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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 2012-2013

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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 2012-13

- Submitted the 5th year compliance and QEP Impact reports to SACS. Reports were submitted and accepted and the on-site review was successful without recommendations.
- Instituted key performance indicators (KPI) to provide measurement of Strategic Plan initiatives as well as overall College progress. KPIs are: student success rate, retention, active and collaborative learning, support for learners, cost to educate a successful student, job placement rate, campus culture, and leadership and accountability benchmark.
- 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.
- Developed and implemented a comprehensive financial sustainability model for the College that included a complete assessment of current revenue, expenses, risks and opportunities for the next ten years.
- Finalized construction and opened the Industrial Technology Center (ITC), a 43,000 square foot facility. The facility currently houses Industrial programs of Welding, HVAC and Building Construction.
- Partnered with the Foundation to acquire additional property adjacent to new ITC for possible expansion.

- Partnered with Anderson County to secure funding and begin construction on a Quick Jobs Center to serve Anderson County, similar to the ones in Oconee and Easley.
- Created a comprehensive needs analysis to determine the education and training needs of the three county area to inform the development and management of the academic, training and support programs offered by the College.
- Created a pilot group to restructure certain technical program curricula using stackable credentials to allow students to achieve interim goals and enter the marketplace bearing credentials recognized by employers. These credentials can also be applied towards degree attainment.
- Implemented mandatory attendance tracking to provide ability to create early alert processes for reaching out to students that are missing classes or showing other signs of difficulty in their program.
- Revised approach to scheduling courses and sections to maximize the use of the instructional and facility resources while providing ample opportunities for students to register for necessary courses.
- Developed and implemented energy conservation plans to reduce energy usage by 20%. Goal was attained and will result in annual savings of approximately \$200,000.
- Raised a total of 520 donors for last fiscal year resulting in @\$500,000. Current fiscal year, as of third quarter, included 339 donors resulting in @\$335,000. These donations are largely directed to student scholarships.
- Secured funding for Economic Development Center in Oconee County.

3. Key Strategic Directions for Present and Future Years

- **DRIVING ORGANIZATIONAL SUCCESS THROUGH OUR PEOPLE:** Adopt a “Talent Management” approach to structuring Human Resource practices. Talent management embraces various elements of competency modeling to drive recruiting, professional development, and performance management. It also emphasizes succession planning and more intentional and fit-for purpose organizational design, including process-centric organizational structures rather than traditional hierarchical organizational constructs.
- **REINVENTING OUR OFFERINGS TO ADAPT TO CHANGING REALITIES:** Deliver programs that are aligned to business, industry, and community needs to attract students and provide value in terms of high job placement rates. Assessing current programs and making data-informed changes, including the incorporation of labor market information, is crucial to the sustainability of College programs. As labor markets change, the College must proactively adapt our offerings to meet evolving needs.
- **POSITIONING AND EQUIPPING STUDENTS FOR SUCCESS:** Facilitate students reaching their educational goals by creating learning environments that position students for success and equip them with the necessary tools to be successful. Develop differentiated processes as necessary to support a diverse student body and to position all students for success.
- **EMBRACING PERSONAL ACCOUNTABILITY FOR STUDENT LEARNING:** Create a culture where faculty and staff relentlessly pursue improving student learning leads to promote innovation and improved student success. Developing systems and strategies that promote deep, intentional learning leads to improved completion.

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 2014-2016 strategic planning process, initiatives and projects were developed for each key strategic direction based on a self-assessment that incorporated feedback and research from numerous data sources, including the 2011-2012 Baldrige assessment. Specific examples of planned improvement activities resulting from the formative self-assessment include the following:

- Developing leadership and faculty/staff competency models;
- Creating a systematic process to forecast market needs;
- Implementing a student early alert system;
- Revising the general education student learning outcomes to better align with 21st century workplace skills;
- Creating a priority-driven system for academic program development; and
- Implementing a stackable credential credit program delivery model.

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; General Engineering; Heating, Ventilation & Air Conditional; Industrial Electronics; Industrial Supervision; Machine Tool Technology; Mechatronics; and Welding
- Business and Public Services: Accounting; Administrative Office Technology; Computer and Information Technology; Criminal Justice; 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 in 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 in 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
- Easley Campus, 1774 Powdersville Rd, Easley, SC 29642
- Highpointe/Bridge to Clemson, 201 W. Cherry Rd, Seneca, SC 29678
- Industrial Technology Center, 5321 Highway 76, Pendleton, SC 29670
- Oconee Campus at Hamilton Career Center, 100 Vocational Dr, Seneca, SC 29672
- Pendleton Campus, 7900 Highway 76, Pendleton, SC 29670
- Senator Billy O'Dell Learning Center, Watkins Community Center, 204 South Main St, Honea Path, SC 29654

4. Number of Employees - Fall 2012

- Faculty
 - 131 full-time
 - 305 part-time
- Staff
 - 185 full-time
 - 80 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
- 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.

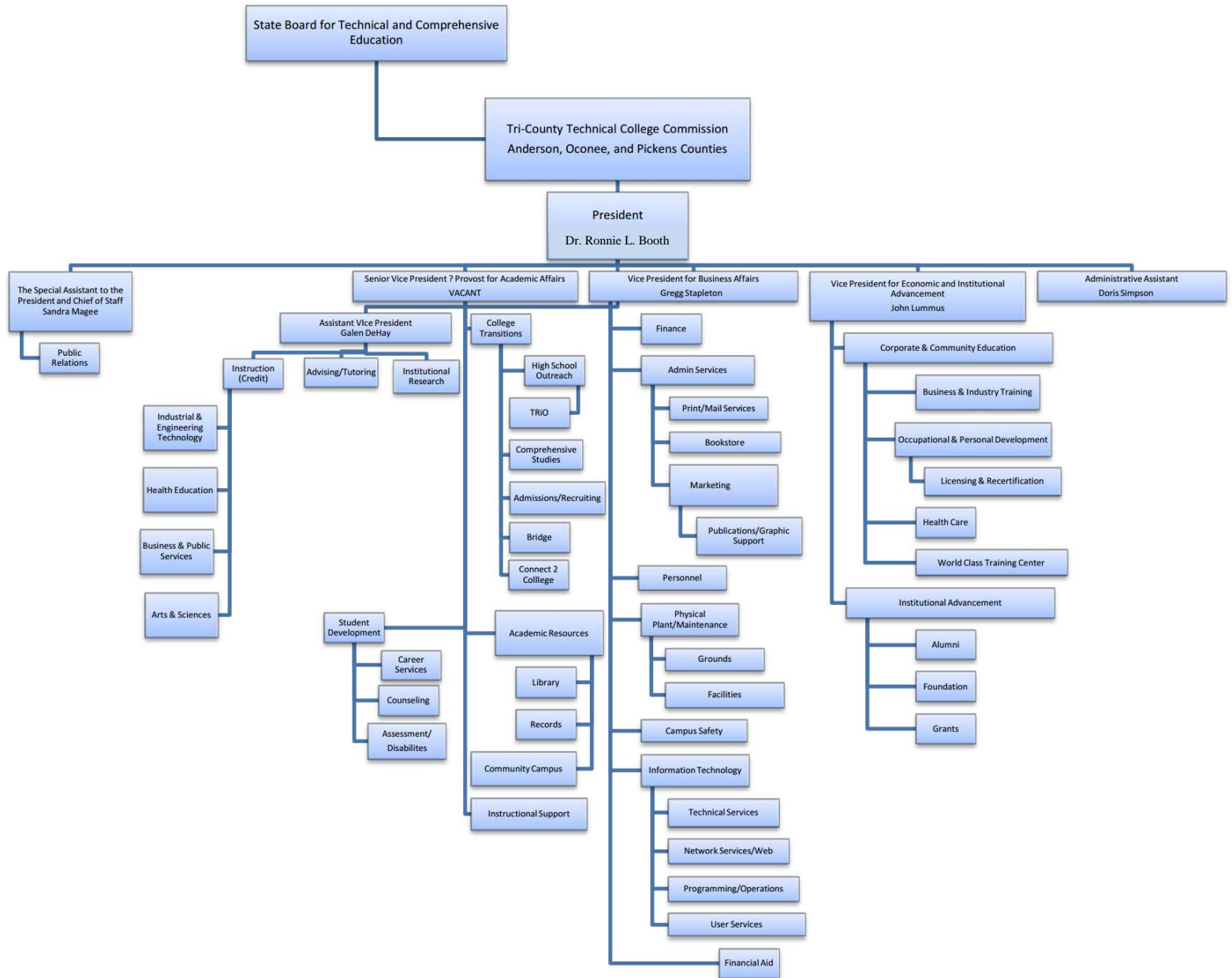
Challenges

- 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 11-12 Actual Expenditures		FY 12-13 Actual Expenditures		FY 13-14 Appropriations Act	
Major Budget Categories	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$19,367,398	\$6,210,945	\$17,688,912	\$6,493,776	\$20,404,500	\$6,559,000
Other Operating	\$12,907,993		\$14,308,205		\$14,795,000	
Fringe Benefits	\$5,698,677	\$-	\$5,375,297		\$6,381,500	
Non-recurring		\$29,903		\$29,903		
Total	\$37,974,068	\$6,240,848	\$37,372,414	\$6,523,679	\$41,581,000	\$6,559,000

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 10-11 Budget Expenditures	FY 11-12 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: \$ 6,240,848 Other: \$ 31,733,220 Total: \$ 37,974,068	State: \$ 6,523,679 Other: \$ 30,848, 735 Total: \$ 37,372,414	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 the college-wide strategic plan as well as plans that are unique to the different institutional divisions (e.g. campus master plan). The process is described in Category 2. At the end of each year, those responsible for initiatives are required to review the 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 twelve 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; and
- 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; and
- 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 System 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; and
- 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 on 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 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 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 Director of Secondary Programs 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	<u>Related FY 12-13 and beyond</u> Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s) (Timeline: 2013-2014)	Key Cross References for Performance Measures *
II. A, B, & E Instructional Programs	Driving Organizational Success through Our People	<ul style="list-style-type: none"> • A plan to align professional development to institutional objectives is institutionalized • Reward system for institutional success is implemented • Leadership competency model is implemented • Incident Command System is functioning at a high level • A faculty/staff competency model is established • New College mission, vision and values are adopted • Feasibility study for comprehensive talent management strategy is conducted • Performance management process is revamped to be more effective • A diversity plan for the College to achieve strategic objectives is developed • Performance management process changes are implemented and fully integrated by 3/31/14 performance review period • Leadership skills development program is institutionalized 	7.4.x
	Reinventing Our Offerings to Adapt to Changing Realities	<ul style="list-style-type: none"> • Strategy to offer opportunities for high school students to achieve post-secondary credentials is designed and pilot implemented • Process to forecast market needs is established • On-going strategic enrollment planning process is implemented • External outreach plan to place internship, co-op, work-study, and apprenticeship students is implemented across divisions • Strategic schedule is launched, aligned with enrollment projection • Distance Learning strategic plan is developed/finalized • Orientation is revised • Stackable credentials model is implemented • Bridge to Clemson housing and student life transition plan is developed • A priority-driven system of program development, approval and launch date is developed CCE/ credit, modality, credited, location 	7.1.x
	Positioning and Equipping Students for Success	<ul style="list-style-type: none"> • A program fit/student success/guided choice model is implemented • Comprehensive Studies courses are redesigned • Academic Advising model is redesigned, leveraging successes in special programs 	7.5.x 7.6.x

		<ul style="list-style-type: none"> • Improved recruiting process is implemented • Generalist model for student matriculation is implemented • Response plan for early alert system is developed • A fully integrated CRM system is in place and being fully utilized • Early Alert system is developed and implemented • A consistent communication strategy (print, online, and in-person) is implemented College-wide • Complete a feasibility study to recommend either construction of a new student success center or major remodel and expansion of Ruby Hicks in combination with upgrade of Miller Hall to accomplish outcomes similar to those that can be achieved with a new Student Success Center • Request State approval to conduct a pre-engineering design study for the most viable alternative by 3/31/14 for SSC • Prep Academy feasibility study is completed • Complete feasibility study to design a One-Stop • Expand learning community concepts into more programs 	
	Embracing Personal Accountability for Students' Learning	<ul style="list-style-type: none"> • Create a proposal for operationalizing best practices using Aspen Institute as a reference • Transformative student experience is defined • An experiential/service learning feasibility study is completed • Redesigned Student Reaction to Instruction is implemented • Revised general education outcomes assessment are approved and ready to inform current redesign • Program to support redesign of gateway courses with active and collaborative learning methods is implemented 	7.2.x 7.3.x

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 President, Executive Staff, President's Advisory Committee, and the Tri-County Technical College Commission utilize a collaborative process in developing, reviewing, and approving the Strategic Plan through a nine step process.

