

Accountability Report Transmittal Form

Organization 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



Annual Accountability Report
Fiscal Year 2011-2012

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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 2011-12

- Implemented Smarter Measure software to assess student's readiness to learn primarily in an online environment but is also applicable to their overall readiness for college.
- Connect to College graduated twenty students, this fiscal year, through the initiative that serves high school dropouts age 17-20 who qualify for this unique program and live in Anderson, Oconee, and Pickens Counties.
- Broke ground on Anderson County Quickjobs Development Center. The 5,720 square-foot facility will include three classrooms, offices, and a lab/shop area.
- Secured long-term solution to Bridge Housing with Clemson agreeing to take on the residence life part of the Bridge program in 2015.
- Established veteran services on the Pendleton Campus and established a College-wide student organization for Veterans.
- Organized an Institutional Effectiveness office under the President responsible for strategic planning and institutional research.
- Established the President's Advisory Council consisting of deans and directors throughout the College to assist the College in being a more effective institution and to foster college-wide communication and promote transparency across all levels with particular emphasis on strategic issues.

- Refined the key performance indicators used by the College to evaluate the institution's efficiency and effectiveness and movement towards strategic objectives. Indicators range from individual program level to the institution as a whole.
- Received, for the 11th consecutive year, the Government Finance Officers Association of the United States and Canada awarded the College's Business Affairs Division a Certificate of Achievement for Excellence in Reporting for its comprehensive annual financial report.
- Raised over \$5,000,000 for the Tri-County Technical College Foundation's first-ever major gifts campaign. Among the business and industry contributors were Schneider Electric, BASF, Reliable Automatic Sprinkler, Itron, and Sandvik.
- Received a \$100,000 donation from SC Asphalt Pavement Association to create an asphalt materials lab on the Pendleton Campus. The lab will provide a trained workforce for the asphalt industry, facilitate research, and encourage growth in the industry.
- Implemented 24/7 monitoring of major information technology systems to minimize system downtime and secured all necessary hardware needed for disaster recovery and business continuity.
- Completed Phase I of the Industrial Technology Center (ITC) and obtained approval and funding to begin construction of Phase II. The 42,000 Center will house a state-of-the-art training facility for welding and heating, ventilation, and air conditioning programs.

3. Key Strategic Goals for Present and Future Years

- **PROGRAM STRATEGY:** Identify the educational programs and services we will offer in the future, as well as how, where, and when we will deliver them.
- **STUDENT SUCCESS STRATEGY:** Develop approaches and capabilities that help our students achieve and exceed their goals.
- **STUDENT LIFE STRATEGY:** Create an environment that attracts and retains students and makes their student experience enjoyable and memorable.
- **INTEGRATION STRATEGY:** Strengthen relationships and collaboration between the College and the community.
- **PEOPLE STRATEGY:** Ensure we have the right people in the right positions equipped and highly motivated to achieve our goals of service, instructional, and operational excellence.
- **EXTERNAL COMMUNICATION STRATEGY:** Formulate and communicate our value proposition to audiences that have a vested interest in our services.
- **FACILITIES AND INFRASTRUCTURE PLANNING:** Construct, upgrade, refurbish, and acquire facilities, equipment, real estate and technology needed to deliver outstanding educational programs and services.
- **FUNDING STRATEGY:** Manage and develop financial resources to support our plan.
- **CULTURAL ADAPTATION:** Cultivate attitudes, habits, and a mindset integral to achieving our vision.

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 through Community and Connections Initiative:** The initiative is a three-pronged approach to improving student retention, persistence, and success through the development of an extended orientation, learning communities, and an academic support network.
- **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. The report serves both formative and summative assessment functions.

As a component of the 2013-2015 strategic planning process, initiatives were developed for each College Priority based on a self-assessment that incorporated feedback and research from numerous data sources, including the 2010-2011 Baldrige assessment. Specific examples of planned improvement activities resulting from the formative self-assessment include the following:

- Engaging a 3rd party and completing a service area needs assessment. Analyzing the results and integrating them into the College's planning process.
- Defining retention strategies and building a plan with deliverables, timing, and costs.
- Designing and implementing an Academic Advising center.
- Securing County financial commitment for a Student Success Center on the Pendleton campus.
- Developing baseline metrics regarding workforce diversity and a biannual review process
- Completing renovations of the facility that will become the College's new Industrial Technology Center and successfully relocating the Welding, HVAC, and Construction programs to the center.
- Designing a robust Institutional Effectiveness process.

The report is used as a summative assessment in helping the College to determine the status of compliance with Southern Association of Colleges and Schools (SACS) accreditation requirements.

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.

Main Educational Program, Offerings, and Services

Through face-to-face or distance instruction, Tri-County's primary educational programs include:

- Health Education: Medical Laboratory Technology; Expanded Duty Dental Assisting; Nursing; Practical Nursing; Surgical Technology; Veterinary Technology; Medical Assisting; and Pre-Pharmacy
- Industrial and Engineering Technology: Engineering Graphics Technology; General Engineering Technology; Heating, Ventilation & Air Conditional Technology; Industrial Electronics Technology; Industrial Supervision Technology; Machine Tool Technology; Mechatronics Technology; and Welding Technology
- Business and Public Services: Accounting; Administrative Office Technology; Computer and Information Technology; Criminal Justice Technology; Early Childhood Development; Management; and Radio and Television Broadcasting
- University Transfer: Arts, Science, and General Studies
- Corporate and Community Education: Health Care, Business and Industrial Training, Computer Training, Community Interest, and Licensing and Certification in a variety of fields

To aid students who are not academically prepared for college-level work, Tri-County offers developmental coursework in English, Mathematics, and Reading. The College also offers college skills courses designed to improve students' study skills, problem solving, critical thinking, and sense of personal responsibility.

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. Operating Locations

- Anderson Campus, 511 Michelin Blvd, Anderson, SC 29625
- Oconee Campus at Hamilton Career Center, 100 Vocational Dr, Seneca, SC 29672
- Pendleton Campus, 7900 Highway 76, Pendleton, SC 29670
- Easley Campus, 1774 Powdersville Rd, Easley, SC 29642

4. Number of Employees - Fall 2011

- Faculty
 - 141 full-time
 - 336 part-time
- Staff
 - 164 full-time
 - 137 part-time

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 country. 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 recently opened campuses in the cities of Anderson and Easley, and expanded offerings at the Hamilton Career Center.

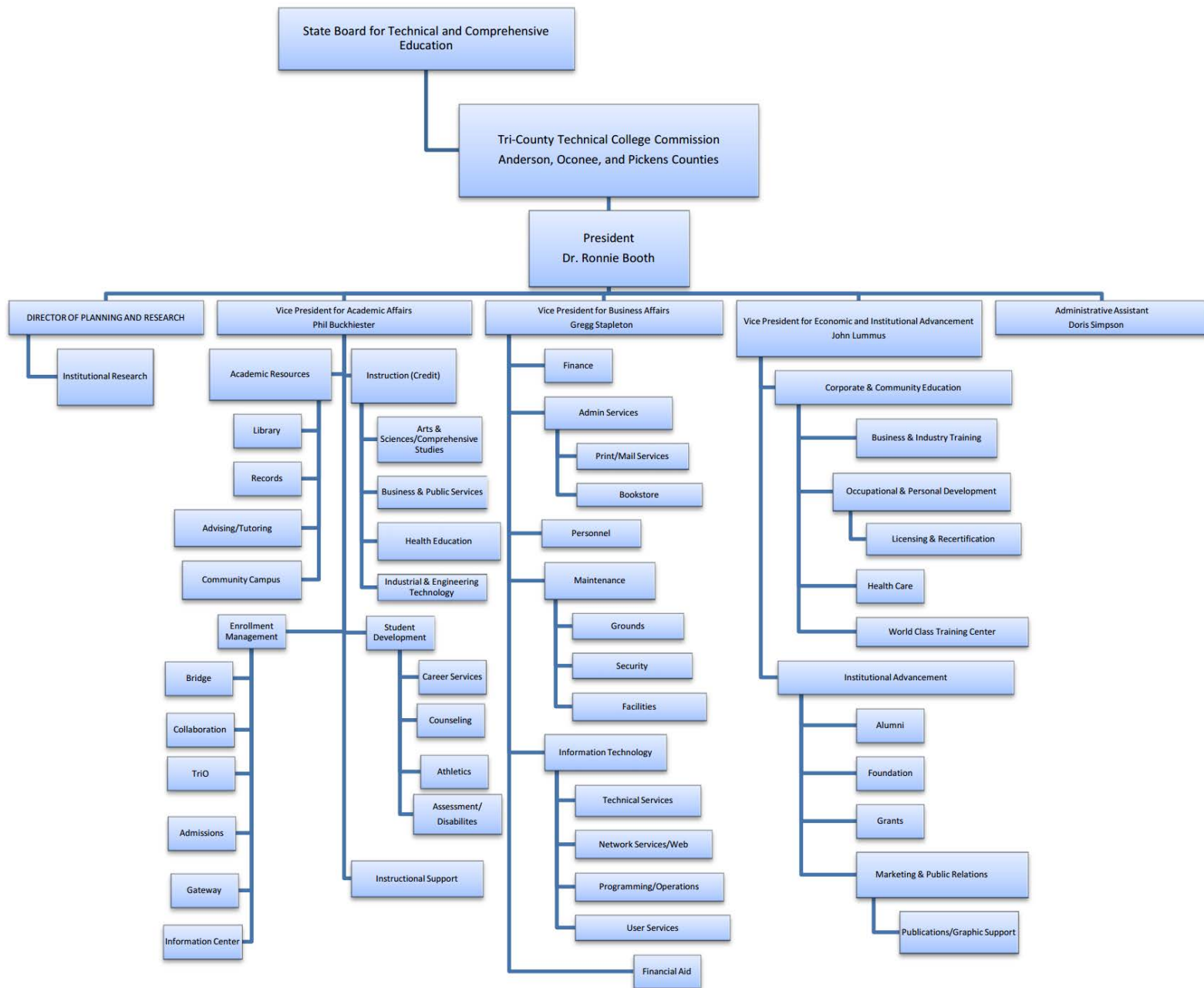
Challenges

- Meeting community needs in a time of declining State support
- Implementing multiple initiatives with limited human resources (e.g. the Learning through Community and Connections 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

11. Organizational Structure



12. Expenditures/Appropriations

BASE BUDGET EXPENDITURES AND APPROPRIATIONS

	FY 10-11 Actual Expenditures		FY 11-12 Actual Expenditures		FY 12-13 Appropriations Act	
Major Budget Categories	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$17,842,552	\$5,074,951	\$19,367,398	\$6,210,945	\$20,329,403	\$6,360,945
Other Operating	\$12,579,964		\$12,907,993		\$15,109,427	
Fringe Benefits	\$4,912,913	\$1,268,738	\$5,698,677	-	\$5,741,456	-
Non-recurring		\$97,367	-	\$29,903	-	-
Total	\$35,335,429	\$6,441,056	\$37,974,068	\$6,240,848	\$41,180,286	\$6,360,945

OTHER EXPENDITURES

Sources of Funds	10-11 Actual Expenditures	11-12 Actual Expenditures

13. Major Program Areas Chart

Program Number and Title	Major Program Area Purpose (Brief)	FY 09-010 Budget Expenditures	FY 10-11 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: \$ 6,441,056 Other: \$ 28,894,373 Total: \$ 35,335,429	State: \$ 6,240,848 Other: \$ 31,733,220 Total: \$ 37,974,068	7.3 -.7.3.5

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

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

Senior leaders maintain adequate focus throughout the institution to achieve strategic objectives by effectively managing the strategic planning process, which includes college-wide objectives as well as those that are unique to the different institutional divisions. The process is described in Category 2. At the end of each year, every division is required to review its goals in relation to the mission of the College and assess progress. The individual reports are integrated into a single document and reviewed by senior leaders and the College Commission. All documents are published on the College's portal in a special channel that organizes the resources related to College operations, such as strategic plans and reports, policies and procedures, and organizational structure.

Through extensive input from faculty, staff, Commission, and community partners, the College created a ten-year futuring document to frame the broad goals that will guide the institution over the next decade. Three-year strategic plans and specific benchmarks for institutional performance are then created to realize the vision and assess progress.

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

Senior leaders develop and regularly review policies and procedures to ensure compliance with legal and regulatory requirements. In addition, the College employs 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 eleven 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
- Employee/Faculty Performance Management System

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, institutional support for professional and personal development, and approval/financial support for new projects or initiatives.

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 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.

Senior leader established the President's Advisory Committee which is made up of key personnel at the College to:

- Provide an avenue for the professional development of future leaders (e.g. allow other College personnel to attend meetings/shadow).
- Assist the College in being a more effective institution.
- Promote accountability; celebrate success.
- Establish, build, and refine an intentional institutional culture as defined in the College's ten-year vision
- Foster college-wide communication and promote transparency across all levels with particular emphasis on strategic issues
- Utilize the subject matter expertise of group members to allow for the efficient exchange of information and ideas

This committee reviews data and metrics to ensure the College is making progress toward achieving its strategic goals; discusses possible interventions/actions as appropriate to ensure alignment; participates in the Strategic Planning process; serves as a "think tank" to address cross-functional issues and arrive at intent; and recommends processes for moving forward and establish outcomes

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 college-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 College-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; 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.

Senior leaders recognize outstanding faculty and staff through an annual Presidential Medallion award, nominate faculty for the annual Governor's Award, nominate faculty and staff for Educator of the Year awards at the SC Technical Education Association meeting, and recognize group and committee work at various College-wide meetings.

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?

