

## Accountability Report Transmittal Form

Agency Name	<u>Tri-County Technical College</u>
Date of Submission	<u>September 15, 2010</u>
Agency Director	<u>Dr. Ronnie L. Booth</u>
Agency Contact Person	<u>Dr. Chris Marino</u>
Agency Contact's Telephone Number	<u>(864) 646-1836</u>

# 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 2009-2010

# Table of Contents

SECTION 1: EXECUTIVE SUMMARY .....	1
1. Mission and Values.....	1
2. Major Achievements from 2009-10.....	1
<i>The College</i> .....	1
3. Key Strategic Goals for Present and Future Years .....	2
4. Key Strategic Challenges.....	2
5. How the Accountability Report is Used .....	3
SECTION 2: BUSINESS OVERVIEW .....	4
1. Main Educational Programs, Offerings, and Services .....	4
2. Key Student Segments, Stakeholder Groups and Their Expectations, and Market Segments .....	4
3. Operation Locations.....	5
4. Number of Employees .....	5
5. Regulatory Environment.....	5
6. Governance System .....	6
7. Key Suppliers and Partners.....	6
8. Key Competitors .....	6
9. Factors of Success and Key Strategic Challenges .....	6
10. Performance Improvement Systems .....	6
11. Organizational Structure .....	7
12. Expenditures/Appropriations .....	8
13. Major Program Areas Chart.....	8
SECTION III – ELEMENTS OF BALDRIGE CRITERIA.....	9
Category 1 - Leadership.....	9
Category 2 - Strategic Planning .....	14
Category 3 – Student, Stakeholder, And Market Focus.....	20
Category 4 – Measurement, Analysis, And Knowledge Management.....	24
Category 5 – Workforce Focus .....	28
Category 6 – Process Management.....	34
Category 7 – Organizational Performance Results.....	37

# 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 2009-10

### *The College*

- Received unconditional reaffirmation from the Southern Association of Colleges and Schools.
- Partnered with Clemson University to use C-Light to significantly increase the College's the bandwidth and reduce cost.
- Established a 2+2 agreement with Clemson University for Veterinary Technology
- Initiated the College's first Capital Gifts Campaign.
- Implemented a security camera system with over 35 cameras in place.
- Completed an overhaul of the institutional approach to committees and instituted a project management framework to clearly define committee purpose, scope of work, and deliverables.
- Implemented a new process and format for new student orientation and dedicated additional space specifically for it.
- Created several new credit programs including multiple certificates in Automotive and Construction Technology; several new QuickJobs training programs and the MSSC manufacturing certificate program; and offered numerous seminars for small businesses through the Center for Entrepreneurial Development.

- Continued development of the Learning Excellence Initiative, with an increase in enrollment of 49% between years 2 and 3. To help sustain the growth and fully institutionalize the initiative, the College submitted a Title III grant proposal.
- Engaged all College employees in the development of ways to cut costs in response to budget decreases including three all-college discussion meetings.
- Created a position to coordinate resources and services among campuses.
- Created a strategic and targeted marketing program to promote student recruitment and retention efforts by promoting College programs, services, and important deadlines.

### 3. Key Strategic Goals for Present and Future Years

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

### 4. Key Strategic Challenges

#### *Educational*

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

#### *Fiscal/Operational/Human Resources*

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

## **5. How the Accountability Report is Used**

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

- Completing Easley Campus construction on time and within budget.
- Finalizing and implementing the Easley Campus start-up plan.
- Establishing Transfer Certificate for students moving into four-year programs at other institutions.
- Engaging a 3rd party and completing a service area needs assessment. Analyzing the results and integrating them into the College's planning process.
- Engaging an architectural firm to draft new master plans and working with the Commission to formally adopt future direction for physical facilities.
- Defining retention strategies and building a plan with deliverables, timing, and costs.
- Developing a comprehensive orientation and advising process and delivery model.
- Institutionalizing the College Readiness Initiative and extending to all service area high schools.
- Revising compensation management process.
- Engaging a consultant to review recruiting, hiring, and on-boarding process to promote a more diverse workforce.
- Creating and formalizing a leadership development program.

# SECTION 2: BUSINESS OVERVIEW

## 1. Main Educational Programs, Offerings, and Services

Associate degrees, diplomas, and certificates offered through traditional classroom instruction and distance education as well as continuing education units, certifications and avocational courses.

### *Main Educational Program, Offerings, and Services*

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

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

## 2. Key Student Segments, Stakeholder Groups and Their Expectations, and Market Segments

### *Students*

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

### *Stakeholders*

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

## ***Market Segments***

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

### **3. Operation Locations**

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

### **4. Number of Employees**

- Faculty
  - 122 full-time
  - 308 part-time
- Staff
  - 174 full-time
  - 172 part-time

### **5. Regulatory Environment**

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

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



## **6. Governance System**

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

## **7. Key Suppliers and Partners**

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

## **8. Key Competitors**

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

## **9. Factors of Success and Key Strategic Challenges**

### *Factors of Success*

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

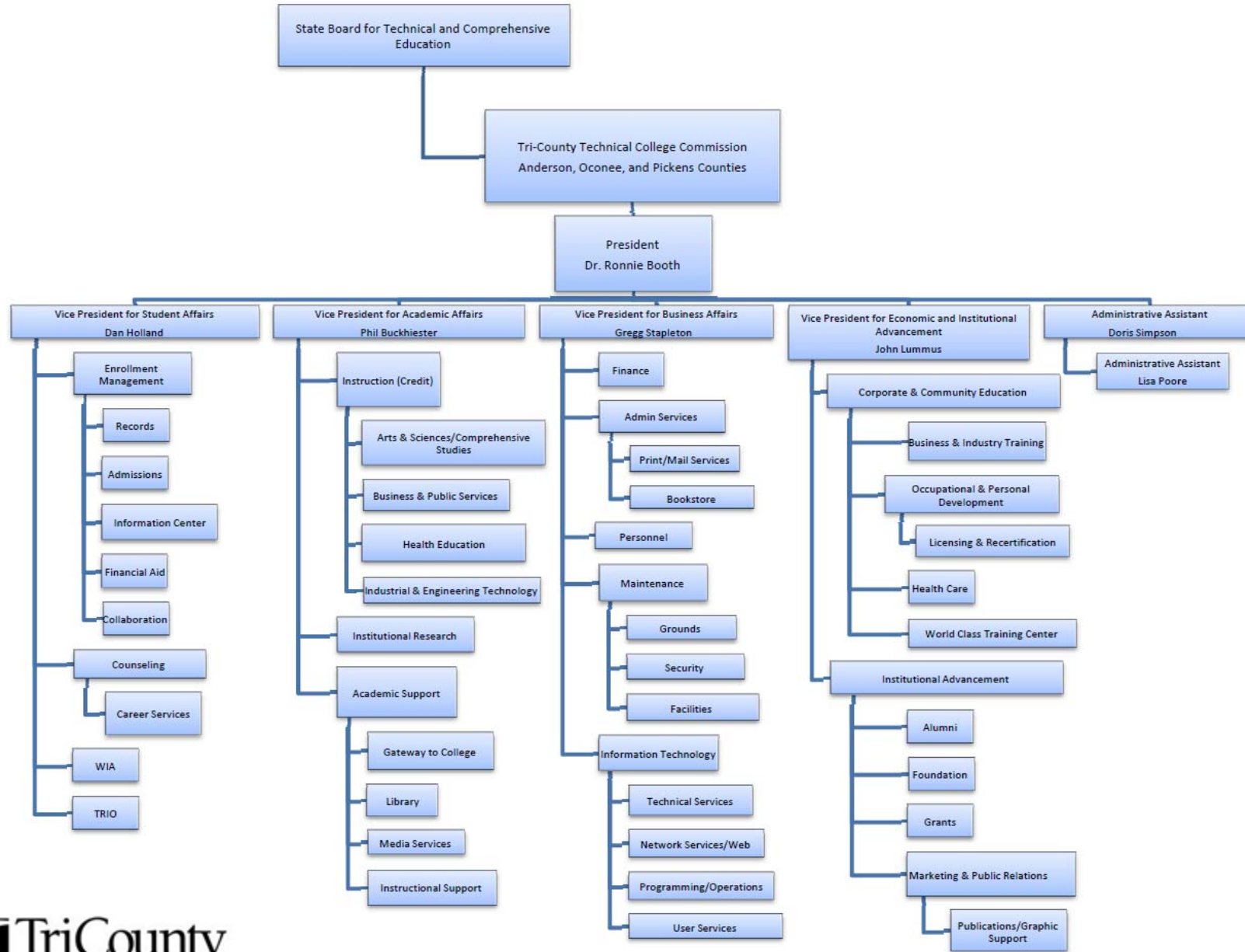
### *Challenges*

- Meeting community needs in a time of declining State support
- Implementing multiple initiatives with limited human resources (e.g. the Learning Excellence Initiative, expanding services at multiple campuses)
- Increasing the local college attendance rate

## **10. Performance Improvement Systems**

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

# 11. Organizational Structure



## 12. Expenditures/Appropriations

### BASE BUDGET EXPENDITURES AND APPROPRIATIONS

Major Budget Categories	FY 08-09 Actual Expenditures		FY 09-10 Actual Expenditures		FY 10-11 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$16,495,665	\$6,008,345	\$17,503,364	\$5,753,048	\$19,678,441	\$4,592,677
Other Operating	\$8,447,973		\$10,575,909		\$14,891,366	
Fringe Benefits	\$4,315,411	\$1,552,981	\$4,556,749	\$1,438,262	\$5,103,605	\$1,148,169
Non-recurring		\$137,024		\$123,440		\$78,420
<b>Total</b>	<b>\$29,259,049</b>	<b>\$7,698,350</b>	<b>\$32,636,022</b>	<b>\$7,314,750</b>	<b>\$39,673,412</b>	<b>\$5,819,266</b>

### OTHER EXPENDITURES

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

## 13. Major Program Areas Chart

Program Number and Title	Major Program Area Purpose (Brief)	FY 07-08 Budget Expenditures	FY 08-09 Budget Expenditures	Key Cross Reference for Financial Results**
II. A,B,&E Instructional Programs	Tri-County Technical College provides opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, and graduation with an Associate Degree, Diploma, or Certificate	State: \$ 7,698,350.00 Other: \$ 21,560,699.00 Total: \$ 29,259,049.00	State: \$ 7,314,750.00 Other: \$ 25,321,272.00 Total: \$ 32,636,022.00	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 values in the daily operations of the College. Furthermore, senior leaders communicate the College's vision and values to workforce and community leaders through publications, public events, professional networking, and by participating on community/agency boards and planning groups.

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

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

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

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

Senior leaders develop and regularly review policies and procedures to ensure compliance with legal and regulatory requirements. In addition, the College has recently hired an internal auditor to continually review the College's compliance with the comprehensive set of accreditation requirements specified by the Southern Association of Colleges and Schools (SACS). The accreditation requirements cover every area of operation at the College.

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

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

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

Senior leaders promote organizational learning by fostering a learning-oriented culture that encourages innovation, risk taking, and personal/professional growth. Examples include numerous activities in the College's strategic plan (especially the Learning College objectives), 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.

**1.6 HOW DO SENIOR LEADERS COMMUNICATE WITH, ENGAGE, EMPOWER, AND MOTIVATE THE ENTIRE WORKFORCE THROUGHOUT THE ORGANIZATION? HOW DO SENIOR LEADERS TAKE AN ACTIVE ROLE IN REWARD AND RECOGNITION PROCESSES TO REINFORCE HIGH PERFORMANCE THROUGHOUT THE ORGANIZATION**

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

Senior leaders communicate with faculty and staff directly by holding both campus-wide and unit-specific staff meetings on a regular basis. Senior leaders also communicate important information asynchronously through use of the College portal. A monthly newsletter from the President is published and distributed 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 recognizes group and committee work at various College-wide meetings.

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

The President's performance is reviewed annually by the SC Agency Head Salary Commission. The President evaluates all vice presidents annually as required by the Employee Performance Management System. Senior leaders are also evaluated by employees of the College every three years as required by the Supervisor Performance Management System Policy and the Supervisor Performance Management System Procedure. The results of evaluations are summarized by the Director of Personnel and are made available to the individuals evaluated and their supervisors for use in performance evaluation and planning.

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

**1.8 WHAT PERFORMANCE MEASURES DO SENIOR LEADERS REGULARLY REVIEW TO INFORM THEM ON NEEDED ACTIONS?**

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

- Institutional dashboard: Enrollment; Student to Full-time Faculty Ratio; Faculty Salaries as Percentage of Regional Average; FTE; Student Minority Representation; Personnel Turnover; Graduation Rate; Faculty Minority Representation; Employer Satisfaction; Student Success Rate; Employee Minority Representation; Retention; Credit Hours Generated by Full-time Faculty Compared to Part-time Faculty; Endowment Growth; Certification and Licensing Exam Pass Rates; Full-time Faculty Compared to Part-time Ratio (%FT); Student Satisfaction; Placement Rate; Student Full-time/Part-time Ratio (%FT); Student/Faculty Ratio; and Faculty Salaries as Percentage of State Average.
- In-house student, graduate, employer, alumni, and employee satisfaction survey results.
- Student learning and support service outcome assessments.
- National student satisfaction surveys including Noel-Levitz and the Community College Survey of Student Engagement results.
- Ongoing compliance audit results.

The leadership of the College determines the measures and makes changes to the measures based on assessment results; educational trends; and changes in the College's mission, vision, and values. Institutional leaders shape the research agenda and endorse changes suggested by the Institutional Research and Evaluation Department or by other departments or individuals.

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

The College anticipates possible adverse impacts of programs, offerings, services, and operations by continually monitoring the environment, using a variety of formal and informal mechanisms. Formal mechanisms include institutional surveys, compliance reports, and state and local reports. Informal mechanisms include feedback from advisory committees, as well as discussions with community leaders and other stakeholder groups. The College provides through its website a mechanism for any individual to communicate directly with the President through an anonymous survey.

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

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

Senior leaders personally engage in multiple types of external civic activities and encourage faculty, staff, and students to participate as well. Senior leaders and other faculty and staff are active members of civic groups such as Rotary International, Lions Club, and area chambers of commerce and economic development organizations. College constituents are active in community assistance projects such as The United Way; Red Cross blood drives; adoptive family efforts during the holidays; and awareness activities for national initiatives such as Black History Month and Constitution Day.