Step 1: Review of the Ten-Year Vision and College Mission

The planning process begins with a review of the College's mission, vision, and values described in Section 1 of this report. Throughout the planning process, the College refers to these statements to guide decisions and develop work products within the context of these statements.

Step 2: Review of our Environmental Scan

An environmental scan informs the strategic planning process, helping the College to recognize and more effectively respond to changes in external influences that affect the institution. The College uses a best practice process, a PEST (political, economic, social, technological) analysis, to perform the scan. The analysis is modified to reflect the factors affecting an educational institution. Political factors include law, policy, and other influences employed by State and Federal governments that affect our College. Economic factors include economic growth, unemployment rate, and labor market skills data. Social factors encompass population growth rates, high school enrollment, college-going rates, and the value placed on higher education. Technological factors include advances and changes in technology, as well as internet bandwidth availability.

Step 3: Development of a practical vision that moves us towards realizing our Ten-Year Vision

Because the environment in which the College operates changes so quickly, it is more effective to plan in three-year increments. The President and Executive Staff use a focused question to guide development of the practical vision: What do we want to see in place in three years as a result of our actions? The President and Executive Staff define elements of the practical vision which more clearly articulate what the College wants to see in three years as a result of the work that will be performed.

Step 4: Identification of root causes of problems

In order to realize the practical vision, it is important to identify and analyze obstacles and root causes that could obstruct success. The President and Executive Staff engage in a root cause analysis exercise in which obstacles and problems are identified and then grouped, revealing key areas of concern.

Step 5: Development of strategic directions

Using the environmental scan, a review of our current institutional performance, the practical vision, and root cause analysis as context, the President and Executive Staff discuss substantial actions that, if taken, would address the root causes that could prevent the College from achieving its vision. Strategic directions serve as a framework, helping steer efforts to achieve our vision and condensing the ideas and opportunities into practical actions. A variety of practical actions are named, then grouped based on relationships to one another. Each group is given a descriptive title; then, relationships among groups are made. The product results in four streams that form the College's strategic directions. Each direction provides the framework or context by which initiatives can be devised to move the College forward.

Step 6: Developing Key Strategic Objectives and Key Performance Indicators

While the strategic directions provide the framework for the work that needs to be done, key strategic objectives represent critical accomplishments that must be achieved within the allotted timeframe. Key Performance Indicators (KPI) measure institutional performance in areas where success is critical for the College to be competitive. The measures reflect high priority College operations, linked to the strategic plan and priorities, and are meaningful to internal and external stakeholders. The KPIs are linked to strategic objectives and express a current state and desired goal to achieve in three years. Numerous KPIs are benchmarks that compare institutional performance to national data.

Step 7: Development of initiatives to support moving towards strategic directions and achieving strategic objectives

The President's Advisory Committee uses the strategic directions and key strategic objectives (success criteria) to develop significant initiatives required to realize success. The collaborative process produces specific, measurable initiatives in which the College will engage to make substantial progress in achieving the long-term goals. Corollary implementation plans are developed using the College's project management system to define each initiative's purpose, deliverables, work scope, budget, evaluation metrics, and team members.

Step 8: Alignment to budget

Some initiatives require funding to be accomplished. Therefore, all initiatives requiring funding are submitted as part of the College's budgeting process. Initiative budgets are incorporated into budget requests, ensuring appropriate funding to accomplish the initiatives.

Step 9: Plan for continuous improvement and assessment

As the College moves forward and evaluates the effectiveness of the initiatives, qualitative and quantitative data and feedback is used to adjust activities as necessary. Quarterly progress report-outs, using the President's Advisory Committee as the venue, provide a measure of accountability and assessment of progress. Doing so supports collective learning and a culture of evidence and collaboration.

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.

Surveys of Advisory Committees, 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 is a key component of the College's Institutional Effectiveness Procedure to ensure continuous improvement of programs. The process requires gathering, analyzing, and summarizing relevant internal and external data concerning each program. Department heads or program coordinators, as appropriate, are responsible for 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 Provost's Council is responsible for analyzing written program reviews and presentations, 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 seven 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 PEST (political, economic, social, technological) analysis. The analysis is modified to reflect the factors affecting an educational institution. Political factors include law, policy, and other influences employed by State and Federal governments that affect our College. Economic factors include economic growth, unemployment rate, and labor market skills data. Social factors encompass population growth rates, high school enrollment, college-going rates, and the value placed on higher education. Technological factors include advances and changes in technology, as well as internet bandwidth availability.

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 direction, “Driving Organizational Success through our People” specifically addresses supporting and enhancing the professional capabilities of employees. The direction embraces various elements of competency modeling to drive recruiting, professional development, and performance management. It also emphasizes succession planning and more intentional and fit-for purpose organizational design, including process-centric organizational structures rather than traditional hierarchical organizational constructs.

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.

Strategic Plan Key Performance 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:

Student Attrition; Developing New Programs; and Local Culture are addressed through: Reinventing Our Offerings to Adapt to Changing Realities (Strategy to offer opportunities for high school students to achieve post-secondary credentials; Process to forecast market needs; Strategic enrollment planning process; External outreach plan to place internship, co-op, work-study, and apprenticeship students; Strategic schedule aligned with enrollment projection; Distance Learning strategic plan; Revised orientation; Stackable credentials; Bridge to Clemson housing and student life transition plan; Priority-driven system of program development)

Student Attrition; Developing New Programs, Institutionalization of the New Learning through Community and Connections Initiative; Local Culture; and New Campus Locations are addressed through: Driving Organizational Success through Our People (Alignment of professional development to institutional objectives; Reward system for institutional success; Leadership competency model; Incident Command System; Faculty/staff competency model; New College mission, vision and values; Feasibility study for comprehensive talent management strategy; Performance management process; Diversity plan; Performance management process changes; Leadership skills development program)

Student attrition; Institutionalization of the Learning through Community and Connections Initiative; and Funding are addressed through: Positioning and Equipping Students for Success (A program fit/student success/guided choice Model; Comprehensive Studies courses are redesigned;

Redesigned Academic Advising model; Leveraging successes in special programs; • Improved recruiting process; Generalist model for student matriculation; Response plan for early alert system; A fully integrated CRM system; Early Alert system; Consistent communication strategy (print, online, and in-person); Feasibility study to recommend either construction of a new student success center or major remodel and expansion of Ruby Hicks in combination with upgrade of Miller Hall to accomplish outcomes similar to those that can be achieved with a new Student Success Center; Request State approval to conduct a pre-engineering design study for the most viable alternative; Prep Academy feasibility study; Feasibility study to design a One-Stop; Expand learning community concepts into more programs)

Student attrition; Developing New Programs; Local Culture; and New Campus Locations are addressed through: Embracing Personal Accountability for Students' Learning (Create a proposal for operationalizing best practices using Aspen Institute as a reference; Transformative student experience is defined; An experiential/service learning feasibility study; Redesigned Student Reaction to Instruction; Revised general education outcomes assessment; Program to support redesign of gateway courses with active and collaborative learning methods

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

The College's strategic planning process is assessed each year using the achievement of the key performance indicators and completion of activities planned. In addition, the facilitated collaborative process used for the development of the process includes continuous assessment.

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

The President's Advisory Committee uses the strategic directions and key strategic objectives (success criteria) to develop significant initiatives required to realize success. The collaborative process produces specific, measurable initiatives in which the College will engage to make substantial progress in achieving the long-term goals. Corollary implementation plans are developed using the College's project management system to define each initiative's purpose, deliverables, work scope, budget, evaluation metrics, and team members. Each project team enters milestones into a tracking system, and the Committee discusses progress in quarterly meetings

At the end of the planning year, a Summary of Accomplishments report is prepared by persons responsible. 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

http://etcdata.tctc.edu/Presidents_Office/planning/strategic_plan.html

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

The Provost and academic deans use 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.

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 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 relies on an advisory committee consisting of all the primary supervisors on campus to provide a body for data review, institutional communication, and support for 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 and/or transfer to four-year colleges forms 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 identify specific improvements tasks, and linkages to the budgeting process. Data come from numerous sources including objective quantitative data sets, surveys, focus groups, and informal discussions.

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 students, 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 Provost. 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 inform 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; and
- 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 traditional and social media to effectively communicate with all prospective students.

Other Stakeholders

Relationships with other stakeholders are built through visits to campus, interaction with College employees within the community, the establishment of collaborative relationships with 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 key performance indicators, which index key areas of performance such as retention, graduate placement, and licensure pass rates.

To track daily operations, the College has developed an extensive self-service reporting system. The system delivers operational-level reports from the College's management system, by user role, to enable real-time monitoring of key data, such as student status in the applied/admitted/enrolled process.

To track progress related to strategic plan objectives, specific departmental leaders are assigned to each of the activities in the College Strategic Plan. The College has recently purchased management software that project leaders will access and update monthly to enable centralized monitoring and management of all

strategic plan activities. 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.

The internal Academic Program Review described in Section 2.1.

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 key performance indicators for the strategic plan as well as for individual academic programs. Key measures include:

- Student, graduate, and employer satisfaction;
- Student retention rates;
- Student placement upon graduation;

- Graduate licensing exam pass rates;
- Cost to educate a successful student; and
- Student engagement.

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 to benchmark College performance in key areas. 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 data, 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 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.

A 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 at least 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.
- The primary leadership team has responsibilities for all campuses resulting in consistency and continuity regardless of location. Instructional Support and the Faculty Development liaison offer training opportunities to help faculty share best practices for using instructional technology. Cross training within departments provides additional opportunity for skills sharing. The technical college system also maintains a peer group forum for the specific purpose of information sharing and to identify and resolve common issues across all colleges.

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 in part 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.

Organizational knowledge is also developed through project teams and committee assignments in which cross-divisional teams work together to solve organizational problems.

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 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 capabilities, 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 (“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 College evaluates the effectiveness of the workforce through the use of a formal appraisal system described in section 5.3.

