

Accountability Report Transmittal Form

Agency Name: Northeastern Technical College, Cheraw, SC

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Northeastern Technical College is pleased to provide the 2012/13 Accountability Report for your review. Please contact me or Elizabeth Workman if you need additional information regarding this report. Thank you.

Ron Bartley, Ed.D
President
September 9, 2013



Section I - Executive Summary

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

Mission Statement

The primary purpose of Northeastern Technical College is to prepare the workforce of Chesterfield, Marlboro, and Dillon counties through education and training.

2. Major achievements from past year

As in previous years, Northeastern Technical College has continued to enhance its programs and services and made education more accessible to citizens of Chesterfield, Marlboro and Dillon Counties.

Enrollment continued to grow in all instructional areas, including online courses, dual enrollment, conventional instruction and continuing education. Additionally, enrollment in minimester courses (courses offered for shorter time frame within a semester) remains steadfast. Economic development and workforce preparation are major factors in the college's growth. The college has also continued to reduce barriers to student learning.

In addition, NETC provides effective counseling and support services for students through such programs as Student Support Services as well as the Predominantly Black Institutions grant program. NETC maintained eligibility and has secured the PBI grant for an additional five years. Northeastern Technical College works closely with area employers and other colleges to provide educational services and leverage resources. The college received the Broadband Technologies Opportunities Program (BTOP) Grant which allowed for upgraded equipment in the public computer centers. The college developed a partnership with Marlboro EDGE (Education Drives a Generation to Excel) which will cover all out of pocket tuition and fees for Marlboro County graduates (post 2013) attending NETC. The college's Accessible Support Services and Instruction for Sustainable Transition (ASSIST) program remains strong and continues to increase participation.

Northeastern has continued to expand its services to citizens and employers in its service area. Enrollment at the college's community campuses in Dillon and Bennettsville has grown steadily, and the Pageland campus is being refocused to emphasize manufacturing, in response to community needs. The continuing education division is a major point of contact for short-term, specialized training and has expanded course offerings at the Pageland campus to meet the demands of the metalworking industry.

Internal and external reviews are important tools in maintaining educational quality. The college is preparing for the Southern Association of Colleges and Schools (SACS) fifth year review. NETC also manages institutional effectiveness through a comprehensive continuous improvement process that engages both faculty and staff.

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

Long-Term Goals

STRATEGIC GOAL #1

Increase the number of new students admitted to NETC through responsive instructional programming, effective educational delivery systems, student services, and positive outreach and customer service measures.

STRATEGIC GOAL #2

Increase the number of current students meeting their educational goals at NETC through an active program of student support, success skills instruction, and enhancement of the campus community.

STRATEGIC GOAL #3

Provide effective organizational structures, resources, facilities and operational processes to fulfill the mission of the College.

STRATEGIC GOAL #4

Regularly assess community needs and implement measures to meet those needs through programs and services.

STRATEGIC GOAL #5

Maintain and expand financial support for the College and its programs.

Goals for Current Year (2013-14)

1. Utilize resources to support college facilities planning and programming.
2. Implement measures to reduce barriers to student persistence.
3. Increase opportunities for student engagement.
4. Better utilize community campuses to address area needs.
5. Provide additional activities to attract potential students to the NETC campuses.
6. Utilize assessment and evaluation to enhance institutional effectiveness.
7. Improve effectiveness through college-wide collaboration, participation and communication.
8. Provide opportunities for employee professional development.
9. Increase involvement of employees, alumni and students in planning and implementing community outreach activities.

4. Opportunities and barriers that may affect the organization's success in fulfilling its mission and achieving its strategic goals

- Program Development and Support -- Northeastern Technical College must continue to develop new instructional programs and improve existing ones in order to remain competitive and effective. Additional faculty members are needed as programs expand. Instructional technology is also needed for effective delivery of educational programming.
- Funding – Reductions in state funding have severely impacted the college's ability to deliver programs and services. The college continues to pursue nontraditional funding (e.g., grants and gifts) in order to minimize tuition increases.
- NETC has opportunities to expand service in communities away from its Cheraw campus. The college has expanded the Dillon and Bennettsville campuses and is able to offer more courses for students at each location. The Pageland campus has been refocused to emphasize manufacturing. The college will continue to be responsive to opportunities for workforce development.
- Because of NETC's rural location, it is challenging to secure nursing faculty members; however, currently the nursing department remains fully staffed.
- Student retention is an ongoing challenge which is being addressed at all levels.

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

The Accountability Report provides a “capstone” for the ongoing program of planning, evaluation, and institutional effectiveness assessment in place at Northeastern Technical College. The report includes data from these existing elements, but analyzes them in a comprehensive, outcome-oriented format. This format provides a unique perspective for the administration of Northeastern Technical College to examine progress, identify obstacles, and chart the course for improvements.

Section II – Organizational Profile

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

Northeastern Technical College offers academic and occupational programs which are diversified and comprehensive. The program of study includes associate degree programs which prepare students for employment or for transfer to senior institutions for further study. In addition, the college offers a number of diploma programs for specialized training for occupational preparation. Certificate programs are designed for students who need limited, specialized access to an area of study. Continuing education and workforce development services provide short-term, non-credit occupational advancement or personal interest studies. Associate degree programs include Associate in Arts, Associate in Science, Associate in Nursing, Business/Management, Computer Technology, General Technology, Industrial Electronics, Machine Tool Technology, and Office Systems Technology. Diplomas are available in Automated Office, Industrial Electricity, Machine Tool and Practical Nursing. Certificate programs are offered in Accounting, Computer-Assisted Drafting, Criminal Justice, Computer Numerical Controls, Data Processing, Early Childhood, Electronics, Health Careers, Industrial Plant Mechanics, Legal Office Assistant, Machine Operator, Management and Supervision, Drafting, Medical Office Assistant, Motor Controls, Nurse Preparation, Residential Wiring, Web Page Development, Welding Practices and Word Processing.

Instruction is delivered using conventional classroom and lab methods, as well as distance learning, including online and teleclass modalities. NETC offers instruction on four campuses: Cheraw (main), Pageland, Bennettsville and Dillon, as well as at community and workplace sites.

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

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

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

Employers – Employers of all types make up an overarching stakeholder group for Northeastern Technical College. At any level of education, job market requirements play a critical role in curriculum content, and the performance of graduates on the job is a

major evaluation criterion. Employers expect NETC to offer up-to-date instructional programs, whether in a medical field, manufacturing, business, or college transfer. They expect NETC's instructors to be current in their field of expertise, and they expect the equipment and techniques used in the classrooms and labs to mirror those found in the workplace.

Community At Large – Members of the community at large are involved in a variety of short-term workshops and classes, including professional development and personal interest courses. They also provide input into the college through advisory committees.

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

4. Number of employees: Northeastern Technical College employs 29 full-time faculty and 57 full-time staff, along with 64 part-time faculty and 44 part-time staff (part-time figures are shown for a typical semester).

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

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

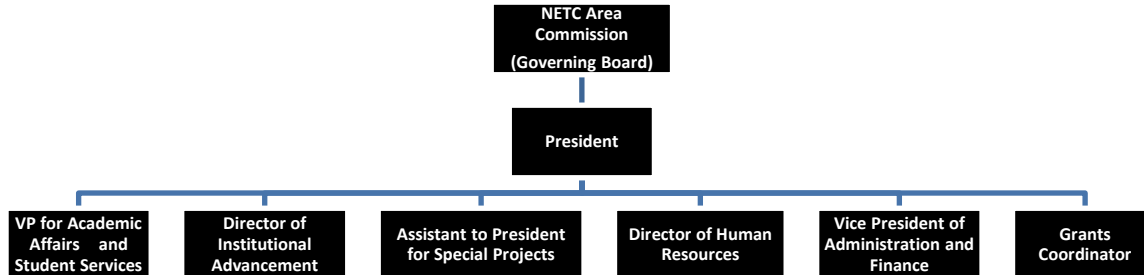
7. Key suppliers and partners: The majority of NETC's educational services are locally generated, using approved curriculum models. However, in the global educational arena of the 21st century, NETC also utilizes courses provided by approved external suppliers via the Internet and/or through contractual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

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

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

10. Performance improvement systems: Northeastern Technical College assesses its performance internally using a comprehensive Institutional Effectiveness system based on annual objectives and outcome measures. This system is “unit-based,” with objectives being developed, and performance assessed, at the departmental and division levels. In addition, the college is assessed through state-level Institutional Effectiveness reporting.