The College has an informal policy requiring that at least one senior leader attend most civic events in the service area. Senior leaders participate in local expositions, festivals, and other community activities such as Zoom Zone and Pendleton's Spring Jubilee festival. In addition, senior leaders participate in local legislative meetings in the service area, and travel regularly to Columbia to participate in meetings with State legislators and other government officials.

Senior leaders, faculty, and staff promote civic engagement through the sponsorship of events and programs such as a cultural enrichment seminar series and the hosting of local events such as the Bluegrass Under the Stars, held in conjunction with the town of Pendleton's annual Spring Jubilee. In addition, senior leaders encourage curriculum collaborations with other educational institutions in the service area including active arrangements with area high schools for dual enrollment programs and a formal bridge program to Clemson University for university transfer students.

The College has two positions that are dedicated to actively supporting and strengthening the communities in which it operates. The Vice President Economic and Institutional Advancement serves on all the area economic development boards and works with the Economic Development Directors on projects and programs and in establishing long-term economic goals, plans, and strategies for success. This position fosters productive relationships with service-area industries to improve efficiency and competitiveness; serves as a resource for industrial prospects; serves as the College's governmental affairs representative; and conducts outreach activities with various community groups. The Coordinator of Secondary Transitional Programs is responsible for planning, implementing, and evaluating programs and activities that establish and enhance educational collaborative efforts with secondary schools.

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 providing health screening services at community events, assisting low-income people with tax preparation and participating on Habitat for Humanity teams.

The areas of emphasis for community involvement are determined at various levels of the institution. The faculty and instructional leaders determine curriculum-related community service projects for students. The senior leaders determine the types of community-based programs in which employees will be actively encouraged to participate. Individual divisions, departments, and faculty/staff determine other types of involvement.

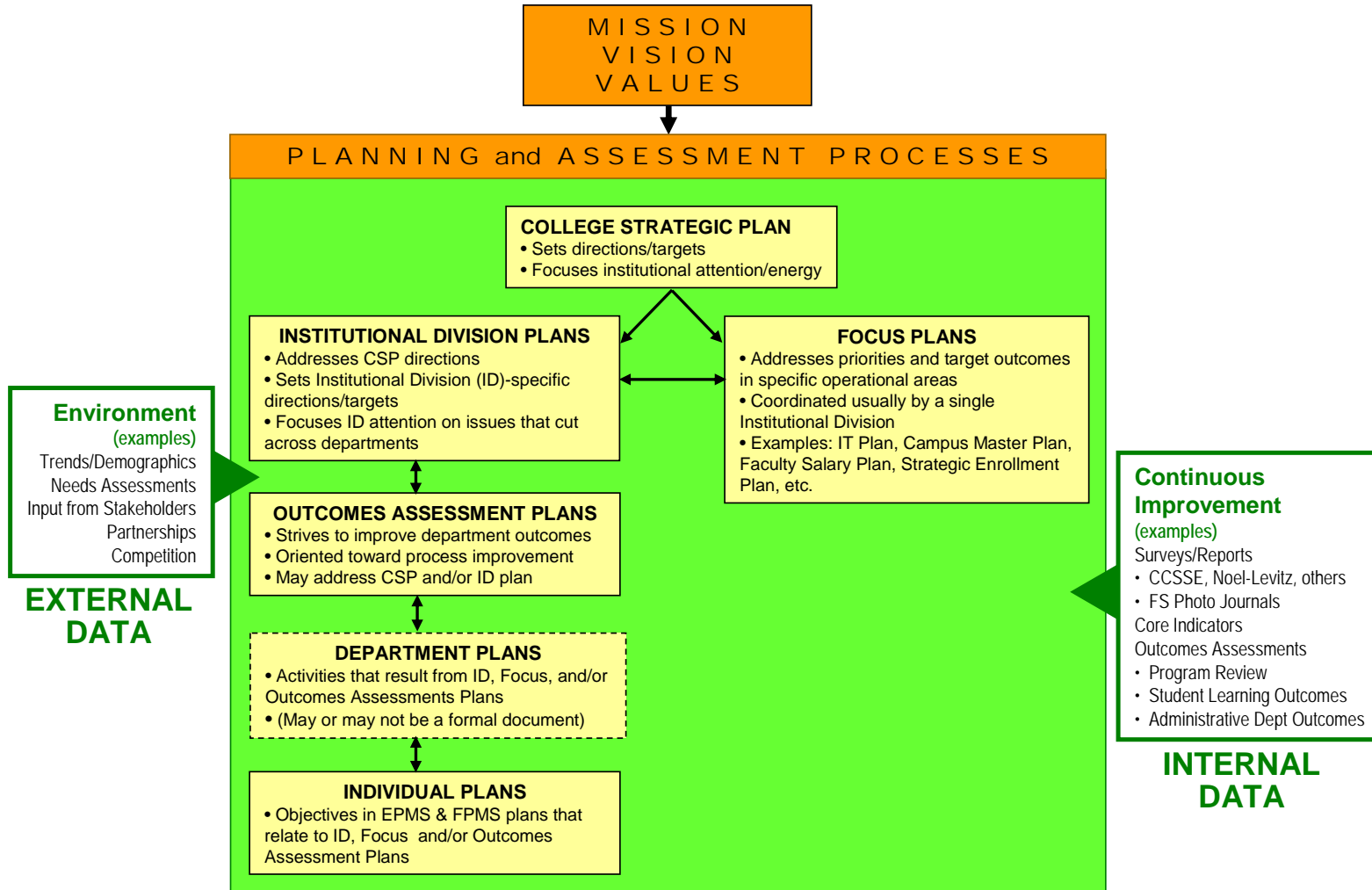


## Category 2 - Strategic Planning

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

Program Number and Title	Supported Agency Strategic Planning Goals/Objectives	Related FY 09-10 and beyond Key Agency Action Plan/ Plan/Initiative(s) and Timeline for Accomplishing the Plan (s) (Timeline: 2009-2010 through 2011-2012)	Key Cross References for Performance Measures *
II. A, B, & E Instructional Programs	Enhance Opportunities for Student Success	<ul style="list-style-type: none"> <li>• Establish and/or strengthen the essential foundation elements for becoming a Learning College.</li> <li>• Improve the programming and services that impact student enrollment and retention.</li> </ul>	7.1.x, 7.2.x
	Promote a Safe, Collegial, and Diverse Environment	<ul style="list-style-type: none"> <li>• Foster an organizational culture that encourages open and full participation of all employees and students in the life of the College</li> <li>• Increase diversity of the college community</li> <li>• Provide a safe and healthy environment in which to work and learn.</li> </ul>	7.2.1, 7.4.x, 7.5.2, 7.5.3, 7.5.8
	Promote Professional Development and Personal Enrichment of Employees	<ul style="list-style-type: none"> <li>• Provide mechanisms to build awareness, develop skills, and expand perspectives of employees through professional development.</li> <li>• Encourage employee participation in personal enrichment.</li> </ul>	7.4.x, 7.6.x
	Promote Economic and Community Development	<ul style="list-style-type: none"> <li>• Increase mutually beneficial collaborations between the College and community and between the College and other institutions of higher education. Initiate economic development programs and partnerships in the service area.</li> </ul>	7.1.2, 7.6.x
	Develop and Optimize Use of Resources	<ul style="list-style-type: none"> <li>• Develop and /or strengthen funding support from private and/or local sources.</li> <li>• Enhance processes to optimize use of fiscal and human resources.</li> </ul>	7.6.x
	Improve the Physical Environment	<ul style="list-style-type: none"> <li>• Provide a physical environment that enhances student learning and employee satisfaction.</li> </ul>	7.1.x, 7.2.x, 7.4.x
	Expand Educational Opportunities	<ul style="list-style-type: none"> <li>• Expand educational opportunities that effectively meet the economic and personal goals of all segments of the service area.</li> </ul>	7.5.x, 7.6.x

# PLANNING and OUTCOMES ASSESSMENT



Approved by Executive Staff 4/26/07



- 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 Business Affairs Office.

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

Tri-County’s planning procedures involve continual data analyses and ongoing input from diverse constituents. This approach is highly responsive and enables greater agility in planning as opposed to an intensive, one-shot effort at the beginning of each planning cycle. (See Figure 1, Planning and Assessment Diagram, for the diverse types of internal and external data used in the planning process.) The President’s Executive Staff reviews these types of input, as well as key data sources such as the Core Indicator reports throughout the year, and continually discuss planning and assessment implications. These implications are then summarized and reviewed prior to the development of each three-year and annual College Strategic Plan.

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

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

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

### ***A. Organizational Strengths, Weaknesses, Opportunities, and Threats***

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

*Student, Graduate, and Employer Surveys* results are compiled and published for senior leaders (and others) for use in planning for improvement.

*Gathering constituent input* from Commission members, faculty, staff, advisory boards, and students occurs throughout the strategic planning cycle. Participants are asked about the College's strengths and weaknesses, and for ideas of ways to improve or about a specific area of interest related to planning. Data-gathering techniques include focus groups, surveys, and informal discussions.

*Academic Program Review* at the local level will become a component of the College's Institutional Effectiveness Procedure to ensure continuous improvement of programs. Initial development of the process has begun and findings will result in planning activities to address any weaknesses. The process requires gathering, analyzing, and summarizing relevant internal and external data concerning each program. Department heads or program coordinators, as appropriate, will be responsible for conducting a critical review of their programs, for identifying needed changes, and for creating a plan for improvement based on the results of the review. The Vice President for Academic Affairs and division deans will be responsible for analyzing written program reviews, evaluating planned changes, and providing formal feedback to department heads or program coordinators, as appropriate.

Another form of local program evaluation occurs as a result of program accreditation. Programs undergo a thorough periodic review by accrediting agencies, and recommendations from this process are used to make improvements. The College has 11 programs in two divisions (Health Education, and Business and Public Services) accredited by agencies recognized by the South Carolina Commission on Higher Education.

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

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

### ***B. Financial, Regulatory, and Other Potential Risks***

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

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

Current and projected service area data are gathered by the 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, in the College Strategic Plan in 2009-2010, priority 3 (“Promote Professional Development and Personal Enrichment of Employees”) specifically addresses supporting and enhancing the *professional* capabilities of employees. The priority also addresses the need to support the *personal enrichment* of employees. The philosophy of senior leaders is that in order for the College to be considered a place where people want to work and actively seek to become and stay employed, the institution must support and continually develop the “whole person.”

#### ***E. For Long-Term Sustainability***

*A Crisis Management Plan* (published and disseminated to employees as the *Safety and Security Manual*) addresses health and safety issues during emergencies. The plan requires current recovery procedures to be on file with Office of the Vice President for Business Affairs for seven key areas: Information Technology, Continuing Education, Institutional Advancement, Academic Affairs, Personnel and Administrative Services, Physical Plant/Campus Safety, and Student Affairs. Required components of the recovery procedures must include a communication tree for employees; actions to be taken in the specific division or department; and actions to be taken in order to restore normal operations.

*Institutional Core Indicators* indicate the health of the College by measuring and analyzing key metrics of performance that are vital to long-term sustainability. 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 July and published on the College’s web portal.

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

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

- The “Enhance Opportunities for Student Success” strategic objective addresses that challenge of decreasing the student attrition rate.
- The “Expanding Educational Opportunities” strategic objective addresses the challenge of developing new programs.

- The “Enhance Opportunities for Student Success” strategic objective addresses the challenge of implementing the Learning Excellence Initiative.
- The “Develop and Optimize Use of Resources” strategic objective addresses the challenge of identifying creative ways to save money and do more with our current funding.
- The “Expanding Educational Opportunities” strategic objective addresses the challenge of logistical planning for additional campuses.
- The “Promote Economic and Community Development” strategic objective addresses the challenge of changing local culture and increasing college attendance rate.

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

The College’s strategic planning process is evaluated informally as each annual and three-year plan is developed. The addition of multiple employee meetings for the purpose of getting feedback on new and revised initiatives was initiated during the 2010-2011 budgeting cycle to improve communication and increase buy-in for the process.

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

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

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

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

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

The three-year and annual College Strategic plans are posted to the College’s web portal immediately following approval by the College Commission. Each vice president then communicates the availability of the college-level plans throughout his/her division. This is the first step in division-level planning. Activities are assigned to appropriate employees during the planning process and become a part of ongoing division, department, program, and committee meetings.

The President provides an overview of the annual College Strategic Plan during the fall faculty and staff meeting. In addition, updates for various planning initiatives are included in the President’s newsletter

throughout the year. Communication regarding strategic plan progress is also a regular part of unit-level meetings.

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

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

## **2.6 HOW DO YOU MEASURE PROGRESS OF YOUR ACTION PLANS?**

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

## **2.7 IF THE AGENCY'S STRATEGIC PLAN IS AVAILABLE TO THE PUBLIC THROUGH THE AGENCY'S INTERNET HOMEPAGE, PLEASE PROVIDE AN ADDRESS FOR THAT PLAN ON THE WEBSITE**

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

## **Category 3 – Student, Stakeholder, And Market Focus**

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

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

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

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

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

The College follows the year-and-a-half State procedure for developing a new degree program. The procedure involves extensive study of the need and projected impact. New certificate programs are developed as needed.

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

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

The College believes that employee development is directly linked to the ability to change based on student, stakeholder, and market requirements, expectations, and preferences. Because human resources are the College's most valuable resource, the institution believes that investing in development is not only fiscally responsible but ensures the continued success of the College and the customers it serves. Accordingly, through the College Foundation, significant funds are devoted each year to support employee development activities and endowed chairs.

Complementing the College's investment in employee development is the institutional expectation that all employees stay abreast of changing requirements within their professions, including learning about and addressing changing student, stakeholder, and market focus. The new knowledge of trends and methods is blended with the College's culture to determine how it can be best used to keep listening and learning methods current. Numerous changes have occurred as a result of this process including changes in data collection methods, program outcomes, assessment methods, advisory committees, organizational structure, and planning activities.

The institution continually monitors the expectations of key stakeholders and the institution's ability to meet those expectations to an acceptable level through numerous methods including surveys, focus groups, and informal discussions. For example, in 2009-2010 the College's results on the Noel-Levitz Student Satisfaction Survey were low in several respects compared to state and national peer groups. After review, results indicated a misalignment between students' expectations concerning access to information from service units on campus and the institution's ability to meet those expectations to a satisfactory level. Accordingly, the Executive Staff established a strategic plan priority to address the issue.

