Accountability Report Transmittal Form

Agency Name   Tri-County Technical College

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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

TriCounty
TECHNICAL COLLEGE

Annual Accountability Report
Fiscal Year 2008-2009

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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 2008-09**

Student Learning Initiative: Establish and/or strengthen the essential foundation elements for becoming a Learning College.

- Implemented data-driven academic program and student learning assessment process and completed a full cycle for all programs. As part of this process, the faculty converted information for 200 courses, including learning outcomes, to the Worldwide Instructional Development System to improve student learning outcomes at the program and course level and more clearly define the relationship of course outcomes to program outcomes.

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

- Developed a new enrollment process designed to be simpler for new students and transferred the new process to the web and to print copy. The process includes a new small-group orientation designed around the Learning College Principles.

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

- Established an eTC (the College's web portal) team to enhance the design, information, and communication tools available in the portal on an ongoing basis. The team redesigned the online enrollment process into 8 easy steps.

Diversity Initiative: Increase the diversity of the college community.

- Revised marketing materials and website to reflect the diversity of the College community.

Safety Initiative: Provide a safe and healthy environment in which to work and learn.

- Revised and/or developed numerous procedures to promote safety including server weather, active shooter, and crisis communication.

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

- Reorganized the faculty development program by adding a faculty liaison position to improve faculty input; created and implemented a new face-to-face faculty orientation; and expanded the faculty development offerings to better suit faculty needs.

Personal Enrichment Initiative: Encourage employee participation in personal enrichment.

- Employees organized and held several can food drives for local charities; participated in the local Angel Tree Christmas program to provide presents for children in need; held a clothing drive to benefit those affected by the downturn in the economy; and held a community bluegrass festival on the College campus.

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

- Increased the number of students in the "Bridge to Clemson" program and added a "Bridge" office with two employees to support the program.

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

- Worked further in establishing the organizational structure necessary to launch the Tri-County Economic Development Partnership including meeting multiple times with the small business advisory group, holding a small business seminar for 106 participants, and raising in excess of $5.5 million in grant funds.

Funding Support Initiative: Develop and strengthen funding support from private and/or local sources.

- Began the first phases of the "Golden Opportunities to Shape the Future" capital campaign including a very successful employee gift drive.

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

- Reviewed processes and services which resulted in online application/registration for both credit and non-credit students, renegotiation of large purchase contracts, and the installation of a print management system.

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

- Developed a Master Plan for the new Easley site.

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

- Developed several new programs including an automotive technology program; expanded course offerings at all College sites; and made expanding educational opportunities a priority in the upcoming capital campaign.

3. **Key Strategic Goals for Present and Future Years**
   - **Priority 1:** Enhance Opportunities for Student Success

- **Priority 2:** Promote a Safe, Collegial, and Diverse Environment
- **Priority 3:** Promote Professional Development and Personal Enrichment of Employees
- **Priority 4:** Promote Economic and Community Development
- **Priority 5:** Develop and Optimize Use of Resources
- **Priority 6:** Improve the Physical Environment
- **Priority 7:** Expand Educational Opportunities

4. Key Strategic Challenges

Educational

- **Student attrition:** Increasing the percentage of incoming students that exit with a credential.
- **Developing New Programs:** Adapting to rapidly changing workforce training needs within an oversight and entrepreneurial environment that is not geared towards rapid innovation.
- **Institutionalization of the Learning Excellence Initiative:** Scaling the Learning Excellence Initiative, the College's first-semester experience, to provide support to all incoming freshman.
- **Local Culture:** Historically, the local college attendance rate is low compared to service areas of other technical colleges.

Fiscal/Operational/Human Resources

- **Funding:** The reality of declining funds/resources and challenges of identifying new funding sources. The need to raise tuition to offset funding decreases from other sources presents a serious challenge to maintaining affordability and access.
- **New Campus Locations:** Logistical challenges of operating multiple campuses with limited increase in number of faculty and staff.

5. How the Accountability Report is Used

The Accountability Report is distributed and reviewed in multiple settings, including Board, Executive Staff, and Strategic Planning meetings. As a component of the 2008-2010 strategic planning process, initiatives were developed for each College Priority based on feedback and research from numerous data sources, including the 2008-2009 Baldrige self-assessment. Specific examples of improvement activities resulting from key strategic challenges identified in the self-assessment include:

- Continued process improvements made to promote student retention, including the hiring of a Dean of Enrollment Management and a director for the Anderson Campus.
- Expanded a multidimensional approach to new program development, including the creation of several new credit programs, a QuickJobs program, and the initial launch of a Center for Entrepreneurial Development.
- Continued development of the Learning Excellence Initiative, with an increase in enrollment of 121% between year 1 and 2.

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 workforce 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
- 368 full and part-time faculty
- 317 full and part time staff

5. Regulatory Environment
Tri-County Technical College 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. 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, in the Policy and Procedure Development Policy and in 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 has broken ground on land for a fourth 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, expanding services at multiple campuses)
- 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

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                                    President
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  Vice President for   Vice President for       Vice President for   Vice President for Economic
  Academic Affairs     Student Affairs          Business Affairs     and Institutional Advancement
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Vice President for Academic Affairs
- Instructional Divisions
  - Arts & Sciences
  - Business & Public Services
  - Health Education
  - Industrial & Engineering Technology
- Associate VP
  - Library
  - Instructional Support Services
    - Distance Education
    - Online/Hybrid Delivery
  - Gateway to College
- Institutional Research and Evaluation
- Director of Anderson Campus

Vice President for Student Affairs
- Student Development
  - Athletics
  - Assessment Center
  - Career Services
  - Counseling Services
  - Student Life and Counseling
    - Multicultural Services
    - Student Activities
    - Disability Services
- Enrollment Management
  - Student Records
  - Financial Aid
  - Bridge to Clemson
  - Secondary Transition Programs
  - Admissions
    - Information Center
- TRiO
  - Educational Talent Search
  - Upward Bound
  - Student Support Services
- WIA

Vice President for Business Affairs
- Finance
  - Procurement
  - Financial Services
- Administrative Services
  - Print/Mail Services
  - Bookstore
  - Housekeeping
- Human Resources
  - Personnel
  - Staff Development
- Physical Plant
  - Grounds
  - Campus Safety
  - Facilities/Maintenance
  - Fleet Management
- Information Technology
  - User Support
  - Applications
  - Operations/Infrastructure
  - Web Services

Vice President for Economic and Institutional Advancement
- Corporate and Community Education
  - Business & Industry
  - Community/Personal Developme
  - Health Care
  - World Class Training Center
- Tri-County Economic Partnership (TCEP)
  - Center for Small Business and Entrepreneurship
- Alumni
- Development
- Foundation
- Grants
- Marketing & Public Relations
  - Publications/Graphic Support

TriCounty
TECHNICAL COLLEGE

12. Expenditures/Appropriations:

BASE BUDGET EXPENDITURES AND APPROPRIATIONS

Major Budget Categories	FY07-08 Actual Expenditures		FY08-09 Actual Expenditures		FY09-10 Appropriations Act	
	Total Funds	State General Funds	Total Funds	State General Funds	Total Funds	State General Funds
Personal Service	$15,708,246	$7,574,083	$16,488,518	$6,008,345	$17,460,290	$6,068,559
Other Operating	$7,943,853		$9,024,946		$11,307,306	
Fringe Benefits	$4,041,775	$2,191,035	$4,314,787	$1,552,981	$4,729,056	$1,699,197
Non-recurring		$91,111		$137,024		
Total	**$27,693,874**	**$9,856,229**	**$29,828,251**	**$7,698,350**	**$33,496,652**	**$7,767,756**

OTHER EXPENDITURES

Sources of Funds	07-08 Actual Expenditures	08-09 Actual Expenditures

13. Major Program Areas Chart*

Program Number and Title	Major Program Area Purpose (Brief)	FY 07-08 Budget Expenditures	FY 08-09 Budget Expenditures	Key Cross Reference for Financial Results**
II. A,B,&E Instructional Programs	Tri-County Technical College provides opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, and graduation with an Associate Degree, Diploma, or Certificate	State: $ 9,856,229 Other: $ 17,837,645 Total: $ 27,693,874	State: $ 7,698,350 Other: $ 22,129,901 Total: $ 29,828,251	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 must be 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 AC-COMPLISH THE ORGANIZATION'S STRATEGIC OBJECTIVES, IMPROVE PERFORMANCE, AND ATTAIN YOUR VISION?**

Senior leaders maintain adequate focus throughout the institution to achieve strategic objectives by man-aging effectively the strategic planning process, which includes college-wide objectives as well as those that are unique to the different institutional divisions. Senior leaders work to acknowledge the accom-plishments of faculty and staff in helping to move the organization forward in key areas. They use a vari-ety 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.

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 REGULA-TORY ACCOUNTABILITY? HOW ARE THESE MONITORED?**

Senior leaders develop and regularly review policies and procedures to ensure compliance with legal and regulatory requirements. In addition, the College has recently hired an internal auditor to continually

review the College's compliance with the comprehensive set of accreditation requirements specified by the Southern Association of Colleges and Schools (SACS). The accreditation requirements cover every area of operation at the College.

Legal and ethical behavior is monitored through numerous internal and external audit processes. For example, based on information from an external auditor, the College has received an award for the last nine years from the National Government Finance Association for fiscal accountability and transparency. Additional examples include:

- Ongoing SACS compliance audit
- Institutional data reporting audit
- Equal Employment Opportunity Commission reporting
- Monthly purchasing card usage audit
- Personnel file completeness audit
- Classification and compensation audit
- Internal self-assessments

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, adherence to 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 by 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 college community in oral and written communications.

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

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 South Carolina 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 chambers of commerce.

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 directly by holding both campus-wide and unit-specific staff meetings on a regular basis. Senior leaders also communicate important information asynchronously through use of the College portal. 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, memoranda, 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 to 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 Faculty Compared to Part-Time Faculty; Endowment Growth; Certification and Licensing Exam Pass Rates; Full-Time Faculty Compared to 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, employer, 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
- Ongoing compliance audit 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 endorse changes suggested by the Research and Evaluation Department or by other departments or individuals.

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 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 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.).

1.10 **HOW DO SENIOR LEADERS ACTIVELY SUPPORT AND STRENGTHEN THE COMMUNITIES IN WHICH YOUR ORGANIZATION OPERATES? INCLUDE HOW SENIOR LEADERS DETERMINE AREAS OF EMPHASIS FOR ORGANIZATIONAL INVOLVEMENT AND SUPPORT, AND HOW SENIOR LEADERS, THE WORKFORCE, AND THE ORGANIZATION'S STUDENTS CONTRIBUTE TO IMPROVING THESE COMMUNITIES.**

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 active in community assistance projects such as The United Way; Red Cross blood drives; adoptive 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 that at least one senior leader attend most civic events in the service area. Senior leaders participate 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 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 enrollment programs and a formal bridge program to Clemson University for university transfer students.

