

Accountability Report Transmittal Form

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Tri-County Technical College

Serving as a Catalyst for the Economic
and Lifelong Development of the Citizens
of Anderson, Oconee, and Pickens Counties



Annual Accountability Report
Fiscal Year 2005-2006

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SECTION 1: EXECUTIVE SUMMARY

1. Mission and Values

Mission

Tri-County Technical College is a public, two-year community college dedicated to serving as a catalyst for the economic and lifelong development of the citizens of Anderson, Oconee, and Pickens Counties through outstanding programs and unparalleled service. An open admissions institution with primary focus on teaching and learning, the College serves approximately 6,000 to 7,000 students through both on-campus and distance learning courses. The College grants certificates, diplomas, and associate degrees in technical, career, and transfer programs. The College also offers certificates in continuing education programs.

Vision

Tri-County Technical College will be *the role model* for community college education through dedication to high standards, a nurturing environment, community alliances, and innovative leadership.

Values

At Tri-County Technical College, we value

- *Integrity*—respect for the dignity, equality, and potential of self and others in personal and professional interactions
- *Responsibility*—accountability in personal, professional, community, and fiscal affairs
- *Accessibility*—equal opportunity to advance professionally and personally in a clean, safe, stimulating, and aesthetically pleasing environment
- *Collaboration*—partnerships among students, faculty, staff, and community to promote open and effective communication, decision-making, and implementation of ideas and processes
- *Learning*—facilitation of intellectual and technical growth through commitment to continuous improvement and innovation.

2. Major Achievements from Past Year

Collaborations Initiative: Increase mutually beneficial collaborations between areas within the College, between the College and the community, and between the College and other colleges and universities.

- The Bridge to Clemson program was developed and implemented, in collaboration with officials at Clemson University, and with the active involvement of many faculty, staff, and administrators at Tri-County. The program will be the first of its kind in the State. Over 200 students will began classes in the fall of 2006.
- A collaborative effort between the College and Clemson University resulted in a new Leadership Development program for Tri-County faculty and staff.
- A comprehensive compliance report was submitted to the Commission on Colleges of the Southern Association of Colleges and Schools in partial fulfillment of the institution's requirements for reaffirmation. A five-person team researched and prepared the report over an 18-month period with the assistance and support of dozens of faculty, staff, and administrators from throughout the College.
- The College participated in the Zoom Zone Showcase which promotes the alliance between businesses, higher education and the community to create a competitive advantage for businesses to succeed. The showcase emphasizes the collaboration between education, industry and research to accelerate knowledge growth and develop innovative solutions in advanced materials and manufacturing.
- Continuing Education and the credit divisions collaborated on a grant from AdvanceSC to conduct Pre-Apprenticeship training that will prepare students for the Registered Apprenticeship program in Machine Tool Technology sponsored by the Industrial and Engineering Technology Division.

Physical Environment Initiative: Create a physical environment that will encourage and enhance the personal and professional growth of faculty, staff, and students.

- Acquisition of land has been completed and construction of a branch campus has begun with a goal of holding classes there beginning spring term 2007.
- A Limited Liability Corporation was formalized and is now operational. (Additional processes associated with starting construction on the Anderson campus, such as the issuance of bonds, were completed successfully.)
- The Master Plan was completed and approved by the College Commission.
- The Banner Information Management System was implemented, and is now fully operational.
- Several components of the Capital Improvement Plan were completed or initiated during the planning period (e.g., comprehensive renovation of Halbert Hall, re-roofing of Oconee Hall, landscaping the mall area).

Educational Opportunities Initiative: Expand educational opportunities that will effectively meet the economic and personal goals of all segments of our service area.

- A three-year, \$300,000 grant was awarded to the College to help implement the Gateway to College program for at-risk/dropout youth. The program will be the first of its kind in South Carolina.
- The Associate Degree Nursing program added an evening delivery option to expand access opportunities for students.
- An Evening/Distance Learning Director was hired to facilitate the creation of the philosophies for both programs and establish a plan for implementation.
- The LPN to Professor Program was established with Clemson University that allows students to progress seamlessly.
- The College began planning for the offering of courses and even full programs at the Hamilton Career Center in Oconee County.

Student Experience Initiative: Define the desired Tri-County Technical College student experience and plan activities and programs to implement it.

- The number of extracurricular activities for students increased dramatically over the previous year as a result of additional support from the new activity fee. (Activities enabling greater interaction between faculty, staff, and students also increased significantly.)
- A study abroad activity was conducted in conjunction with a Spanish class. A faculty member and several students visited Mexico during May 2006.
- The College hired a student activities director to plan and coordinate a full range of activities to support the desired student experience.

Collegial Culture Initiative: Create a collegial culture that will encourage and enhance the personal and professional growth of faculty, staff, and students.

- The cafeteria and vending areas were revamped in order improve the physical layout and provide better catering and food services.
- The performance pay system was revised based on feedback from the campus community and the President.
- Several multicultural awareness programs were developed and offered.
- The first annual Bluegrass Under the Stars concert was held in conjunction with the Pendleton Spring Jubilee.

College Image Initiative: Define the desired image of the College and implement programs and activities to achieve the desired image.

- A strategy was developed and initiated for raising private and public monies to support the development of new campuses.
- A radio and cinema advertising campaign was launched in fall 2005 and continued during spring 2006.

3. Key Strategic Goals for Present and Future Years

- **Priority 1:** Enhance Opportunities for Student Success
- **Priority 2:** Promote a Collegial and Diverse Environment
- **Priority 3:** Promote Professional Development and Personal Enrichment of Employees
- **Priority 4:** Promote Economic and Community Development
- **Priority 5:** Improve the Physical Environment
- **Priority 6:** Expand Educational Opportunities

4. Opportunities and Barriers

Opportunities:

- **Anderson Campus:** The College will open its first satellite campus, with a goal of offering classes in spring, 2007.
- **SACS Reaffirmation:** The College will complete and begin to deploy a Quality Enhance Plan, the final component needed for SACS reaffirmation.
- **Collaborative Allied Health Programs:** The College will work with the School District of Oconee County and Oconee County Council to establish collaborative Allied Health programs in Seneca, SC.

Barriers:

- **Funding:** The reality of declining funds/resources and challenges of identifying new funding sources. In addition, since the legislature has not included an established amount for the Lottery Tuition Assistance Program in the law, the College cannot guarantee the amount of the award to students, if any.
- **Legislative Influence:** Legislative impact on programs through State legislation (e.g., Education Economic Development Act) and federal legislation.
- **Local Culture:** The historical local college attendance rate is low compared to service areas of other technical colleges.

5. How the Accountability Report is Used

The Accountability Report will become the basis for assessing the College's performance on the set of "core indicators" of institutional health. The Accountability Report will be aligned with the annual strategic planning process, and formally connect strategic goals and the College's mission to performance evaluation. The Accountability Report will be distributed and reviewed in multiple settings, including Board, Executive Staff, and Strategic Planning meetings.

SECTION 2: BUSINESS OVERVIEW

1. Main Educational Programs, Offerings, and Services

Associate Degrees, Diplomas, and Certificates offered through traditional classroom instruction and distance education.

Program Areas

- Health Education: Medical Laboratory Technology, Expanded Duty Dental Assisting, Nursing, Practical Nursing, Surgical Technology, Veterinary Technology, Medical Assisting, Respiratory Care, Pre-Health Information Management, Pre-Dental Hygiene, Pre-Nursing, and Pre-Occupational Therapy Assistant
- Industrial and Engineering Technology: Electronics Engineering Technology, Engineering Graphics Technology, General Engineering Technology, Heating, Ventilation & Air Conditional Technology, Industrial Electronics Technology, Industrial Maintenance Technology, Industrial Supervision Technology, Machine Tool Technology, Quality Assurance Technology, and Welding Technology
- Business and Public Services: Accounting, Computer and Information Technology, Criminal Justice Technology, Early Childhood Development, Management, Office Systems Technology, Radio and Television Broadcasting
- University Transfer: Arts, Sciences, and General Studies
- Continuing Education in Health Education, Business and Industrial Training, Person Interests, and Licensing and Certification in a variety of fields

2. Key student segments, stakeholder groups, and market segments

Students

- Seeking skills to enter or reenter the work-force
- Seeking general education credit to transfer to another four-year institution
- Seeking Personal enrichment
- Seeking Lifelong Learning

Stakeholders

- Business and Industry in Anderson, Oconee, and Pickens Counties
- State of South Carolina
- South Carolina Technical College System
- Government Officials/Representatives in Anderson, Oconee, and Pickens Counties
- College employees
- Tri-County Technical College Foundation, Inc.

Market Segments

- Citizens of Anderson, Pickens, and Oconee Counties
- Businesses and Industries of Anderson, Pickens, and Oconee Counties

3. Operation Locations

- Pendleton Campus, 7900 Highway 76, Pendleton, SC 29670
- Anderson Mall, 3101 North Main, Suite K108, Anderson, SC 29621

4. Regulatory Environment

Tri-County operates under the auspices of numerous regulatory agencies including:

- Commission on Colleges of the Southern Association of Colleges and Schools
- South Carolina Commission on Higher Education
- South Carolina State Board for Technical and Comprehensive Education
- Governmental Accounting Standards Board
- Federal Office of Management and Budget
- Financial Accounting Standards Board
- Equal Employment Opportunity Commission
- Occupational Safety and Health Administration
- Department of Veteran Affairs
- U.S. Department of Education
- U.S. Department of Labor
- South Carolina Student Loan Corporation
- Tri-County Technical College Foundation, Inc.
- Environmental Protection Agency
- Employment Standards Agency
- South Carolina Department of Health and Environmental Control
- South Carolina Office of State Engineer and Construction Procurement
- State of S.C. Office of Human Resources
South Carolina Human Affairs Commission
- South Carolina Department of Labor

5. Your governance system

The relationship between the Commission and the President is described in multiple sections of the Tri-County Technical College Commission Constitution and Bylaws and in the Policy and Procedure Development Policy (TCTC) and the College Decision-making Process Policy (TCTC). Each delineates policy making as the Commission's responsibility and interpreting policy and creation of processes to carry out policy as the responsibility of the President.

6. Key suppliers and partners

Citizens, high schools, and businesses in Anderson, Oconee, and Pickens Counties, other post-secondary institutions

7. Key strategic challenges

- Meeting community needs in a time of declining State support
- Implementing multiple initiatives with limited human resources (e.g. the Learning Excellence Initiative, the Gateway to College)
- Limited physical space
- Increasing the local college attendance rate

8. Performance improvement systems:

Faculty Performance Management System
Employee Performance Management System
Strategic and Institutional Planning System
Outcomes Assessment System
Internal and External Audits
Pay for Performance Plan

9. Expenditures/Appropriations:

BASE BUDGET EXPENDITURES AND APPROPRIATIONS

	04-05 Actual Expenditures		05-06 Actual Expenditures		06-07 Appropriations Act	
Major Budget Categories	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 14,258,160	\$ 6,379,306	\$ 15,324,993	\$ 6,651,315	\$ 18,244,870	\$ 7,190,650
Other Operating	\$ 8,301,886		\$ 8,428,520		\$ 11,422,823	
Fringe Benefits	\$ 3,443,508	\$ 1,610,046	\$ 3,698,376	\$ 1,729,196	\$ 4,526,612	\$ 1,632,232
Total	\$ 26,003,554	\$ 7,989,352	\$ 27,451,889	\$ 8,380,511	\$ 34,194,305	\$ 8,822,882

OTHER EXPENDITURES

Sources of Funds	04-05 Actual Expenditures	05-06 Actual Expenditures

10. Major Program Areas Chart

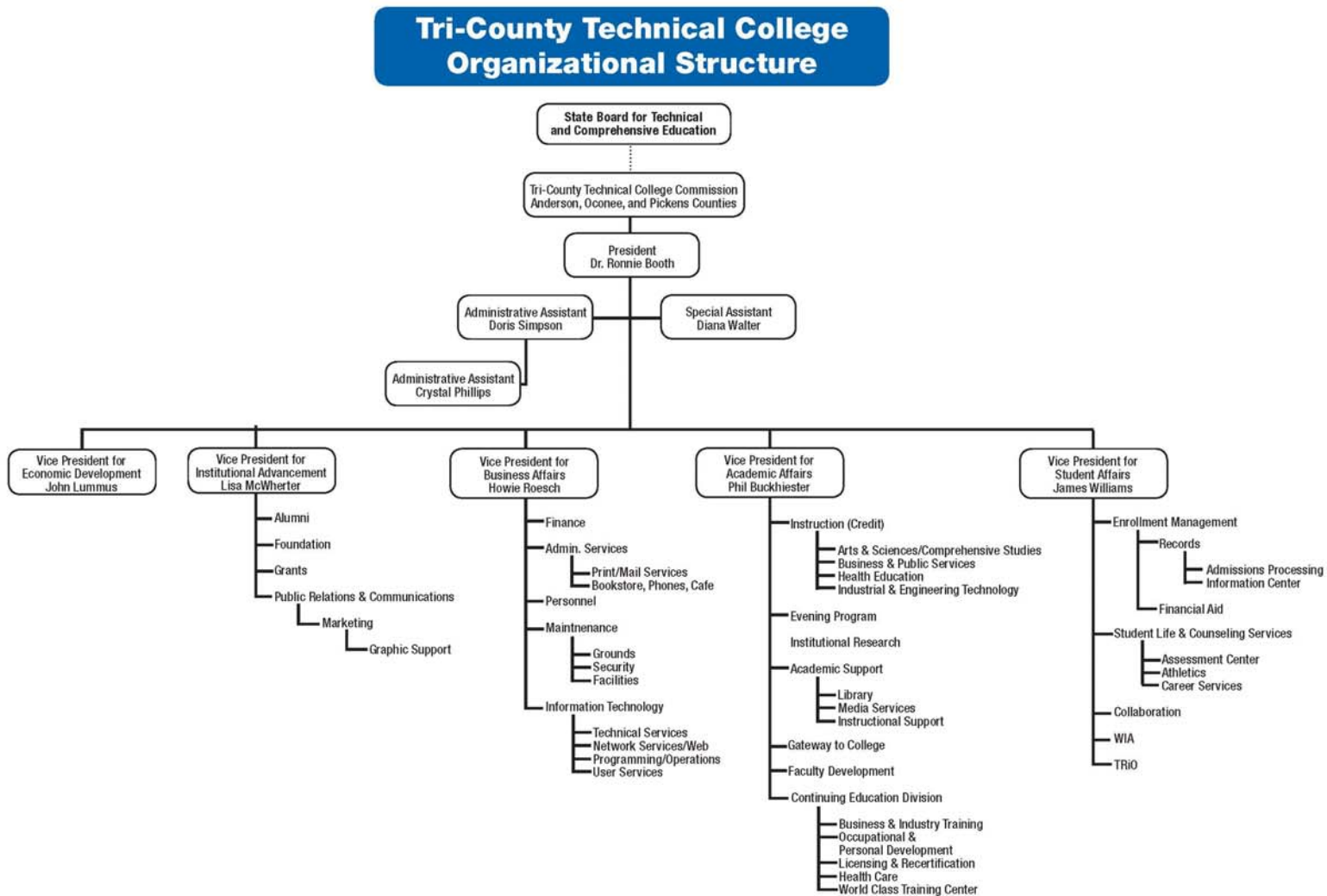
Program Number and Title	Major Program Area Purpose (Brief)	FY 03-04 Budget Expenditures	FY 04-05 Budget Expenditures	Key Cross Reference for Financial Results*
II. A,B,&E Instructional Programs	The technical college's provide opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduation with an Associate Degree, Diploma, or Certificate	State: \$ 7,989,352 Total: \$26,003,554	State: \$ 8,380,511 Total: \$27,451,889	Category 7

*Key Cross-References are a link to the Category 7 – Business Results.

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

Funds below are expenditures for capital bond projects from Capital Project Funds established in prior years.

11. Organizational Structure:



SECTION III – ELEMENTS OF BALDRIGE CRITERIA

Category 1 - Leadership

1.1 HOW DO SENIOR LEADERS DEVELOP AND DEPLOY THEIR ORGANIZATION VISION AND VALUE?

The mission, vision, and values of the College guide all activities. The Planning Committee, which is comprised of a representative cross section of the College community, is chaired by the president of the College. The long-range planning process starts with reviewing and revising the mission, vision, and values of the College as needed. This occurs every three to five years, and changes are approved by the administration of the College, which in turn seeks approval of the College Commission.

Senior leaders convey the College's mission, vision, and values primarily through faculty/staff meetings, the College's Annual Report, internal and external web sites, student catalog, and Tri-County Technical College Foundation Annual Report. In addition, all senior leaders participate and communicate with community stakeholders in multiple ways, including business and industry visits, civic events, legislative delegation meetings, and State-level peer group meetings.

The senior leaders reflect the values of the organization through development of policies and procedures that promote the organization's values, rewarding of individuals who demonstrate their commitment to the values through their actions, and the development of planning activities to realize the organization values in the daily operations of the College.

1.2 HOW DO SENIOR LEADERS PROMOTE AND SUPPORT PROFESSIONAL BEHAVIOR?

Senior leaders support and promote ethical and legal behavior and fiscal, legal, and regulatory accountability through adherence to State Board for Technical and Comprehensive Education (SBTCE) Policies and Procedures and the creation and adherence to local policies and procedures. In addition, the College offers development activities for all College stakeholders as needed to create and maintain a culture of compliance.

Senior leaders create and manage systems of organizational oversight to ensure effective application of the policies and procedures, and the results are measured through: external and internal audits, computerized data validation, program accreditation standings, Southern Association of Colleges and Schools Accreditation standing, mandated State accountability reports, and SBTCE program productivity reviews.