The President's performance is reviewed annually by the SC Agency Head Salary Commission. The President evaluates all vice presidents annually as required by the Employee Performance Management System. Senior leaders are also 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:

- Institutional dashboard: Enrollment; Student to Full-time Faculty Ratio; Faculty Salaries as Percentage of Regional Average; FTE; Student Minority Representation; Personnel Turnover; Graduation Rate; Faculty Minority Representation; Employer Satisfaction; Student Success Rate; Employee Minority Representation; 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.
- In-house student, graduate, employer, alumni, and employee satisfaction survey results.
- Student learning and support service outcome assessments; administrative unit improvement summaries.
- National student satisfaction surveys including Noel-Levitz and the Community College Survey of Student Engagement 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 shape the research agenda and endorse changes suggested by the Institutional 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?

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 a mechanism for any individual to communicate directly with the President through an anonymous comment box the public website.

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 Bluegrass Under the Stars, held in conjunction with the town of Pendleton’s annual Spring Jubilee. 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 Dean of Enrollment Management is responsible for planning, implementing, and evaluating programs and activities that establish and enhance educational collaborative efforts with secondary schools.

Tri-County's students are 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 participating in blood drives, collecting and donating food for local charity organizations, adopting children for the Christmas Angel Tree Project, participating in the National Day of Action Program, collecting contributions for breast cancer awareness, and registering voters.

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.

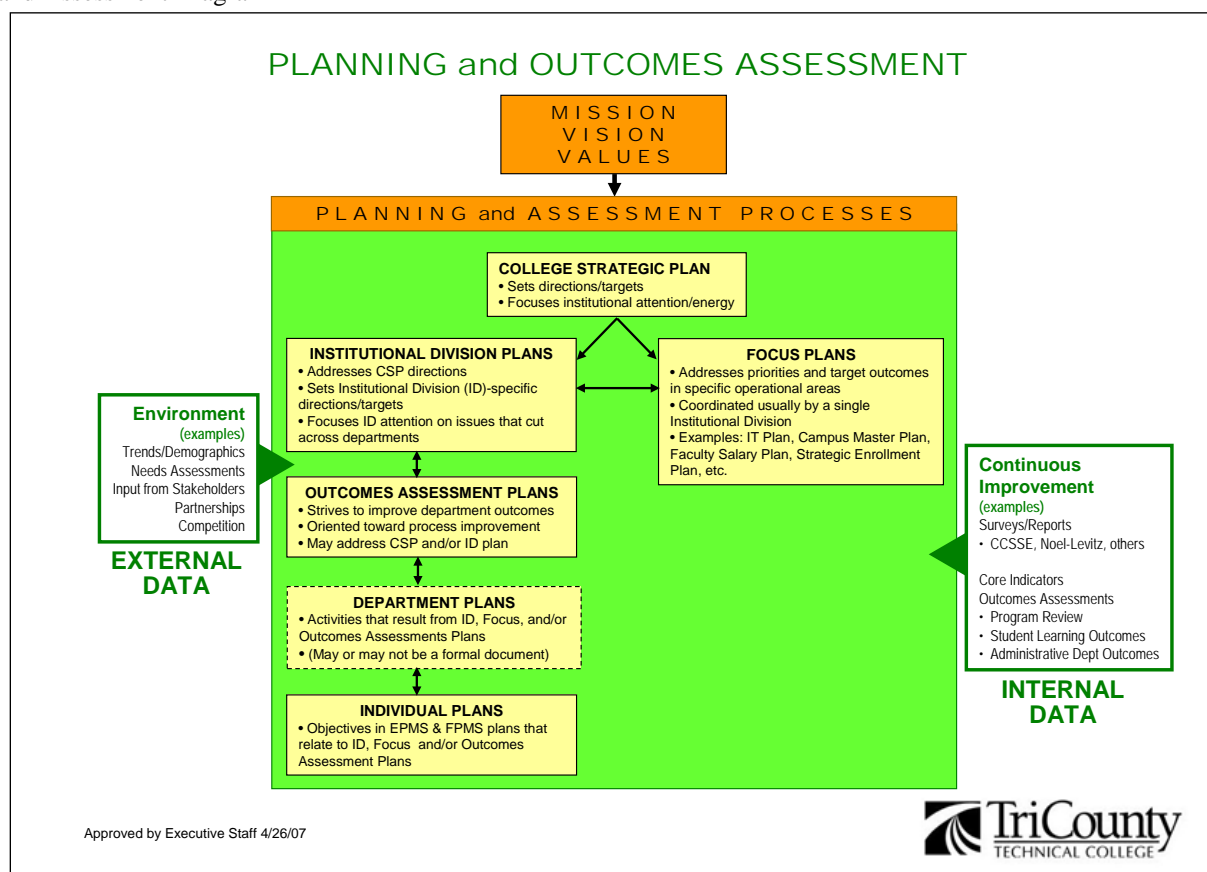
Category 2 - Strategic Planning

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

Program Number and Title	Supported Agency Strategic Planning Goals/Objectives	Related FY 10-11 and beyond, Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s) (Timeline: 2011-2013)	Key Cross References for Performance Measures *
II. A, B, & E Instructional Programs	Identify the educational programs and services we will offer in the future, as well as how, where, and when we will deliver them.	<ul style="list-style-type: none"> Develop new credit curriculum Improve the Outcomes Assessment Process Enhance instructional delivery and support Create business continuity plans Strategically grow community campuses and centers 	7.4.1, 7.6.A
	Develop approaches and capabilities that help our students achieve and exceed their goals.	<ul style="list-style-type: none"> Improve infrastructure to support student success Develop comprehensive plan to improve retention Revise the matriculation process Revise processes to support student success Provide academic support and services that improve student success Improve curricula and instruction to improve student learning 	7.1.x
	Create an environment that attracts and retains students and makes their student experience enjoyable and memorable.	<ul style="list-style-type: none"> Enhance the student grievance process Expand co-curricular opportunities Develop and implement a Bridge to Clemson minority student and recruitment and mentoring plan	7.2.1, 7.2.2, 7.2.3, 7.2.4
	Strengthen relationships and collaboration between the College and the community.	<ul style="list-style-type: none"> Develop collaborative opportunities with area high schools Expand collaborative opportunities with Clemson University Expand collaborative opportunities with other higher education institutions Expand collaborative opportunities with Adult Education Centers Explore community engagement opportunities 	7.6.A, 7.6.D
	Ensure we have the right people in the right positions equipped and highly motivated to achieve our goals of service, instructional, and operational excellence.	<ul style="list-style-type: none"> Expand the College's diversity program Foster professional development Implement a succession planning process 	7.4.17.6.A
	Formulate and communicate our value proposition to audiences that have a vested interest in our services.	<ul style="list-style-type: none"> Fully define Tri-County's value proposition and incorporate into both internal and external communications and marketing materials Target additional key audiences 	7.6.A, 7.6.D

	Construct, upgrade, refurbish, and acquire facilities, equipment, real estate and technology needed to deliver outstanding educational programs and services.	<ul style="list-style-type: none"> Plan and develop new facilities Enhance existing campuses Leverage use of Information Technology 	7.5.3, 7.6.A
	Manage and develop financial resources to support our plan.	<ul style="list-style-type: none"> Pursue funding from donors and grants Evaluate the viability of performance contracting as a financing alternative for projects that generate substantial operating expense savings Maintain fiscal stability 	7.3.1, 7.3.2, 7.3.5, 7.3.6
	Cultivate attitudes, habits, and a mindset integral to achieving our vision.	<ul style="list-style-type: none"> Develop a Sustainability Program Develop a comprehensive college-wide bonus program based on goal achievement Foster a culture of evidence 	7.4.1, 7.4.2

Figure 1. Planning and Assessment Diagram



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

THE PLANNING PROCESS

The College’s planning process is coordinated through the Institutional Effectiveness Office.

The planning cycle begins with a review of the mission, vision, and values followed by the development of a rolling three-year strategic plan. The plan is updated each year by adding a new year and dropping the previous year out. 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 continual 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 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 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 College Strategic plan is 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 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 are 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.

Advisory Committee Surveys comprised of local area business leaders and program personal are conducted annually for each academic program for use in identifying improvement activities.

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.

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.

On-going SACS Compliance Audit at the institutional level provides detailed analyses of major weaknesses and areas in need of improvement.

Program-specific Accreditation Review for some College programs. The College has 7 programs in two divisions (Health Education, and Business and Public Services) accredited by agencies recognized by the South Carolina Commission on Higher Education. These programs undergo a thorough periodic review by accrediting agencies, and recommendations from this process are used to make improvements.

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 Institutional 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, the strategic priority, “People Strategy” specifically addresses supporting and enhancing the professional capabilities of employees. The priority also addresses the need to support the personal enrichment of employees. The “Program Strategy” specifically addresses managing the College’s human resources to effectively deliver programs in a multi-campus environment.

E. For Long-Term Sustainability

The Campus Master Plan addresses the long-term development of facilities. The plan provides the framework for making decisions about how to prioritize and fund initiatives to ensure that the College maximizes the use of its physical resources.

Comprehensive Fiscal Forecast Modeling addresses long time financial stability. The Vice President for Business Affairs maintains a ten-year fiscal model incorporating major drivers of fiscal stability. The model is used for evaluating the potential impact of changes in the business environment in support of data driven budgeting.

Business Continuity Planning provides the basis for ensuring that the College can continue to operate in the event of a significant disruption to operations. The College is in the process of creating a comprehensive plan for all major areas of the College in the event of an emergency. The new plan will be an extension of the College’s current Safety and Security plan.

Institutional Core Indicators indicate the health of the College by measuring and analyzing key metrics of performance that are vital to long-term sustainability. These metrics include 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 Institutional 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 year 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 “Program Strategy” strategic objective addresses the challenge of logistical planning for additional campuses.
- The “Student Success Strategy” strategic objective addresses the challenge of decreasing the student attrition rate.
- The “Student Life Strategy” strategic objective addresses the challenge of decreasing the student attrition rate.
- The “Integration Strategy” strategic objective addresses the challenge of identifying creative ways to save money and do more with our current funding.
- The “People Strategy” strategic objective addresses the challenge of decreasing the student attrition rate.
- The “External Communication Strategy” strategic objective addresses the challenge of identifying creative ways to save money and do more with our current funding.
- The “Facilities and Infrastructure Planning” strategic objective addresses the challenge of logistical planning for additional campuses.
- The “Funding Strategy” strategic objective addresses the challenge of identifying creative ways to save money and do more with our current funding.
- The “Cultural Adaptation” 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 the plan is developed. Multiple employee meetings are scheduled each cycle to gather feedback on new and revised initiatives to improve communication and increase buy-in for the process.

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?

After the Strategic plan has been approved by the College Commission, the vice presidents work with employees throughout their respective divisions to develop the division-specific plans. Each 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 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 plan is 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.

Strategic objectives, action plans, and performance measures assigned to an individual are included in that person's in the annual performance appraisal.

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 also 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 needs for programs, offerings, and services.

The College follows the year-and-a-half State procedure for developing a new degree program. The procedure involves extensive study of the need and projected impact. New certificate 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 addressing changing student, stakeholder, and market focus. The new knowledge of trends and methods is 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 including 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 level through numerous methods including surveys, focus groups, and informal discussions.

The College leadership uses several outreach mechanisms to keep its listening and learning methods current with changing stakeholder needs. For example, the President has recently created an advisory committee consisting of all the primary supervisors on campus to provide a body for data review, institutional communication, and supporting the strategic planning process. 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.

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 from stakeholders, and then using the information 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.

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 class 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 advisory committee meetings to discuss current work, plan ways to make the programs even more responsive to community needs, and review continuous improvement efforts.

Community Interest Data related to potential new programs is collected by the information center and provided to academic program coordinators to help validate new program development.

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. These assessments include:

- Annual student, graduate, faculty/staff, and employer satisfaction 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 assessments 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 rigorous academic programs 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 classes. Instructors are required to hold posted office hours to encourage and welcome students to communicate. 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 through Community and Connections (LC²) initiative 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 LC² learning communities. The core of the initiative is integrating learning experiences to support the transition to the post-secondary environment, a vital component of the College's retention improvement strategy.

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 one thousand stakeholders are invited to campus for an overview of College accomplishments and plans. Another example is the annual principals' breakfast to 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 to 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 South Carolina Technical College System, Southern Association of Colleges and Schools, and Department of Education 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 a sensitive nature, such as sexual harassment. The progressive system attempts to resolve disputes at the lowest level possible, while providing equal opportunity for parties on both sides of a dispute to present data.

To help ensure the prompt, efficient resolution of a grievance, well-defined 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. Accordingly, the College has developed a comprehensive process to measure and track 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, specific departmental leaders are assigned to 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 of 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.

The College has a full-time position to conduct ongoing 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, and employer 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 Institutional Effectiveness Office or by other departments or individuals.

The College employs two nationally normed survey instruments, the Noel-Levitz Student Satisfaction Inventory 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?

The College has established benchmarks and goals for internal strategic objectives to assess the success of the strategic plan in helping the College to achieve its mission.

Comparative data and information are also 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. The Executive Staff has refined benchmarking goals in relation to the baseline results from the Noel-Levitz Student Satisfaction Survey. The College participates in the Community College Survey of Student engagement. Both of these nationally-normed instruments aid the College in identifying and indexing performance in key operational and strategic areas.

The College routinely scans other information, such as Census Bureau population, high school enrollment, and labor market trends of the College's service area and beyond.

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 Institutional 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 Research Department also routinely provides data and reports for external stakeholders.

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. Relevant research products and data are also provided on the College's public website.

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 on 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.

College data are backed up every night and copies are stored both locally and at a remote location.

Availability

Methods of ensuring that information and data are available include redundant data storage and hardware; 24/7 system monitoring for performance and uptime; and a well-staffed and qualified Service Desk to provide user support.

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 Institutional Effectiveness Office serves as a resource to the Executive Staff by coordinating the planning process and 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?

Organizational knowledge is maintained in various College documents, such as the Policy and Procedure Manual, office-specific procedure manuals, Employee Handbook, Faculty Guide, meeting minutes, course syllabi, audit reports, mandated state and federal reports, accreditation reports, planning documents and other official documents of the College.