11. Organizational structure



12. Expenditures/Appropriations Chart - see chart on following pages

13. Major Program Areas Chart - see chart on following pages

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 11-12 Actual Expenditures		FY 12-13 Actual Expenditures		FY 13-14 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 4,376,745	\$ 1,138,914	\$ 4,555,133	\$ 1,186,552	\$ 4,555,133	\$ 1,186,552
Other Operating	\$ 2,210,594		\$ 2,385,802		\$ 2,385,802	
Special Items	\$ 567,052	\$ 514,297	\$ 639,073	\$ 238,768	\$ 639,073	\$ 238,768
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$ 1,349,176	\$ 471,621	\$ 1,475,909	\$ 491,348	\$ 1,475,909	\$ 491,348
Non-recurring						
Total	\$ 8,503,567	\$ 2,124,832	\$ 9,055,917	\$ 1,916,668	\$ 9,055,917	\$ 1,916,668

Other Expenditures

Sources of Funds	FY 11-12 Actual Expenditures	FY 12-13 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		

Major Program Areas									
Program Number and Title	Major Program Area Purpose (Brief)	FY 11-12 Budget Expenditures			FY 12-13 Budget Expenditures			Key Cross References for Financial Results*	
II. A., B., & E. Instructional Programs	The technical colleges provide opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduation with an Associate Degree, Diploma, or Certificate.	State:	2,124,832		State:	1,916,668			
		Federal:			Federal:				
		Other:			Other:				
		Total:	8,503,567		Total:	9,055,917			
		% of Total Budget:	100%		% of Total Budget:	100%			
		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.									
	Remainder of Expenditures:	State:			State:				
		Federal:			Federal:				
		Other:			Other:				
		Total:			Total:				
		% of Total Budget:			% of Total Budget:				
* Key Cross-References are a link to the Category 7 - Business Results. These References provide a Chart number that is included in the 7th section of this document.									

Section III – Elements of Malcolm Baldrige Award Criteria

Category 1 – Senior Leadership, Governance, and Social Responsibility

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?

Northeastern Technical College’s ongoing process of strategic planning is driven by the vision and values of the organization. Senior leaders of the college engage employees at all levels of the organization in the process of identifying goals and priorities based on vision and values, and implementing objectives and strategies to carry them out. Senior leaders demonstrate their commitment to the college’s values through engagement in community service as well as statewide task forces designed to strengthen education for the citizens of South Carolina.

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

3. How do senior leaders 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?

The senior administrators of Northeastern Technical College emphasize ethical practices as part of the core values of the institution. This emphasis extends through all levels of the organization. The college’s Policies and Procedures Manual provides the overall structure for monitoring and assessing accountability and ethics throughout the organization. Employees receive training and orientation regarding policies and procedures on a regular basis. Key fiscal and administrative functions at the college are audited annually. Institutional officers file yearly Economic Interest statements with the State Ethics Commission.

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

The college conducts an ongoing professional development program which includes institution-wide, divisional, and individual opportunities for learning. An internal committee administers this program to ensure consistency and equal access. Professional development opportunities are frequently referenced as part of the annual employee evaluation process.

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

The president of the college selects individuals each year to participate in state- and national-level leadership development programs, with the objective of preparing these individuals for future leadership positions at the college. Annual employee evaluation conferences are also utilized to promote learning and potential leadership development on an individual level.

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?

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

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 performance of the president of the college is evaluated annually by the area commission (governing board). All members of the governing board have input into this annual process, as well as going over the results with the president and setting new and revised performance goals for the next year. Other senior leaders (vice presidents and directors) are reviewed by the president using the Employee Performance Management System (EPMS). The executive committee of the area commission leads the board in periodic reviews of its own structure and performance.

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

NETC's planning objectives and its ongoing Institutional Effectiveness process provide the overall structure for data-driven management by NETC's senior leaders. This process helps to identify efficiencies which are needed to move the college ahead, as well as to assess the effectiveness of various programs (for example, retention rates are monitored as a means of developing strategies to improve the quality of programs and services.)

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).

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

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.

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

- Economic development – Serving on economic development boards, and assisting these organizations in planning and implementing job development initiatives. Examples include senior administrative representation on economic development bodies in Chesterfield, Marlboro and Dillon Counties and the Town of Cheraw.
- Community planning and development – Partnering with county and municipal governments to utilize resources, develop facilities and plan services.
- Educational programs and services for under-served populations – Working with community action agencies, the Workforce Investment Act, and public education, NETC's leaders help plan and implement special programs to meet the needs of these population groups.
- Workforce development – In a related initiative, NETC's senior leaders are actively involved in creating and implementing innovative workforce development programs. For example, NETC works with adult education offices, as well as with DSS and local employers to improve workforce development.
- Community service – NETC leaders, employees and students volunteer their time and talents for a variety of community service activities, such as Relay for Life, as well as civic and faith-based organizations promoting community service. The college president serves on the board of Chesterfield General Hospital, has been president of the Cheraw Rotary Club (2010-11), and is an officer on the Cheraw Chamber of Commerce Board.
- Employees are regularly involved in local leadership development groups.

Category 2 -- Strategic Planning

Program Number and Title	Supported Organization Strategic Planning Goal/Objective	Related FY 12-13 Key Action Plan/Initiative(s)	Key Cross References for Performance Measures*
1	Provide effective organizational structures, resources, facilities and operational processes to fulfill the mission of the College	Utilize resources to support college facilities planning and programming	7.3.2, 7.3.3, 7.3.4
		Better utilize community campuses to address area needs	7.3.2, 7.3.3, 7.3.4
2	Increase the number of current students meeting their educational goals at NETC through an active program of student support, success skills instruction, and enhancement of the campus community	Implement measures to reduce barriers to student persistence	7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.5.1
		Increase opportunities for student engagement	7.5.3, 7.5.4, 7.5.5
		Provide additional activities to attract potential students to the NETC campuses	7.5.3, 7.5.4, 7.5.6

3	Regularly assess community needs and implement measures to meet those needs through programs and services	Improve efficiencies through college-wide collaboration and participation	7.1.5, 7.2.1, 7.2.2
		Utilize assessment and evaluation to enhance institutional effectiveness	7.1.5, 7.2.1, 7.2.2, 7.2.3, 7.3.1, 7.5.7, 7.6.4
		Enhance employee and organizational development opportunities	7.4.1, 7.4.2, 7.4.3, 7.5.2, 7.6.1, 7.6.3, 7.6.5
		Increase involvement of employees, alumni and students at community events	7.6.1, 7.6.2

Category 2 – Strategic Planning

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

a. Your organization's strengths, weaknesses, opportunities and threats

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

b. Financial, regulatory, and other potential risks

The college closely monitors its financial status, including such factors as financial aid, student tuition revenues, and enrollment trends, and feeds this information into the planning process. For example, recent changes in PELL eligibility were anticipated and processes were set in place to prepare for it. Regulatory changes at the federal and state level are also monitored. Most of these changes at the Federal level affect grants and student aid, while most at the state level affect program offerings and large-scale administrative processes. Audits and internal controls are utilized to monitor financial operations.

NETC faces a number of significant risks resulting from the volatile economic climate of recent years. For example, we must continually identify, monitor and respond to financial risks at the state and local levels, including reduced state funding levels, as well as threatened reductions at the local level.

