, the fire alarm system or other appropriate method will be used to signal occupants to leave.

E. Civil Disturbance

Any college personnel noting a situation, which could result in a civil disturbance, will notify the Security Office of the nature of the situation and its location. Security personnel will immediately investigate to determine appropriate actions to be taken.

- F. The VPBA will develop and publish appropriate implementing processes to protect college personnel and facilities from other emergencies resulting from natural, human or mechanical disasters such as earthquakes, failure of mechanical systems, etc.

