

Accountability Report Transmittal Form

Agency Name	<u>Tri-County Technical College</u>
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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



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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 2007-08

Student Learning Initiative: Establish the essential foundation elements for becoming a Learning College.

- Coordinated a very successful launch of the Learning Excellence Initiative (LEI) designed to improve the success of first-time post-secondary students. A total of 11 Smart Start sessions were held prior to the fall 2007 and spring 2008 semesters (71 students participated); four learning communities were held during fall semester and three learning communities were implemented for the spring semester 2008. A total of 84 students participated in the Freshman Seminar (COL 105) and learning communities component of the Learning Excellence Initiative.

Student Retention Initiative: Improve the programming and services that impact student retention.

- Academic Affairs implemented a process for mandatory placement with approved overrides, which has resulted in more effective placement of students in general education courses. The new process also enables better tracking and analysis of overrides which will support improved reporting capabilities.

Organizational Culture Initiative: Foster an organizational culture that encourages open and full participation of all employees and students in the life of the College.

- Developed an organizational culture survey and administered to all full-time employees; additional focus groups with 63 randomly selected employees were conducted to get more in-depth information regarding the results of the initial survey. Efforts are now underway to integrate the results into college and institutional division planning.

Diversity Initiative: Increase diversity of the campus community.

- Completed NCBI training with staff members.

Professional Development Initiative: Provide mechanisms to build awareness, develop skills, and expand perspectives of employees through professional development.

- Reorganized personnel to more efficiently offer employee development programming during 2007-2008; processes for offering/promoting activities have been established and distributed to the campus; employees are notified of various opportunities via print schedules, online posting, and electronic announcements. The following activities were offered this year: Debt Management (4/3); Credit Score (3/12); Managing MoneyPlus Online (2/5 and 2/20); How to Apply for Financial aid (2/6 and 2/7); How to find Scholarships (2/25 and 2/27); Finances 101 (2/13); Data Security (3/10); Employee Development Plans (2/20); Health Database (4/29)

Personal Enrichment Initiative: Encourage employee participation in personal enrichment experiences.

- Established the Employee Assistance Program (EAP); all employees have been notified of the services and opportunities available through the EAP.

Collaborations Initiative: Increase mutually beneficial collaborations between the College and the community and between the College and other institutions of higher education.

- Hosted the Celtic Pops Concert performed by the Greater Anderson Musical Arts Consortium (GAMAC) that was free and open to the public.

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

- Coordinated the rollout of the new College seal, including the development of the visual design elements.

Economic Development Initiative: Initiate economic development programs and partnerships in the service area.

- Coordinated the development and presentation of the Tri-County Economic Partnership (TCEP) proposal to local economic developers. TCEP focuses on three service components: research services, collaborative services, and small business/entrepreneurial services. Part of the third component will be the establishment of a Center for Small Business and Entrepreneurship. Additional development and rollout plans for TCEP are underway.

Optimize Use of Resources Initiative: Enhance processes to optimize use of fiscal and human resources.

- Implemented a new print management system that decreased printing costs during FY08 by over \$30,000. (Additional cost savings have been realized by purchasing recycled ink cartridges and coordinating purchases of printing paper through the Print Shop.)

Physical Environment Initiative: Provide a physical environment that enhances student learning and employee satisfaction.

- Completed a new Facilities Master Plan and will integrate (in final stages) with the College's instructional strategy.

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

- Implemented two new programs specifically for the Anderson Campus (Basic Electronics and pre-Pharmacy).

3. Key Strategic Goals for Present and Future Years

- **Priority 1:** Enhance Student Learning and Success
- **Priority 2:** Expand Educational Opportunities
- **Priority 3:** Promote a Dynamic, Inclusive Work and Learning Environment
- **Priority 4:** Improve the Physical Environment of all Campuses
- **Priority 5:** Promote Professional Development and Personal Enrichment of Employees
- **Priority 6:** Optimize Use of Resources
- **Priority 7:** Promote Economic and Community Development

4. Key Strategic Challenges

Opportunities:

- **New campus locations:** The College launched its new Anderson Campus in March of 2007 and expanded its offerings at the Hamilton Career Center in Seneca in fall 2007. Both locations offer considerable opportunities to develop and implement new curriculum offerings and to enhance access to postsecondary education for area citizens.
- **Learning Excellence Initiative (LEI) Implementation:** Tri-County launched the initial phase of a comprehensive program for first-time college students in fall 2007. The Learning Excellence Initiative (LEI) begins with an intensive, learning-centered orientation program that prepares students for first-semester study in a learning community of three linked courses, one of which is a newly designed Freshman Seminar course. The LEI is the College's approved Quality Enhancement Plan, which is a requirement of the reaffirmation of accreditation process. Over the next five years the LEI will be expanded to serve all first-time college students.
- **Improved Communications Infrastructure:** In October of 2007 the College launched an enhanced web portal platform which creates a rich digital community for Tri-County students and employees. The new portal layout is designed around learning college concepts and resources are organized by what students and employees do as opposed to the department that provides a given resource. The improved communications capability provides significant opportunities for the College to enhance productivity, expand student learning, and encourage an even stronger sense of community throughout the campus.

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:** Historically, the 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 as well as continuing education units, certifications and avocational courses.

Primary Program Areas

- Health Education: Medical Laboratory Technology, Expanded Duty Dental Assisting, Nursing, Practical Nursing, Surgical Technology, Veterinary Technology, Medical Assisting, and Respiratory Care
- 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, Personal Interest, and Licensing and Certification in a variety of fields

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

Students

- Seeking skills to enter or re-enter the work-force or to advance in the chosen career field
- Seeking general education credit to transfer to a four-year institution
- Seeking personal enrichment
- Seeking lifelong learning

Stakeholders

- Business and industry in Anderson, Oconee, and Pickens counties seeking well-educated and prepared employees
- State of South Carolina expecting a positive return on the investment of public dollars and improvements in the quality of life of residents from the tri-county area
- South Carolina Technical College System expecting the College to fulfill the mission of the system by promoting economic development
- Government officials/representatives in Anderson, Oconee, and Pickens Counties expecting a positive return on the investment of public dollars and improvements in the quality of life of residents from the tri-county area
- College employees expecting a positive, safe work environment
- Tri-County Technical College Foundation seeking to support students and employees through effective management of funds

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 Campus, 511 Michelin Blvd, Anderson, SC 29625
- Oconee Campus at Hamilton Career Center, 100 Vocational Dr., Seneca, SC 29672

4. Number of employees

- 259 full and part-time faculty
- 427 full and part time staff

5. 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
- 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

6. 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 and the College Decision-making Process Policy. 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.

7. Key suppliers and partners

Citizens, school systems, and businesses in Anderson, Oconee, and Pickens Counties, other postsecondary institutions, community organizations, and agencies

8. Key competitors

There are numerous competitors attracting potential students from the tri-county area. The extent of competition is program-specific, but includes to varying degrees other technical colleges, proprietary colleges, and private colleges in the vicinity. There are also numerous distance learning options from around the county. In addition to direct competition from other similar service providers there is also significant competition for potential students from both employers and the military, particularly for those students who have recently completed high school.

9. Factors of Success and Key strategic challenges

Factors of Success

- The College offers quality academic programs that are recognized by area employers
- The College has the most affordable tuition of any post-secondary institution in the tri-county area and substantial financial aid opportunities
- The College is accessible to citizens of the tri-county area with a recently opened campus in city of Anderson and expanded offerings at the Hamilton Career Center. The College is also actively acquiring land for a third campus near Easley.

Challenges

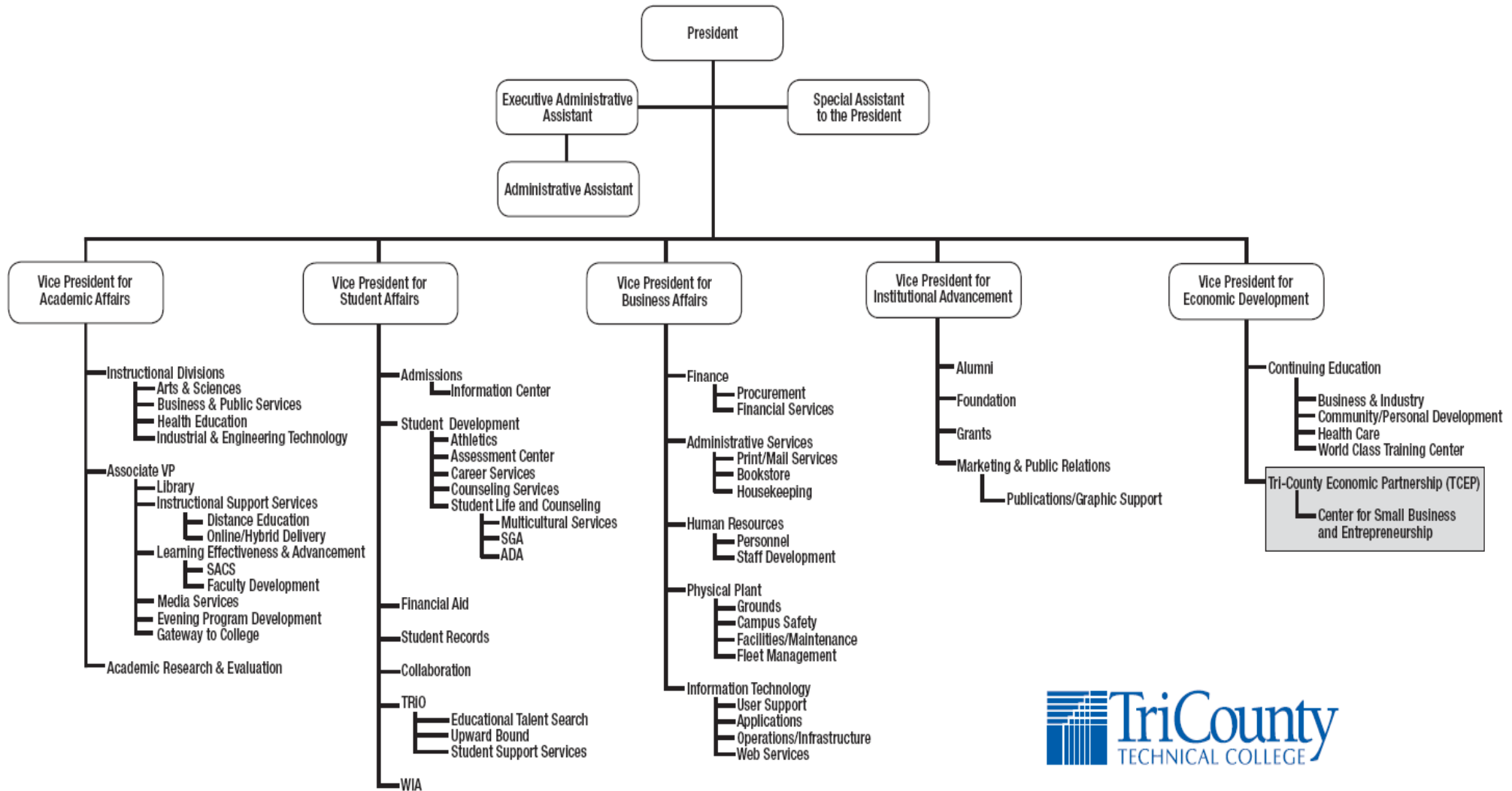
- Meeting community needs in a time of declining State support
- Implementing multiple initiatives with limited human resources (e.g. the Learning Excellence Initiative, the Gateway to College program)
- Limited physical space
- Increasing the local college attendance rate

10. 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

11. Organizational Structure:

Tri-County Technical College Organizational Chart



MacShare 05/13/08

12. Expenditures/Appropriations:

BASE BUDGET EXPENDITURES AND APPROPRIATIONS

Major Budget Categories	FY06-07 Actual Expenditures		FY07-08 Actual Expenditures		FY08-09 Appropriations Act	
	Total Funds	State General Funds	Total Funds	State General Funds	Total Funds	State General Funds
Personal Service	\$16,356,161	\$6,379,706	\$18,400,795	\$7,030,885	\$16,631,055	\$6,780,172
Other Operating	\$10,870,794	\$-	\$13,910,919	\$-	\$12,030,643	\$-
Fringe Benefits	\$4,049,918	\$2,480,996	\$5,056,053	\$2,734,233	\$4,448,304	\$2,636,733
Total	\$31,276,873	\$8,860,702	\$37,367,767	\$9,765,118	\$33,110,002	\$9,416,905

OTHER EXPENDITURES

Sources of Funds	05-06 Actual Expenditures	06-07 Actual Expenditures

13. Major Program Areas Chart *

Program Number and Title	Major Program Area Purpose (Brief)	FY 05-06 Budget Expenditures	FY 06-07 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: \$ 8,860,702 Total: \$31,276,873	State: \$ 9,765,118 Total: \$37,367,767	Category 7

* Source: SBTCE allocation sheets and line EXP118 in Detail Budget per SBTCE

**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.

SECTION III – ELEMENTS OF BALDRIGE CRITERIA

Category 1 - Leadership

1.1 HOW DO SENIOR LEADERS DEVELOP AND DEPLOY THEIR ORGANIZATION VISION AND VALUES THROUGHOUT THE LEADERSHIP SYSTEM, TO THE WORKFORCE, TO KEY SUPPLIERS AND PARTNERS, AND TO STUDENTS AND STAKEHOLDERS, AS APPROPRIATE? HOW DO THEIR PERSONAL ACTIONS REFLECT A COMMITMENT TO THE ORGANIZATIONAL VALUES?

The mission, vision, and values of the College guide all activities. Each three-year strategic planning cycle starts with a review of the institutional mission, vision, and values. Should changes be recommended, they are approved by the administration and then by 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, the Tri-County Technical College Foundation Annual Report, and *Connection*, the President's monthly newsletter. In addition, the personal actions of all senior leaders convey their commitment to the College's values by their participation in business and industry visits, civic events, legislative delegation meetings, among other activities.

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. Furthermore, senior leaders communicate the College's vision and values to workforce and community leaders through publications, public events, professional networking, and by participating on community/agency boards and planning groups.

1.2 HOW DO SENIOR LEADERS CREATE A SUSTAINABLE ORGANIZATION WITH A FOCUS ON ACTION TO ACCOMPLISH THE ORGANIZATION'S STRATEGIC OBJECTIVES, IMPROVE PERFORMANCE, AND ATTAIN YOUR VISION?

Senior leaders maintain adequate focus throughout the institution to achieve strategic objectives by managing effectively the strategic planning process, which includes college-wide objectives as well as those that are unique to the different institutional divisions. Senior leaders also work to acknowledge the accomplishments of faculty and staff in helping to move the organization forward in key areas. They also use a variety of mechanisms to encourage sustained improvement efforts in strategic directions. As an example, during the current reporting year a special funding allocation enabled a team of faculty and staff to attend the national Learning College Summit. This action helped foster the type of esprit de corps that was needed to make progress in one of the College's key strategic initiatives. (The team continues to meet and identify ways of integrating learning college principles throughout the college community.)

1.3 HOW DO SENIOR LEADERS PERSONALLY PROMOTE AND SUPPORT AN ORGANIZATIONAL ENVIRONMENT THAT FOSTERS AND REQUIRES: LEGAL AND ETHICAL BEHAVIOR; AND, FISCAL, LEGAL, AND REGULATORY ACCOUNTABILITY? HOW ARE THESE MONITORED?

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 opera-

tion...” 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.

Senior leaders meet weekly 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 during these meetings as well as the core indicators used to measure institutional effectiveness.

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

Senior leaders promote organizational learning by fostering a learning-oriented culture that encourages innovation, risk taking, and personal/professional growth. Examples include numerous activities in the College’s strategic plan (especially the Learning College objectives), institutional support for professional and personal development, and approval/financial support for new projects or initiatives (examples include intercollegiate sports and domestic travel/study abroad opportunities).

Senior leaders encourage 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, documenting and evaluating, 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 culminates in the accomplishment of a leadership project. Potential future leaders are accepted into the competitive program. 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, ENGAGE, EMPOWER, AND MOTIVATE THE ENTIRE WORKFORCE THROUGHOUT THE ORGANIZATION? HOW DO SENIOR LEADERS TAKE AN ACTIVE ROLE IN REWARD AND RECOGNITION PROCESSES TO REINFORCE HIGH PERFORMANCE THROUGHOUT THE ORGANIZATION

Senior leaders communicate with and empower employees through a variety of mechanisms, including a committee structure that enables faculty, staff, and students to be involved in the life of the institution and to have input into the decision-making process.

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 appropriate approval); recognizing employees upon resignation or retirement; and sharing other information approved by the employee through in-house publications, memos, and email.

