

**Consideration of Mission Statement Revisions for Central Carolina Technical College, Horry Georgetown Technical College, Technical College of the Lowcountry, Trident Technical College, and University of South Carolina Aiken**

**Central Carolina Technical College**

Central Carolina Technical College has requested that the Commission on Higher Education review and approve a revised mission statement for the institution. The revised statement was approved by the Central Carolina Technical College Area Commission on November 21, 2002.

Commission staff has reviewed the revised statement and found that it is similar to the existing statement. Changes from the existing CHE approved mission statement:

- Increased the number of credit students from 3300 to 4500 students.
- Increased the number of continuing education students from 8,000 to 10,500.

**Horry-Georgetown Technical College**

Horry-Georgetown Technical College has requested that the Commission on Higher Education review and approve a revised mission statement for the institution. The revised statement was approved by the Horry-Georgetown Technical College Area Commission on July 11, 2002.

Commission staff has reviewed the revised statement and found that while it retains those elements of a mission statement that are required, it has been significantly shortened. In addition, some paragraphs have been reordered. Primary changes from the existing CHE approved mission statement:

- Revised data to reflect the growth in continuing education headcount from “11,000 – 13,000” students to 15,000 students.
- Adds an introductory paragraph outlining the mission-related goals of the institution.
- Eliminates related but non-required verbiage.

**Technical College of the Lowcountry**

Technical College of the Lowcountry has requested that the Commission on Higher Education review and approve a revised mission statement for the institution. The revised statement was approved by the Technical College of the Lowcountry Area Commission on November 18, 2002.

Commission staff has reviewed the revised statement and found that while the formatting, arrangement, and order of the elements of the mission statement have been changed, it is similar in overall content to the existing statement. The primary change from the existing CHE approved mission statement:

- Increases the number of credit and continuing education students from 5000 to 8500.

### **Trident Technical College**

Trident Technical College has requested that the Commission on Higher Education review and approve a revised mission statement for the institution. The revised statement was approved by the Trident Technical College Area Commission on October 15, 2002.

Commission staff has reviewed the revised statement and found that it is similar to the existing statement. Primary changes from the existing CHE approved mission statement:

- Increases the number of credit students from 10,000 to 11,000
- Replaces the phrase "...facilities for Special Schools employment training programs" to "facilities for The Center for Accelerated Training Technology to offer employment training programs."

### **USC-Aiken**

USC-Aiken has requested that the Commission on Higher Education review and approve a revised mission statement for the institution. The revised statement was approved by the University of South Carolina Board of Trustees on June 27, 2002.

Commission staff has reviewed the revised statement and found that while the formatting, arrangement, and order of the elements of the mission statement have been changed, it is similar in overall content to the existing statement. Primary changes from the existing CHE approved mission statement:

- Changes in the first sentence the description of the institution from "a public senior institution" to "a comprehensive liberal arts institution."
- Increases emphasis on student "success in a dynamic global environment."
- Increases emphasis on USC-Aiken as a part of the USC System.

### **Recommendation:**

**The Planning and Assessment Committee recommends that the Commission approve the revised mission statements for Central Carolina Technical College, Horry-Georgetown Technical College, Technical College of the Lowcountry, Trident Technical College, and USC-Aiken.**

## **Horry-Georgetown Technical College**

### **Mission Statement**

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

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

As a member of the South Carolina Technical College system, the College is a public, two-year technical college, currently enrolling in excess of 4,000 College credit curriculum students (fall headcount) and providing continuing education programs for over 15,000 residents (annual headcount) per year. Within this authority and while maintaining a local emphasis on providing services to the individuals and employers in the rural, urban, and suburban areas of Horry and Georgetown Counties, certain academic programs serve regional, national, and even international needs. The College values partnerships with business, industry, community agencies and other educational and governmental institutions which support the growth and development of the community.

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

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

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

Approved by the Area Commission, July 11, 2002

## **Central Carolina Technical College**

### **Mission Statement**

Central Carolina Technical College is a comprehensive, public, two-year institution of higher education that serves primarily the region of Clarendon, Lee, Kershaw, and Sumter counties in South Carolina. The College confers associate degrees, diplomas, and certificates. College programs and student support services provide citizens, businesses, industries and communities with quality, affordable, accessible, customer-responsive post-secondary education through life-long learning and specialized training opportunities specifically designed to develop the foundation for personal growth, economic development and an improved quality of life.

