

## Accountability Report Transmittal Form

Agency Name	<u>Tri-County Technical College</u>
Date of Submission	<u>September 11, 2007</u>
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# Tri-County Technical College

Serving as a Catalyst for the Economic  
and Lifelong Development of the Citizens  
of Anderson, Oconee, and Pickens Counties



Annual Accountability Report  
Fiscal Year 2006-2007

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# SECTION 1: EXECUTIVE SUMMARY

## 1. Mission and Values

### Mission

Tri-County Technical College is a public, two-year community college dedicated to serving as a catalyst for the economic and lifelong development of the citizens of Anderson, Oconee, and Pickens Counties through outstanding programs and unparalleled service. An open admissions institution with primary focus on teaching and learning, the College serves approximately 6,000 to 7,000 students through both on-campus and distance learning courses. The College grants certificates, diplomas, and associate degrees in technical, career, and transfer programs. The College also offers certificates in continuing education programs.

### Vision

Tri-County Technical College will be *the role model* for community college education through dedication to high standards, a nurturing environment, community alliances, and innovative leadership.

### Values

At Tri-County Technical College, we value

- *Integrity*—respect for the dignity, equality, and potential of self and others in personal and professional interactions
- *Responsibility*—accountability in personal, professional, community, and fiscal affairs
- *Accessibility*—equal opportunity to advance professionally and personally in a clean, safe, stimulating, and aesthetically pleasing environment
- *Collaboration*—partnerships among students, faculty, staff, and community to promote open and effective communication, decision-making, and implementation of ideas and processes
- *Learning*—facilitation of intellectual and technical growth through commitment to continuous improvement and innovation.

## 2. Major Achievements from 2006-07

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

- Numerous communication strategies were used to introduce the Learning College concept to the campus community (e.g., Academic Discussion group meetings, Coffee Talk sessions, articles in Connection, President’s Faculty/Staff meetings, etc.); materials designed to encourage dialogue about the Learning College and Culture of Evidence were developed and distributed.
- Final planning requirements were completed in order to implement the Learning Excellence Initiative (LEI) in the fall of 2007. The LEI is the College’s Quality Enhancement Plan, one of the requirements for reaffirmation of accreditation.
- Outcomes assessment procedures and institutional planning were reviewed and aligned to enhance institutional effectiveness. A revised diagram was developed to help illustrate the integrated process.
- The Business Affairs Division initiated the IDEAS luncheon series to help administrative assistants across campus learn more about topics and resources of direct interest and use to them.
- The Business Affairs Division identified key performance indicators (KPIs) to help measure effectiveness and gauge improvement in the Print Shop, Bookstore, maintenance, and Help Desk areas. (“Culture of Evidence”)
- The Tri-County Technical College Foundation allocated \$4,000 to support the Learning College initiative. Dr. Milton Cox, a consultant and trainer on Faculty Learning Communities, was invited to campus.
- Two members of the Arts & Sciences Division attended and presented at the 2007 Innovations Conference, an event that highlights Learning College principles.

- A seven-member team from Tri-County participated in the 2007 National Summer Institute on Learning Communities held June 26-July 1 in Olympia, Washington.

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

- A Strategic Enrollment Management Committee was established to address the integration of marketing, recruitment, enrollment, retention, and graduation. The committee started a comprehensive review of the “admitted-to-advised-to-registered” process for new and continuing students. Some activities are now underway including targeted mailings to specific groups of students to encourage them to complete the process.
- A cross-college Registration Committee was formed to help identify ways of improving the registration process.
- Smart Start orientation was developed and the first sessions offered to incoming LEI students.
- Student Affairs counselors expanded outreach mechanisms to encourage more students to use career services and resources.
- The Tri-County Activities Council (TAC) coordinated the purchase and implementation of an online events calendar system to promote co-curricular events.
- The Business Affairs Division assisted with or implemented 24/7 access to technology resources, an online application system, and a one-card system. In addition, a system to support online payment went live June 12, 2007.