Many offices at the College employee cross training to promote transfer of relevant organizational information. All major functional areas of the College participate in a system-wide peer group organization to address institutional issues, share best practices, and facilitate professional development.

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.

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 utilizes a committee structure and a project management process to organize and manage the work of its workforce. The committee structure is guided by the College's Committee Structure Policy and Procedure, and the project management process is guided by the College's Project Management Procedure. Committees are established to advocate for the needs and interests of the faculty and/or staff and provide mechanisms for open communication and input to administrative units of the College; provide input and guidance to academic programs or organizational unit(s) of the college; and/or provide mechanism for open communication. Projects are established to complete any non-routine work that results in the construction or implementation of new facilities, equipment, or information technology systems or that substantially modifies existing facilities, equipment, or systems. This approach provides a mechanism for faculty, staff, and students to cooperate, show initiative, be empowered, and innovate. In the spirit of promoting a culture of innovation and

improvement, committees and project groups post their minutes, if required by the committee charter, and electronically share findings with the rest of the College.

The President has established a “pay-for-performance” system to encourage and reward top performers, though drastic budget cuts over the last three years have limited the College’s ability to make the awards. 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, 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 certificate in higher education leadership program; a South Carolina Technical College System leadership program; and local, county, and city leadership programs.

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

- The College publishes 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 an annual professional development day 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, 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 the College. Adjunct faculty members are evaluated in accordance with the Adjunct Faculty Orientation, Supervision, and Evaluation Procedure. Additionally, students evaluate instruction in all classes 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. The documents include a planning stage document with job functions and success criteria, objectives, performance characteristics, a 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 class 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 for the Executive Staff of the College a list of employees who can retire in the near future. 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.

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:

a. Development of personal leadership attributes

The College has several processes in place to support the development of leadership attributes in employees including 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.

b. Development of organizational knowledge

Funds are budgeted for the coordination of cross-unit, individual and unit-appropriate activities. 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.

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.

c. Ethical practices

The College provides all employees with a copy of the South Carolina State Ethics Commission – Rules of Conduct. All employees are given access to a resource guide that details expected standards of behavior. Employees are instructed to review the website listing all State and local policies and procedures. All employees are expected to comply with these regulations.

d. Your core competencies, strategic challenges, and accomplishment of action plans

Faculty and staff are engaged in developing the strategic objectives of the College and are actively involved in developing the rolling three-year plan based on these strategic objectives. All activities in the plan are assigned to individual faculty and staff as personal objectives in the EMPS/FPMS evaluation to assure communication and execution of plan initiatives.

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

In addition to the systems described in section 5.3, the College assesses its workforce capability and capacity needs by analyzing the work requirements in relation to the department mission. 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 information on 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 and 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 WHAT FORMAL AND/OR INFORMAL ASSESSMENT METHODS AND MEASURES TO YOU USE TO OBTAIN INFORMATION ON WORKFORCE WELL-BEING, SATISFACTION AND MOTIVATION?

The College uses the following methods for obtaining information on employee well-being, satisfaction, and motivation:

- Annual faculty/staff surveys on topics such as workplace satisfaction, culture, diversity, and discrimination.
- Annual EPMS/FPMS and supervisor evaluations.
- Anonymous feedback system for all employees to raise concerns directly with the President.
- Unit and department staff meetings.

5.11 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.

5.12 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 special channel dedicated to health is published on the College's web portal and contains links to health resources. The College distributes various printed materials on health and safety issues, and regularly schedules activities that promote health and well-being including during the annual professional development day held each fall. 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 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 uses an Emergency Text Messaging System to communicate emergency information. This service is provided to all active employees and students who opt in to receive emergency text messages. It is offered on a voluntary basis. In order to receive these notifications, students and employees must have a mobile device that can receive text messages and a service plan with your provider that enables receipt of such messages. The service is only used by the college's administration to send text messages to cell phones when an emergency situation has been determined to present a safety or security threat to students or employees on our campuses.

The College publishes, in print and on the web portal, campus safety information for all students and employees listing safety regulations, emergency procedures, crime prevention techniques, and the campus security reports. 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.

There are eighteen emergency phones located inside College buildings and in parking lots on the main campus and two at both the Anderson site and Easley site.

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.

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

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

Category 6 – Process Management

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

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

- Credit offerings (freshman and sophomore collegiate level) in arts and sciences, business and public services, health education, and industrial and engineering technology;
- 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 workforce and produce student and stakeholder value”) are as follows:

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

The College’ planning and budgeting process and assessment process are designed to incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors. Programs gather information for use in these processes through the following methods.

- Meetings with advisory boards held at least twice a year
- Information gathered from professional development activities funded by the College
- Meetings held within the College within departments and across divisions
- Prioritization of IT upgrades and facilities upgrades determined by the College priorities
- Accreditation agencies

Each credit program conducts an annual program outcome assessment to ensure adequate emphasis on ongoing continuous improvement. Outcomes, criteria for success of those outcomes, and means for measuring the outcomes are informed the means listed above. As programs assess outcomes and field dynamics, they identify needed upgrades in procedures and/or technology, as well as the need for new programs.

Each program participates in the College’s annual planning process to determine tasks that will be completed to assist the College in meeting strategic objectives determined by representatives of the College’s constituencies. This information informs the programs’ annual budget request.

6.5 HOW DO YOU SYSTEMATICALLY EVALUATE AND IMPROVE YOUR WORK PROCESSES?

Both credit and non-credit programs incorporate feedback from advisory board evaluations and/or external program accreditation reviews into improvement plans. Credit programs are evaluated annually for viability by the State Board for Technical and Comprehensive Education. Program department heads and deans review programs (including student learning outcomes, grade distributions, student evaluations, etc.) to identify areas for improvement.

In addition to external evaluations, each unit has established its own assessment measures/indicators that address key work processes. 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 has led to the creation of day-to-day assessment, including assessment techniques to continually gauge learning in the classroom, learning reflection exercises in classroom and development activities, and mini-assessment forms for gauging stakeholder satisfaction with services.

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

The College's key support processes are Alumni, Foundation, Grants, Marketing and Public Relations, Finance, Administrative Services, Human Resources, Physical Plant, Information Technology, Institutional Research and Evaluation, Library, Auxiliary Services, Instructional Support Services, Admissions, Student Development, Financial Aid, Student Records, and Collaboration.

Each support unit has established its own assessment measures/indicators helping to ensure that that data most relevant to the unit's mission are used. All support units use a combination of direct and indirect measures as appropriate. The units gather data, analyze that data, and design improvement activities following the College's Administrative Units Assessment Process.

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

The College's Commission, 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 budgets 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 twelve years. The report for the year ending June 30, 2012, will 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. College 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.

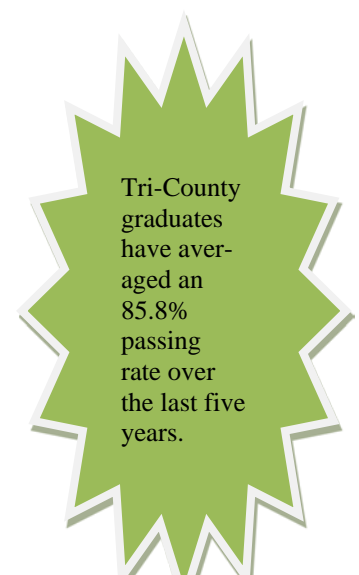
FTE: Full-time equivalent. FTE is used to equalize part-time and full-time enrollment and provide a standard for comparison by dividing total credit hours of instruction for a 12-month period by 30.

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

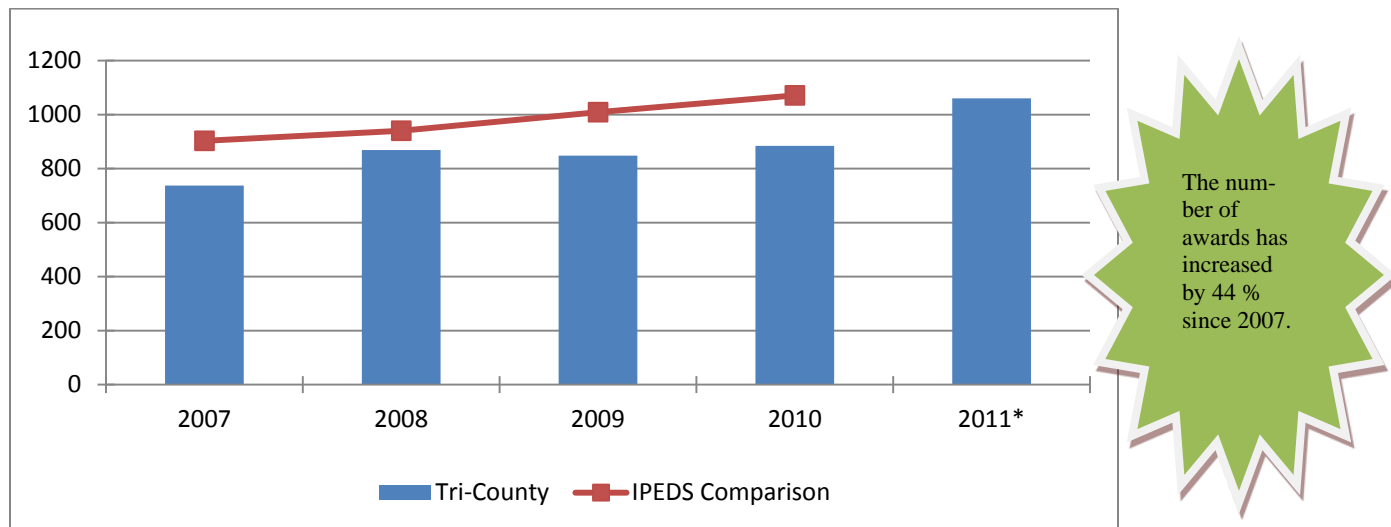


Source: TCTC Performance of First-Time Professional Curriculum Program Graduates on Licensing and Certification Examinations

Note: The disciplines measured include Associate Degree Nursing, Medical Assisting, Medical Laboratory Technology, Practical Nursing, Surgical Technology, 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 2007-08 to 2011-12, Tri-County improved the passing percentage by 1.6%. Tri-County graduates have averaged an 85.8% passing rate over the last five years, exceeding the national average by almost 4%.

Figure 7.1-2 Total Academic Credentials Awarded

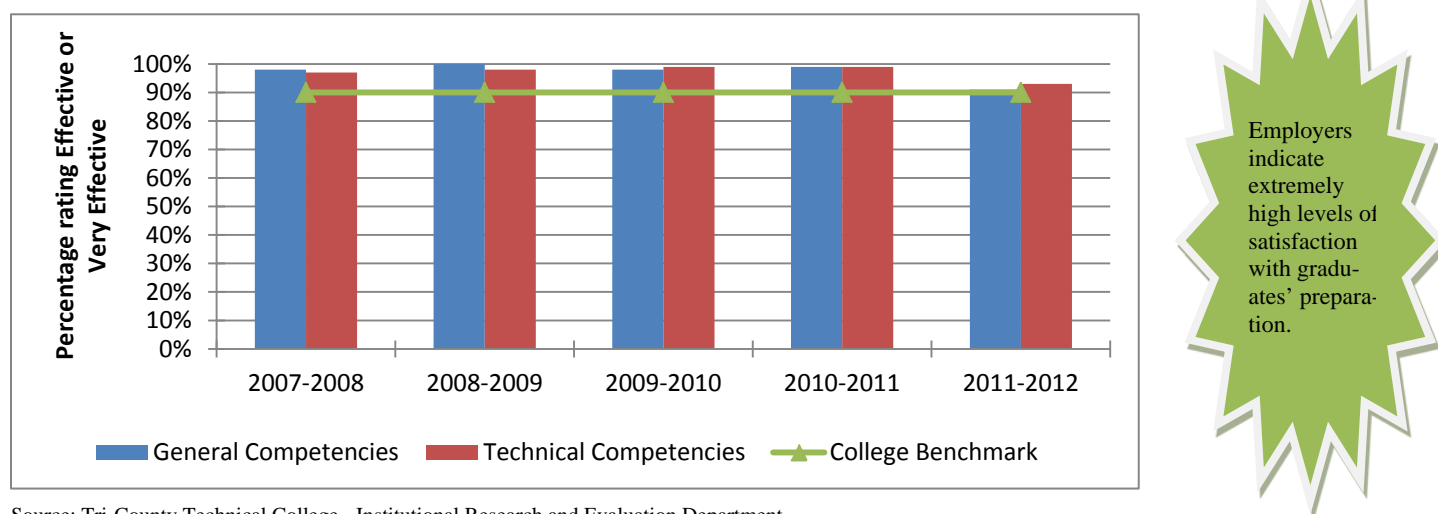


Source: IPEDS Peer Analysis System

* IPEDS Comparison group data not available

Figure 7.1-2 presents the number of academic credentials awarded for the academic years 2007 to 2011. The number of awards has increased by 44% since 2007.