Senior leaders take an active role in reward and recognition processes by personally evaluating applications and identifying faculty and staff for annual leadership programs (internal, community, and state) and by coordinating or participating in division-specific activities throughout the year.

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

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 and their supervisors for use in performance evaluation and planning.

The Tri-County Technical College Commission evaluates the board'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 WHAT PERFORMANCE MEASURES DO SENIOR LEADERS REGULARLY REVIEW TO INFORM THEM ON NEEDED ACTIONS?

Senior leaders regularly review the following performance measures in order to inform the college and institutional division planning processes and continuous improvement initiatives:

- Core indicators (institutional dashboard): Enrollment (headcount); Student/full-time Faculty Ratio; Faculty Salaries as Percentage of Regional Average; Enrollment (FTE); Student Minority Representation; Personnel Turnover; Graduation Rate; Personnel Minority Representation (Faculty); Employer Satisfaction (Hiring); Success Rate (Student); Personnel Minority Representation (Total College); Employer Satisfaction (Technical Preparation); Retention; Credit Hours Generated by Full-Time and Part-Time Faculty; Endowment Growth; Certification/Licensing Pass Rates; Faculty Full-time/Part-

Time Ratio (%FT); Student Satisfaction; Placement Rate; Student Full-time/Part-Time Ratio (%FT); Student/Faculty Ratio; and Faculty Salaries as Percentage of State Average.

- Graduate and alumni satisfaction
- Student learning and support service outcome assessments
- Gateway to College enrollment and retention
- Noel-Levitz Student Satisfaction Survey results
- Community College Survey of Student Engagement (CCSSE) results

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. Institutional leaders also shape the research agenda and/or endorse changes suggested by the Research and Evaluation Department or by other departments or individuals. In 2006-2007 two survey instruments were added to the research cycle in order to provide national comparisons in the areas of student learning and satisfaction. The surveys added were the Noel-Levitz Student Satisfaction Survey and the Community College Survey of Student Engagement (CCSSE). In 2007-2008 the College expanded its research capability by joining the National Community College Benchmarking Project (NCCBP). Access to comparative reports is expected in September 2008.

1.9 HOW DOES YOUR ORGANIZATION ADDRESS AND ANTICIPATE ANY ADVERSE IMPACTS OF ITS PROGRAMS, OFFERINGS, SERVICES, AND OPERATIONS? WHAT ARE KEY COMPLIANCE RELATED PROCESSES, GOALS, AND MEASURES? (ACTUAL RESULTS SHOULD BE REPORTED IN CATEGORY 7.)

The College anticipates possible adverse impacts of programs, offerings, services, and operations by continually monitoring the environment, using a variety of formal and informal mechanisms. Formal mechanisms include institutional surveys, compliance reports, and state and local reports. Informal mechanisms include feedback from advisory committees as well as discussions with community leaders and other stakeholder groups. The College also provides through its website a mechanism for any individual to communicate directly with the President, as follows: "Please use this form to submit a comment, compliment, complaint, or suggestion directly to the President of Tri-County Technical College. Your submission will remain anonymous unless you choose to provide identifying information in the spaces provided. Thank you for taking time to share your thoughts."

The key compliance-related processes that the College carefully monitors and maintains are those described in the Principles Of Accreditation: Foundations for Quality Enhancement, as published by the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). Numerous other processes are also monitored and maintained that may not be specifically addressed in SACS procedures but are important nonetheless (e.g., federal/state requirements for financial reporting, facilities maintenance, health and safety of employees and students, etc.).

HOW DO SENIOR LEADERS ACTIVELY SUPPORT AND STRENGTHEN THE COMMUNITIES IN WHICH YOUR ORGANIZATION OPERATES? INCLUDE HOW SENIOR LEADERS DETERMINE AREAS OF EMPHASIS FOR ORGANIZATIONAL INVOLVEMENT AND SUPPORT, AND HOW SENIOR LEADERS, THE WORKFORCE, AND THE ORGANIZATION'S STUDENTS CONTRIBUTE TO IMPROVING THESE COMMUNITIES. (NOTE: IN DESCRIBING YOUR ORGANIZATION'S SUPPORT OF THE COMMUNITIES IN WHICH IT OPERATES, INCLUDE THE CONTRIBUTIONS OF YOUR SENIOR LEADERS, WORKFORCE, AND STUDENTS. AREAS OF COMMUNITY SUPPORT APPROPRIATE FOR INCLUSION MIGHT INCLUDE YOUR EFFORTS TO STRENGTHEN LOCAL COMMUNITY SERVICES, COMMUNITY EDUCATION, PARTICIPATION AND PRACTICES OF PROFESSIONAL ASSOCIATIONS.)

The College supports community development by actively participating in civic activities and by promoting civic engagement through College-sponsored activities and events.

Senior leaders personally engage in multiple types of external civic activities and encourage faculty, staff, and students to participate as well. Senior leaders and other faculty and staff are active members of civic groups such as Rotary International, Lions Club, and area chambers of commerce and economic development organizations. College constituents are also 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 most 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 Pendleton's Spring Jubilee festival. In addition, senior leaders participate in local legislative meetings in the service area and travel regularly to Columbia to participate in meetings with State legislators and other government officials.

Senior leaders, faculty, and staff also promote 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, held in conjunction with the town of Pendleton's annual Spring Jubilee. 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 for Economic Development and Governmental Affairs 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 fosters productive relationships with service-area industries to improve efficiency and competitiveness; serves as a resource for industrial prospects; serves as the College's governmental affairs representative; and conducts outreach activities with various community groups. The Director of Collaboration is responsible for planning, implementing, and evaluating programs and activities that establish and enhance educational collaborative efforts with secondary schools and colleges.

Tri-County's students are also involved in supporting community events and development initiatives. In most cases, student involvement is coordinated by faculty and represents part of the formal learning experience. Examples of student involvement include providing health screening services at community events, assisting low income people with tax preparation, participating on Habitat for Humanity teams, among many others.

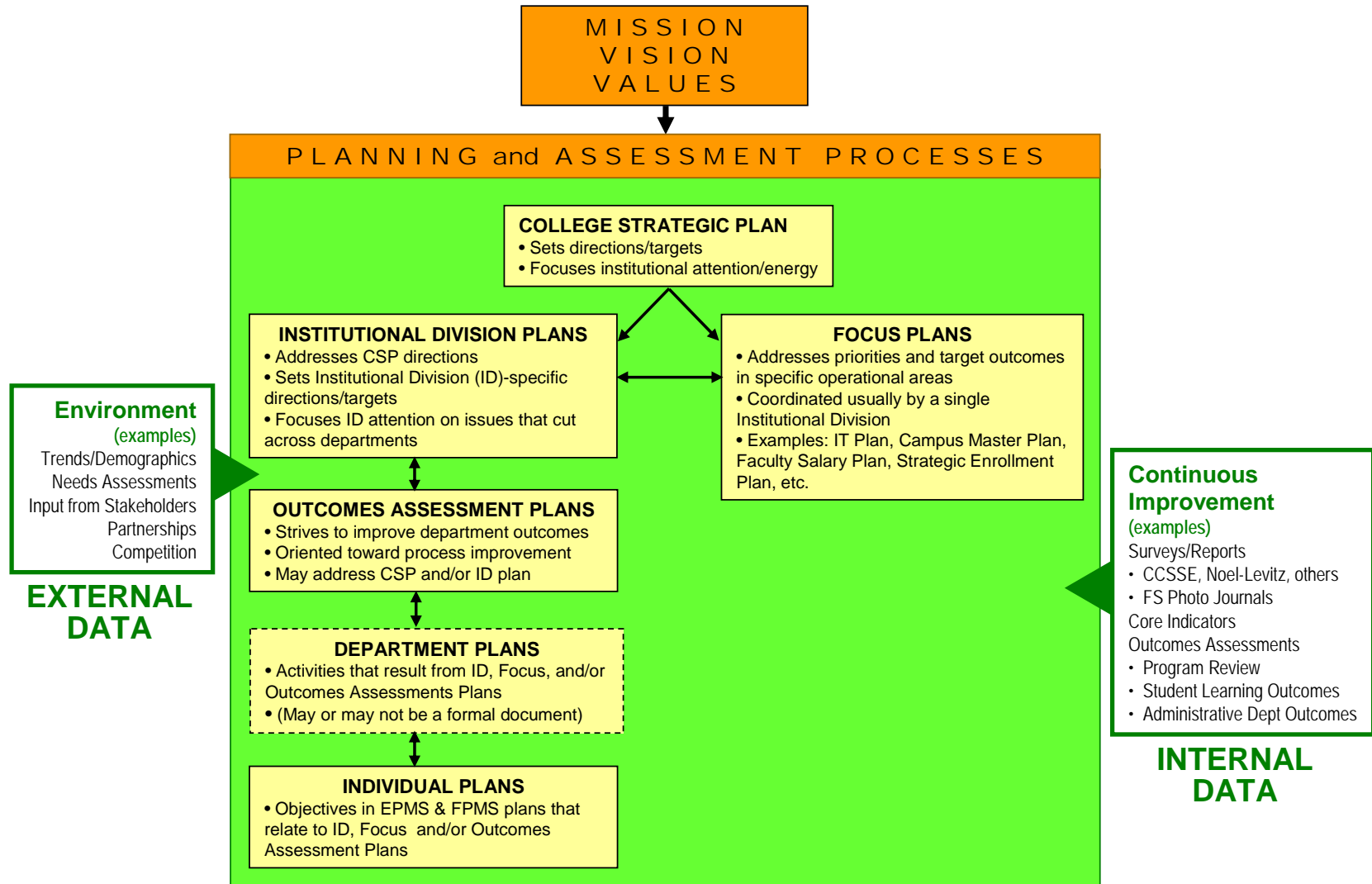
The areas of emphasis for community involvement are determined at various levels of the institution. The faculty and instructional leaders determine curriculum-related community service projects for students. The senior leaders determine the types of community-based programs in which employees will be actively encouraged to participate. And individual divisions, departments, and faculty/staff determine other types of involvement. (Examples of the latter include community food drives, adopt-an-angel and other similar types of events that one or more College departments or divisions might support during the holidays.)

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	<ul style="list-style-type: none"> Establish the essential foundation elements for becoming a Learning College. Improve the programming and services that impact student retention. 	7.1.x, 7.2.x
	Promote a Collegial and Diverse Environment	<ul style="list-style-type: none"> Foster an organizational culture that encourages open and full participation of all employees and students in the life of the College. Increase diversity of the campus community. 	7.2.1, 7.4.x, 7.5.2, 7.5.3, 7.5.8
	Promote Professional Development and Personal Enrichment of Employees	<ul style="list-style-type: none"> Provide mechanisms to build awareness, develop skills, and expand perspectives of employees through professional development. Encourage employee participation in personal enrichment experiences. 	7.4.x, 7.6.x
	Promote Economic and Community Development	<ul style="list-style-type: none"> Increase mutually beneficial collaborations between the College and the community and between the College and other institutions of higher education. Define the desired image of the College and implement programs and activities to achieve the desired image. Initiate economic development programs and partnerships in the service area. 	7.1.2, 7.6.x
	Optimize Use of Resources	<ul style="list-style-type: none"> Enhance process to optimize use of fiscal and human resources 	7.6.x
	Improve the Physical Environment	<ul style="list-style-type: none"> Provide a physical environment that enhances student learning and employee satisfaction. 	7.1.x, 7.2.x, 7.4.x
	Expand Educational Opportunities	<ul style="list-style-type: none"> Expand educational opportunities that effectively meet the economic and personal goals of all segments of the service sector 	7.5.x, 7.6.x

PLANNING and OUTCOMES ASSESSMENT



Approved by Executive Staff 4/26/07



Figure 1. Planning and Assessment Diagram

- 2.1 WHAT IS YOUR STRATEGIC PLANNING PROCESS, INCLUDING KEY PARTICIPANTS, AND HOW DOES IT ADDRESS:**
- a. YOUR ORGANIZATIONS’ STRENGTHS, WEAKNESSES, OPPORTUNITIES, AND THREATS.**
 - b. FINANCIAL REGULATORY, AND OTHER POTENTIAL RISKS;**
 - c. SHIFTS IN TECHNOLOGY, STUDENT AND COMMUNITY DEMOGRAPHICS, MARKETS, STUDENT AND STAKEHOLDER PREFERENCES, AND COMPETITION.**
 - d. HUMAN RESOURCE CAPABILITIES AND NEEDS.**
 - e. LONG-TERM ORGANIZATIONAL SUSTAINABILITY AND ORGANIZATIONAL CONTINUITY IN EMERGENCIES.**
 - f. YOUR ABILITY TO EXECUTE YOUR PLAN.?**

THE PLANNING PROCESS

The College’s planning process is coordinated through the President’s Office, which serves to emphasize the importance of planning throughout the campus community. The Special Assistant to the President is responsible for managing the procedures associated with the planning process.

The long-range planning cycle begins with a review of the mission, vision, and values followed by the development of a three-year strategic plan. The College Commission, executive staff, and entire campus community provide input to the review of the College mission, vision, and values.

Tri-County’s planning procedures involve continuous data analyses and on-going input from diverse constituents. This approach is highly responsive and enables greater agility in planning as opposed to an intensive, one-shot effort at the beginning of each planning cycle. (See Figure 1, Planning and Assessment Diagram, for the diverse types of internal and external data used in the planning process.) For example, the President’s annual chat sessions with small groups of employees also serve as a means of gathering input to the planning process via written summaries or a brief input survey card that is returned to the Special Assistant to the President. Beginning fall 2007, students in the College’s new Freshman Seminar course submit capstone projects which include a description of their experience at Tri-County which is used to help inform the planning process. (By 2012 all first-time college students will take the Freshman Seminar course.)The President’s Executive Staff review these types of input as well as key data sources such as the Core Indicator reports throughout the year and continually discuss planning and assessment implications. These implications are then summarized and reviewed again prior to the development of each three-year and annual College Strategic Plan.

Because senior leaders have a unique vantage point from which to gauge the institution’s needs, and because they are uniquely positioned to maximize resources across units, the president and members of the Executive Staff are responsible for drafting the three-year and annual College Strategic Plans. By having senior leaders so committed to planning and its outcomes, the campus climate has become more supportive and proactive when it comes to achieving meaningful results from the planning process.

Once the three-year and annual College Strategic Plans are approved by the College Commission, the vice presidents then facilitate the development of Institutional Division (ID) plans with input from all employees in their respective divisions. In addition, the vice presidents also coordinate several Focus Plans that relate to the College Strategic Plan but that have unique requirements or timeframes. The College Master Plan (developed every 5-8 years or as needed) and the Information Technology Plan are examples of Focus Plans.

Economic data, trends in higher education, historical College data and input from all College constituents are used to continually inform the entire planning process—from the review of the institutional mission, vision, and values to the development of long-range and annual priorities, initiatives, and activities. The primary ways these data and input are used is described below.

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 senior leaders (and others) for use in planning for improvement.

Gathering constituent input from Commission members, faculty, staff, advisory boards, and students occurs throughout the strategic planning cycle. Participants are asked about the College's weaknesses, strengths, and ideas for ways to improve or about a specific area of interest related to planning (e.g., organizational culture was a key topic that emerged in 2006-07; institutional communication needs was a key topic that emerged in 2007-08).

Academic Program Review at the local level will become a component of the College's Institutional Effectiveness Procedure to ensure continuous improvement of programs. Initial development of the process has begun 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. Part of the external data review process for Industrial and Engineering Technology Division programs will include analysis of interview results gathered by the College's Vice President for Economic Development and Governmental Affairs. The vice president meets frequently with industry and economic development leaders to gauge the College's responsiveness to employer needs and to identify ways of improving credit and non-credit offerings.

Department heads or program coordinators, as appropriate, are responsible for conducting a critical review of their programs, 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 analyzing 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 14 programs accredited by agencies recognized by the South Carolina Commission on Higher Education 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.

In addition to these formal review processes, the College's senior leaders work together to complete a SWOT (strengths, weaknesses, opportunities, threats) exercise as part of creating the three-year College Strategic Plan. The SWOT results are then discussed and compared to conclusions drawn from formal and informal data sources.

B. Financial, Regulatory, and Other Potential Risks

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

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.