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

- The desired organizational culture was defined.
- An online survey of full-time faculty and staff was administered in April to assess perceptions of the campus organizational culture. Results of the survey were posted to the College’s web portal.
- Improvements in the current process to develop, document, and disseminate college policies and procedures were identified and approved. A new Employee Manual will be produced during the next reporting period.
- The Business Affairs Division coordinated a number of initiatives designed to improve communication and employee satisfaction (e.g., regular updates on division-related activities, IT Users Group, New Employee Orientation checklist for supervisors).

***Diversity Initiative:*** Increase diversity of the campus community.

- Most members of the Executive Staff and their direct reports completed National Coalition Building Institute (NCBI) training. (Six NCBI workshops were provided by College NCBI trainers. A total of 168 employees attended. In addition, two (2-hour) NCBI workshops were also offered for students.
- All employees in the Business Affairs Division have completed NCBI training.
- All full-time employees in the Institutional Advancement Division have attended NCBI training and all part-time employees have been encouraged to attend.
- All hiring committees for permanent positions at the College have ethnic, gender, and departmental diversity.

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

- The Disabilities Coordinator offered series of training sessions for faculty and staff regarding disability services. A total of 17 sessions were held.
- The Personnel Office designed and implemented a Personal Growth Plan initiative to identify and upgrade any gaps in skills-sets and to build future growth opportunities for employees.
- The Information Technology Department developed a system to ensure technical user training is part of all software roll-out processes.

- Business Office staff participated in a Customer Service training session.
- Additional funds were sought through the Foundation while funding in the amount of \$168,000 was made available through the professional development teaching chair accounts, thereby making opportunities for learning available to faculty and staff.

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

- The College participated as a community partner in the annual Shrink Down initiative. The campus was used as a weigh-in and Health Talk location for eight weeks. During that time about 900 employees and area residents were served.
- The Business Affairs Division participated in a one-day community service activity.
- The Personnel Office delivered a one-day seminar on retirement planning.

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

- The Bridge to Clemson University program began in the fall of 2006, enrolling 231 students. The processes and procedures used to implement and operate the program were carefully reviewed during this planning period and a number of improvements were made—e.g., flow of information to students from time of invitation to orientation, materials and agenda for orientation, advising/curriculum guides, etc.
- A Bridge Growth Committee was formed to determine short-term and long-term growth goals.
- Tri-County and Anderson University implemented several collaborative projects: 1) a coordinated approach to market criminal justice offerings in the local area; 2) offering 300 and 400-level management courses on the TCTC campus in the evenings; 3) offering TCTC developmental courses on the AU campus beginning in August of 2007; and 4) offering through AU a B.S. in Applied Technology with a concentration in Manufacturing Technology to which TCTC students could transfer. A proposal for the new degree program has been submitted to the AU Board of Trustees and, if approved, will be submitted to the Commission on Higher Education.
- The Continuing Education (CE) Division developed partnerships with the Anderson Convention and Visitors Bureau, Palmetto Youth Connections, the YMCA, and WIA to help market CE courses.
- The Director of PR and Communications became a Pendleton Ambassador and served on a committee to develop a Decade of Progress video for the town of Pendleton.
- The Gateway to College program began in fall 2006, enrolling 50 students. An additional 100 students were enrolled in the spring and summer terms. This, unique to South Carolina, collaborative program with all seven service area school districts enrolls high school dropouts in an intense semester of foundational coursework followed by enrollment in appropriate college developmental and/or regular coursework. A start-up grant of \$300,000 was received from the Bill and Melinda Gates foundation

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

- A brand assessment process and a comprehensive marketing and enrollment management plan were developed.
- The Continuing Education (CE) Division implemented or pilot-tested two strategies to broaden the awareness of CE programs and offerings throughout the service area—i.e., targeted carrier-route zip code mailings and the “e-mail campaigner” process to more aggressively capture email addresses of potential customers for targeted communication.