The College leadership uses several outreach mechanisms to keep its listening and learning methods current with changing stakeholder needs. For example, the President regularly devotes time at Executive Staff meetings so individual department, Faculty Senate, and Staff Advisory Board leaders can present and discuss a variety of topics and concerns. Another regular outreach mechanism is the ongoing conversations and networking that the Vice President for Economic and Institutional Advancement conducts with business and industry leaders. The results of these discussions are used to inform the planning and assessment process.

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



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

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

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

*Program Student Learning Outcomes* are written assessments and plans for improvement of student learning outcomes at the program level. The assessment model is based on a data-driven format, and includes direct and indirect assessment data from students and indirect assessment data from graduates and employers. The data gathered are used to support the implementation of improvement tasks within each academic program. Efficacy of an improvement task is assessed in the following assessment year.

*Alumni, Student, and Employer Surveys* are completed annually. All information from the surveys is compiled and published for the leaders of the program, unit, division, and the Vice President for Academic Affairs. The reports generated by these surveys are posted on the College's web portal. In addition, surveys are completed as needed to meet special requests. The data gathered are used to support continuous program/unit improvement.

*Student Course/Instructor Evaluation Process* at Tri-County includes the development and deployment of survey instruments each semester to support improvement of course offerings. Students in every 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.

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

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

- Annual student, graduate, faculty/staff, and employer satisfaction surveys
- Point-of-contact surveys at College service locations

- Student course/instructor surveys each semester
- Advisory board communication

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

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

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

***Student Relationship and Customer Service***

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

The College's Learning Excellence Initiative (LEI) centers on building positive and productive working relationships among students, between faculty and students, between faculty and Student Affairs professionals, and among faculty from different disciplines who teach in the LEI learning communities. The core of the initiative is integrating learning experiences to support the transition to the post-secondary environment, a vital component of the College's retention improvement strategy.

***Other Stakeholders***

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

The President, as well as other College personnel, hosts meetings with stakeholders on a regular basis. Donors, business and industry representatives, students, legislators, and other community and business leaders are invited to campus to give input and/or receive information about College services and initiatives. One of the major meetings of this type is the Annual Report Luncheon for which over twelve hundred stakeholders are invited to campus for an overview of College accomplishments and plans. Another example is the President's 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 the South Carolina Technical College System policies and procedures for processing student and employee grievances. The procedures include a progressive system for escalating complaints as well as options for resolving complaints of a sensitive nature, such as sexual harassment. The progressive system attempts to resolve disputes at the lowest level possible, while providing equal opportunity for parties on both sides of a dispute to present data.

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

## **Category 4 – Measurement, Analysis, And Knowledge Management**

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

The Southern Association of Colleges and Schools requires that all accredited institutions measure student learning at the program level using direct measures of students' knowledge, cognition, behavior, and values. In addition, indirect measures such as surveys, focus groups, and advisory boards, are used to provide external validity. Accordingly, the College has developed a comprehensive process to measure and track student learning outcomes at the program level for all majors at the College. The primary component of the new system is the identification of specific improvement tasks to positively impact student learning outcomes.

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

To track progress related to strategic plan objectives, the President assigns at least one member of the Executive Staff to be administratively responsible for each of the activities in the College Strategic Plan. Regular status reports are shared during Executive Staff meetings throughout the year. Summary reports of accomplishments are written and shared with College stakeholders at the end of each planning year.

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

Information is gathered and analyzed to identify institutional strengths and weaknesses as well as economic, educational, and service area trends to guide the development 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 established a full-time position to conduct ongoing audits of the College's compliance with all accreditation standards. The audits collect and organize vast amounts of data into an actionable format.

The College's Foundation funding agenda for internal and external sources is based on an assessment of data relevant to stakeholder needs.

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

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

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

Throughout the institution and at all levels of decision making, employees are encouraged to use a variety of data/information sources to make sound and effective decisions. In recent years senior leaders have placed a greater emphasis on the importance of embracing a "culture of evidence" approach to the way the institution conducts its business.

The institution fosters innovation by encouraging employees to work collaboratively and to think creatively about solving problems and capitalizing on opportunities.

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

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

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

- Personnel turnover

The leadership of the College determines the measures and makes changes to the measures based on assessment results, educational trends, and changes in the College's mission, vision, and values. Institutional leaders also shape the research agenda and/or endorse changes suggested by the Institutional Research and Evaluation Department or by other departments or individuals.

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

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

Comparative data and information are selected according to the College's core indicators. For many of the indicators, there are system-wide or national comparison groups. Internally, a baseline has been established for each measure, and all results are compared to the baseline.

A review of the literature is revealing more opportunities for identification of benchmarks. The Executive Staff has refined benchmarking goals in relation to the baseline results from the Noel-Levitz Student Satisfaction Survey. The College participates in the Community College Survey of Student engagement. Both of these nationally-normed instruments aid the College in identifying and indexing performance in key operational and strategic areas.

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

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

The College provides data through hard copy reports and through web access. The College's Institutional Research and Evaluation Department gathers, consolidates, and distributes information and data reports for decision making according to established procedures and timelines, and maintains an extensive institutional data web site accessible to all College personnel.

The 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.

##### **Availability**

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

#### **4.7 HOW DO YOU TRANSLATE ORGANIZATIONAL PERFORMANCE REVIEW FINDINGS INTO PRIORITIES FOR CONTINUOUS IMPROVEMENT?**

The translation of organizational performance review findings occurs during the strategic planning process. The Institutional Research and Evaluation Department serves as a resource to the Executive Staff by producing customized informational reports and executive summaries that include planning implications. The Vice Presidents prepare and submit summaries of organizational review findings from their respective areas (e.g., financial trend data related to tuition revenue). The Executive Staff reviews the results of all data summaries, as well as information from other input mechanisms (formal and informal), and then identifies the priorities for continuous improvement at the institutional level.

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

The Institutional Research and Evaluation Department maintains a data website that is accessible through the College's web portal. The site includes all College plans, survey results, and enrollment, placement, graduation, and transfer data, along with other documents created for research purposes. The College's web portal, eTC, was designed around core Learning College principles as a tangible example of one of the College's planning priorities. As a result, the portal provides access to key information needed by all members of the College community.

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

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

## **Category 5 – Workforce Focus**

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

Tri-County Technical College has developed a comprehensive new approach to its committee structure. The new approach provides a mechanism for faculty, staff, and students to cooperate, show initiative, be empowered, and innovate. Any employee or student can request to form a committee through the Executive Staff. If approved, appointments are made to the committee by the appropriate Executive Staff member, to accomplish the committee objectives. In the spirit of promoting a culture of innovation and improvement, committees post their minutes, if required by the committee charter, and electronically share findings with the rest of the College.

The President has established a “pay-for-performance” system to encourage and reward top performers, though drastic budget cuts over the last three years have limited the College’s ability to make the awards. Bonuses or salary increases are given to employees whose performances during the previous year were exemplary and who contributed significantly to their department, division or the College as a whole. In addition, a cost-savings program has been implemented, whereby employees can receive in cash a percentage of the savings gained as a result of their proposed cost-savings ideas.

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

An Employee Development Brochure is published at the beginning of each fall and spring semester with a variety of learning opportunities that include management, teaching with technology, teaching and learning, job skills, and College networking and communications learning opportunities.

Funds are budgeted for the coordination of cross-unit, individual and unit-appropriate activities. Development funds are included in travel budgets for each unit, and endowed teaching chair resources for development are made available through the Tri-County Technical College Foundation, Inc. Leadership training is funded through the Foundation and includes the University of South Carolina graduate certificate in higher education leadership program; a South Carolina Technical College System leadership program; and local, county, and city leadership programs.

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

- The College publishes a newsletter 10 times a year that includes a message from the President and information about College initiatives and employees.
- The President has two faculty/staff meetings each year to discuss College initiatives and introduce new employees.
- The College holds spring and fall convocations to discuss College initiatives and recognize employees for service.
- College employees teach workshops and courses as a part of the development event schedule each semester.
- The College funds development retreats to encourage communication and sharing of ideas among peers.
- The College uses an online activities calendar to keep faculty, staff, and students informed about events and meetings.
- The College provides a robust web portal that serves as the primary communication tool for announcements, events, and alerts. The portal supports online groups and dialogue via message boards and chats. In addition, the portal serves as a repository for information and enables online group dialogue via message boards and chats.

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

All employees have the opportunity each year to review their supervisor. In addition, the President and Vice Presidents are evaluated by employees of the College every three years as required by the Supervisor Performance Management System Policy and the Supervisor Performance Management System Procedure. The results of evaluations are summarized by the Director of Personnel and are made available to the individuals evaluated and to their supervisors for use in performance planning.

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

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



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

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

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

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

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

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

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

The College does not currently use formal succession planning.

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

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

In addition, senior leaders choose and provide funding for individual leadership training for employees in area leadership programs and South Carolina Technical College System programs.

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

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

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

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

In addition to the systems described in section 5.3, the College assesses its workforce capability and capacity needs by analyzing the work requirements in relation to the department mission. When a vacancy occurs in any department, the supervisor must complete a review of requirements for the vacant position before a request-to-hire form is approved. Once the position description has been reviewed and revised (as necessary), and any updates have been appropriately approved according to internal and state guidelines (including a thorough description of required skills and competencies), the hiring process begins. All employees meet the minimum required capacity needs, such as education, skills, competencies, etc.

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

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

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

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

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

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

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

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

## **5.10 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 staff well-being, satisfaction, and motivation:

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

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

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

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

***Healthy Campus Environment***

The College and State Tobacco Products Policy, Tobacco Products Procedure, HIV Infection and AIDS Policy, HIV Infection and AIDS Procedure, Student HIV/AIDS Procedure, Employee Alcohol and Drug Use Procedure Policy, Employee Alcohol and Drug Use Procedure Policy, Substance Abuse Policy, and Student Alcohol and Other Drugs Procedure outline regulations, expectations, and/or assistance for persons who are experiencing problems that affect their health and the health of the College community in general.

For employees, the Personnel Office offers various activities each academic year to promote healthy lifestyles and habits. A special channel dedicated to health is published on the College's web portal and contains links to health resources. The College distributes various printed materials on health and safety issues, and regularly schedules activities that promote health and well being. Activities include wellness workshops, screenings, and substance abuse seminars.

To support the health of the entire College community, maintenance workers change air filters in HVAC systems every six months, thus maintaining good air quality and reducing allergens. They also test and calibrate fume hoods in science labs annually to ensure they are working properly.

In addition to addressing standard health issues, the College implemented the Employee Assistance Program (EAP) to help faculty and staff handle personal financial and legal issues that may be adding undue stress to their lives. Services available through EAP include legal consultation and referral services, as well as financial consultation and referral services.

***Safe and Secure Campus Environment***

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

Tri-County Technical College has a full-time Director of Campus Safety who is responsible for the daily operations associated with ensuring that the College has a safe and secure campus environment. The

College employs full-time campus safety officers who report to the Director of Campus Safety. Campus Safety Officers are required to have at least one year of security experience prior to being hired. They are also required to participate regularly in Campus Safety Officer Professional Development Activities.

The College 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. All permanent employees receive print copies of the Manual. Each employee receives a copy of the Crisis Card to post at his or her work station with "at-a-glance" information about safety, security, and emergency procedures.

There are seventeen emergency phones located inside College buildings and in parking lots.

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

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 technologies;
- Developmental offerings to address basic skill and prerequisite knowledge required for success in credit programs; and
- Non-credit offerings in business (via the Business Training Center and the World Class Training Center), Career Development and Personal Interest, Health Care, and customized training (via the World Class Training Center).

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

## **6.2 WHAT ARE YOUR ORGANIZATION’S KEY WORK PROCESSES?**

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

Each unit conducts an annual program outcome assessment to ensure adequate emphasis on ongoing continuous improvement. Assessment methods may include a number of changes effectively made during the assessment period, reflection of the processes used to make the changes, results from participating in development activities, and budget analysis.

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

In order to foster ownership and buy-in, each unit has established its own assessment measures/indicators that address key work processes. As mentioned above, all programs use direct and indirect measures. All educational programs have established rubrics for direct measures of learning, and some support units use them as well. The process has promoted an assessment culture on campus and has led to the creation of day-to-day assessment, including assessment techniques to continually gauge learning in the classroom, learning reflection exercises in classroom and development activities, and mini-assessment forms for gauging stakeholder satisfaction with services.

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

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

Each support unit has established its own assessment measures/indicators helping to ensure that data most relevant to the unit's mission are used. All support units use a combination of direct and indirect measures as appropriate.

**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 ten years. The report for the year ending June 30, 2010 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. The Vice Presidents are responsible for preparing and submitting to the President comprehensive budget requests for their institutional divisions. Each budget request includes a thorough justification of funding for new initiatives (and personnel) and a description of the relationship between the request and the annual unit plan. In addition, senior leaders review the College Strategic Plan each fall and determine any "macro-level" budget implications that are then integrated into the appropriate institutional division's budget request process.

## Category 7 – Organizational Performance Results

### Key Terms:

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

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

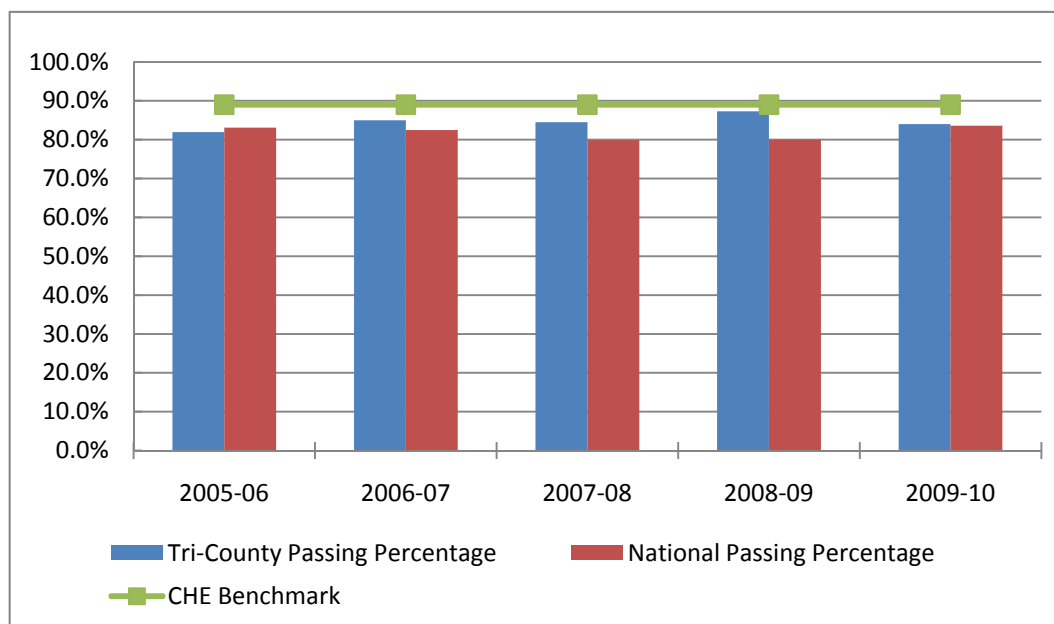
**FTE:** Full-time equivalent. FTE is used to equalize part-time and full-time enrollment and provide a standard for comparison by dividing total credit hours of instruction for a 12-month period by 30.