1.3 HOW DO SENIOR LEADERS CREATE AN ENVIRONMENT OF PERFORMANCE IMPROVEMENT, ACCOMPLISHMENT OF STRATEGIC OBJECTIVES, INNOVATION, AND ORGANIZATIONAL AGILITY?

Senior leaders have approved an institutional effectiveness policy and procedure that state that the College "...will engage in ongoing, integrated, and research-based planning and evaluation processes that include periodic reviews of all programs and services..." and that are "...designed to ensure continuous improvement and success in achieving the College's mission." In addition, the College is "...committed to the integration of institutional effectiveness data into strategic planning at all levels of the operation..." and "...will organize its human, physical, and fiscal resources to carry out assessment, research, and planning processes." The senior leadership is responsible for effectively executing these processes and reviewing the institutional impact in relation to strategic objectives.

To promote innovation and responsiveness to environmental change, senior leaders have established a pay-for-performance program and an innovation recognition program to encourage and reward employee contributions to organizational improvement.

Senior leaders meet biweekly to discuss and respond to changing environmental conditions and to ensure open communication between all functional areas in the College. The College's strategic plan initiatives are discussed within these meetings as well as the core indicators used to measure the effectiveness of the initiatives.

1.4 HOW DO SENIOR LEADERS CREATE AN ORGANIZATIONAL ENVIRONMENT FOR FACULTY AND STAFF LEARNING?

Senior leaders promote the development of all employees at Tri-County Technical College through adherence to the State Employee Development Policy, the Employee Development Procedure, and the creation and adherence to the local Employee Development Policy, and the Employee Development Procedure. Senior leaders have developed a philosophical orientation for employee development that guides the execution of development activities. The foundational elements of the philosophy include the belief that:

- employee development is critical to the vitality and viability of the College.
- employee development is essential to the accomplishment of our mission and values and that through our employee development program we demonstrate our commitment to lifelong learning.
- employee development is the responsibility of all employees of the College.
- employee development should be coordinated, involve constituents in planning, documented and evaluated, and can take many forms.

Senior leaders demonstrate support of Tri-County's development philosophy by the approval and distribution of budgeted funds and raising monies through the Tri-County Technical College Foundation to support development. In addition, senior leaders participate in internal and external learning opportunities and openly discuss new knowledge with the campus community in oral and written communication.

1.5 HOW DO SENIOR LEADERS PROMOTE AND PERSONALLY PARTICIPATE IN SUCCESSION PLANNING, AND THE DEVELOPMENT OF FUTURE ORGANIZATIONAL LEADERS?

Senior leaders have established an ongoing leadership program in collaboration with Clemson University that includes mentoring, leadership training, collegial interaction, and culminating in the accomplishment of a leadership project. Potential future leaders are accepted into the competitive program, and individual results are used in succession planning. In addition, senior leaders choose participants and provide funding for individual leadership training for employees in State and local leadership programs, including a year-long leadership program through the Technical College System State Office, a two-year graduate certificate program in Educational Leadership with the University of South Carolina, and five year-long leadership programs offered by local city and county governments and chamber of commerce offices.

1.6 HOW DO SENIOR LEADERS COMMUNICATE WITH EMPOWER AND MOTIVATE ALL FACULTY AND STAFF?

To empower and motivate employees, senior leaders maintain a committee structure to provide a mechanism for faculty, staff, and students to be involved in the decision-making process by acting in an advisory capacity to the President. All standing committee chairs report directly to and communicate regularly with the President. Standing committees meet regularly and post all minutes to the College web portal to enhance institution-wide communication and involvement.

Senior leaders communicate with faculty and staff by holding both campus-wide and unit-specific staff meetings on a regular basis. In addition to personal communication, a monthly newsletter from the President is published and distributed campus-wide.

Senior leaders promote positive employee morale and team spirit by recognizing outstanding employee achievement and meritorious service; sending expressions of concern in case of employee illness or bereavement (with the employees written approval); recognizing employees upon resignation or retirement; and sharing other information approved by the employee through in-house publications, memos, and electronic media.

1.7 HOW DOES YOUR ORGANIZATION EVALUATE THE PERFORMANCE OF YOUR SENIOR LEADERS?

Senior leaders are evaluated by employees of the College every three years as required by the Supervisor Performance Management System Policy and the Supervisor Performance Management System Procedure. The results of evaluations are summarized by the Director of Personnel and are made available to the individuals evaluated for use in performance planning.

The Tri-County Technical College Commission evaluates the body's effectiveness through a systematic self-evaluation process that is executed annually. In addition, the College abides by the specific criteria for effective governance for accreditation established by the Southern Association of Colleges and Schools.

1.8 HOW DOES YOUR ORGANIZATION ADDRESS AND ANTICIPATE ANY ADVERSE IMPACTS?

Tri-County Technical College anticipates potential adverse impacts on the College through ongoing environmental scanning and synthesis of assessment data. The College addresses potential adverse effects through the development of initiatives in the strategic planning process that in turn drive the development of the College and unit level plans.

The College employs multiple types of program/department and College level performance measures. Each unit or program has developed outcomes and assessment methods that are measured annually to identify opportunities for improvement. In addition, senior leaders have established Core Indicators for defining and assessing vital indicators that gauge the health of the College, such as enrollment, employment, graduation rates, and financial data.

In addition to compliance-related processes established by the College, the institution is fully accredited by the Commission on Colleges of the Southern Association of Colleges and School and fourteen programs are individually accredited by program-specific accrediting bodies. The State of South Carolina also requires the reporting of program productivity goals and measures.

1.9 HOW DO SENIOR LEADERS ACTIVELY SUPPORT AND STRENGTHEN THE COMMUNITIES?

The College supports community development by both actively participating in external civic activities as well as actively promoting civic engagement through College sponsored activities and events.

Senior leaders personally engage in multiple types of external civic activities and actively encourage faculty, staff, and students to engage as well. Senior leaders and other faculty and staff are active members of civic organizations such as Rotary International, Lions Club, and area chamber of commerce and economic development organizations. College constituents are also quite active in community assistance

projects such as The United Way, Red Cross blood drives, adopted family efforts during the holidays, and awareness activities for national initiatives such as Black History Month and Constitution Day.

The College has an informal policy requiring at least one senior leader to attend all civic events in the service area, and senior leaders initiate College participation in local expositions, festivals, and other community activities such as Zoom Zone and Spring Jubilee festival. In addition, senior leaders participate in all local legislative meetings in the service area and travel regularly to Columbia to participate in State-level political negotiations.

Senior leaders, faculty, and staff also promote community civic engagement through the sponsorship of events and programs such as a cultural enrichment seminar series and the hosting of local events such as the Blue Grass Under the Stars. In addition, senior leaders encourage curriculum collaborations with other educational institutions in the service area including active arrangements with area high schools for dual credit programs and a formal bridge program to Clemson University for University Transfer students.

The College also has two positions that are dedicated to actively supporting and strengthening the communities in which it operates. The Vice President of Economic Development serves on all the area economic development boards and works with the Economic Development Directors on projects and programs and in establishing long-term economic goals, plans, and strategies for success. This position also implements and maintains a plan for fostering relationships with the service area industries to improve efficiency, productivity, and competitiveness; serves as a resource for industrial prospects and new industry; serves as the College's governmental affairs representative; serves as the College' representative to economic development associations; and makes presentation and speeches to community groups. The Associate Dean of Collaboration is responsible for planning, implementing, and evaluating programs and activities that establish and enhance educational collaborative efforts within the institution and the community.

Category 2 - Strategic Planning

* Key Cross-References are lined to the Category 7 – Business Results.

Program Number and Title	Supported Agency Strategic Planning Goals/Objectives	Related FY 04-05 Key Agency Action Plan/Initiative(s)	Key Cross References for Performance Measures *
II. A, B, & E Instructional Programs	Enhance Opportunities for Student Success	Define the desired Tri-County Technical College student experience and plan activities and programs to implement it Improve student retention	7.1-2 – 7.1-7
	Promote a Collegial Environment	Create a collegial culture that will encourage and enhance the personal and professional growth of faculty, staff, and students	7.2-1 7.4-1 – 7.4-5 7.5-1 – 7.5-3
	Increase Community Involvement	Increase mutually beneficial collaborations between areas within the College, between the College and the community, and between the College and other colleges and universities Define the desired image of the College and implement programs and activities to achieve the desired image	7.5-1 7.6
	Improve the Physical Environment	Create a physical environment that will encourage and enhance the personal and professional growth of faculty, staff, and students	7.5-1 7.5-6
	Expand Educational Opportunities	Expand educational opportunities that will effectively meet the economic and personal goals of all segments of our service area	7.1-2—7.1-7 7.2-1—7.2-6 7.4-3 7.4-4

2.1 WHAT IS YOUR STRATEGIC PLANNING PROCESS, INCLUDING KEY PARTICIPANTS?

THE PLANNING PROCESS

The College's Strategic Plan is designed to define the College's mission, vision, and values and to identify actions to be taken on large college-wide initiatives that address priorities required to move the College forward and respond to assessment findings. The Strategic Planning Committee, a standing committee, is responsible for reviewing and making recommendations for changes to the mission, vision, and values, based on input from all College constituents and research of best practices, and for determining long-term priorities and initiatives. This review process occurs every three to five years. The Strategic Planning Committee communicates the recommendations to the Executive Staff for approval. Once the recommendations have been approved, the President assigns the initiatives to vice presidents, who are responsible for determining the course of action and budgetary impact for the first year. The course of action is determined with input from all involved stakeholders. Annually, thereafter, before the budgeting process begins, the Strategic Planning Committee reviews the long-term initiatives and priorities to determine if they are still appropriate or if they need to be modified to reflect changing internal or external conditions. The Strategic Planning Committee makes recommendations to the Executive Staff, and the President again assigns areas of responsibility. Vice presidents, in collaboration with faculty and staff within the respective unit, develop annual plans.

Institutional Plans are annual unit-level strategic plans for all areas of the College—Institutional Advancement, Student Affairs, Academic Affairs, Business Affairs (includes equipment, facilities, financial, and information technology), and Continuing Education. These plans include the mission of the unit as it relates to the College's mission and activities that have been assigned from the College Strategic Plan. The activities respond to weaknesses and address new programs or services needed for continuous effectiveness in the future of the unit.

A long-term master facilities plan is developed every five to eight years with the assistance of consultants. Out of this process comes an annual capital improvement plan that is a part of the Business Affairs Institutional Plan. The plan is reviewed and revised annually.

In the College's strategic planning process, economic data, trends in higher education, historical College data and input from all College constituents are used to inform the review of the core of the institution - the mission, vision, and values. This same information is used to determine the College's long-range priorities, initiatives, and activities to address multiple purposes. Of course, none of the data has a single purpose; however, in general, the following data is used for the following purposes:

A. Organizational Strengths, Weaknesses, Opportunities, and Threats

The College employs several data gathering and analysis techniques to identify strengths, weakness, opportunities, and threats during the strategic planning process including:

Student, Graduate, and Employer Surveys results are compiled and published for the leaders of the vision, and the Vice President for Academic Affairs to be used in planning for improvement.

Gathering constituent input from Commission members, faculty, staff, advisory boards, and students occurs at the beginning of each strategic planning cycle. Participants are asked about the College's weaknesses, strengths, and ideas for ways to improve. A summary of this data is used by the Planning Committee in determining the strategic plan priorities and initiatives.

Academic Program Review at the local level is a component of the Institutional Effectiveness Procedure (TCTC) to ensure continuous improvement of programs. Implementation of the process will begin next

year and findings will result in planning activities to address any weaknesses. The process requires gathering, analyzing, and summarizing relevant internal and external data concerning each program. Department heads or program coordinators, as appropriate, are responsible for using the process to conduct a critical review of program status, for identifying needed changes, and for creating a plan for improvement based on the results of the review. The Vice President for Academic Affairs and division deans are responsible for reviewing written program reviews, evaluating planned changes, and providing formal feedback to department heads or program coordinators, as appropriate.

Another form of local program evaluation occurs as a result of program accreditation. Programs undergo a thorough periodic review by accrediting agencies, and recommendations from this process are used to make improvements. The College has programs accredited in three divisions – Health Education, Business and Public Services, and Industrial and Engineering Technology.

Academic Program Review at the State level is required every year for each diploma, certificate, and degree program offered. The data required for the review are prescribed in the Instructional Program Evaluation Procedure and the Instructional Program Evaluation Timetable and Procedures Procedure, and are used to consider viability.

B. Financial, Regulatory, and Other Potential Risks

Financial Analysis in the Comprehensive Annual Financial Report includes the identification and analysis of financial risk.

Planning Assumptions and Implications are prepared by a sub-group of the planning committee using educational trending data and current and projected service area data.

C. Shifts in Technology, Student and Community Demographics, Markets, and Competition

Current and Projected Service Area Data is gathered by the Research and Evaluation Department.

Planning Assumptions and Implications are prepared by a sub-group of the planning committee using educational trending data and current and projected service area data.

D. For Long-Term Sustainability

A *Crisis Management Plan* has been developed to address safety issues during emergencies; however, the current draft does not include a business continuation component. The plan is currently under development.

Institutional Core Indicators indicate the health of the College by measuring and analyzing key metrics of performance that are vital to long-term sustainability, such as enrollment, employment, graduation, and financial data. The process requires the Executive Staff of the College to define the indicators and the cycle on which they should be measured. The Research and Evaluation Department is responsible for completing the measurements and communicating the results to the Executive Staff in a timely and effective manner. The Executive Staff is responsible for using the information to improve processes and products of the College through the formal planning process.

E. Ability to Execute the Strategic Plan

Financial and human resources are assigned to each activity in the strategic plan. Discussions concerning progress on each strategic initiative are conducted during Executive Staff meetings, as well as unit-level meetings. In addition, formal annual summary reports are required every July, and are published on the College's web portal.

2.2 WHAT ARE YOUR KEY STRATEGIC OBJECTIVES?

1. Define the desired Tri-County Technical College student experience and plan activities and programs to implement it; improve student retention
2. Create a collegial culture that will encourage and enhance the personal and professional growth of faculty, staff, and students
3. Increase mutually beneficial collaborations between areas within the College, between the College and the community, and between the College and other colleges and universities; define the desired image of the College and implement programs and activities to achieve the desired image
4. Create a physical environment that will encourage and enhance the personal and professional growth of faculty, staff, and students
5. Expand educational opportunities that will effectively meet the economic and personal goals of all segments of our service area

2.3 WHAT ARE YOUR KEY ACTION PLANS/INITIATIVES?

See 2.0 Strategic Planning Chart.

2.4 HOW DO YOU DEVELOP AND TRACK ACTION PLANS THAT ADDRESS YOUR KEY STRATEGIC OBJECTIVES?

The Strategic Planning Committee communicates the recommendations for priorities and initiatives to the Executive Staff for approval. Once the recommendations have been approved, the President assigns the initiatives to vice presidents, who are responsible for determining the course of action and budgetary impact for the first year. The course of action is determined with input from all involved stakeholders. Annually, thereafter, before the budgeting process begins, the Strategic Planning Committee reviews the long-term initiatives and priorities to determine if they are still appropriate or if they need to be modified to reflect changing internal or external conditions. The Strategic Planning Committee makes recommendations to the Executive Staff, and the President again assigns areas of responsibility. Vice presidents, in collaboration with faculty and staff within their respective units, develop annual plans and determine budgetary impact.

2.5 HOW DO YOU COMMUNICATE AND DEPLOY YOUR STRATEGIC OBJECTIVES, ACTION PLANS AND PERFORMANCE MEASURES?

A faculty and staff meeting is held to communicate the strategic plans once they have been completed and approved. In addition, the plans are available for all members of the campus community on the College's web portal. Action plans are assigned to appropriate employees during the planning process and become a part of ongoing division, department, program, committee, and individual meetings to track the process. At the end of the planning year, a summary of results is prepared by persons responsible for individual tasks and initiatives for the College's leadership to review and consider for future planning.

Communication regarding strategic plan progress is shared with staff at departmental and unit-level meetings.

Concerted efforts have been made by College leadership to share the strategic plan with respective staff members; an emphasis which gives the opportunity for staff to openly discuss and determine how his/her position contributes to the successful implementation of the strategic plan and College mission.

Efforts are being made to include achievement of strategic objectives, action plans, and performance measures in the annual EPMS performance appraisals of staff at all levels of the College.

The President communicates progress of the strategic plan via regularly published newsletters and reports.

2.6 HOW DO YOU MEASURE PROGRESS OF YOUR ACTION PLANS?

Progress on individual activities in the Strategic Plan is tracked to assess completion status using procedures described in section 2.4.

2.7 HOW DO YOUR STRATEGIC OBJECTIVES ADDRESS THE STRATEGIC CHALLENGES YOU IDENTIFIED IN YOUR ORGANIZATIONAL PROFILE?

Strategic objectives were created to directly address key institutional strategic challenges including:

- Each strategic goal/objective has associated detailed plans that are assigned to individuals based on the needed skill set to promote project success.
- Transitioning smoothly and maximizing the use of the Anderson Campus and exploring additional sites are a part of the “Improve the Physical Environment” objective.
- Developing a new marketing strategy is part of the “Promote a Collegial Environment” objective.
- Developing new scheduling options and program offerings is part of the “Expand Educational Opportunities” objective.

2.8 IF THE AGENCY’S STRATEGIC PLAN IS AVAILABLE TO THE PUBLIC THROUGH THE AGENCY’S INTERNET HOMEPAGE, PLEASE PROVIDE AN ADDRESS FOR THAT PLAN ON THE WEBSITE.

The strategic plan is not available on the public Web site.

Category 3 – Student, Stakeholder, And Market Focus

3.1 HOW DO YOU IDENTIFY THE STUDENT AND MARKET SEGMENTS?

As is stated in the College's mission statement, Tri-County Technical College is an open admissions institution serving the citizens of Anderson, Oconee, and Pickens Counties. In addition, it is the College's mission to serve as a catalyst for economic development. These two statements form the foundation for identifying student and market segments to address.