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

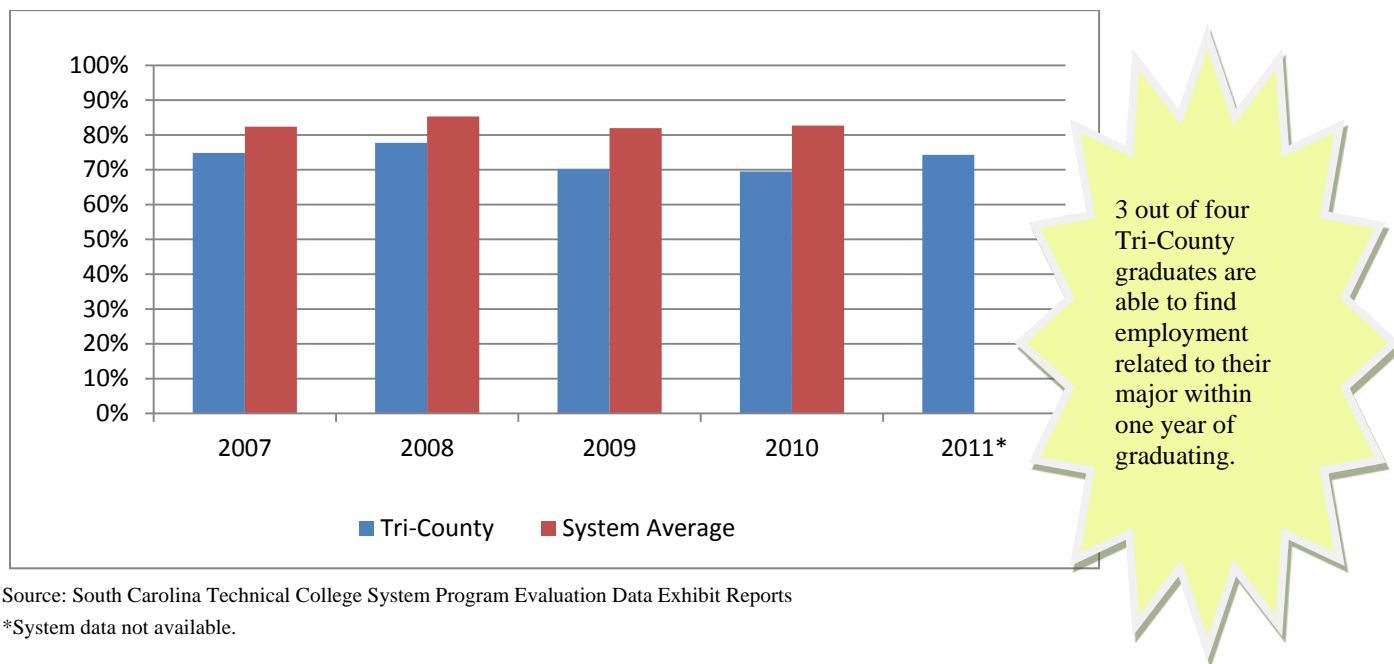


Figure 7.1-4 indicates the average placement rate, which is the percent of award recipients available for placement employed in a related job or enrolled in school. Three out of four Tri-County graduates are able to find employment related to their major within one year of graduating. However, the College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

Figure 7.1-5 Graduation Rates for the 2004-2008 Cohorts

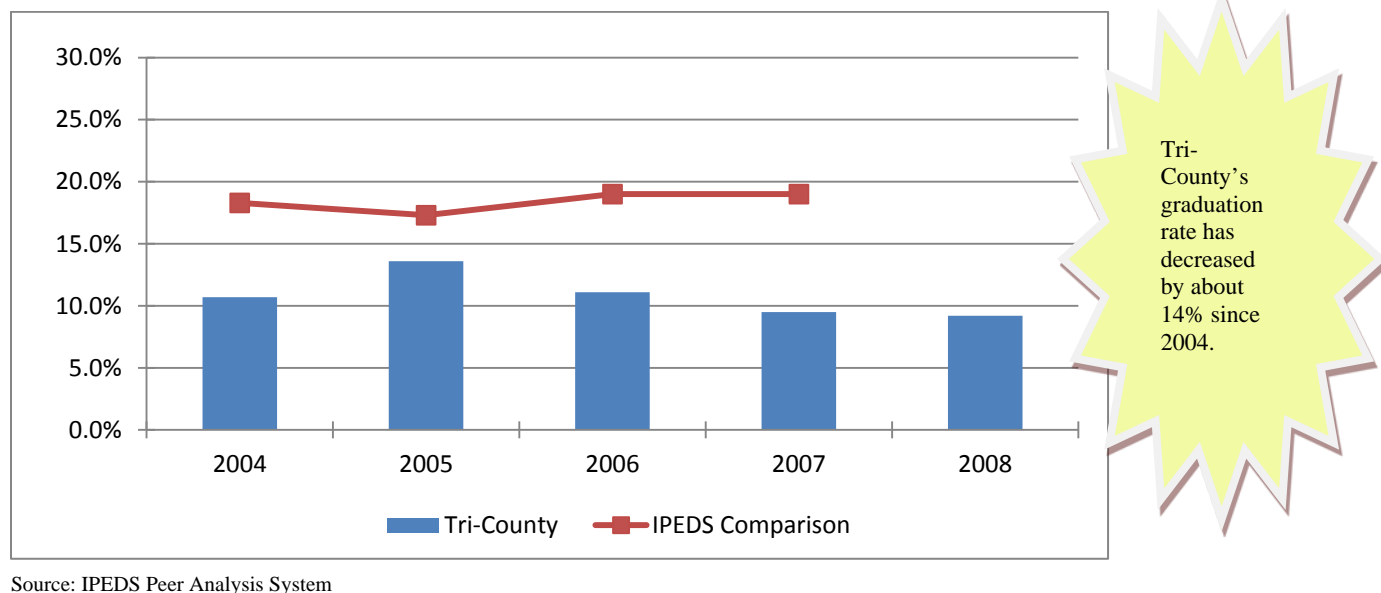
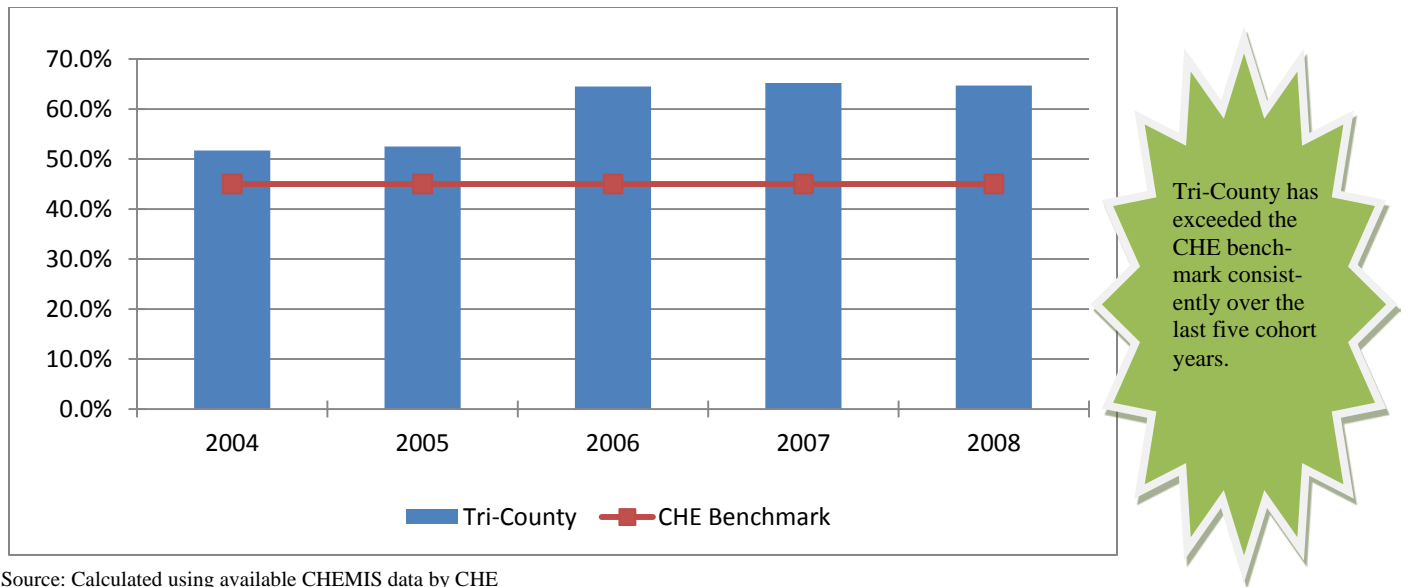


Figure 7.1-5 compares the graduation rates of Tri-County to the average rate from comparable schools across the southeast. Graduation rate is defined as the percentage of first-time, full-time degree-seeking students graduating within 150% of program time (3 years). For example, the 2008 cohort graduation

rate is as of fall 2011. Tri-County's graduation rate has decreased by about 14% since 2004. However, graduation rate does not include students who transferred to another college without earning an award.

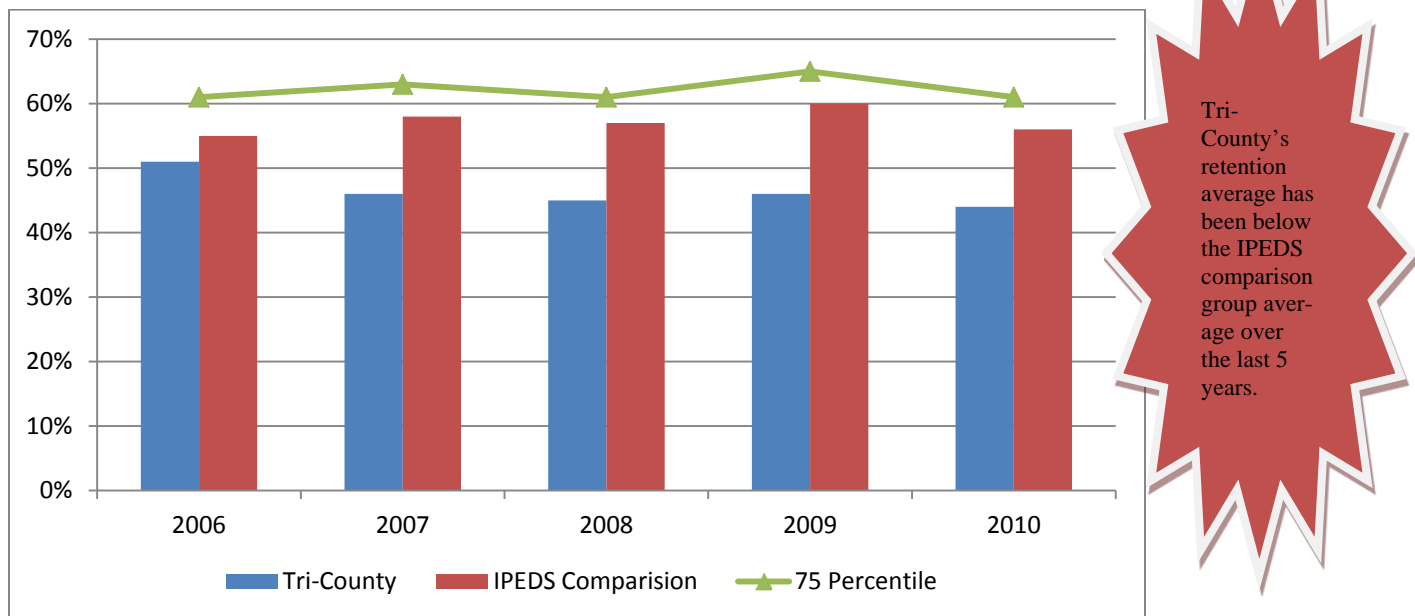
Figure 7.1-6 Success Rates for the 2004-2008 Cohorts



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 2008 cohort success rate is as of fall 2011. Tri-County has achieved or exceeded the CHE benchmark consistently over the last five cohort years.

Figure 7.1-7 Fall-To-Fall Retention of Full-Time Students




Source: IPEDS Peer Analysis System

Figure 7.1-7 compares Tri-County's fall-to-fall retention of full-time students. Retention is the percent of students enrolled or graduated from one fall semester to another. Tri-County's retention average has been below the IPEDS comparison group average over the last 5 years. The College has developed strategic objects to improve the retention rate.

7.2 STUDENT AND STAKEHOLDER SATISFACTION

Figure 7.2-1 2011 Noel Levitz Student Satisfaction Survey Scale Results


<div> <div>Tri-County Technical College - 12/2011</div> <div>Institutional Summary</div> <div>  <div>Student Satisfaction Inventory</div> </div> </div>							
Scale	Tri-County Technical College			National Community Colleges			Mean Difference
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	
▶ Student Centeredness	5.86	4.99 / 1.30	0.87	6.01	5.39 / 1.15	0.62	-0.40 ***
▶ Instructional Effectiveness	6.07	5.02 / 1.24	1.05	6.21	5.42 / 1.08	0.79	-0.40 ***
▶ Responsiveness to Diverse Populations		5.17 / 1.37			5.51 / 1.25		-0.34 ***
▶ Campus Support Services	5.34	4.73 / 1.19	0.61	5.50	4.98 / 1.18	0.52	-0.25 ***
▶ Safety and Security	5.90	4.91 / 1.21	0.99	6.05	5.03 / 1.20	1.02	-0.12 *
▶ Academic Advising/Counseling	6.15	4.99 / 1.45	1.16	6.17	5.20 / 1.33	0.97	-0.21 ***
▶ Admissions and Financial Aid	6.01	4.88 / 1.37	1.13	6.08	5.16 / 1.23	0.92	-0.28 ***
▶ Academic Services	5.93	5.24 / 1.16	0.69	6.08	5.49 / 1.06	0.59	-0.25 ***
▶ Registration Effectiveness	6.07	5.13 / 1.19	0.94	6.19	5.44 / 1.05	0.75	-0.31 ***
▶ Service Excellence	5.88	4.99 / 1.22	0.89	5.99	5.29 / 1.09	0.70	-0.30 ***
▶ Concern for the Individual	6.02	4.91 / 1.35	1.11	6.11	5.23 / 1.22	0.88	-0.32 ***
▶ Campus Climate	5.89	4.97 / 1.23	0.92	6.01	5.32 / 1.08	0.69	-0.35 ***
National Group Means are based on 186038 records							

Students indicate high levels of satisfaction, though lower than a national peer group

Source: Noel-Levitz Student Satisfaction Survey

Figure 7.2-1 presents the 2011 Noel-Levitz Student Satisfaction survey results. Students indicate high levels of satisfaction, though lower than a national peer group.