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

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

### 7.1 STUDENT LEARNING RESULTS

**Figure 7.1-1:** Licensing Exam and Certification Results



Tri-County graduates have averaged an 84.5% passing rate over the last five years.

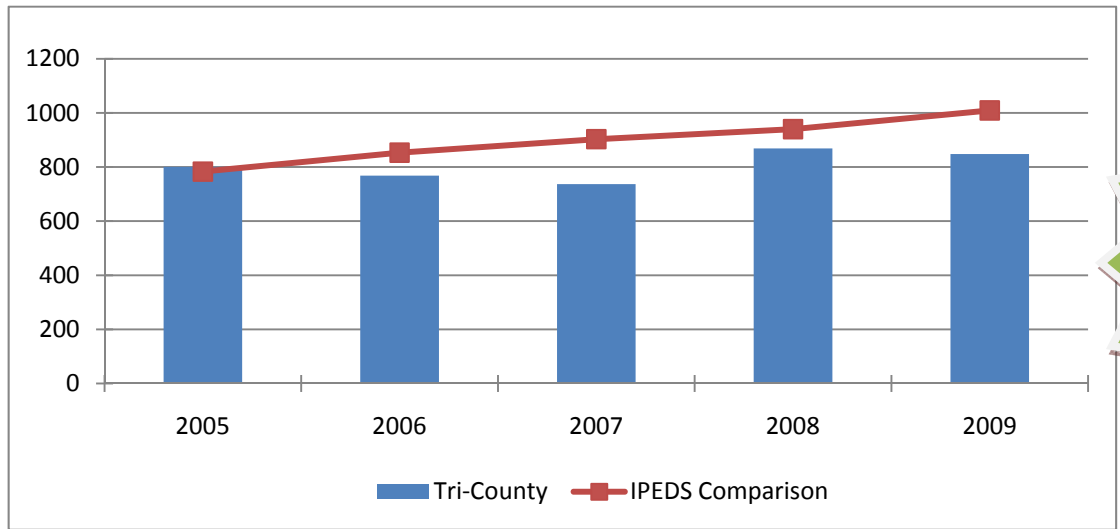
Source: TCTC Performance of First-Time Professional Curriculum Program Graduates on Licensing and Certification Examinations

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

**Figure 7.1-1** indicates the passing percentage of first-time national certification exam takers from Tri-County graduates in comparison to the national average and the CHE benchmark. From 2005-06 to 2009-10, Tri-County improved the passing percentage by 2.1%. Tri-County graduates have averaged an 84.5% passing rate over the last five years, exceeding the national average by almost 3%.



**Figure 7.1-2 Total Academic Credentials Awarded**

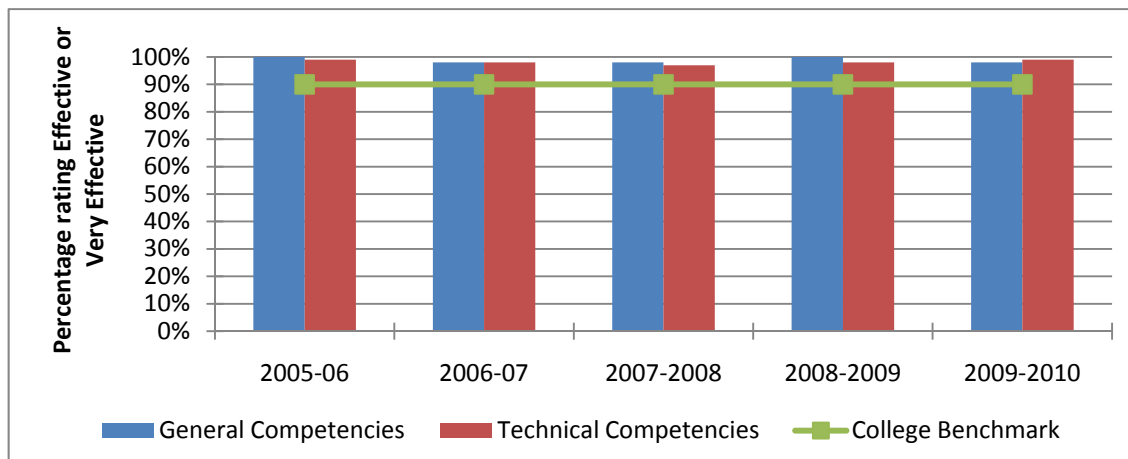


The number of awards has increased by 5.9% since 2005.

Source: IPEDS Peer Analysis System

**Figure 7.1-2** presents the number of academic credentials awarded from fall 2005 to 2009. The number of awards has increased by 5.9% since 2005. However, the number of credentials is still below the IPEDS comparison group average.

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

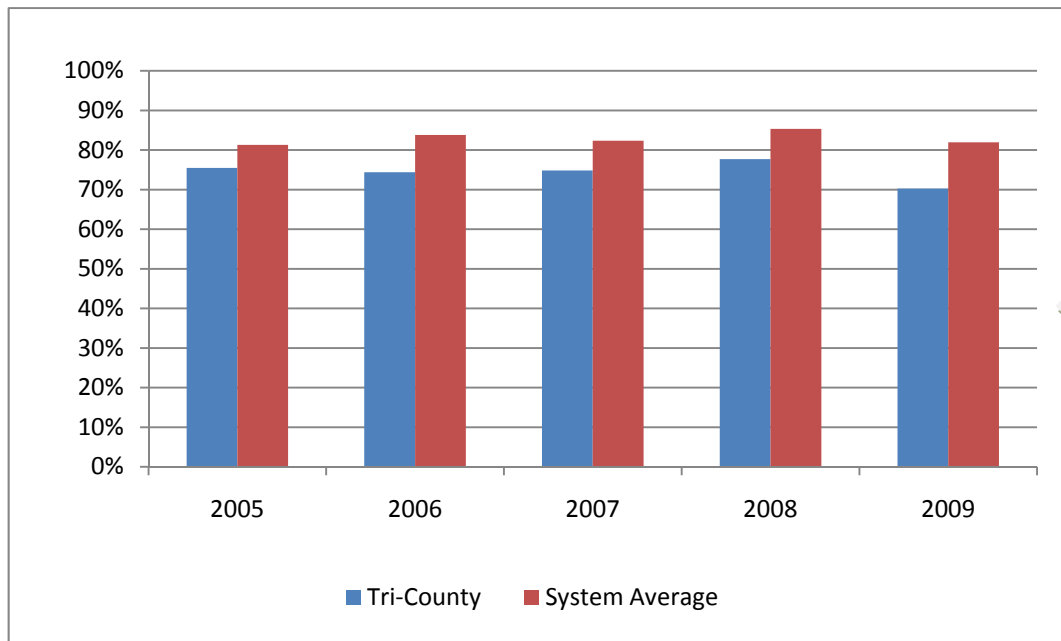


Employers indicate extremely high levels of satisfaction with graduates' preparation.

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

**Figure 7.1-3** presents the percentage of employers indicating that Tri-County is either Effective or Very Effective in preparing its graduates on general and technical program competencies. As shown in the figure, the College has achieved consistently superior assessments from employers. Tri-County considers employers' perceptions of the effectiveness of graduates' preparation on general and technical competencies as critical measures of College's performance.

**Figure 7.1-4** Graduate Placement Results

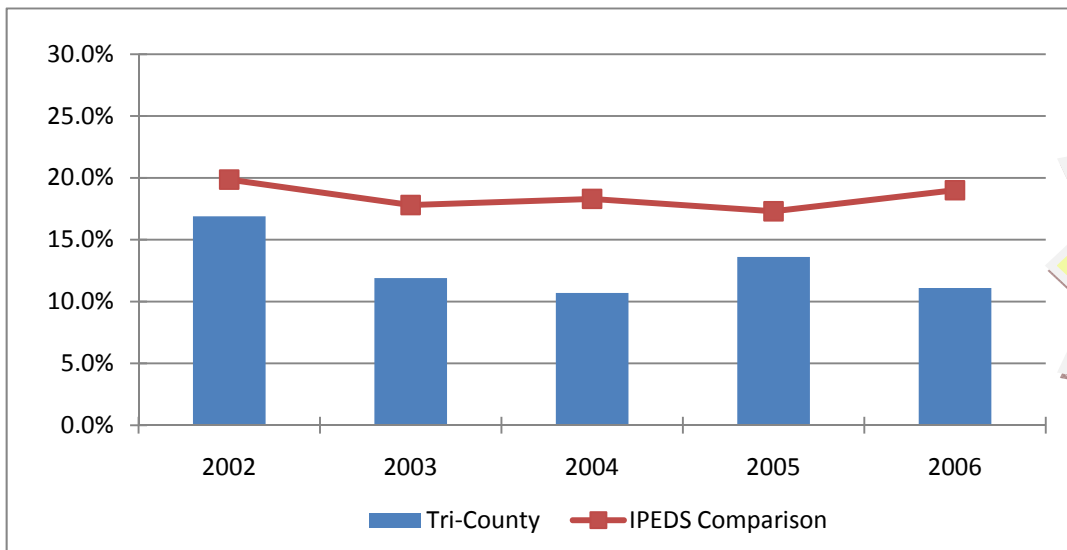


Seven out of ten Tri-County graduates are able to find employment related to their major within one year of graduating.

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

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

**Figure 7.1-5** Graduation Rates for the 2002-2006 Cohorts

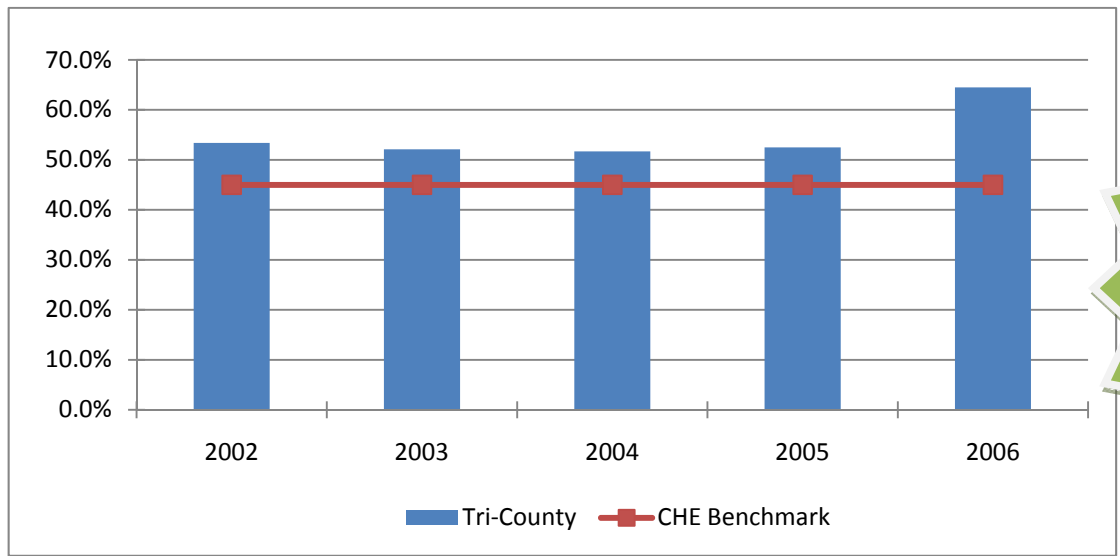


Tri-County's graduation rate has decreased by about 34% since 2002.

Source: IPEDS Peer Analysis System

**Figure 7.1-5** compares the graduation rates of Tri-County to the average rate from comparable schools across the southeast. Graduation rate is defined as the percentage of first-time, full-time degree-seeking students graduating within 150% of program time (3 years). For example, the 2006 cohort graduation rate is as of fall 2009. Tri-County's graduation rate has decreased by about 34% since 2002. However, graduation rate does not include students who transferred to another college without earning an award.

**Figure 7.1-6** Success Rates for the 2002-2006 Cohorts

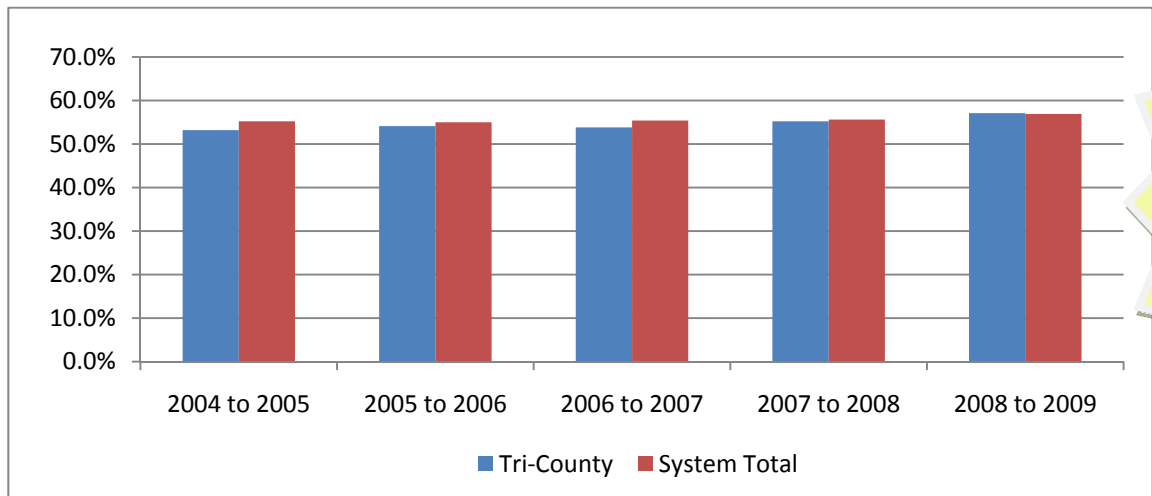


Tri-County has exceeded the CHE benchmark consistently over the last five cohort years.