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

Each year, the college planning team examines environmental factors, including technology, demographics, markets and competition and determines long- and short-term actions necessary to address these shifts. For example, healthcare has continued to emerge as a strong area of growth and demand, and the college has moved to implement a variety of allied health programs, subject to the availability of funding. Other examples include growth in apprenticeship programs, thus requiring a rapid response to job training needs through continuing education and other programs.

d. Workforce capabilities and needs

During the planning process each year, the planning team reviews workforce needs in relation to the goals and objectives which have been identified for the planning period. These needs are documented based on the objectives for the college as a whole as well as various units, and this information is fed into the budgetary and HR process for the coming fiscal year.

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

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

f. Your ability to execute the strategic plan

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

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

Program development is an ongoing focus of NETC's planning process, since instructional programs are a key part of the college's mission. Service area needs and trends are analyzed and factored into the programmatic changes which are planned for each year. Likewise, the college must have adequate facilities in which to operate, subject to available funding. The planning cycle analyzes available facilities as compared to the needs of the college, and this information is fed into grant development, Permanent Improvement Plans, and other facilities planning processes. There has also been an emphasis on securing grants and gifts to address the growing need for resources, as well as a continuing effort to increase student enrollment, with resultant increases in revenues.

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

The college evaluates the strategic planning process based on results of each planning cycle, as described above, as well as periodic surveys and focus groups including administrators, staff, faculty and board members to gather input. Additionally, the continuous improvement process is evaluated yearly. Every department and unit within the college establishes objectives that support the college's operational plan; measures and monitors these objectives; collects data and lastly, evaluates and assesses in preparation for the establishment of new objectives.

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

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

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

The strategic and operational plans are distributed directly to board members and employees of the college via e-mail (PDF) and paper copy. Administrators in each area review the approved plan with their employees and provide clarification as needed. Objectives from the plan are addressed in the individual planning process for each employee (EPMS and FPMS). In addition, a PDF copy of the planning document is available to all employees on the college's Web portal. The director of institutional advancement conducts meetings with various groups throughout the organization to discuss objectives and action plans.

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

Each action plan objective contains an outcome statement and a time frame, both designed to facilitate the measurement of progress. A formal assessment is conducted at the divisional level during each planning cycle. Periodic status updates are submitted during each operational year, reflecting progress toward objectives. Through this process, each division reports the status of applicable objectives.

In addition, the NETC Institutional Effectiveness process assesses the college's operational objectives at the departmental, or "unit," level. These unit-level objectives are derived from more comprehensive, divisional objectives in the operational plan. Assessment methodologies are determined at the beginning of each annual institutional effectiveness cycle, and these methodologies (both qualitative and quantitative) are utilized to assess progress at the conclusion of the cycle. The results of both assessment processes are "fed back" into the planning process to be addressed in the following cycle.

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

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

Category 3 – Student, Stakeholder, and Market Focus

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

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

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

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

Surveys of current and former students provide very useful information about needs and expectations of students and stakeholders. In the same way, employer surveys and focus groups, as well as advisory committees, create a body of information that is very useful to the college in reviewing needs and expectations. The college has also implemented a process to gather stakeholder feedback from the NETC Website and student/employee portal, as well as through Facebook and other social media. Graduate employment statistics are also utilized for this purpose. Relative importance is gauged on a quantitative basis using survey results.

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?

Using the same intake and monitoring processes described above, the college monitors information from current and former students and stakeholders regarding program relevance. The perceptions of the alumni cohort two and three years following

completion are of particular interest. This information is integrated into the institutional planning process on an annual basis, along with results of employer surveys. The college has developed an alumni association which reconnects and maintains relationships with former students, fostering the flow of information. The needs of *future* students are more difficult to assess; this information is primarily gathered from one-on-one meetings with prospective students as well as employer and advisory committee feedback about changing job market needs. In addition, the college is engaged in numerous organizations which monitor trends affecting students and other stakeholders, including the American Association of Community Colleges, the Southern Association of Colleges and Schools, the National Association for Community College Entrepreneurship, the S.C. Technical Education Association, and the South Carolina Technical College System.

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

Focus groups and surveys, detailed above, are the principal means of monitoring student and stakeholder satisfaction, along with input from area advisory committees, pass rates on certification exams (e.g., for nursing graduates), and the ongoing SACS accreditation process. Other sources of information include graduate placement surveys, alumni surveys, program evaluations, and the “How Are We Doing” survey hosted on the NETC Web site. Senior administrators regularly review these results and use them to modify programs and services as needed.

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

The college engages in an ongoing process of relationship-building which begins at the secondary level (for traditional students) or the workplace (for many non-traditional students) and extends throughout their career at NETC. College staff members work closely with advisors, counselors and teachers in secondary and middle schools, to provide information and coordinate programs and services which make the overall educational experience more effective. In the case of non-traditional students, the college works directly with employers, sometimes using apprenticeships and similar programs to ensure that there is an effective partnership and that the educational programs and services reflect workplace needs. Student focus groups are critically important to identify retention-related issues so that they can be addressed. An example of measures initiated to address retention is the Predominantly Black Institution (PBI) program, a grant-funded initiative aimed at helping minority male students succeed. Advisory committees also provide critically important information about educational content as well as delivery methodologies. The college’s alumni association provides key information from former students.

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

Northeastern Technical College responds promptly and effectively to all concerns or complaints received from students and stakeholders. Complaints from students are processed according to the guidelines set forth in the *Student Code and Grievance Procedure* of the SC Technical College System, which describes a step-by-step process of complaint submission, hearings, appeals and resolution. Complaints from stakeholders (i.e., employers or other community members) are handled through the appropriate department, with final resolution resting with the college president where required. It should be noted that complaints, from either students or stakeholders, are extremely rare.

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 organizational performance, including progress relative to strategic objectives and action plans?

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

2. How do you select, collect, align and integrate data/information analysis to provide effective support for decision making and innovation throughout your organization?

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

services designed to increase student success and retention. Facing high attrition rates among several key student populations, the college sought and received federal funding to address this issue through instructional infrastructure, counseling, and intensive support services.

Another good example of how data and information are used to make decisions is the recent expansion of NETC's facility in Dillon County. This extension campus has experienced steady growth since its opening in 2003, with the growth resulting in severe overcrowding. The college gathered information from leaders in the Dillon community as well as NETC students in order to determine the size and configuration of an expansion at the Dillon site. These data were used to design an expansion which more than doubled the size of the existing site, and to configure the facility to support allied health programs because they were identified as a key need in the community.

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

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

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

The criteria of the Southern Association of Colleges and Schools and the Southern Regional Education Board are key sources of comparative data for NETC's decision-making process. The college also utilizes data compiled by the South Carolina Technical College System. The Integrated Post-Secondary Data System (IPEDS) operated by the U.S. Department of Education also provides a peer comparison function which is very useful for establishing reference points based on similar institutions. An Educational Data Support System (EDSS) is maintained by the South Carolina Technical College System, providing additional data to support decision making.

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

The college uses both print and electronic means to make information available to students, employees and the community at large. Printed publications, such as the NETC

Catalog, various informational brochures, and specialized information flyers, are used, along with advertisements in the local print media (newspapers). The college's Website is used increasingly to make a wide range of information available to constituents. In addition, the college has implemented the NETC campus portal, an online resource which provides a single access point for NETC employees and students to obtain information about the college and its programs, as well as to register for courses and access college services. A quarterly college newsletter is also distributed throughout the college service area.