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

- An Industry Leaders Forum was held on October 25, 2006; new strategies for industry visits and recommendations for improving TCTC programs were identified (three new Continuing Education pro-

grams were developed as a result of the feedback received—Analytic Troubleshooting, Primedia, and WorkKeys).

- An on-going system for soliciting industry feedback on TCTC technical programs (current and needed) was implemented; 25 visits were completed and feedback disseminated to Industrial and Engineering Technology Division Dean.
- The Vice President for Economic Development and Governmental Affairs and/or other College representatives assisted several community and economic development groups with their strategic planning efforts and helped define the role of TCTC in each organization's future directions (e.g., Imagine Anderson, Imagine Pickens).
- The Career Services Department researched and identified the best online service ("College Central") whereby employers can post job listings directly with the College and students can submit their resumes to the employers.

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

- The Director of Student Life and Counseling Services coordinated an analysis of the campus environment in relation to access for individuals with disabilities and special needs. A comprehensive list of recommendations was generated.
- Several improvements to the campus technology infrastructure were completed, including an upgrade to Banner 7 (Banner Oracle database), implementation of the curriculum audit process, and automation enhancements for assessing satisfactory academic progress.
- Improvements were also made to the physical environment, including lighting and sidewalk repairs on the campus interior, reducing the wait time in the Bookstore during peak periods from 2-½ hours to ½ hour, new cleaning services email to gauge needs of employees, and improved physical appearance of restroom facilities.
- A new Campus Master Plan was completed in January 2007.
- Several capital improvement projects were completed—i.e., Hicks building renovation, Pickens HVAC, Hicks roof replacement, and the Oconee roof replacement. Replacement of the Miller Hall roof began on May 1, 2006. The Halbert Hall renovation also began during this reporting period and is on-going.

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

- The College opened a new campus in the city of Anderson. A comprehensive marketing plan was developed and implemented to help launch the Anderson Campus. Outreach included radio ads, billboards, newspaper ads, and direct mail pieces to all households. (Marketing efforts were geared toward boosting enrollment and promoting naming opportunities through the Foundation.)
- The Business Training Center was relocated from the Anderson Mall to the new Anderson Campus facility.
- An expanded Culinary Arts program was developed for the Anderson Campus.
- A new Utility Service Technician Certificate program was established for the Anderson Campus. (The first courses were offered during the summer term of 2007.)
- The infrastructure, technology, and building appointments required to open the Anderson Campus were completed on time.
- The Director of Evening Programs and Distance Education initiated several marketing and outreach strategies to help increase enrollment in the evening program.
- An Evening Scheduling Group was established to identify improvements in course scheduling that could help increase evening enrollment in credit programs.
- The majority of planning was completed for the LPN program at Hamilton Career Center (Oconee County). The program will officially begin in the fall of 2007.

- In early 2007, the College signed a contract to acquire the only available adjacent land. This 35+ acre tract will provide for the long-term growth needs of the College, especially the Veterinary Technology program.
- In an effort to meet a longstanding request from the Pickens County Council and Legislative Delegation, the College signed a contract in May 2007 to purchase 36+ acres in Easley, with an option on 35 more.

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

- **Priority 1:** Enhance Opportunities for Student Success
- **Priority 2:** Promote a Collegial and Diverse Environment
- **Priority 3:** Promote Professional Development and Personal Enrichment of Employees
- **Priority 4:** Promote Economic and Community Development
- **Priority 5:** Optimize use of Resources
- **Priority 6:** Improve the Physical Environment
- **Priority 7:** Expand Educational Opportunities

### 4. Opportunities and Barriers

#### *Opportunities:*

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

#### *Barriers:*

- **Funding:** The reality of declining funds/resources and challenges of identifying new funding sources. In addition, since the legislature has not included an established amount for the Lottery Tuition Assistance Program in the law, the College cannot guarantee the amount of the award to students, if any.
- **Legislative Influence:** Legislative impact on programs through State legislation (e.g., Education Economic Development Act) and federal legislation.
- **Local Culture:** Historically, the local college attendance rate is low compared to service areas of other technical colleges.