Source: Calculated using available CHEMIS data by CHE

**Figure 7.1-6** compares the success rates of Tri-County to the CHE benchmark. Success is defined as the percentage of first-time, full-time degree-seeking students graduating within 150% (3 years) of normal program time, transferring to another South Carolina institution, or continuing to be enrolled either full- or part-time. For example, the 2006 cohort success rate is as of fall 2009. Tri-County has achieved or exceeded the CHE benchmark consistently over the last five cohort years.

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



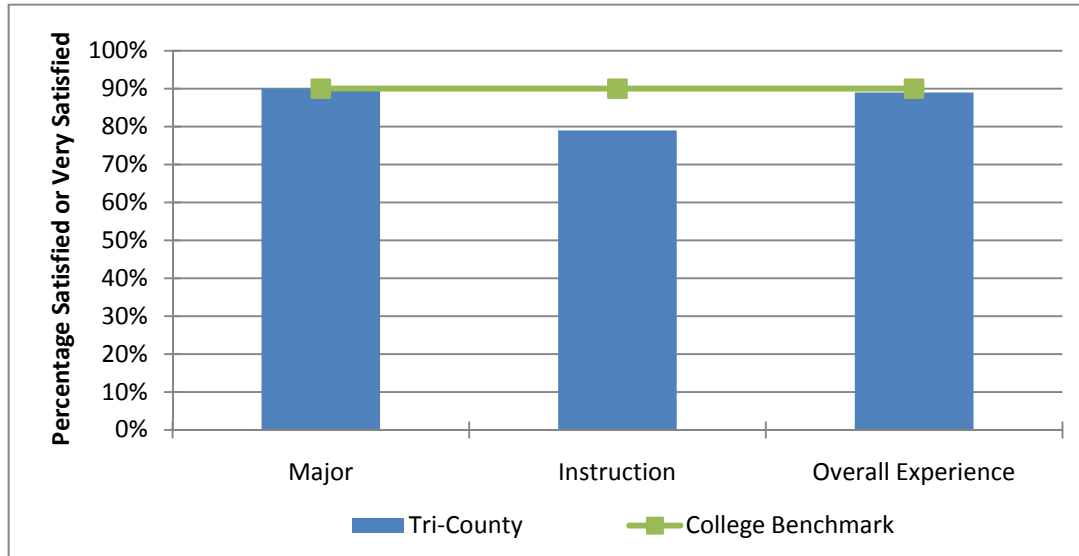
Tri-County's retention average is essentially the same as the system average

Source: Calculated using available CHEMIS data by CHE

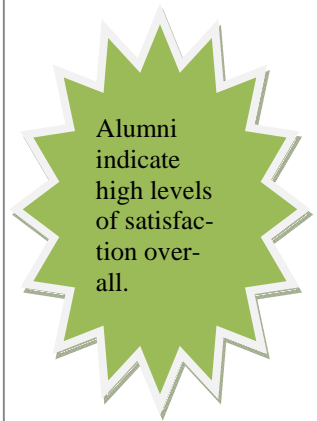
**Figure 7.1-7** compares Tri-County's fall-to-fall retention of students with South Carolina citizenship to the Technical College System total. Retention is the percent of students enrolled or graduated from one fall semester to another. Tri-County's retention average has trended essentially the same as the Technical College System; however, the College is actively seeking ways to increase retention rates.

## 7.2 STUDENT AND STAKEHOLDER SATISFACTION

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

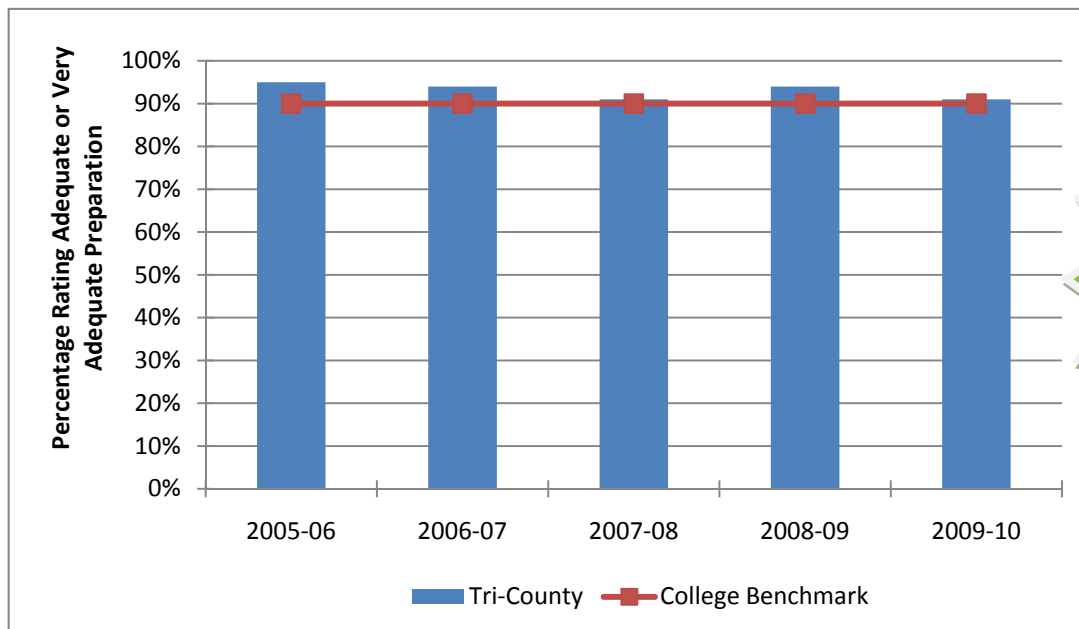


Source: CHE Alumni Survey

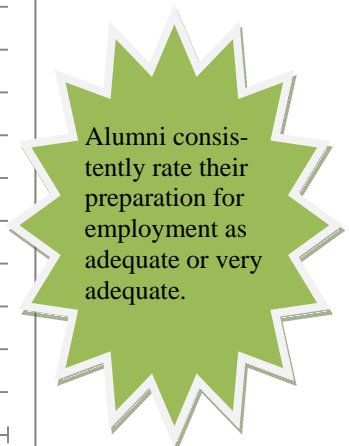


**Figure 7.2-1** presents the 2009 survey results from alumni receiving associate degrees and diplomas. Alumni indicate high levels of satisfaction with their overall experience, instructional experience, and their major.

**Figure 7.2-2** Alumni's Assessment of Preparation for Employment

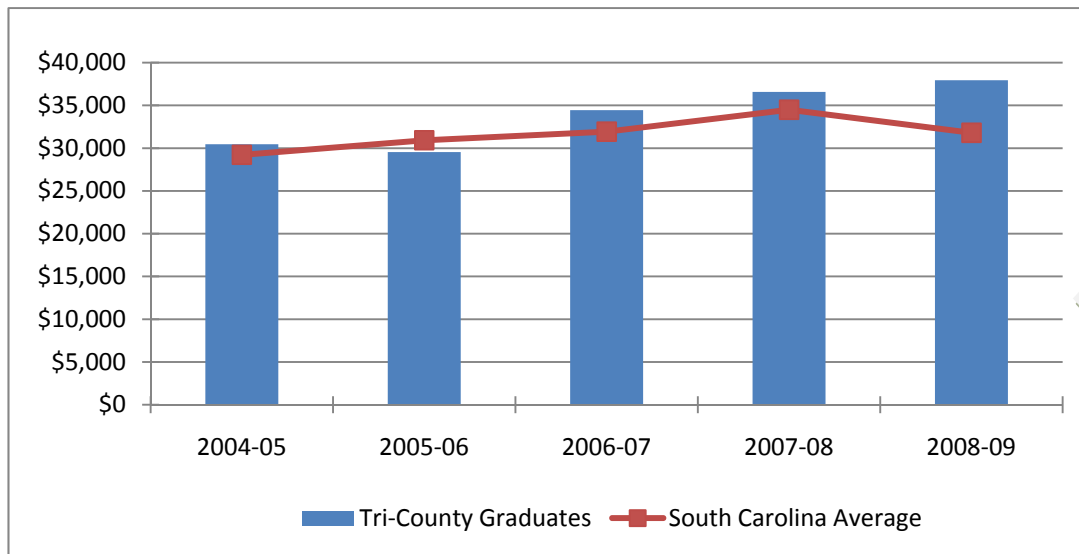


Source: Tri-County Technical College - Institutional Research and Evaluation Department



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

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



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

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

**Figure 7.2-3** presents the self-reported average annual salary of graduates in full-time positions related to their major in relation to the annual South Carolina per capita personal income. Over the last five years, Tri-County graduates' average salaries have exceeded the State average by approximately 7%.

**Figure 7.2-4** Employer Assessment of Graduate Work Attitude and Work Quality



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

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

**Figure 7.2-4** presents employers' ratings of graduates' work attitude and work quality. Employers consistently rate graduates' attitude and work quality as Adequate or Very Adequate.

### 7.3 BUDGETARY, FINANCIAL, AND MARKET RESULTS

Tri-County Technical College has a sound financial base, demonstrated financial stability and adequate physical resources to support the mission of the College and the scope of its programs and services. Evidence 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 ten years, and the report for the year ending June 30, 2010, has been submitted for review for the same award.

#### Financial Highlights

- The assets of Tri-County Technical College exceeded its liabilities at June 30, 2010 by \$52,437,808 (net assets). Of this amount, \$5,584,727 (unrestricted net assets) may be used to meet the College's ongoing obligations.
- The College's net assets increased by \$4,429,583 or 9.2%, primarily in the category of non-current assets.
- The College experienced an operating loss of \$23,643,985 as reported in the Statement of Revenues, Expenses, and Changes in Net Assets. The operating loss increased by \$6,213,910 from fiscal year 2009 due to scholarships awarded to students doubling. Also the State Stimulus funds (ARRA) was mandated to be recorded as non-operating revenue. However, State appropriations of \$7,195,101, local appropriations of \$3,600,226, State grants and contracts of \$548,619, Federal grants and contracts of \$14,985,255, other non-operating revenues of \$658,199, and capital appropriations of \$1,385,508, for a total of \$28,372,908, offset this operating loss.

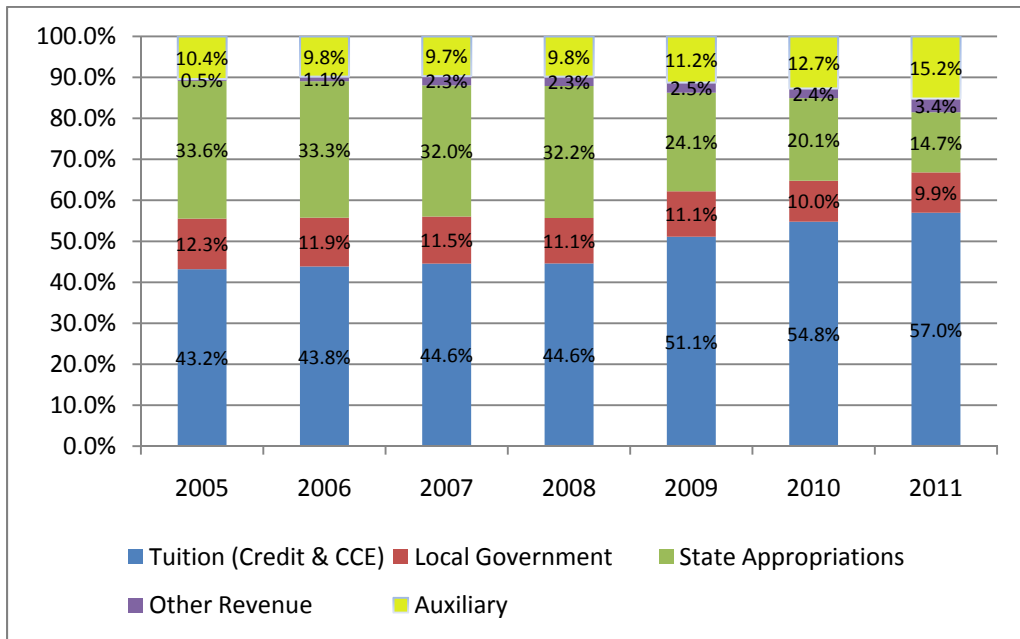
#### Economic Impact Study Highlights

In 2008 Tri-County contracted with Economic Modeling Specialists, Inc. to conduct an economic impact study to capture and quantify the economic and social benefits of the College in relation to the Community.

Highlights from the study include the following:

- Students enjoy a 21% annual return on their investment. For every \$1 students invest in TCTC, they receive a cumulative \$6 in higher future earnings over the next 30 years or so (after discounting).
- TCTC activities encourage new business, assist existing businesses, and create long-term economic growth. The College enhances worker skills and provides customized training to local business and industry. It is estimated that the TCTC service area workforce currently embodies around 1.4 million credit and non-credit hours of past and present TCTC training.
- The TCTC service area economy owes roughly \$273.8 million of its regional income to TCTC operations and past student productivity effects.
- Taxpayers see a return of 15% on their annual support in TCTC.

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

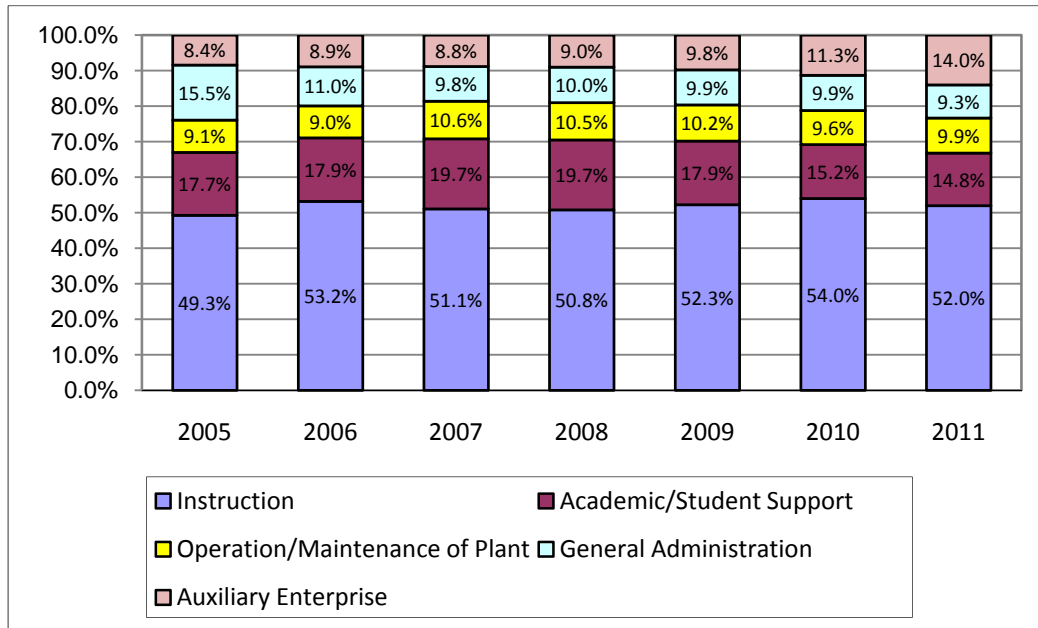


Source: Tri-County Technical College – Business Office

The percentage of the total College operating budget derived from state funding has decreased by 56% since 2005.