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; and
- 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. The College has recently added an exercise center for all faculty that includes space for freeform workouts (e.g. Zumba, Bootcamp), weights, and cardio equipment. 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. The College has also implemented the Student Assistance Program (SAP) to connect students with professional counseling and support 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 position 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 a comprehensive Emergency Messaging System (Regroup) to communicate emergency information. The system enables appropriate campus personnel to communicate important information to all active employees and students via email, text and phone 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; and
- Accreditation agencies.

Each credit program conducts an annual program outcome assessment to ensure adequate emphasis on ongoing continuous improvement. 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.

Each program performs an extensive internal program review every three years. The process requires gathering, analyzing, and summarizing relevant internal and external data concerning each program.

Department heads or program coordinators, as appropriate, are responsible for 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 Provost's Council is responsible for analyzing written program reviews and presentations, evaluating planned changes, and providing formal feedback to department heads or program coordinators, as appropriate.

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, Academic Program Review documents, 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 Effectiveness, 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 Outcomes 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.

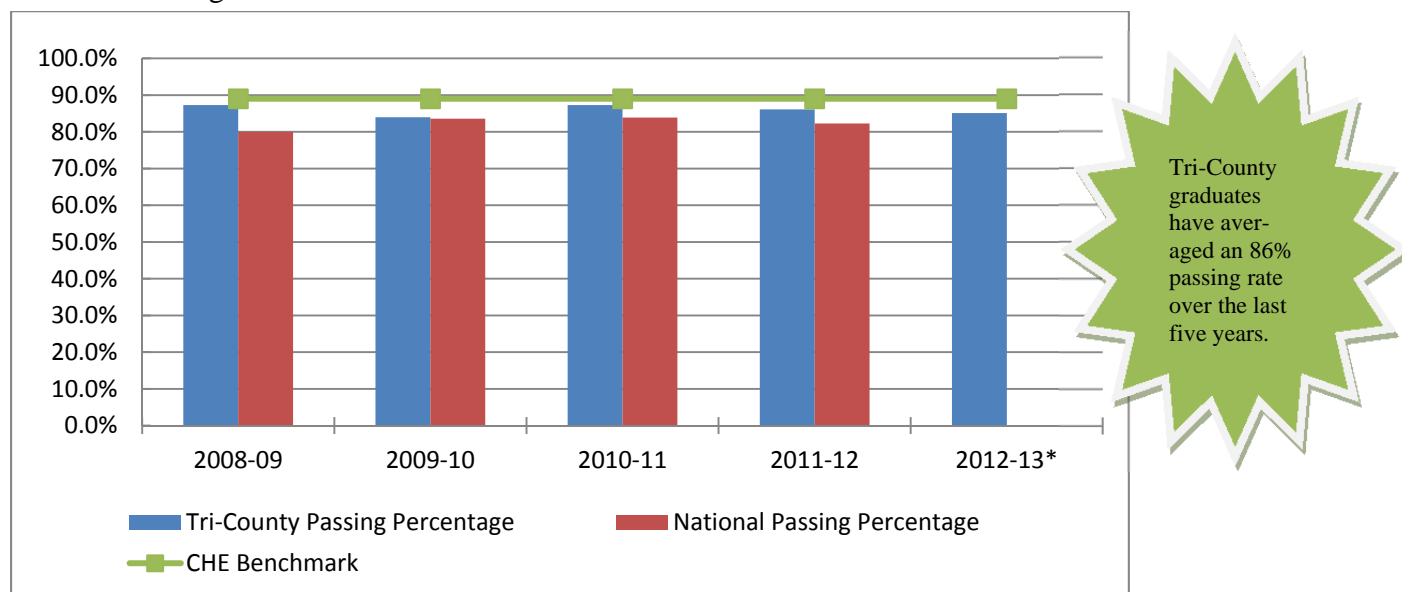
The financial history of Tri-County Technical College demonstrates stability, as evidenced by the *Comprehensive Annual Financial Report* that the College has published annually since 2000. Tri-County has been awarded the Certificate of Achievement in Financial Reporting from the Government Finance Officers Association of the United States and Canada for the last twelve years. The report for the year ending June 30, 2013, 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 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 unit purpose. 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

7.1 STUDENT LEARNING RESULTS

Figure 7.1-1: Licensing Exam and Certification Results



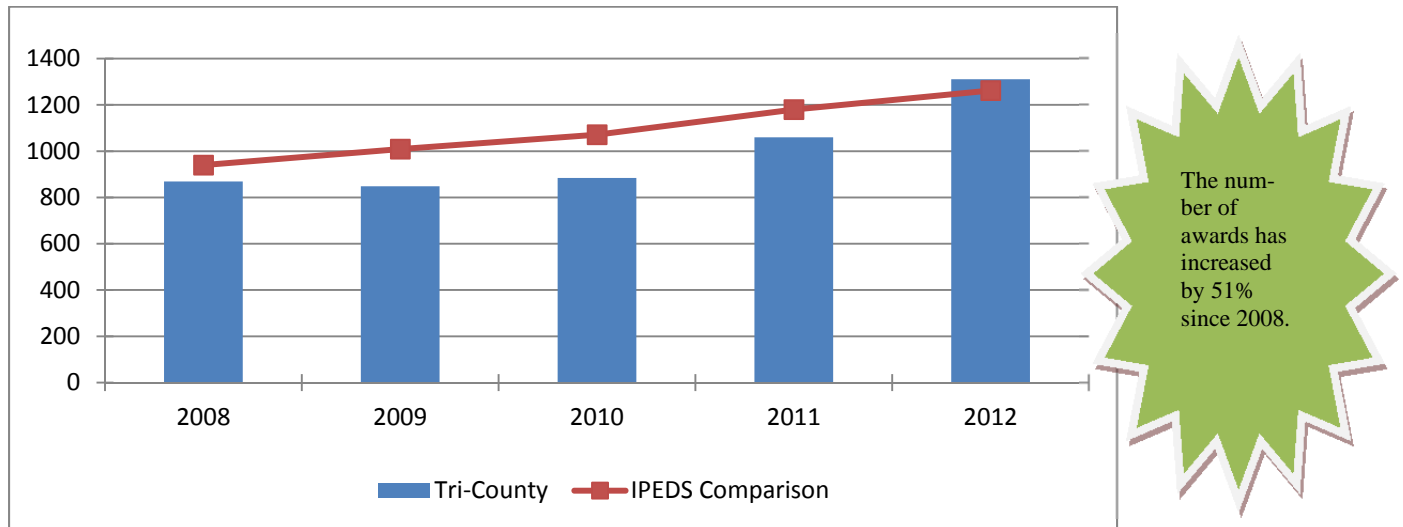
Source: TCTC Performance of First-Time Professional Curriculum Program Graduates on Licensing and Certification Examinations

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

* National data not available

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 86% passing rate over the last five years.

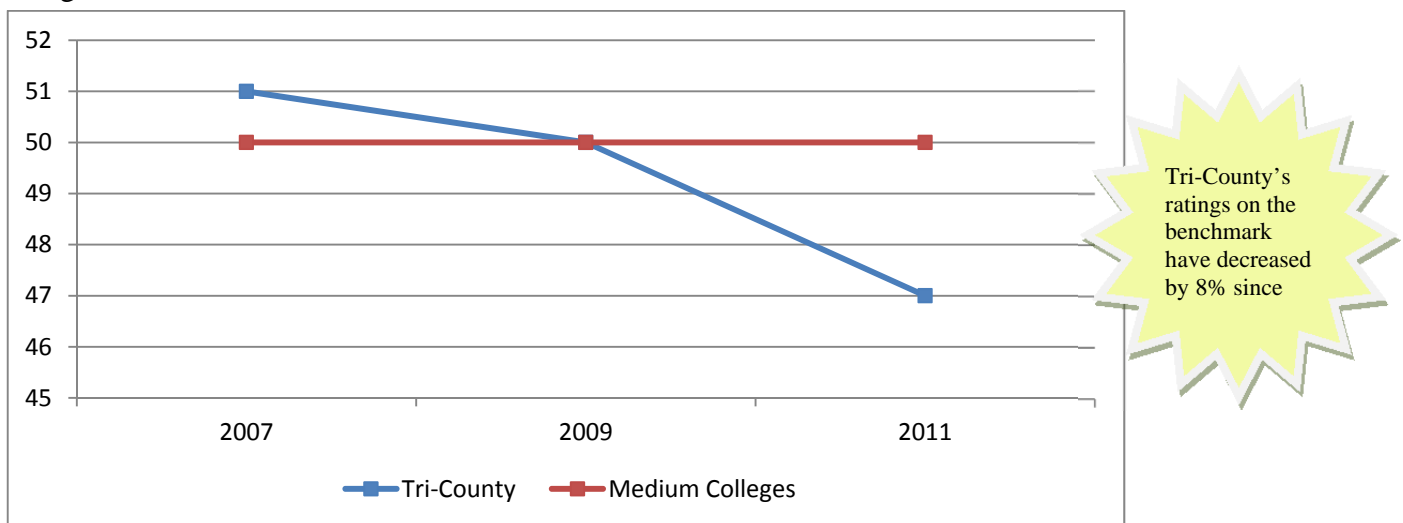
Figure 7.1-2 Total Academic Credentials Awarded



Source: IPEDS Peer Analysis System

Figure 7.1-2 presents the number of academic credentials awarded for the academic years 2008 to 2012. The number of awards has increased by 51% since 2008 and exceeded the national average by 4% in 2012.

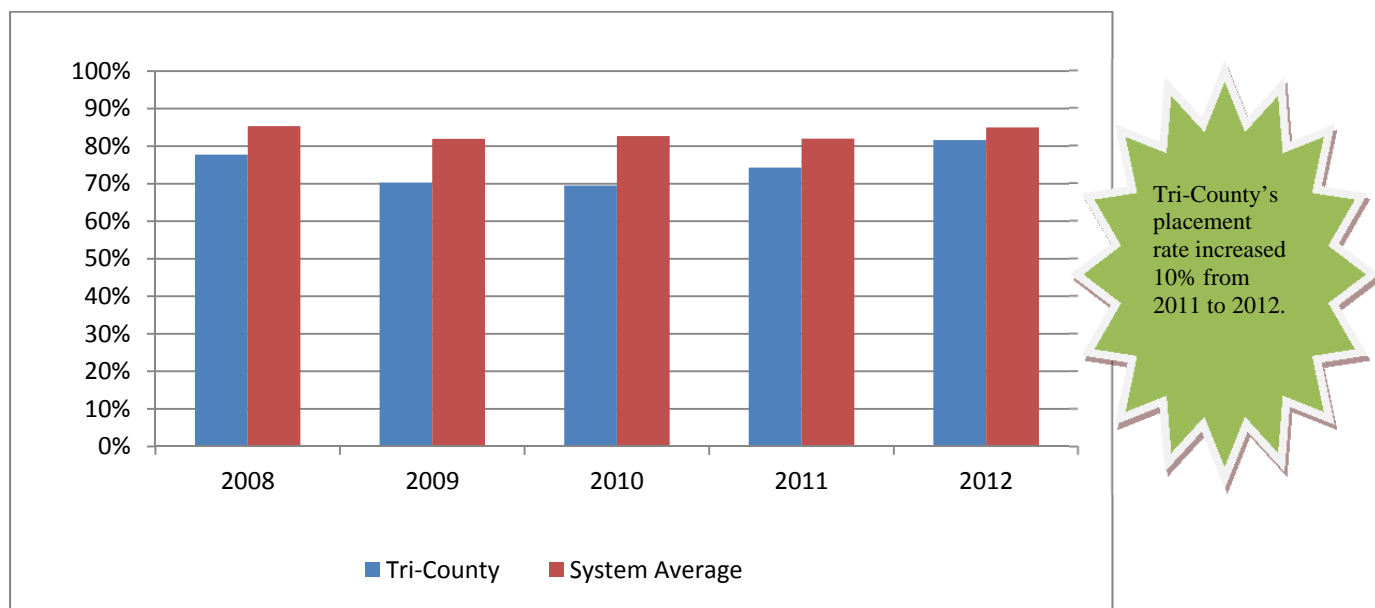
Figure 7.1-3 Community College Survey of Student Engagement Benchmark Scores for Active and Collaborative Learning



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

Figure 7.1-3 presents the Community College Survey of Student Engagement benchmark scores for Active and Collaborative learning. The benchmark score was computed by averaging the scores on the survey items that comprise the benchmark. Tri-County's ratings on the benchmark have decreased by 8% since 2007.