### 5. How the Accountability Report is Used

The Accountability Report will become the basis for assessing the College's performance on the set of "core indicators" of institutional health. The Accountability Report will be aligned with the annual strategic planning process, and formally connect strategic goals and the College's mission to performance evaluation. The Ac-

countability Report will be distributed and reviewed in multiple settings, including Board, Executive Staff, and Strategic Planning meetings.

## **SECTION 2: BUSINESS OVERVIEW**

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

Associate Degrees, Diplomas, and Certificates offered through traditional classroom instruction and distance education as well as continuing education units, certifications and avocational courses.

#### ***Program Areas***

- Health Education: Medical Laboratory Technology, Expanded Duty Dental Assisting, Nursing, Practical Nursing, Surgical Technology, Veterinary Technology, Medical Assisting, Respiratory Care, Pre-Health Information Management, Pre-Dental Hygiene, Pre-Nursing, and Pre-Occupational Therapy Assistant
- Industrial and Engineering Technology: Electronics Engineering Technology, Engineering Graphics Technology, General Engineering Technology, Heating, Ventilation & Air Conditional Technology, Industrial Electronics Technology, Industrial Maintenance Technology, Industrial Supervision Technology, Machine Tool Technology, Quality Assurance Technology, and Welding Technology
- Business and Public Services: Accounting, Computer and Information Technology, Criminal Justice Technology, Early Childhood Development, Management, Office Systems Technology, Radio and Television Broadcasting
- University Transfer: Arts, Sciences, and General Studies
- Continuing Education in Health Education, Business and Industrial Training, Personal Interest, and Licensing and Certification in a variety of fields

### **2. Key student segments, stakeholder groups, and market segments**

#### ***Students***

- Seeking skills to enter or reenter the work-force or to advance in the chosen career field
- Seeking general education credit to transfer to another four-year institution
- Seeking Personal enrichment
- Seeking Lifelong Learning

#### ***Stakeholders***

- Business and Industry in Anderson, Oconee, and Pickens Counties
- State of South Carolina
- South Carolina Technical College System
- Government Officials/Representatives in Anderson, Oconee, and Pickens Counties
- College employees
- Tri-County Technical College Foundation, Inc.

#### ***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. Regulatory Environment**

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

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

#### **5. Your governance system**

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

#### **6. Key suppliers and partners**

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

#### **7. Key strategic challenges**

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

#### **8. 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

**9. Expenditures/Appropriations:**

**BASE BUDGET EXPENDITURES AND APPROPRIATIONS**

Major Budget Categories	FY05-06 Actual Expenditures		FY06-07 Actual Expenditures		FY07-08 Appropriations Act	
	Total Funds	State General Funds	Total Funds	State General Funds	Total Funds	State General Funds
Personal Service	\$ 15,324,993	\$ 6,651,315	\$ 18,244,870	\$ 6,922,423	\$ 17,754,941	\$ 7,391,818
Other Operating	\$ 8,428,520		\$ 11,422,823	\$ 100,000	\$ 9,877,686	
Fringe Benefits	\$ 3,698,376	\$ 1,729,196	\$ 4,526,612	\$ 1,938,279	\$ 4,381,189	\$ 2,069,709
<b>Total</b>	<b>\$ 27,451,889</b>	<b>\$ 8,380,511</b>	<b>\$ 34,194,305</b>	<b>\$ 8,960,702</b>	<b>\$ 32,013,816</b>	<b>\$ 9,461,527</b>

**OTHER EXPENDITURES**

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

## 10. Major Program Areas Chart

Program Number and Title	Major Program Area Purpose (Brief)	FY 05-06 Budget Expenditures	FY 06-07 Budget Expenditures	Key Cross Reference for Financial Results*
II. A,B,&E Instructional Programs	The technical colleges provide opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges and universities, or graduation with an Associate Degree, Diploma, or Certificate	State: \$ 8,380,511 Total: \$27,451,889	State: \$ 8,960,702 Total: \$34,194,305	Category 7