D. Human Resource Capabilities and Needs

The College Strategic Plan provides a “macro-level framework” for future directions for the institution and also provides specific areas of emphasis that should be addressed during the planning period. Each institutional division develops its annual plan based on the College plan and its own unique needs and priorities. Both types of plans, which are integrated into one document, have direct and indirect implications for human resource capabilities and needs. For example, in the College Strategic Plan in 2007-2008, all priorities and initiatives have indirect implications for human resource capabilities and need but priority 3 (“Promote Professional Development and Personal Enrichment of Employees”) specifically addresses supporting and enhancing the *professional* capabilities of employees. The priority also addresses the need to support the *personal enrichment* of employees. The philosophy of senior leaders is that in order for the College to be considered an “employer of choice” (a place where people want to work and actively seek to become and stay employed), the institution must support and continually develop the “whole person.”

E. For Long-Term Sustainability

A Crisis Management Plan (published and disseminated to employees as the *Safety and Security Manual*) addresses health and safety issues during emergencies. The plan requires current recovery procedures to be on file with Office of the Vice President for Business Affairs for seven key areas: Information Technology, Continuing Education, Institutional Advancement, Academic Affairs, Personnel and Administrative Services, Physical Plant/Campus Safety, and Student Affairs. Required components of the recovery procedures must include (but are not limited to): communication tree for employees; actions to be taken in the specific division or department; and actions to be taken in order to restore normal operations.

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 and/or through general operational procedures.

F. Ability to Execute the Strategic Plan

Financial and human resources are assigned to each activity in the strategic plan, either at the institutional level or at the division/department level. Discussions concerning progress on each strategic initiative are conducted during Executive Staff and unit-level meetings. In addition, formal annual summary reports are produced every July and published on the College’s web portal.

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

Strategic objectives guide the long-term vision of the College in addition to addressing key institutional strategic challenges:

- The “Expanding Educational Opportunities” strategic objective addresses the challenge of transitioning smoothly and maximizing the use of the Anderson Campus and exploring additional sites.
- The “Enhance Student Learning and Success” strategic objective addresses the challenge of implementing the LEI.
- The “Promote a Dynamic, Inclusive Work and Learning Environment” strategic objective addresses the challenge of improving the communication infrastructure.
- The “Optimize Use of Resources” strategic objective addresses the challenge of identifying creative ways to save money and do more with our current funding.
- The “Promote Economic and Community Development” strategic objective addresses the challenge of changing local culture and increasing college attendance rate.

2.3 HOW DO YOU EVALUATE AND IMPROVE YOUR STRATEGIC PLANNING PROCESS?

The College’s strategic planning process is evaluated informally as each annual and three-year plan is developed. During 2007-2008 initial work was completed to enhance and integrate the internal mechanisms that shape the development of the strategic plan and continually assess the planning process. It is expected that implementation of new processes will occur during 2008-2009.

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

Once the three-year and/or annual College Strategic Plans have been approved by the College Commission, the vice presidents work with employees throughout their respective divisions to develop the annual Institutional Development (ID) Plans. Each institutional division identifies specific activities (and resource requirements) to address the initiatives in the College Strategic Plan, as appropriate. In addition, each division identifies division-specific priorities, initiatives, and activities for the planning period. Resource requirements are documented for each type of activity and incorporated into department and division budget requests for the coming fiscal year.

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

The three-year and annual College Strategic Plans are posted to the College’s web portal immediately following approval by the College Commission. Each vice president then communicates the availability of the college-level plans throughout his/her division, which is the first step in division-level planning. Activities 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.

The President provides an overview of the annual College Strategic Plan during the fall faculty and staff meeting. In addition, updates for various planning initiatives are included in the president’s newsletter throughout the year. Communication regarding strategic plan progress is also a regular part of departmental and unit-level meetings.

At the end of the planning year, a Summary of Accomplishments report is prepared by persons responsible for individual tasks and initiatives. The report is provided to members of the College Commission and posted to the College’s web portal. The results described in the report are also used to inform the planning process for the coming year.

Concerted efforts have been made by College leaders to regularly discuss the strategic plan with respective staff members; an emphasis which gives the opportunity for each staff member 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 performance appraisals of staff at all levels of the College.

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 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? HOW DO YOU DETERMINE WHICH STUDENT AND MARKET SEGMENTS TO PURSUE FOR CURRENT AND FUTURE EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICES?

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 and Governmental Affairs who is responsible for identifying community needs and acting as a liaison with the business community. This process is complemented 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 as needed.

3.2 HOW DO YOU KEEP YOUR LISTENING AND LEARNING METHODS CURRENT WITH CHANGING STUDENT AND STAKEHOLDER NEEDS AND EXPECTATIONS (INCLUDING EDUCATIONAL PROGRAMS, OFFERINGS, AND SERVICE FEATURES)? HOW DO YOU DETERMINE THE RELATIVE IMPORTANCE OF THE EXPECTATIONS TO THESE GROUPS' DECISIONS RELATED TO ENROLLMENT?

Tri-County Technical College keeps its listening and learning methods current with changing customer/business needs through the continual development of employees and through the use of specific outreach mechanisms.

The College believes that employee development is directly linked to institutional agility—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 investing 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. Numerous changes have occurred as a result of this process—e.g., data collection methods, program outcomes, assessment methods, advisory committees, organizational structure, and planning activities.

The College also uses several outreach mechanisms to keep its listening and learning methods current with changing customer and business needs. For example, the president hosts several “chat sessions” each academic year so employees can discuss a variety of topics and concerns. At the end of each chat session, the results are summarized to help inform the planning and/or continuous improvement processes. In 2007-2008, the president modified the Executive Staff meeting schedule to include time for regular sharing and dialogue with the chairperson of the Faculty Senate. The schedule will be expanded in 2008-2009 to include similar dialogue with the chairperson of the Staff Advisory Board. Another regular outreach mechanism is the on-going conversations and networking that the Vice President for Economic and Governmental Affairs conducts with business and industry leaders. The results of these sessions are also used to inform the planning and assessment process. In the fall of 2007, the results of authentic assessment projects completed by students in the College's new Freshman Seminar course served as yet another listening and learning method to help the institution be even more responsive to stakeholder needs.

The institution continually monitors the expectations of key stakeholders and the institution's ability to meet those expectations to an acceptable level. For example, in 2007-2008 the College's results on the Noel-Levitz Student Satisfaction Survey were low in several respects compared to state and national groups. A preliminary analysis of the results seems to indicate a disconnect between students' expectations (especially those of more traditionally aged students) and the institution's ability to meet those expectations to a satisfactory level. The Research and Evaluation Office will conduct follow-up studies during the fall of 2008 to help determine the underlying issues and what might be done to resolve the disconnect.

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

The College 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. 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. The reports generated by these surveys are also posted on the College's web portal. 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 community members 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 work, plan ways to make the programs even more responsive to community needs, and review continuous improvement efforts.

3.4 HOW DO YOU DETERMINE STUDENT AND STAKEHOLDER SATISFACTION AND DISSATISFACTION AND USE THIS INFORMATION TO IMPROVE?

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

The College uses the results of these measures to make improvements in programs, services, and operational practices through a variety of mechanisms – e.g., through college and institutional division planning, through process improvement initiatives at the department level, and through individual performance objective planning.

3.5 HOW DO YOU BUILD POSITIVE RELATIONSHIPS TO ATTRACT AND RETAIN STUDENTS AND STAKEHOLDERS, TO ENHANCE STUDENT PERFORMANCE, AND TO MEET AND EXCEED THEIR EXPECTATIONS FOR LEARNING? INDICATE ANY KEY DISTINCTIONS BETWEEN DIFFERENT STUDENT AND STAKEHOLDER GROUPS.

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

During 2006-2007 the College spent considerable time, effort, and resources developing the Learning Excellence Initiative (LEI). The LEI serves as the institution's Quality Enhancement Plan, which is a required component of the reaffirmation of accreditation process. The entire focus of the LEI—both in planning and implementation—centers around positive and productive working relationships between students and their peers, between faculty and students, between faculty and Student Affairs professionals, and between faculty from different disciplines who teach in the LEI learning communities. The LEI completed its first full year of implementation during 2007-2008. Early results showed significant improvement in all target areas and in a few others that were not expected (e.g., LEI students had lower purge-for-non-payment rates than the general population). Expansion of the LEI will continue during 2008-2009 and each year thereafter until the program reaches full capacity – i.e., all first-time postsecondary students will complete the LEI during their first semester of enrollment.

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 external organizations, and through publications.

The President, as well as other College personnel, hosts meetings with stakeholders on a regular basis. Donors, business and industry representatives, students, legislators, and other community and business leaders are asked to campus to give input and/or receive information about College services and initiatives. One of the major meetings of this type is the Annual Report Luncheon where over twelve hundred stakeholders are invited to campus for an overview of College accomplishments and plans for the future. Another example is the president's annual principals' breakfast where all area high school principals and career center directors are invited to discuss topics of mutual interest.

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. Examples include the Annual Report (which highlights accomplishments of the College as a whole as well as those of the Tri-County Technical College Foundation, Inc.), economic impact studies, a newsletter for manufacturing leaders in the service area, a newsletter for alumni, and a "News & Stats" publication for elected officials.

Category 4 – Measurement, Analysis, And Knowledge Management

4.1 HOW DO YOU SELECT WHICH OPERATIONS, PROCESSES, AND SYSTEMS TO MEASURE TO DETERMINE STUDENT LEARNING, AND FOR TRACKING DAILY OPERATIONS AND OVERALL ORGANIZATIONAL PERFORMANCE, INCLUDING PROGRESS RELATIVE TO STRATEGIC OBJECTIVES AND ACTION PLANS?

The 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 assigns at least one member of the Executive Staff to be administratively responsible for each of the activities in the College Strategic Plan. Regular status reports are shared during Executive Staff meetings throughout the year.

During 2007-2008 a systematic process was established to measure specific types of learning outcomes (course, program, general education) on a regular and reoccurring cycle. Also during 2007-2008 a pilot process was completed to measure learning outcomes in a specific subset of courses (i.e., those applicable to the Learning Excellence Initiative, including specific general education outcomes). Additional phases of implementation will continue during 2008-2009 and beyond until all levels of learning outcomes are adequately and routinely evaluated and the results used for continuous improvement.

4.2 HOW DO YOU SELECT, COLLECT, ALIGN, AND INTEGRATE DATA/INFORMATION FOR ANALYSIS TO PROVIDE EFFECTIVE SUPPORT FOR DECISION MAKING AND INNOVATION THROUGHOUT THE ORGANIZATION?

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 (including requests to develop grant 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.

Throughout the institution – and at all levels of decision-making – employees are encouraged to use a variety of data/information sources to make sound and effective decisions. In recent years senior leaders have placed a greater emphasis on the importance of embracing a “culture of evidence” approach to the way the institution conducts its business. (In January 2007, the Executive Staff approved the “Culture of Evidence Guiding Statements” which provides a philosophical framework for data-informed business practices.) The institution fosters innovation by encouraging employees to work collaboratively and to think creatively about solving problems and capitalizing on opportunities.

4.3 HOW DO YOU KEEP YOUR KEY MEASURES CURRENT WITH EDUCATIONAL SERVICE NEEDS AND DIRECTIONS?

Key measures include:

- Student, graduate, employer, and alumni satisfaction
- Student retention rates
- 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. Institutional leaders also shape the research agenda and/or endorse changes suggested by the Research and Evaluation Department or by other departments or individuals. In 2006-2007 two survey instruments were added to the research cycle in order to provide national comparisons in the areas of student learning and satisfaction. The surveys added were the Noel-Levitz Student Satisfaction Survey and the Community College Survey of Student Engagement (CCSSE).

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

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 results of similar measures are gathered from comparable institutions. A review of the literature is revealing more opportunities for identification of benchmarks. During 2007-2008 the Executive Staff identified and refined benchmarking goals in relation to the baseline results from the Noel-Levitz and CCSSE instruments administered during the previous year. During 2007-2008, the College entered into an agreement for the first time with the National Community College Benchmarking Project (NCCBP), which will enable the use of benchmarking data beginning in September 2008.

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 of the needs of users for decision-making.

Security

The College ensures data security by making data available 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 they are knowledgeable about 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. During 2006-2007 the Information Technology Department launched the Institutional Self-Service Information System (ISIS) which greatly improves access and availability of data in a "real time" environment. During 2007-2008 ISIS was improved by adding a number of new reports and enhancing several standard reports to add additional data elements or make the presentation of data more user friendly.

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 resource to the Executive Staff by producing customized informational reports and/or by working with the Special Assistant to the President to prepare executive summaries that include planning implications. In addition, several of the vice presidents prepare and submit summaries of organizational review findings from their respective areas (e.g., financial trend data related to tuition revenue). The Executive Staff reviews the results of all data summaries, as well as information from other input mechanisms (formal and informal), and then identifies the priorities for continuous improvement at the institutional level.

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 web portal. The site includes all College plans, survey results, and enrollment, placement, graduation, and transfer data along with other documents created for research purposes. During 2007-2008, a greatly enhanced version of the web portal was launched. The new version (eTC) was designed around core Learning College principles as a tangible example of one of the College's planning priorities. As a result, a portal now provides greatly enhanced access to key information needed by all members of the College community.

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. Examples include Learning College dialogue sessions, Faculty and Professional Learning Communities meetings, and the Academic Discussion Group.

Category 5 – Workforce Focus

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

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’s web portal. Individual contributions to committees are considered during annual reviews.

The President has established a “pay-for-performance” system to encourage and reward top performers. Bonuses or salary increases are given to employees whose performance during the previous year was exemplary and who contributed significantly to their department, division or the College as a whole. In addition, a cost savings program has been implemented whereby employees can receive in cash a percentage of the savings gained as a result of their proposed cost-savings idea.

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 fall and spring 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.

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 resources 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.

The College provides an incentive-based employee suggestion program that enables faculty and staff to identify innovative, cost-effective ways to improve operational procedures. First launched in 2006, the College improved access to the program application process via the enhanced web portal system, which was launched in the fall of 2007.

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

- The College publishes a newsletter 10 times a year 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.
- 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 now offers an online activities calendar to keep faculty, staff, and students informed about events and meetings of all types.
- The College provides a robust web portal that serves as a repository for all types of information and even enables online group dialogue via message boards and chats

5.3 HOW DOES YOUR WORKFORCE PERFORMANCE MANAGEMENT SYSTEM, INCLUDING FEEDBACK INDIVIDUAL MEMBERS OF THE WORKFORCE, 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 and to their supervisors 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's web portal.

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 President and members of his executive staff have set the expectation throughout the institution that supervisors will ensure that individual FPMS or EPMS plans contain objectives that directly support College or divisional planning priorities.

5.4 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, and collegial interaction, and that culminates in the accomplishment of a leadership project. Potential future leaders are accepted into the competitive program, and individual results may be 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.

5.5 HOW DOES YOUR DEVELOPMENT AND LEARNING SYSTEM FOR LEADERS ADDRESS THE FOLLOWING: DEVELOPMENT OF PERSONAL LEADERSHIP ATTRIBUTES; DEVELOPMENT OF ORGANIZATIONAL KNOWLEDGE; ETHICAL PRACTICES; YOUR CORE COMPETENCIES, STRATEGIC CHALLENGES, AND ACCOMPLISHMENT OF ACTION PLANS?

The College has several processes in place to support the development of leadership attributes in employees: initial orientation and training programs; specialized leadership development programs (see 1.5), and on-going development opportunities through professional associations. Most of these learning processes and systems also provide employees with opportunities to develop organizational knowledge and to affirm the types of ethical practices expected by the College for employees and students.

Training programs for new employees are developed and delivered through the Personnel Office and Academic Affairs' Learning Support Services. The Personnel Office offers an orientation for all new permanent employees. Training needs are identified and developed using the College's strategic and institutional division plans. Academic Affairs' Learning Support Services provides orientation programs for new full-time and adjunct faculty. Orientation sessions and development activities are evaluated by the participants. In addition, reflection exercises follow many development activities to determine the extent to which learning occurred as well as the extent to which faculty plan to incorporate the learning into their lives. An assessment of the evaluations provides the basis for improvement plans.

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

The College assesses its workforce capability and capacity needs by analyzing the work requirements in relation to the department mission (now part of the outcomes assessment processes in place for each administrative department). When a vacancy occurs in any department, the supervisor must complete a review of requirements for the vacant position before a request-to-hire form is approved. Once the position description has been reviewed and revised (as necessary), and any updates have been appropriately approved according to internal and state guidelines (including a thorough description of required skills and competencies), the hiring process begins. All employees meet the minimum required capacity needs – i.e., education, skills, competencies, etc.

5.7 HOW DO YOU RECRUIT, HIRE, AND RETAIN NEW EMPLOYEES?

The institution has carefully developed processes for recruiting and hiring new employees. These processes are described in College procedures 8-2-1022 and 8-7-1000.1 (“Standards for Hiring Adjunct Faculty” and “Employment Practice”). The Personnel Office assists each supervisor tasked with filling a vacancy to conduct a fair and efficient search and screening process. Once an individual is hired, the Personnel Office provides employee benefits and general types of orientation and assists the supervisor to plan and conduct department-specific types of orientation services.