The College has two positions that are dedicated to actively supporting and strengthening the communities in which it operates. The Vice President Economic and Institutional Advancement 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 Coordinator of Secondary Transitional Programs 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 and participating on Habitat for Humanity teams.
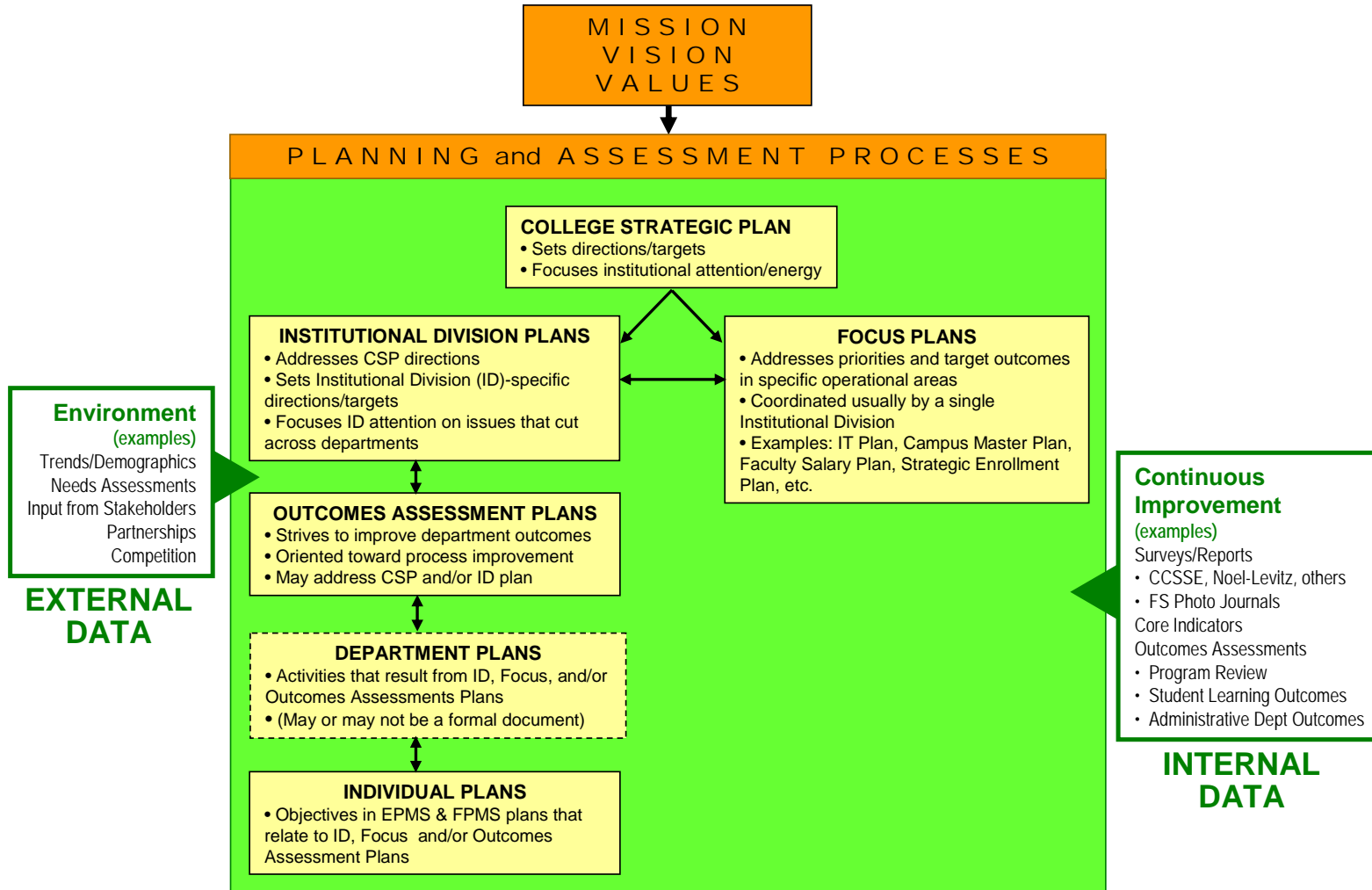
The areas of emphasis for community involvement are determined at various levels of the institution. The faculty and instructional leaders determine curriculum-related community service projects for students. The senior leaders determine the types of community-based programs in which employees will be actively encouraged to participate. Individual divisions, departments, and faculty/staff determine other types of involvement.

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 08-09 Key Agency Action Plan/Initiative(s)	Key Cross References for Performance Measures *
II. A, B, & E Instructional Programs	Enhance Opportunities for Student Success	• Establish and/or strengthen the essential foundation elements for becoming a Learning College. • Improve the programming and services that impact student enrollment and retention.	7.1.x, 7.2.x
	Promote a Safe, Collegial, and Diverse Environment	• 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 college community • Provide a safe and healthy environment in which to work and learn.	7.2.1, 7.4.x, 7.5.2, 7.5.3, 7.5.8
	Promote Professional Development and Personal Enrichment of Employees	• Provide mechanisms to build awareness, develop skills, and expand perspectives of employees through professional development. • Encourage employee participation in personal enrichment.	7.4.x, 7.6.x
	Promote Economic and Community Development	• Increase mutually beneficial collaborations between the College and community and between the College and other institutions of higher education. Initiate economic development programs and partnerships in the service area.	7.1.2, 7.6.x
	Develop and Optimize Use of Resources	• Develop and /or strengthen funding support from private and/or local sources. • Enhance processes to optimize use of fiscal and human resources.	7.6.x
	Improve the Physical Environment	• Provide a physical environment that enhances student learning and employee satisfaction.	7.1.x, 7.2.x, 7.4.x
	Expand Educational Opportunities	• Expand educational opportunities that effectively meet the economic and personal goals of all segments of the service area.	7.5.x, 7.6.x

PLANNING and OUTCOMES ASSESSMENT

**M I S S I O N
V I S I O N
V A L U E S**

P L A N N I N G and A S S E S S M E N T P R O C E S S E S

COLLEGE STRATEGIC PLAN
• Sets directions/targets
• Focuses institutional attention/energy

INSTITUTIONAL DIVISION PLANS
• Addresses CSP directions
• Sets Institutional Division (ID)-specific directions/targets
• Focuses ID attention on issues that cut across departments

FOCUS PLANS
• Addresses priorities and target outcomes in specific operational areas
• Coordinated usually by a single Institutional Division
• Examples: IT Plan, Campus Master Plan, Faculty Salary Plan, Strategic Enrollment Plan, etc.

Environment
(examples)
Trends/Demographics
Needs Assessments
Input from Stakeholders
Partnerships
Competition

EXTERNAL DATA

OUTCOMES ASSESSMENT PLANS
• Strives to improve department outcomes
• Oriented toward process improvement
• May address CSP and/or ID plan

Continuous Improvement
(examples)
Surveys/Reports
• CCSSE, Noel-Levitz, others
• FS Photo Journals
Core Indicators
Outcomes Assessments
• Program Review
• Student Learning Outcomes
• Administrative Dept Outcomes

INTERNAL DATA

DEPARTMENT PLANS
• Activities that result from ID, Focus, and/or Outcomes Assessments Plans
• (May or may not be a formal document)

INDIVIDUAL PLANS
• Objectives in EPMS & FPMS plans that relate to ID, Focus and/or Outcomes Assessment Plans

Approved by Executive Staff 4/26/07

TriCounty
TECHNICAL COLLEGE

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 college community.

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 college community provide input to the review of the College mission, vision, and values.

Tri-County's planning procedures involve continuous data analyses and ongoing 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.) The President's Executive Staff reviews 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 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 optimize use of 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 committed to planning and its outcomes, the college climate has become more supportive and proactive in 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 facilitate the development of Institutional Division (ID) plans with input from employees in their respective divisions. In addition, the vice presidents 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 the following:

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 strengths and weaknesses, and for ideas of ways to improve or about a specific area of interest related to planning. Data gathering techniques include focus groups, surveys, and informal discussions.

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. Department heads or program coordinators, as appropriate, will be 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 will be 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 in three divisions accredited by agencies recognized by the South Carolina Commission on Higher Education – 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 analyze 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 are gathered by the Research and Evaluation Department. In addition, the College periodically contracts third-party researchers, such as Economic Modeling Specialists Incorporated, to conduct environmental scan research.

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 2008-2009, 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 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 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 "Enhance Opportunities for Student Success" strategic objective addresses that challenge of decreasing the student attrition rate.
- The "Expanding Educational Opportunities" strategic objective addresses the challenge of developing new programs.
- The "Enhance Opportunities for Student Success" strategic objective addresses the challenge of implementing the Learning Excellence Initiative.

- The "Develop and Optimize Use of Resources" strategic objective addresses the challenge of identifying creative ways to save money and do more with our current funding.
- The "Expanding Educational Opportunities" strategic objective addresses the challenge of logistical planning for additional campuses.
- 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. Integration efforts continued through 2008-2009 and it is expected that the planning process will be effectively coordinated with the budgeting process for the 2010-2013 three-year strategic planning cycle.

Relevant data guiding initiatives in the strategic plan and for improving the planning process are gathered and assessed as outlined in 2.1.

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 next fiscal year.

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.

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. This 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, and committee meetings.

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 unit-level meetings.

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 and Institutional Advancement who is responsible for identifying community needs and acting as a liaison with the business community. This process is complemented by several methods including: annual employer surveys; one-on-one meetings with business leaders; community-based meetings in legislative, economic development, and civic settings; and environmental scanning data.

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 developing a comprehensive academic program review process to promote proactive program improvement.

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 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 the ability to change based on student, stakeholder, and market requirements, expectations, and preferences. Because human resources are the College's most valuable resource, 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. Accordingly, through the College Foundation, significant funds are devoted each year to support employee development activities and endowed chairs.

Complementing the College's investment in employee development is the institutional expectation that all employees stay abreast of changing requirements within their professions 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. For example, changes in data collection methods, program outcomes, assessment methods, advisory committees, organizational structure, and planning activities.

The institution continually monitors the expectations of key stakeholders and the institution's ability to meet those expectations to an acceptable level through numerous methods including surveys, focus groups, and informal discussions. 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 peer groups. After review, results indicated a misalignment between students' expectations concerning access to information from service units on campus and the institution's ability to meet those expectations to a satisfactory level. Accordingly, the Executive Staff established a strategic plan priority to address the issue.

The College leadership uses several outreach mechanisms to keep its listening and learning methods current with changing stakeholder 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. Another example includes time for regular sharing and dialogue with the President of the Faculty Senate in the weekly Executive Staff meetings. Another regular outreach mechanism is the ongoing conversations and networking that the Vice President for Economic and Institutional Advancement conducts with business and industry leaders. The results of these discussions are used to inform the planning and assessment process.

Stakeholder expectations related to access to quality educational programs that lead to gainful employment form the basis of the College's purpose, and is the standard by which all other expectations are prioritized.

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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 numerous processes for gathering information from current, former, and future students and stakeholders and then using it to improve services and programs.

Academic and Administrative Unit Outcomes are written assessments of improvement in both academic and administrative unit outcomes. The assessment model is based on a data-driven format, and includes a statement of unit purpose, documentation of continuous improvement, data used as the basis for making improvement, analysis of data to assess effectiveness of improvements tasks, and linkages to the budgeting process. Data come from numerous sources including objective quantitative data sets, surveys, focus groups, and informal discussions. The data from one or more sources are combined to identify improvement tasks.

Program Student Learning Outcomes are written assessments and plans for improvement of student learning outcomes at the program level. 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 are used to support the implementation of improvement tasks within each academic program. Efficacy of an improvement task is assessed in the follow assessment year.

Alumni, Student, 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 posted on the College's web portal. In addition, surveys are completed as needed to meet special requests. The data gathered are 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 to support improvement of course offerings. Students in every course each semester have the opportunity to provide anonymous feedback on instruction. Results are reviewed by the instructor and the appropriate supervisor and used in part for determining goals in the professional development plan for the coming year. More generally, the data gathered are 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; for example, 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 relationships can be built and maintained in courses. Instructors are required to hold 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 services personnel. Marketing strategies are used to provide accurate information about the College using print and other media to effectively communicate with all prospective students.

The College's Learning Excellence Initiative (LEI) centers on building positive and productive working relationships among students, between faculty and students, between faculty and Student Affairs professionals, and among faculty from different disciplines who teach in the LEI learning communities. The LEI is focused on first-time students. The first full year of implementation was completed during 2007-2008. Early results showed significant improvement in all target areas. Expansion of the LEI continued during 2008-2009 with the eventual goal that 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 invited 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 for which over twelve hun-

dred stakeholders are invited to campus for an overview of College accomplishments and plans. Another example is the president's annual principals' breakfast for which 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 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.

3.6 **HOW DOES YOUR STUDENT AND STAKEHOLDER COMPLAINT MANAGEMENT PROCESS ENSURE THAT COMPLAINTS ARE RESOLVED PROMPTLY AND EFFECTIVELY?**

The College follows the South Carolina Technical College System policies and procedures for processing student and employee grievances. The procedures include a progressive system for escalating complaints as well as options for resolving complaints of sensitive nature such as sexual harassment. The progressive system attempts to resolve disputes at the lowest level possible, while also providing equal opportunity for parties on both sides of a dispute to present data.