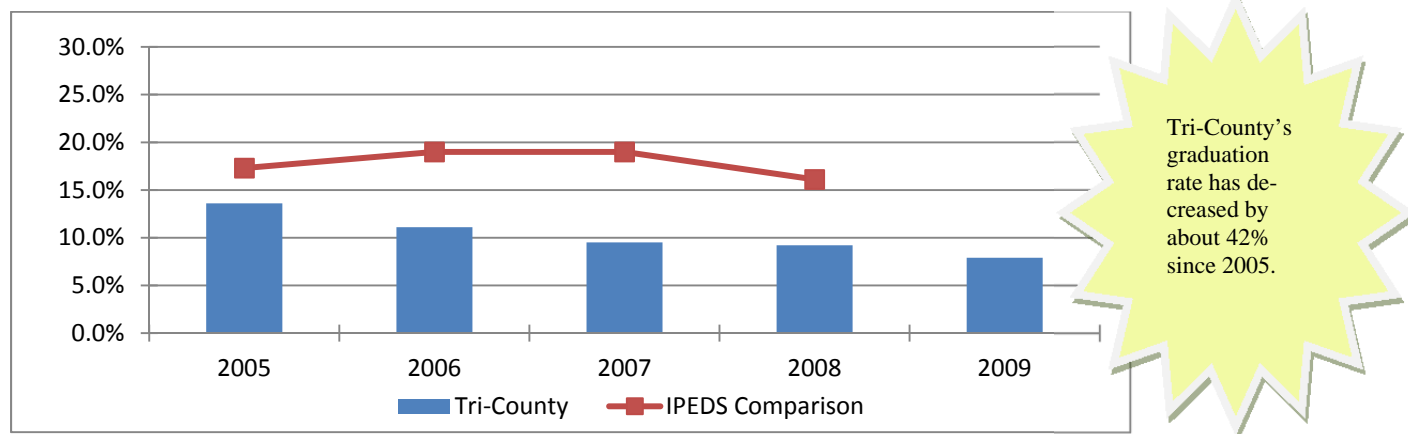
Figure 7.1-4 Graduate Placement Results



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

Figure 7.1-4 indicates the average placement rate, which is the percent of award recipients available for placement employed in a related job or enrolled in school. Tri-County's placement rate increased 10% from 2011 to 2012. However, the College placement rate has been consistently lower than the system average.

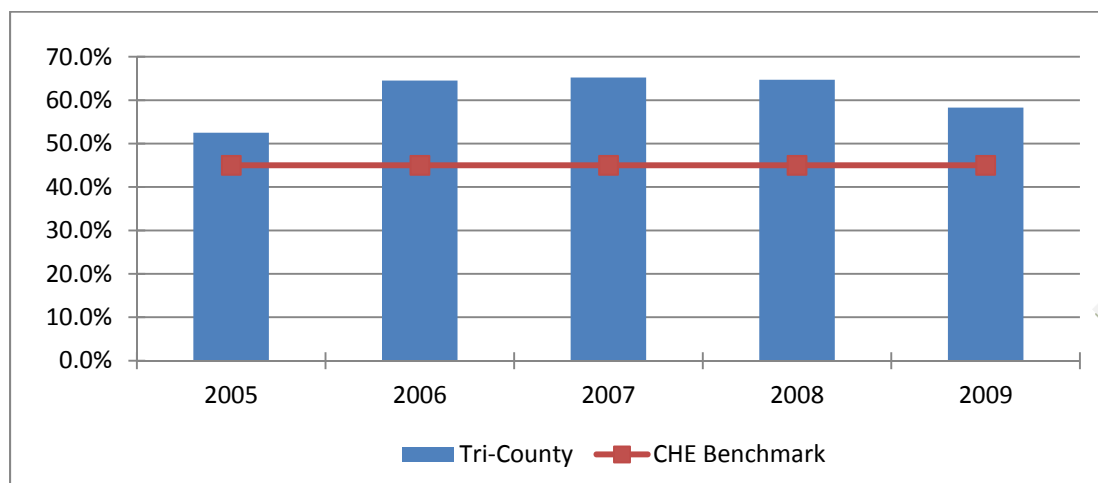
Figure 7.1-5 Graduation Rates for the 2005-2009 Cohorts



Source: IPEDS Peer Analysis System

Figure 7.1-5 compares the graduation rates of Tri-County to the average rate from comparable schools across the southeast. Graduation rate is defined as the percentage of first-time, full-time degree-seeking students in a given fall graduating within 150% of program time (3 years). Tri-County's graduation rate has decreased by about 42% since 2004. However, graduation rate does not include students who transferred to another college without earning an award. The College's Bridge to Clemson program, which has grown to account for 35% of all first-time full-time post-secondary students, enables students to transfer after one year, which adversely impacts graduation rate.

Figure 7.1-6 Success Rates for the 2005-2009 Cohorts

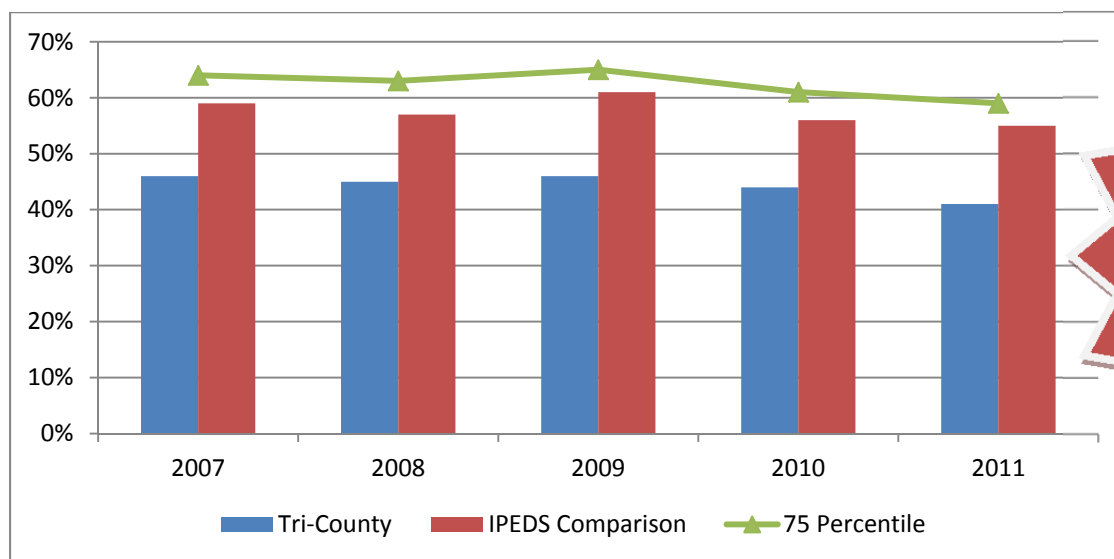


Source: Calculated using available CHEMIS data by CHE

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

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 in a given fall graduating within 150% (3 years) of normal program time, transferring to another institution, or continuing to be enrolled either full- or part-time. Tri-County has 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

Tri-County's retention average has been below the IPEDS comparison group average over the last 5 years.

Figure 7.1-7 compares Tri-County's fall-to-fall retention of first-time, full-time students to the average from comparable schools across the southeast. 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 and the College has developed strategic initiatives to improve the retention rate. However, the College's Bridge to Clemson program, which has grown to account for 35% of all first-time full-time post-secondary students, enables students to transfer after one year, which adversely impacts the retention rate.

7.2 STUDENT AND STAKEHOLDER SATISFACTION

Figure 7.2-1 2012 Noel Levitz Student Satisfaction Survey Scale Results

Tri-County Technical College - SSI - 12/2012
Institutional Summary

Series "White" Point "2010-11" Value: 82.2%

Noel-Levitz[®]
Student Satisfaction Inventory

Scale	Tri-County Technical College - SSI			National Community Colleges			Mean Difference
	Import	Satis / SD	Gap	Import	Satis / SD	Gap	
Student Centeredness	5.86	5.05 / 1.27	0.81	6.02	5.41 / 1.16	0.61	-0.36 ***
Instructional Effectiveness	6.07	5.00 / 1.29	1.07	6.22	5.44 / 1.08	0.78	-0.44 ***
Responsiveness to Diverse Populations		5.16 / 1.43			5.52 / 1.25		-0.36 ***
Campus Support Services	5.44	4.75 / 1.23	0.69	5.51	5.00 / 1.19	0.51	-0.25 ***
Safety and Security	5.90	4.85 / 1.28	1.05	6.05	5.06 / 1.20	0.99	-0.21 ***
Academic Advising/Counseling	6.11	5.10 / 1.45	1.01	6.18	5.23 / 1.34	0.95	-0.13 *
Admissions and Financial Aid	5.99	4.94 / 1.27	1.05	6.09	5.19 / 1.24	0.90	-0.25 ***
Academic Services	5.94	5.25 / 1.21	0.69	6.09	5.51 / 1.06	0.58	-0.26 ***
Registration Effectiveness	6.09	5.13 / 1.19	0.96	6.20	5.46 / 1.05	0.74	-0.33 ***
Service Excellence	5.90	5.00 / 1.23	0.90	6.00	5.31 / 1.09	0.69	-0.31 ***
Concern for the Individual	6.02	4.97 / 1.34	1.05	6.12	5.25 / 1.23	0.87	-0.28 ***
Campus Climate	5.89	5.00 / 1.22	0.89	6.01	5.34 / 1.09	0.67	-0.34 ***

National Group Means are based on 191857 records

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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 2012 Noel-Levitz Student Satisfaction survey results. Students indicate high levels of satisfaction, though lower than a national peer group.

Figure 7.2-2 2012 Noel Levitz Student Satisfaction Survey Overall Results

Tri-County Technical College - SSI - 12/2012
Institutional Summary

Noel-Levitz[®]
Student Satisfaction Inventory

Summary	Tri-County Technical College - SSI	National Community Colleges	Mean Difference
So far, how has your college experience met your expectations?	4.51	4.82	-0.31 ***
1=Much worse than expected	2%	1%	
2=Quite a bit worse than I expected	2%	1%	
3=Worse than I expected	11%	6%	
4=About what I expected	42%	36%	
5=Better than I expected	17%	25%	
6=Quite a bit better than I expected	9%	12%	
7=Much better than expected	13%	15%	
Rate your overall satisfaction with your experience here thus far.	5.00	5.46	-0.46 ***
1=Not satisfied at all	2%	1%	
2=Not very satisfied	5%	2%	
3=Somewhat dissatisfied	9%	5%	
4=Neutral	16%	11%	
5=Somewhat satisfied	20%	17%	
6=Satisfied	31%	40%	
7=Very satisfied	14%	20%	
All in all, if you had to do it over, would you enroll here again?	5.17	5.72	-0.55 ***
1=Definitely not	4%	2%	
2=Probably not	8%	4%	
3=Maybe not	5%	3%	
4=I don't know	12%	8%	
5=Maybe yes	13%	10%	
6=Probably yes	28%	31%	
7=Definitely yes	26%	39%	

Copyright 2013, Noel-Levitz, Inc.