A number of activities and services are also provided to help ensure that the College retains new employees. In addition to what an individual's supervisor may do, the College hosts a “meet-and-greet” session for new employees and senior leaders, the professional development offices (Personnel and Learning Support Services) schedule workshops of interest to new employees, and several divisions offer mentoring services.

5.8 HOW DOES YOUR WORKFORCE EDUCATION, TRAINING, AND DEVELOPMENT ADDRESS YOUR KEY ORGANIZATIONAL NEEDS? HOW DO YOU ENCOURAGE ON THE JOB USE OF NEW KNOWLEDGE AND SKILLS?

The College's professional development offices (Personnel and Instructional Support Services) identify their offerings based on information from the College and institutional division plans, feedback from participants who attended previous offerings, needs expressed by supervisors or others, and ideas gleaned from professional conferences or other sources. In addition, each employee is required to have a professional development objective in his/her annual performance appraisal document. Most supervisors require employees to include a description of how they will integrate and apply new knowledge and skills on the job.

5.9 HOW DO YOU EVALUATE THE EFFECTIVENESS OF YOUR WORKFORCE AND LEADER TRAINING AND DEVELOPMENT SYSTEMS?

The evaluation processes are usually fairly standard—e.g., analysis of surveys completed at the end of the learning experience.

5.10 HOW DO YOU MOTIVATE YOUR WORKFORCE TO DEVELOP AND UTILIZE THEIR FULL POTENTIAL?

The College uses several strategies to motivate faculty and staff to develop and utilize their full potential:

- Availability of professional development funds (and work time) to attend workshops, conferences, and other learning experiences. (The Tri-County Technical College Foundation allocated \$185,050 in professional development monies to faculty and staff during 2007-2008.)
- Recognition of faculty and staff experiences and accomplishments – conference presentations, community service, publications, etc. – in *Connection*, the President's newsletter.
- Opportunities for faculty and staff to network and share their learning experiences.
- Availability of additional remuneration through the pay-for-performance system.
- Personal notes of appreciation from the President and/or the area vice president or others.
- Formal award programs (Presidential Medallion for Instructional Excellence, Presidential Medallion for Staff Excellence, Adjunct Faculty Presidential Award).

5.11 WHAT FORMAL AND/OR INFORMAL 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. (Additional surveys may be administered beyond the established survey schedule. For example, an organizational culture survey was developed and administered to all permanent employees during April 2007. Results were incorporated into action plans beginning in 2007-2008. In addition, focus groups were held in November 2007 with 63 randomly selected employees to get more in-depth information regarding the results of the initial survey.)
- The President of the College holds numerous, small meetings ("chat sessions") 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, benefits and ratios are compared to similar institutions and to benchmark institutions. The results are used to help set objectives through the strategic planning process in order to meet or exceed established goals.

5.12 HOW DO YOU USE WORKFORCE SATISFACTION ASSESSMENT FINDINGS TO IDENTIFY AND DETERMINE PRIORITIES FOR IMPROVEMENT?

The assessment findings regarding faculty and staff satisfaction gathered through regularly scheduled informal meetings with the President, departmental and unit meetings, campus-wide meetings, specialized surveys (like the Organizational Culture Survey in 2007), and informal discussion brought about by the Executive Staff's open door policy are used by College leaders to identify and prioritize areas for improvement. Needed improvements are discussed in weekly Executive Staff meetings and appropriate responses and/or plans are identified.

5.13 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 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's web portal 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's web portal, 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 reducing allergens. They also test and calibrate fume hoods in science labs annually to ensure they are working properly.

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.

In addition to addressing standard health issues, the College implemented in March 2008 the Employee Assistance Program (EAP) to help faculty and staff handle personal financial and legal issues that may be adding undue stress to their lives. Services available through EAP (which are also available to immediate family members of employees) include both legal consultation and referral services as well as financial consultation and referral services.

Safe and Secure Campus Environment

The College's 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. Eight 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 so that the campus is patrolled twenty-four hours a day, seven days a week throughout the year. Campus Safety Officers are required to have at least one year of security experience prior to being hired. They are also required to 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's web portal. 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. 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 College's web portal. In addition, all employees receive a copy of the Crisis Card to post at their work stations with "at-a-glance" information about safety, security, and emergency procedures. Employees also participate in mandatory training to learn how best to address violent or potentially violent incidents on campus.

In relation to OSHA-types of safety issues, all 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 Personnel Office. Score sheets are then included in 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 by ensuring that fire alarm, elevator, and sprinkler systems are checked regularly and are in working order.

Category 6 – Process Management

6.1 HOW DO YOU DETERMINE, AND WHAT ARE YOUR ORGANIZATION'S CORE COMPETENCIES, AND HOW DO THEY RELATE TO YOUR MISSION, COMPETITIVE ENVIRONMENT, AND ACTION PLANS?

Tri-County's core competencies (i.e., "areas of greatest expertise...important capabilities that provide an advantage in [the] market and service environment") are:

- Credit offerings (freshman and sophomore collegiate level) in arts and sciences, business and public services, health education, and industrial and engineering technologies;
- Developmental offerings to address basic skill and prerequisite knowledge required for success in credit programs; and

- Non-credit offerings in business (via the Business Training Center and the world class Training Center), Career Development and Personal Interest, Health Care, and customized training (via the World Class Training Center).

Through its various credit and non-credit offerings, Tri-County helps ensure economic development and vitality for the service region and helps ensure a better quality of life for its students and graduates. By delivering quality offerings in responsive and strategic areas, the College is able to carry out its mission and maintain a competitive niche in the regional marketplace. The College continually evaluates its offerings and the impacts of those offerings (though graduate placement, for example) in order to shape action plans for the future.

6.2 WHAT ARE YOUR ORGANIZATION’S KEY WORK PROCESSES?

Tri-County’s key work processes (i.e., “processes that involve the majority of your organization’s workforce and produce student and stakeholder value”) are:

- Delivery of instruction – teaching of credit and non-credit courses, teaching of developmental courses, preparing laboratory and other experiential learning experiences associated with credit courses, facilitating clinical or other types of work-based learning experiences.
- Delivery of instructional support services – providing counseling, advising, and other types of services that directly support the learning experience.

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?

Each unit includes efficient and effective processes as a program outcome to ensure adequate emphasis on ongoing continuous improvement. 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?

In order to foster ownership and buy-in, each unit has established its own assessment measures/indicators. 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 using rubrics 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 HOW DO YOU SYSTEMATICALLY EVALUATE AND IMPROVE YOUR WORK PROCESSES?

In order to foster ownership and buy-in, each unit has established its own assessment measures/indicators that address key work processes. 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 some support units use them 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.

6.6 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, Marketing and Public Relations, Finance, Administrative Services, Human Resources, Physical Plant, Information Technology, Institutional Research and Evaluation, Library, Learning Support Services, Admissions, Student Development, Financial Aid, Student Records, 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.

6.7 HOW DOES YOUR ORGANIZATION ENSURE THAT ADEQUATE BUDGETARY AND FINANCIAL RESOURCES ARE AVAILABLE TO SUPPORT YOUR OPERATIONS? HOW DO YOU DETERMINE THE RESOURCES NEEDED TO MEET CURRENT BUDGETARY AND FINANCIAL OBLIGATIONS, AS WELL AS NEW INITIATIVES?

The College's Commission, along with the President and Vice President for Business Affairs, play a key role in ensuring that the institution has adequate resources to meet its mission. There are numerous factors, analyses, and decisions that result in the development of the annual budget and in periodic amendments to the budget. Among the factors considered are the amount of funding expected from the State and the current tuition rate. If necessary, the Commission adjusts the tuition rate in order to ensure adequate operational resources. Senior leaders are responsible for ensuring that their units meet budget projections or that they reduce their budgets according to established guidelines.

The financial history of Tri-County Technical College demonstrates stability, as evidenced by the *Comprehensive Annual Financial Report* that the College has published annually since 2000. Tri-County has been awarded the Certificate of Achievement in Financial Reporting from the Government Finance Officers Association of the United States and Canada for the last eight years. The report for the year ending June 30, 2008 will also be submitted for review for the same award.

The College determines resource requirements through the annual budget development process whereby each cost center supervisor prepares a detailed budget request which is submitted to his/her supervisor. The vice presidents are responsible for preparing and submitting to the President comprehensive budget requests for their institutional divisions. Each budget request includes a thorough justification of funding for new initiatives (and personnel) and a description of the relationship between the request and the annual unit plan. In addition, senior leaders review the College Strategic Plan each fall and determine any "macro-level" budget implications that are then integrated into the appropriate institutional division's budget request process.

Category 7 – Organizational Performance Results

Key Terms:

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.

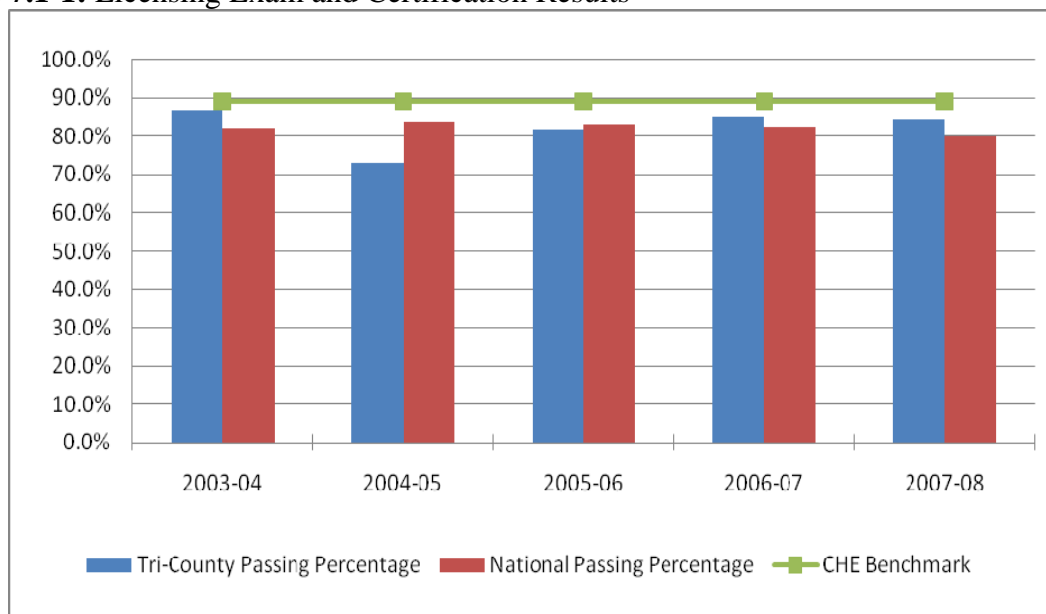
FTE: Full-time equivalent. FTE is used to equalize part-time and full-time enrollment and provide a standard for comparison by dividing total credit hours of instruction for a 12 month period by 30.

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: Licensing Exam and Certification Results



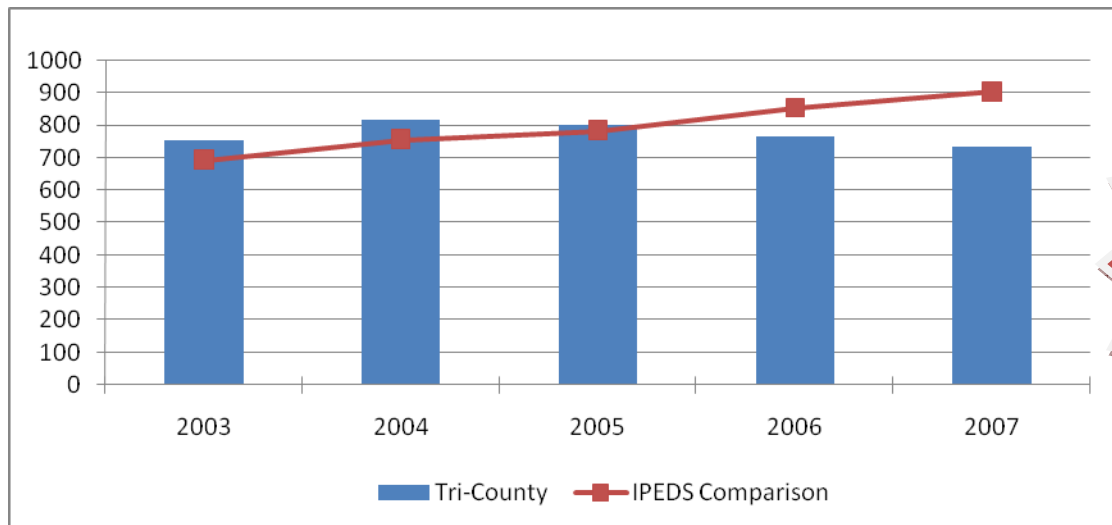
Tri-County graduates exceeded the national passing percentage by 5.4% in 2007-08.

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 7.1-1 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. From 2004-05 to 2007-08, Tri-County improved the passing percentage by 11.4%. Tri-County graduates exceeded the national passing percentage by 5.4% in 2007-08.

Figure 7.1-2 Total Academic Credentials Awarded

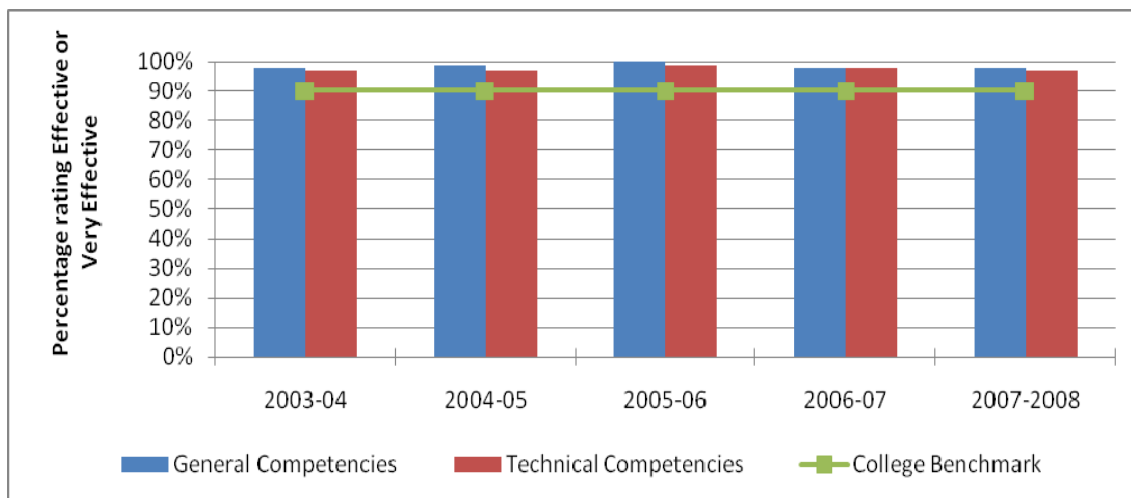


Source: IPEDS Peer Analysis System

The number of awards has decreased by about 9.8% since 2004

Figure 7.1-2 presents the number of academic credentials awarded from fall 2003 to 2007. The number of awards has decreased by about 9.8% since 2004 while the IPEDS comparison group average increased by about 19.6%. Data from several sources including student surveys indicate that fewer students are coming to Tri-County explicitly to get a credential. In addition, the College has put programs in place, like the Bridge to Clemson program, in which students spend one year at Tri-County before transferring to Clemson without getting a credential. The general trend away from getting a credential can also be seen in high success rates but decreases in graduation rates (Figures 7.1.5 and 7.1.6).