The College employs a Vice President for Economic Development who is responsible for identifying community needs and acting as a liaison with the business community. This process is complimented by annual employer surveys, one-on-one meetings with business leaders, community-based meetings in legislative, economic development, and civic settings, and environmental scanning data including local, State, and national economic and social business trends.

Individual programs use advisory boards composed of local business and industry leaders to ensure that programs, offerings, and services are meeting the needs of the community. In addition, all programs are reviewed annually by the State Board for Technical and Comprehensive Education to assess program viability. The College is also in the process of developing a comprehensive academic program review process to promote proactive program development.

The Executive Staff uses the data from all the sources listed to determine current and future need for programs, offerings, and services.

The College follows the year and a half State procedure for developing a new degree program that involves extensive study of the need and projected impact. New certificates programs are continually being developed to determine the interest of students and business and industry before new degree programs are pursued.

3.2 HOW DO YOU KEEP YOUR LISTENING AND LEARNING METHODS CURRENT WITH CHANGING CUSTOMER/BUSINESS NEEDS?

Tri-County Technical College keeps its listening and learning methods current with changing customer/business needs through the development of employees. The College believes that employee development is critical to the vitality and viability of the College including the development of the ability to change based on student, stakeholder, and market requirements, expectations, and preferences. Because the College's most valuable resources are human resources, the institution believes that investment in development is not only fiscally responsible but ensures the continued success of the College and the customers it serves.

All employees are responsible for staying abreast of changing requirements within their profession including learning about and reacting to changing student, stakeholder, and market focus. The new knowledge of trends and methods is then blended with the College's culture to determine how it can be best used to keep listening and learning methods current. It has resulted in changing of surveys, program outcomes, assessment methods, advisory committees, organizational structure, and planning activities.

3.3 HOW DO YOU USE INFORMATION FROM CURRENT, FORMER, AND FUTURE STUDENTS AND STAKEHOLDERS TO IMPROVE SERVICES AND PROGRAMS RELEVANT AND PROVIDE FOR CONTINUOUS IMPROVEMENT?

The College has three different processes for gathering information from current, former, and future students and stakeholders and then using it to improve services and programs.

Academic and Administrative & Educational Support Services Program Outcomes are written assessments and plans for improvement of the departmental and program outcomes. The assessment model is based on a data-driven format, and includes direct and indirect assessment data from students and indirect assessment data from graduates, and employers for use in the process. The data gathered is used to support continuous program/unit improvement. The process spans two years and all relevant documents, including forms, instructions, and timelines, are posted on the College's internal web portal.

Alumni, Student, Graduate, and Employer Surveys are completed annually. All information from the surveys is compiled and published for the leaders of the program, unit, division, and the Vice President for Academic Affairs. In addition, surveys are completed as needed to meet special requests. The data gathered is used to support continuous program/unit improvement.

Student Course/Instructor Evaluation Process at Tri-County includes the development and deployment of survey instruments each semester and mechanisms to assure the use of the results for improving course offerings. Students in every course each semester have the opportunity to provide anonymous feedback on instruction. Results are compiled and reviewed by the appropriate supervisor and used in rating teaching performance and for determining goals in the professional development plan for the coming year that relate to improving instructional methods. In addition, the data gathered is used to support continuous program/unit improvement.

Advisory Committees are used to form relationships with those within the community who have a stake in the results of Tri-County's efforts. Every educational program and some student service based programs hold regularly scheduled meetings to discuss current efforts and make plans for improvement to improve services and programs relevant and provide for continuous improvement.

3.4 HOW DO YOU MEASURE CUSTOMER/STAKEHOLDER SATISFACTION?

Tri-County assesses customer/stakeholder satisfaction through formal surveys of students and stakeholders at multiple points of interaction and other informal communication with all constituents:

- Annual student, graduate, faculty/staff, and employer satisfaction surveys
- Biannual alumni surveys
- Point-of-contact surveys at College service locations
- Student course/instructor surveys each semester
- Advisory board communication

3.5 HOW DO YOU BUILD POSITIVE RELATIONSHIPS?

The College builds positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning through relationship building and excellent customer service.

Student Relationship and Customer Service

Students are provided services that are conveniently located and continuously being improved through the use of student feedback. Instructors are encouraged to teach using active techniques so that more relationships can be built and maintained in courses, and instructors are required to have posted office hours to encourage and welcome students to communicate. In addition, activities are held outside the classroom to encourage learning and relationship building with peers and College employees (e.g. committee meetings, club meetings, athletics, celebrations, social events, and informational sessions). High school students are introduced to Tri-County through college fairs at the schools within the service area and special presentations presented by faculty and student service personnel. Marketing strategies are also used to provide ac-

curate information about the College using print and other media to effectively communicate with all perspective students.

Other Stakeholders

Relationships with other stakeholders are built through visits to campus, interaction with College employees within the community, the establishment of collaborative relationships with other organizations within the community, publications.

The President, as well as other College personnel, hosts meetings with stakeholders on a regular basis. Donors, business and industry representatives, students, legislative representatives, and other community and business leaders are asked to campus to give input and/or receive information about College services and major initiatives. One of the major meetings of this type is the annual report luncheon where over twelve hundred stakeholders are invited to campus for luncheon and review of College accomplishments and plans for the future.

College personnel are members of community organizations as representatives of the College and attend local government and civic meetings to build positive relationships. In addition, collaborative relationships are established with area high schools, other colleges and universities, businesses, and community organizations. The College is also a member of the South Carolina Technical College System and participates in peer group meetings and supports the efforts of the System in cultivating relationships with the appropriate State level government agencies to which the College is accountable.

Informational publications are used to communicate the College's message for particular stakeholder groups including a the College annual report, planning publications, and the Tri-County Technical College, Inc. annual report

Category 4 – Measurement, Analysis, And Knowledge Management

4.1 HOW DO YOU SELECT WHICH OPERATIONS, PROCESSES, AND SYSTEMS TO MEASURE?

The Southern Association of Colleges and Schools requires that all accredited institutions measure student learning at the program level using direct measures of students' knowledge, cognition, behavior, and values. In addition, indirect measures such as surveys, focus groups, and advisory boards, are used to provide external validity.

To track organizational performance, the Executive Staff determines core indicators, which index key areas of performance (e.g. retention, graduate placement, licensure pass rates, minority representation, personnel turnover).

The President established the process to track progress relative to strategic objectives and action plans through collaboration with the strategic planning committee and Executive Staff members. Progress is tracked by assigning vice presidents for each division of the College to be responsible for implementing strategic objectives and action plans identified in the College Strategic Plan and by providing annual status reports to the President.

4.2 HOW DO YOU USE DATA/INFORMATION ANALYSIS TO PROVIDE EFFECTIVE SUPPORT FOR DECISION MAKING THROUGHOUT THE COLLEGE?

Information is gathered and analyzed to identify institutional strengths and weaknesses as well as economic, educational, and service area trends to guide the development and annual revisions to the strategic plan.

Creation of the College funding agenda for internal and external sources is based on an assessment of data relevant to stakeholder needs.

Annual State program reviews use longitudinal data for decisions about program continuation.

College initiative proposals are accepted or denied by the Executive Staff based on data provided by the proposal author(s).

Outcomes assessment data is used to evaluate and improve student learning and support services at the department and program level.

4.3 WHAT ARE YOUR KEY MEASURES AND HOW DO YOU KEEP THEM CURRENT WITH EDUCATIONAL NEEDS AND DIRECTION?

Key measures include:

- Student, graduate, employer, and alumni satisfaction
- Student placement upon graduation
- Graduate licensing exam pass rates
- Student learning and support service outcome assessments
- Diversity
- Personnel turnover

The leadership of the College determines the measures and makes changes to the measures based on assessment results, educational trends, and changes in the College's mission, vision, and values.

4.4 HOW DO YOU SELECT AND USE COMPARATIVE DATA AND INFORMATION?

Comparative data and information are selected according to the College's core indicators. Internally, a baseline has been established for each measure, and all results thereafter are compared to the baseline. Benchmarks are being identified within each division, as we ask for results of similar measures from comparable educational agencies. A review of the literature is revealing more opportunities for identification of benchmarks. The Executive Staff conducts fiscal analyses to identify possible problem areas in the College's fiscal management.

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

Integrity and Accuracy

The College maintains the integrity and accuracy of its data through internal and external audits of the data; a clear separation of duties for entering data, verifying data, and approving data; hiring employees with appropriate skills and education for the job; the use of written procedures for gathering, entering, and using data; well-designed computer systems; and employee training for duties that relate to handling data.

Timeliness

The College ensures the timeliness of data through the establishment of published schedules for when data will be available. The schedules are determined based on the needs of users for decision-making.

Security

The College ensures data security by making data availability based on job description. Only data needed for job duties can be accessed. In addition, policies and procedures have been developed and employees are trained to ensure that employees are knowledgeable on data security issues.

Availability

The College provides data through hard copy reports and through Web access. The College's Research and Evaluation Department gathers, consolidates, and distributes information and data reports for decision making according to established procedures and timelines and maintains an extensive institutional data web site accessible to all College personnel. In addition, the College's Information Technology Department provides assistance in developing reports for satisfying user data needs.

4.6 HOW DO YOU TRANSLATE ORGANIZATIONAL PERFORMANCE REVIEW FINDINGS INTO PRIORITIES FOR CONTINUOUS IMPROVEMENT?

The translation of organizational performance review findings occurs during the strategic planning process. The Research and Evaluation Department serves as a liaison to the College's Strategic Planning Committee and produces informational reports that are not already available. The Planning Committee analyzes the institutional data along with information from current educational literature to make preliminary recommendations to the College's Executive Staff for priorities that will serve to improve the College in significant ways. The Executive Staff seeks input from College constituents including faculty, staff, students, advisory boards, and the general public. The Executive Staff makes changes as needed based on the input and then seeks input and approval from the College's Commission.

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

All institutional data is located on the College's Intranet. The site includes all College plans, survey results, and enrollment, placement, graduation, and transfer data along with other documents created for research purposes.

Site visits to learn about best practices for College initiatives are funded through the College's budget and through the College's foundation. Those involved in site visits for the purpose of information gathering are required to write trip reports.

Numerous development opportunities held throughout the academic year allow participants to share best practices, including the annual faculty retreat.

All committee meeting minutes are available on the College's Intranet as well as all the College's policies and procedures.

Category 5 – Faculty and Staff Focus

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

Tri-County Technical College maintains a committee structure to provide a mechanism for faculty, staff, and students to cooperate, show initiative, be empowered, and innovate. Any employee or student may request to form a committee through the Executive Staff. If approved, appointments are made to the committee by the Executive Staff to accomplish the committee objectives. All committee meetings are open to anyone on campus, and minutes are posted on the College intranet. Individual contributions to committees are considered during annual reviews.

The President has established reward programs for innovation and initiative. Bonuses are given to employees who have made excellent contributions to the College and percentages of savings are awarded to employees who suggest cost-saving ideas that can be implemented.

The College offers development opportunities that promote initiative, empowerment, and innovation. The development of employees at Tri-County Technical College is guided by the State Employee Development Policy, Employee Development Procedure, and the local Employee Development Policy, and Employee Development Procedure. The local Employee Development Policy states the College's philosophy for employee development. To support this philosophy, the College's procedure contains the processes by which employees can receive approval and funds, if needed, to participate in development activities.

An Employee Development Brochure is published at the beginning of each semester with a variety of learning opportunities that include management, teaching with technology, teaching and learning, job skills, and College networking and communications learning opportunities. In addition to the offerings described in the brochure, this office coordinates the adjunct instructor orientation and the Master Teacher program.

Funds are budgeted for the coordination of cross-unit and for individual- and unit-appropriate activities. Development funds are included in travel budgets for each unit, and endowed teaching chair monies for development are made available through the Tri-County Technical College Foundation, Inc. Leadership training is also funded through the Foundation and includes employee participation in an in-house program (which is now run jointly with Clemson University); the University of South Carolina graduate certificate in higher education leadership program; a South Carolina Technical College System leadership program; and local, county, and city leadership programs.

5.2 HOW DO YOU ACHIEVE EFFECTIVE COMMUNICATION AND SKILL SHARING ACROSS DEPARTMENTS, JOBS, AND LOCATIONS?

- The College publishes bi-monthly newsletters that includes a message from the President and information about College initiatives and employees.
- The President has two faculty/staff meetings each year to discuss College initiatives and introduce new employees.
- The College holds a spring and fall convocation to discuss College initiatives and recognize employees for service.
- The College includes "Coffee Talks" as part of its development event schedule each semester where employees responsible for College initiatives discuss the progress and answer questions.

- College employees teach workshops and courses as a part of the development event schedule each semester.
- The College funds development retreats to encourage communication and sharing of ideas among peers.
- The College has established a Communications Committee to further clarify internal communication needs and develop plans for meeting those needs.
- The College is upgrading its web portal product to enhance internal communication.

5.3 HOW DOES YOUR FACULTY AND STAFF PERFORMANCE MANAGEMENT SYSTEM, INCLUDING FEEDBACK TO FACULTY AND STAFF, SUPPORT HIGH PERFORMANCE WORK AND CONTRIBUTE TO THE ACHIEVEMENT OF YOUR ACTION PLANS?

All administrative and academic officers (the president and vice presidents) are evaluated by employees of the College every three years as required by the Supervisor Performance Management System Policy and the Supervisor Performance Management System Procedure. The results of evaluations are summarized by the Director of Personnel and are made available to the individuals evaluated for use in performance planning. The policy referenced above currently defines institutional officers as the President and Vice Presidents. An Administrator Evaluation Cycle has been created and indicates the evaluation schedule through 2009.

Tri-County Technical College evaluates all full-time faculty members annually using the State Board for Technical and Comprehensive Education Faculty Performance Management System (FPMS). There is no tenure system at TCTC. Adjunct faculty members are evaluated in accordance with the Adjunct Faculty Orientation, Supervision, and Evaluation Procedure. Additionally, students evaluate instruction in all courses each semester.

The Faculty Performance Management System (FPMS) Procedure describes in detail the full-time faculty evaluation process. The procedure describes the purpose and types of evaluations, roles, and responsibilities of those involved in the evaluation process, performance level ratings, and success criteria. The procedure also includes the Performance Management System Documents (faculty) used in the evaluation process, which contain a planning stage document with job functions and success criteria, objectives, performance characteristics, professional development plan, and a performance appraisal document. The job duties for faculty typically include instructional development, teaching, student advisement, college and/or community service, professional development, and instructional management. This FPMS procedure is published on the College Intranet.

The FPMS includes two stages: planning and evaluation. During the planning stage the Planning Stage Document that describes job duties and success criteria for the coming year, as well as objectives and professional development goals, is jointly completed by the faculty member and his or her supervisor (Rating Officer), and signed by the second-level supervisor (Reviewing Officer). The professional development plan, in particular, is used to address weaknesses identified from the previous year's performance appraisal and to enhance relevant knowledge and skills.

During the evaluation stage the Performance Appraisal Document is completed by the Rating Officer, signed by the Reviewing Officer, and then reviewed and signed by the faculty member in a meeting with the Rating Officer, during which the Rating Officer provides feedback on performance to the faculty member. The faculty member has an opportunity to write a narrative response on the performance appraisal either in agreement or disagreement. If a faculty member's performance does not meet the minimum requirements, then the Substandard Performance process, as detailed in the Faculty Performance Management System (FPMS) Procedure, is put into effect whereby the faculty member is given written

notice and an improvement plan is developed, approved, and implemented within a designated time frame to give the faculty member an opportunity to improve performance.

Students in every course each semester provide anonymous feedback on instruction, using the Student Reactions to Instruction survey, administered in accordance with the Student Evaluation of Credit Courses and Faculty Procedure. The results of the Student Reactions to Instruction survey are compiled (see Student Evaluation Feedback Summary Sample). Supervisors review student evaluation summaries with individual faculty members at the end of each semester after grades are submitted. Results are also used by the supervisor (Rating Officer) in the FPMS to rate teaching performance and to determine goals in the professional development plan for the coming year that relate to improving instructional methods.

Adjunct faculty evaluation is conducted by department heads each semester in accordance with the Adjunct Faculty Orientation, Supervision, and Evaluation Procedure. Department heads use Student Reactions to Instruction survey results and observation of adjunct instruction to make suggestions for improvement and as a basis for contract renewal, which occurs on a term-by-term basis. Evaluation review sessions with adjunct faculty are conducted each semester after grades are submitted.

All employees in non-faculty positions are evaluated by their supervisors annually as outlined in the State Board for Technical and Comprehensive Education Employee Performance Management System (EPMS) Policy and Employee Performance Management System Procedure using the Performance Management System Documents (employees). This process is very similar to the faculty evaluation process except the criteria for performance is different.

The College is in the process of developing a process to ensure that activities from the strategic plan, institutional plans, and assessment plans are included in the individual performance management process.

5.4 HOW DO YOUR FACULTY AND STAFF EDUCATION, TRAINING, AND DEVELOPMENT ADDRESS YOUR KEY ORGANIZATIONAL NEEDS? HOW DO YOU EVALUATE THE EFFECTIVENESS OF THIS EDUCATION AND TRAINING?

Each position has established educational requirements in order to be hired. The position requirements and educational requirements are reviewed and approved by Human Resource specialists at the State level. A special faculty credentialing process has been established to verify that all documentation associated with faculty members' qualifications to teach specific courses is included in personnel files and updated regularly.