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

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

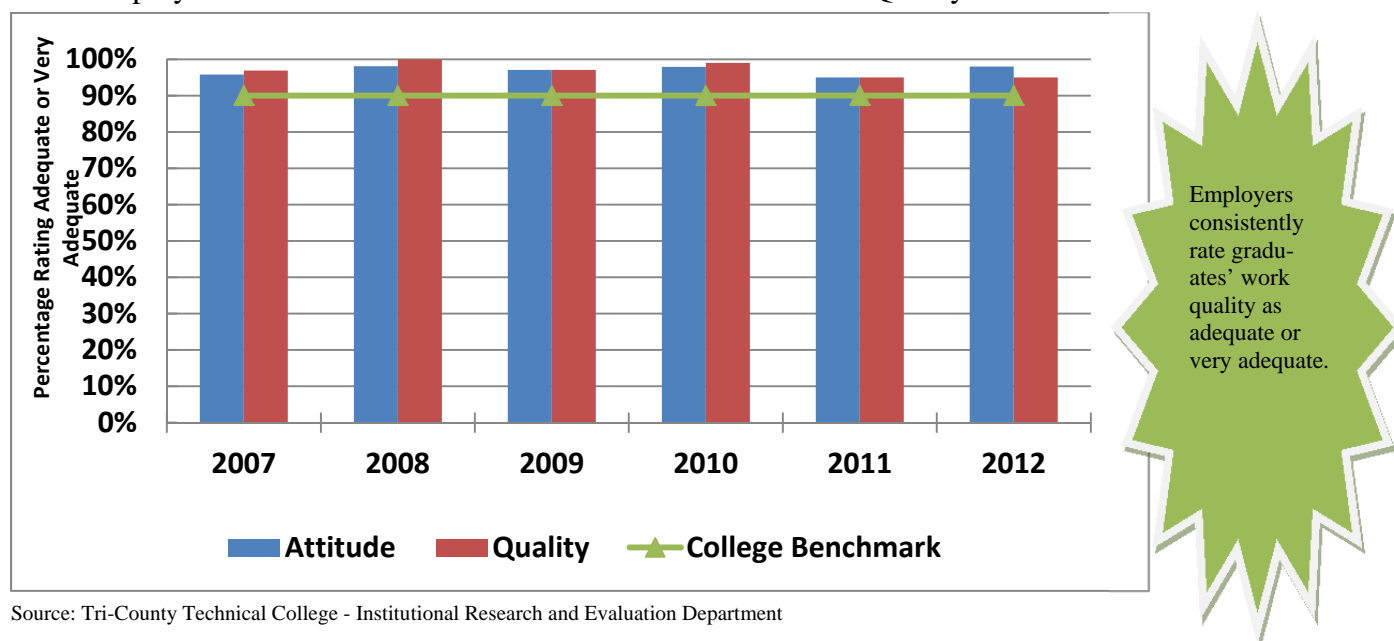


Figure 7.2-3 presents employers' ratings of graduates' work quality. Employers consistently rate graduates' attitude and work quality as Adequate or Very Adequate.

Figure 7.2-4 2012 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	***
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	**

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		
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 twelve years, and the report for the year ending June 30, 2013, has been submitted for review for the same award.

Financial Highlights

- The assets of Tri-County Technical College exceeded its liabilities at June 30, 2013 by \$64,688,601 (net position). Of this amount, \$5,916,416 (unrestricted net position) may be used to meet the College's ongoing obligations.
- The College's net position increased by \$3,979,880 or 6.6%, primarily in the category of current assets and a reduction of current liabilities.
- The College experienced an operating loss of \$20,205,786 as reported in the Statement of Revenues, Expenses, and Changes in Net Position. The operating loss increased by \$195,907 from fiscal year 2012 due to a net decrease in operating revenues of \$191,127 and a net modest increase in operating expenses of \$4,780. The operating loss was offset by non-operating revenues from State appropriations of \$6,496,387, local appropriations of \$2,983,018, State grants and contracts of \$222,851, Federal grants and contracts of \$11,103,979, other non-operating revenues of \$1,329,646, and capital appropriations of \$2,291,831 for total non-operating revenues of \$24,427,712.

Economic Factors

The economic condition of the College is dependent to a large degree on that of the state and local governments. Due to improving economic conditions, the state of South Carolina was able to increase current operational funding levels 4.7% this year over the previous year.

Local government support provided an increase of 3.2% funding for ongoing maintenance and plant operations even though the tax base remained relatively flat. Although the unemployment rates improved slightly from June 2012, unemployment in the College's service area still remains at challenging levels for the service area; 9.2% for Anderson county, 9.7% for Oconee county, and 9.1% for Pickens county.

The College is also dependent on tuition revenues, ideally from a stable enrollment over time. Enrollment declined 2.7% in 2013, this is the second consecutive year that enrollment dropped from FY11's record levels after 4 years of explosive enrollment growth of 32.9%. The two year trend of declining enrollment was experienced across most of the South Carolina Technical College system. It appears in the Upstate of South Carolina lower enrollments correlate with a slowly improving economy as more potential students were able to find or keep jobs instead of returning to college to enhance their skills or seek a credential in support of a career change.

Economic Impact Study Highlights

In 2013 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:

Return on investment to students, society, and taxpayers

TCTC's 2012-13 students paid a total of \$26.0 million to cover the cost of tuition, fees, books, and supplies. They also chose to forgo \$63.3 million in earnings that they would have earned had they been working instead of learning.

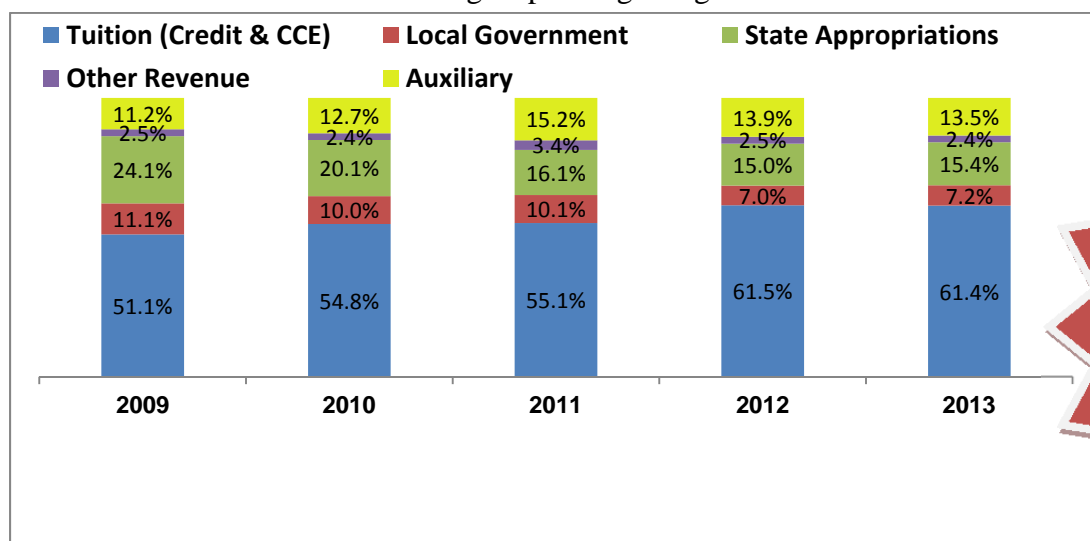
In return for the monies invested in the college, students will receive a present value of \$352.6 million in increased earnings over their working lives. This translates to a return of \$3.90 in higher future income for every \$1 that students invest in their education. The average annual return for students is 15.7%.

Society as a whole in South Carolina will receive a present value of \$645.3 million in added state income over the course of the students' working lives. Society will also benefit from \$28.1 million in present value social savings related to reduced crime, lower unemployment, and increased health and well-being across the state.

For every dollar that state and local taxpayers spent on TCTC during the analysis year, society will receive a cumulative value of \$32.80 in benefits, for as long as TCTC's 2012-13 students remain active in the state workforce.

In FY 2012-13, state and local taxpayers in South Carolina paid \$20.6 million to support the operations of TCTC. The net present value of the added tax revenue stemming from the students' higher lifetime incomes and the increased output of businesses amounts to \$39.3 million in benefits to taxpayers. Savings to the public sector add another \$17.2 million in benefits due to a reduced demand for government-funded services in South Carolina. Dividing benefits to taxpayers by the associated costs yields a 2.7 benefit-cost ratio, i.e., every \$1 in costs returns \$2.70 in benefits. The average annual return on investment for taxpayers is 6.8%.

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



Source: Tri-County Technical College – Business Office

Tri-County is now a State-assisted institution with 61.4% of operating budget dollars derived directly from tuition.

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 61.4% of operating budget dollars derived directly from tuition and only 15% coming from the State.

Figure 7.3-3 Net Assets Summary

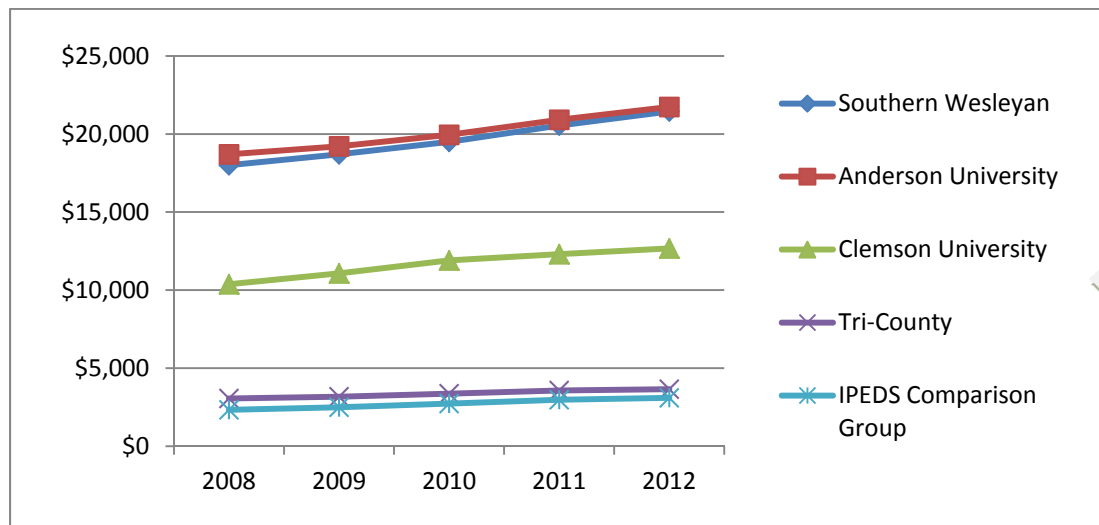
Net Position					
As of June 30, 2013, June 30, 2012 and June 30, 2011 (In millions)					
	30-Jun 2013	30-Jun 2012	Increase (Decrease) 2012 to 2013	30-Jun 2011	Increase (Decrease) 2011 to 2012
ASSETS					
Current Assets	\$35.22	\$34.18	\$1.04	\$29.53	\$4.65
Non-current Assets	\$0.00	\$0.00	\$0.00	\$0.05	(\$0.05)
Capital Assets, Net of Depreciation	\$40.21	\$38.57	\$1.64	\$38.09	\$0.48
TOTAL ASSETS	\$75.43	\$72.75	\$2.68	\$67.67	\$5.08
LIABILITIES					
Current Liabilities	\$4.15	\$5.12	(\$0.97)	\$4.72	\$0.40
Non-current Liabilities	\$6.59	\$6.92	(\$0.33)	\$7.22	(\$0.30)
TOTAL LIABILITIES	\$10.74	\$12.04	(\$1.30)	\$11.94	\$0.10
NET POSITION					
Investment in Capital Assets	\$34.46	\$32.46	\$2.00	\$31.63	\$0.83
Restricted	\$24.31	\$22.62	\$1.69	\$18.59	\$4.03
Unrestricted	\$5.92	\$5.63	\$0.29	\$5.51	\$0.12
TOTAL NET POSITION	\$64.69	\$60.71	\$3.98	\$55.73	\$4.98

Source: Tri-County Technical College Comprehensive Annual Financial Report

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

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. Overall total assets increased \$2.68 or 3.7% from June 30, 2012 to June 30, 2013, compared to an increase of \$5.08 or 7.5% from June 30, 2011 to June 30, 2012.