Figure 7.1-3 Employer Assessment of Preparation on General and Technical Competencies

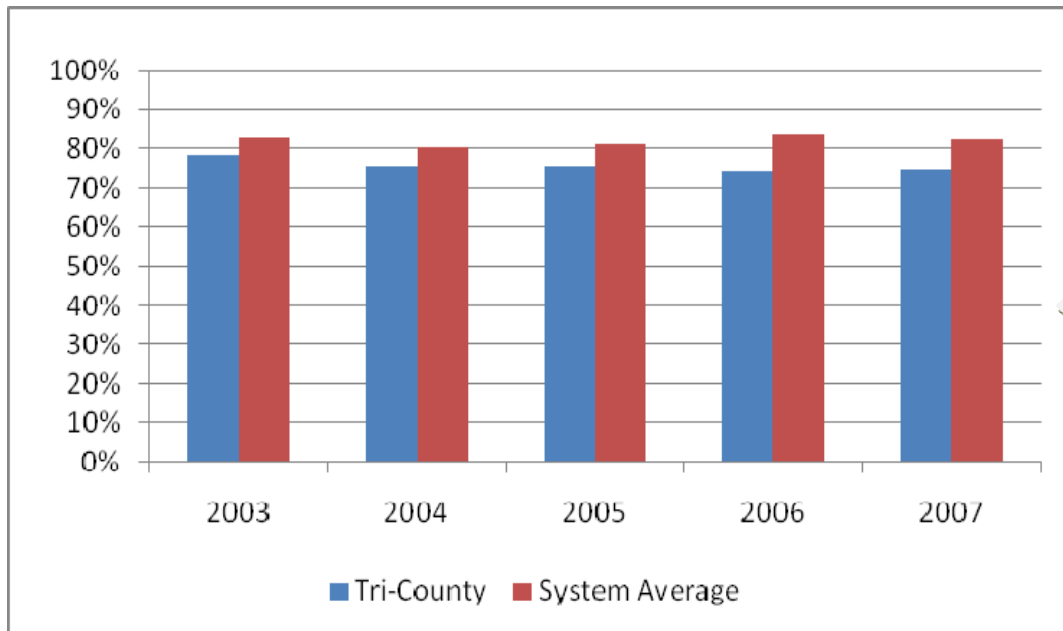


Source: Tri-County Technical College - Institutional Research and Evaluation Department

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

Figure 7.1-3 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. As shown in the figure, the College has achieved consistently superior assessments from employers. Tri-County considers employers' perceptions of the effectiveness of graduates' preparation on general and technical competencies as critical measures of College's performance.

Figure 7.1-4 Graduate Placement Results

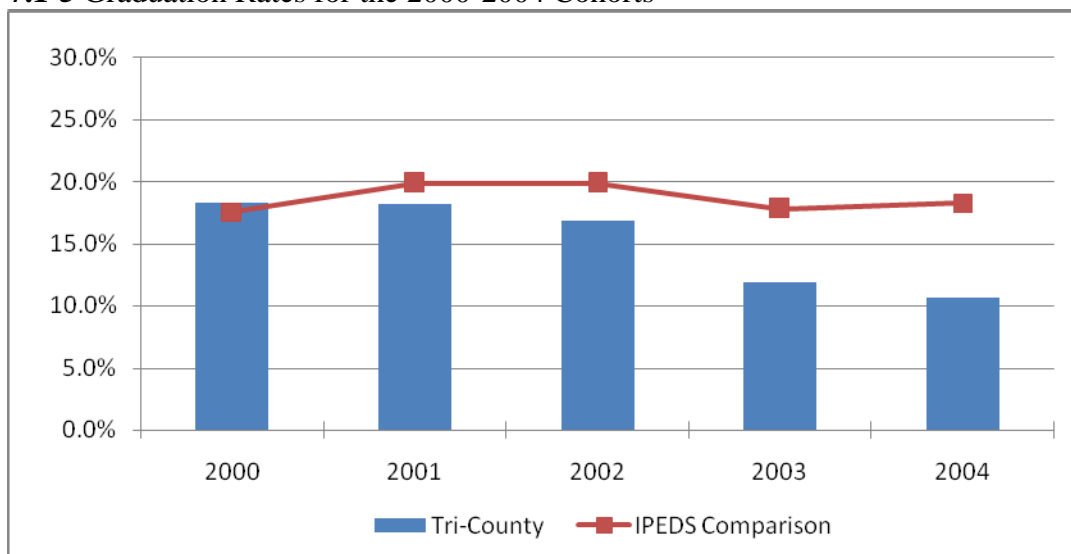


Three out of four Tri-County graduates are able to find employment related to their major within one year of graduating.

Source: South Carolina Technical College System Program Evaluation Data Exhibit Reports

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. However, the College placement rate has been consistently lower than the system average.

Figure 7.1-5 Graduation Rates for the 2000-2004 Cohorts

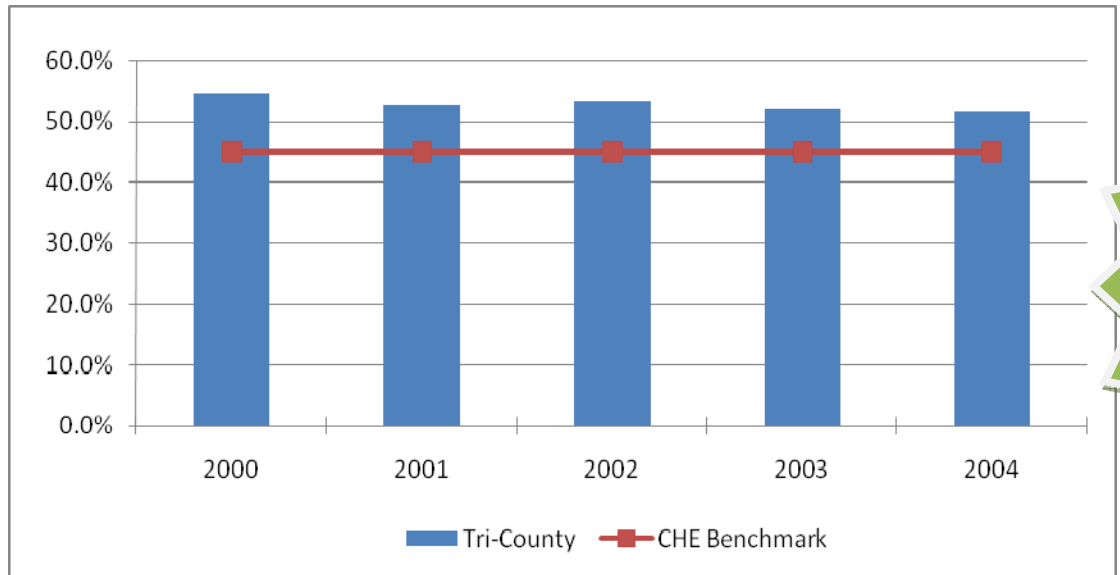


Tri-County's graduation rate has decreased by about 41% since 2000.

Source: IPEDS Peer Analysis 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 (3 years). For example, the 2004 cohort graduation rate is as of fall 2007. Tri-County's graduation rate has decreased by about 41% since 2000 and is now at the same level as the technical college system average at 10.7%. The decreasing graduation rates are related to decreasing numbers of credentials awarded (Figure 7.1.2) but high success rates (Figure 7.1.6).

Figure 7.1-6 Success Rates for the 1999-2003 Cohorts

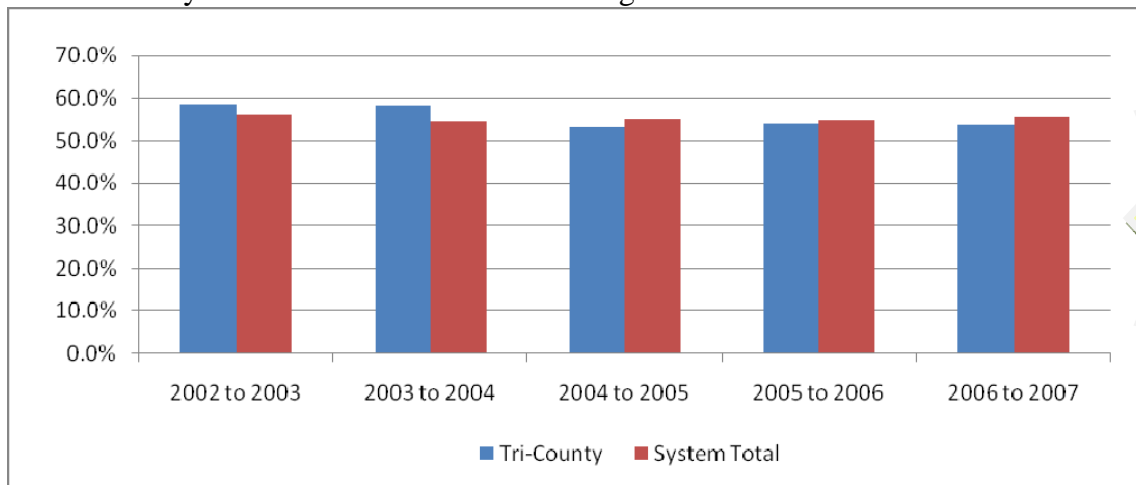


Tri-County has exceeded the CHE benchmark consistently over the last five cohort years.

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% (3 years) of normal program time, those who have transferred to another South Carolina institution, or those who have continued to be enrolled either full- or part-time. For example, the 2004 cohort success rate is as of fall 2007. 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



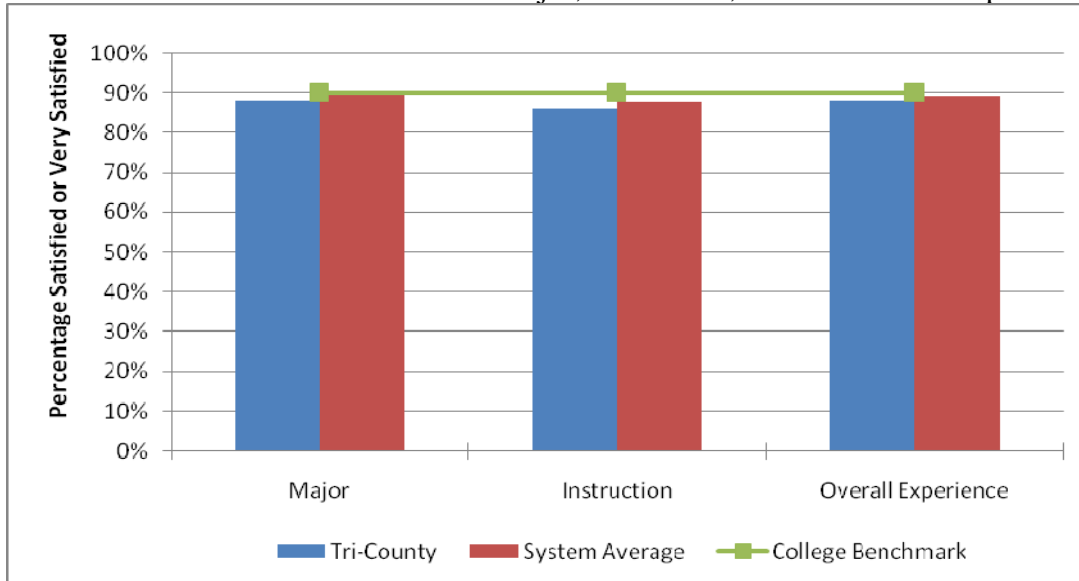
Tri-County's retention average is essentially the same as the system average

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 retention average has trended essentially the same as the Technical College System; however, the College is actively seeking ways to increase retention rates.

7.2 STUDENT AND STAKEHOLDER SATISFACTION

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

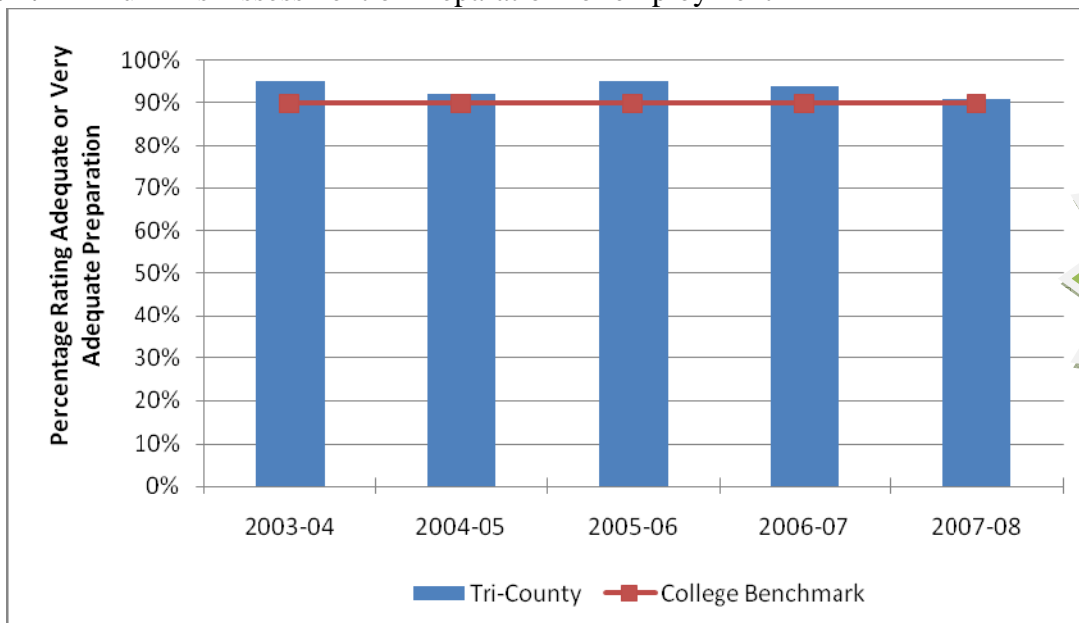


Alumni indicate high levels of satisfaction overall.

Source: 'A Closer Look at Public Higher Education in South Carolina 2008' published by CHE

Figure 7.2-1 presents the 2008 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

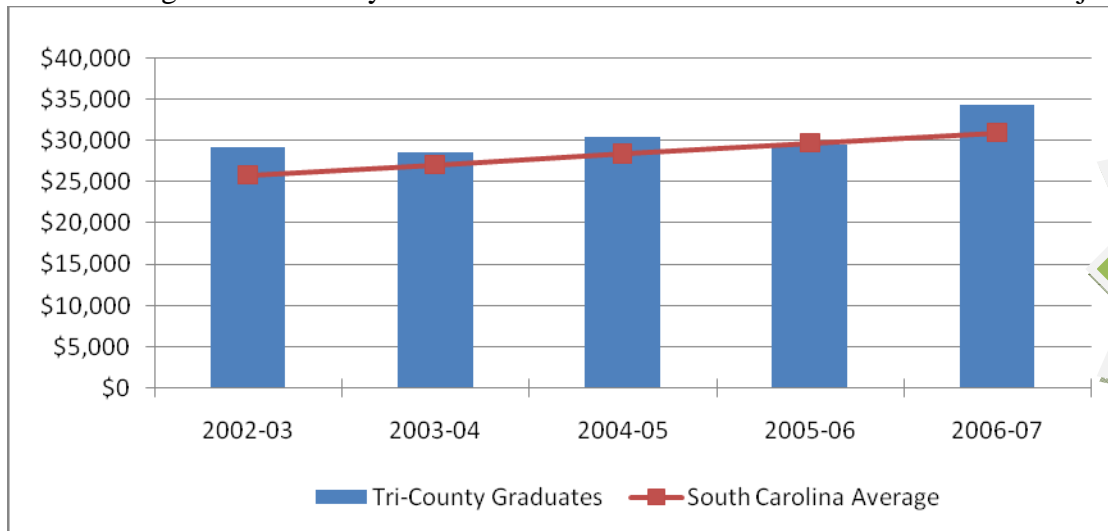


Alumni consistently rate their preparation for employment as adequate or very adequate.

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

Figure 7.2-2 presents the percentage of graduates indicating that Tri-County's programs prepared them Adequately or Very Adequately for their field. Percentages have consistently exceeded the 90% benchmark over the last five years.

Figure 7.2-3 Average Annual Salary for Graduates in a Full-Time Job Related to Their Major

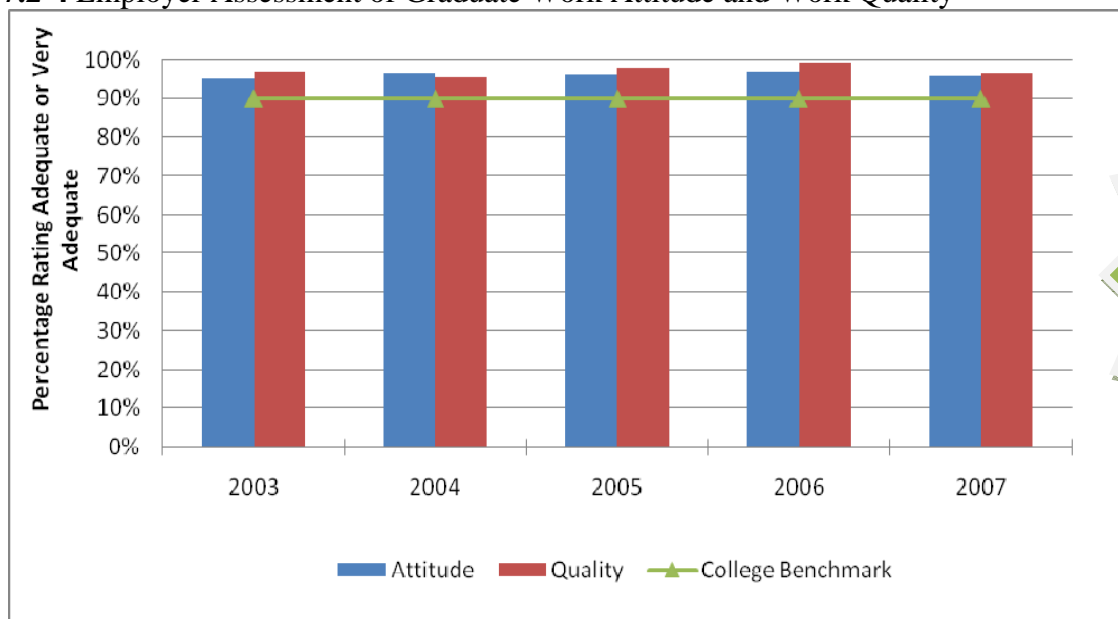


Over the last five years, Tri-County graduates' average salaries have exceeded the state average by approximately 7%.