To help ensure the prompt, efficient resolution of a grievance, specific periods of time are specified for parties involved in the dispute to perform required steps depending on the type of grievance being filed.

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. During 2008-2009 a new, comprehensive process was established to measure student learning outcomes at the program level for all majors at the College. The primary component of the new system is the identification of specific improvement tasks to positively impact student learning outcomes.

To track organizational performance, the Executive Staff determines core indicators, which index key areas of performance such as retention, graduate placement, licensure pass rates, minority representation, and personnel turnover.

To track progress related to strategic plan objectives, 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. Summary reports of accomplishments are written and shared with College stakeholders at the end of each planning year.

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.

In addition to in-house research, third-party research firms are contracted as needed to provide independent data on numerous topics including environmental scans, program demand, and economic impact.

In 2008, the College established a full-time position to conduct continuous audits of the College's compliance with all accreditation standards. The audits collect and organize vast amounts of data into an actionable format.

The College's Foundation 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 are 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.

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?

In addition to the learning outcomes assessment process referenced in section 4.1, the College has established a set of 22 core indicators of performance. Key measures include:

- Student, graduate, employer, and alumni satisfaction
- Student retention rates
- Student placement upon graduation
- Graduate licensing exam pass rates
- 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.

The College employs two nationally normed survey instruments, the Noel-Levitz Student Satisfaction Survey and the Community College Survey of Student Engagement, in order to provide national comparisons in the areas of student retention and satisfaction.

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. For many of the indicators, there are system-wide or national comparison groups. Internally, a baseline has been established for each measure, and all results are compared to the baseline.

A review of the literature is revealing more opportunities for identification of benchmarks. During 2008-2009 the Executive Staff refined benchmarking goals in relation to the baseline results from the Noel-Levitz Student Satisfaction Survey. During 2007-2008, the College entered into an agreement for the first time with the National Community College Benchmarking Project (NCCBP), with comparison data and interactive tools made accessible to the College in September 2008.

4.5   HOW DO YOU MAKE NEEDED DATA AND INFORMATION AVAILABLE? HOW DO YOU MAKE THEM ACCESSIBLE TO YOUR WORKFORCE, STUDENTS, AND STAKEHOLDERS?

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.

The College's Information Technology Department provides assistance in developing reports for satisfying user data needs The Institutional Self-Service Information System (ISIS) is a web-based reporting system which grants access to reports based on a user's role at the College.

The College provides needed data and information to all employees and students through the College's web portal (eTC). The Message Center tab is a single point of access to all campus announcements, alerts, and activities.

The College's senior leaders routinely provide reports, briefs, and summaries to the governing board.

4.6 **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

Methods of ensuring that information and data are available to stakeholders are described in section 4.5.

4.7 **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 executive summaries that include planning implications. 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.

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

The Research and Evaluation department maintains a data website that is accessible through 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. The College's web portal, 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 Foundation. Those involved in site visits for the purpose of information gathering are required to write trip reports.

Most development opportunities held throughout the academic year incorporate active teaching and learning where participants are encouraged to share best practices. Examples include Learning College dialogue sessions and Faculty and Professional Learning Communities meetings, book club meetings, and technology workshops.

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 is developing a comprehensive new approach to its committee structure. The new approach will provide a mechanism for faculty, staff, and students to cooperate, show initiative, be empowered, and innovate. Any employee or student will be able to request to form a committee through the Executive Staff. If approved, appointments will be made to the committee by the Executive Staff to accomplish the committee objectives. Committees will continue to post their minutes electronically and share findings with the rest of the College, in the spirit of promoting a culture of innovation and improvement.

The President has established a "pay-for-performance" system to encourage and reward top performers. Bonuses or salary increases are given to employees whose performances during the previous year were 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 ideas.

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; the Employee Development Procedure; the local Employee Development Policy; and the 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 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 funded through the Foundation and includes the University of South Carolina graduate cer-

tificate in higher education leadership program; a South Carolina Technical College System leadership program; and local, county, and city leadership programs.

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

- The College publishes 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 spring and fall convocations 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 uses an online activities calendar to keep faculty, staff, and students informed about events and meetings.
- The College provides a robust web portal that serves as the primary communication tool for announcements, events, and alerts. The portal supports online groups and dialogue via message boards and chats. In addition, the portal serves as a repository for information and enables online group dialogue via message boards and chats.

5.3 HOW DOES YOUR WORKFORCE PERFORMANCE MANAGEMENT SYSTEM, INCLUDING FEEDBACK FROM INDIVIDUAL MEMBERS OF THE WORKFORCE, SUPPORT HIGH PERFORMANCE WORK AND CONTRIBUTE TO THE ACHIEVEMENT OF YOUR ACTION PLANS?

All employees have the opportunity each year to review their supervisor. In addition, 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.

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 includes the Performance Management System Documents (faculty) used in the evaluation process, which contain a planning stage document with job functions and success criteria, objec-

tives, 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.

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 is 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. Supervisors review student evaluation summaries with individual faculty members at the end of each semester after grades are submitted. Results are 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 are different.

The President and members of the 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 assists employees in planning for retirement by providing educational opportunities.

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 ongoing development opportunities through professional associations. Most of these learning processes and systems 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 Instructional 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. Instructional Support Services provides orientation programs for new full-time and adjunct faculty. Orientation sessions and development activities are evaluated by the participants. 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, such as 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 in conducting 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 in planning and conducting department-specific types of orientation services.

A number of activities and services are 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 Instructional Support Services) schedule workshops of interest to new employees, and several divisions offer mentoring services.

As described in 5.1, the College has many programs in place to provide employee development as well performance-based incentives.

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. 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 effectiveness of training is evaluated through a combination of formal and informal evaluations completed at the end of the learning experience. Conversations with participants and surveys are the most common techniques.

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.
- 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.
- 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 President solicits ongoing feedback from all stakeholders via a feedback survey.
- The culture of the College is not punitive to those who express opinions openly.
- All employees have the opportunity to provide feedback on their supervisor's performances through an annual review process.
- 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 (e.g. an Organizational Culture Survey), 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 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 college community in general.

For employees, the Personnel Office offers various activities each academic year to promote healthy lifestyles and habits. 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 ac-

tivities that promote health and well being. Activities include wellness workshops, screenings, and substance abuse seminars.

To support the health of the entire college community, maintenance workers change air filters in HVAC systems 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.

In addition to addressing standard health issues, the College implemented 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 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, Campus Safety Policy, and 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. The College employs full-time campus safety officers who report to the Director of Campus Safety. 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 reports. Copies of the Campus Safety Information document are distributed throughout the College 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 seventeen emergency phones located inside College buildings and in parking lots.

Students in industrial programs, technical programs, 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, and lifting and ladder safety. The Manual also provides detailed emergency procedures, including evacuation 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. Each employee receive a copy of the Crisis Card to post at his or her work station with "at-a-glance" information about safety, security, and emergency procedures. Employees 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 On-line 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 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 work-force 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 INPUT FROM STUDENTS, FACULTY, STAFF, STAKEHOLDERS, SUPPLIERS, AND PARTNERS FOR DETERMINING YOUR KEY WORK PROCESS REQUIREMENTS?**

Input is gathered from all College stakeholders using numerous techniques described in 3.3. The input is used in the manner described in 2.1.

6.4   **H**OW 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 conducts an annual program outcome assessment to ensure adequate emphasis on ongoing continuous improvement. Assessment methods may include a 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.

6.5   **H**OW 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 led 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   **W**HAT 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, Instructional Support Services, Admissions, Student Development, Financial Aid, Student Records, and Collaboration.

Each support unit has established its own assessment measures/indicators, thereby, establishing ownership. All support units use a combination of direct and indirect measures as appropriate.

6.7   **H**OW 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 key roles 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 operate within their budget 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 nine years. The report for the year ending June 30, 2009 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
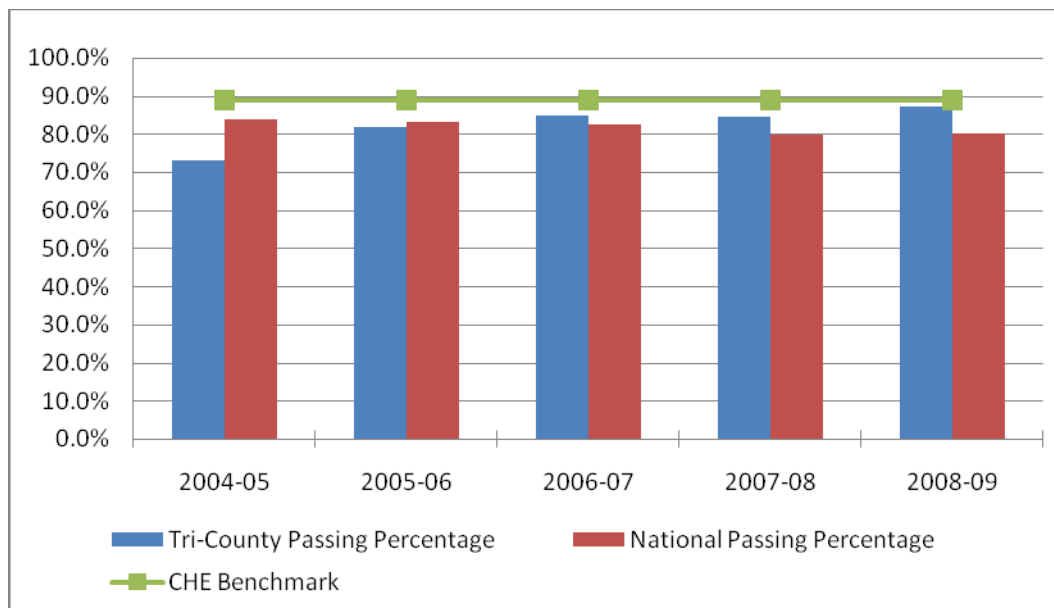
Tri-County graduates exceeded the national passing percentage by 7.3% in 2008-09.

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 2008-09, Tri-County improved the passing percentage by 14.2%. Tri-County graduates exceeded the national passing percentage by 7.3% in 2008-09.

Figure 7.1-2 Total Academic Credentials Awarded
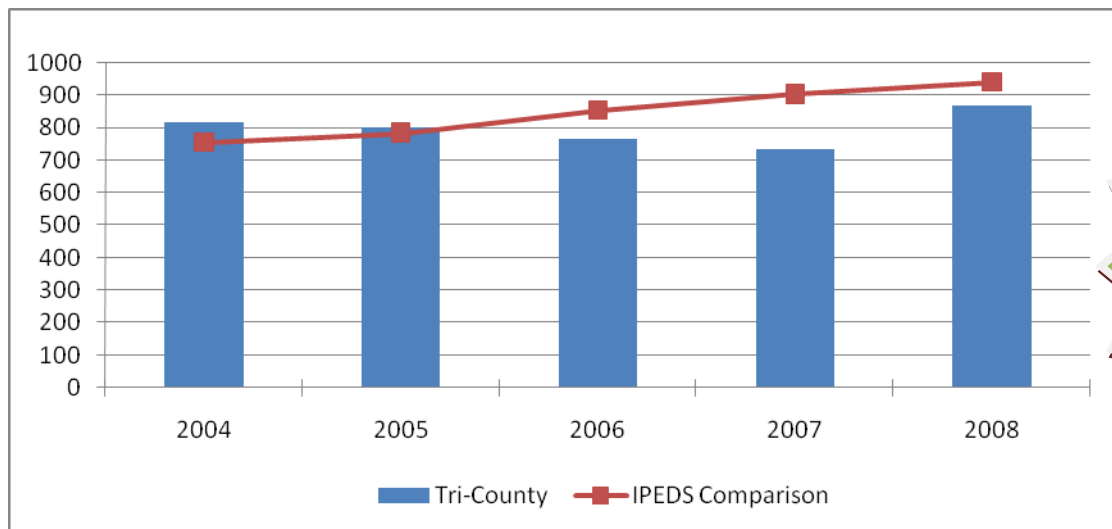
Source: IPEDS Peer Analysis System

Figure 7.1-2 presents the number of academic credentials awarded from fall 2004 to 2008. The number of awards increased by17.9% from 2007 to 2008 and is up by 6.4% since 2004. However, the number of credentials is still below the IPEDS comparison group average.