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

The college's Information Technology (IT) department has overall responsibility for these key elements regarding decision-making data. Data integrity and security are ensured through the use of passwords which restrict access to student and financial databases to those employees with clearance for that particular area, as well as firewalls which prevent external database manipulation. The college's administrative software system operates in "real time," ensuring that data are timely. Reports are compiled for access by decision-makers at all levels and reflect the specific needs expressed by end users. Data security is maintained physically through restricted access to the server room, as well as off-site backup storage; and electronically through passwords and firewalls as noted above. Data is monitored at entry points to ensure accuracy and timeliness, with errors or other issues immediately reported back to the data entry site. The college makes data available through Web-based and hard-copy reports, and is investigating the possibility of developing a "data dashboard" for enhanced electronic access.

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

Organizational review findings generated by the annual operational plan review and institutional effectiveness process are "fed back" into the institutional planning process each year. This process of "closing the loop" combines the results of the previous year's performance with internal and external environmental factors to develop the priorities and goals for the upcoming fiscal year. The process this year began with listing accomplishments for the previous planning cycle so that they could be used as input. The planning team then developed the annual operational plan in light of these accomplishments.

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

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

employee participation in regional and national workshops (budget permitting), state peer group meetings, and the South Carolina Technical Education Association, along with review of relevant literature.

Category 5 – Workforce Focus

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

The college organizes work based on the institution’s mission and objectives, with overall coordination taking place in the administrative council. This oversight ensures that all divisional and departmental objectives and action plans support the overall goals of the college. With the implementation of a new organizational structure in 2009-10, the college now has full-time deans in four operational areas to organize work. A college-wide Professional Development Committee maintains an ongoing professional development program to provide opportunities for professional advancement and skills development among faculty, staff and administrators. This committee allocates resources (both financial and otherwise) to provide professional training. The college organization and HR processes are evaluated through periodic SWOT analyses as well as through annual institutional effectiveness assessments.

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

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

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?

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

way exchange between the employee and the manager, with emphasis on performance and communication.

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

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

5. How does your development and learning system for leaders address the following: development of personal leadership attributes; development of organizational knowledge; ethical practices; your core competencies, strategic challenges, and accomplishment of action plans?

Northeastern Technical College’s professional development program addresses these factors in a variety of ways. Personal leadership attributes are developed partly through in-house mentoring and partly through participation in state-level leadership academy programs conducted by the State Technical College system. Likewise, internal mentoring and cross-training processes are utilized to share organizational knowledge. The TERI program has allowed the college to plan for transition in key areas and to conduct cross-training in anticipation of workforce changes. Ethical practices are emphasized in all of the college’s professional development programs, as are the college’s core competencies. These competencies are further addressed at faculty and staff in-service workshops as well as through the use of the Employee Performance Management System and Faculty Performance Management System, both of which include objectives and recommended action plans to address these key areas. The strategic challenges facing the college, as well as the action plans which are needed to address them are reviewed as professional development programs are planned and executed.

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

The senior administration of the college conducts a planning workshop each year. During this workshop (which is usually spread over several days), college leaders not only look ahead strategically, but identify the human resources which will be required to carry out the college’s goals and objectives. These resources sometimes include additional personnel (for example, to implement a new instructional program which has been identified as a priority), but may also include upgrade training for current personnel. It is significant that this planning workshop is carried out in advance of the annual budget preparation cycle, because the needs which have been identified in the planning process may then be addressed during budget preparation.

The college's Institutional Effectiveness program is another means through which NETC assesses workforce capability and capacity needs. This assessment is based on the attainment of identified outcomes in each instructional and support area of the college. Assessment information resulting from this process (including workforce needs) is fed into the planning and budgeting cycle.

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

The college follows established personnel guidelines set forth by the state Human Resources Management Office as well as the HR Office of the State Technical College System in all employee recruitment and hiring processes. A particular benefit recently has been the development of a computer-based application process for all state agencies. This process greatly broadens the "reach" of the college's employee recruitment efforts and also assists NETC administrators in reviewing and evaluating applicants. When an employee is hired, he or she receives a thorough orientation to the college in general and his/her job area in particular. Employee retention processes include the professional development activities described above, as well as maintaining an atmosphere of open communication throughout the workplace.

8. How do your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?

The NETC Professional Development Committee works with the college leadership to determine critical needs for professional development on an annual basis. In addition, the Professional Development Committee surveys employees and administrators to further determine priorities for training and development. Participants in professional development activities are required to complete evaluation forms; responses are used to modify and improve the training. The college encourages on-the-job use of new knowledge and skills by incorporating professional development into performance objectives (above), as well as providing opportunities for employees to demonstrate and share specialized skills with their peers. Examples include faculty training in, and implementation of, online course development and delivery. Economic conditions have resulted in restricted funds for professional development activities. The college has maximized use of professional development funds by conducting on-campus, college-wide professional development activities. Employees are also selected for annual state-level professional development opportunities offered through the Technical College System and the University of South Carolina.

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

NETC's workforce and leader training and development systems are evaluated in several ways. First, the individual employee who takes part in the development process completes an evaluation form. The information from this form is reviewed by administration as well as by the professional development committee to ensure that the activity was beneficial to the employee(s) participating. A second, long-term evaluation of these systems is carried out by monitoring the advancement of employees as they

utilize the skills they have gained in these activities. An example would be an employee who participates in the state leadership academy and later advances in his/her job area through utilizing the skills gained in the training.

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

The college cultivates a “team” approach at all levels, from maintenance to top administration. Professional development funding is provided as available, not only through allocation but by employee application. The Northeastern Technical College Foundation has provided limited supplemental funding for professional development. Outstanding employees are recognized each year in three major categories, as previously described in Section 1, Item 6.

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

The college utilizes SWOT analyses, focus groups and surveys (both online and paper-and-pencil) to monitor these important faculty and staff factors. In addition, all supervisors promote an “open-door” policy with their employees. Low-cost health screenings are made available to employees on a semi-annual basis. Periodic meetings are held with the faculty assembly and its officers to discuss such issues.

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

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

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

The campus Safety Committee monitors compliance with all applicable safety regulations and conducts awareness-building activities and drills to ensure that all employees are aware of safety procedures. Examples include fire and tornado drills. Safety regulations specific to technical areas (for example, hazardous materials used in labs) are emphasized in employee and student orientations. The college has basic contingency plans for data security and business continuity in the event of major disasters; these are being strengthened and made more comprehensive. All employees and students are required to wear a college-issued ID badge at all times when on campus, ensuring that unauthorized persons are quickly identified. The college contracts with a security firm to provide uniformed security coverage on a 24/7 basis.

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?

The college uses best practice review, stakeholder input and cost analysis in determining key learning-centered processes for delivery of educational programs and student services. Northeastern has identified accessibility and responsiveness as core competencies.

For maximum accessibility, cost-effectiveness and to address geographic and scheduling barriers, distance learning, online courses, and dual enrollment have proven to be very effective instructional delivery strategies for Northeastern Technical College. NETC serves a large (3-county), sparsely populated geographic area, and budgetary and logistical considerations make it impossible to utilize conventional classroom delivery for all courses in the college's three community sites (Dillon, Pageland and Bennettsville.) Distance learning technology is used to share these courses among the four locations, with all sites capable of both originating and receiving courses. Online courses have been created by NETC faculty in a wide variety of subjects, with more under development at this writing. The "anytime/anyplace" nature of online course delivery has helped NETC achieve major increases in accessibility. Likewise, dual enrollment courses have provided access to college courses for hundreds of area high school students. Library services are also provided for the three community campuses through online connections; full text material is available in many cases, and when it is not, materials can be provided overnight using the state courier system.

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

NETC's Continuing Education division provides quick-response workforce preparation services, as well as short-term training for specific job categories.

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

NETC's key work processes are credit instruction, continuing education, student services, financial management, facilities management, administrative management, and resource development.