Figure 7.2-2 2011 Noel Levitz Student Satisfaction Survey Overall Results

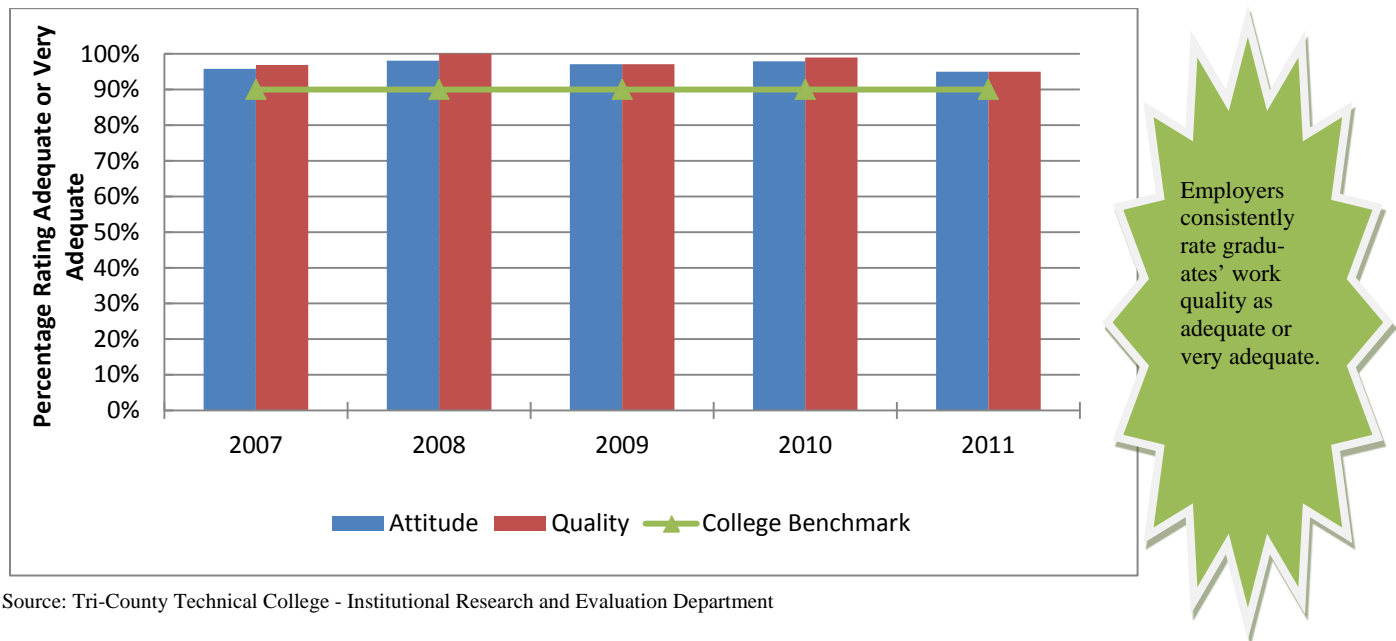
<div> <div>Tri-County Technical College - 12/2011</div> <div>Institutional Summary</div> <div>  <div>Student Satisfaction Inventory</div> </div> </div>			
Summary	Tri-County Technical College	National Community Colleges	Mean Difference
So far, how has your college experience met your expectations?	4.53	4.81	-0.28 ***
1=Much worse than expected	2%	1%	
2=Quite a bit worse than I expected	2%	1%	
3=Worse than I expected	9%	6%	
4=About what I expected	43%	37%	
5=Better than I expected	21%	25%	
6=Quite a bit better than I expected	8%	12%	
7=Much better than expected	11%	15%	
Rate your overall satisfaction with your experience here thus far.	4.94	5.46	-0.52 ***
1=Not satisfied at all	2%	1%	
2=Not very satisfied	4%	2%	
3=Somewhat dissatisfied	10%	5%	
4=Neutral	18%	11%	
5=Somewhat satisfied	18%	17%	
6=Satisfied	31%	40%	
7=Very satisfied	13%	20%	
All in all, if you had to do it over, would you enroll here again?	5.11	5.72	-0.61 ***
1=Definitely not	4%	2%	
2=Probably not	7%	4%	
3=Maybe not	5%	3%	
4=I don't know	13%	8%	
5=Maybe yes	14%	10%	
6=Probably yes	30%	31%	
7=Definitely yes	23%	39%	
Copyright 2012, Noel-Levitz, Inc.			

Students indicate high levels of overall satisfaction though lower than a national peer group

Source: Noel-Levitz Student Satisfaction Survey

Figure 7.2-2 presents the 2011 Noel-Levitz Student Satisfaction survey results. Students indicate high levels of satisfaction overall, though lower than a national peer group.

Figure 7.2-3 Employer Assessment of Graduate Work Attitude and Work Quality



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

Figure 7.2-3 presents employers' ratings of graduates' work quality. Employers consistently rate graduates' attitude and work quality as Adequate or Very Adequate.

Figure 7.2-4 2011 Noel-Levitz Employee Satisfaction Survey Item Summary

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Tri-County Tech			Comparison group			IMP Sign diff	SAT Sign diff
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP		
This institution promotes excellent employee-student relationships	4.59	3.67	0.91	4.59	3.70	0.90	NS	NS
This institution treats students as its top priority	4.65	3.60	1.05	4.68	3.64	1.03	NS	NS
This institution does a good job of meeting the needs of students	4.65	3.52	1.12	4.66	3.60	1.07	NS	NS
The mission, purpose, and values of this institution are well understood by most employees	4.35	3.57	0.79	4.28	3.43	0.86	NS	*
Most employees are generally supportive of the mission, purpose, and values of this institution	4.42	3.66	0.76	4.34	3.49	0.85	NS	**
The goals and objectives of this institution are consistent with its mission and values	4.46	3.74	0.72	4.39	3.54	0.86	NS	**
This institution involves its employees in planning for the future	4.42	3.57	0.85	4.37	3.07	1.30	NS	***
This institution plans carefully	4.50	3.55	0.95	4.50	3.20	1.29	NS	***
The leadership of this institution has a clear sense of purpose	4.61	3.69	0.92	4.57	3.38	1.20	NS	***
This institution does a good job of meeting the needs of its faculty	4.41	3.52	0.89	4.39	3.30	1.09	NS	***
This institution does a good job of meeting the needs of staff	4.42	3.36	1.07	4.38	3.15	1.22	NS	**
This institution does a good job of meeting the needs of administrators	4.27	3.88	0.39	4.17	3.67	0.50	*	**
This institution makes sufficient budgetary resources available to achieve important objectives	4.49	3.54	0.95	4.44	3.21	1.23	NS	***

RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Tri-County Tech			Comparison group			IMP Sign diff	SAT Sign diff
	IMP Mean	SAT Mean	GAP	IMP Mean	SAT Mean	GAP		
This institution makes sufficient staff resources available to achieve important objectives	4.39	3.41	0.98	4.36	3.10	1.26	NS	***
There are effective lines of communication between departments	4.48	3.02	1.46	4.40	2.80	1.59	NS	**
Administrators share information regularly with faculty and staff	4.50	3.36	1.14	4.43	3.11	1.31	NS	**
There is good communication between the faculty and the administration at this institution	4.48	3.36	1.12	4.43	3.11	1.32	NS	***
There is good communication between staff and the administration at this institution	4.43	3.35	1.09	4.40	3.10	1.30	NS	***
Faculty take pride in their work	4.63	3.82	0.82	4.65	3.89	0.77	NS	NS
Staff take pride in their work	4.63	3.80	0.83	4.59	3.77	0.83	NS	NS
Administrators take pride in their work	4.59	3.90	0.70	4.58	3.69	0.89	NS	**
There is a spirit of teamwork and cooperation at this institution	4.59	3.34	1.24	4.53	3.01	1.52	NS	***
The reputation of this institution continues to improve	4.54	3.83	0.70	4.56	3.56	1.00	NS	***
This institution is well-respected in the community	4.58	3.94	0.64	4.62	3.72	0.90	NS	**
Efforts to improve quality are paying off at this institution	4.51	3.67	0.83	4.44	3.40	1.04	NS	***
Employee suggestions are used to improve our institution	4.32	3.31	1.01	4.28	2.98	1.30	NS	***
This institution consistently follows clear processes for selecting new employees	4.37	3.60	0.77	4.35	3.13	1.22	NS	***
This institution consistently follows clear processes for orienting and training new employees	4.38	3.32	1.07	4.37	3.02	1.35	NS	***
This institution consistently follows clear processes for recognizing employee achievements	4.31	3.35	0.96	4.15	3.08	1.07	**	***

Source: Noel-Levitz Employee Satisfaction Survey

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 **figure 7.2-4**, 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.

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 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 each of the last eleven years, and the report for the year ending June 30, 2012, has been submitted for review for the same award.

Financial Highlights

- The assets of Tri-County Technical College exceeded its liabilities at June 30, 2012 by \$60,708,721 (net assets). Of this amount, \$5,629,404 (unrestricted net assets) may be used to meet the College's ongoing obligations.
- The College's net assets increased by \$4,980,949 or 8.9%, primarily in the category of current assets and a reduction of current liabilities.
- The College experienced an operating loss of \$20,009,879 as reported in the Statement of Revenues, Expenses, and Changes in Net Assets. The operating loss decreased by \$5,499,553 from fiscal year 2011

due to decrease in; scholarships awarded to students, supplies and other services, auxiliary resale costs and depreciation. The operating loss was offset by non-operating revenues from State appropriations of \$6,213,658, local appropriations of \$2,889,507, State grants and contracts of \$444,749, Federal grants and contracts of \$12,605,758, other non-operating revenues of \$1,199,622, and capital appropriations of \$1,895,684 for total non-operating revenues of \$25,248,978.

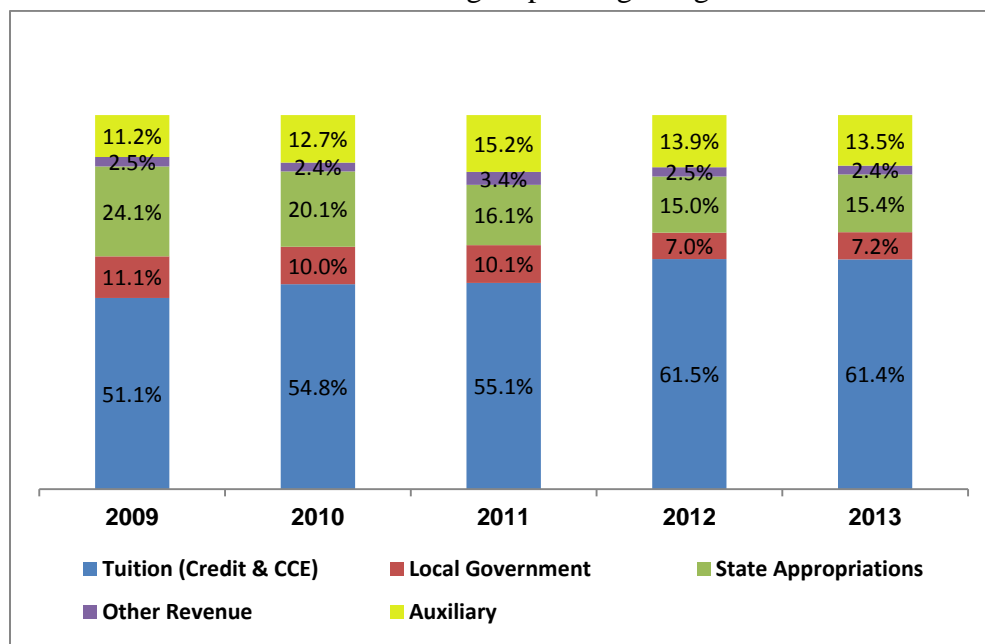
Economic Impact Study Highlights

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 following:

- 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 businesses, assist existing businesses, and create long-term economic growth. The College enhances worker skills and provides customized training to local business and industry. It is estimated that the TCTC service area workforce currently embodies around 1.4 million credit and non-credit hours of past and present TCTC training.
- The TCTC service area economy owes roughly \$273.8 million of its regional income to TCTC operations and past student productivity effects.
- Taxpayers see a return of 15% on their annual support in TCTC.

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



Source: Tri-County Technical College – Business Office

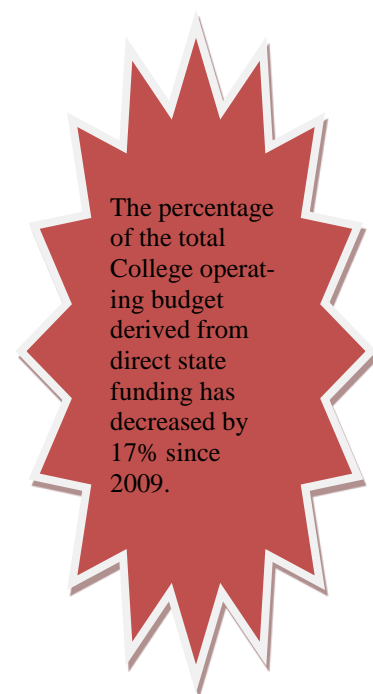
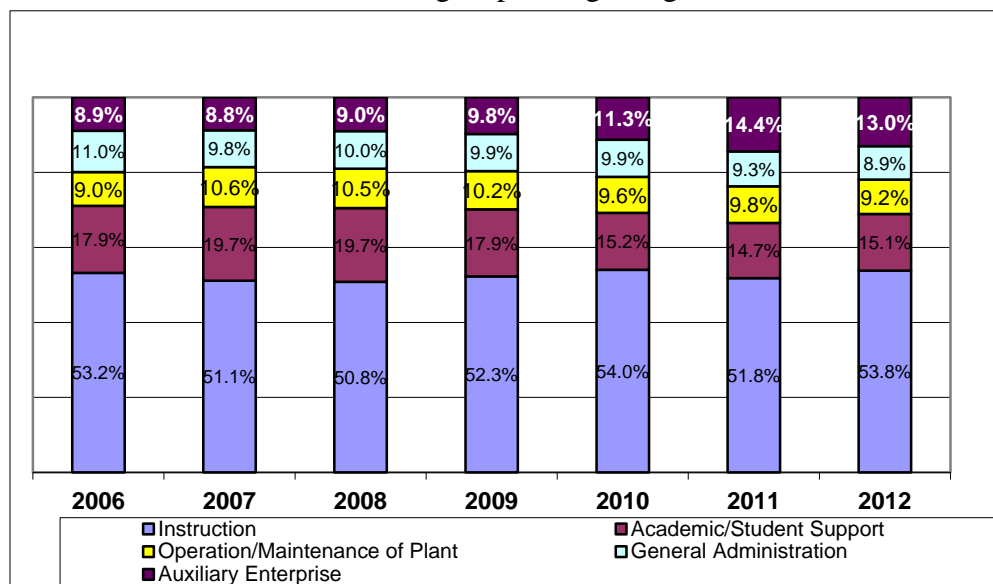


Figure 7.3-1 presents the College's sources of funds in relation to the total operating budget. In reality, Tri-County is now a State-assisted institution with 61.5% of operating budget dollars derived directly from tuition and only 15% coming from the State. The percentage of the total College budget derived from direct State funding has decreased by 17% since 2009.