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

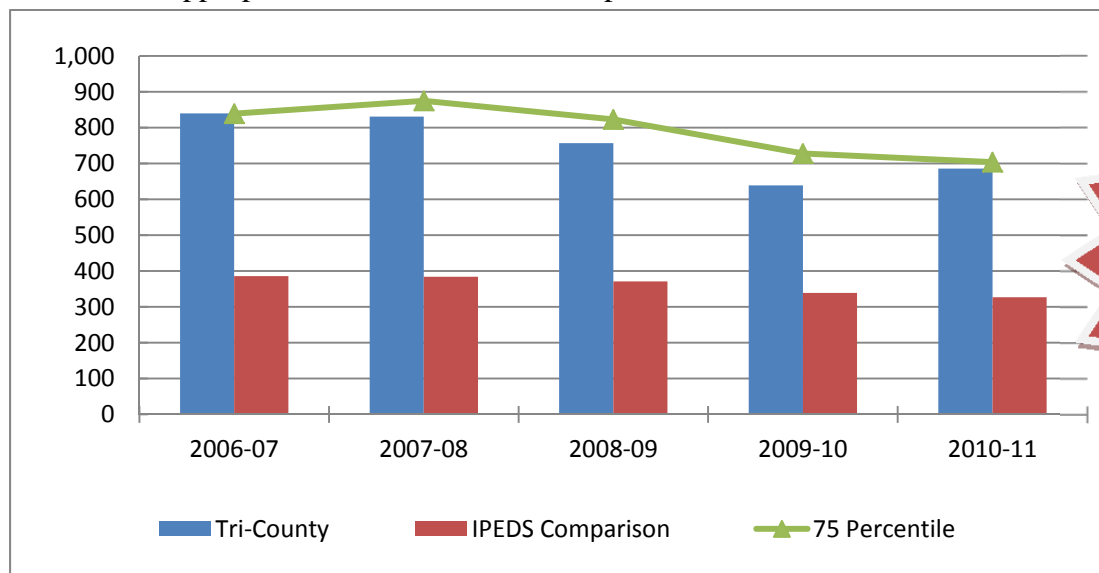


Source: IPEDS Peer Analysis System

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

Figure 7.3-4 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

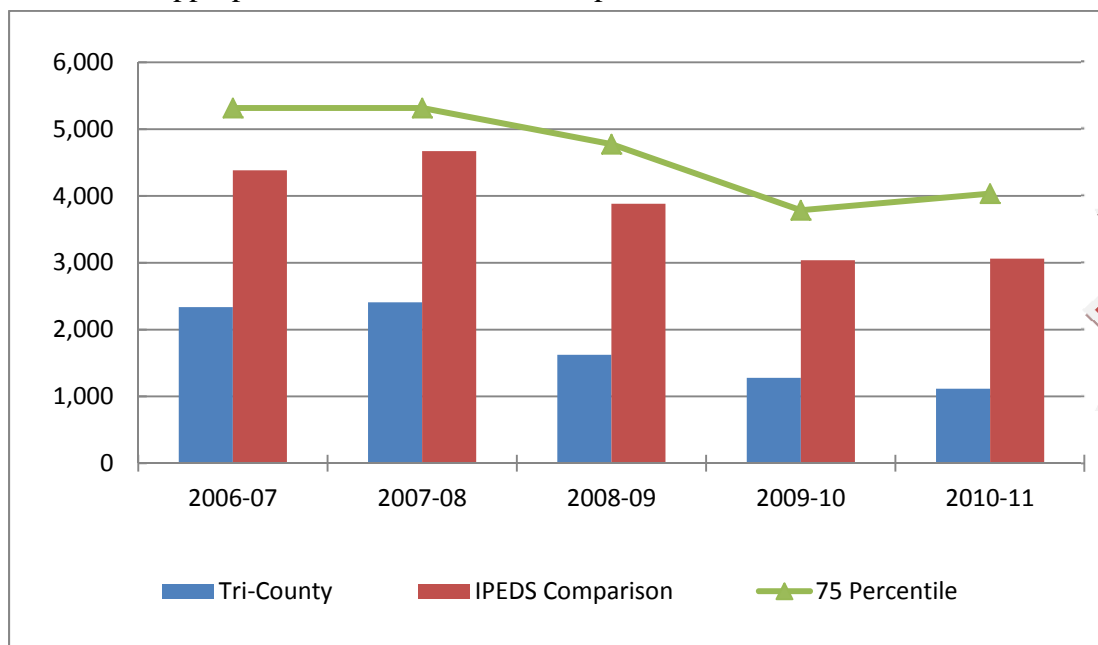


Source: IPEDS Peer Analysis System

The local appropriation per FTE has decreased by 18% since 2006-07.

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 18% since 2006-07.

Figure 7.3-6 State Appropriations Per FTE Peer Comparison

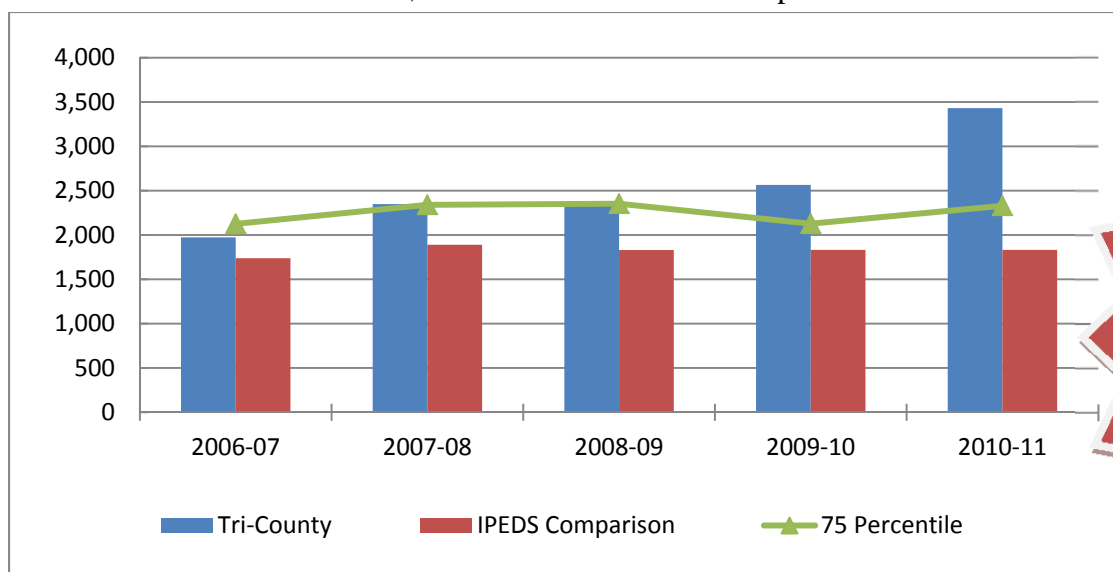


The state appropriation per FTE has decreased by 52% since 2006-07.

Source: IPEDS Peer Analysis System

Figure 7.3-6 presents state appropriation dollars per FTE. The direct state appropriation per FTE has decreased by 52% since 2006-07.

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



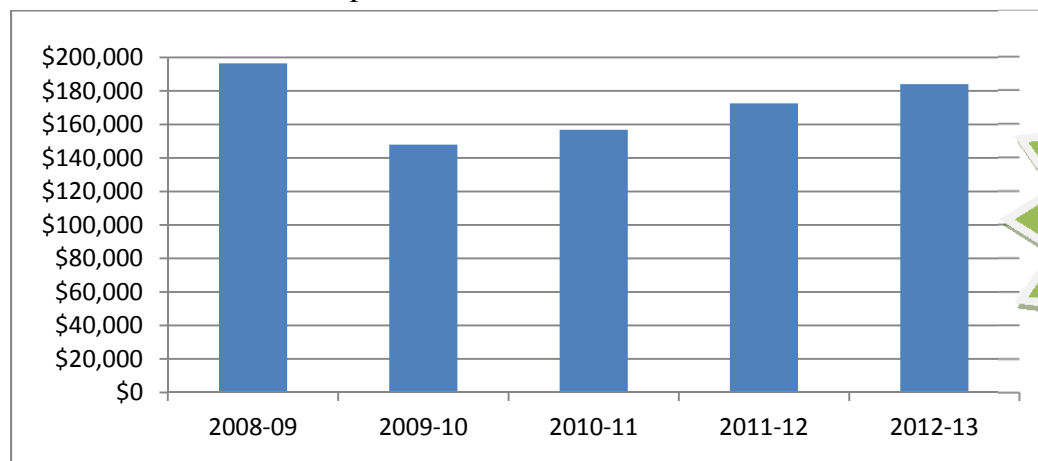
Tuition and fees have increased 74% since 2006-07 as a result of decreases in state and local funding.

Source: IPEDS Peer Analysis System

Figure 7.3-7 tuition and fee dollars per FTE. Tuition and fees have increased 74% since 2006-07 as a result of decreases in direct state and local funding.

7.4 WORKFORCE ENGAGEMENT RESULTS

Figure 7.4-1 Professional Development Dollars



The professional development allocation increased 24% since 2006-07.

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 \$171,560 per year for professional development over the last five years. The professional development allocation increased 24% from 2006-07.