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

Student input is gathered through surveys (of both current students and alumni), as well as focus groups. Community stakeholders (especially employers) provide input through advisory committees and surveys. Community forums are held to provide the opportunity for input from employers, educators and individual citizens. Likewise, faculty and staff participate in focus groups, surveys and SWOT analyses to identify changes and improvements needed to learning-centered processes. The administrative planning team reviews these findings and uses them in the planning process for courses and services. An example of change resulting from this type of input was the implementation of a point-of-sale computer system for the NETC bookstore, integrated with the business office and financial aid. An ongoing “How Are We Doing” survey is conducted via the college Website, with results utilized in the planning process.

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 institutional effectiveness process includes a number of indicators based on responsiveness and efficiency, and these are monitored annually; results are used to change and improve processes. For example, extensive changes have been made in student intake, placement testing and orientation processes based on these indicators. A campus technology committee including representatives of major operational areas monitors emerging technology and recommends resource allocations for implementation in the highest priority areas to improve effectiveness and efficiency. Student placement tests are now administered through a Web-based system, resulting in increased student access as well as cost effectiveness.

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

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

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

The key support processes at Northeastern Technical College include financial services, administration, facilities, public affairs/marketing, human resources and resource development. These support services are categorized as “administrative and educational support” programs in NETC’s institutional effectiveness process. Objectives and performance evaluation measures are developed for each of these processes and evaluated on an annual basis. The specific nature of the evaluation depends on the service offered. For example, the financial services area includes a low rate of audit exceptions as a key performance criterion (which is consistently attained at NETC). The administrative services area surveys internal and external stakeholder groups regarding

their satisfaction with services. Facilities services are evaluated using surveys and by analysis of work order turnaround times. Student support services are evaluated through student surveys and focus groups. PR and marketing efforts are evaluated on the basis of media impressions. One key indicator for human resources is the percent of affirmative action goals attained. Finally, total external resources secured and the percentage of requested funds awarded are used as criteria for resource development. These measures are evaluated each year and processes are changed to address shortcomings.

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

Category 7 – Organizational Performance Results

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

Category 7 Report

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

Explanatory Information/Methodology

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

Quantitative Data

Table 7.1.1: Performance on Licensure Examinations

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

Year	First Attempt Pass Rate
2003	93.3%
2004	92.9%
2005	86%
2006	85%
2007	100%
2008	87%
2009	100%
2010	100%
2011	91%
2012	100%
2013	88%

Pass Rate of NETC Associate Degree in Nursing (ADN) Graduates on NCLEX Licensing Exam

Year	First Attempt Pass Rate
2009	73.68%
2010	81.5%
2011	100%
2012	90%

Table 7.1.2: Graduation Rate

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

Year	Percentage
2000 cohort	10.4%
2001 cohort	20.5%
2002 cohort	37.3%
2003 cohort	33.8%
2004 cohort	32.8%
2005 cohort	19.2%
2006 cohort	20.7%
2007 cohort	14.38%
2008 cohort	14.12%
2009 cohort	19.30%

Table 7.1.3 Retention Rate

Cohort	Retention Percentage
2003-04	49.4%
2004-05	46.7%
2005-06	47.2%
2006-07	52.3%
2007-08	44.9%
2008-09	50%
2009-10	50%
2010-11	44%
2011-12	47%

Table 7.1.4: Student Recognition/Achievement

Criterion: NETC students selected for National Technical Honor Society

Academic Year	Students Selected
2003	8
2004	20
2005	7
2006	16
2007	10
2008	10
2009	31
2010	36
2011	45
2012	40

Table 7.1.5: Graduate Placement Rate

Category	Percentage			
	2010	2011	2012	2013
Placed on job	65.9%	78.8%	78.1%	84.46%
Continuing education	26.4%	18.6%	25.1%	27.88%

Source: NETC Placement Survey Report 2013

Does not total 100% because some graduates are employed while continuing their education

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

Explanatory Information/Methodology

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

Quantitative Data

Table 7.2.1: Employer Satisfaction Survey Results

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

SATISFIED:	40.5%
Very Satisfied:	39.3%

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

LIKELY:	66.7%
Very likely:	22.2%

Source: *NETC Employer Survey – most recent available ($n=84$)

**NETC Continuing Education Industry Survey – most recent available

Table 7.2.2: Curriculum Advisory Committee Information

The table below shows the degree to which program advisory committees were strengthened through enhanced involvement of business, industrial and community representatives. Evaluation is based on percent of best practices criteria met by the institution's advisory committees.

YEAR	Best Practices Criteria Met
2003/04	100%
2004/05	96.7%
2005/06	*Compliance
2006/07	*Compliance
2007/08	*Compliance
2008/09	*Compliance
2009/10	*Compliance
2010/11	*Compliance
2011/12	*Compliance
2012/13	*Compliance

**Note – Due to process changes after 2004/05, Commission on Higher Education Reports document that NETC has achieved “compliance” each year for this criterion using same assessment process.*

Source: CHE Performance Indicator 4A/B

Table 7.2.3: Alumni Survey Results**Satisfaction with major**

Rating	Percent
Very satisfied:	61.5%
Satisfied:	38.5%
Somewhat satisfied:	0.0%
Somewhat dissatisfied:	0%
Dissatisfied:	0%
Very dissatisfied:	0%

Satisfaction with overall academic experience

Rating	Percent
Very satisfied:	65.4%
Satisfied:	30.8%
Somewhat satisfied:	3.8%
Somewhat dissatisfied:	0%
Dissatisfied:	0%
Very dissatisfied:	0%
No response	0%

Source: NETC Alumni Survey Report – 10/11 Cohort (one-year follow-up)