Source: Tri-County Technical College - Institutional Research and Evaluation Department, Bureau of Economic Analysis

Figure 7.2-3 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 7%.

Figure 7.2-4 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

Figure 7.2-4 presents 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 of this is included in the College's Comprehensive Annual Financial Reports and financial policies and procedures. Tri-County's reports won a Certificate of Achievement in Financial Reporting from the Government Finance Officers Association of the United States and Canada for the last eight years, and the report for the year ending June 30, 2008, has been submitted for review for the same award.

Financial Highlights

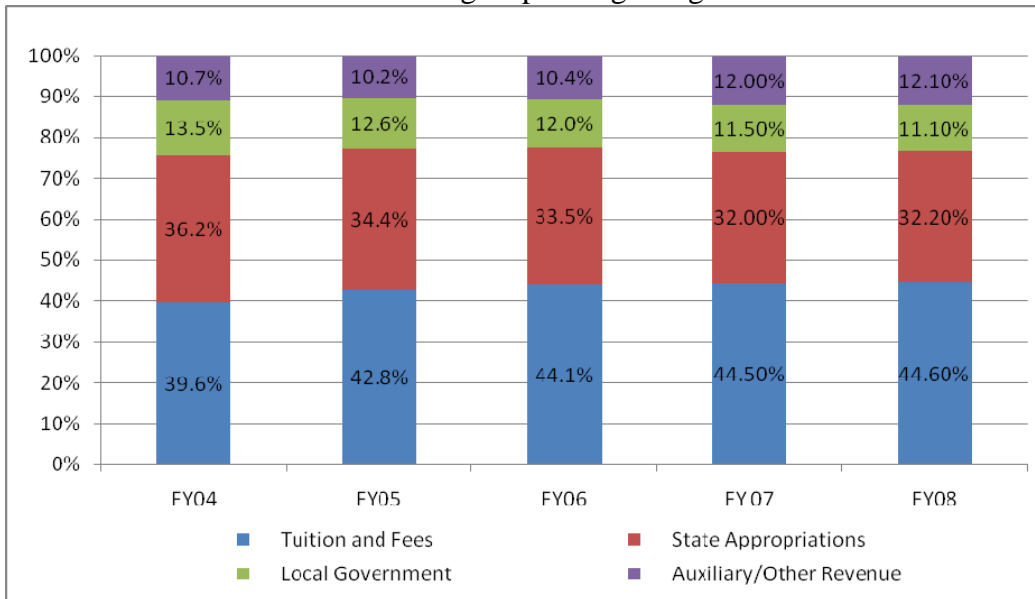
- The assets of Tri-County Technical College exceeded its liabilities at June 30, 2008, by \$38,732,625 (net assets). Of this amount, \$12,419,630 (unrestricted net assets) may be used to meet the College's ongoing obligations.
- The College's net assets increased by \$4,005,588 or 11.5%, primarily in the category of current assets.
- The College's bond debt decreased by \$665,000 during the current fiscal year.
- The College experienced an operating loss of \$12,117,598 as reported in the Statement of Revenues, Expenses, and Changes in Net Assets. However, State appropriations (\$9,773,387), local appropriations (\$3,370,371), State grants and contracts (\$889,909), other non-operating revenues (\$1,056,683), and capital appropriations (\$1,428,737) totaling \$16,519,087, offset this operating loss.

Economic Impact Study Highlights

In 2008 Tri-County contracted with Economic Modeling Specialists, 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 21% annual return on their investment. For every \$1 students invest in TCTC, they 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 TCTC service area workforce currently embodies around 1.4 million credit and non-credit hours of past and present TCTC training.
- The TCTC service area economy owes roughly \$273.8 million of its regional income to TCTC operations and past student productivity effects.
- Taxpayers see a return of 15% on their annual support in TCTC.

Figure 7.3-1 Source of Funds to Total College Operating Budget

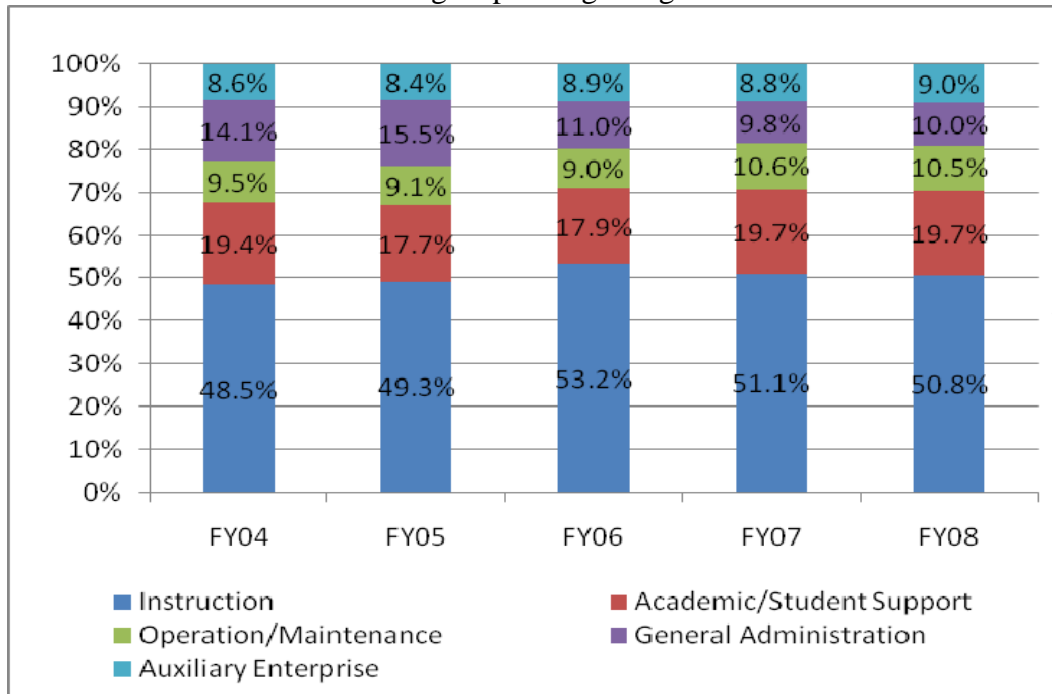


Source: Tri-County Technical College – Business Office

The percentage of the total College budget derived from state funding has decreased by 38% since 2002.

Figure 7.3-1 presents the College’s source of funds in relation to the total operating budget. In reality, Tri-County is now a State-assisted institution with approximately 1 out of 2 budget dollars derived directly from tuition. The percentage of the total College budget derived from State funding has decreased by 11% since 2004 and 38% since 2002.

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



Source: Tri-County Technical College – Business Office

Tri-County spends approximately 70% 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. Over the past five fiscal years, Tri-County has spent approximately 70% of all funds on instruction and academic/student support activities.

Figure 7.3-3 Net Assets Summary

Net Assets
As of June 30, 2008 and June 30, 2007
(in millions)

	30-Jun 2008	30-Jun 2007	Increase (Decrease)
ASSETS			
Current Assets	\$16.36	\$13.17	\$3.19
Non-current Assets	\$0.04	\$0.03	\$0.01
Capital Assets, Net of Depreciation	\$34.75	\$34.52	\$0.23
TOTAL ASSETS	\$51.15	\$47.72	\$3.43
LIABILITIES			
Current Liabilities	\$4.02	\$3.62	\$0.40
Non-current Liabilities	\$8.40	\$9.38	(\$0.98)
TOTAL LIABILITIES	\$12.42	\$13.00	(\$0.58)
NET ASSETS			
Investment in Capital Assets	\$26.32	\$25.27	\$1.05
Restricted	\$0.04	\$0.04	\$0.00
Unrestricted	\$12.37	\$9.42	\$2.95
TOTAL NET ASSETS	\$38.73	\$34.73	\$4.00

Source: Tri-County Technical College Comprehensive Annual Financial Report

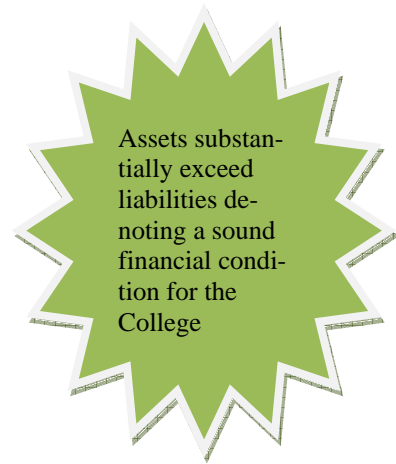
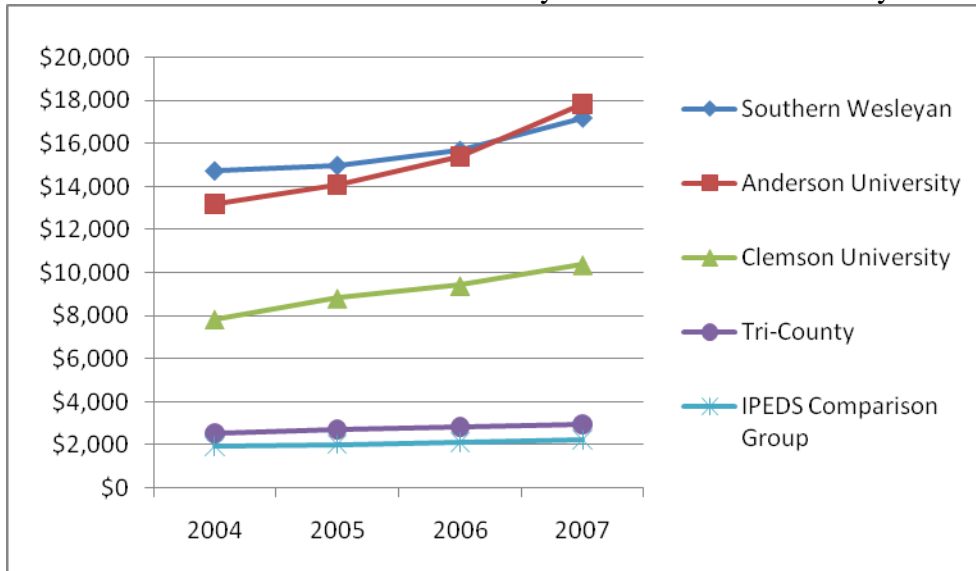


Figure 7.3-3 is prepared from the College’s statement of net assets which is presented on an accrual basis of accounting whereby assets are capitalized and depreciated. Note that assets substantially exceed liabilities denoting a sound financial condition for the College. Total assets increased by 7.2%, the result of an increase in cash and investments at year end. Total liabilities decreased by 4.5%, the result of the 1997 bond issue approaching pay-off, accrued annual leave liability decreasing due to numerous retirements in 2008, and lower year end accounts payable.

Figure 7.3-4 In-district Tuition for Post-Secondary Institutions in Tri-County’s Service Area

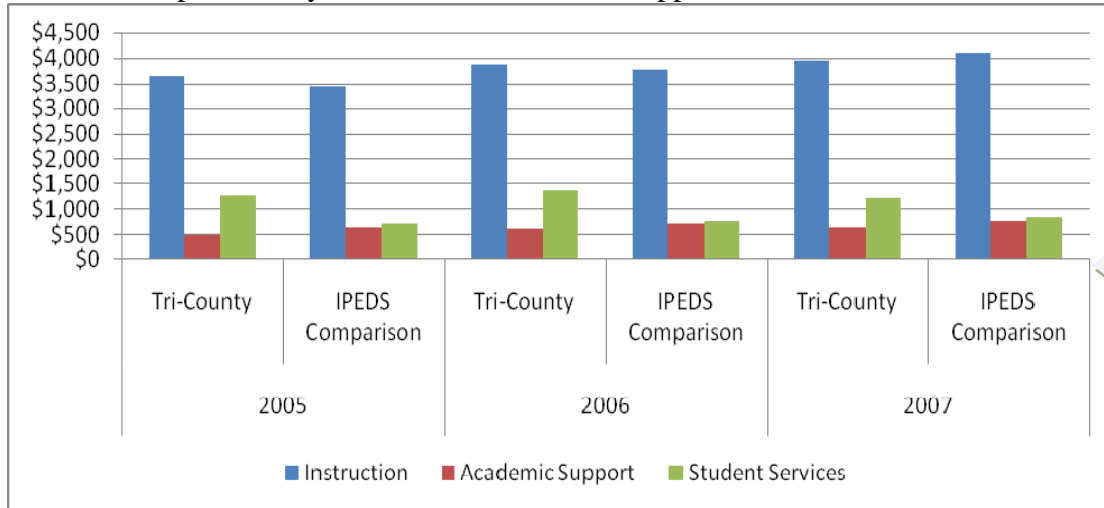


Source: IPEDS Peer Analysis System



Figure 7.3-4 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 7.3-5 Dollars per FTE by Instruction, Academic Support, and Student Services



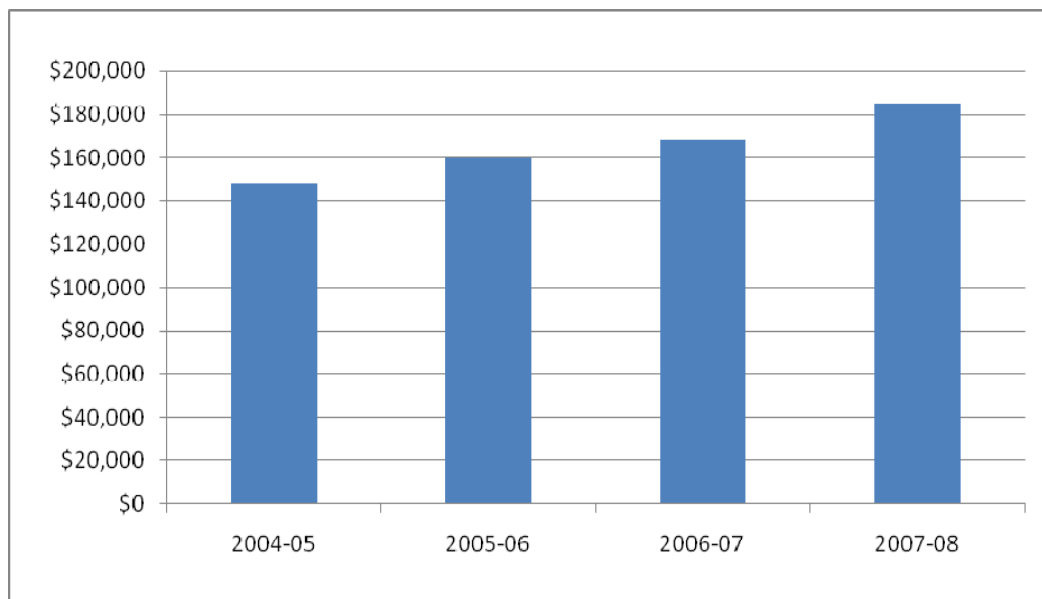
Source: IPEDS Peer Analysis System

From 2005-2007, Tri-County averaged over \$3,800 per FTE.

Figure 7.3-5 presents dollars per FTE spent on instruction, academic support, and student services. From 2005-2007, Tri-County averaged over \$3,800 per FTE.

7.4 WORKFORCE ENGAGEMENT RESULTS

Figure 7.4-1 Professional Development Dollars



Source: Tri-County Technical College Foundation

The College has increased its expenditures for professional development 25% from 2004-2005

Figure 7.4-1 presents dollars budgeted for professional development. Tri-County believes that 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. The College Foundation has increased its expenditures for professional development 25% from 2004-2005. In 2007-08 the College budgeted over \$185,000 for professional development.