Figure 7.1-3 Employer Assessment of Preparation on General and Technical Competencies
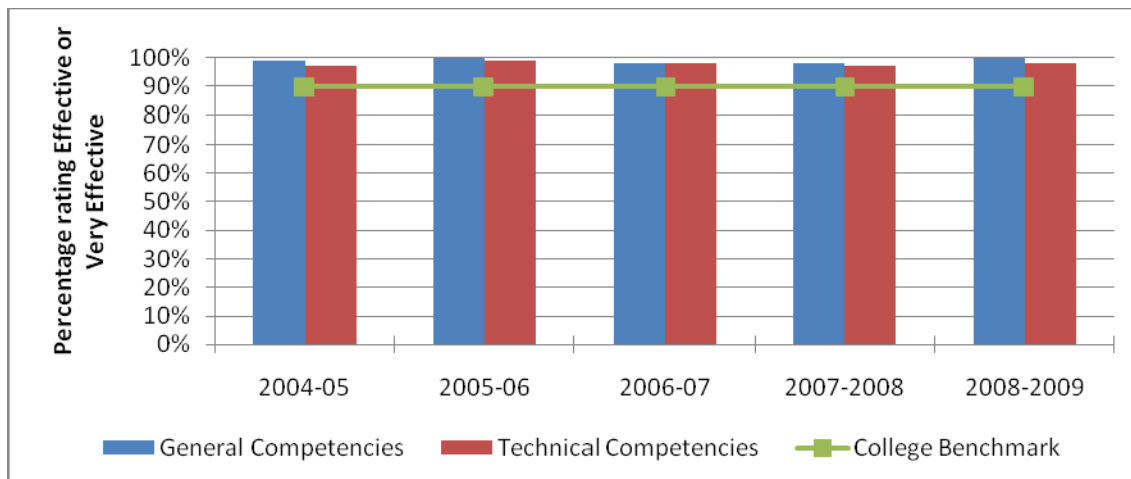
Source: Tri-County Technical College - Institutional Research and Evaluation Department

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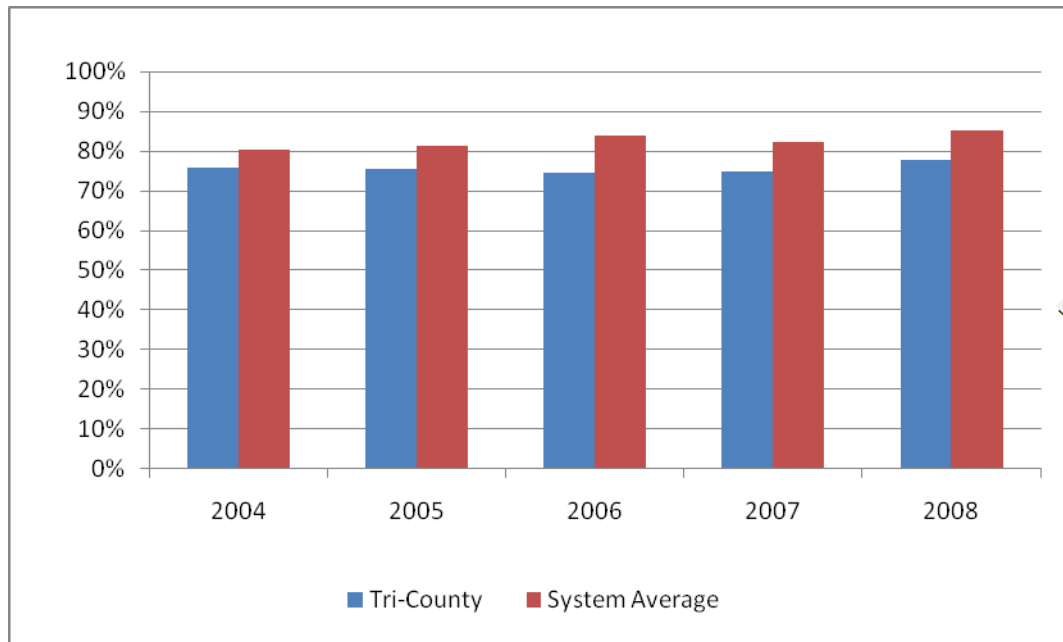
Three out of four Tri-County graduates are able to find employment related to their major within one year of graduating.

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 2001-2005 Cohorts
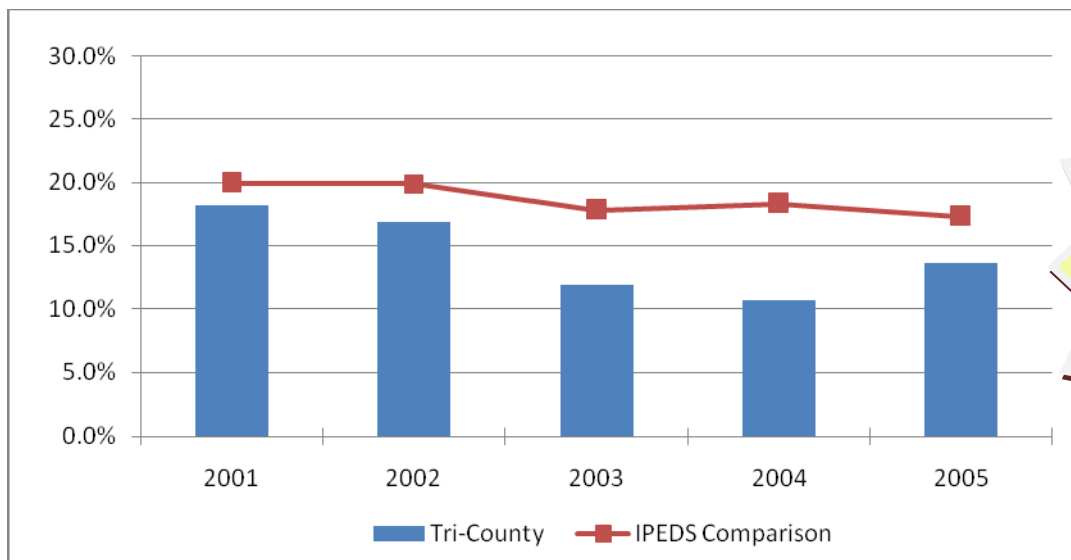
Tri-County's graduation rate has decreased by about 25% since 2001 but increased from 2004 to 2005.

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 2005 cohort graduation rate is as of fall 2008. Tri-County's graduation rate has decreased by about 25% since 2001; however,

the graduation rate increased from 2004 to 2005 cohort and now exceeds the technical college system average at 10.9%.

Figure 7.1-6 Success Rates for the 2001-2005 Cohorts
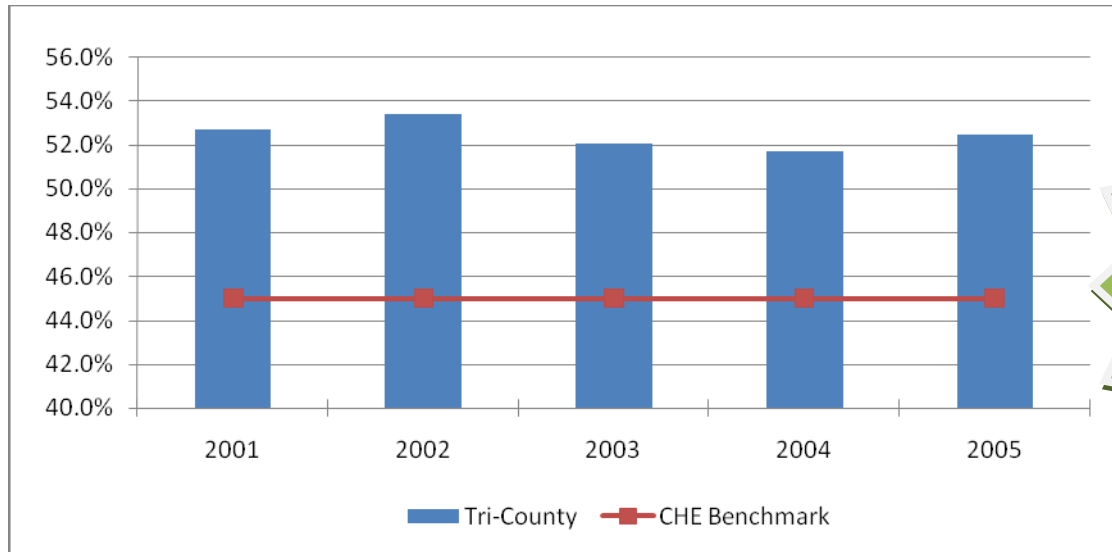
Tri-County has exceeded the CHE benchmark consistently over the last five cohort years.

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, transferring to another South Carolina institution, or continuing to be enrolled either full- or part-time. For example, the 2005 cohort success rate is as of fall 2008. 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
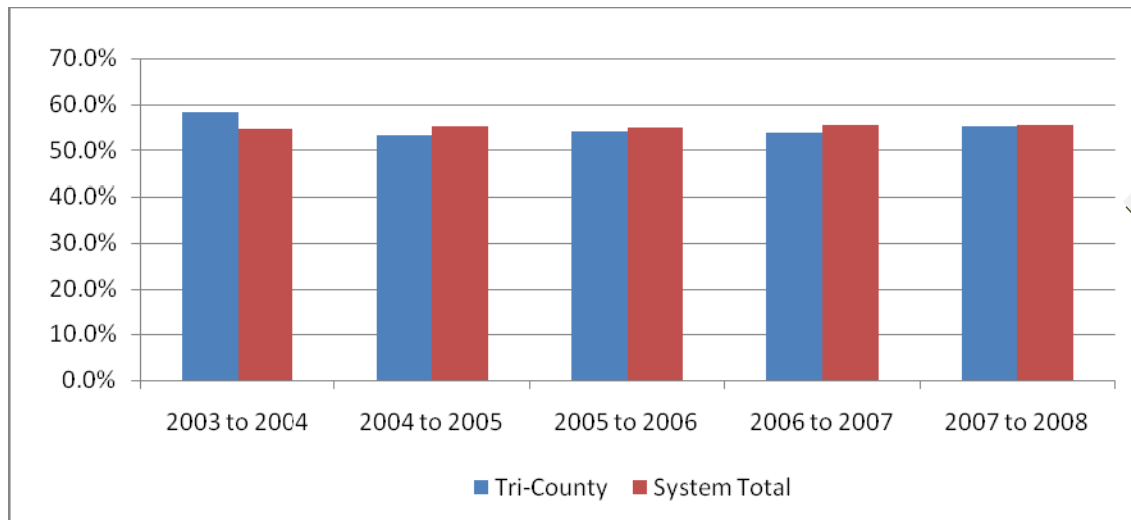
Tri-County's retention average is essentially the same as the system average