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



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 seven fiscal years, Tri-County spends approximately 70% of operating funds on instruction and academic/student support activities.

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

Figure 7.3-3 Net Assets Summary

Net Assets (In millions)

As of June 30, 2012, June 30, 2010 and June 30, 2010

	30-Jun 2012	30-Jun 2011	Increase (Decrease) 2011 to 2012	30-Jun 2010	Increase (Decrease) 2010 to 2011
ASSETS					
Current Assets	\$34.18	\$29.53	\$4.65	\$26.86	\$2.67
Non-current Assets	\$0.00	\$0.05	(\$0.05)	\$0.05	\$-0-
Capital Assets, Net of Depreciation	\$38.57	\$38.09	\$0.48	\$37.83	\$0.26
TOTAL ASSETS	\$72.75	\$67.67	\$5.08	\$64.74	\$2.93
LIABILITIES					
Current Liabilities	\$5.12	\$4.72	\$0.40	\$4.87	(\$0.15)
Non-current Liabilities	\$6.92	\$7.22	(\$0.30)	\$7.72	(\$0.50)
TOTAL LIABILITIES	\$12.04	\$11.94	\$0.10	\$12.59	(\$0.65)
NET ASSETS					
Investment in Capital Assets	\$32.46	\$31.63	\$0.83	\$30.88	\$0.75
Restricted	\$22.62	\$18.59	\$4.03	\$15.91	\$2.68
Unrestricted	\$5.63	\$5.51	\$0.12	\$5.36	\$0.15
TOTAL NET ASSETS	<u>\$60.71</u>	<u>\$55.73</u>	<u>\$4.98</u>	<u>\$52.15</u>	<u>\$3.58</u>

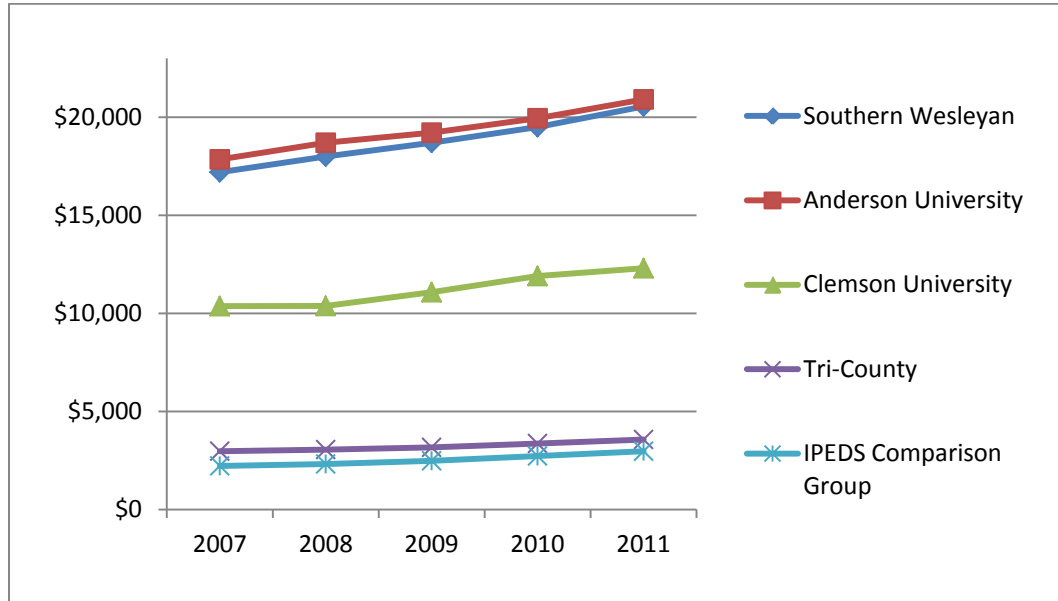
Source: Tri-County Technical College Comprehensive Annual Financial Report

Figure 7.3-3 is prepared from the College's statement of net assets which is presented on an accrual basis of accounting whereby assets are capitalized and depreciated. Note that assets substantially exceed liabilities denoting a sound financial condition for the College. Total assets increased by 7.5%, the result of an increase in cash and investments needed for FY2013 projects and an increase in capital assets with

Tri-County's assets substantially exceed liabilities denoting a sound financial condition for the College.

the construction in progress for the Industrial Technology Center. Total liabilities increased by .8%, the result of current accounts payable obligations due in large part to several capital renovation projects. Total assets increased by 8.9%, the result of reserving funds to meet the College's deferred maintenance needs and providing appropriate academic space.

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

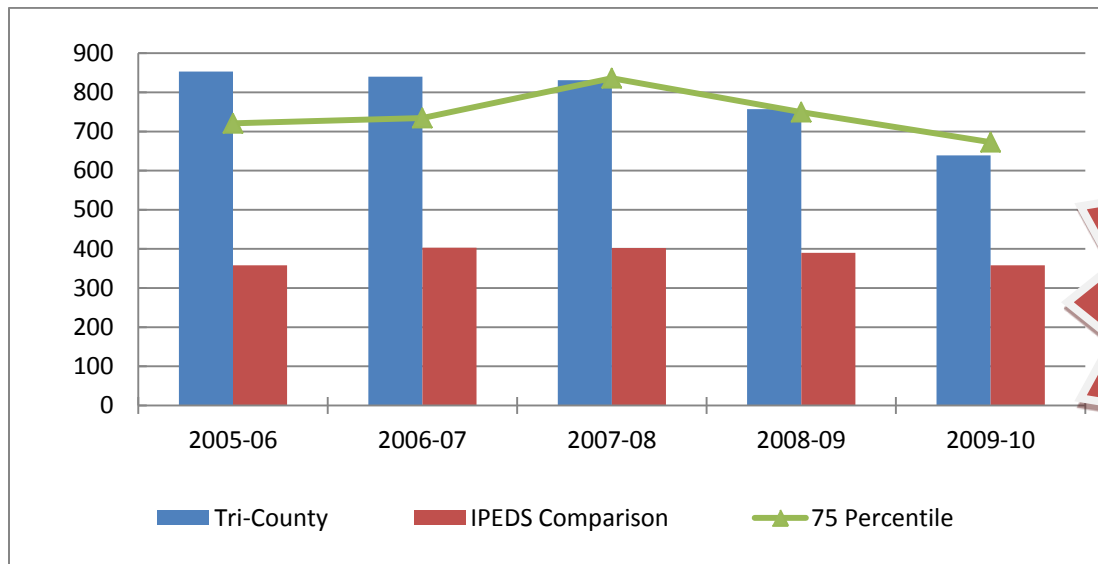


Source: IPEDS Peer Analysis System



Figure 7.3-4 presents the yearly in-district tuition and fees charged by post-secondary institutions in Tri-County's service area in addition to the IPEDS comparison group. Tri-County is the most affordable post-secondary institution in the College's service area, though tuition is higher than the IPEDS comparison group average.

Figure 7.3-5 Local Appropriations Per FTE Peer Comparison

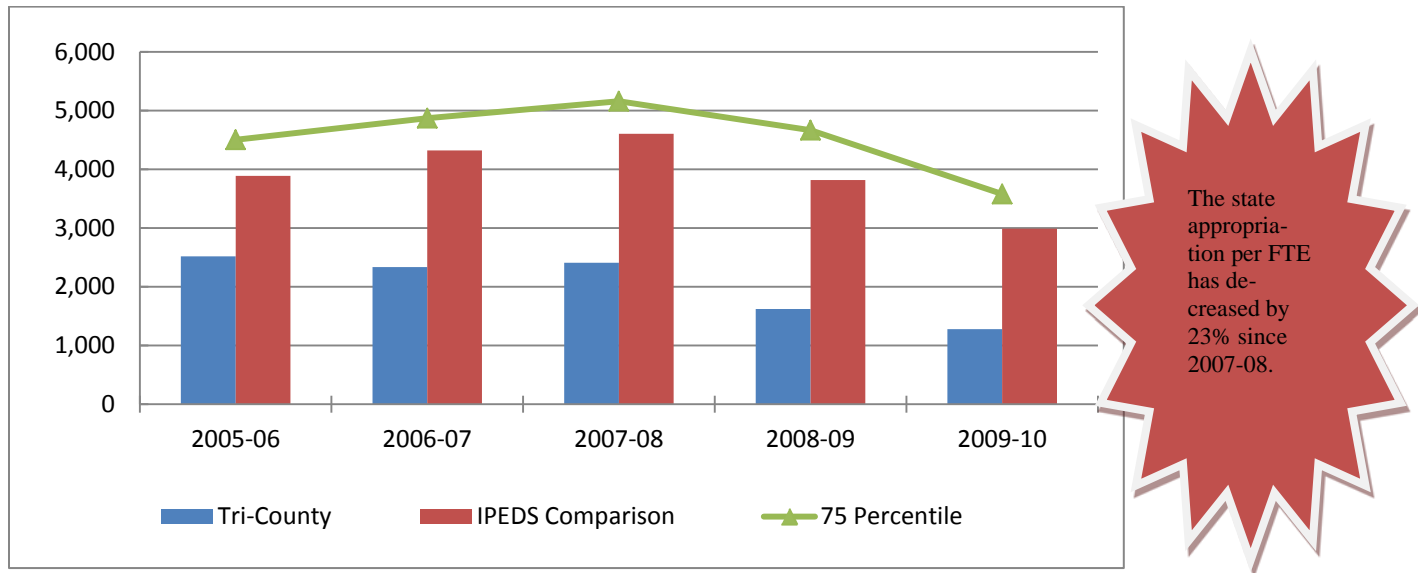


Source: IPEDS Peer Analysis System



Figure 7.3-5 presents local appropriation dollars per FTE. Despite the strong support from the local governments, the appropriation per FTE has decreased by 23% since 2007-08.

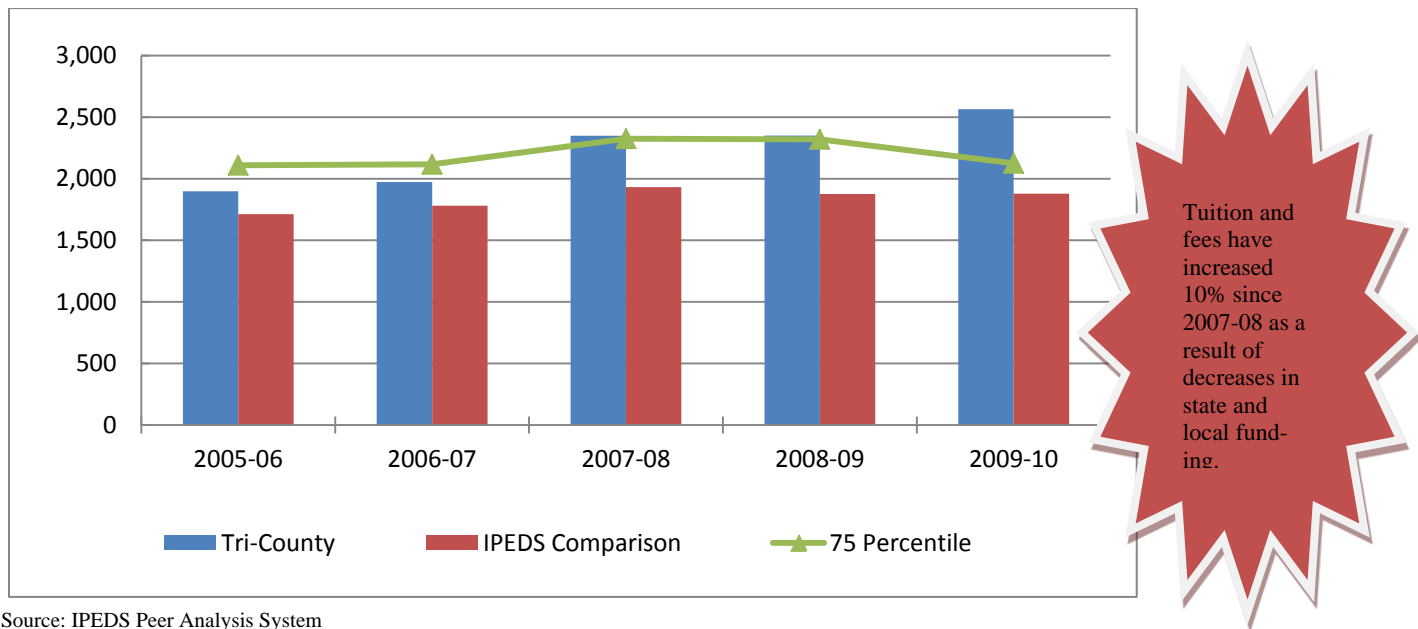
Figure 7.3-6 State Appropriations Per FTE Peer Comparison



Source: IPEDS Peer Analysis System

Figure 7.3-6 presents state appropriation dollars per FTE. The direct state appropriation per FTE has decreased by 47% since 2007-08.