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

Explanatory Information/Methodology

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

Quantitative Data

Table 7.3.1: Economic Impact of Northeastern Technical College

Summary of NETC's Economic Impact

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

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

Source: NETC Economic Impact Study

Table 7.3.2: Revenue Sources

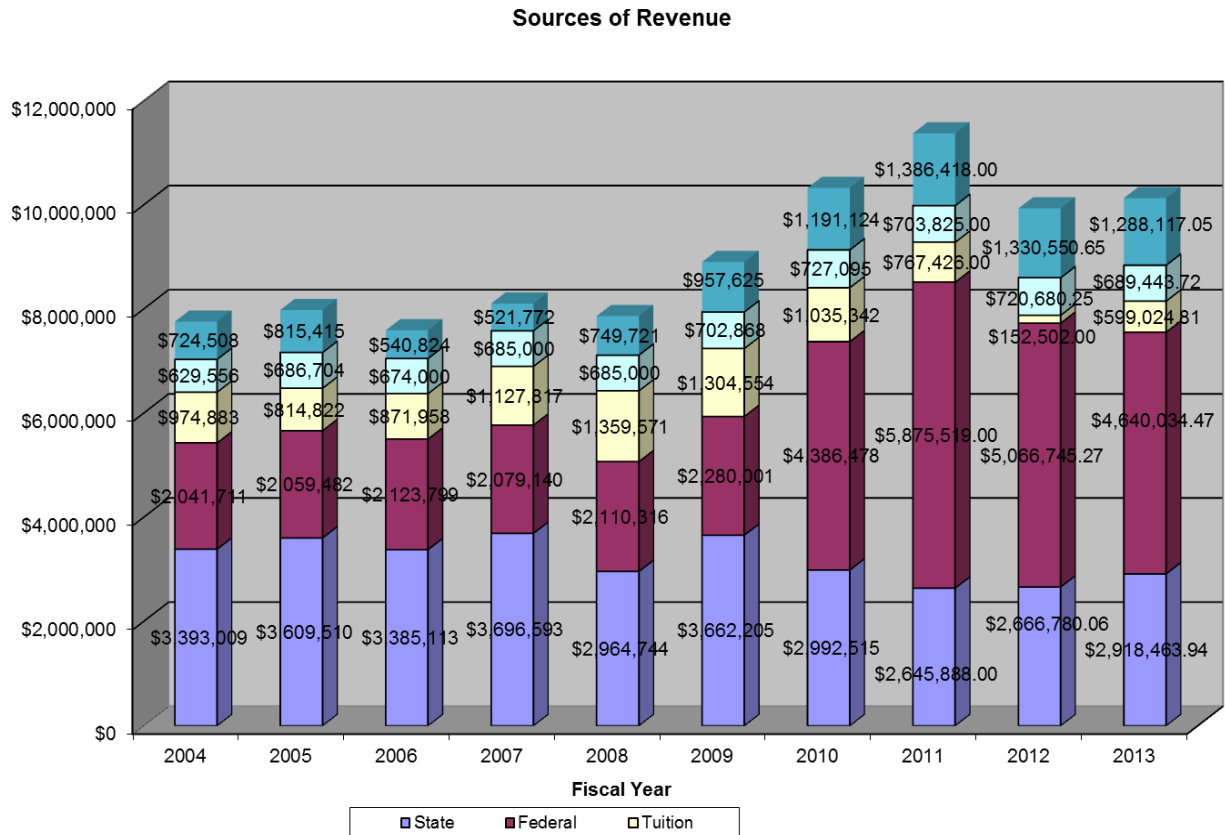
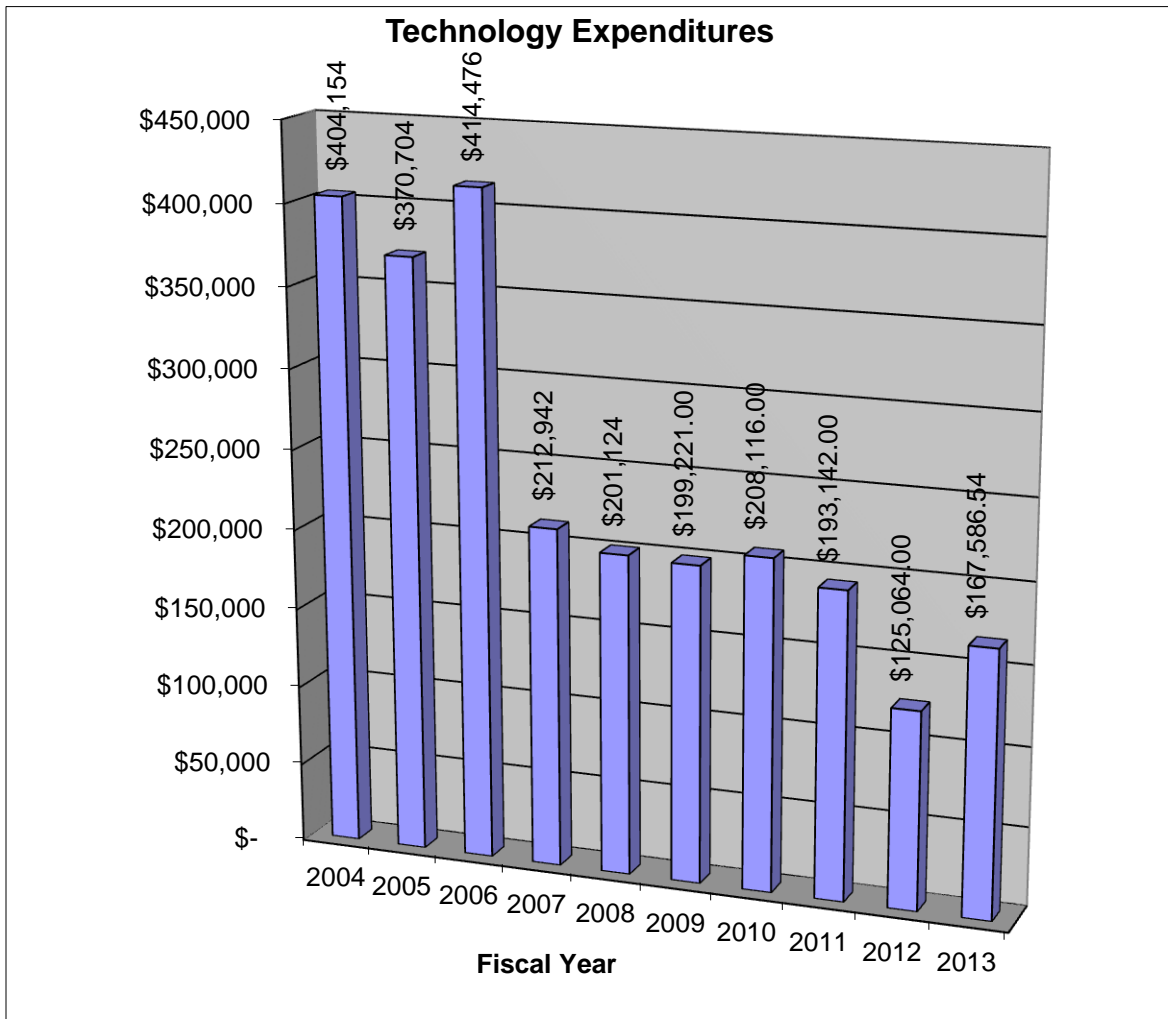


Table 7.3.3: External Funding for Special Projects

NETC External Funding Report	
The dollar amounts of federal and state grant proposals submitted and awarded during the assessment period were monitored and compiled using a spreadsheet. Figures for FY 2012-13 were compared with those for the previous fiscal year. Here is a summary of this information as of 6/30/2013:	
Current year (2012-13):	
Grant dollars applied for:	\$146,555
Grant dollars awarded:	\$96,555
Grant dollars pending:	\$0
Percentage of proposed \$ funded or pending	66%
Previous year (2011-12):	
Grant dollars applied for:	\$4,401,410
Grant dollars awarded:	\$2,052,490
Grant dollars pending:	\$0
Percentage of proposed \$ funded or pending	47%
Source: NETC Grants Office Records	

Table 7.3.4: NETC Technology Investment



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

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

Explanatory Information/Methodology

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

Quantitative Data

Table 7.4.1: Qualification of Faculty

Academic Year	Pct. Meeting SACS Qualifications
2003	100%
2004	100%
2005	100%
2006	100%
2007	100%
2008	100%
2009	100%
2010	100%
2011	100%
2012	100%

Based on SC CHE Performance Indicator 2A

Table 7.4.2: Professional Development Opportunities

Professional development budget (institutional)	\$15,000
Individual employees supported by professional development funds in 2012/13 (including group activities)	100%
Employees participating in professional development funded through departmental budgets	100%
Number of college-wide (group) professional development activities in 2012/13	2

Source: NETC HR and Finance Offices

Table 7.4.3: Employee Satisfaction Based on SWOT Analysis

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

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

- 7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, and 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).**

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

Quantitative Data

Please see tables on following pages.