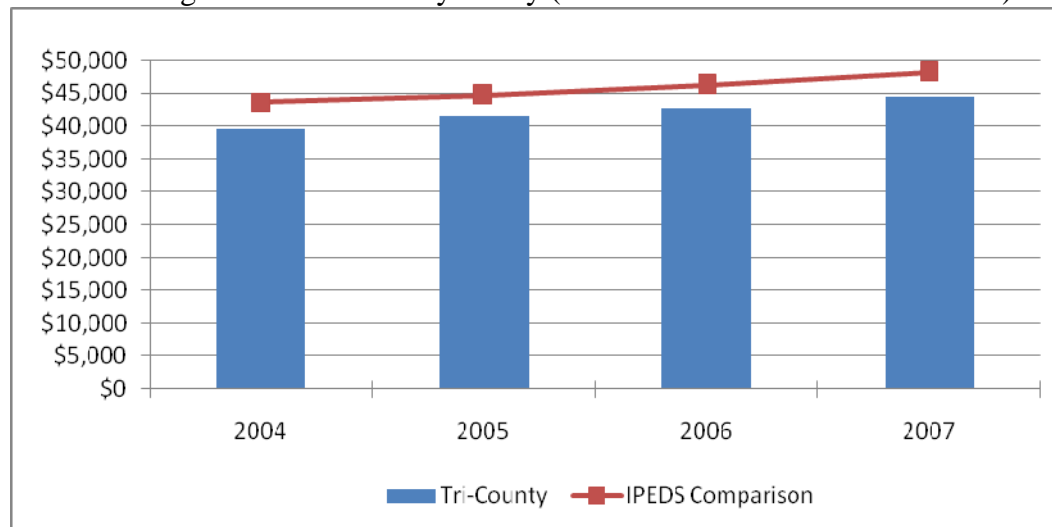
Figure 7.4-2 2006 Survey Results from College Personnel on Employee Work Conditions

Importance rated on a scale of 1 (not important at all) to 7 (very important) and agreement rated on a scale of 1 (not satisfied at all) to 7 (very satisfied).		
Employee Work Conditions (Number Responding=237)	Mean Importance	Mean Agreement
I am satisfied with my job	6.73	6.13
I am satisfied with my employment benefits (Insurance, retirement, leave)	6.65	5.57
I believe that I have job security	6.62	5.66
Management provides support for assisting me in performing my job	6.55	5.54
Complaints and problems are resolved effectively	6.54	5.08
Communication between management and employees is effective	6.53	5.01
I have adequate flexibility with my work schedule	6.49	5.90
Employee work loads are distributed equitably	6.42	4.57
I receive adequate recognition for my work	6.34	5.18
The employee diversity in the workplace is reasonable	6.28	5.43
Average Rating	6.52	5.41

Employees indicate high levels of satisfaction with their jobs, benefits, job security, and support from management.

Figure 7.4-2 presents the results from our most recent employee survey. Tri-County’s Institutional Research and Evaluation Department surveys all full-time faculty and staff every three years. Employees indicate high levels of satisfaction with their jobs, benefits, job security, and support from management.

Figure 7.4-3 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 7.4-3 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 over the last five years, increasing by 12.3% since 2004.

Figure 7.4-4 Campus Security Report

CAMPUS SECURITY REPORT			
CRIME STATISTICS			
Crimes and arrests made on campus are reported in accordance with the Student Right to Know and Campus Security Act of 1990.			
	2004	2005	2006
CRIMINAL INCIDENTS			
Manslaughter	0	0	0
Murder	0	0	0
Rape	1	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Larceny	6	5	0
Arson	0	0	0
Liquor Law Violation	0	0	0
Drug Violation	0	0	0
Weapons Violation	0	0	0
COLLEGE INFRACTIONS			
Liquor Law Violations	0	0	0
Drug Violations	0	0	0
Weapons Violations	0	0	0
Total	8	5	0

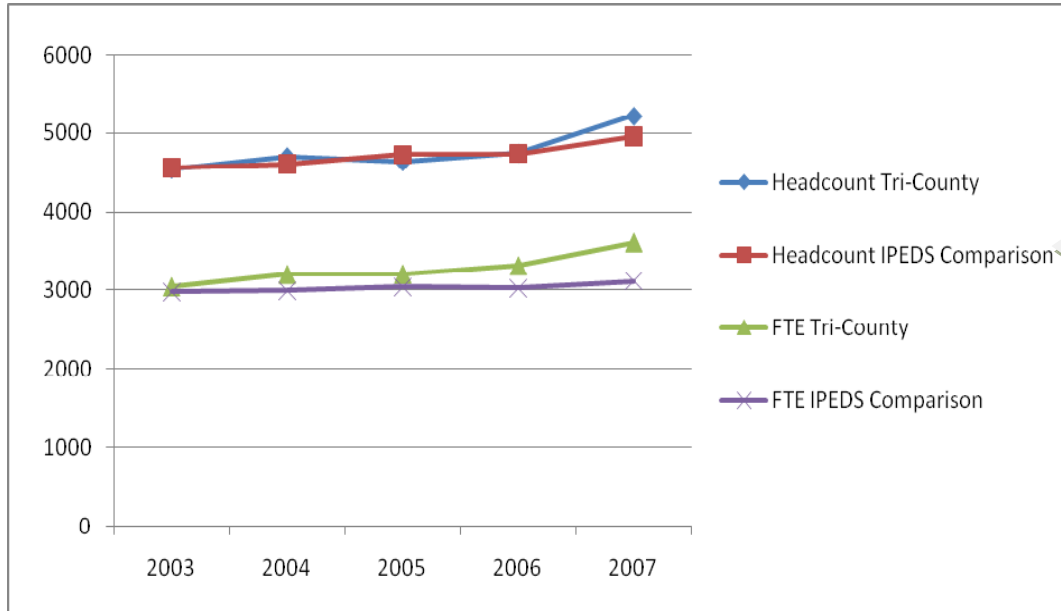


Source: Tri-County Campus Safety Department

Figure 7.4-4 provides crime statistics for the College. As can be seen, Tri-County provides a safe environment for College stakeholders

7.5 ORGANIZATIONAL EFFECTIVENESS RESULTS

Figure 7.5-1 Total Fall Headcount and FTE

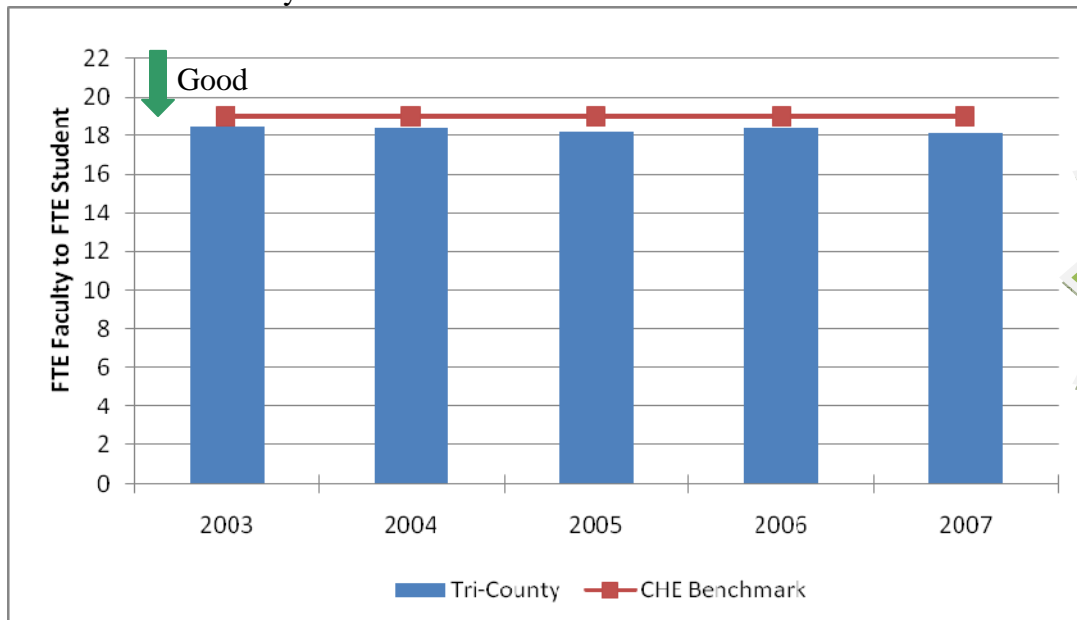


Source: IPEDS Peer Analysis System

Tri-County's headcount increased by 15% and FTE increased by 18% between fall 2003 and 2007.

Figure 7.5-1 presents the total fall headcount and FTE enrollment from fall 2003 to 2007. Tri-County's headcount enrollment increased by 15%, and FTE increased by 18%.

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 Space Utilization by Function

	2002	2003	2004	2005	2006*	2007**
Instruction						
Assignable Square Feet	188,047	187,993	189,127	189,247	156,645	171,538
Percentage of Total	67.01%	67.54%	67.67%	67.68%	68.26%	70.19%
Public Service						
Assignable Square Feet	4,586	4,586	4,586	4,586	NA	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	23,431	23,431
Percentage of Total	10.57%	9.86%	9.82%	9.81%	10.21%	9.59%
Student Services						
Assignable Square Feet	24,886	24,886	24,886	24,886	16,184	16,184
Percentage of Total	8.87%	8.94%	8.90%	8.90%	7.05%	6.62%
Institutional Support						
Assignable Square Feet	16,702	16,702	16,702	16,702	16,179	16,179
Percentage of Total	5.95%	6.00%	5.98%	5.97%	7.05%	6.62%
Plant Operations and Maintenance						
Assignable Square Feet	11,820	11,820	11,820	11,820	9,946	9,946
Percentage of Total	4.21%	4.25%	4.23%	4.23%	4.33%	4.07%
Auxiliary Enterprises						
Assignable Square Feet	1,556	1,556	1,556	1,556	5,926	5,926
Percentage of Total	0.55%	0.56%	0.56%	0.56%	2.58%	2.42%
Unassigned						
Assignable Square Feet	3,378	3,378	3,378	3,378	1,176	1,176
Percentage of Total	1.20%	1.21%	1.21%	1.21%	0.51%	0.48%
Total Assignable Areas						
Assignable Square Feet	280,623	278,355	# 279,489	# 279,609	# 229,487	244,380
Percentage of Total	100%	100%	100%	100%	100%	100%
Parking Facilities						
Parking spaces available	1,912	1,912	1,968	2,046	2,046	2,346
Number of employees	481	534	508	533	615	630
Number of students	3,773	4,125	4,548	4,709	4,645	4,753

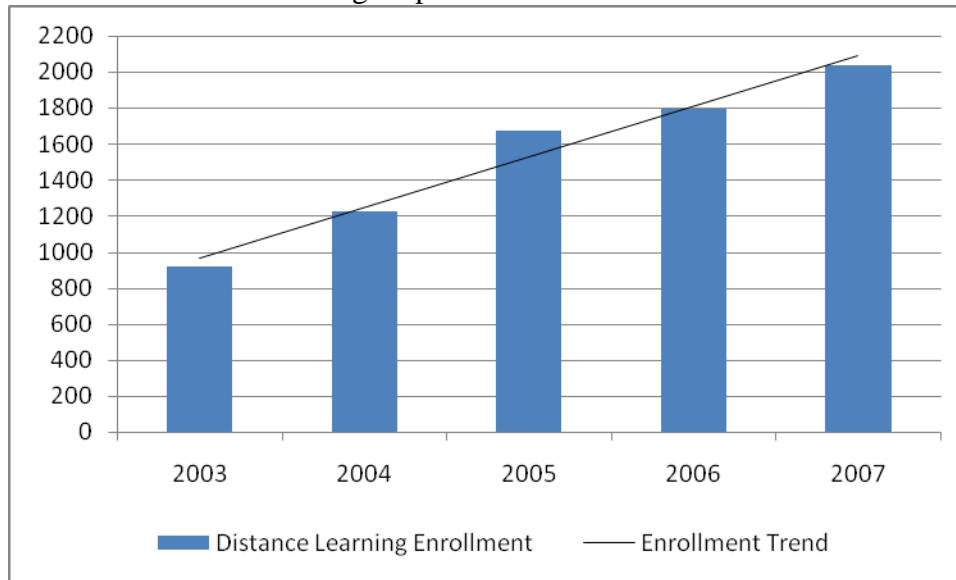
Source: Tri-County's Comprehensive Annual Financial Report.

*College facilities were reassessed

**Includes Anderson and Pendleton campuses

Figure 7.5-3 presents the space utilization by function for the Pendleton campus.

Figure 7.5-4 Fall Distance Learning Duplicated Enrollment

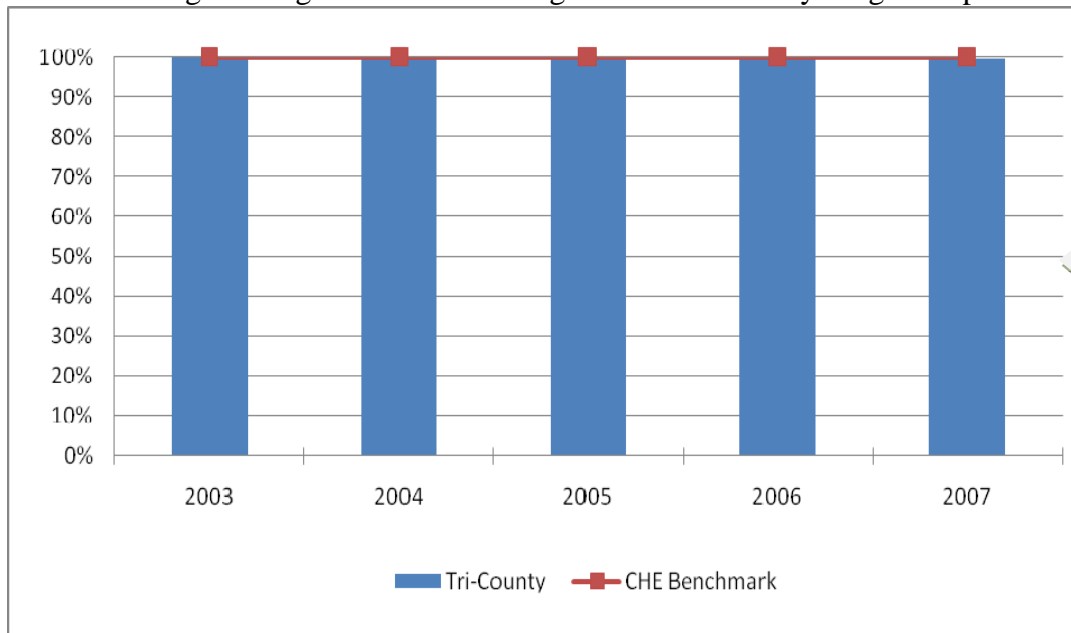


Since 2003, duplicated enrollment has increased 122%.

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

Figure 7.5-3 presents the fall distance learning duplicated enrollment. Distance learning alternatives to on-campus classes are important to Tri-County students because most of the student body is considered non-traditional. Distance learning provides the flexibility needed by students who work and have families. Since 2003, enrollment has increased 122%.

Figure 7.5-5 Percentage of Eligible Academic Programs Accredited by Program-Specific Agencies

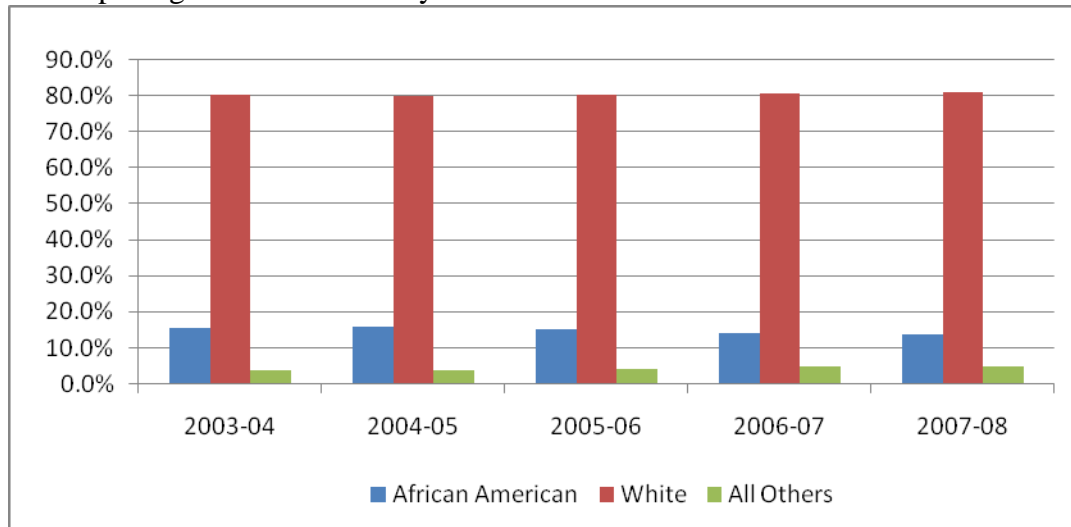


All 14 of Tri-County's eligible programs have maintained their program-specific accreditation over the last five years.