Figure 7.3-7 Tuition and Fees Per FTE, Student Revenue Peer Comparison

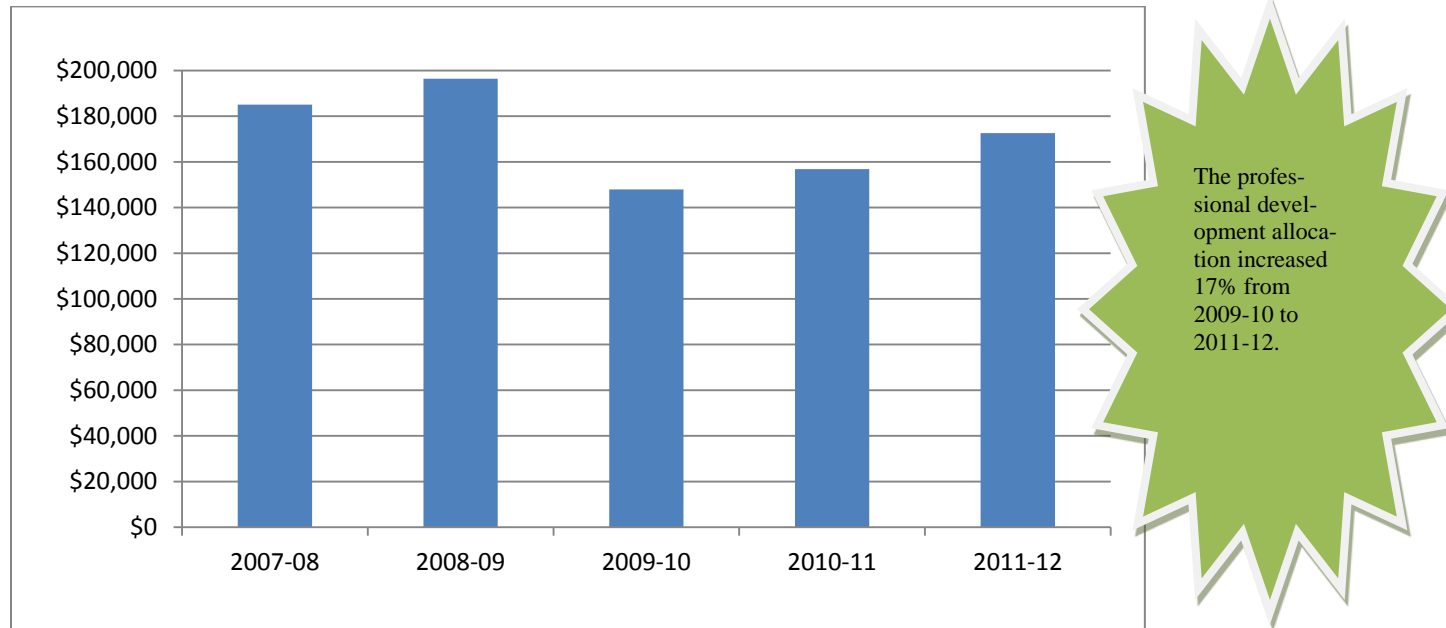


Source: IPEDS Peer Analysis System

Figure 7.3-7 tuition and fee dollars per FTE. Tuition and fees have increased 10% since 2007-08 as a result of decreases in direct state and local funding.

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 by Tri-County's Foundation for professional development. Tri-County believes that employee development is essential to the accomplishment of its mission and values, and that through the employee development program the College demonstrates its commitment to lifelong learning. The College Foundation averaged \$171,760 per year for professional development over the last five years. The professional development allocation increased 17% from 2009-10 to 2011-12.

Figure 7.4-2 2011 Survey Results from Noel-Levitz Employee Satisfaction Survey

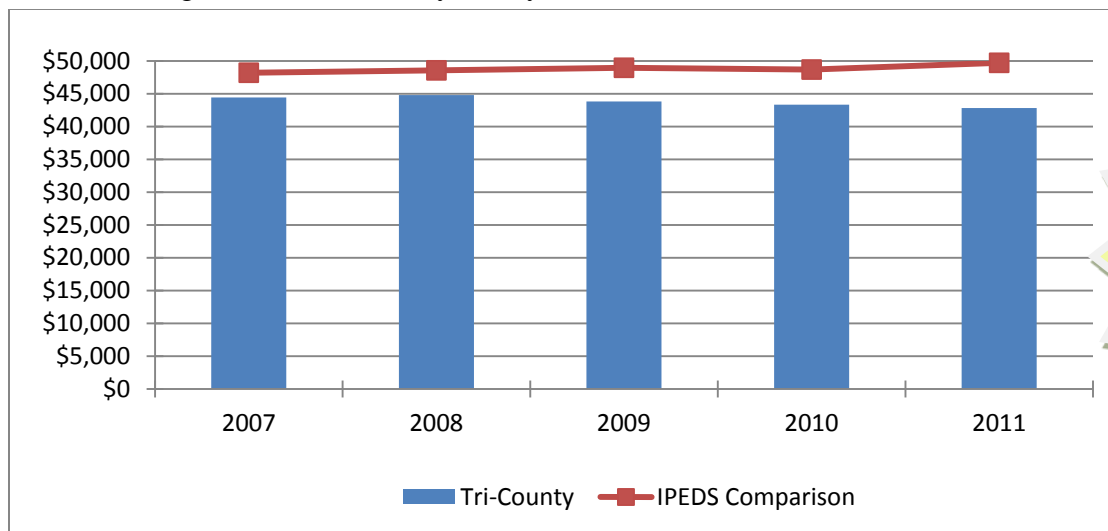
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Tri-County Tech		Comp group		IMP Sign Diff	SAT Sign diff
	IMP Mean	SAT Mean	IMP Mean	SAT Mean		
1. It is easy for me to get information at this institution	4.52	3.58	4.43	3.30	*	***
2. I learn about important campus events in a timely manner	4.23	3.69	4.16	3.53	NS	*
3. I am empowered to resolve problems quickly	4.40	3.56	4.36	3.37	NS	**
4. I am comfortable answering student questions about institutional policies and procedures	4.29	3.61	4.13	3.52	**	NS
5. I have the information I need to do my job well	4.64	3.86	4.61	3.64	NS	**
6. My job responsibilities are communicated clearly to me	4.59	4.04	4.56	3.70	NS	***
7. My supervisor pays attention to what I have to say	4.59	4.20	4.57	3.86	NS	***
8. My supervisor helps me improve my job performance	4.48	4.05	4.37	3.71	*	***
9. My department or work unit has written, up-to-date objectives	4.34	3.92	4.10	3.51	***	***
10. My department meets as a team to plan and coordinate work	4.28	3.74	4.23	3.56	NS	*
11. My department has the budget needed to do its job well	4.51	3.30	4.48	3.05	NS	**
12. My department has the staff needed to do its job well	4.51	3.37	4.53	3.05	NS	***
13. I am paid fairly for the work I do	4.52	3.20	4.53	3.22	NS	NS
14. The employee benefits available to me are valuable	4.48	3.56	4.58	3.83	*	***
15. I have adequate opportunities for advancement	4.14	3.06	4.11	3.09	NS	NS
16. I have adequate opportunities for training to improve my skills	4.39	3.72	4.32	3.41	NS	***
17. I have adequate opportunities for professional development	4.33	3.85	4.28	3.41	NS	***
18. The type of work I do on most days is personally rewarding	4.59	4.21	4.51	4.07	*	*
19. The work I do is appreciated by my supervisor	4.49	4.14	4.36	3.84	**	***
20. The work I do is valuable to the institution	4.56	4.07	4.51	3.90	NS	*
21. I am proud to work at this institution	4.54	4.24	4.51	4.10	NS	*

Source: Noel-Levitz Employee Satisfaction Survey

College employees indicate higher levels of satisfaction than a national comparison group on 18 out of 21 dimensions.

Figure 7.4-2 presents the results from the 2011 Noel-Levitz Employee Satisfaction Survey. Employees indicate higher levels of satisfaction than a national comparison group on 18 out of 21 dimensions.

Figure 7.4-3 Average Full-Time Faculty Salary (Based on Nine-Month Salaries)



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. The average salary has decreased by 3.6% since 2007 because of the addition of 23 new full-time faculty and the retirement of many older, higher paid faculty.

Figure 7.4-4 Campus Security Report

Criminal Incidents	2008	2009	2010
Murder	0	0	0
Manslaughter	0	0	0
Sex Offenses	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Larceny	14	27	19
Arson	0	0	0
Vehicle Theft	0	0	0
Liquor Law Violation	0	0	0
Drug Violation	1	1	2
Weapons Violation	1	0	0
Hate Crimes	0	0	0
College Incidents			
Liquor Law Violation	0	0	174*
Drug Violation	0	0	5
Weapons Violation	0	0	0

*First year Bridge Housing classified as Non-Campus under Clery Act rules.

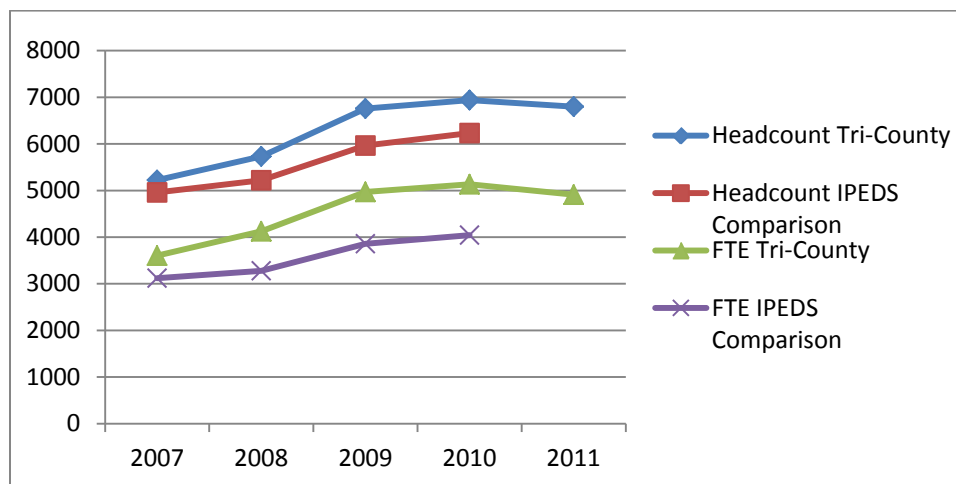
Source: Tri-County Campus Safety Department



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

7.5 ORGANIZATIONAL EFFECTIVENESS RESULTS

Figure 7.5-1 Total Fall Headcount and FTE

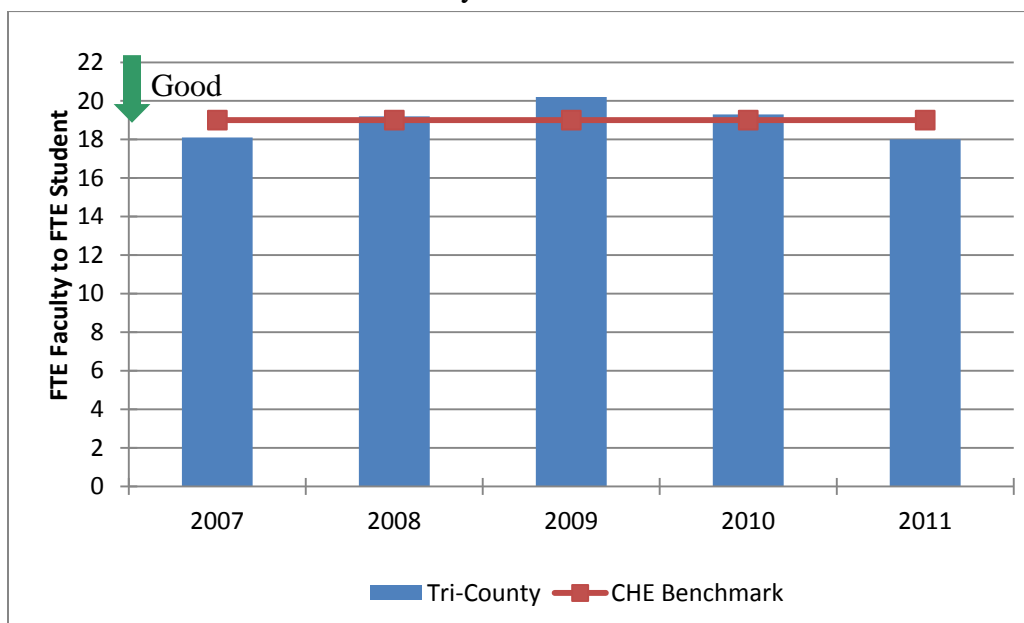


Source: IPEDS Peer Analysis System

Figure 7.5-1 presents the total fall headcount and FTE enrollment from fall 2007 to 2011. Tri-County's headcount enrollment increased by 30%, and FTE increased by 36% between fall 2007 and 2011.

Tri-County's headcount increased by 30% and FTE increased by 36% between fall 2007 and 2011.

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 over the last five years, Tri-County has had an average student to faculty ratio of 19 to 1.

Over the last five years, Tri-County has had an average student to faculty ratio of 19 to 1.