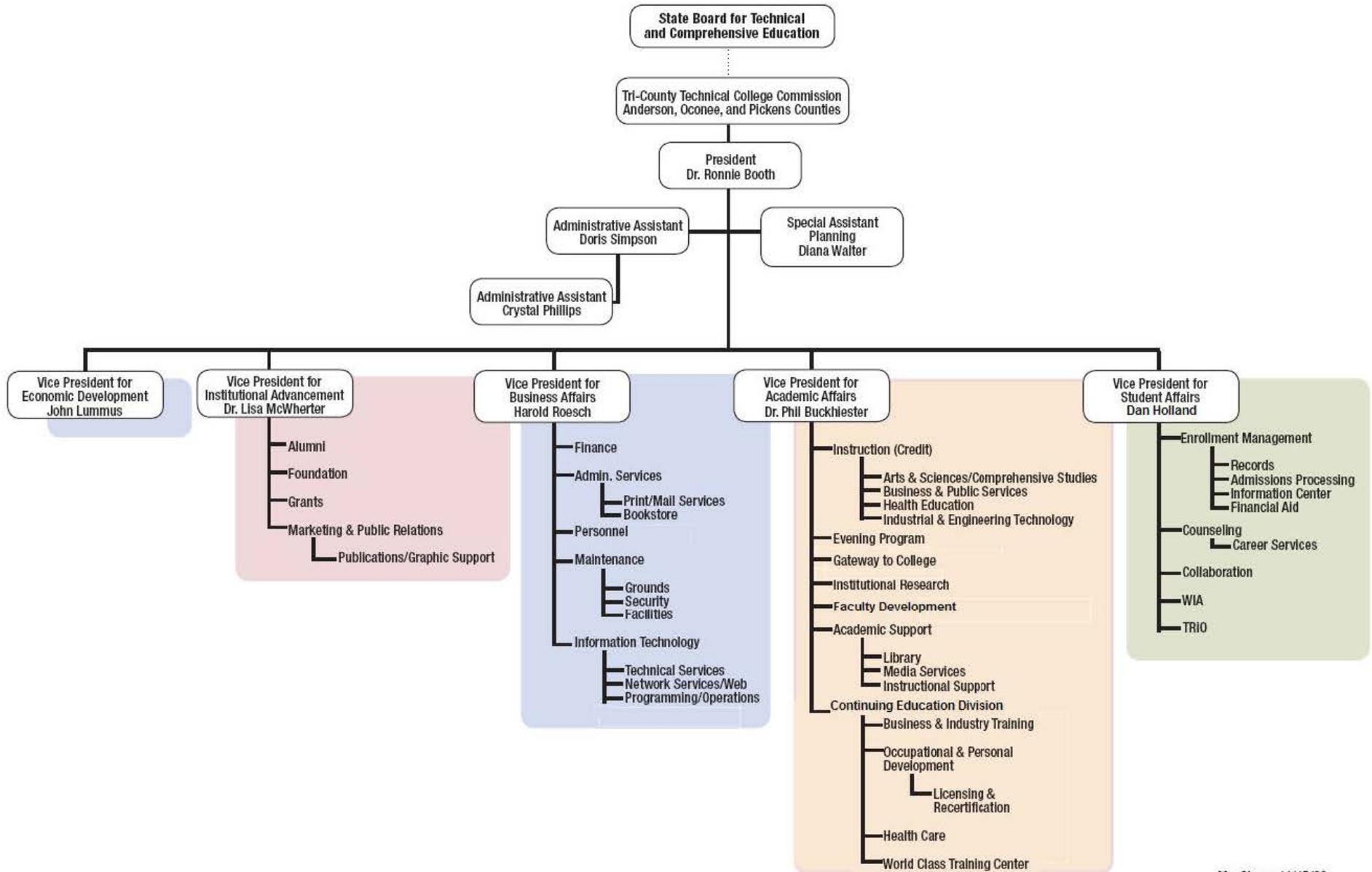
\*Key Cross-References are a link to the Category 7 – Business Results.