Developmental training needs for new employees are developed and delivered through the Personnel Office and the Office of Professional and Organizational Development. The Personnel Office develops and offers an orientation for all new permanent employees, and the Office of Professional and Organizational Development develops an orientation for all adjunct faculty members. Training needs are identified and developed using the College's strategic and institutional plans. The orientations and development events are assessed by the participants and improvements are made based on the assessment. In addition, reflection exercises follow most development programs to assess the learning that occurred and the plans of the participants to incorporate the learning into their lives. Special seals are awarded to participants who communicate how they have used new knowledge or have shared the new knowledge with peers.

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

The College does not currently use formal succession planning.

The Personnel Office prepares a list of employees who can retire in the near future for the Executive Staff of the College. The Executive Staff uses this information to assist in the development of hiring plans.

The Personnel Office also assists employees in planning for retirement by providing educational opportunities.

In addition, the College offers an ongoing leadership program in collaboration with Clemson University that includes mentoring, leadership training, collegial interaction, and culminating in the accomplishment of a leadership project. Potential future leaders are accepted into the competitive program, and individual results are used in succession planning. In addition, senior leaders choose and provide funding for individual leadership training for employees in area leadership programs and South Carolina Technical College System programs.

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

- Faculty and staff are surveyed every three years to assess satisfaction with employment with the College.
- The President of the College holds numerous, small meetings periodically with faculty and staff where all questions and concerns are welcomed.
- The President holds faculty and staff meetings twice a year to address concerns.
- The culture of the College is not punitive to those who express opinions openly.
- In addition, faculty and staff salaries and benefits are compared to similar institutions, and the strategic planning process uses research data on initiatives, programs, benefits, etc. from comparable institutions to establish TCTC initiatives.

5.7 HOW DO YOU MAINTAIN A SAFE, SECURE, AND HEALTHY WORK ENVIRONMENT? (INCLUDE YOUR WORKPLACE PREPAREDNESS FOR EMERGENCIES AND DISASTERS)

Healthy Campus Environment

The College and State policies and procedures on Tobacco Products Policy, Tobacco Products Procedure, HIV Infection and AIDS Policy, HIV Infection and AIDS Policy Procedure, Student HIV/AIDS Procedure, Employee Alcohol and Drug Use Procedure Policy, Employee Alcohol and Drug Use Procedure Policy, Substance Abuse Policy, and Student Alcohol and Other Drugs Procedure outline regulations, expectations, and/or assistance for persons who are experiencing problems that affect their health and the health of the campus community in general. For employees, the Personnel Office maintains several links on its section of the College Intranet that provide health, fitness, and nutrition information. Various activities are also offered each academic year to promote healthy lifestyles and habits. In addition, a Health and Safety Awareness Plan for Students is maintained by the Student Affairs Committee. The plan includes activities such as distribution of the Health and Wellness Booklet to students at the beginning of each term, a listing of Health Resources for Students on the College Intranet, the placement of various printed materials on health and safety issues, and regularly offered activities that promote health and well being. Activities include wellness workshops, screenings, and substance abuse seminars

To support the health of the entire campus community, maintenance workers change air filters in HVAC systems throughout the campus every six months, thus maintaining good air quality and reduce allergens and test and calibrate fume hoods in science labs to ensure they are working properly once a year.

The College maintains a contract with Atlas Food Systems & Services, Inc. to operate food service in the College cafeteria and verifies that the Health Inspection Report conducted by the South Carolina Department of Health and Environmental Control (DHEC) earns an “A” rating.

Safe and Secure Campus Environment

The College policies and procedures on Administrative Systems and Data Security Policy, Administrative Systems and Data Security Procedure, Americans with Disabilities Act of 1990 Policy, Americans with Disabilities Act of 1990 (Students and Employees) Procedure, Firearms on Campus Policy, Hazardous Weather Policy, Hazardous Weather Procedure, Hazardous Weather Procedure, Campus Safety Policy, and the Campus Safety Procedure outline the regulations and guide the practices that help ensure a safe and secure campus environment.

Tri-County Technical College has a full-time Director of Campus Safety who is responsible for the daily operations associated with ensuring that the College has a safe and secure campus environment. Six full-time campus safety officers report to the Director of Campus Safety and are assigned to first-shift, second-shift, and/or third-shift assignments continuously from 6:00 a.m. each Monday through 6:00 p.m. each Saturday. During the hours that campus safety officers are not patrolling the campus (6:00 p.m. each Saturday until 6:00 a.m. each Monday), courtesy drive-throughs are conducted twice per shift by the Pendleton Police Department. Campus Safety Officers are required to have at least one year of security experience prior to being hired at the College and participate regularly in Campus Safety Officer Professional Development Activities.

The College publishes Campus Safety Information for all students and employees listing safety regulations, emergency procedures, crime prevention techniques, and the campus security report. Copies of the Campus Safety Information document are distributed throughout the campus and are available on the College Intranet. In addition, detailed Evacuation Plans are posted in key locations throughout each building including each classroom and lab, hallways, exits, and near the elevators in each building and there are 17 emergency phones located inside campus buildings and in parking lots.

Students in industrial, technical, health programs, and science labs receive health and safety information as part of their curriculum studies. Required safety courses are part of some programs while others integrate safety information into the curricula. In health education programs involving clinical experiences, students are required to complete safety training as specified by the sponsoring hospital or training site.

The College’s Safety Manual provides all employees with information on various safety topics including office and lab safety, environmental health, accident prevention, lifting and ladder safety, among other topics. The Manual also provides detailed emergency procedures, including evaluation plans, and the locations of first aid kits in each building. All permanent employees receive print copies of the Manual. Campus safety and emergency procedures are posted on the login page of the campus Intranet. In addition, all employees receive a copy of the Crisis Card to post at their work stations with “at-a-glance” information on safety, security, and emergency procedures.

In relation to OSHA-types of safety issues, all current employees are required to complete a Campus Safety Online Training Program each year. To complete the process, employees must take a comprehensive quiz, print out the score page, sign it, and submit it to the Institutional Advancement Office. Score sheets are then forwarded to the Personnel Office so that they may be included the employee’s personnel file.

The College maintenance staff work continually to promote a safe and healthy environment by ensuring an accessible campus environment for persons with disabilities and ensuring that fire alarm, elevator, and sprinkler systems are checked regularly and are in working order.

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

The assessment findings on faculty and staff satisfaction gathered through regularly scheduled informal meetings with the President, departmental and unit meetings, campus-wide meetings, and informal discussion brought about by the Executive Staff's open door policy are used by the leadership of the College to identify and prioritize areas for improvement. Needed improvements are discussed in weekly Executive Staff meetings and appropriate plans are made.

Category 6 – Process Management

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

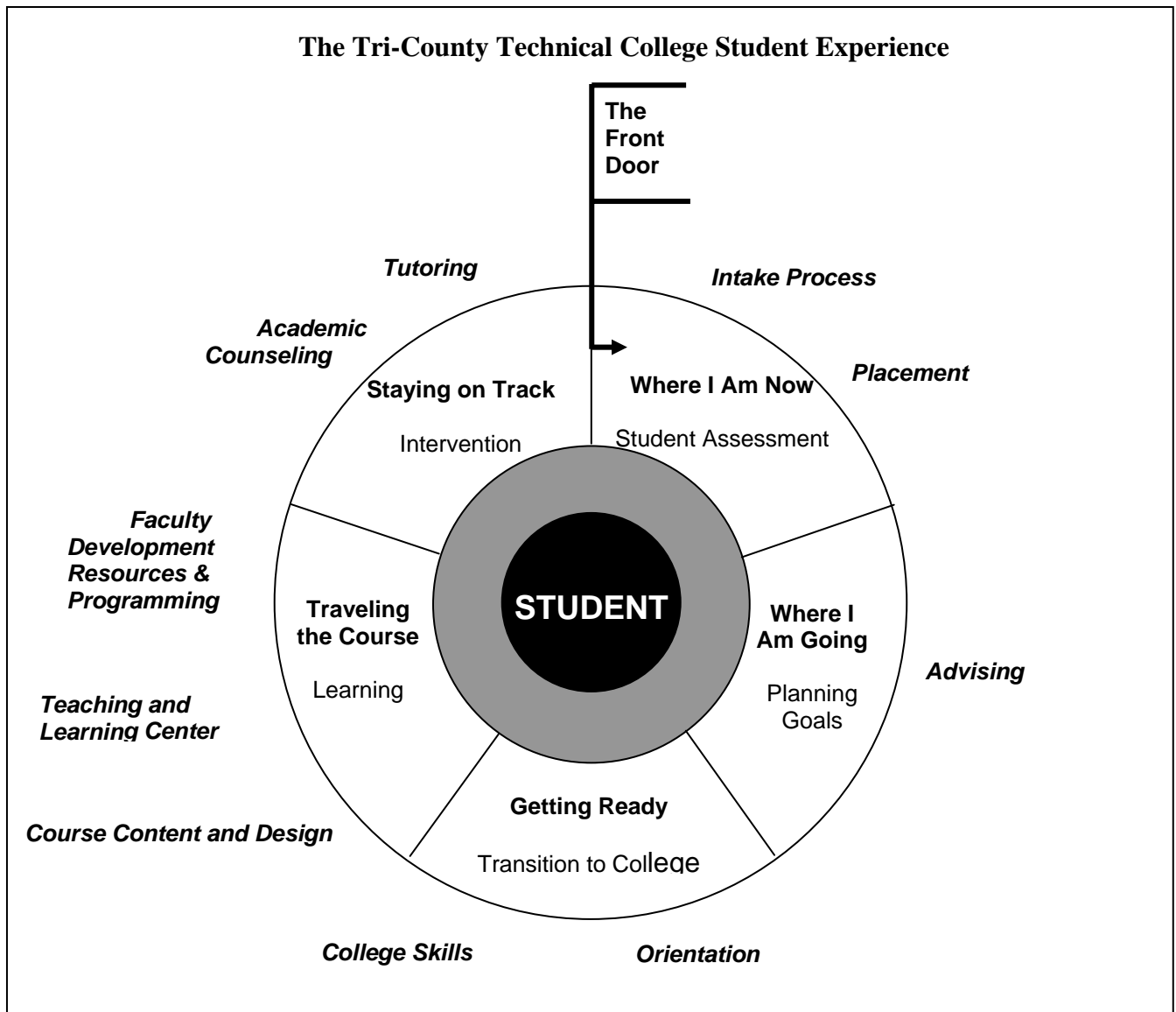


Figure 1. Key Learning-Centered Processes

Figure 1 diagrams the key learning-centered processes at the College. All processes within each operational unit (educational programs and support departments) are considered learning-centered processes. Each unit has created a mission that indicates why it is in existence as it relates to the College mission. In addition, each unit has created a list of outcomes that relate to the unit's mission and multiple assessment methods for measuring the achievement of each outcome. The educational programs outcomes are all student learning outcomes, and the support departments are services provided to students and/or those who support students and may also include student learning outcomes. Biannually, the outcomes are reviewed, measured, the results summarized, improvement task(s) developed and implemented, and the outcomes reassessed. The unit managers participate in peer reviews at each step of the process to improve the process and the results.

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

Outcomes for all units use indirect as well as direct measures. The indirect measures include student, faculty/staff, employer, and student surveys; focus groups; and advisory board input. The results of this input are used in coordination with the direct measures to determine the most effective method for improving results.

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

This year each unit was encouraged to add efficient and effective processes as a program outcome to encourage ongoing improvement to processes. Assessment methods may include number of changes effectively made during the assessment period and reflection of the processes used to make the changes, results from participating in development activities, and budget analysis.

6.4 WHAT ARE YOUR KEY PERFORMANCE MEASURES OR INDICATORS USED FOR THE CONTROL AND IMPROVEMENT OF YOUR LEARNING-CENTERED PROCESSES? HOW DOES YOUR DAY-TO-DAY OPERATION OF THESE PROCESSES ENSURE MEETING KEY PERFORMANCE REQUIREMENTS?

Each unit has established its own assessment measures/indicators, therefore, establishing ownership. However, a peer review process is used to improve the measures and indicators. As mentioned above, all programs use direct and indirect measures. All educational programs have established rubrics for direct measures of learning, and support units are beginning to see the benefit of rubric creation as well. The process has promoted an assessment culture on campus and lead to the creation of day-to-day assessment, including classroom assessment techniques to continually gauge learning in the classroom, learning reflection exercises in classroom and development activities, and mini-assessment forms for gauging satisfaction of services.

6.5 WHAT ARE YOUR KEY SUPPORT PROCESSES, AND HOW DO YOU IMPROVE AND UPDATE THESE PROCESSES TO ACHIEVE BETTER PERFORMANCE?

The College's key support processes are Alumni, Foundation, Grants, Public Relations and Communications, Finance, Administrative Services, Personnel, Maintenance, Information Technology, Institutional Research, Academic Support, Faculty Development, Enrollment Management, Student Life and Counseling Services, and Collaboration.

Each support unit has established its own assessment measures/indicators, therefore, establishing ownership. However, a peer review process is used to improve the measures and indicators. All support units use direct and indirect measures. The process has promoted an assessment culture on campus and lead to the creation of day-to-day assessment.

Category 7 – Organizational Performance Results

Key Terms:

CAI: College Affordability Index is the percentage change in the tuition and fees charged for a full-time first-time undergraduate student between a two academic years divided by the percentage change in the Consumer Price Index-All Urban Consumers (Current Series) during the same period. For example, the 2002 CAI is the percentage change in the tuition and fees charged for a full-time first-time undergraduate student between academic year 2000-01 and academic year 2002-03 divided by the percentage change in the Consumer Price Index-All Urban Consumers (Current Series) from July 2000 to July 2002.

CHE Benchmark: South Carolina Commission on Higher Education performance benchmarks established as a part of performance funding.

CHEMIS: South Carolina Commission on Higher Education Management Information System. CHEMIS is the system used by all colleges and universities in South Carolina to report institutional data to the State.

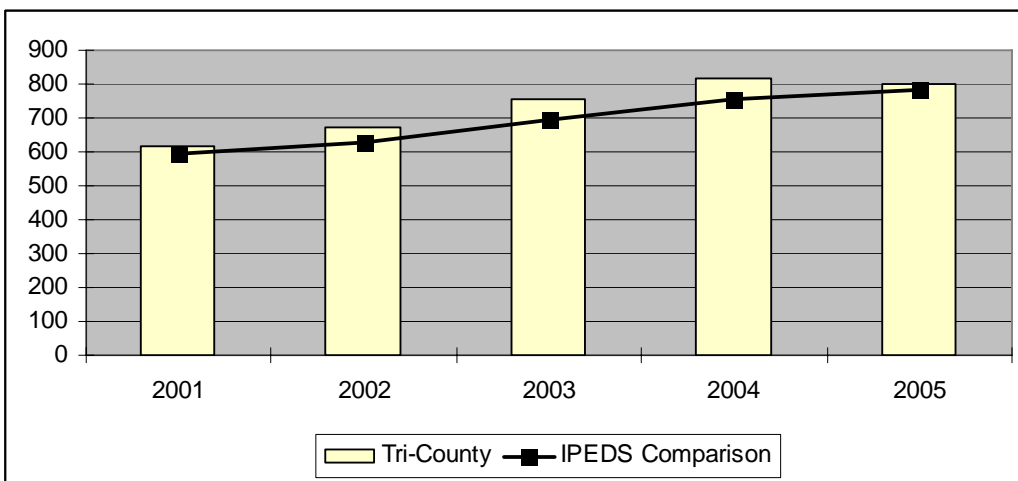
FTE: Full-time equivalent. FTE is used to equalize part-time and full-time enrollment and provide a standard for comparison by dividing total credit hours of instruction for a 12 month period by 30.

IPEDS: The Integrated Postsecondary Education Data System, established as the core postsecondary education data collection program for National Center for Educational Statistics, is a system of surveys designed to collect data from all primary providers of postsecondary education.

IPEDS Comparison Group: A comparison group of similar institutions automatically selected by the IPEDS Peer Analysis System based on Tri-County's enrollment, degree offerings, and location.

7.1 STUDENT LEARNING RESULTS

Figure 7.1-1 Total Academic Credentials Awarded

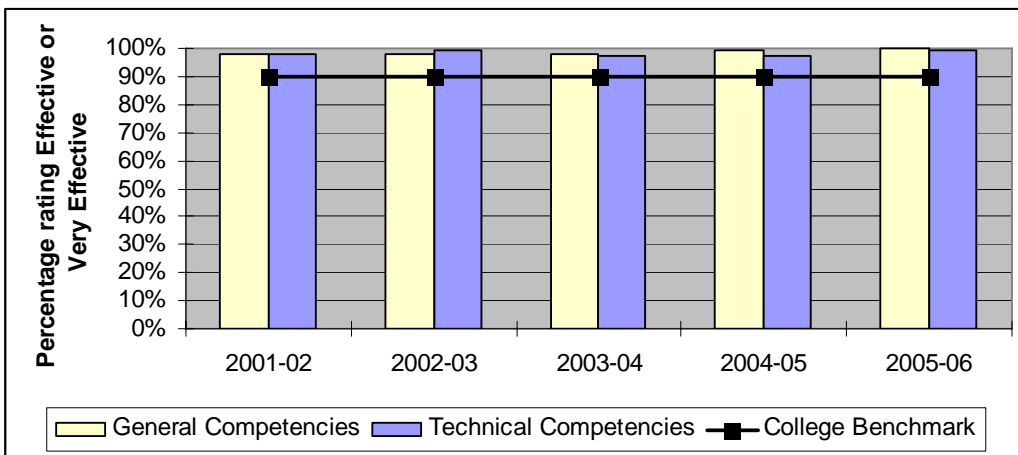


Source: IPEDS Peer Analysis System

Tri-County's total number of awards has increased by 29% between fall 2001 and 2005.

Figure 7.1-1 presents the number of academic credentials awarded from fall 2001 to 2005. Tri-County's total number of awards has increased by 29% between fall 2001 and 2005.