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
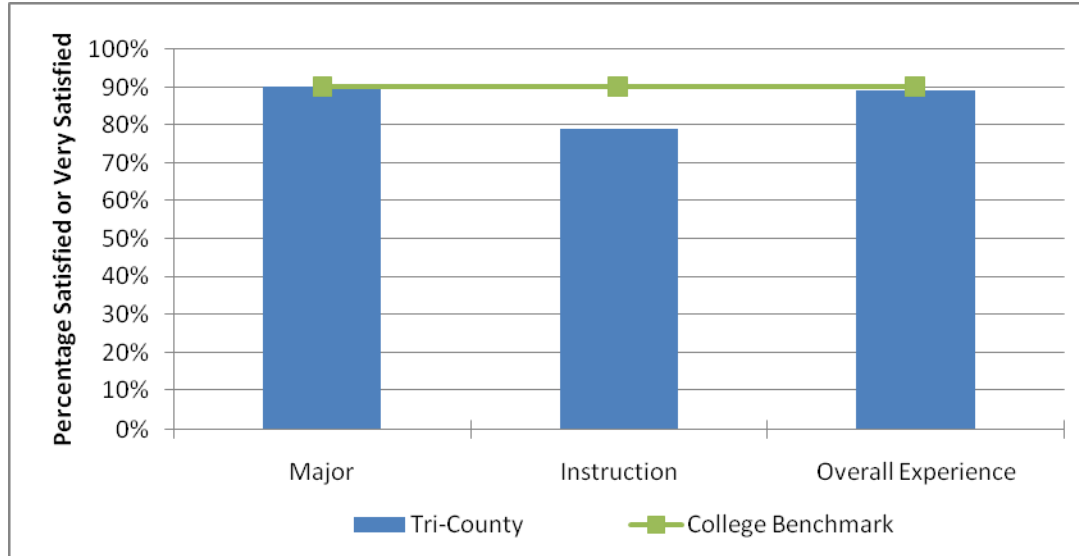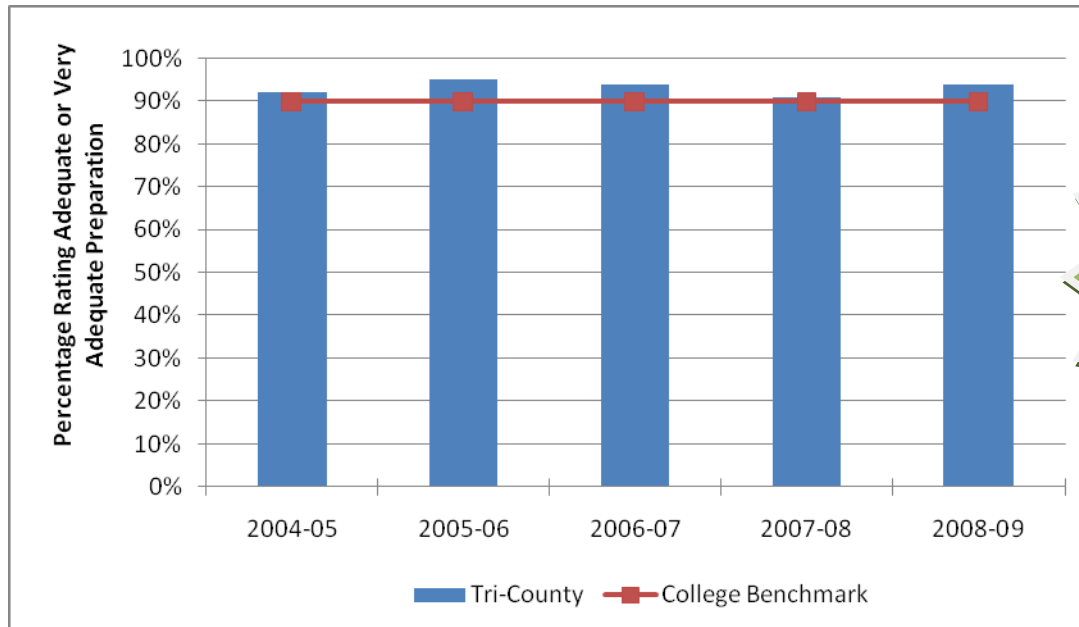

Source: CHE Alumni Survey
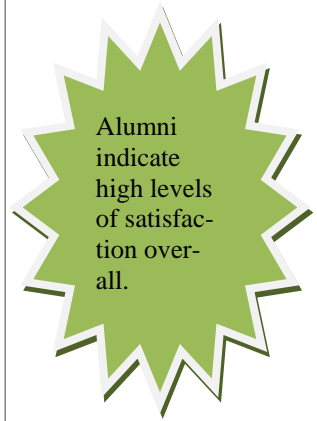
Figure 7.2-1 presents the 2009 survey results from alumni receiving associate degrees and diplomas. Alumni indicate high levels of satisfaction with their overall experience, instructional experience, and their major.

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

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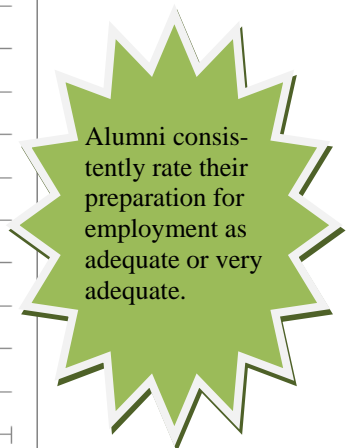
Figure 7.2-2 presents the percentage of graduates indicating that Tri-County's programs prepared them Adequately or Very Adequately for their field. Percentages have consistently exceeded the 90% benchmark over the last five years.

Figure 7.2-3 Average Annual Salary for Graduates in a Full-Time Job Related to Their Major
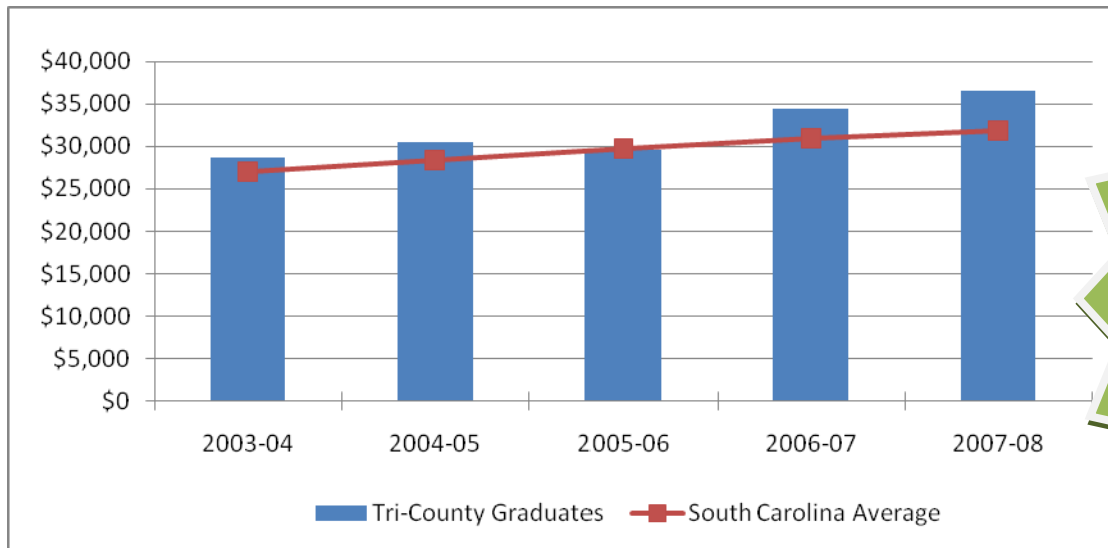
Over the last five years, Tri-County graduates' average salaries have exceeded the state average by approximately 8%.

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 8%.

Figure 7.2-4 Employer Assessment of Graduate Work Attitude and Work Quality
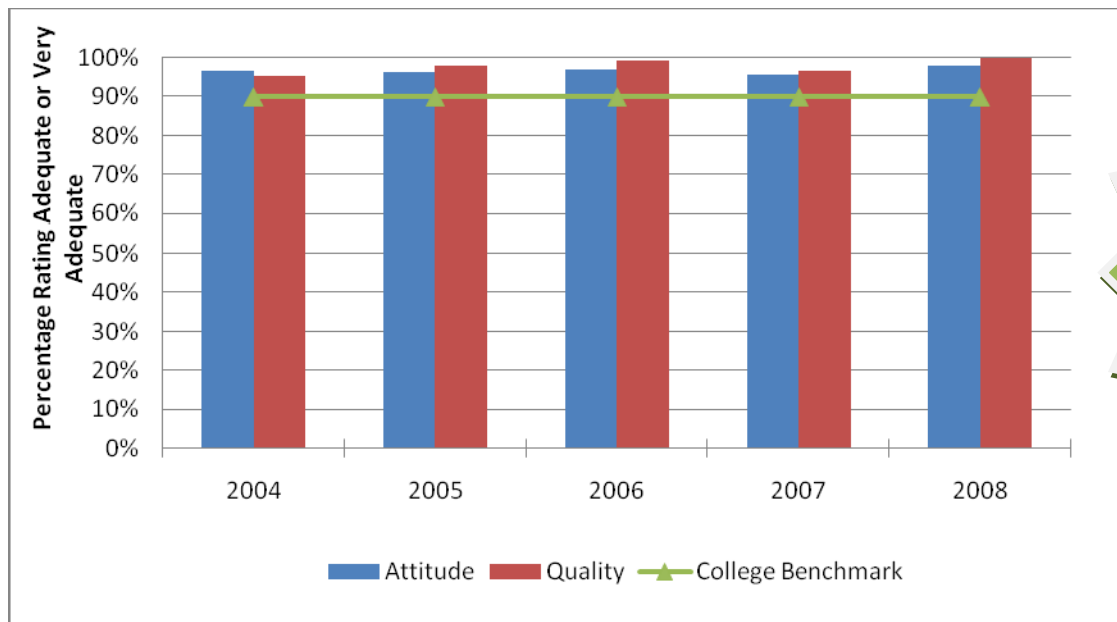
Employers consistently rate graduates' attitude and work quality as adequate or very adequate.

Figure 7.2-4 presents employers' ratings of graduates' work attitude and work quality. Employers consistently rate graduates' 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 nine years, and the report for the year ending June 30, 2009, has been submitted for review for the same award.

Financial Highlights

- The assets of Tri-County Technical College exceeded its liabilities at June 30, 2009 by $46,977,566 (net assets). Of this amount, $15,552,864 (unrestricted net assets) may be used to meet the College's ongoing obligations.

- The College's net assets increased by $2,212,411 or 4.9%, primarily in the category of current assets.

- The College's bond debt decreased by $700,000 during the current fiscal year and the obligation has been completed.

- The College experienced an operating loss of $11,481,390 as reported in the Statement of Revenues, Expenses, and Changes in Net Assets. However, State appropriations of $7,566,955, local appropriations of $3,530,344, State grants and contracts of $550,710, other non-operating revenues of $836,510, and capital appropriations of $1,556,166 for a total of $14,040,685 to 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.

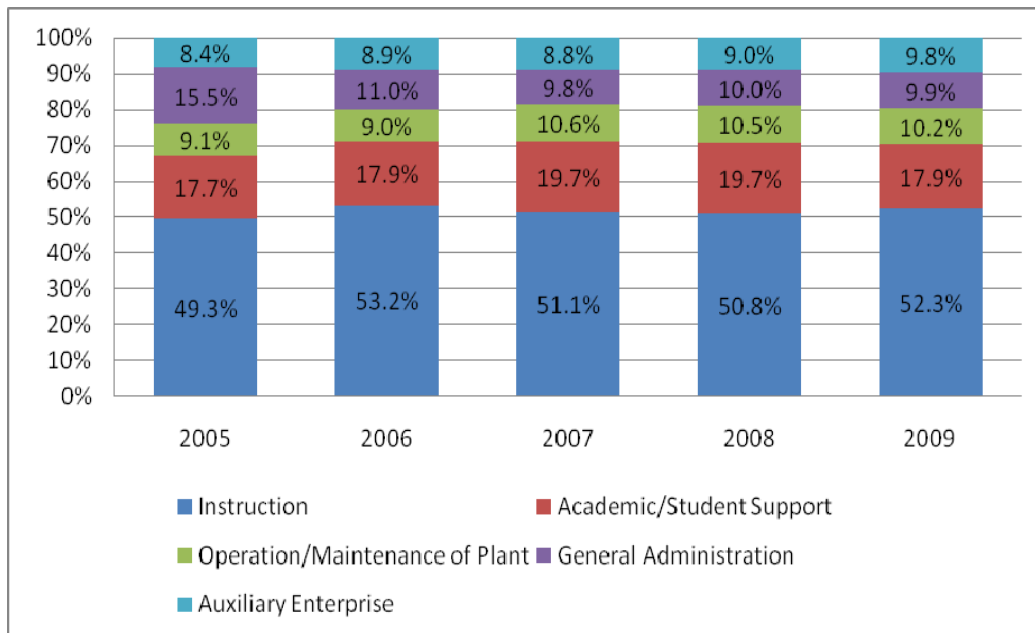**Figure 7.3-1** Source of Funds to Total College Operating Budget
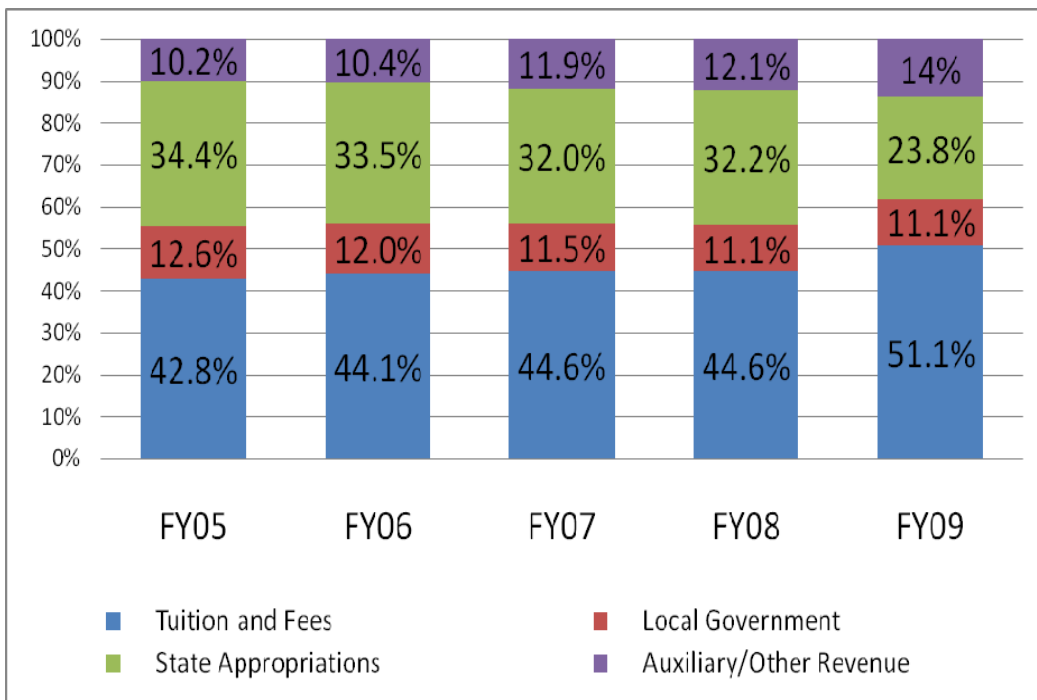
The percentage of the total College budget derived from state funding has decreased by 8.4% since the last fiscal year.