Figure 7.4-2 2012 Survey Results from Noel-Levitz Employee Satisfaction Survey

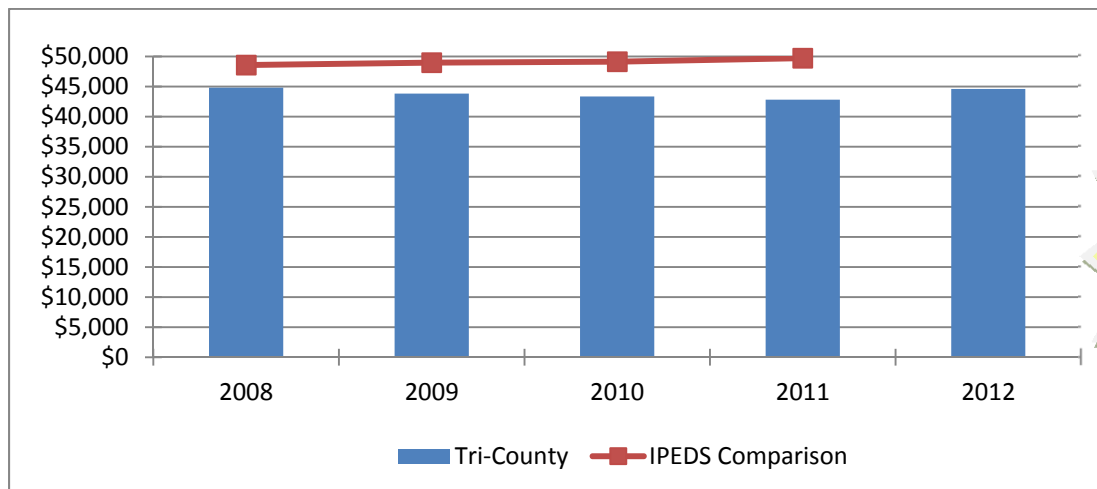
RATE IMPORTANCE (1 = "Not important at all" / 5 = "Very important") AND SATISFACTION (1 = "Not satisfied at all" / 5 = "Very satisfied")	Tri-County Tech		Comp group		IMP Sign Diff	SAT Sign diff
	IMP Mean	SAT Mean	IMP Mean	SAT Mean		
1. It is easy for me to get information at this institution	4.52	3.58	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	*

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

Source: Noel-Levitz Employee Satisfaction Survey

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)



The average full-time faculty salary has increased by 4.1% since 2011.

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 increased by 4.1% since 2011.

Figure 7.4-4 Campus Security Report

Criminal Incidents	2010	2011	2012
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	19	1	35
Arson	0	0	0
Vehicle Theft	0	0	0
Liquor Law Violation	0	0	0
Drug Violation	2	0	0
Weapons Violation	1	0	0
Hate Crimes	0	0	0
College Incidents			
Liquor Law Violation	174	0	93
Drug Violation	4	7	16
Weapons Violation	0	0	0

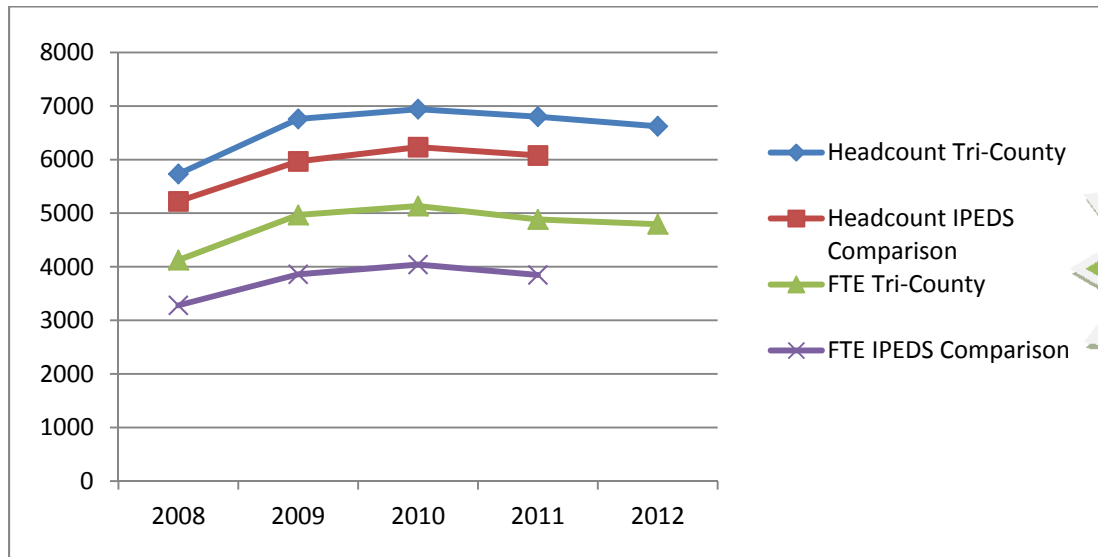
Source: Tri-County Campus Safety Department

Tri-County provides a safe environment for College stakeholders

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

7.5 ORGANIZATIONAL EFFECTIVENESS RESULTS

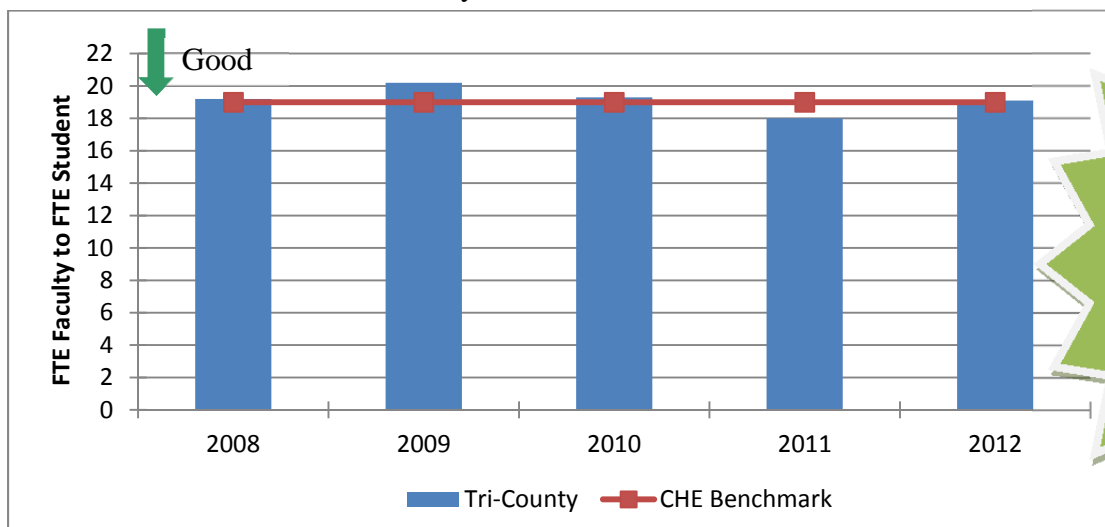
Figure 7.5-1 Total Fall Headcount and FTE



Source: IPEDS Peer Analysis System

Figure 7.5-1 presents the total fall headcount and FTE enrollment from fall 2007 to 2011. Tri-County's headcount and FTE increased by 16% between fall 2008 and 2012.

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.

Figure 7.5-3 Space Utilization by Function

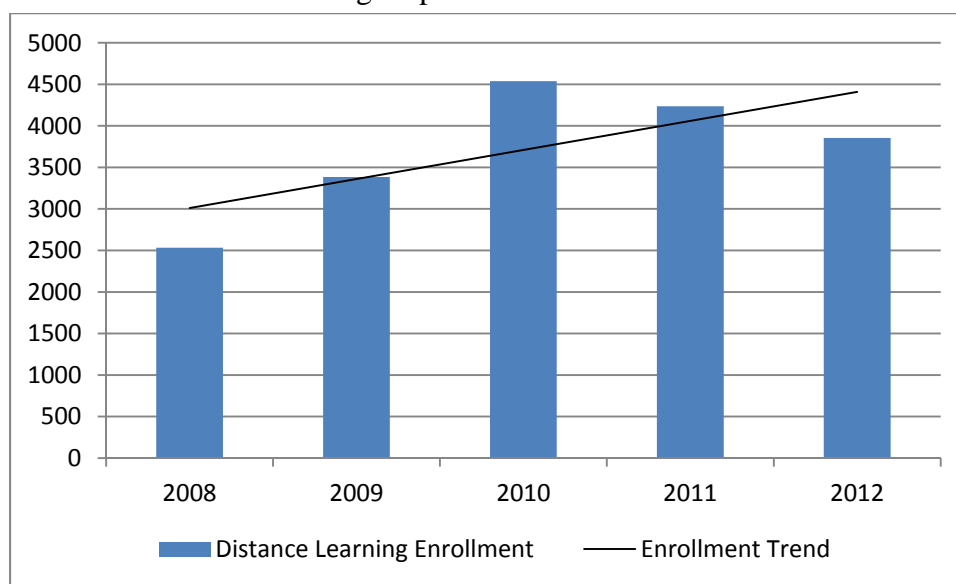
	2006	2007*	2008	2009	2010	2011	2012
Instruction							
Assignable Square Feet	156,645	171,538	171,538	196,636	199,134	203,643	214,814
Percentage of Total	68.26%	70.19%	70.19%	74.71%	74.98%	75.28%	76.26%
Academic Support							
Assignable Square Feet	23,431	23,431	23,431	22,615	22,615	23,042	23,042
Percentage of Total	10.21%	9.59%	9.59%	8.60%	8.52%	8.51%	8.18%
Student Services							
Assignable Square Feet	16,184	16,184	16,184	11,736	11,736	11,736	11,736
Percentage of Total	7.05%	6.62%	6.62%	4.47%	4.41%	4.34%	4.17%
Institutional Support							
Assignable Square Feet	16,179	16,179	16,179	16,117	16,117	16,117	16,117
Percentage of Total	7.05%	6.62%	6.62%	6.13%	6.07%	5.96%	5.72%
Plant Operations/Maintenance							
Assignable Square Feet	9,946	9,946	9,946	10,060	10,060	10,060	10,060
Percentage of Total	4.33%	4.07%	4.07%	3.83%	3.79%	3.72%	3.57%
Auxiliary Enterprises							
Assignable Square Feet	5,926	5,926	5,926	5,926	5,926	5,962	5,962
Percentage of Total	2.58%	2.42%	2.42%	2.25%	2.23%	2.20%	2.12%
Unassigned							
Assignable Square Feet	1,176	1,176	1,176	-	-	-	-
Percentage of Total	0.51%	0.48%	0.48%	0.00%	0.00%	0.00%	0.00%
Total Assignable Areas							
Assignable Square Feet	229,487	244,380	244,380	262,817	265,588	270,524	281,695
Percentage of Total	100%	100%	100%	100%	100%	100%	100%

Source: Facilities extract from IPEDS and SCHE Facilities extract from IPEDS and SCHE

*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

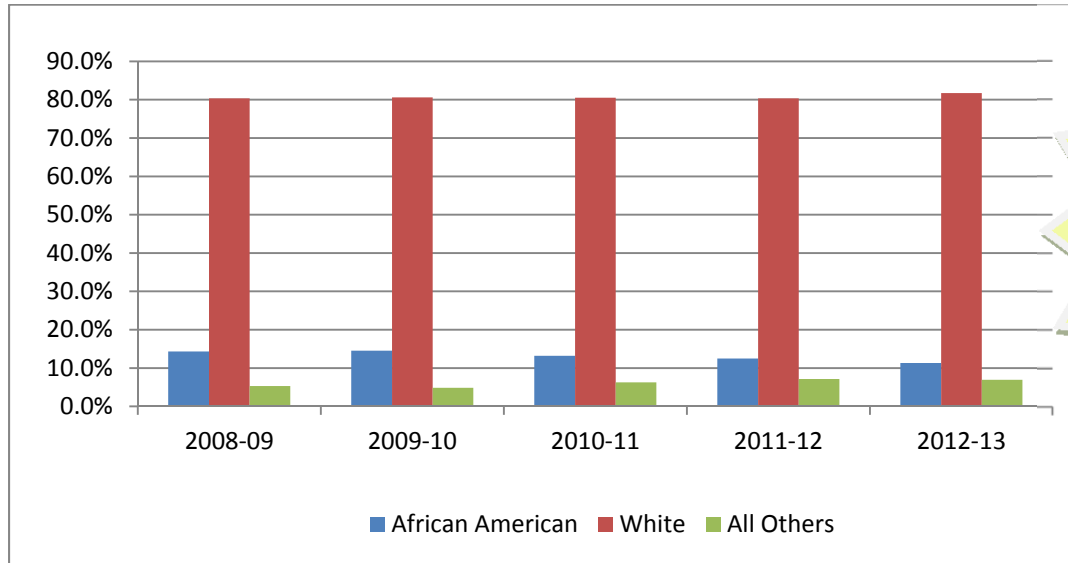


Source: Institutional CERS courses file



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 2008, enrollment has increased 53%. For academic year 2012-2013, 54% of all students took at least one distance learning course.