**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.


## 11. Organizational Structure:

# Tri-County Technical College



# SECTION III – ELEMENTS OF BALDRIGE CRITERIA

## Category 1 - Leadership

### 1.1 HOW DO SENIOR LEADERS DEVELOP AND DEPLOY THEIR ORGANIZATION VISION AND VALUE?

The mission, vision, and values of the College guide all activities. Each three-year strategic planning cycle starts with a review of the institutional mission, vision, and values. Should changes be recommended, they are approved by the administration and then by the College Commission.

Senior leaders convey the College's mission, vision, and values primarily through faculty/staff meetings, the College's Annual Report, internal and external web sites, student catalog, the Tri-County Technical College Foundation Annual Report, and *Connection*, the President's monthly newsletter. In addition, all senior leaders participate and communicate with community stakeholders in multiple ways, including business and industry visits, civic events, legislative delegation meetings, and State-level peer group meetings.

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.

### 1.2 HOW DO SENIOR LEADERS PROMOTE AND SUPPORT PROFESSIONAL BEHAVIOR?

Senior leaders support and promote ethical and legal behavior and fiscal, legal, and regulatory accountability through adherence to State Board for Technical and Comprehensive Education (SBTCE) Policies and Procedures and the creation of and adherence to local policies and procedures. In addition, the College offers development activities for all employees as needed to create and maintain a culture of compliance.

Senior leaders create and manage systems of organizational oversight to ensure effective application of the policies and procedures, and the results are measured through external and internal audits, computerized data validation, program accreditation standings, Southern Association of Colleges and Schools Accreditation standing, mandated State accountability reports, and SBTCE program productivity reviews.

### 1.3 HOW DO SENIOR LEADERS CREATE AN ENVIRONMENT OF PERFORMANCE IMPROVEMENT, ACCOMPLISHMENT OF STRATEGIC OBJECTIVES, INNOVATION, AND ORGANIZATIONAL AGILITY?

Senior leaders have approved an institutional effectiveness policy and procedure that state that the College "...will engage in ongoing, integrated, and research-based planning and evaluation processes that include periodic reviews of all programs and services..." and that are "...designed to ensure continuous improvement and success in achieving the College's mission." In addition, the College is "...committed to the integration of institutional effectiveness data into strategic planning at all levels of the operation..." and "...will organize its human, physical, and fiscal resources to carry out assessment, research, and planning processes." The senior leadership is responsible for effectively executing these processes and reviewing the institutional impact in relation to strategic objectives.

To promote innovation and responsiveness to environmental change, senior leaders have established a pay-for-performance program.

Senior leaders meet weekly to discuss and respond to changing environmental conditions and to ensure open communication between all functional areas in the College. The College's strategic plan initiatives are discussed within these meetings as well as the core indicators used to measure institutional effectiveness.

#### **1.4 HOW DO SENIOR LEADERS CREATE AN ORGANIZATIONAL ENVIRONMENT FOR FACULTY AND STAFF LEARNING?**

Senior leaders promote the development of all employees at Tri-County Technical College through adherence to the State Employee Development Policy, the Employee Development Procedure, and the creation and adherence to the local Employee Development Policy, and the Employee Development Procedure. Senior leaders have developed a philosophical orientation for employee development that guides the execution of development activities. The foundational elements of the philosophy include the belief that:

- employee development is critical to the vitality and viability of the College.
- employee development is essential to the accomplishment of our mission and values and that through our employee development program we demonstrate our commitment to lifelong learning.
- employee development is the responsibility of all employees of the College.
- employee development should be coordinated, involve constituents in planning, documenting and evaluating, and can take many forms.