**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 60% of operating budget dollars derived directly from tuition and less than 15% coming from the State. The percentage of the total College budget derived from State funding has decreased by 56% since 2005.

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



Source: Tri-County Technical College – Business Office

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

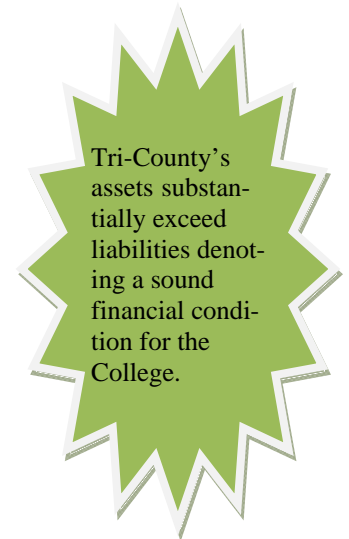
**Figure 7.3-2** presents the College’s use of funds in relation to the total College operating budget. Over the past five fiscal years, Tri-County spends approximately 70% of operating funds on instruction and academic/student support activities.

**Figure 7.3-3 Net Assets Summary**

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

	30-Jun 2010	30-Jun 2009	Increase (Decrease)
<b>ASSETS</b>			
Current Assets	\$27.05	\$26.19	\$0.86
Non-current Assets	\$0.05	\$0.04	\$0.01
Capital Assets, Net of Depreciation	\$37.83	\$34.20	\$3.63
<b>TOTAL ASSETS</b>	<b>\$64.93</b>	<b>\$60.43</b>	<b>\$4.50</b>
<b>LIABILITIES</b>			
Current Liabilities	\$4.77	\$4.28	\$0.49
Non-current Liabilities	\$7.72	\$8.14	(\$0.42)
<b>TOTAL LIABILITIES</b>	<b>\$12.49</b>	<b>\$12.42</b>	<b>\$0.07</b>
<b>NET ASSETS</b>			
Investment in Capital Assets	\$30.88	\$26.86	\$4.02
Restricted	\$15.97	\$16.37	(\$0.40)
Unrestricted	\$5.58	\$4.78	\$0.80
<b>TOTAL NET ASSETS</b>	<b><u>\$52.43</u></b>	<b><u>\$48.01</u></b>	<b><u>\$4.42</u></b>

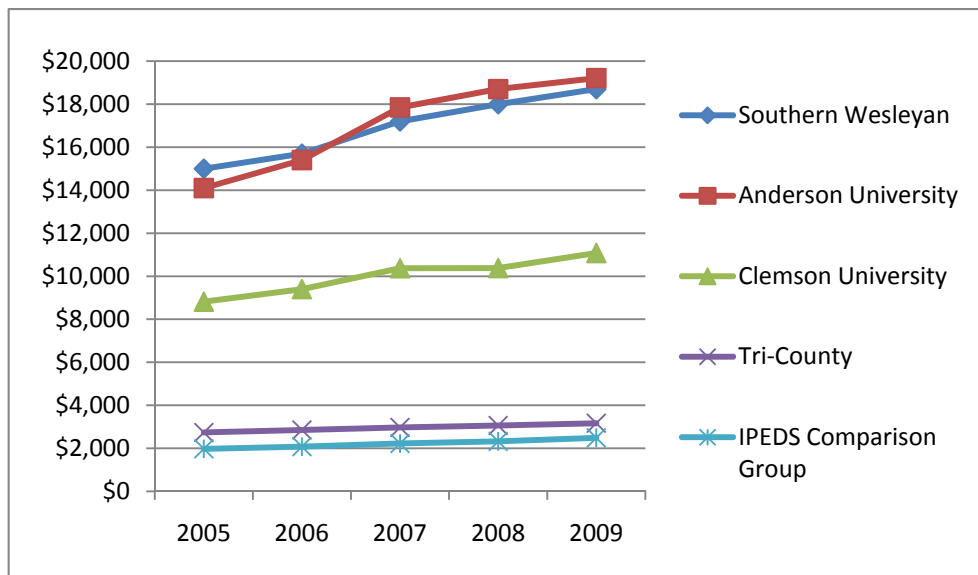
Source: Tri-County Technical College Comprehensive Annual Financial Report



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. Note that assets substantially exceed liabilities denoting a sound financial condition for the College. Total assets increased by 7.4%, the result of an increase in cash and investments, as well as an increase in capital assets with the construction of the Easley campus. Total liabilities increased by .6%, the result of current accounts payable obligations.

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



Source: IPEDS Peer Analysis System

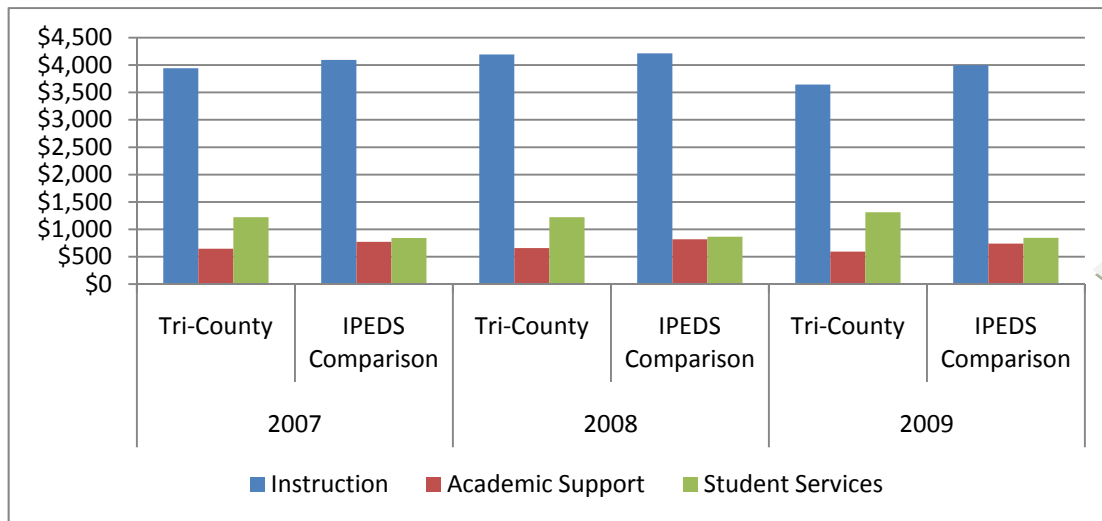


Tri-County is the most affordable post-secondary institution in the College's service area.



**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** Dollars per FTE by Instruction, Academic Support, and Student Services



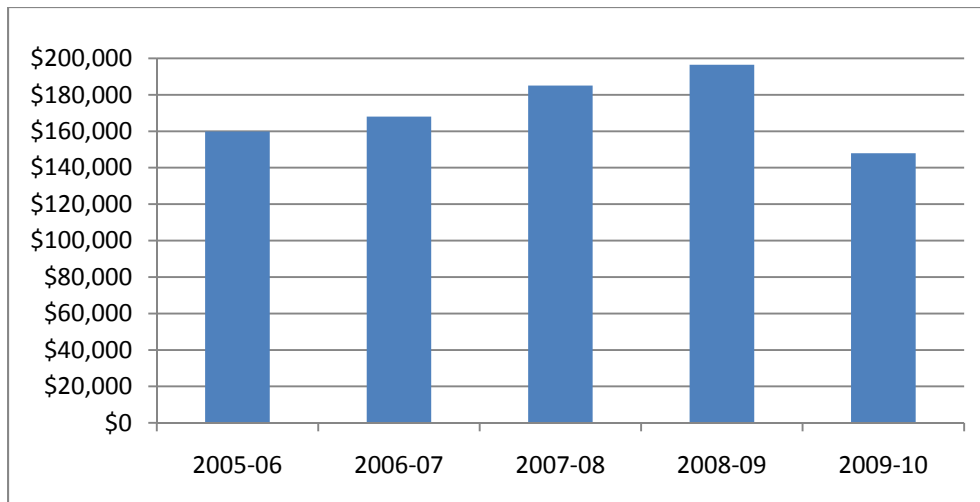
From 2007-2009, Tri-County averaged \$3,926 per FTE.

Source: IPEDS Peer Analysis System

**Figure 7.3-5** presents dollars per FTE spent on instruction, academic support, and student services. From 2007-2009, Tri-County averaged \$3,926 per FTE.

## 7.4 WORKFORCE ENGAGEMENT RESULTS

**Figure 7.4-1** Professional Development Dollars

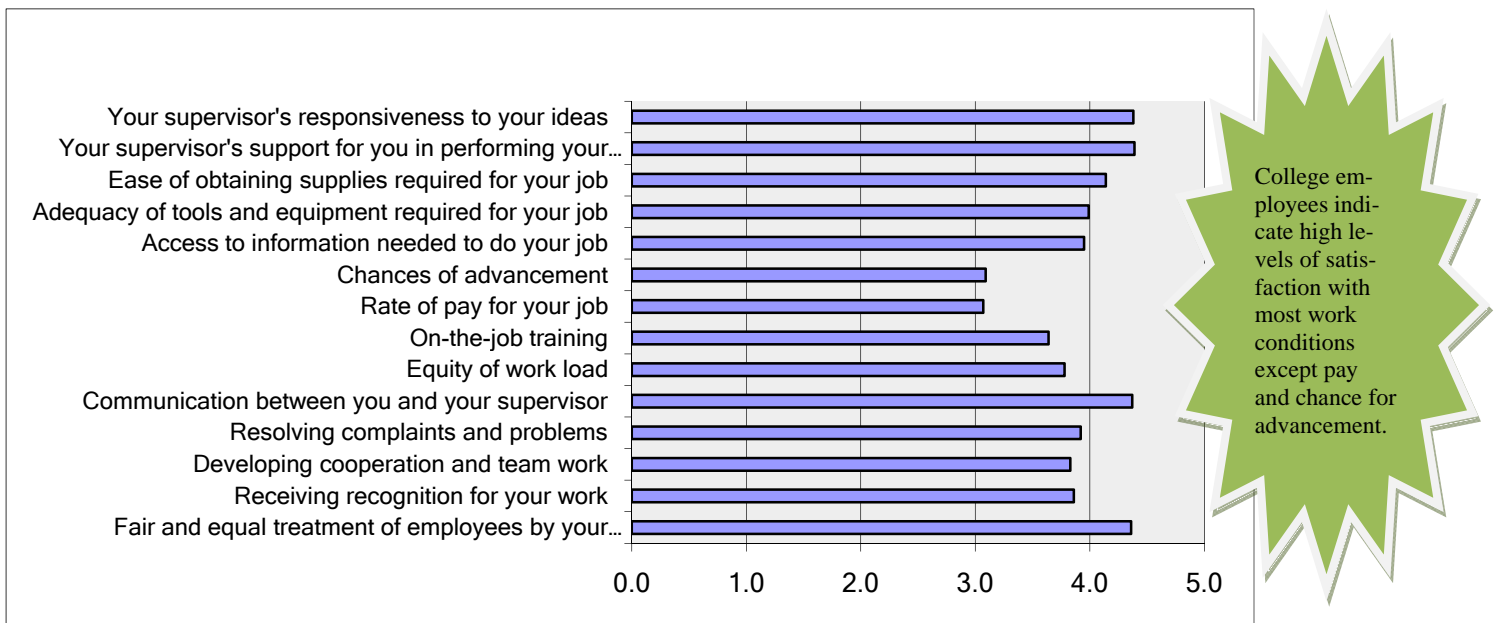


Source: Tri-County Technical College Foundation

The College Foundation averaged \$171,463 per year for professional development over the last five years.

**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 \$171,463 per year for professional development over the last five years. In 2009, the economic downturn forced a decrease in the professional development allocation.

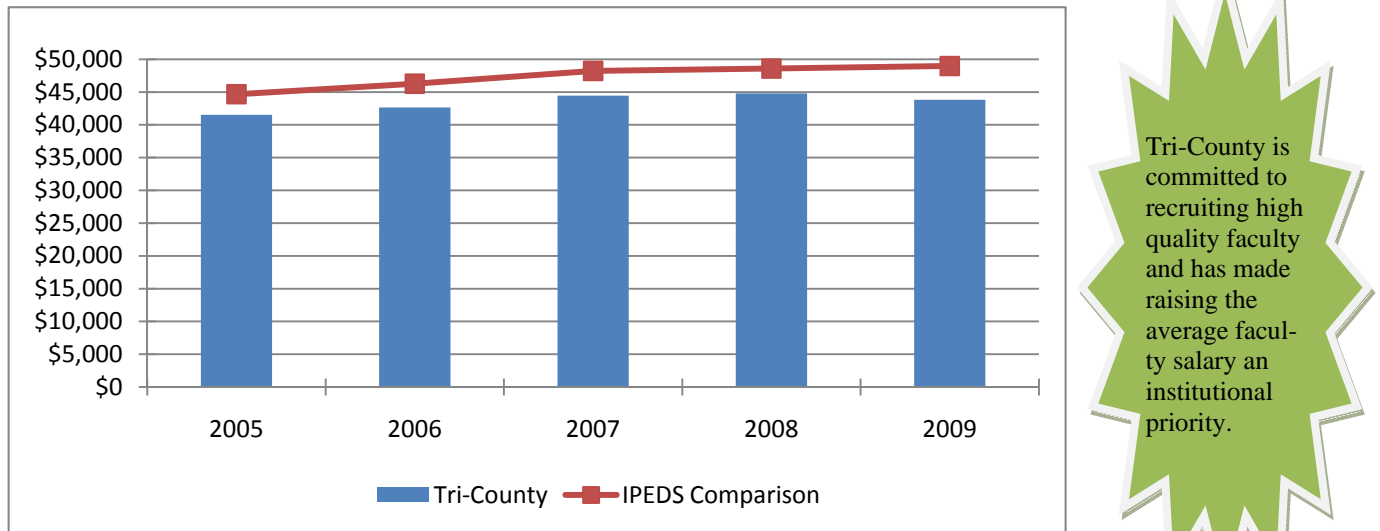
**Figure 7.4-2** 2009 Survey Results from College Personnel on Employee Work Conditions



Source: Tri-County Office of Institutional Research and Evaluation

**Figure 7.4-2** presents the results from the most recent employee survey. Tri-County’s Institutional Research and Evaluation Department surveys all full-time faculty and staff every three years about aspects of their satisfaction. College employees indicate high levels of satisfaction with most work conditions evaluated except pay and chance for advancement.