Figure 7.1-2 Employer Assessment of Preparation on General and Technical Competencies

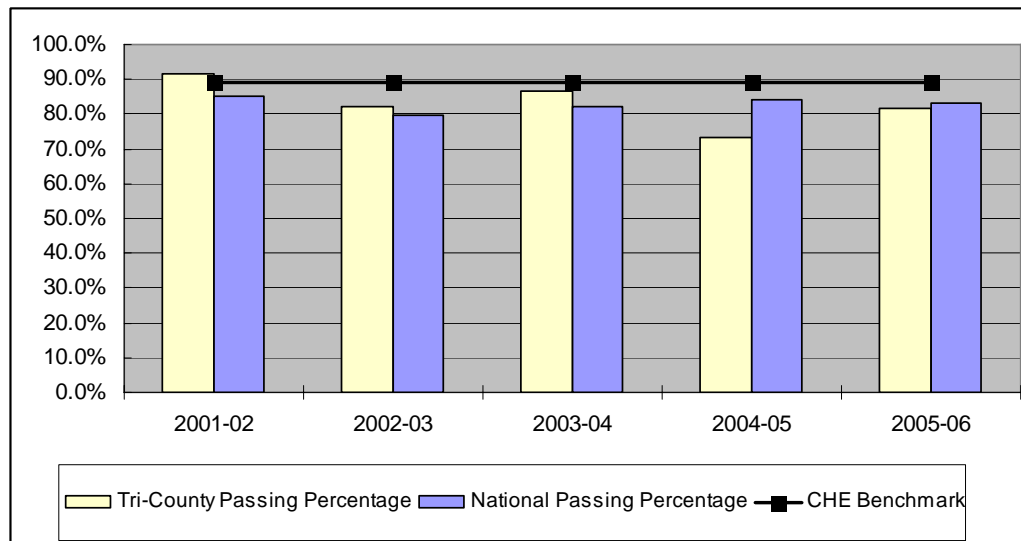


Employers indicate extremely high levels of satisfaction with graduates' preparation.

Source: Tri-County Technical College - Institutional Research and Evaluation Department

Tri-County considers employers' perceptions of the effectiveness of graduates' preparation on general and technical competencies as foundational to success. As shown in **Figure 7.1-2**, the College has achieved consistently superior assessments from employers. The chart presents the percentage of employers indicating that Tri-County is either Effective or Very Effective in preparing its graduates on general and technical program competencies.

Figure 7.1-3: Licensing Exam and Certification Results



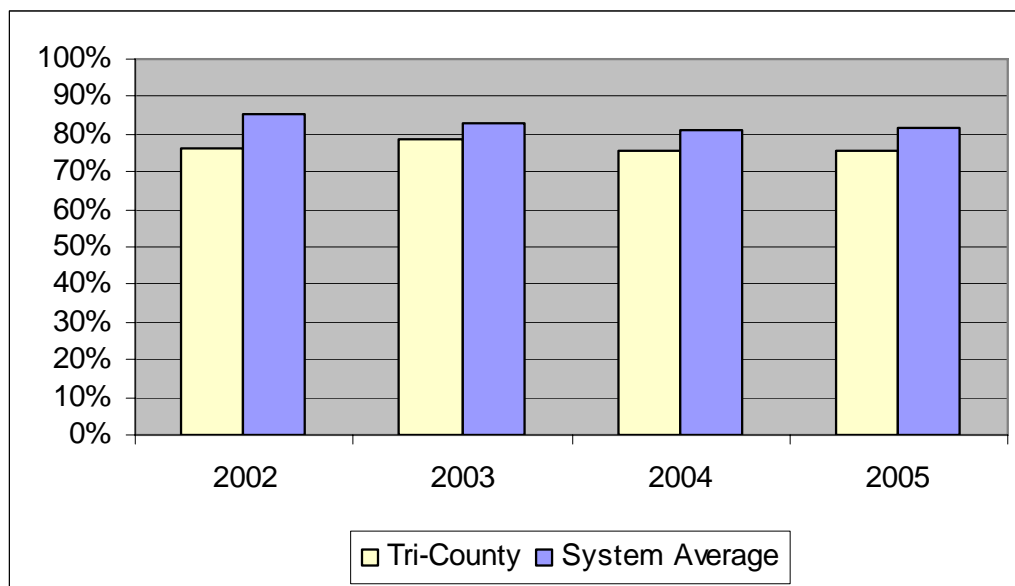
Tri-County improved the passing percentage by 8.8% from 2005 to 2006.

Source: TCTC Performance of First-Time Professional Curriculum Program Graduates on Licensing and Certification Examinations

Note: The disciplines measured include Associate Degree Nursing, Medical Assisting, Medical Laboratory Technology, Practical Nursing, Surgical Technology, Respiratory Care, and Veterinary Technology.

Figure 7.1-3 indicates the passing percentage of first-time national certification exam takers from Tri-County graduates in comparison to the national average and the CHE benchmark. Between 2004-05 and 2005-06, Tri-County improved the passing percentage by 8.8%. In 2004-05, the dip in the passing rate was driven primarily by a drop in the pass rate of Associate Degree Nursing graduates. The program was undergoing a significant change in leadership and revamping of the approach to instruction.

Figure 7.1-4 Graduate Placement Results

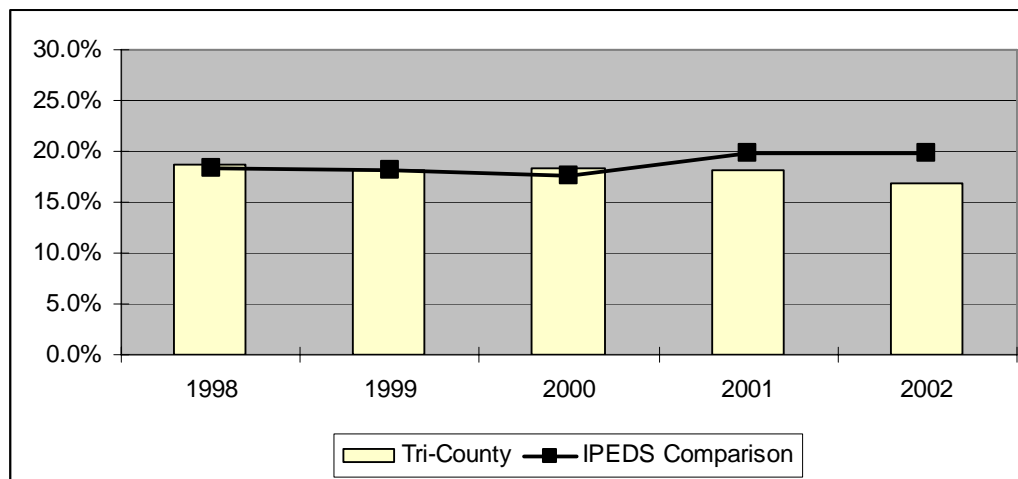


Source: South Carolina Technical College System Program Evaluation Reports

Three out of four Tri-County graduates are able to find employment related to their major within one year of graduating.

Figure 7.1-4 indicates the average placement rate, which is the percent of award recipients available for placement employed in a related job or enrolled in school. Three out of four Tri-County graduates are able to find employment related to their major within one year of graduating.

Figure 7.1-5 Graduation Rates for the 1999-2002 Cohorts

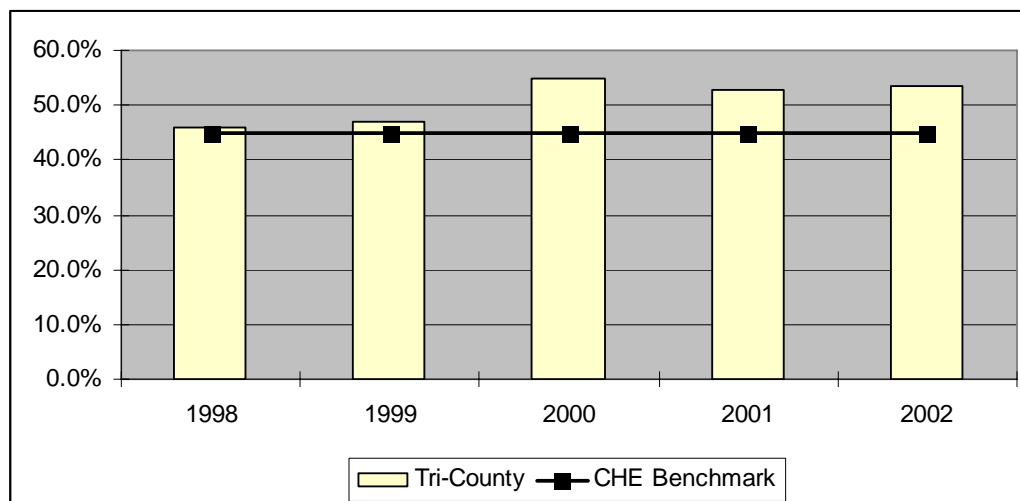


Source: IPEDS Peer Analysis System

Tri-County had 137 graduates for the 2002 cohort, the highest absolute number of awards in the technical college system.

Figure 7.1-5 compares the graduation rates of Tri-County to the average rate from comparable schools across the southeast. Graduation rate is defined as the percentage of first-time, full-time degree-seeking students graduating within 150% of program time. For the 2002 cohort, Tri-County had 137 graduates, the highest absolute number of awards in the technical college system.

Figure 7.1-6 Success Rates for the 1998-2002 Cohorts

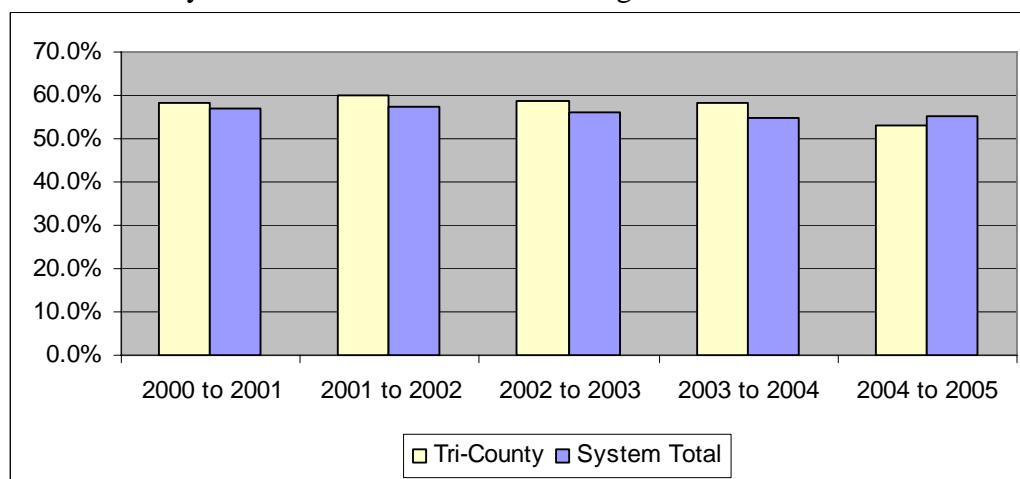


Tri-County has exceeded the CHE benchmark consistently over the last five cohort years.

Source: Calculated using available CHEMIS data by CHE

Figure 7.1-6 compares the success rates of Tri-County to the CHE benchmark. Success is defined as the percentage of first-time, full-time degree-seeking students graduating within 150% of normal program time or those who as of 150% of program time have transferred to another South Carolina institution or those who have continued to be enrolled either full- or part-time. Tri-County has achieved or exceeded the CHE benchmark consistently over the last five cohort years.

Figure 7.1-7 Summary Fall To Fall Retention of Undergraduates with South Carolina Citizenship



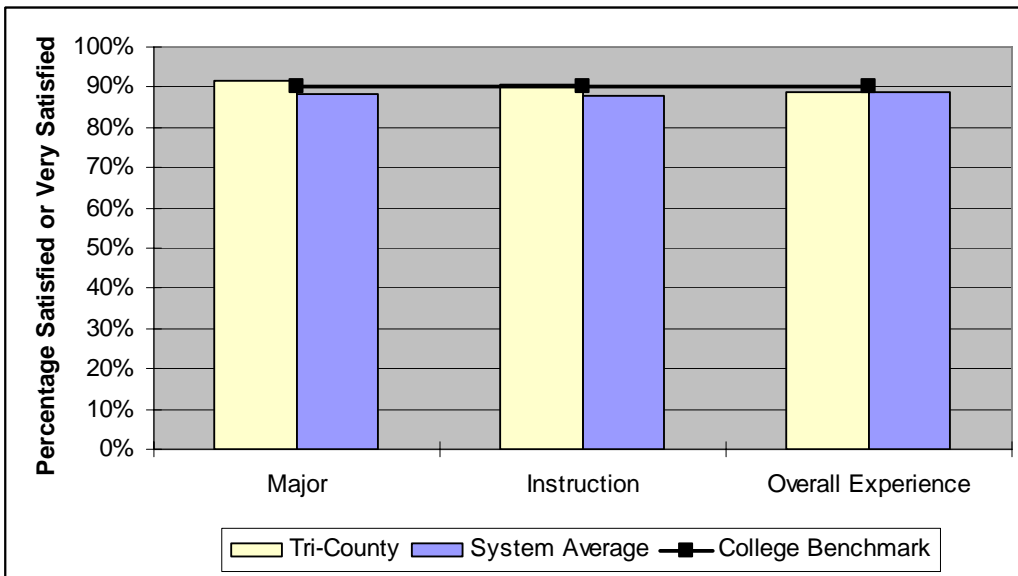
Tri-County's five year retention average exceeds the system average by 1.5%.

Source: Calculated using available CHEMIS data by CHE

Figure 7.1-7 compares Tri-County's fall-to-fall retention of students with South Carolina citizenship to the technical college system total. Retention is the percent of students enrolled or graduated from one fall semester to another. Tri-County's five-year retention average exceeds the system average by 1.5%.

7.2 STUDENT AND STAKEHOLDER SATISFACTION

Figure 7.2-1 Alumni Satisfaction with Their Major, Instruction, and the Overall Experience



Source: 'A Closer Look at Public Higher Education in South Carolina 2006' published by CHE

Tri-County is required to survey alumni every other year and assess satisfaction. **Figure 7.2-1** presents the 2006 survey results from alumni receiving associate degrees and diplomas. Alumni indicate high levels of satisfaction with their overall experience, instructional experience, and their major.

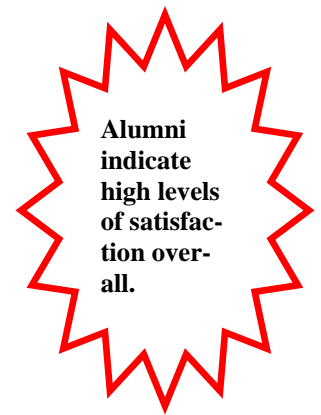
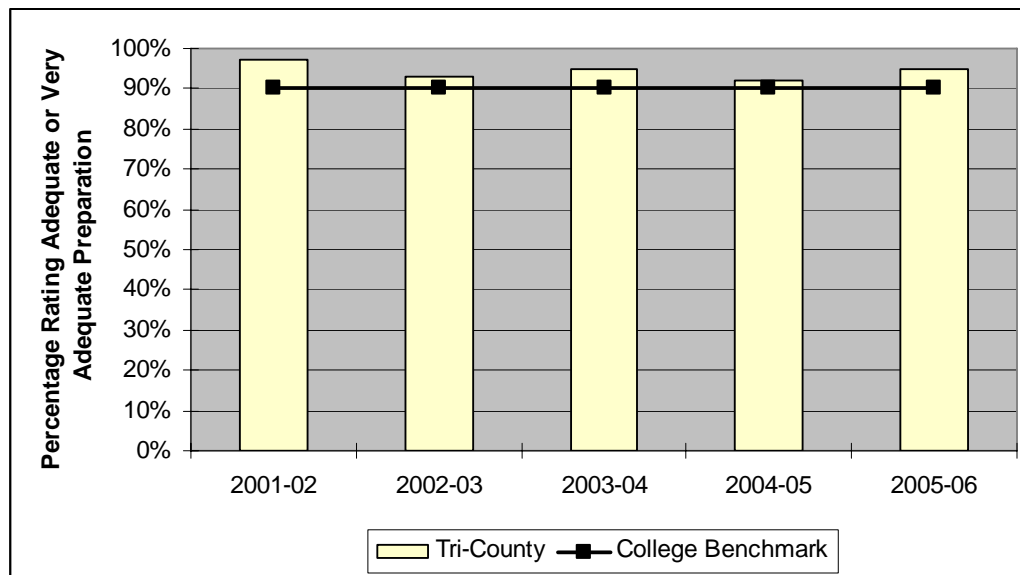


Figure 7.2-2 Alumni's Assessment of Preparation for employment



Source: Tri-County Technical College - Institutional Research and Evaluation Department

Graduates from Tri-County are surveyed by the Institutional Research and Evaluation Department in the year following their graduation from the College. **Figure 7.1-1**, presents the percentage of graduates indicating that that Tri-County's programs prepared them adequately or very adequately for preparation in their field. Percentages have consistently exceeded 90% over the last five years.