Source: South Carolina Performance Ratings Compiled by CHE

Figure 7.5-5 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 14 of Tri-County's eligible programs have maintained their program-specific 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 7.5-6 Opening Fall Enrollment by Race

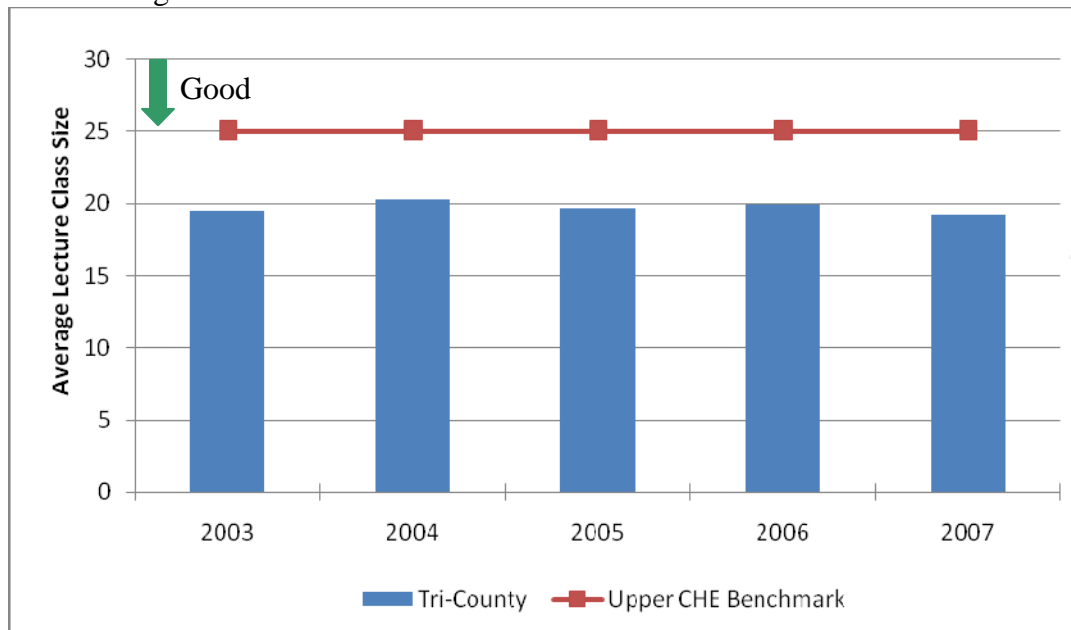


Source: Opening fall CERS files

Tri-County's minority representation of the College's service area

Figure 7.5-6 presents total enrollment percentage by race. From 2000 and 2006, Tri-County's black/African American representation has averaged 15%, which exceeds the black/African American representation in Tri-County's service area of 12%.

Figure 7.5-7 Average Lecture Class Size



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

Between fall 2003 and 2007 Tri-County's class size averaged between 19-20 students.

Figure 7.5-7 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 2003 and 2007, Tri-County's lecture class size averaged between 19-20 students.

7.6 LEADERSHIP AND SOCIAL RESPONSIBILITY RESULTS

Economic Impact Study Highlights

In 2008 Tri-County contracted with Economic Modeling Specialists, 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 TCTC Service Area economy receives roughly \$20.0 million in regional income annually due to TCTC operations and capital spending.
- Education increases lifetime income. The average annual income of a student with a one-year certificate is \$29,000, or 82% more than someone without a high school diploma, and 17% more than a student with a high school diploma. The average income of someone with an associate's degree is \$34,400, or 116% more than someone without a high school diploma, and 39% more than a student with a high school diploma.
- The state and local community will see avoided social costs amounting to \$16 per year for every credit earned by TCTC students, including savings associated with improved health, lower crime costs, and reduced welfare and unemployment. This translates to \$2.0 million in avoided costs to the State of South Carolina each year as long as students are in the workforce.

2007-2008 Strategic Plan Accomplishments Highlights

Student Learning Initiative: Establish the essential foundation elements for becoming a Learning College.

- Coordinated a very successful launch of the Learning Excellence Initiative (LEI) –11 Smart Start sessions were held prior to the fall 2007 and spring 2008 semesters (71 students participated); four learning communities were held during fall semester, and three learning communities were implemented for the spring semester 2008. A total of 84 students participated in the Freshman Seminar (COL 105) and learning communities component of the Learning Excellence Initiative.
- Created a plan to adapt the LEI for Bridge-to-Clemson students was completed; the first phase will be implemented in fall 2008. The course structure will include a paired course dyad (ENG 103 and COL 105).
- Used student writings from the Freshman Seminar capstone projects for the first time to inform the College Strategic Planning process.
- Coordinated a \$10,000 special allotment of professional development funds to support attendance of faculty teams at various learning conferences; two faculty attended the annual Innovations Conference; two faculty attended the annual National Institute for Staff and Organizational Development (NISOD) conference in May; and four faculty attended the Learning College Summit in June.
- Coordinated the implementation of the Worldwide Instructional Design System (WIDS) to assist faculty in developing and assessing student learning outcomes; several faculty have completed WIDS training and are now developing course syllabi that link student learning outcomes to program outcomes and general education outcomes. The first set of revised syllabi was included in the first Monitoring Report to SACS, which was sent in April.
- Coordinated a professional development discussion group to talk about characteristics of millennial generation students and to analyze the results of the College's first administration of CCSSE – the Community College Survey of Student Engagement – which occurred in spring 2007.
- Organized, launched, and promoted the new eTC communications portal based on Learning College Principles. Specific references to those principles were made during training sessions and promotional activities.

Student Retention Initiative: Improve the programming and services that impact student retention.

- Implemented a process for mandatory placement with approved overrides, which has resulted in more effective placement of students in general education courses. The new process also enables better tracking and analysis of overrides which will support improved reporting capabilities.
- Implemented online payment for transcript fees in November 2007.
- Implemented a yearlong book buy-back process resulting in a 10% increase in used book sales and a 12.5% savings for students.
- Redesigned the web pages that support the Bookstore. They now experience over 3,000 “hits” per month. For fiscal year 2008, there were 1900 orders placed (\$273,000) through the website.
- Completed a new process (sleep/wake) to update online calculation for financial aid to improve the registration process.
- Implemented a new process by which every student is assigned a point-of-contact representative in the Financial Aid Office.
- Analyzed the admitted-to-advised-to-registered process for new and/or continuing students. A series of recommendations were made by the Strategic Enrollment Management Committee to the Executive Staff. Implementation of approved recommendations is underway and will significantly impact the intake/orientation process for students who will enter curriculum programs in the fall of 2008.
- Initiated the process to document student perception of the “Tri-County Technical College Student Experience.”

Organizational Culture Initiative: Foster an organizational culture that encourages open and full participation of all employees and students in the life of the College.

- Implemented a process for continual input to improve the effectiveness of the eTC portal. To date, more than 60 changes have been made based on input from College constituents.
- Developed and administered an organizational culture to all full-time employees; additional focus groups with 63 randomly selected employees were conducted to get more in-depth information regarding the results of the initial survey. Efforts are now underway to integrate the results into college and institutional division planning.
- Published, distributed, and posted an Employee Resource Guide.
- Improved utilization of the online employee application system to secure a larger pool of potential adjunct faculty. As a result, there has been a dramatic increase in the number of adjunct applicants. A process has been implemented to systematically review and follow-up with applicants.

Diversity Initiative: Increase diversity of the campus community.

- Modified the survey instrument that will be administered to students during the upcoming fall semester to provide data to the Marketing Department regarding the efficacy of marketing and outreach initiatives.
- Completed an exemplary site visit (University of Georgia Diversity Office) to identify best practices and to determine how various strategies might be adapted to meet TCTC needs.
- Developed reports describing minority applications, interviewing, and hiring.
- Completed NCBI training for staff.
- Completed an audit of publications to ensure adequate minority representation in photos for publications.
- Mailed promotional pieces to zip codes with a high minority concentration, particularly in the Anderson area served by the Anderson campus.

- Coordinated research of best practices in diversity from peer institutions. The scope of research will be broadened in 2008-2009 in order to gather information from a larger number of institutions.

Professional Development Initiative: Provide mechanisms to build awareness, develop skills, and expand perspectives of employees through professional development.

- Coordinated a comprehensive study of faculty/professional learning communities to determine their potential value for professional development; findings and recommendations will be presented to the Vice President for Academic Affairs and the Associate Vice President for Academic Affairs on July 8.
- Reorganized to improve employee development programming during 2007-2008; processes for offering/promoting activities have been established and distributed to the campus; employees are notified of various opportunities via print schedules, online posting, and electronic announcements. The following activities were offered this year:
 - Debt Management (4/3)
 - Credit Score (3/12)
 - Managing MoneyPlus Online (2/5 and 2/20)
 - How to Apply for Financial Aid (2/6 and 2/7)
 - How to Find Scholarships (2/25 and 2/27)
 - Finances 101 (2/13)
 - Data Security (3/10)
 - Employee Development Plans (2/20)
 - Health Database (4/29)
- Offered numerous professional development opportunities for faculty, including:
 - Coffee Talks
 - Learning College 101
 - Book Club
 - Academic Discussion Groups (CCSSE, Millennial Generation)
 - Faculty/Professional Learning Community
 - LEI Learning Community
- Allocated \$185,050 in professional development monies to College faculty and staff; \$157,193.56 has been expended.

Personal Enrichment Initiative: Encourage employee participation in personal enrichment experiences.

- Established the Employee Assistance Program (EAP); all employees have been notified of the services and opportunities available through the EAP.
- Sponsored two community-based activities that division employees were encouraged to participate in (school supplies donation and food donation programs).
- Completed a list of volunteer opportunities in the College's service region and will post that information for easy access by the end of June 2008.

Collaborations Initiative: Increase mutually beneficial collaborations between the College and the community and between the College and other institutions of higher education.

- Created an agreement with the Watkins Center in Honea Path that was finalized, enabling the use of an acceptable facility for the eventual delivery of credit and non-credit courses.

- Improved the Bridge to Clemson program. Examples include: a new course equivalency list; a “Bridge to Clemson Student Affairs Planning Timeline for Admissions, Orientation, Registration, and Transfer” guide; additional student orientation sessions; a new program for parents of Bridge students; and additional reporting.
- Participated in the “Town Gown” project with the town of Pendleton, which resulted in the release of a promotional video, “Pendleton of Progress.”
- Formed an Evening Middle College Exploration Committee to study the feasibility of establishing an evening middle college on the Anderson Campus, in collaboration with Anderson School District Five. The committee held its first meeting in March. Visits to exemplary sites in New Jersey, Georgia, and North Carolina are planned for the fall 2008.
- Created a plan to establish a “Tri-County Bridge to Clemson Office” for FY09.
- Completed articulation agreements with Palmer College of Chiropractic and Strayer University; implementation plans are in the final stages of completion.
- Hosted the Celtic Pops Concert performed by the Greater Anderson Musical Arts Consortium (GA-MAC) that was free and open to the public.

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

- Coordinated the rollout of the Hawks mascot, including the development of the visual design elements.
- Redesigned the athletics website and are currently developing a variety of sales and outreach activities.
- Implemented a “family” look for all promotional pieces.

Economic Development Initiative: Initiate economic development programs and partnerships in the service area.

- Coordinated a study of community college entrepreneurship programs throughout the country. The resulting report was used to prepare a new strategy for promoting economic development through small business and entrepreneurship.
- Coordinated the development and presentation of the Tri-County Economic Partnership (TCEP) proposal to local economic developers. TCEP focuses on three service components: research services, collaborative services, and small business/entrepreneurial services. Part of the third component will be the establishment of a Center for Small Business and Entrepreneurship. Additional development and rollout plans for TCEP are underway.
- Identified numerous funding possibilities to support TCEP and/or the establishment of the Center for Small Business and Entrepreneurship.

Optimize Use of Resources Initiative: Enhance processes to optimize use of fiscal and human resources.

- Coordinated improvements in or established new processes for work intake analysis, online employment applications, online tuition/fee payment, online process to help new employees successfully begin work at TCTC, new works p-card system, and real-time financial aid disbursement updates.
- Implemented the new eTC portal in the fall 2007; the Employee Suggestion Program (which promotes sharing of ideas resulting in cost savings) was posted in the MyInput Channel. Other channels were organized in ways that optimize access and usability for employees and students.
- Developed a strategy to improve productivity and profit margins in Continuing Education; initial components have been implemented and preliminary results show improvement.

- Implemented a new print management system that decreased printing costs during FY08 by over \$30,000. (Additional cost savings have been realized by purchasing recycled ink cartridges and coordinating purchases of printing paper through the Print Shop.)
- Implemented Oracle 10G in April 2008 to provide a stable Banner ERP environment.
- Completed enhancements to the online employment application system (e.g., enhanced instructions and FAQs for applicants, search capability by position type, and option to apply for a position directly from the job posting. Email notification was also improved to ensure applicants receive timely notification of filled or cancelled positions).
- Selected as the beta site for the South Carolina Technical College System on-line leave system for permanent employees. The system was received in February 2008. Staff from the Personnel Office are coordinating testing of the new system in June and July. The system is scheduled to go live in August 2008.
- Improved current channels in the eTC portal to add information technology events: a) documentation and calendar posting for IT maintenance (June 2008); and b) HEAT system upgraded to the Altiris system to improve ticket system abilities and data (May 2008).
- Completed detailed planning and the first phases of implementation for the 50th Anniversary Campaign. The Clements Group states that the “TCTC Golden Opportunities Major Gifts Campaign is one of the most successful campaigns they’ve worked with nationally, to date.” In terms of internal support, an unprecedented 99 percent of employees have given to the campaign.
- Raised over \$950,000 in FY08.
- Solicited cost savings ideas from all staff and implemented several (e.g., reducing and reformatting positions, cutting travel expenses, using salvaged or surplus materials and furnishings).

Physical Environment Initiative: Provide a physical environment that enhances student learning and employee satisfaction.

- Completed a new Facilities Master Plan and will integrate (in final stages) with the College’s instructional strategy.
- Defined the current IT infrastructure network configuration and identified the requirements needed for significant improvements in the network. A plan has been developed and approved, and work is well underway. (Wiring closet and switch clean-up processes are complete.)
- Implemented a new online portal system to facilitate communication across the campus community.
- Completed the follow capital projects during 2007-2008: IBDC roof, Cleveland Hall air compressor, IBDC greenhouse, Ruby Hicks air handler, and the cooling tower in Fulp Hall.
- Added an internet 6 meg line to increase bandwidth for advancing media in classrooms and added Fat-Pipe to load balance the AT&T line with the new NuVox 6 meg line. This improvement has increased the limits on social networking and audio feeds across the internet lines.
- Assigned and trained building safety coordinators; published and distributed a Campus Safety Manual; implemented an emergency text messaging system; provided conflict resolution training; and implemented 24/7 security coverage during 2007-2008.

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

- Implemented two new programs specifically for the Anderson Campus (Basic Electronics and Pre-Pharmacy).
- Coordinated the development of new class meeting patterns for the Anderson Campus to “provide more attractive driving times between the two campuses.”

- Hired a new full-time instructor who is permanently housed at the Oconee Campus.
- Submitted substantive changes materials to SACS for the Oconee Campus at the Hamilton Career Center and for the Anderson Campus.
- Received a \$250,000 grant in December of 2007 from AdvanceSC to support development of a Project Lead the Way program at Tri-County in the fall of 2008. The program will involve some curriculum development, new equipment, and professional development experiences for several I&ET faculty.
- Converted two courses in the General Engineering Technology (GET) department to a hybrid format. A complete hybrid evening program in GET is scheduled to begin in fall 2008.
- Surveyed Anderson Campus students to identify potential areas for new or revised programming and services. Efforts are now underway to integrate the results into College and institutional division planning.
- Designed and implemented new marketing/outreach activities and refined a number of existing activities—e.g., added credit recruiting elements to Continuing Education events (like the Industry Appreciation Week and area home shows), direct mail campaigns to area businesses and to current TCTC students in all divisions.
- Engaged in a year-long discussion concerning new program delivery and possible new credit programs. The final report was delivered to Dr. Booth in July 2008. The report includes recommendations concerning new scheduling options for the Anderson Campus; hybrid course development; delivery options and quality assurance; and proposals for new programs.