The College's vast array of associate degree, diploma, and certificate programs prepares students to enter the job market, to transfer to senior colleges and universities, and to achieve their professional and personal goals. Specifically, Central Carolina offers academic programs in business, the health sciences, public service, industrial and engineering technology, and the arts and sciences. Through its comprehensive programs and support services, the College annually serves over 4,500 credit students and 10,500 continuing education students in both traditional and non-traditional formats.

### **Vision**

**Central Carolina Technical College will be the first choice for exceptional, quality, affordable technical and comprehensive education, provided in an innovative, student-centered learning environment.**

### **Values**

Central Carolina Technical College recognizes the worth and potential of its students to have the ability to learn and reach their potential. It affirms the following values and beliefs in its attitudes and principles in providing its programs and services:

- Excellence
- Integrity
- Innovation

### **Role and Scope**

In recognition of the importance of its role in enhancing the economic vitality and quality of life for all citizens, Central Carolina Technical College seeks to fulfill its mission through meeting the needs of its stakeholders as follows:

**GRADUATES:** The College is committed to graduating students who will be productive members of society with strong values and ethics; who will have employability skills, including oral and written communication skills, critical thinking, problem solving, analytical, scientific and computational skills; who can utilize and adapt to new technology and accept and initiate change; and who have an appreciation for cultural diversity, are self-directed and self-disciplined, and have the ability to function cooperatively.

**STUDENTS:** The College seeks to provide for its students an affordable, quality post-secondary education while maintaining an open door admissions policy. Students will have the opportunity to succeed regardless of educational preparation through developmental programs and services as well as to pursue avocational and personal growth needs in an environment embracing rapidly changing technologies.

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**EMPLOYERS:** The College is dedicated to providing employers with skilled work-ready employees and to serving as an avenue for on-going specialized training with access to the latest technologies and educational services so that existing and new employers will find the area attractive for their workforce.

**COMMUNITY:** The College seeks to serve the community by providing access to education wherever, whenever, and however necessary to meet community and individual needs for affordable education opportunities leading to an improved quality of life.

**K-12 STUDENTS:** The College will provide opportunities for K-12 students to experience career exploration and planning, have access to a seamless progression toward a career or higher education and have an opportunity to accelerate their learning for employability and/or advanced placement through faculty /staff collaboration.

**OTHER EDUCATIONAL INSTITUTIONS:** The College will endeavor to have a high utilization of resources through partnerships with other institutions who will be collaborative partners working to expand education programs while minimizing duplication.

Approved by the Central Carolina Technical College Area Commission, November 21, 2002

## **Technical College of the Lowcountry**

### **Mission Statement**

One of sixteen colleges comprising the South Carolina Technical College System, the Technical College of the Lowcountry traces its origin to the Mather School founded in 1868. The college is a comprehensive, public, two-year college dedicated to serving the diverse educational needs of the rural counties of Beaufort, Colleton, Hampton, and Jasper. The College annually serves approximately 8,500 credit and continuing education students, a mix of traditional, non-traditional, full-time, and part-time

The Technical College of the Lowcountry provides quality, affordable academic and technical programs leading to Associate Degrees, Diplomas, and Certificates in an environment fostering excellence in teaching and learning. The College prepares graduates with knowledge and skills for transfer to senior colleges and universities and for careers in computer technology, industrial technology, engineering technology, occupational technology, business, health sciences, and public service

The College serves as an effective partner in the economic and human resource development of the Lowcountry. As an open admissions institution, the Technical College of the Lowcountry offers over 70 academic, transfer, and specialized programs. Offerings include developmental education; arts and sciences; career development; specialized, contract courses tailored for specific businesses and industries; and continuing education to meet the workforce needs of the Lowcountry. In addition to responding to local and regional needs of the area, the College recognizes that state, national, and international issues affect the lives of the citizens of the Lowcountry and responds to these issues appropriately.

In support of its educational programs and services the College offers comprehensive student development services to all who seek to better their lives through education. In an atmosphere of shared values, the College encourages creativity, innovation, and resourcefulness among its students, faculty, staff, and administrators. With a commitment to excellence, the Technical College of the Lowcountry creates a positive, student-centered environment. The College empowers individuals by enabling them to learn and to develop throughout their lifetimes.

Approved by Technical College of the Lowcountry's Area Commission on November 18, 2002.