Table 7.5.1: Access / Minority Enrollment

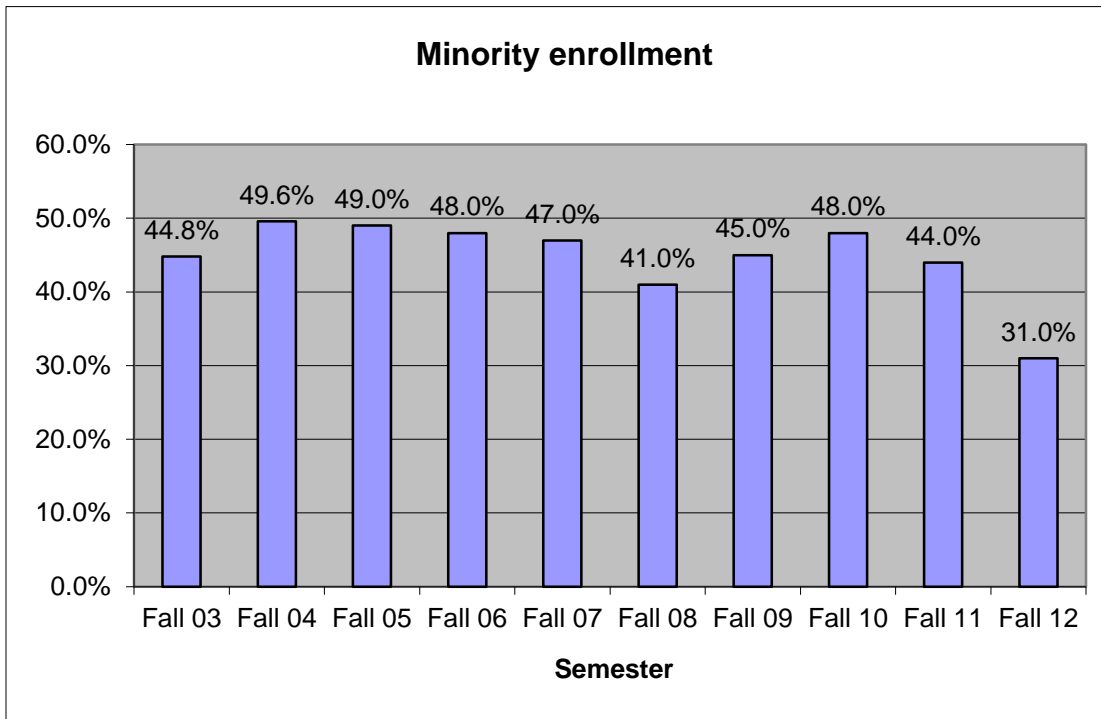


Table 7.5.2: Access / Minority Faculty

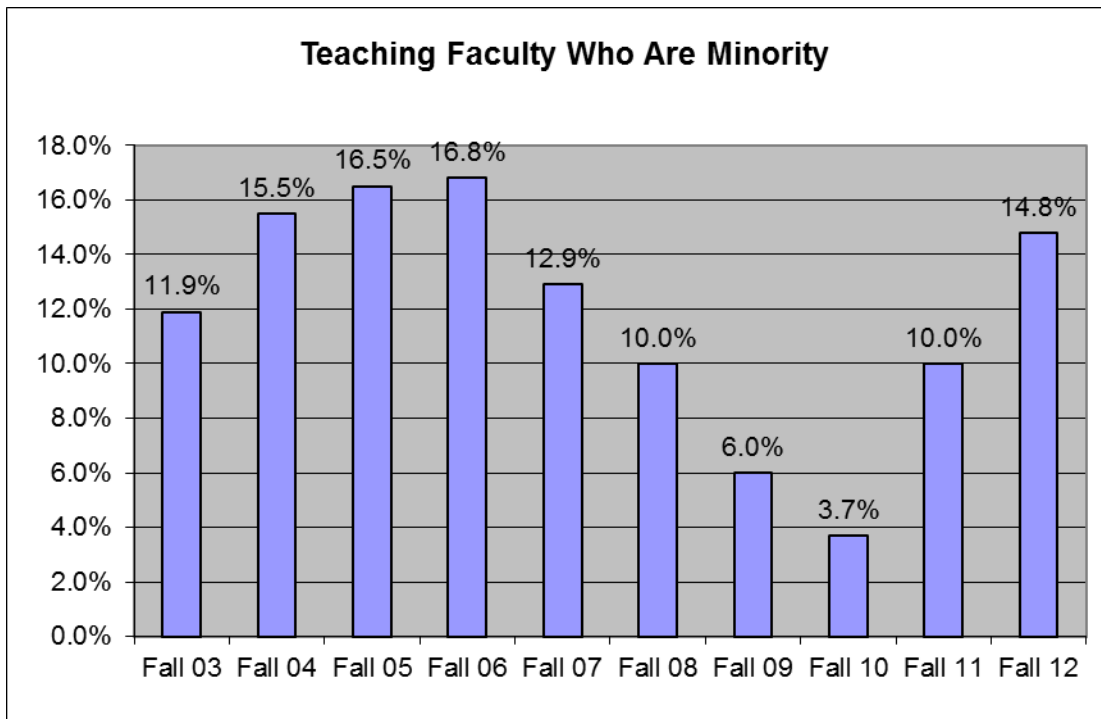


Chart 7.5.3: Educational Services for Single Parents and Displaced Homemakers

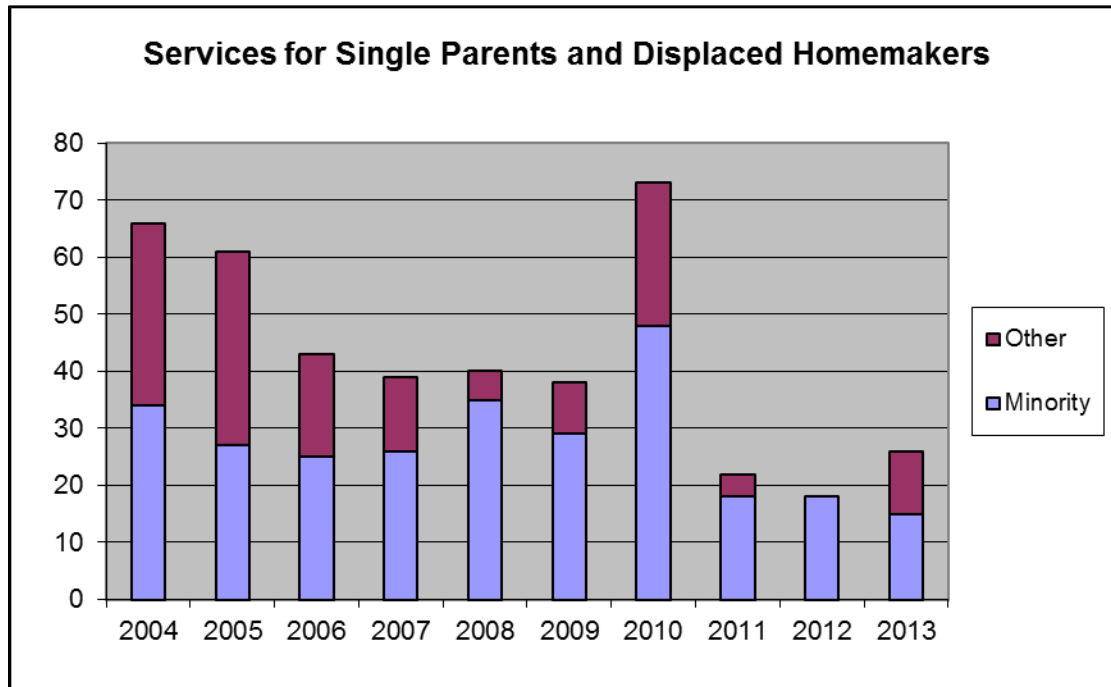
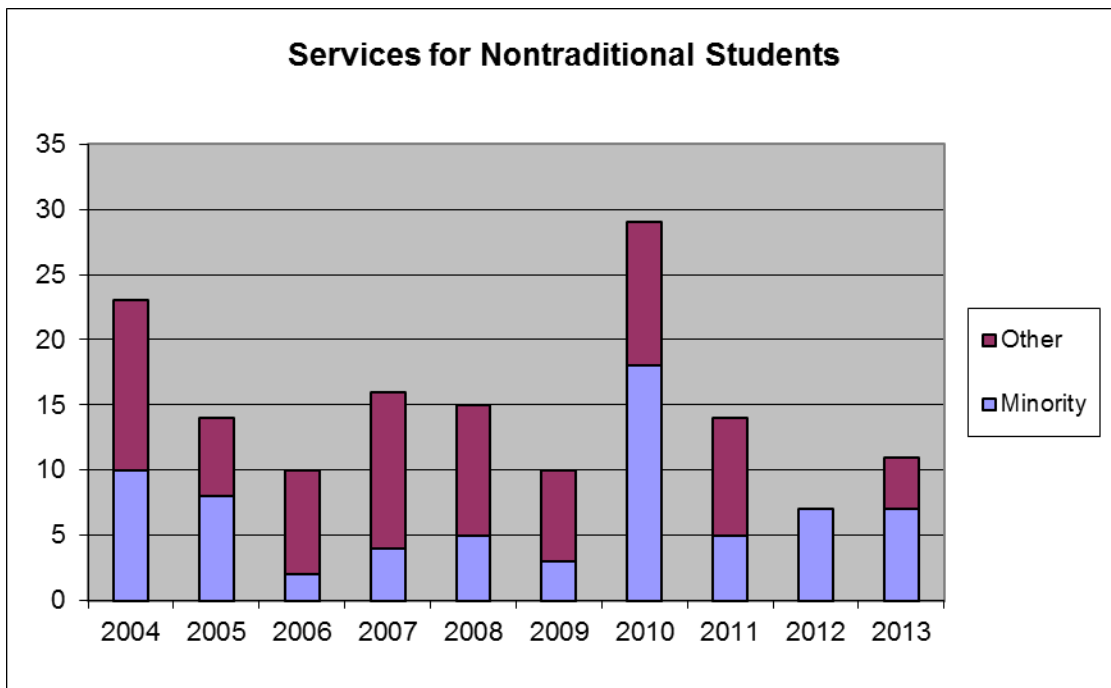
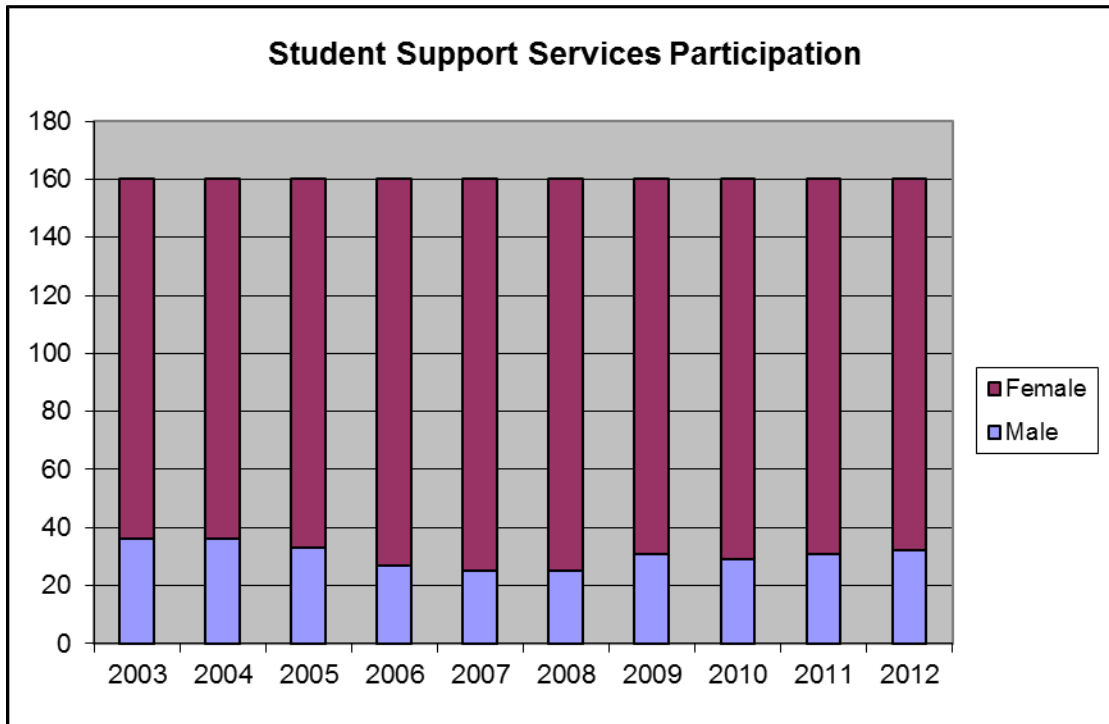