Source: Tri-County Technical College – Business Office

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 8% since the last fiscal year.

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

Tri-County spends approximately 70% of funds on instruction and academic/student support services.

Source: Tri-County Technical College – Business Office

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 (In millions)
As of June 30, 2009 and June 30, 2008

	30-Jun 2009	30-Jun 2008	Increase (Decrease)
ASSETS			
Current Assets	$26.19	$22.42	$3.77
Non-current Assets	$0.04	$0.04	$0.00
Capital Assets, Net of Depreciation	$34.20	$34.75	($0.55)
TOTAL ASSETS	$60.43	$57.21	$3.22
LIABILITIES			
Current Liabilities	$4.28	$4.05	$0.23
Non-current Liabilities	$8.14	$8.40	($0.26)
TOTAL LIABILITIES	$12.42	$12.45	($0.03)
NET ASSETS			
Investment in Capital Assets	$26.86	$26.32	$0.54
Restricted	$5.70	$6.09	($0.39)
Unrestricted	$15.45	$12.36	$3.09
TOTAL NET ASSETS	$48.01	$44.77	$3.24

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 5.6%, the result of an increase in cash and investments at year end and increase in prepaid expenses. Total liabilities decreased by 0.2%, the result of the 1997 bond issue being paid in full in FY2009.

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

Tri-County is the most affordable post-secondary institution in the College's service area.
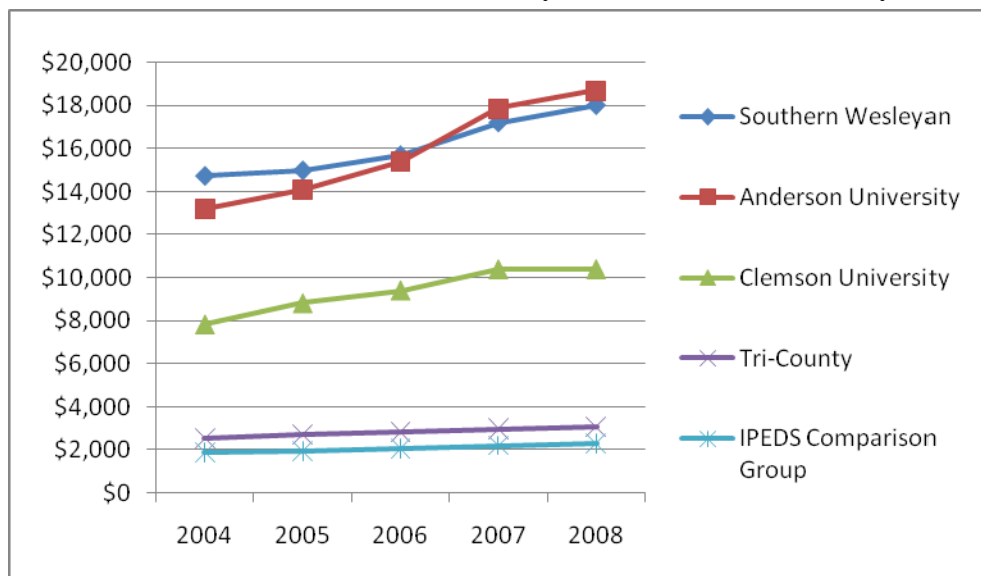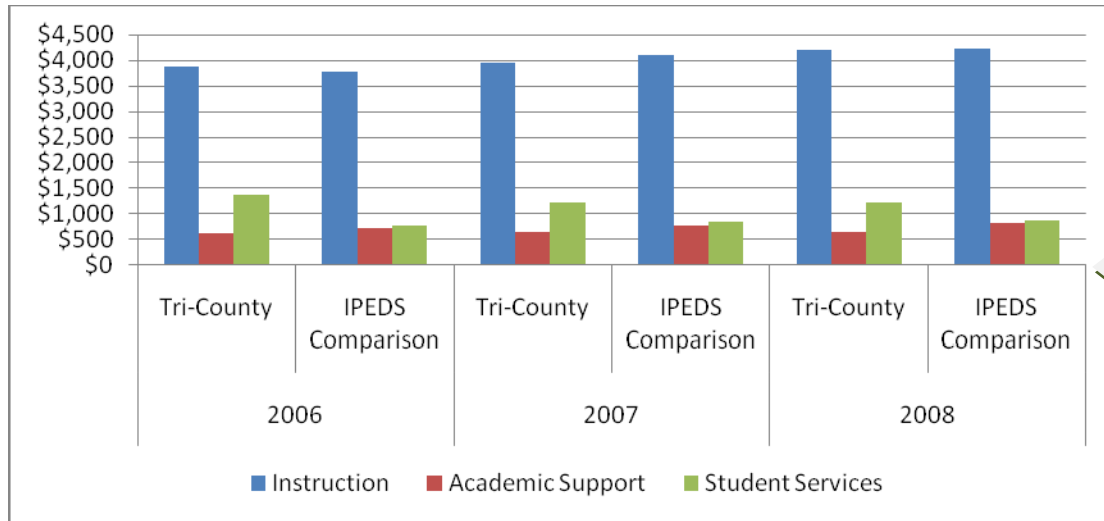
Source: IPEDS Peer Analysis System

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
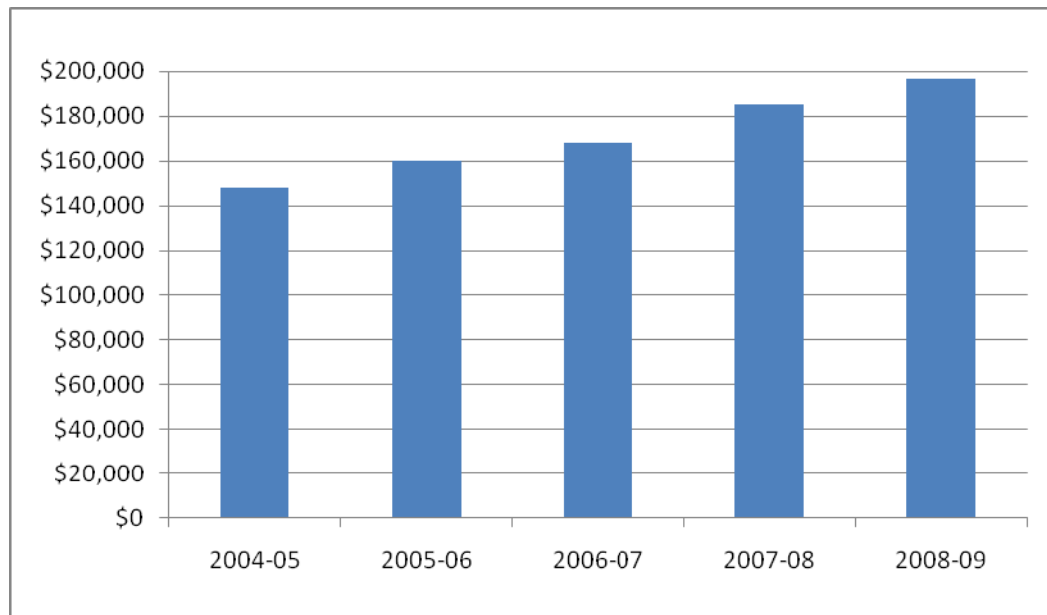

Source: IPEDS Peer Analysis System

Figure 7.3-5 presents dollars per FTE spent on instruction, academic support, and student services. From 2006-2008, Tri-County averaged $4,000 per FTE.

7.4   WORKFORCE ENGAGEMENT RESULTS

Figure 7.4-1 Professional Development Dollars

Source: Tri-County Technical College Foundation

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 33% from 2004-2005. In 2008-09 the College budgeted over $196,000 for professional development.

Figure 7.4-2 2007 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 about aspects of their satisfaction. 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)
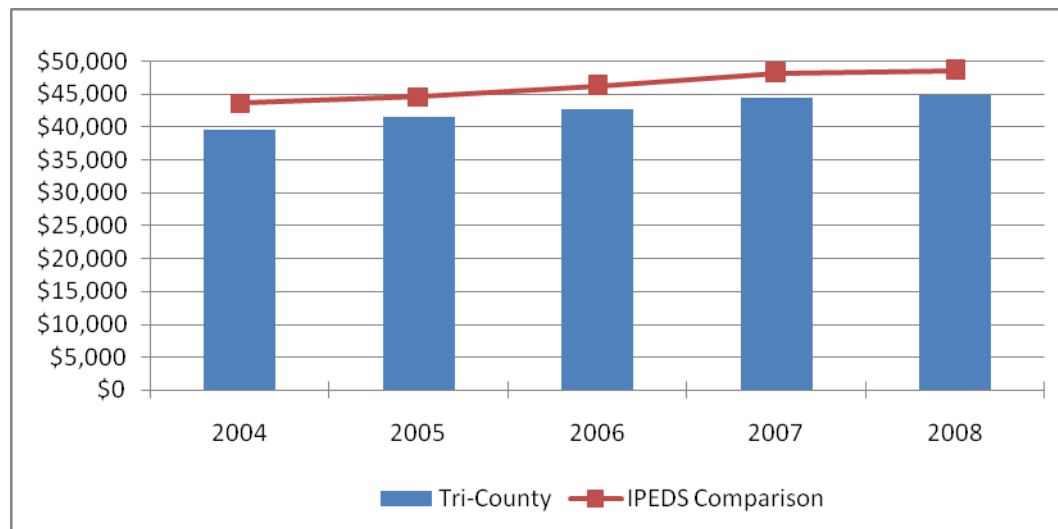
Tri-County is committed to recruiting high quality faculty and has made raising the average faculty salary an institutional priority.

Source: IPEDS Peer Analysis System

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 13.2% 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.