Figure 7.5-5 Opening Fall Enrollment by Race

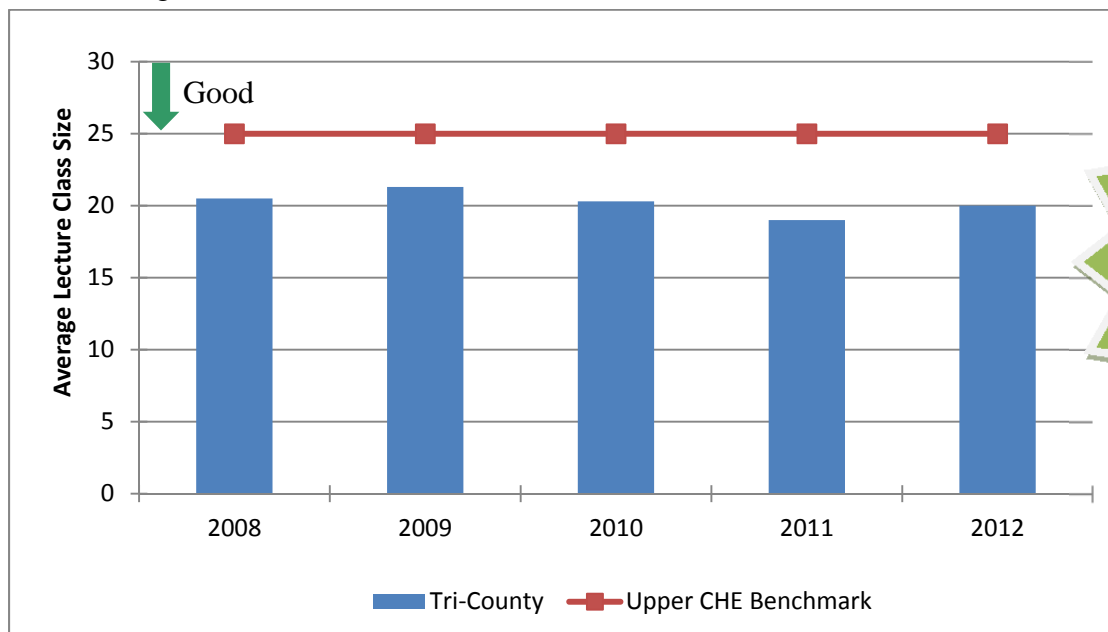


The percentage of total College enrollment of African Americans has decreased 21% since 2008-09.

Source: Opening fall CERS files

Figure 7.5-5 presents enrollment percentage by race. From 2008-08 to 2012-13, Tri-County's African American representation has averaged 13%, which essentially matches the African American representation in Tri-County's service area of 12%. However, the percentage of total College enrollment of African Americans has decreased 21% since 2008-09.

Figure 7.5-6 Average Lecture Class Size



Between fall 2008 and 2013 Tri-County's class size averaged 20 students.

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

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 2008 and 2012, Tri-County's lecture class size averaged 20 students.

7.6 LEADERSHIP AND SOCIAL RESPONSIBILITY RESULTS

A. Accomplishments of Action Plans: 2012-2013 Strategic Plan Accomplishments Highlights

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

- Submitted the 5th year compliance and QEP Impact reports to SACS. Reports were submitted and accepted and the on-site review was successful without recommendations
- Instituted key performance indicators (KPI) to provide measurement of Strategic Plan initiatives as well as overall College progress. KPIs are: student success rate, retention, active and collaborative learning, support for learners, cost to educate a successful student, job placement rate, campus culture, and leadership and accountability benchmark
- Redesigned the student Matriculation process
- Completed a comprehensive internal and 3rd party effectiveness review of Financial Aid function to ensure compliance and appropriate use of resources
- 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
- Developed and implemented a comprehensive financial sustainability model for the College that included a complete assessment of current revenue, expenses, risks and opportunities for the next ten years

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

- Finalized construction and opened the Industrial Technology Center (ITC), a 43,000 square foot facility. In addition to serving the ongoing credit curriculum needs of the College this Center has proven to be instrumental in attracting new industry to the three county area and their employees will be trained through this facility. The facility currently houses Industrial programs of Welding, HVAC and Building Construction.
- Partnered with Anderson County to secure funding and begin construction on a Quick Jobs Center to serve Anderson County, similar to the ones in Oconee and Easley.
- Created an Information Technology Roadmap to outline the framework of technology and core utilities to serve as the foundation for our IT resources.
- Developed and implemented a five-year deferred maintenance plan
- Completed the Traffic Improvement renovation to the entrances of the Pendleton Campus
- Revised the Three-Year Strategic Plan to focus on improving student success, including key performance indicators of progress

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

- Created a comprehensive needs analysis to determine the education and training needs of the three-county area to inform the development and management of the academic, training and support programs offered by the College.
- Created a pilot group to restructure certain technical program curricula using stackable credentials to allow students to achieve interim goals and enter the marketplace bearing credentials recognized by employers. These credentials can also be applied towards an overall degree attainment.

- Implemented mandatory attendance tracking to provide ability to create early alert processes for reaching out to students that are missing classes or showing other signs of difficulty in their program.
- Implemented Degree Works - an automated system that provides more specific information on a student to allow for more individual assessment and advising. System also serves as a tool for the student to evaluate various curriculum scenarios when planning their academic schedule.
- Opened an Advising Center to serve students with Change of Majors and when their primary Faculty Advisor is unavailable.
- Admissions policies were evaluated and revised to provide for a more seamless path into enrollment at the College.
- Began a Student Assistance Program through a third party to offer professional counseling services to students and their dependents.
- Reconstituted the PACE Board to strengthen K12 partnerships. The PACE Board is comprised of all service area superintendents and functions as an advisory board focused on developing and strengthening partnerships between service area school districts and the College.
- Received approval from the Veterans Administration for ten certificate-based training courses through Tri-County's Corporate and Community Education Division. These programs are designed to offer US veterans quick training for in-demand jobs.
- The College played a key role in working with federal and state leaders to create the opportunity for South Carolina to be one of the eight states chosen to participate in the WorkReady Communities Initiative to connect job seekers with business and industries looking for employees.
- Partnered with Southern Wesleyan University for students enrolled in the 2 + 2 program to continue their courses beyond the associate degree on the Easley Campus.
- Created a reverse transfer program with Clemson University so that the Bridge students that transfer to Clemson after their first year can also receive an associate's degree at the point they have completed the remaining hours needed for that degree.

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

- Reorganized to address issues in matriculation process. Created a College Transitions unit to house the programs that are available to transition a student into the College through a variety of pathways such as dual enrollment, connect to college, and bridge programs.
- Created a Chief of Staff position to assist in the outreach to the community and other constituencies and to serve as the point person for tracking and ensuring completion of the cross-divisional project charters.
- Revised approach to scheduling courses and sections to maximize the use of the instructional and facility resources while providing ample opportunities for students to register for necessary courses. Scheduling changes aided in achieving an 8% increase in the percent of credit hours delivered by Full-time faculty. This increase was achieved without adding new headcount or increasing the faculty load.
- Conducted a comprehensive review of the current staffing model and benefit practices to assess and mitigate the potential liability resulting from the Affordable Care Act (which will necessitate offering health insurance to temporary employees working 30 hours per week or for paying fines for failing to do so)
- Created a tutoring center to house all of the tutoring services that were previously spread throughout the Pendleton Campus to maximize use of available resources while providing more convenient one stop service to students.
- Refurbished a vacated area on campus to create an employee wellness center to promote employee health and wellness.

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

An academic program review process was created in 2012 with input from all department heads, program coordinators, and deans. Program review serves a two-fold purpose: to provide a quality review of each pro-

gram and to review access to each program (scheduling, availability of courses, entrance requirements, etc.). Program review is an information-informed assessment of the current state of each program, strengths and weaknesses, and a forward look at where the program needs to be in the future. Each element of program review provides a window through which a department head or program coordinator can view the effectiveness of the program. Program review also allows for reflection on the educational practices within the program and the role of the program in helping the College meet its mission and vision. At the end of the program review the Program Coordinator/Department Head creates an action plan to address program metrics that tie back to the College's key performance indicators. Action plans are submitted to Provost Council for review and approval.

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

- Developed a strategy to address the continuous decline of state funding and presented to the Commission for approval.
- Began work with the three counties to secure funding for a Student Success Center.
- Developed a process to restrict registration to only those courses within the designated program. This ensures students are taking courses only within their program of study and improves students' ability to maintain financial aid while exercising institutional fiduciary responsibility in paying only for those courses within the program of study.
- Obtained matching funding from State to construct an educational building in Oconee County
- Obtained increased funding from all counties in service area
- Developed and implemented energy conservation plans to reduce energy usage by 20%. Goal was attained and will result in annual savings of approximately \$200,000.

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:

- Upstate Alliance;
- Oconee Alliance;
- Alliance Pickens;
- AACC Board;
- Anderson Economic Development Board;
- Oconee Economic Development Board;
- AACC Sustainability Education and Economic Development (SEED) Commission;
- Moderator of Workforce Investment Boards Steering Committee for the three counties;
- Southern Association of College and Schools Commission on Colleges Board member;
- American Association of Community Colleges Board; and
- Anderson Chamber of Commerce.

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 2011-12, 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, 2013, has been submitted for review for the same award. The award recognizes adherence to the highest standards of fiscal accountability and transparency.

In December 2012, the College was unconditionally reaffirmed by the Southern Association of Colleges and Schools, the accrediting body for the Southeast, during the pentennial review. 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:

In 2013, 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.

During the analysis year, TCTC and its students added \$174.6 million in income to the TCTC Service Area economy, approximately equal to 1.7% of the region's Gross Regional Product. The economic impacts of TCTC break down as follows:

- TCTC employed 701 full-time and part-time employees in FY 2012-13. Payroll amounted to \$26.6 million, much of which was spent in the TCTC Service Area to purchase groceries, clothing, and other household goods and services. The college spent another \$27.1 million to support its day-to-day operations. The net impact of college payroll and expenses in the TCTC Service Area during the analysis year was approximately \$32.6 million in added regional income.
- About 5% of students at TCTC relocated to the TCTC Service Area from outside of the region. These students spent money at local businesses to purchase groceries, rent accommodation, pay for transport, and so on. The expenditures of students who relocated to and remained in the region during the analysis year added approximately \$3.3 million in income to the economy.
- Over the years, students have studied at TCTC and entered or re-entered the workforce with newly-acquired skills. Today thousands of these former students are employed in the TCTC Service Area.

The accumulated contribution of former students currently employed in the regional workforce amounted to \$138.7 million in added income during the analysis year.