## **Trident Technical College**

### **VISION STATEMENT**

Trident Technical College's vision is to be a leader among two-year colleges in providing diverse and innovative educational programs and services in a highly technical and competitive global environment.

### **MISSION STATEMENT**

Trident Technical College is a public, two-year, multi-campus institution which provides quality education and promotes economic development in Berkeley, Charleston, and Dorchester counties. TTC is a member of the State Board for Technical and Comprehensive Education system.

As an open-door institution of higher education, the College provides lifelong learning opportunities for traditional and nontraditional students. These opportunities enhance the economic, social and cultural life of the community. Accessible and responsive to the needs of this multicultural community, TTC prepares students for a rapidly changing global environment.

Each semester approximately 11,000 credit students enroll in programs leading to college transfer associate degrees and technical associate degrees, diplomas and certificates. The curriculum includes programs in Allied Health Sciences; Business Technology; Community, Family, and Child Services; Developmental Studies; Hospitality, Tourism, and Culinary Arts; Humanities and Social Sciences; Industrial and Engineering Technology; Law Related Studies; Nursing; and Science and Mathematics. To foster student success, TTC provides developmental education and comprehensive student services.

Using communication and problem-solving skills, graduates draw on knowledge from a broad range of disciplines to make decisions and perform tasks, working as individuals and as team members.

As a state and national resource, TTC provides continuing education courses, customized education and training for business, industry, and government, and a variety of activities and services, including facilities for The Center for Accelerated Technology Training to offer employment training programs.

### **INSTITUTIONAL VALUES**

The College pursues its mission guided by the following institutional values:

- The worth and dignity of each individual.
- The rich cultural and ethnic diversity of our students, faculty, and staff.
- A management and leadership philosophy defined by high ethical standards, open communication, teamwork, employee empowerment, and continual assessment and improvement of our processes and products.
- A faculty and staff dedicated and committed to serving diverse student and community needs.
- The academic freedom essential for teaching and learning; the self-discipline and ethics essential for all professional activities and relationships.
- Lifelong learning and success for all students, faculty, and staff.
- Educational innovation.
- Strict accountability for the effective and efficient use of all resources.
- A college environment that is safe and attractive as well as conducive to wellness and productivity.

Trident Technical College Area Commission adopted revised vision statement, mission statement, institutional values, institutional goals and objectives — October 15, 2002

**USC-Aiken**

**Mission Statement**

Founded in 1961, the University of South Carolina Aiken (USCA) is a comprehensive liberal arts institution committed to active learning through excellence in teaching, faculty and student scholarship, research, creative activities and service. In this stimulating academic community, USCA challenges students to acquire and develop the skills, knowledge, and values necessary for success in a dynamic global environment.

The university offers degrees in the arts and sciences and in the professional disciplines of business, education, and nursing. All courses of study are grounded in a liberal arts and sciences core curriculum. USCA also encourages interdisciplinary studies and collaborative endeavors.

Emphasizing small classes and individual attention, USCA provides students with opportunities to maximize individual achievement in both academic and co-curricular settings. The institution challenges students to think critically and creatively, to communicate effectively, to learn independently, and to acquire depth of knowledge in chosen fields. The university values honesty, integrity, initiative, hard work, accomplishments, responsible citizenship, respect for diversity, and cross-cultural understanding.

USC Aiken attracts students of varying ages and diverse cultural backgrounds who have demonstrated the potential to succeed in a challenging academic environment. In addition to serving the Savannah River area, USCA actively seeks student enrollment from all parts of South Carolina as well as from other states and countries.

As a senior public institution of the University of South Carolina, USCA combines the advantages of a smaller institution with the resources of a major university system. Located in beautiful, historic Aiken, South Carolina, USCA is an institution of moderate size (2,500-5,000 students) that offers baccalaureate degrees in a number of disciplines, an associate degree in Nursing, completion baccalaureate degrees at University of South Carolina regional campuses, and master's degrees in selected programs.

USCA endeavors to apply knowledge, skills, and wisdom in ways that promote the common good. Accordingly, the university seeks to build strong community ties. The institution enriches the quality of life not only on campus but also throughout the surrounding region through a variety of activities including the fine and performing arts, athletics, continuing education, distance learning, and community service. In fulfilling its role as an institution of higher learning, the University of South Carolina Aiken is a community of individuals engaged in broadly based educational experiences necessary for an enlightened society.

Approved by the University of South Carolina Board of Trustees on June 27, 2002.