Senior leaders demonstrate support of Tri-County's development philosophy by the approval and distribution of budgeted funds and raising monies through the Tri-County Technical College Foundation to support development. In addition, senior leaders participate in internal and external learning opportunities and openly discuss new knowledge with the campus community in oral and written communication.

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

Senior leaders have established an ongoing leadership program in collaboration with Clemson University that includes mentoring, leadership training, collegial interaction, and culminates in the accomplishment of a leadership project. Potential future leaders are accepted into the competitive program. In addition, senior leaders choose participants and provide funding for individual leadership training for employees in State and local leadership programs, including a year-long leadership program through the Technical College System State Office, a two-year graduate certificate program in Educational Leadership with the University of South Carolina, and five year-long leadership programs offered by local city and county governments and chamber of commerce offices.

#### **1.6 HOW DO SENIOR LEADERS COMMUNICATE WITH EMPOWER AND MOTIVATE ALL FACULTY AND STAFF?**

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

Senior leaders communicate with faculty and staff by holding both campus-wide and unit-specific staff meetings on a regular basis. In addition to personal communication, a monthly newsletter from the President is published and distributed campus-wide.

Senior leaders promote positive employee morale and team spirit by recognizing outstanding employee achievement and meritorious service; sending expressions of concern in case of employee illness or bereavement (with appropriate approval); recognizing employees upon resignation or retirement; and sharing other information approved by the employee through in-house publications, memos, and email.

**1.7 HOW DOES YOUR ORGANIZATION EVALUATE THE PERFORMANCE OF YOUR SENIOR LEADERS?**

Senior leaders are evaluated by employees of the College every three years as required by the Supervisor Performance Management System Policy and the Supervisor Performance Management System Procedure. The results of evaluations are summarized by the Director of Personnel and are made available to the individuals evaluated and their supervisors for use in performance evaluation and planning.

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

**1.8 HOW DOES YOUR ORGANIZATION ADDRESS AND ANTICIPATE ANY ADVERSE IMPACTS?**

Tri-County Technical College anticipates potential adverse impacts through ongoing environmental scanning and synthesis of assessment data. The College addresses potential adverse effects through the development of initiatives in the strategic planning process that in turn drive the development of the College and unit level plans.

The College employs multiple types of program/department and College level performance measures. Each unit or program has developed outcomes and assessment methods that are measured annually to identify opportunities for improvement. In addition, senior leaders have established Core Indicators for defining and assessing the health of the College, such as enrollment, employment, graduation rates, and financial data. By regularly examining outcomes data and Core Indicator results, College leaders (department heads, directors, deans, VPs and the President) are able to identify and address potential impacts that might adversely affect performance.

In addition to compliance-related processes established by the College, the institution is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools. All 14 of the College's credit programs eligible for program-specific accreditation from agencies recognized by the South Carolina Commission on Higher Education are accredited. The State of South Carolina also requires the reporting of program productivity goals and measures.