Figure 7.5-3 Space Utilization by Function

	2005	2006*	2007**	2008	2009	2010	2011
Instruction							
Assignable Square Feet	189,247	156,645	171,538	171,538	196,636	199,134	203,643
Percentage of Total	67.68%	68.26%	70.19%	70.19%	74.71%	74.98%	75.28%
Academic Support							
Assignable Square Feet	27,434	23,431	23,431	23,431	22,615	22,615	23,042
Percentage of Total	9.81%	10.21%	9.59%	9.59%	8.60%	8.52%	8.51%
Student Services							
Assignable Square Feet	24,886	16,184	16,184	16,184	11,736	11,736	11,736
Percentage of Total	8.90%	7.05%	6.62%	6.62%	4.47%	4.41%	4.34%
Institutional Support							
Assignable Square Feet	16,702	16,179	16,179	16,179	16,117	16,117	16,117
Percentage of Total	5.97%	7.05%	6.62%	6.62%	6.13%	6.07%	5.96%
Plant Operations/Maintenance							
Assignable Square Feet	11,820	9,946	9,946	9,946	10,060	10,060	10,060
Percentage of Total	4.23%	4.33%	4.07%	4.07%	3.83%	3.79%	3.72%
Auxiliary Enterprises							
Assignable Square Feet	1,556	5,926	5,926	5,926	5,926	5,926	5,962
Percentage of Total	0.56%	2.58%	2.42%	2.42%	2.25%	2.23%	2.20%
Unassigned							
Assignable Square Feet	3,378	1,176	1,176	1,176	-	-	-
Percentage of Total	1.21%	0.51%	0.48%	0.48%	0.00%	0.00%	0.00%
Total Assignable Areas							
Assignable Square Feet	279,609	229,487	244,380	244,380	262,817	265,588	270,524
Percentage of Total	100%	100%	100%	100%	100%	100%	100%

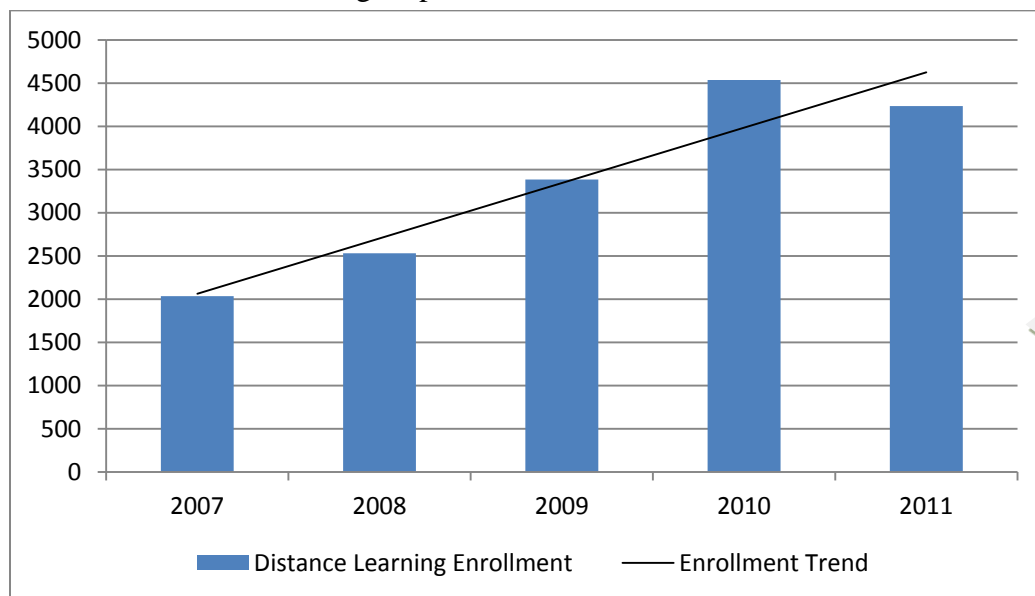
Source: Facilities extract from IPEDS and SCCHE Facilities extract from IPEDS and SCCHE

*College facilities were reassessed

**First term to include Anderson and Pendleton campuses

Figure 7.5-3 presents the space utilization by function.

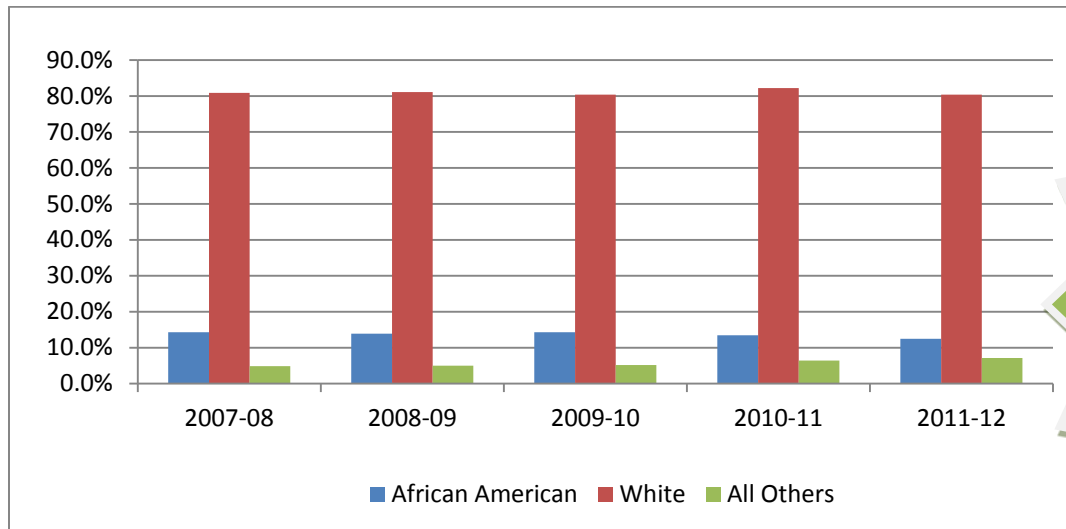
Figure 7.5-4 Fall Distance Learning Duplicated Enrollment



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 2007, enrollment has increased 108%.

Figure 7.5-5 Opening Fall Enrollment by Race

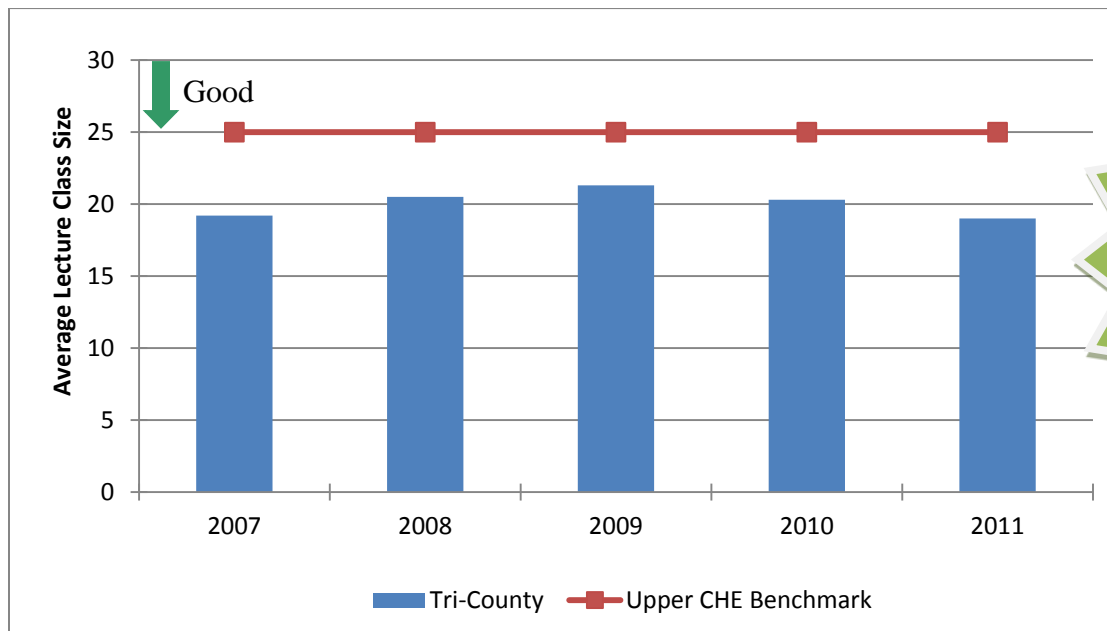


Source: Opening fall CERS files

Tri-County's minority enrollment percentages exceed minority percentages in the College's service area.

Figure 7.5-5 presents enrollment percentage by race. From 2007-08 to 2011-12, Tri-County's black/African American representation has averaged 14%, which exceeds the black/African American representation in Tri-County's service area of 12%.

Figure 7.5-6 Average Lecture Class Size



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

Between fall 2007 and 2011 Tri-County's class size averaged between 19-21 students.

Figure 7.5-6 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 2007 and 2011, Tri-County's lecture class size averaged between 19 and 21 students.

7.6 LEADERSHIP AND SOCIAL RESPONSIBILITY RESULTS

A. Accomplishments of Action Plans: 2011-2012 Strategic Plan Accomplishments Highlights

The following are some highlights for this past academic year related to organizational leadership and performance:

- Brought in a third-party Consultant to conduct an audit of Title IV Financial Aid and to develop a plan to remediate any deficiencies or control weaknesses discovered by the audit;
- Implemented 24/7 monitoring of major information technology systems to minimize system downtime;
- Secured all necessary hardware needed for disaster recovery and business continuity strategy. Implementation and testing are underway with projected completion date of December 2012;
- Responded to new Title IV regulations by developing checks and balances to ensure payment for appropriate courses and programs as well as satisfactory academic progress;
- Received a Certificate of Achievement for Excellence in Reporting for its comprehensive annual financial report for the 12th consecutive year from the Government Finance Officers Association of the United States and Canada;

The following are some highlights for this past academic year related to strategic planning:

- Completed a new master plan for the Pendleton Campus that provides a vision and roadmap for the next twenty years.
- Completed College long-term capital plan;
- Established the President's Advisory Council consisting of deans and directors throughout the College to assist the College in being a more effective institution and to foster college-wide communication and promote transparency across all levels with particular emphasis on strategic issues;
- Organized an Institutional Effectiveness office under the President responsible for strategic planning and institutional research;
- Broke ground on Anderson County Quickjobs Development Center. The 5,720 square-foot facility will include three classrooms, offices, and a lab/shop area.

The following are some highlights for this past academic year related to customer focus:

- Completed Advising Resource Center;
- Consolidated all tutoring services in a Tutoring Center in highly visible part of the Pendleton Campus (completion expected in August 2012);
- Launched joint program in Medical Laboratory Science between Clemson University and Tri-County. Tri-County graduates with an associate in applied science degree in Medical Laboratory Technology, who meet specific criteria, can enroll as juniors at Clemson University in its Bachelor of Science in Microbiology degree program;
- Graduated approximately 950 students during the fiscal year
- Worked with the Mountain Lakes Business Development Center (MLBDC) to develop a small business incubator in our service area. The College provided related seminars and trainings through the Corporate and Community Education Division to assist small business owners and potential entrepreneurs in their goal to start or grow their own business.

The following are some highlights for this past academic year related to workforce/human resources:

- Established a faculty credentialing process for online instructional delivery;
- Implemented an apprentice-based Leadership Development Program;
- Hired a Director of Advising and Tutoring;
- Implemented new benchmarking compensation model which has been incorporated in hiring and pay decisions;
- Provided diversity training for the Executive Staff and began development of the business case for our diversity efforts.

The following are some highlights for this past academic year related to process management:

- Developed matriculation review project and conducted 3rd party assessment of matriculation competency;
- Continued implementation of ImageNow (a document imaging system) in Institutional Research, Easley Campus, and Accounts Payable;
- Implemented Degreeworks, a software program to assist students in academic program planning and faculty in advising;
- Implemented Acalog to provide a user-friendly online version of our catalog;
- Implemented Smarter Measure software to assess student's readiness for college;

The following are some highlights for this past academic year related to financial management:

- Completed enhanced Financial Modeling and Reporting Package;
- Increased plant operations funding from all counties in the service area;
- Completed fiscal year with positive variance;
- Funded Industrial Technology Center, Cleveland Hall Roofing, and Tutoring Center out of the capital account rather than borrowing money.

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:

- Anderson County Economic Development Board
- Anderson Chamber of Commerce Board of Directors
- Alliance Pickens Board (chair)
- WorkLink (Pendleton Workforce Investment Act) Board
- Community Colleges of Appalachia Board (chair)
- Upstate Alliance Board (vice-chair/treasurer)
- Collins Home & Family Ministries Advisory Board
- Oconee Economic Development Commission
- Pendleton Regional Education Center Advisory Board
- President's Advisory Board at Clemson University
- AACC Commission on Economic and Workforce Development
- Oconee Alliance Board
- Clemson Outdoor Lab Advisory Committee.

C. Financial Accountability and Regulatory, safety, Accreditation and Legal Compliance:

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. The College's financial statements are audited annually by independent external auditors in accordance with the

auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States and the State Board for Technical and Comprehensive Education Audit Guide. For 2010-11, the College received an unqualified or “clean” audit opinion, with no material audit findings or other issues. Additional evidence of the College’s fiscal stability 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 twelve years, and the report for the year ending June 30, 2012, 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. The key measure of performance is assessed through the College’s on-going audit of compliance. Any area found to be out of compliance is assigned to the appropriate vice president for corrective action. The College also offers individual programs accredited by the following national accrediting bodies:

Program	Accreditation
Accounting	Association of Collegiate Business Schools and Programs (ACBSP)
Associate Degree Nursing	SC Labor, Licensing, and Regulation Board of Nursing and is accredited by the National League for Nursing Accrediting Commission (NLNAC)
Administrative Office Technology	Association of Collegiate Business Schools and Programs (ACBSP)
Early Childhood Education	National Association for the Education of Young Children (NAEYC)
Expanded Duty Dental Assisting	Commission on Dental Accreditation of the American Dental Association (ADA)
Management	Association of Collegiate Business Schools and Programs (ACBSP)
Medical Assisting	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Medical Laboratory Technology	National Accrediting Agency for Clinical Laboratory Science (NAACLS)
Practical Nursing	SC Labor, Licensing, and Regulation Board of Nursing and is accredited by the National League for Nursing Accrediting Commission (NLNAC)
Surgical Technology	Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Veterinary Technology	American Veterinary Medical Association (AVMA)

D. Organizational Citizenship in Support of Your Key Communities:

Employee giving to the Tri-County Technical College Foundation is an indicator of employee commitment to the College. By investing in the Foundation, employees are demonstrating organizational citizenship and the commitment to support the College’s mission. Between 2007 and 2012, College employees have donated over \$208,000 to the Foundation.

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 someone 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 only 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 someone with only a high school diploma.

- The state and local community will realize 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 graduates are in the workforce.