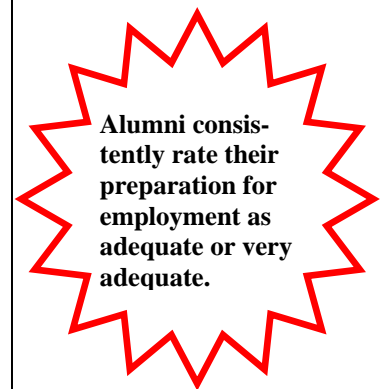
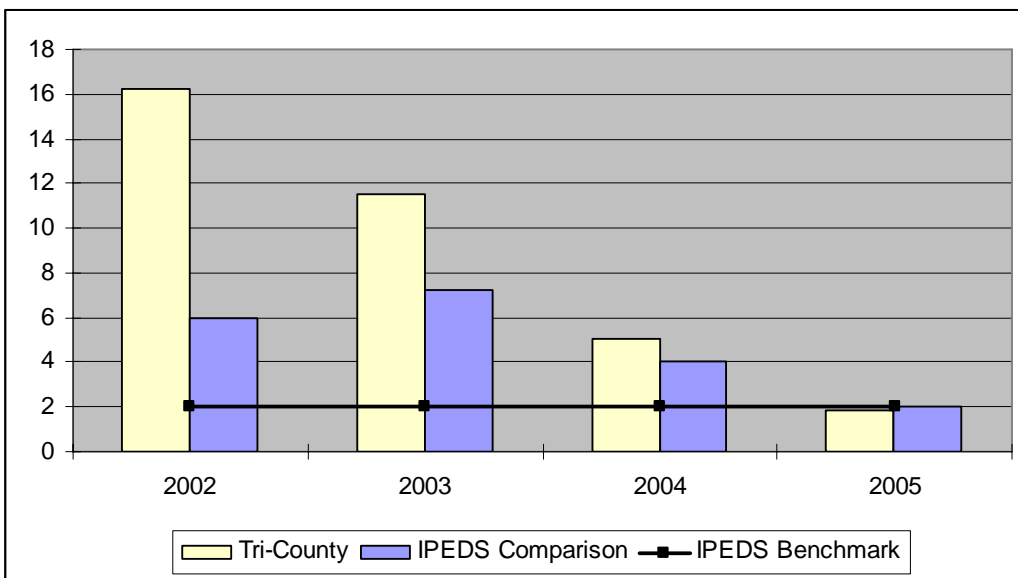


Figure 7.2- 3 College Affordability Index

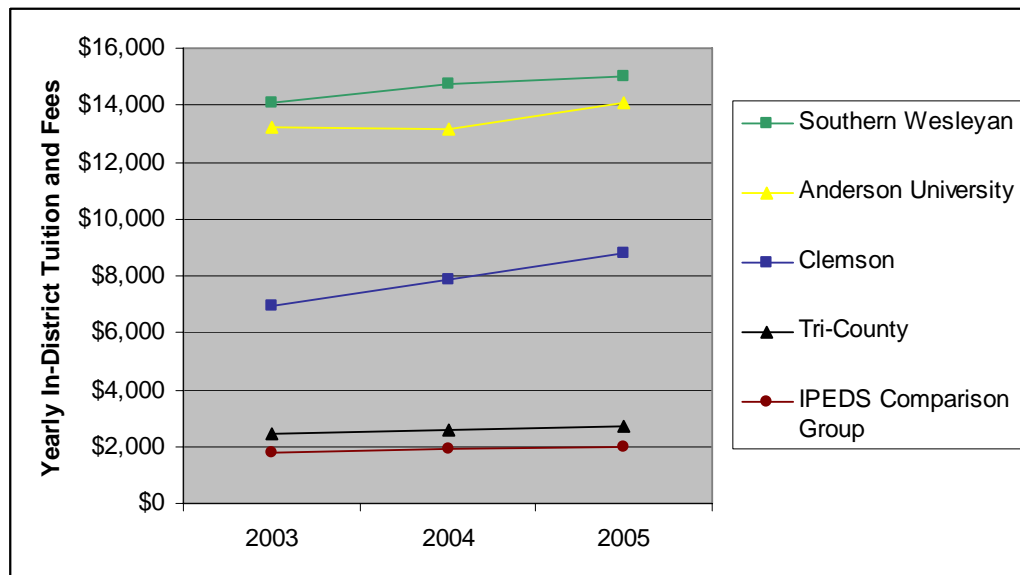


Source: IPEDS Peer Analysis System

Tri-County's CAI was below the IPEDS benchmark in 2005.

Figure 7.2-3 presents the IPEDS CAI from 2002 to 2005. Between 2001 and 2004 there were significant decreases in State funding which required significant increases in tuition. The target benchmark is a ratio of 2 to 1, which Tri-County was able to again achieve by 2005.

Figure 7.2-4 In-district Tuition for Post-Secondary Institutions in Tri-County's Service Area

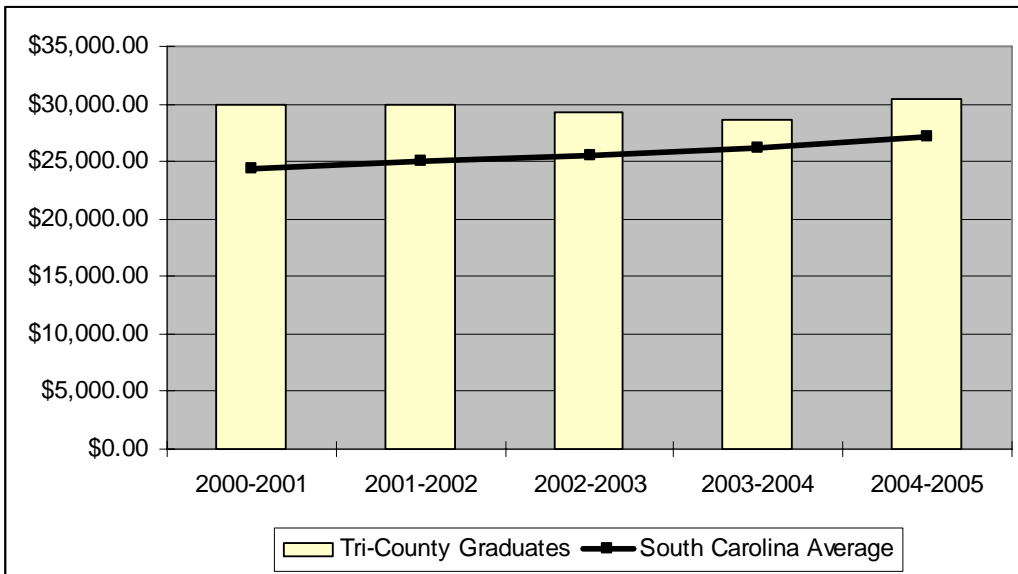


Source: IPEDS Peer Analysis System

Tri-County is the most affordable post-secondary institution in the College's service area.

Figure 7.2-4 presents the yearly in-district tuition and fees charged by post-secondary institutions in Tri-County's service area in addition to the IPEDS comparison group. Tri-County is the most affordable post-secondary institution in the College's service area though tuition is higher than the IPEDS comparison group average.

Figure 7.2-5 Average Annual Salary for Graduates in a Full-Time Job Related to Their Major

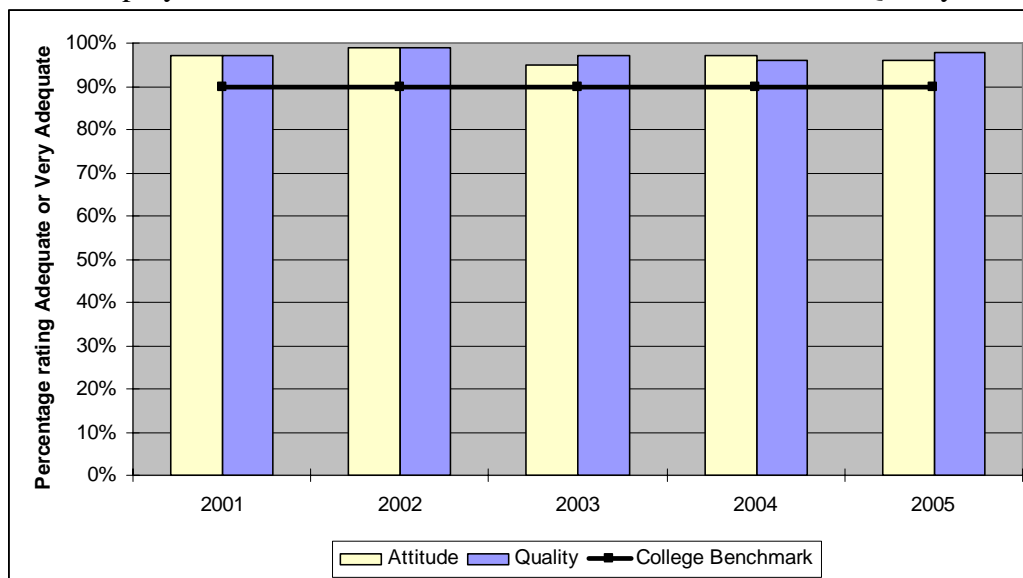


Over the last five years, Tri-County graduates' average salaries have exceeded the state average by approximately 15%.

Source: Tri-County Technical College - Institutional Research and Evaluation Department; South Carolina Statistical Abstract 2005

Graduates from Tri-County are surveyed by the Institutional Research and Evaluation Department in the year following their graduation from the College. **Figure 7.2-5** presents the self-reported average annual salary of graduates in full-time positions related to their major in relation to the annual South Carolina per capita personal income. Over the last five years, Tri-County graduates' average salaries have exceeded the State average by approximately 15%.

Figure 7.2-6 Employer Assessment of Graduate Work Attitude and Work Quality



Employers consistently rate graduates' attitude and work quality as adequate or very adequate.

Source: Tri-County Technical College - Institutional Research and Evaluation Department

Employers of Tri-County graduates receiving associate degrees or diplomas are surveyed by the Institutional Research and Evaluation Department in the year following their graduation from the College. **Figure 7.2-6** employers' ratings of graduates' work attitude and work quality. Employers consistently rate graduates as attitude and work quality as adequate or very adequate.

7.3 BUDGETARY, FINANCIAL, AND MARKET RESULTS

Tri-County Technical College has a sound financial base, demonstrated financial stability and adequate physical resources to support the mission of the College and the scope of its programs and services.

Evidence that the College has had and currently does have a sound financial base and demonstrated financial stability is included in the College's Comprehensive Annual Financial Reports and financial policies and procedures.

The Tri-County Technical College Comprehensive Annual Financial Reports won a Certificate of Achievement in Financial Reporting from the Government Finance Officers Association of the United States and Canada for the last six years, and the report for the year ending June 30, 2006, has been submitted for review for the same award.

Financial Highlights

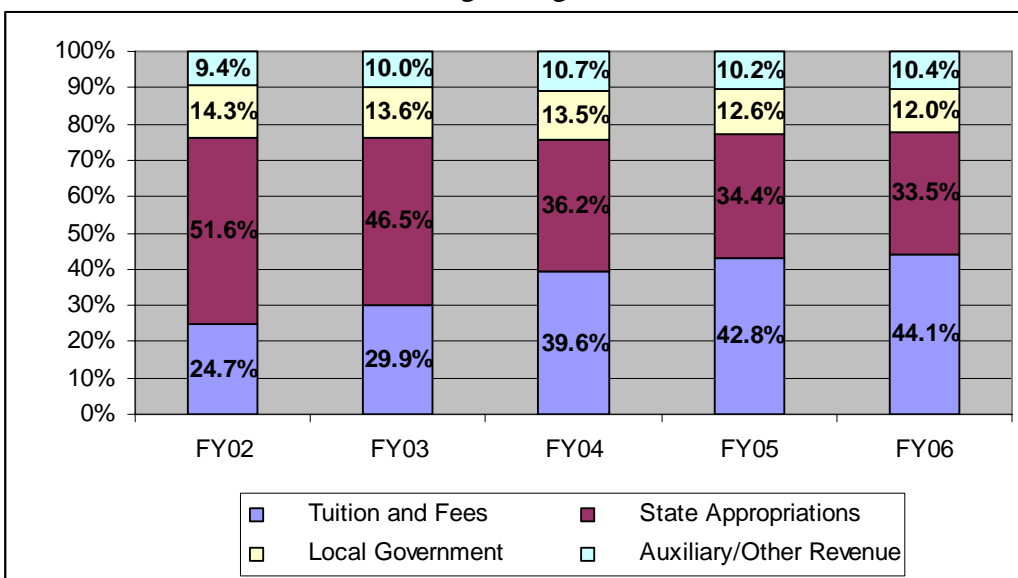
- The assets of the College exceeded its liabilities as of June 30, 2006, by \$32,291,563 (net assets). Of this amount, \$8,385,517 (unrestricted net assets) may be used to meet the College's ongoing obligations.
- The College's net assets increased by \$2,825,012 or 9.6%, primarily in the category of current assets.
- The College's bond debt decreased by \$600,000 during fiscal year 2005-2006. The College acquired a piece of equipment through capital lease financing of \$72,725 to be paid in five years. The College received capital funding in the amount of \$1,188,750 from Local sources that provided for its ongoing efforts to improve and update equipment and buildings. The College also received \$198,408 in State appropriations for deferred maintenance.

2006 Economic Impact Study Highlights

In 2006 Tri-County contracted CCBenefits, Inc. to conduct an economic impact study to capture and quantify the economic and social benefits of the College in relation to the Community. Highlights from the study include:

- Students enjoy a 22% annual return on their investment. For every \$1 the student invests in TCTC he or she will receive a cumulative \$6 in higher future earnings over the next 30 years or so (after discounting).
- TCTC activities encourage new business, assist existing businesses, and create long-term economic growth. The college enhances worker skills and provides customized training to local business and industry. It is estimated that the present-day TCTC Service Area workforce currently embodies around 1.7 million credit and non-credit hours of past and present TCTC training.
- The TCTC Service Area economy owes roughly \$208.7 million of its regional income to TCTC operations and past student productivity effects. This figure amounts to roughly 3% of a typical year's regional economic output.
- Taxpayers see a real money "book" return of 15% on their annual investments in TCTC and recover all investments in 9 years.
- The State of South Carolina benefits from improved health and reduced welfare, unemployment, and crime, saving the public some \$1.8 million per year each year.

Figure 7.3-1 Source of Funds to Total College Budget

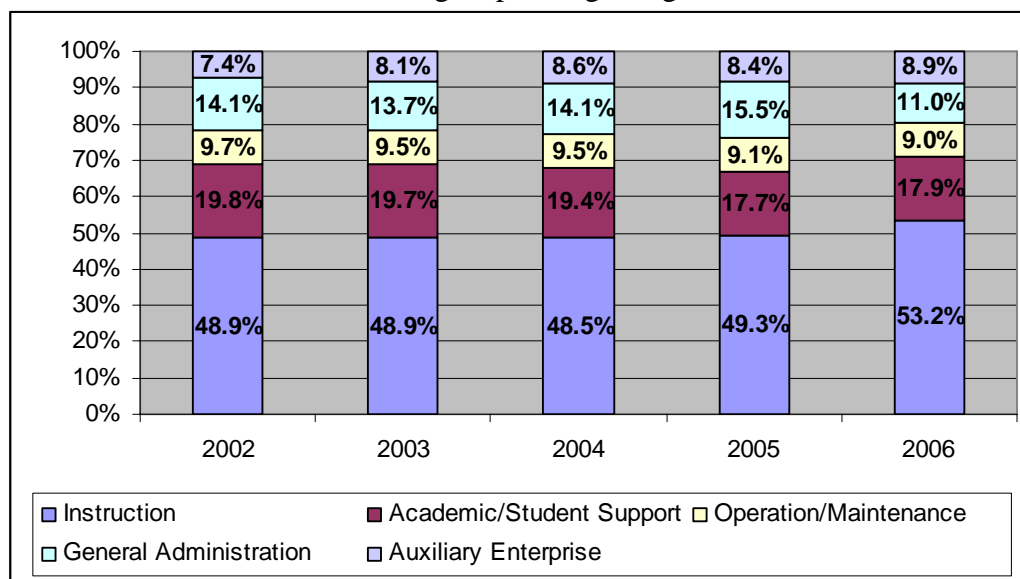


Source: Tri-County Technical College – Business Office

The percentage of the total College budget derived from state funding has decreased by 35% since 2002, and now accounts for only 1 out of 3 budget dollars.

Figure 7.3-1 presents the College's source of funds in relation to the total budget. In reality, Tri-County is now a State-assisted institution with approximately 1 out 2 budget dollars derived directly from tuition. The percentage of the total College budget derived from State funding has decreased by 35% since 2002, and now accounts for only 1 out of 3 budget dollars.

Figure 7.3-2 Use of Funds to Total College Operating Budget

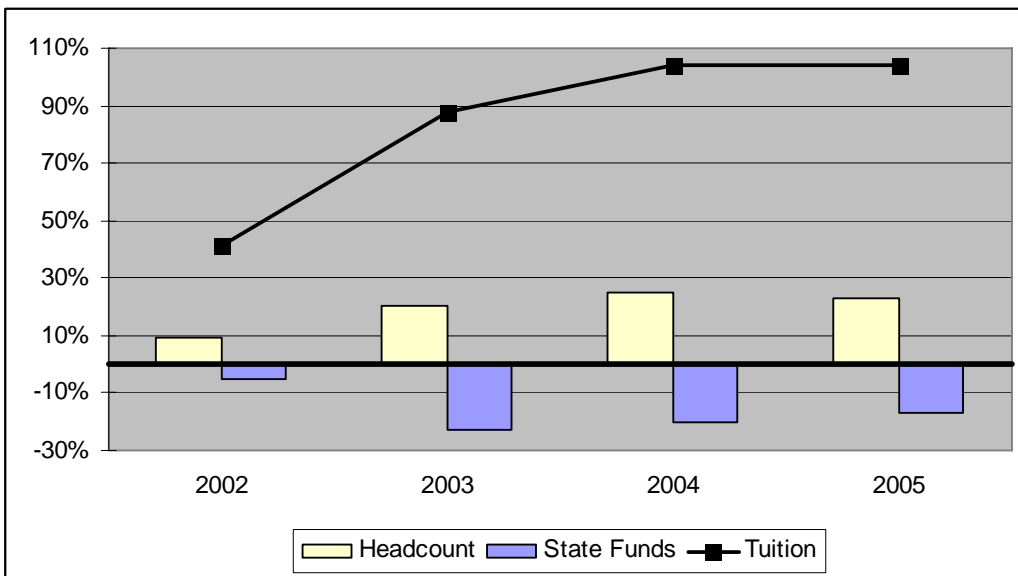


Source: Tri-County Technical College – Business Office

Tri-County spends approximately 69% of funds on instruction and academic / student support services.