	2005	2006	2007
CRIMINAL INCIDENTS			
Manslaughter	0	0	0
Murder	0	0	0
Rape	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Larceny	5	0	6
Arson	0	0	0
Liquor Law Violation	0	0	0
Drug Violation	0	0	1
Weapons Violation	0	0	0
COLLEGE INFRACTIONS			
Liquor Law Violations	0	0	0
Drug Violations	0	0	0
Weapons Violations	0	0	0
Total	5	0	7

Source: Tri-County Campus Safety Department

Tri-County provides a safe environment for College stakeholders

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
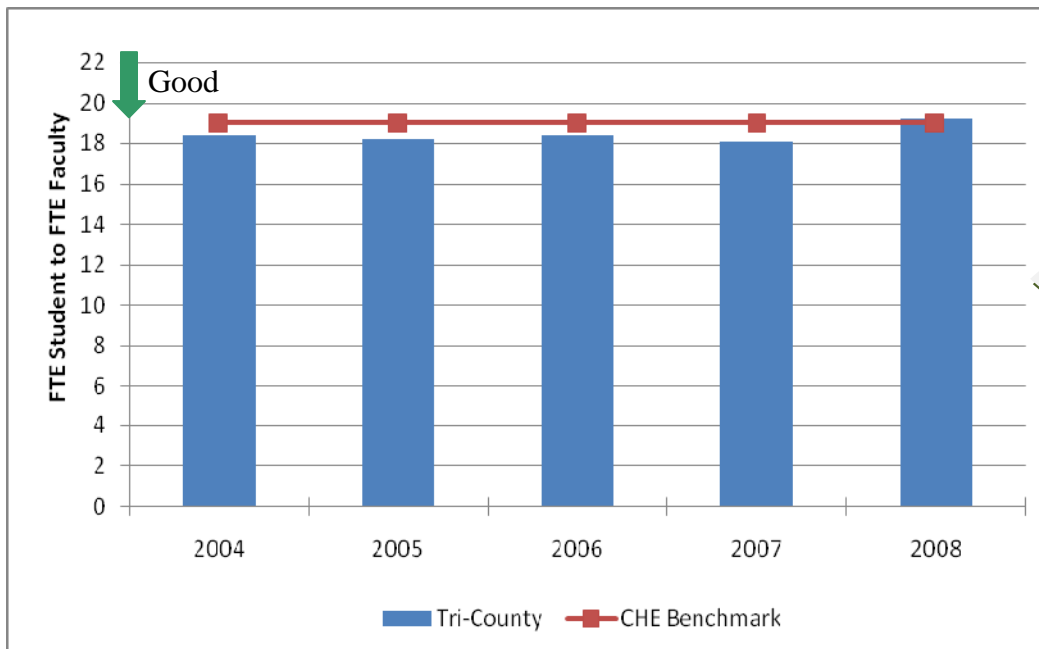
Figure 7.5-1 Total Fall Headcount and FTE

Source: IPEDS Peer Analysis System
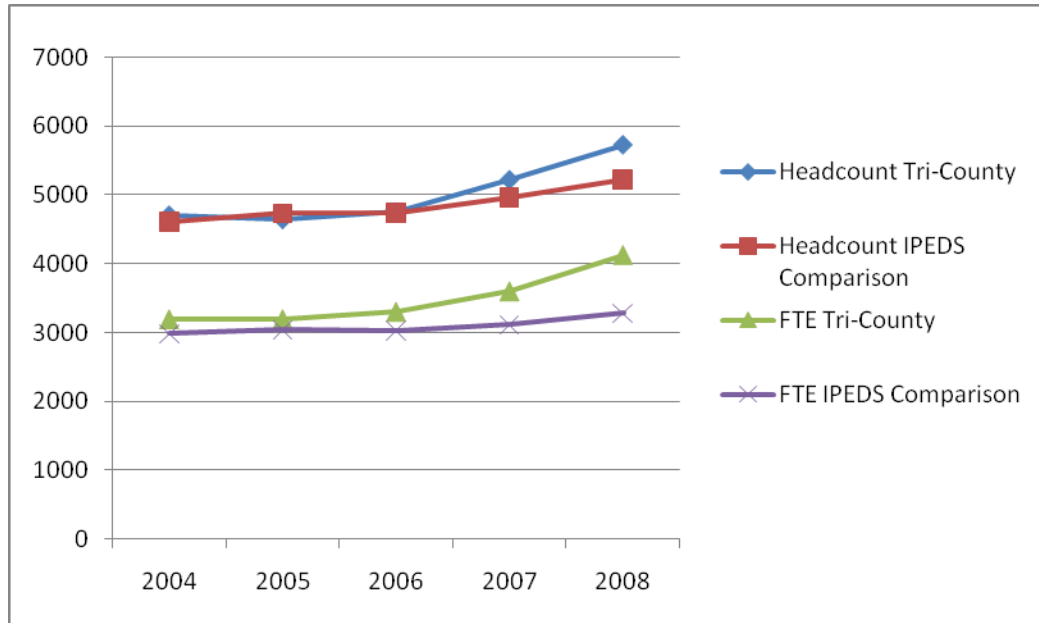
Figure 7.5-1 presents the total fall headcount and FTE enrollment from fall 2004 to 2008. Tri-County's headcount enrollment increased by 22%, and FTE increased by 29%.

Figure 7.5-2 Ratio of Student FTE to Faculty FTE

Source: Calculated using available CHEMIS data by CHE

Figure 7.5-2 presents the ratio of student FTE to faculty FTE in comparison to the CHE benchmark. The ratio has been trending upwards since 2004 but has remained at or below the CHE benchmark over the past five years. During the same time period, enrollment increased by 22%.

50

Figure 7.5-3 Space Utilization by Function

|	For Fiscal Years ended				
	2004	**2005**	**2006***	**2007****	**2008****
Instruction					
Assignable Square Feet	**189,127**	**189,247**	**156,645**	**171,538**	**171,538**
Percentage of Total	**67.67%**	**67.68%**	**68.26%**	**70.19%**	**70.19%**
Public Service					
Assignable Square Feet	**4,586**	**4,586**	**NA**	**NA**	**NA**
Percentage of Total	**1.64%**	**1.64%**			
Academic Support					
Assignable Square Feet	**27,434**	**27,434**	**23,431**	**23,431**	**23,431**
Percentage of Total	**9.82%**	**9.81%**	**10.21%**	**9.59%**	**9.59%**
Student Services					
Assignable Square Feet	**24,886**	**24,886**	**16,184**	**16,184**	**16,184**
Percentage of Total	**8.90%**	**8.90%**	**7.05%**	**6.62%**	**6.62%**
Institutional Support					
Assignable Square Feet	**16,702**	**16,702**	**16,179**	**16,179**	**16,179**
Percentage of Total	**5.98%**	**5.97%**	**7.05%**	**6.62%**	**6.62%**
Plant Operations and Maintenance					
Assignable Square Feet	**11,820**	**11,820**	**9,946**	**9,946**	**9,946**
Percentage of Total	**4.23%**	**4.23%**	**4.33%**	**4.07%**	**4.07%**
Auxiliary Enterprises					
Assignable Square Feet	**1,556**	**1,556**	**5,926**	**5,926**	**5,926**
Percentage of Total	**0.56%**	**0.56%**	**2.58%**	**2.42%**	**2.42%**
Unassigned					
Assignable Square Feet	**3,378**	**3,378**	**1,176**	**1,176**	**1,176**
Percentage of Total	**1.21%**	**1.21%**	**0.51%**	**0.48%**	**0.48%**
Total Assignable Areas					
Assignable Square Feet	**279,489**	**279,609**	**229,487**	**244,380**	**244,380**
Percentage of Total	**100%**	**100%**	**100%**	**100%**	**100%**
Parking Facilities	**2004**	**2005**	**2006**	**2007**	**2008**
Parking spaces available	**1,968**	**2,046**	**2,046**	**2,346**	**2,346**
Number of employees	**488**	**533**	**615**	**630**	**686**
Number of students	**4,548**	**4,709**	**4,645**	**4,753**	**5,223**

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

Source: Institutional CERS courses file
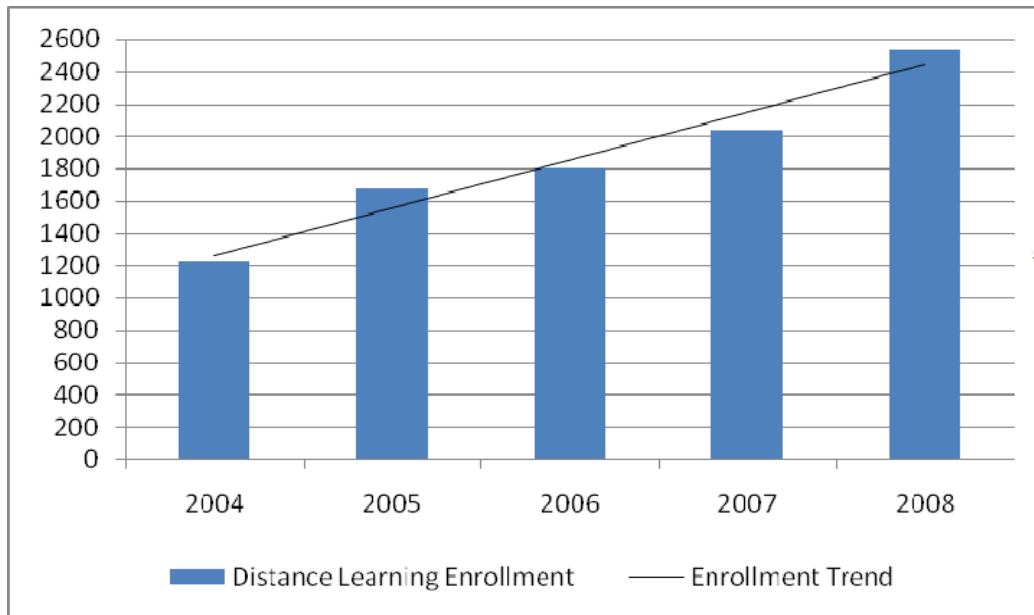
Figure 7.5-3 presents the fall distance learning duplicated enrollment. Distance learning alternatives to on-campus classes are important to Tri-County students because most of the student body is considered non-traditional. Distance learning provides the flexibility needed by students who work or have families. Since 2004, enrollment has increased 106%.

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


Source: South Carolina Performance Ratings Complied by CHE
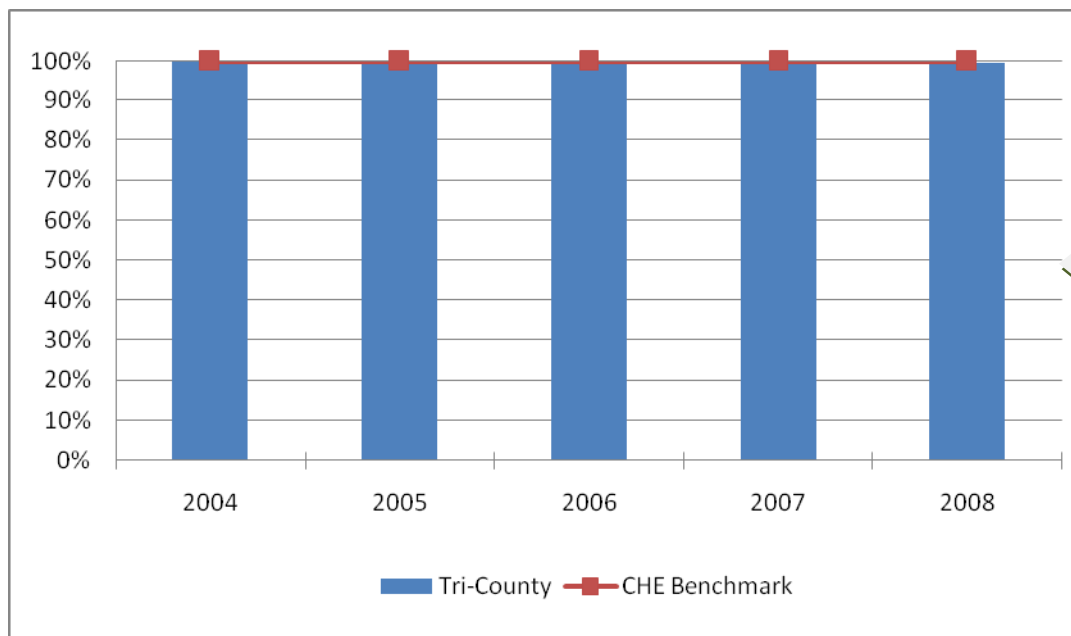
Figure 7.5-5 presents the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. All 14 of Tri-County's eligible programs have maintained their