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



Source: IPEDS Peer Analysis System

**Figure 7.4-3** presents the average full-time faculty salary in comparison to the IPEDS comparison group. Tri-County is committed to recruiting high quality faculty and has made raising the average faculty salary an institutional priority. Salaries have been trending upwards over the last five years, increasing by 5.6% since 2005.

Figure 7.4-4 Campus Security Report

**CAMPUS SECURITY REPORT**

<b>CRIME STATISTICS</b> Crimes and arrests made on campus are reported in accordance with the Student Right to Know and Campus Security Act of 1990.			
	2006	2007	2008
<b>CRIMINAL INCIDENTS</b>			
Manslaughter	0	0	0
Murder	0	0	0
Rape	0	0	0
Robbery	0	0	0
Aggravated Assault	0	0	0
Burglary	0	0	0
Larceny	0	6	14
Arson	0	0	0
Liquor Law Violation	0	0	0
Drug Violation	0	1	1
Weapons Violation	0	0	1
<b>COLLEGE INFRACTIONS</b>			
Liquor Law Violations	0	0	0
Drug Violations	0	0	0
Weapons Violations	0	0	0
<b>Total</b>	<b>0</b>	<b>7</b>	<b>16</b>

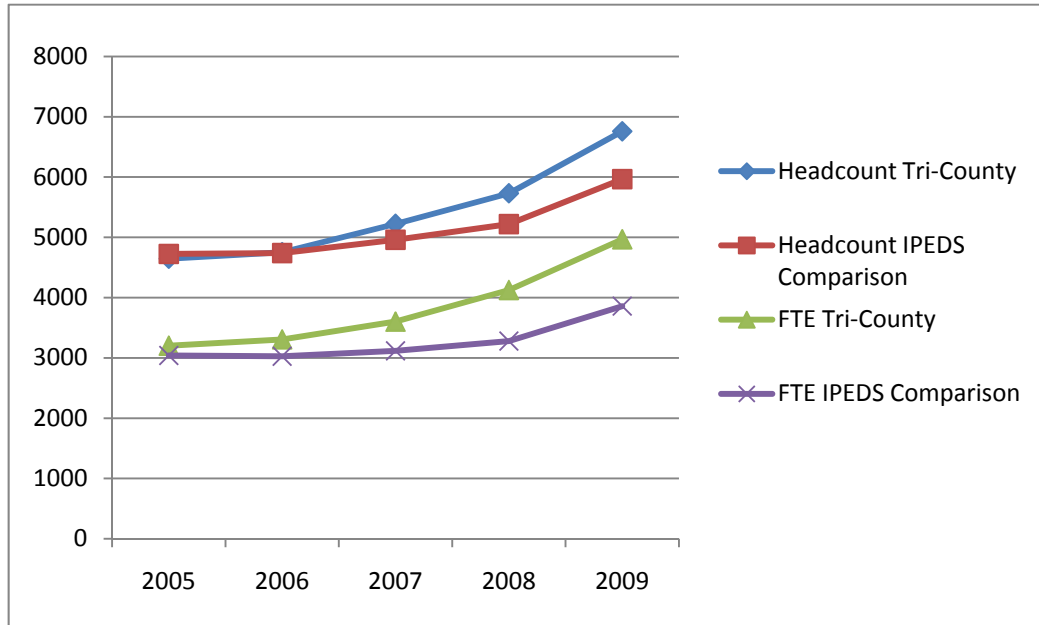


Source: Tri-County Campus Safety Department

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

## 7.5 ORGANIZATIONAL EFFECTIVENESS RESULTS

**Figure 7.5-1** Total Fall Headcount and FTE

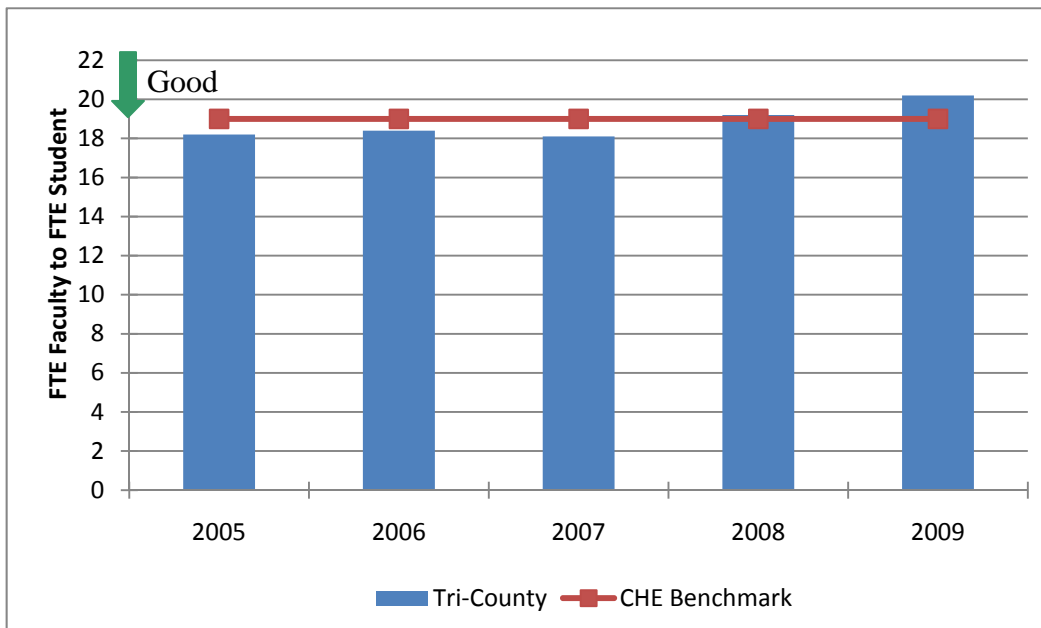


Tri-County's headcount increased by 46% and FTE increased by 55% between fall 2005 and 2009.

Source: IPEDS Peer Analysis System

**Figure 7.5-1** presents the total fall headcount and FTE enrollment from fall 2005 to 2009. Tri-County's headcount enrollment increased by 46%, and FTE increased by 55%.

**Figure 7.5-2** Ratio of Student FTE to Faculty FTE



Due to rapid year-over-year enrollment growth, the student to faculty FTE ratio exceeded the CHE benchmark in 2009.

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. Due to rapid year-over-year enrollment growth, the student to faculty FTE ratio exceeded the CHE benchmark in 2009. The ratio has been trending upwards since 2005 due to the rapid increase in enrollment.

**Figure 7.5-3 Space Utilization by Function**

	For Fiscal Years ended					
	2004	2005	2006*	2007**	2008	2009***
<b>Instruction</b>						
Assignable Square Feet	189,127	189,247	156,645	171,538	171,538	196,636
Percentage of Total	67.67%	67.68%	68.26%	70.19%	70.19%	74.71%
<b>Public Service</b>						
Assignable Square Feet	4,586	4,586	NA	NA	NA	NA
Percentage of Total	1.64%	1.64%				
<b>Academic Support</b>						
Assignable Square Feet	27,434	27,434	23,431	23,431	23,431	22,615
Percentage of Total	9.82%	9.81%	10.21%	9.59%	9.59%	8.60%
<b>Student Services</b>						
Assignable Square Feet	24,886	24,886	16,184	16,184	16,184	11,736
Percentage of Total	8.90%	8.90%	7.05%	6.62%	6.62%	4.47%
<b>Institutional Support</b>						
Assignable Square Feet	16,702	16,702	16,179	16,179	16,179	16,117
Percentage of Total	5.98%	5.97%	7.05%	6.62%	6.62%	6.13%
<b>Plant Operations/Maintenance</b>						
Assignable Square Feet	11,820	11,820	9,946	9,946	9,946	10,060
Percentage of Total	4.23%	4.23%	4.33%	4.07%	4.07%	3.83%
<b>Auxiliary Enterprises</b>						
Assignable Square Feet	1,556	1,556	5,926	5,926	5,926	5,926
Percentage of Total	0.56%	0.56%	2.58%	2.42%	2.42%	2.25%
<b>Unassigned</b>						
Assignable Square Feet	3,378	3,378	1,176	1,176	1,176	-
Percentage of Total	1.21%	1.21%	0.51%	0.48%	0.48%	0.00%
<b>Total Assignable Areas</b>						
Assignable Square Feet	279,489	279,609	229,487	244,380	244,380	262,817
Percentage of Total	100%	100%	100%	100%	100%	100%
<b>Parking Facilities</b>						
Parking spaces available	1,968	2,046	2,046	2,346	2,346	2346
Number of employees	488	533	615	630	686	685
Number of students	4,548	4,709	4,645	4,753	5,223	5730

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

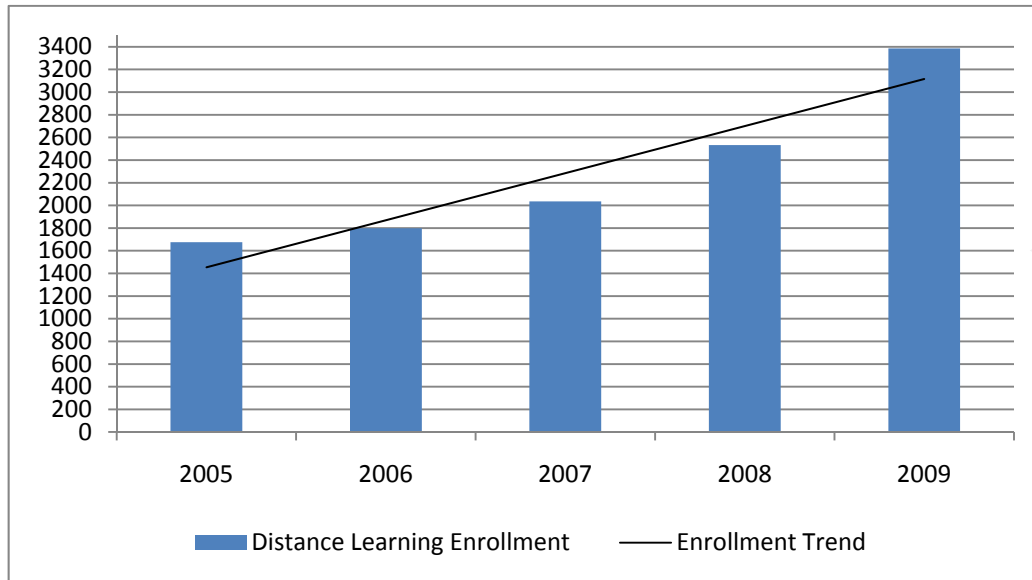
\*College facilities were reassessed

\*\*First term to include Anderson and Pendleton campuses

\*\*\* Assigned square feet are unaudited as of date of publication of this report.

**Figure 7.5-3** presents the space utilization by function..

**Figure 7.5-4** Fall Distance Learning Duplicated Enrollment

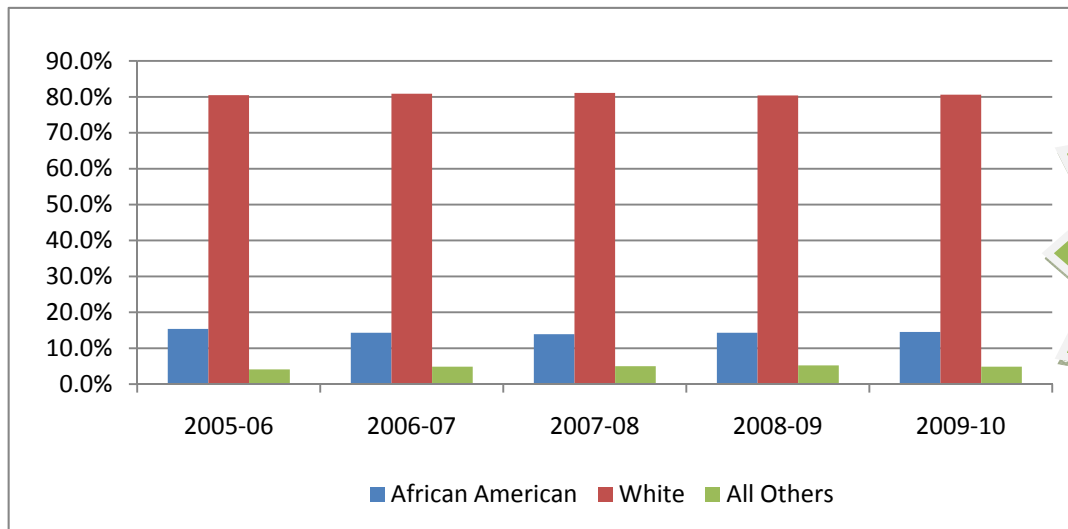


Since 2005, duplicated enrollment has increased 102%.

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 2005, enrollment has increased 102%.