Figure 7.3-2 presents the College's use of funds in relation to the total College operating budget. In 2006, Tri-County was able to reduce the percentage of funds spent on general administration by 4.5% from the previous year. In addition, over the past five fiscal years, Tri-County has spent approximately 69% of all funds on instruction and academic/student support activities.

Figure 7.3-3 Percent change in Tuition, Headcount, and State Funding from 2001 Base Year

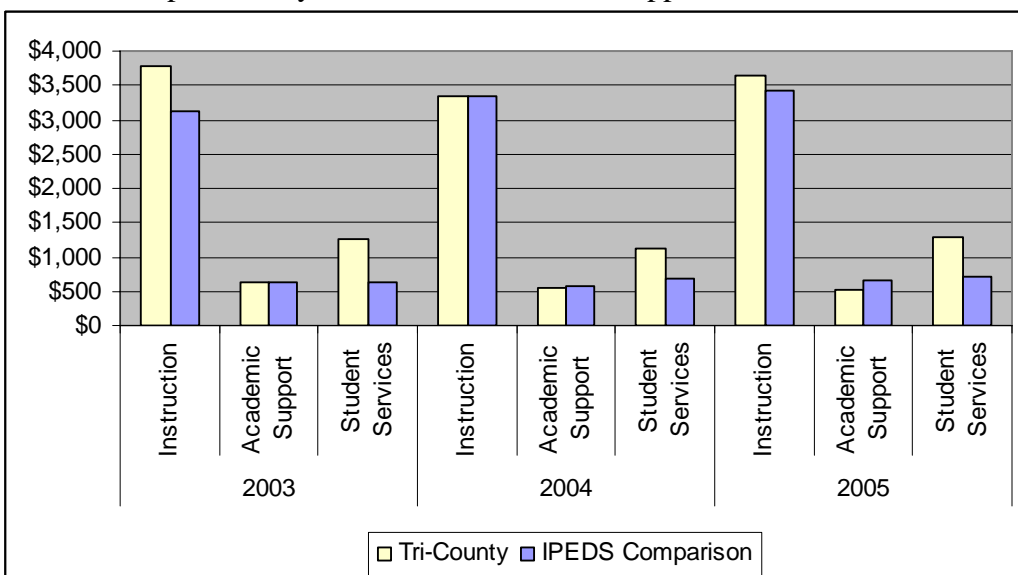


To offset decreases in direct State appropriations, the College Board has raised tuition by over 100% since 2001.

Source: Tri-County Technical College – Business Office; IPEDS Peer Analysis System

Figure 7.3-3 presents the percentage change in tuition, headcount, and State funding from the base year of 2001. Since 2001, Tri-County's headcount enrollment increased by 23% while direct State appropriations have decreased 17%. The College is receiving indirect funding through the Lottery Tuition Assistance Program; however, the funding for the program is not recurring, and is subject to yearly review. The loss or significant decreases in Lottery Tuition Assistance is a significant risk factor for the College's successful fulfillment of its mission since continued increases in the cost of attendance may ultimately price customers out of the market.

Figure 7.3-4 Dollars per FTE by Instruction, Academic Support, and Student Services



Over the last three years, Tri-County has averaged approximately \$3,600 per FTE on instruction.

Source: IPEDS Peer Analysis System

Figure 7.3-4 presents dollars per FTE spent on instruction, academic support, and student services. Averaged over the last three years, Tri-County has exceeded the IPEDS comparison group in total dollars per FTE spent on instruction, averaging approximately \$3,600 per FTE.

7.4 FACULTY AND STAFF FOCUS RESULTS

Figure 7.4-1 Professional Development Hours

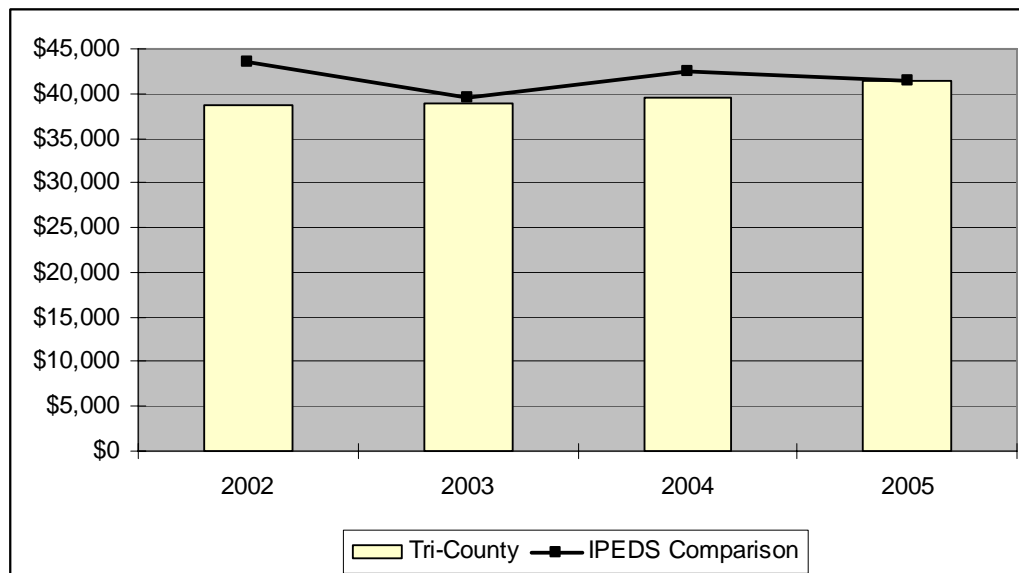
Topic	2003-2004	2004-2005	2005-2006
Advising		16	298
Customer Service	131	486	6
Dept Related	1284	1135	412
Discipline Related	666	575	880
Distance Education	148	204	161
Job Skills Training	2409	4136	3740
Leadership	507	113	871
Management			145
Other	3708	3069	3281
Personnel Issues		3	
Teaching and Learning	736	657	396
Technology	307	256	141
Total	9896	10650	10331

Source: Tri-County Technical College – Professional and Organizational Development Office

Tri-County employees have averaged approximately 10,000 hours of professional development over the last three years.

Figure 7.4-1 presents the number of professional development hours for College employees over the last three years. Tri-County employees have averaged approximately 10,000 hours of professional development per year over the last three years.

Figure 7.4-2 Average Full-Time Faculty Salary (Converted to Nine-Month Salaries)

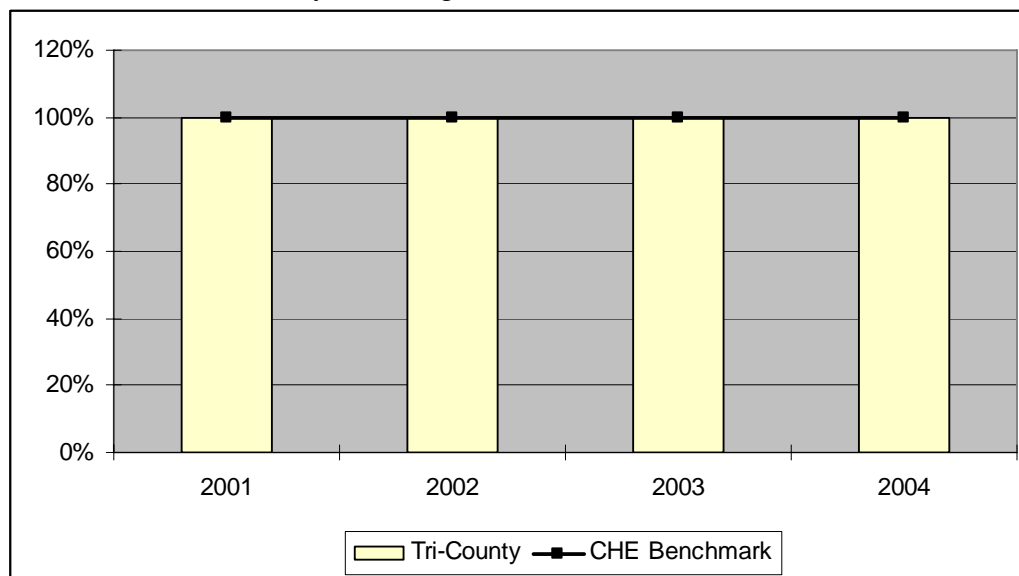


Source: IPEDS Peer Analysis System

Tri-County is committed to recruiting high quality faculty and has made raising the average faculty salary an institutional priority.

Figure 7.4-2 presents the average full-time faculty salary in comparison to the IPEDS comparison group. Tri-County is committed to recruiting high quality faculty and has made raising the average faculty salary an institutional priority. Salaries have been trending upwards in relation to IPEDS comparison group peers since 2002.

Figure 7.4-3 Percent of Faculty Teaching in the Fall Who Meet Minimum SACS Criteria for Credentials

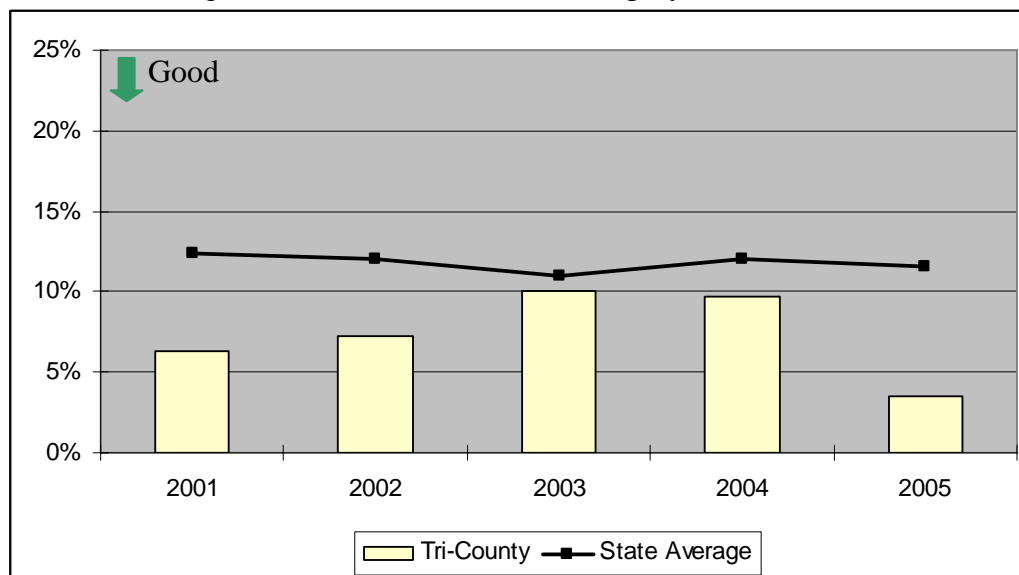


Source: South Carolina Performance Ratings Compiled by CHE

Tri-County recruits highly qualified faculty who consistently meet the SACS qualification standards.

Figure 7.4-3 indicates the percentage of faculty teaching in the fall who meet SACS credentialing requirements. Tri-County recruits highly qualified faculty who consistently meet the SACS qualification standards.

Figure 7.4-4 Percentage of Turnover of Permanent Employees (Excludes Retirees)



Source: Tri-County Technical College – Human Resources Office, South Carolina Budget and Control Board

In 2005, Tri-County's turnover rate reached a five-year low of 3.5%.

Figure 7.4-4 presents the percentage of turnover of permanent employees exclusive of retirees. Low turnover promotes institutional stability and saves money by reducing need for developmental training of new employees. In 2005, Tri-County's turnover rate reached a five-year low of 3.5%.

Figure 7.4-5 2003-2004 Survey Results from College Personnel on Employee Work Conditions

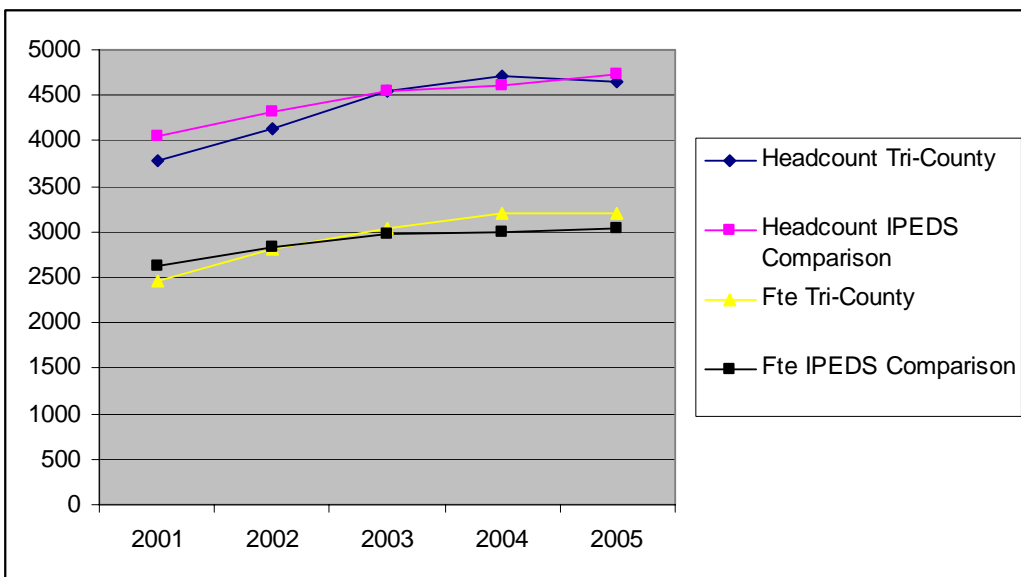
Please rate the following items on employee work conditions at the College from 1 (Very Inadequate) to 5 (Very Adequate) for each item. Check DK (Don't Know) for any item you feel you cannot rate.				
Employee Work Conditions (Number Responding = 179)	Number Rating	Percent Rating	Mean Rating	Ranking Mean Rating High = 1 to Low = 14
Fair and equal treatment of employees by management	172	96%	3.0	7.5
Receiving recognition for your work	177	99%	2.8	10
Developing cooperation and team work	175	98%	3.1	5.5
Resolving complaints and problems	168	94%	2.8	10
Communication between management and employees	174	97%	2.8	10
Equity of work load	171	96%	2.7	12
On-the-job training	168	94%	3.1	5.5
Rate of pay for your job	178	99%	2.3	13
Chances of advancement	171	96%	2.2	14
Access to information needed to do your job	178	99%	3.5	1
Adequacy of tools and equipment required for your job	178	99%	3.4	2.5
Ease of obtaining supplies required for your job	177	99%	3.4	2.5
Management support for assisting you in performing in your job	174	97%	3.3	4
Management responsive to your ideas	167	93%	3.0	7.5
Average Mean Rating and Effectiveness Rating			2.96	Inadequate

Dr. Ronnie Booth has put several new programs in place to promote employee satisfaction including pay-for-performance and innovation compensation programs.

Tri-County's Institutional Research and Evaluation Department surveys all full-time faculty and staff every three years. **Figure 7.4-5** presents the results from the 2003 survey. The lowest rated items include chances of advancement (2.2) and rate of pay (2.3). The highest rated items include those related to institutional support for performing employees' jobs. Since 2003, Tri-County has undergone a complete change in the senior leadership including a new president and four new vice-presidents. Since becoming President, Dr. Ronnie Booth has put several new programs in place to promote employee satisfaction including pay-for-performance and innovation compensation programs.

7.5 ORGANIZATIONAL EFFECTIVENESS RESULTS

Figure 7.5-1 Total Fall Headcount and FTE

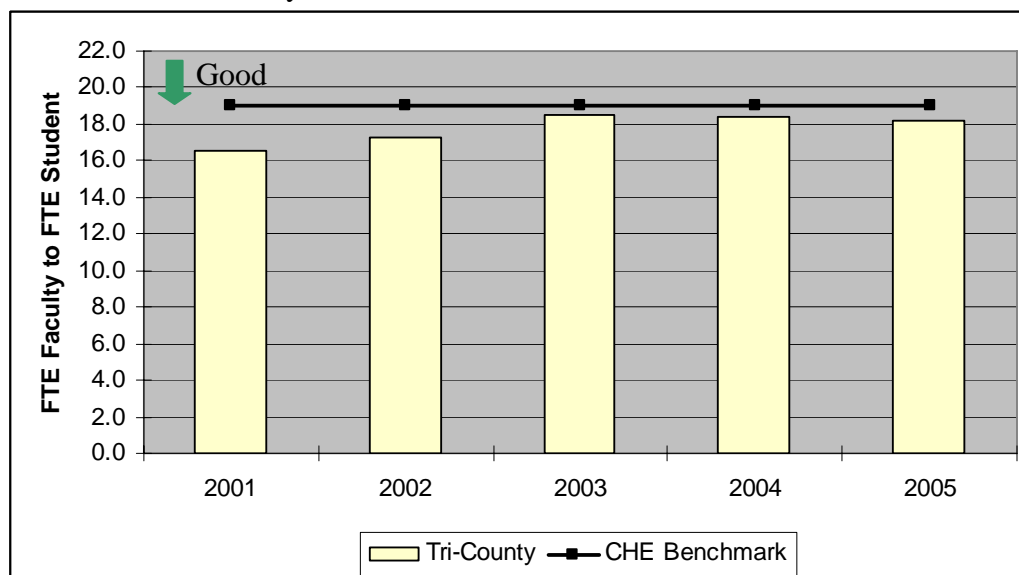


Source: IPEDS Peer Analysis System

Tri-County's headcount increased by 23% and FTE increased by 30% between fall 2001 and 2005.