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
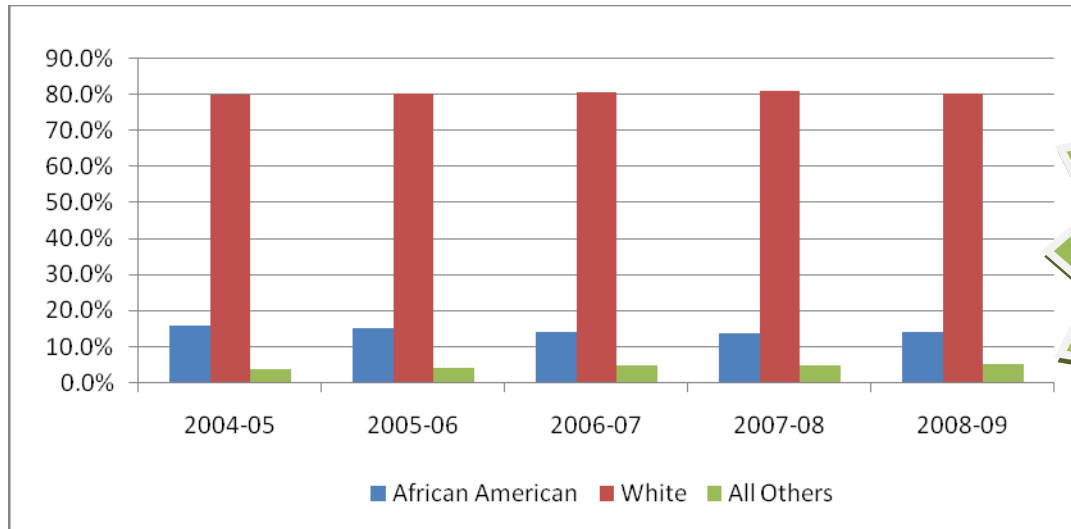
Source: Opening fall CERS files

Figure 7.5-6 presents total enrollment percentage by race. From 2004-05 and 2008-09, Tri-County's black/African American representation has averaged 14-15%, 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
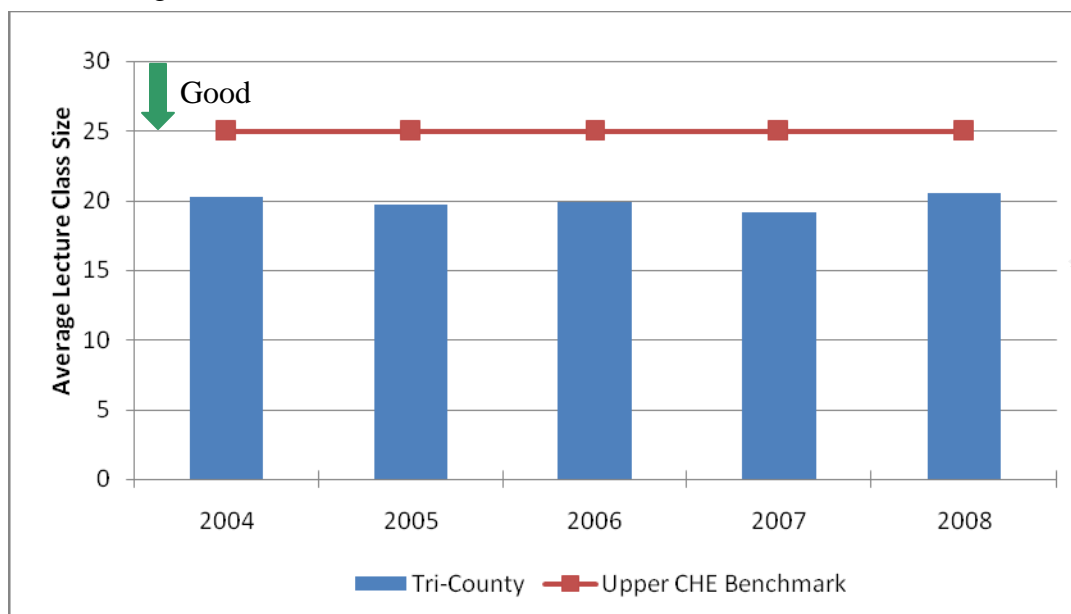
Figure 7.5-7 presents the average lecture class size in comparison to the upper limit of the CHE benchmark. Small class sizes help provide a conducive learning environment. Between fall 2004 and 2008, Tri-County's lecture class size averaged between 19-21 students.

7.6   LEADERSHIP AND SOCIAL RESPONSIBILITY RESULTS

A. Accomplishments of Action Plans: 2008-2009 Strategic Plan Accomplishments Highlights

Establish and/or strengthen the essential foundation elements for becoming a Learning College.

- Completed multiple levels of program and student learning assessment in the Learning Excellence Initiative (LEI) which is a community-based learning experience for first-time post-secondary students.
- Used assessment results to refine the Smart Start orientation component of the LEI program.
- Expanded the number of learning communities in the LEI program.
- Modified the intake process for the LEI program to improve effectiveness and efficiency.
- Began holding divisional meetings to discuss the application of Learning College principles in all areas of the College.
- Expanded hard-copy and web-based communications about Learning College accomplishments.
- Enhanced eTC (the College portal) by establishing a new team to gather data from users and implement changes.
- Administered CCSSE and Noel Levitz Surveys to inform the planning and assessment processes.
- Completed a new academic program and student learning assessment cycle for all programs.
- Completed the documentation, including learning outcomes, for more than 200 courses using the Worldwide Instructional Development System. The documentation process is designed to more clearly define the relationship of course learning outcomes to program learning outcomes to improve student learning.

Improve the programming and services that impact student enrollment and retention.

- Created and implemented a new small group orientation model that is offered more frequently and is based on Learning College principles.
- Hired a new Dean of Enrollment Management to manage the entire enrollment process.
- Developed a targeted marketing plan.
- Developed a new enrollment process designed to be simpler for new students and communicated the details of the new process in web and print form.

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

- Created the basic organization for a new committee structure using best practices and Learning College principles.
- Solicited input from faculty and staff on ways to effectively work within new budgetary constraints.
- Reorganized faculty development organization and offerings.
- Expanded communications to students concerning activity and organizational opportunities through a redesigned portal.
- Established an automated activity sign-up system for faculty and staff.

Increase diversity of the college community.

- Audited marketing material to ensure diverse representation.
- Posted job opportunities using diversity sites and affirmative action postings.

- Revised College employee recruitment site to show the diversity of College employees.
- Offered supervisory training on employment law and effective supervisory practices.

Provide a safe and healthy environment in which to work and learn.

- Added additional safety cameras on campus.
- Audited and revised procedures for severe weather.
- Developed plans for an active shooter incident.
- Reviewed and revised procedures for crisis communications.

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

- Developed a defined place on the web portal for faculty development.
- Made funds for development a priority in the upcoming capital campaign.
- Initiated a faculty liaison position for the faculty development program to improve faculty input.
- Created and implemented a new face-to-face faculty orientation.
- Expanded the faculty development offerings to better meet faculty needs.
- Offered health, financial, and supervisory workshops throughout the year.

Encourage employee participation in personal enrichment experiences.

- Included four employees in the University of South Carolina Graduate Certificate Program in Leadership.
- Encouraged employees to participate in the local area community leadership programs.
- Held several can food drives for local charities.
- Participated in the local Angel Tree Christmas program to provide presents for children in need.
- Held a clothing drive for a local charity.
- Held a Blue Grass Festival for the community at the campus and in coordination with a local festival.

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

- Increased the number of students in the "Bridge to Clemson" program and added a "Bridge" office with two employees to support the program.
- Developed a 1+1 agreement with Greenville Technical College for Veterinary Technology.
- Created a collaborative agreement with Presbyterian College in pharmacy.
- Continued to develop possible collaborative agreements between TCTC health education and Clemson University.
- Developed a new Quick Jobs program that resulted from collaboration between two different units within the College.

Initiate economic development programs and partnerships in the service area.

- Worked further in establishing the organizational structure necessary to lauch the Tri-County Economic Development Partnership including meeting multiple times with the small business advisory group and holding a small business seminar for 106 participants.
- Raised in excess of $5.5 million in grant funds for Tri-County Economic Partnership (TCEP).
- Continued to work with county councils and economic development directors to explore community and rural economic development strategies.

Develop and/or strengthen funding support from private and/or local sources

- Began the first phases of the "Golden Opportunities to Shape the Future" capital campaign including a very successful employee gift drive.
- Procured funding from one part of the service area to offset student tuition fee.
- Procured additional funding sources for the Gateway to College program.

Enhance processes to optimize use of fiscal and human resources.

- Implemented a print management system for students.
- Renegotiated multiple contracts.
- Began new programs in Corporate and Community Education including Quick Jobs and MSSC manufacturing certificate.
- Began the redesign of the College Web site.
- Implemented online application/registration for both credit and non-credit students.
- Streamlined organizational structure.

Provide a physical environment that enhances student learning and employee satisfaction.

- Developed a Master Plan for the Easley site.
- Began negotiations with Clemson to improve bandwidth and lower costs.

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

- Made funds for expanding educational opportunities a priority in the upcoming capital campaign.
- Began development of a new automotive program.
- Developed a new university transfer certificate.
- Developed a new process for new program implementation that takes into consideration all new requirements from the State and SACS.
- Hired a new director for the Anderson site to manage facilities and work with credit division deans to grow enrollment.
- Expanded course offerings at all College sites.

B. **Trust in Senior Leaders:**
   Stakeholders outside the College exhibit trust by electing senior management to leadership positions. For example, the President serves on numerous boards/commissions including:

- Chair of the Community Colleges of Appalachia Board
- Vice Chair of the SC Technical College Presidents' Council
- Vice President of the Oconee Alliance Board
- Gateway to College National Network Board
- The Anderson County Economic Development Board
- Anderson Chamber of Commerce Board of Directors
- Alliance Pickens Board
- WorkLink (Pendleton Workforce Investment Act) Board
- Upstate Alliance Board
- Oconee Economic Development Commission;
- Pendleton Regional Education Center Advisory Board
- President's Advisory Board at Clemson University

Employees exhibit trust in the senior leadership through their perceptions of the work environment and the overall direction of the College. As can be seen in the most recent culture survey results below, employees generally feel that the College is a great place to work, that their work is rewarding, that the College has been improving over the last several years, and that the College is going in the right direction.

2007 Tri-County Organizational Culture Survey Item Summary

Item	Mean Agreement*	Mean Importance*	Gap
My work is challenging and rewarding.	4.2	4.6	0.4
I know what is expected of me in order to do a good job.	4.2	4.7	0.6
Tri-County is a great place to work.	4.1	4.7	0.6
The College encourages and supports professional development of all employees.	4.0	4.6	0.6
The College is focused on improving and supporting student learning.	4.0	4.7	0.8
The atmosphere in my work unit is positive.	3.9	4.8	0.9
I have confidence in the College leadership.	3.9	4.6	0.7
The College is headed in the right direction.	3.9	4.6	0.8
The working conditions at TCTC have improved over the past several years.	3.8	4.6	0.8
I feel that my contributions are important and valued.	3.8	4.6	0.8
Improvements in work processes are encouraged and valued.	3.8	4.5	0.8
Administrators (President VPs) are open and honest in their communications.	3.7	4.6	0.9

＊ *Items were rated on a five point scale from 1 (little agreement/low importance) to 5 (Significant agreement/high importance)

C. Financial Accountability and Accreditation:

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 nine years, and the report for the year ending June 30, 2009, has been submitted for review for the same award. The award recognizes adherence to the highest standards of fiscal accountability and transparency.

In June 2009, the College was unconditionally reaffirmed by the Southern Association of Colleges and Schools, the accrediting body for the Southeast. The reaffirmation process requires significant documentation of adherence to stringent criteria for regulatory, fiscal and legal responsibility, and to environmental safety standards.

D. Organizational Citizenship: 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.