**Figure 7.5-6** Opening Fall Enrollment by Race

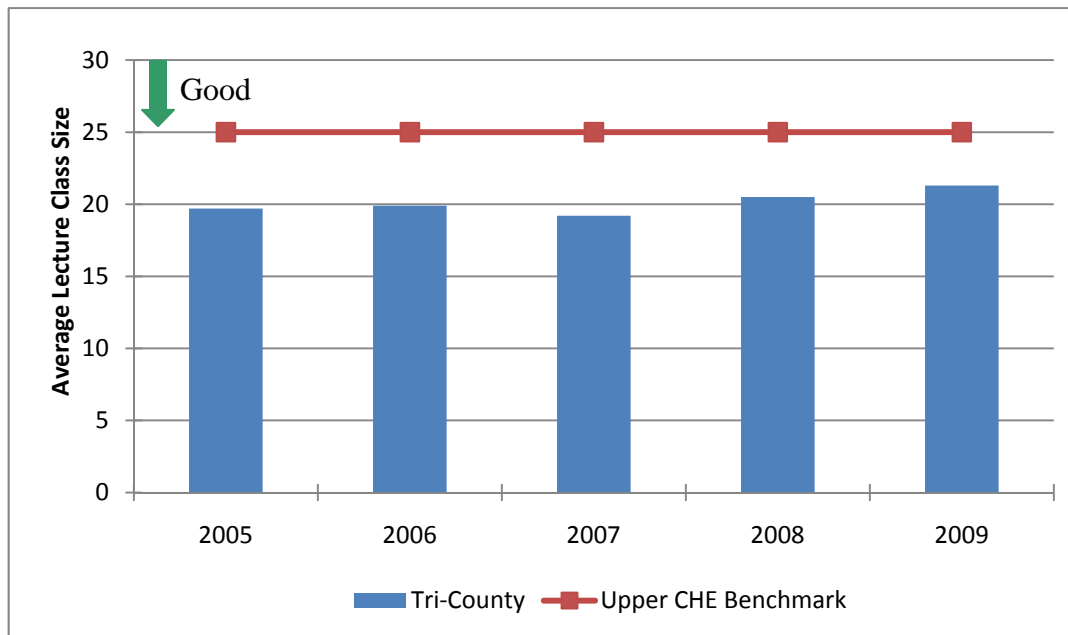


Tri-County's minority enrollment percentages exceed minority percentages in the College's service area.

Source: Opening fall CERS files

**Figure 7.5-6** presents enrollment percentage by race. From 2005-06 to 2009-10, Tri-County's black/African American representation has averaged 14-15%, which exceeds the black/African American representation in Tri-County's service area of 12%.

**Figure 7.5-7** Average Lecture Class Size



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

**Figure 7.5-7** presents the average lecture class size in comparison to the upper limit of the CHE benchmark. Small class sizes help provide a conducive learning environment. Between fall 2005 and 2009, Tri-County's lecture class size averaged between 19-21 students.

## 7.6 LEADERSHIP AND SOCIAL RESPONSIBILITY RESULTS

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

- Awarded contract for Easley Occupational Facility in July 2009
  - Construction started in Easley in September 2009.
  - Through June 30, 2010 project is ahead of schedule and on budget with expected turnover date of September 1, 2010 for installation of furniture, fixtures and IT equipment. Academic offerings will begin in January 2011.
- Completed negotiations for awarding of contracts for the construction of two Quick Jobs Center that were funded by SC Department of Commerce.
  - Construction completed in April 2010 on Oconee County facility and classes were offered beginning May 2010.
  - Construction completed in June 2010 on Pickens County facility and classes will be offered later this year.
- Gained access to six acres in Pendleton for conversion into parking for Pendleton Campus to relieve overcrowding due to enrollment growth.
- Added 21 new credit programs to meet community needs
- Added 15 new apprenticeship programs –206 apprentices
- Added 5 new non-credit programs
  - Certified Production Technicians (135 students in year one)
  - Physical Therapy Aide

- Job Readiness Skills (50 students)
- Customer Service
- Nationally Certified Geriatric Program
- Added two (2) new 2+2 articulation agreements with Clemson University; Veterinary Technology and Biology.
- Developed Bridge to Erskine Program with Erskine University.
- Developed new articulation agreement with Anderson University.
- Developed and implemented a framework with Clemson University to ensure further collaboration and joint goal setting for Bridge to Clemson Program.
- Developed new articulation agreement with Clemson University's Biological Sciences Bachelor of Science Program.
- Developed cooperative agreement with Greenville Technical College. Students take first year of course work at GTC and then transfer into Tri-County's Veterinary Technology Program for work toward the A.A.S. degree.
- Developed partnership with Hanna-Westside Extension Campus to offer new automotive program and horticulture program.
- Opened and began offering courses at Honea-Path Campus (6 classes).
- Transportation pad for truck driver training and motorcycle license training under construction at Anderson Campus. All funding (\$427,000) was obtained through county grants.
- Partnerships were formed with South Carolina Manufacturing Extension Partnership (SCMEP), SHARE, and Goodwill Industries.
- Partnered with Greenville Technical College to transfer its RTV broadcasting equipment to Tri-County's RTV program, equipment valued at \$1,000,000.
- Began offering the Associate in Arts program, in full, at the Anderson Campus.
- College awarded \$29.3 million in financial aid, an increase of 71 percent over 2008-09.
- Bridge to Clemson completed fourth year: In 2004, 71.4 percent of Bridge to Clemson students crossed the Bridge to Clemson and 89.8 persisted to become seniors. To date, 65 Bridge students have graduated from Clemson.
- Held Industry Workshops/Seminars for training and information dissemination to industries and businesses (6 workshops with 515 attendees) including the following:
  - Energy Summit
  - Waste Water Management
  - Plant Manager Appreciation Banquet
  - SETACC Lunch and Learn by Georgia Tech
  - Annual Society of Human Resource Managers (SHRM) Conference
  - Profit 101
- Through increased revenue and cost savings, provided funding for hiring nine additional faculty members during FY 2011.
- Budget priorities were developed for FY 2011 that focused on funding salary increases as appropriate for high performing faculty and staff.
- Chat Sessions with all employees were held during the fiscal year. Sessions consisted of small groups of employees by Division and Department.
- Lawrence Nichols, retired Clemson HR Director, was brought in as a consultant on hiring practices to help ensure that processes are open and fair and enhance the likelihood that minority candidates will be identified and given every opportunity for success in the hiring process.



- A focus on employee development was identified and included in the College's Strategic Plan.
- Hired 10 new faculty positions. This brought the total number of faculty to 122 a 40% increase over Fall 2003.
- Developed an agreement with Palmetto Youth Connections to take over case management work for Gateway to College, thereby enabling the College to focus on its core mission of providing academic programs. This enabled the College to shift costs off campus and hire appropriate staff for delivery of academic support.
- Hired an Athletics Director and four coaches to lead the men's golf, men's and women's soccer, and women's basketball programs.
- A team of nine faculty and staff representatives attended the League of Innovation's Learning College Summit in Phoenix, Arizona, for the third year in a row as part of the College's continuing journey to become more focused on successful learning outcomes in all aspects of college operations. Three members of the delegation facilitated a conference session titled "Creating Synergy: The Story of Developing a Learning-Centered Orientation."
- College's Welding Department project earned national recognition. Welding students from Tri-County and Clemson University collaborated on a sustainable housing project which turned a shipping container into a hurricane-resistant housing option for residents in hurricane-ravaged countries. Students traveled to Washington, DC in April 2010, presented their award-winning project at the Environmental Agency's 40th anniversary celebration, and received a \$75,000 grant to continue phase two of the SEED project.
- Kicked off first ever Capital Campaign: In celebration of the College's upcoming 50th anniversary and in recognition of the financial needs of the College, the Tri-County Technical College Foundation Board launched its first-ever major gifts campaign. The campaign goal is to raise \$7-9 million by 2012 in support of four initiatives to address community demands: expanding educational opportunities, improving technology and equipment, enhancing opportunities for student success, and promoting economic and community development. Oconee Medical Center made a \$100,000 lead gift toward the College's Golden Opportunities Capital Campaign at the campaign kick-off during the College's Annual Report luncheon in November. Raised thus far \$3,454,852.
- Fall Classic Golf Tournament raised \$37,000 to support the College's Major Gifts Campaign goal of "Enhancing Opportunities for Student Success."
- Hosted First 5K Run. More than 100 runners participated, raising nearly \$2,500 for health education student scholarships and other program needs.
- Hosted Planned Giving event, which resulted in life insurance policy from donor and establishment of process to hold more events.
- Bluegrass Under the Stars event raised \$11,500, twice as much as ever before.
- Developed a ten-year strategic plan process and outcomes.
- Developed a ten-year financial plan as foundation for facilities plan.
- Development of a three-year strategic plan – published in April 2010.
- Revamped the College's planning process by integrating strategic planning and fiscal year budgeting.
- Piloted a project management process based on Project Management Institute (PMI) best practices and used successfully for several major projects, including the acquisition of a new I&ET Center.
- Added a chemistry lab to Anderson Campus—to accommodate an additional 312 science students.
- Negotiated with other Banner colleges to lower computing costs by approximately \$100,000.

- Through lengthy negotiations with SCT/Banner, the College was able to reduce annual software support costs over \$60,000 for each of the next three years.
- The College received its tenth consecutive Government Accounting Officers annual award for excellence in reporting.
- The College continued to meet all SACS and program-related accreditation requirements.
- Installed a new voice mail system – preparation made it possible to execute this project in an emergency fashion when legacy voice mail failed prematurely.
- Implemented VOIP telephony over much of the Pendleton campus. In addition to having much more flexibility for users in their communications, this system will provide additional capability in the area of safety bulletins and announcements.
- Expanded internet connectivity to one gigabyte bandwidth via connection to the “c-light” network which reduced costs by \$36,000 annually for internet service.
- Upgraded Oracle databases and migrated to a new LINUX operating system ahead of a Banner version 8 implementation. Only College in the system to accomplish all three upgrades in the same project.
- Implemented a “payment gateway” that simplifies the online payment of student accounts (notable because we were first client of our national software vendor to build this capability).
- Implemented a fully online EPMS system – first in the South Carolina Technical College System
- Implemented fully online budget transfer / approval process
- Brought operation of food services in-house with a significant improvement noted by both students and employees.
- Refurbished the café and student lounge area and continued to operate bookstore at one of the lowest costs of books and supplies in the State.
- Developed and implemented online application for admission to the College.
- Developed and implemented a contact strategy report to evaluate where students are in the enrollment process.
- Implemented Direct Lending loan program.
- Revamped Financial Aid Standards of Academic Progress.
- Developed systematic process for projecting enrollment and establishing enrollment targets.
- Developed procedures for Bridge to USC and Bridge to Lander programs.
- Developed and refined the 8 Steps to Enrollment and, in collaboration with Dean of Student Development, reorganized eTC portal around the 8 Steps.
- Worked with Anderson District 5, Crescent High School and Oakwood Christian Academy to provide dual enrollment opportunities for high school students at Anderson Campus.
- Developed process for documenting students’ citizenship.
- Began utilizing computer-based COMPASS testing for the College Readiness Initiative (CRI).
- Successfully completed the College’s first audit of NJCAA eligibility requirements. The golf team was audited in March 2009.
- Developed plans to launch two new women’s sports for fall 2010: women’s basketball and soccer.
- Implemented small-group orientation. Approximately 895 students attended 47 small group sessions in which students learned to use eTC and utilize online resources. This initiative resulted in the utilization of the online activities calendar to register students for orientation sessions. More students (approximately 1,991) and a greater percentage of incoming students attended general orientation than those attending orientation for any other previous term.

- Created the “Embrace Diversity” channel on eTC. This effort required collaboration with a number of individuals across campus.
- Implemented new student programming. Examples included the following: Showcase Your Talent, Diversity Exchange, Survival 101, MLK Learning Tour. These activities and events were well attended and provided new opportunities for building a culture of learning outside the classroom. Initiated discussions regarding student programming at the Anderson Campus.

**B. Trust in Senior Leaders:**

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

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

**Figure 7.6-1** 2009 Tri-County Organizational Culture Survey Item Summary

Item	Mean Agreement*	Mean Importance*	Gap
I have confidence in the College leadership.	4.3	4.7	0.4
Tri-County is a great place to work.	4.3	4.6	0.4
I believe adequate research occurs before changes are made at Tri-County.	4.1	4.8	0.7
My supervisor anticipate problems.	4.1	4.6	0.5
Improvements in work processes are encouraged and valued.	4.1	4.7	0.6
The College's mission guides decision-making and institutional practices.	4.1	4.7	0.6
Tri-County is well on its way to becoming a “role model” institution.	4.0	4.6	0.6
The working conditions at TCTC have improved over the past several years.	3.9	4.7	0.7
Administrators (President VPs) are open and honest in their communications.	3.9	4.5	0.6
Different perspectives and opinions are listened to and valued and at TCTC.	3.8	4.5	0.6
My workload is reasonable.	3.8	4.6	0.8
The College is headed in the right direction.	3.8	4.5	0.7
I am satisfied with the College's planning process.	3.8	4.6	0.8
My supervisor does a good job managing employees in my work area.	3.7	4.4	0.7
The College’s planning process is effective.	3.7	4.5	0.9
A strong sense of campus community exists at TCTC.	3.6	4.4	0.8
I feel adequately involved in my department/unit planning process.	3.6	4.0	0.3
I know what is expected of me in order to do a good job.	3.6	4.4	0.8

The College has adequate measures to recognize and reward employee excellence.	3.6	4.5	0.9
I am informed about key initiatives and new developments on campus.	3.6	4.5	0.9
I can count on people in other units to collaborate and contribute when needed.	3.5	4.2	0.7
I believe there are advancement opportunities for me here at Tri-County.	3.5	4.3	0.8
I feel that my contributions are important and valued.	3.5	4.2	0.7
The College is focused on improving and supporting student learning.	3.5	4.2	0.7
The atmosphere in my work unit is positive.	3.5	4.2	0.7
I feel free to speak my mind without fear of reprisal.	3.5	4.3	0.8

Source: Tri-County Office of Institutional Research

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

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 7.6-1**, 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.

### C. Financial Accountability and Accreditation:

Tri-County Technical College has a sound financial base, demonstrated financial stability and adequate physical resources to support the mission of the College and the scope of its programs and services. Evidence of this is included in the College’s Comprehensive Annual Financial Reports and financial policies and procedures. Tri-County’s reports won a Certificate of Achievement in Financial Reporting from the Government Finance Officers Association of the United States and Canada for the last ten years, and the report for the year ending June 30, 2010, has been submitted for review for the same award. The award recognizes adherence to the highest standards of fiscal accountability and transparency.

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

### D. Organizational Citizenship: Economic Impact Study Highlights

In 2008, Tri-County contracted with Economic Modeling Specialists, Inc. to conduct an economic impact study to capture and quantify the economic and social benefits of the College in relation to the Community. Highlights from the study include:

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