Figure 7.5-1 presents the total fall headcount and FTE enrollment from fall 2001 to 2005. Tri-County's headcount enrollment increased by 23% and the IPEDS comparison group average increased approximately 16%. Tri-County's FTE enrollment increased by 30% and the IPEDS comparison group average increased approximately 16%.

Figure 7.5-2 Ratio of Faculty FTE to Student FTE

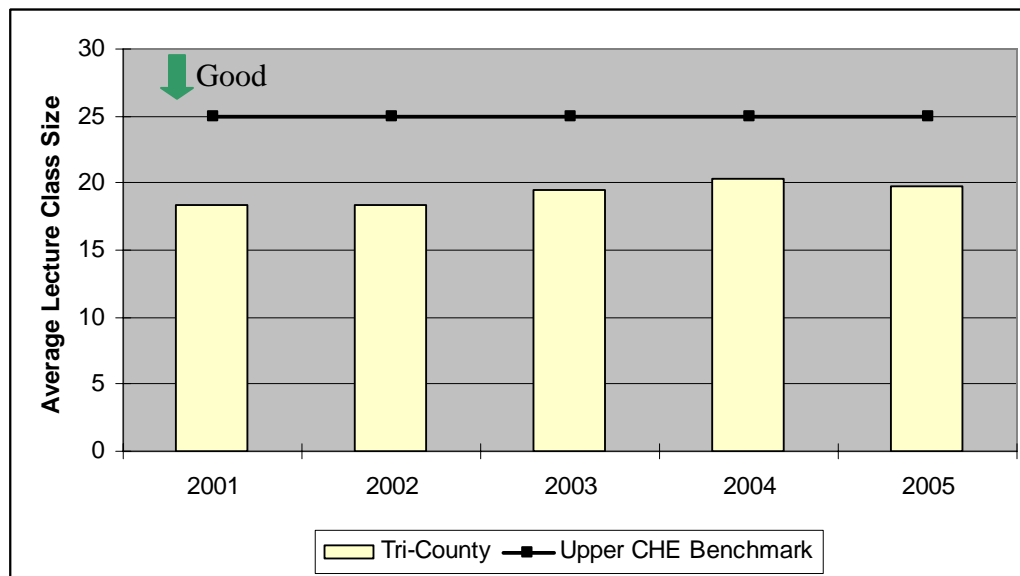


Source: Calculated using available CHEMIS data by CHE

The faculty to student FTE ratio has remained below the CHE benchmark over the past five years.

Figure 7.5-2 presents the ratio of faculty FTE to student FTE in comparison to the CHE benchmark. Though the ratio has been trending upwards, it has been decreasing since 2003, and has remained below the CHE benchmark over the past five years.

Figure 7.5-3 Average Lecture Class Size

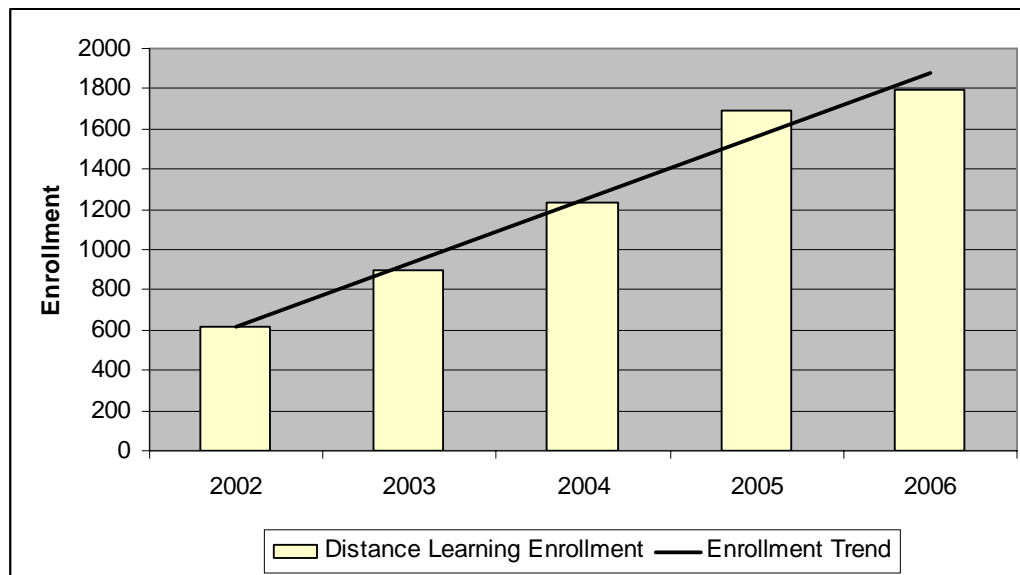


Source: Tri-County Technical College - Institutional Research and Evaluation Department

Between fall 2001 and 2005 Tri-County's lecture class size averaged between 18-20 students.

Figure 7.5-3 presents the average lecture class size in comparison to the upper limit of the CHE benchmark. Small class sizes help provide a conducive learning environment. Between fall 2001 and 2005 Tri-County's lecture class size averaged between 18-20 students.

Figure 7.5-4 Fall Distance Learning Enrollment



Source: Tri-County Technical College - Institutional Research and Evaluation Department

Since 2002, enrollment has increased 190%

Figure 7.5-5 presents the fall distance learning enrollment. Distance learning alternative to on-campus classes are important Tri-County students because most of student body is considered non-traditional. Distance learning provides the flexibility needed by student who work and have families. Since 2002, enrollment has increased 190%.

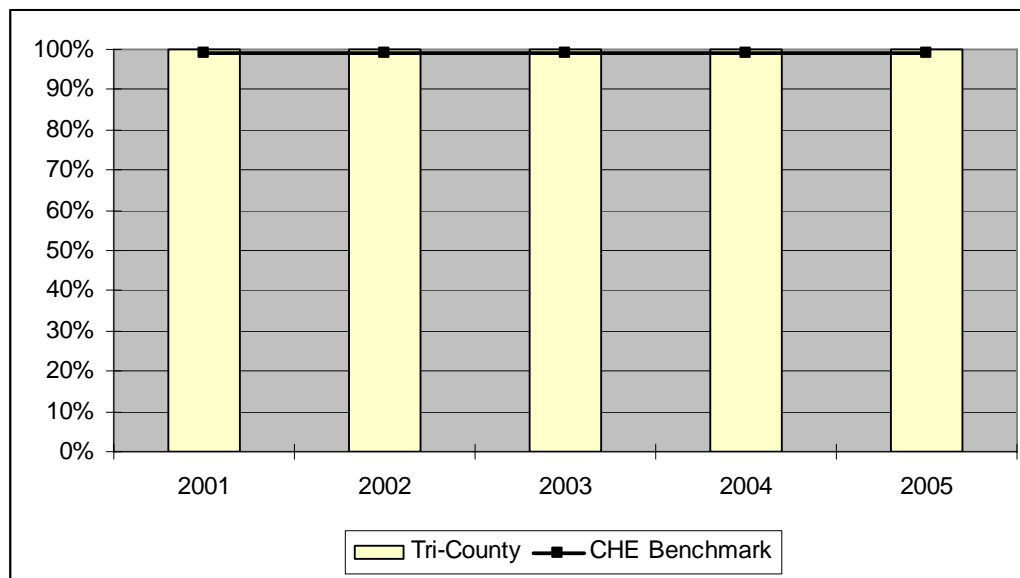
Figure 7.5-6 Space Utilization by Function

	For Fiscal Years ended								
	2002		2003		2004		2005		2006
Instruction									
Assignable Square Feet	188,047		187,993		189,127		189,247		196,357
Percentage of Total	67.01%		67.54%		67.67%		67.68%		74.07%
Public Service									
Assignable Square Feet	4,586		4,586		4,586		4,586		NA
Percentage of Total	1.63%		1.65%		1.64%		1.64%		
Academic Support									
Assignable Square Feet	29,648		27,434		27,434		27,434		23,064
Percentage of Total	10.57%		9.86%		9.82%		9.81%		8.70%
Student Services									
Assignable Square Feet	24,886		24,886		24,886		24,886		6,049
Percentage of Total	8.87%		8.94%		8.90%		8.90%		2.28%
Institutional Support									
Assignable Square Feet	16,702		16,702		16,702		16,702		17,100
Percentage of Total	5.95%		6.00%		5.98%		5.97%		6.45%
Plant Operations									
Assignable Square Feet	11,820		11,820		11,820		11,820		8,832
Percentage of Total	4.21%		4.25%		4.23%		4.23%		3.33%
Auxiliary Enterprises									
Assignable Square Feet	1,556		1,556		1,556		1,556		13,679
Percentage of Total	0.55%		0.56%		0.56%		0.56%		5.16%
Unassigned									
Assignable Square Feet	3,378		3,378		3,378		3,378		NA
Percentage of Total	1.20%		1.21%		1.21%		1.21%		
Total Assignable Areas									
Assignable Square Feet	280,623		278,355		279,489		279,609		265,081
Percentage of Total	100%		100%		100%		100%		100%
Parking Facilities									
Parking spaces available	1,912		1,912		1,968		2,046		2,046
Number of employees	481		534		508		512		NA
Number of students	3,773		4,125		4,548		4,709		4,645

Source: 2002-2005 South Carolina Commission on Higher Education 2006 Master Plan

Figure 7.5-6 presents the space utilization by function. In 2006, approximately 3 out of 4 assignable square feet space was used for instruction.

Figure 7.5-7 Percentage of Accredited Academic Programs

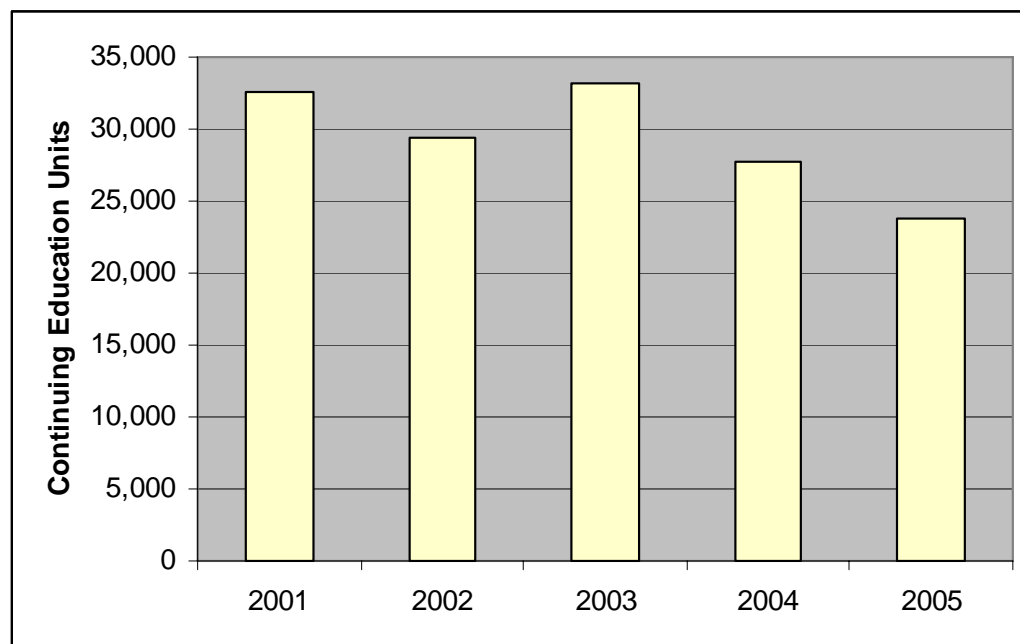


Source: South Carolina Performance Ratings Compiled by CHE

All 10 of Tri-County's accreditable programs have maintained their accreditation over the last five years.

Figure 7.5-7 presents the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. All 10 of Tri-County's accreditable programs have maintained their accreditation over the last five years. Accreditable programs include Associate Degree Nursing, Accounting, Management, Office Systems Technology, Expanded Duty Dental Assisting, Electronic Engineering Technology, Engineering Graphics Technology, General Engineering Technology, Medical Assisting, Medical Laboratory Technology, Practical Nursing, Respiratory Care, Surgical Technology, and the Veterinary Technology degree programs.

Figure 7.5-8 Continuing Education Units



Source: SBTCE Fact Book

Over the last five years, the College has averaged 29,000 CEU's.

Figure 7.5-7 presents the Continuing Education Units (CEU) earned by students in the Continuing Education Division. Over the last five years, the College has averaged 29,000 CEU's though the number of CEU's decreased by 14% between 2004 and 2005.

7.6 LEADERSHIP AND SOCIAL RESPONSIBILITY RESULTS

2006 Economic Impact Study Highlights

In 2006 Tri-County contracted CCBenefits, Inc. to conduct an economic impact study to capture and quantify the economic and social benefits of the College in relation to the Community. Highlights from the study include:

- The current TCTC Service Area economy owes roughly \$12.4 million in regional income to TCTC operations and capital spending.
- TCTC activities encourage new business, assist existing business, and create long-term economic growth. The college enhances worker skills and provides customized training to local business and industry. It is estimated that the present-day TCTC Service Area workforce currently embodies around 1.7 million credit and non-credit hours of past and present TCTC training.
- Students benefit from higher earnings, thereby expanding the tax base and reducing the tax burden on state and local taxpayers. When aggregated together, students generate about \$11.0 million annually in higher earnings due to their TCTC education.
- Studies demonstrate that education increases lifetime earnings. The average annual earnings of a student with a one-year certificate are \$24,424, or 81 % more than someone without a high school diploma or GED, and 16% more than a student with a high school diploma. The average earnings of someone with an Associate Degree are \$28,587, or 112% more than someone without a high school diploma or GED, and 35% more than a student with a high school diploma or GED.

2005-2006 Strategic Plan Accomplishments Highlights

College Priority: Enhance Opportunities for Student Success

Student Experience Initiative: Define the desired Tri-County Technical College student experience and plan activities and programs to implement it.

- A Student Experience Task Force (SETF) was formed. The Chairperson completed site visits to Calhoun Community College (AL), the University of Georgia, the Policy Center on the First-Year Experience (NC); members also received reports from other College groups that completed site visits to Daytona Beach Community College (FL), Kennesaw State University (GA), and Virginia Highlands Community College (VA).
- A study of entry-level skills needed for developmental and first-year courses was initiated.
- A study abroad activity was conducted in conjunction with a Spanish class. A faculty member and several students visited Mexico during May 2006.

Student Retention Initiative: Improve student retention

- The Industrial and Engineering Technology Division developed a model for division-level orientation for new students.
- The Business and Public Services Division and the Health Education Division reviewed their internal procedures for new student orientation; program-level orientation for incoming students will continue.
- A feasibility study of mandatory placement resulted in the decision to implement mandatory placement in the fall of 2007.

College Priority: Promote a Collegial Environment

Collegial Culture Initiative: Create a collegial culture that will encourage and enhance the personal and professional growth of faculty, staff, and students.

- The FACTS-online system for payment of tuition was implemented.
- Banner Self-Service for Employees was implemented providing online access for employees to personal information such as leave balances, benefits, emergency contact, job title, and deposits.
- The cafeteria and vending areas were revamped in order improve the physical layout and provide better catering and food services.
- The Business Affairs Division began piloting a Personal Growth Plan process for each employee in the Division.
- The performance pay system was revised based on feedback from the campus community and the President.
- The Banner Finance, Student Accounts Receivable, and Human Resources Systems were implemented.
- The first annual Bluegrass Under the Stars concert was held in conjunction with the Pendleton Spring Jubilee.
- The first Fall Classic Golf Tournament was held in the fall of 2005 to benefit the Institute for Manufacturing Competitiveness.

College Priority: Increase Community Involvement

Collaborations Initiative: Increase mutually beneficial collaborations between areas within the College, between the College and the community, and between the College and other colleges and universities.

- A comprehensive compliance report was submitted to the Commission on Colleges of the Southern Association of Colleges and Schools in partial fulfillment of the institution's requirements for reaffirmation. A five-person team researched and prepared the report over an 18-month period with the assistance and support of dozens of faculty, staff, and administrators from throughout the College.
- A Certificate of Achievement for Excellence in Financial Reporting was awarded to the College for the FY05 College Comprehensive Annual Financial Report (CAFR).
- A collaborative effort between the College and Clemson University resulted in a new Leadership Development program for Tri-County faculty and staff.
- The Annual Ruby S. Hicks Memorial Writing Contest for area high school students was held in the spring of 2006.

College Image Initiative: Define the desired image of the College and implement programs and activities to achieve the desired image.

- A strategy was developed and initiated for raising private and public monies to support the development of new campuses.
- A radio and cinema advertising campaign was launched in fall 2005 and continued during spring 2006.

College Priority: Improve the Physical Environment

Physical Environment Initiative: Create a physical environment that will encourage and enhance the personal and professional growth of faculty, staff, and students.

- Several components of the Capital Improvement Plan were completed or initiated during the planning period (e.g., comprehensive renovation of Halbert Hall, re-roofing of Oconee Hall, landscaping the mall area).
- Construction began on the Anderson Campus

College Priority: Expand Educational Opportunities

Educational Opportunities Initiative: Expand educational opportunities that will effectively meet the economic and personal goals of all segments of our service area.

- A three-year, \$300,000 grant was awarded to the College to help implement the Gateway to College program for at-risk/dropout youth. The program will be the first of its kind in South Carolina.
- College staff, in partnership with local and State education officials, successfully negotiated waivers to State Board of Education regulations in order to support implementation of the Gateway to College program.
- Numerous marketing/outreach and orientation activities were conducted to identify and place students in the Gateway to College program for fall 2006. (The program will initially serve 50 students and will gradually increase enrollment to a maximum of 300 by the fall of 2008.)
- The Associate Degree Nursing program added an evening delivery option to expand access opportunities for students.
- A decision was made to expand the Veterinary Technology program in the fall of 2007 to serve more students.