Chart 7.5.4: Educational Services for Nontraditional Students

Showing students served by year



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



Source: Fall Enrollment - Student Support Services Program (Federal TRIO Grant)
(Size of cohort limited by grant regulations)

Table 7.5.6: Efficiency in Communicating With Stakeholders

Beginning on July 1, 2012, and ending on June 30, 2013, press releases distributed from the public information office were tracked and monitored for placement in targeted media outlets. Nine community and regional focused newspapers (The Cheraw Chronicle, the Dillon Herald, the Pageland Progressive Journal, the Community Times, The Link, the Marlboro-Herald Advocate, the Chesterfield County Shopper, The Hartsville Messenger and the Florence Morning News) were monitored for stories focusing on or mentioning “Northeastern Technical College” and any of its programs, divisions, people or services.

If any of these sort of references appeared and specifically included “Northeastern Technical College,” circulation numbers for that edition were recorded (for each story), the article was “clipped” and further analysis was performed to determine a relative column inch length (how much space it took up in the newspaper). When a column inch amount was determined, that number was multiplied by the per column inch “open rate” to determine a monetary value to the relative size of the story. In other words, the size of the story was compared to the cost of a comparably sized advertisement in the specific media outlet.

During the time frame assessed (July 1, 2012 – June 30, 2013), 297 articles including information about the college, its programs or its employee or students appeared in the collection of media outlets assessed. Of those stories, seven were bylined stories (written by media personnel) meaning original content about Northeastern Technical College was produced by sources independent of the college, indicating college awareness among local and regional media outlets. The remaining stories in most cases ran nearly verbatim to the original versions released from the public information office. In total, the 297 articles made up 5,906.75 column inches (a standard size paper contains roughly 125 column inches per page) with an advertising equivalency of \$56,164.44. The total circulation for all press releases published in targeted media outlets (print only) was 2,671,632.

The media tracking figures have decreased from the previous assessment (July 1, 2011 – June 30, 2012) due to the focus of the public relations and marketing department on its online presence and visibility versus its print media. The college redesigned and launched a new website promoting its programs and services.

Source: NETC Public Relations Dept.

Table 7.5.7: Use of Contract Outsourcing for Cost Effectiveness

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

COST OF SECURITY CONTRACT FOR 2012-13	\$105,012
Cost of equivalent coverage using permanent employees:	\$0
Cost savings realized per year:	\$0

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

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

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

Quantitative Data

Table 7.6.1: Accomplishment of Organizational Strategies

Year	Pct. Goals Attained
2004/05	98% (55 of 56 goals)
2005/06	98% (54 of 55 goals)
2006/07	98% (54 of 55 goals)
2007/08	98% (54 of 55 goals)
2008/09	98% (54 of 55 goals)
2009/10	98% (54 of 55 goals)
2010/11	98% (54 of 55 goals)
2011/12	80% (34 of 42 goals)
2012/13	90% (37 of 41 goals)

Source: NETC Strategic and Operational Plans

Table 7.6.2: Impact of NETC on Local Employment Growth

The Three-County NETC Service Area Attracts Economic Investments

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

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

9 Year Capital Investment TOTAL = \$ 1.144 Billion

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

(Study conducted at approximately 10-year intervals due to cost considerations.)

Table 7.6.3: Affirmative Action Goal Attainment

Report Year	Percent of Goals Attained
2004	90%
2005	83.1%
2006	83.8%
2007	83.5%
2008	83.5%
2009	80.6%
2010	83.9%
2011	80.7%
2012	82%

Table 7.6.4: Accreditation**Accreditation Status**

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

REAFFIRMATION POINT	STATUS
1978	Reaffirmed
1988	Reaffirmed
1998	Reaffirmed
2008	Reaffirmed

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

Acad. Yr.	Participants
2004	2
2005	2
2006	2
2007	2
2008	2
2009	1
2010	1
2011	0
2012	1
2013	1

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

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

Acad. Yr.	Participants
2004	1
2005	1
2006	1
2007*	0
2008*	0
2009	1
2010	1
2011	1
2012	1
2013	1

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

Conclusion

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

Ron Bartley, Ed. D
President