**1.9 HOW DO SENIOR LEADERS ACTIVELY SUPPORT AND STRENGTHEN THE COMMUNITIES?**

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

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

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

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

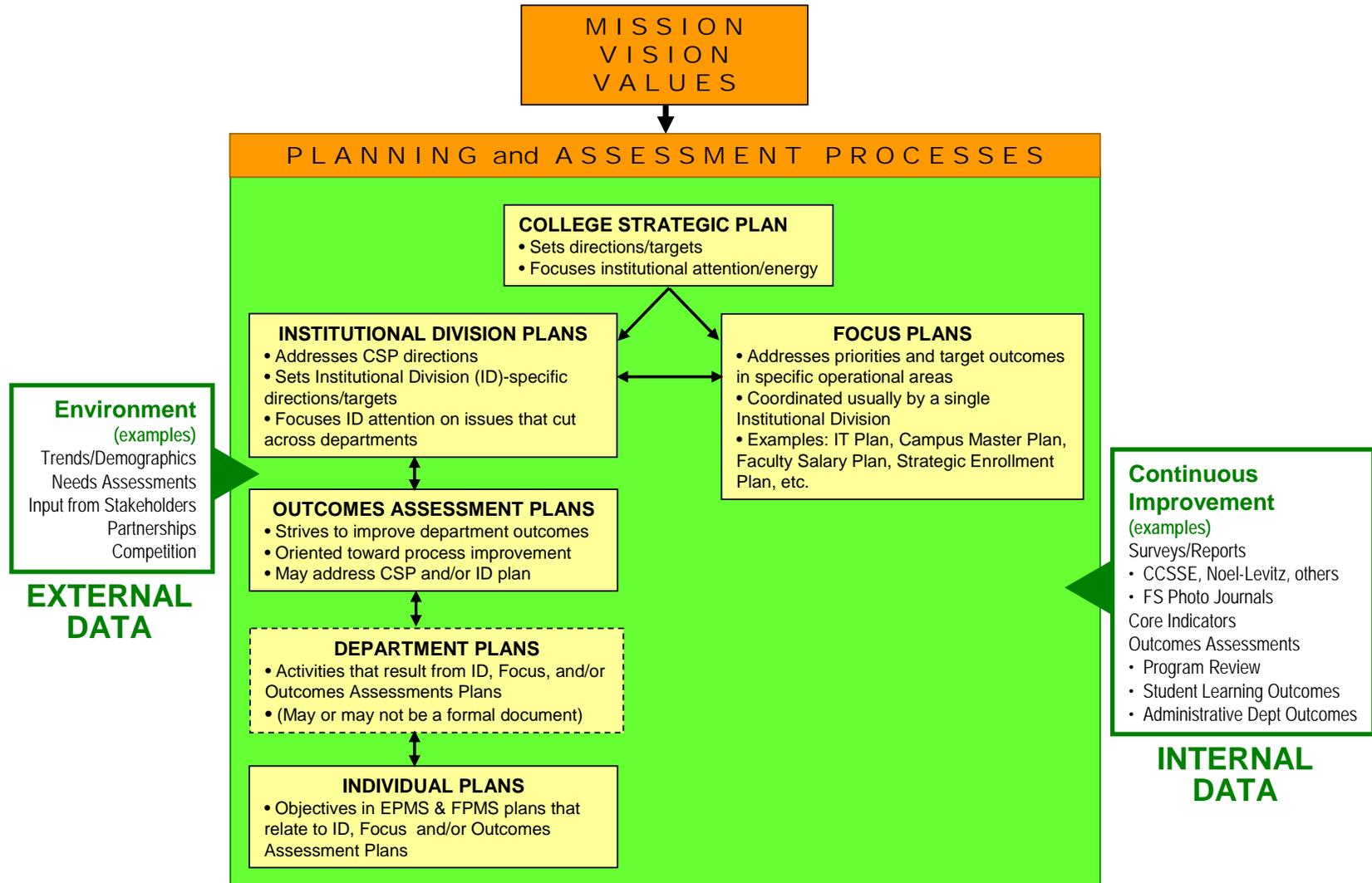
The College also has two positions that are dedicated to actively supporting and strengthening the communities in which it operates. The Vice President for Economic Development and Governmental Affairs serves on all the area economic development boards and works with the Economic Development Directors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

## Category 2 - Strategic Planning

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

<b>Program Number and Title</b>	<b>Supported Agency Strategic Planning Goals/Objectives</b>	<b>Related FY 04-05 Key Agency Action Plan/Initiative(s)</b>	<b>Key Cross References for Performance Measures *</b>
II. A, B, & E Instructional Programs	Enhance Opportunities for Student Success	Establish the essential foundation elements for becoming a Learning College.  Improve the programming and services that impact student retention.	7.1.x 7.2.x
	Promote a Collegial and Diverse Environment	Foster an organizational culture that encourages open and full participation of all employees and students in the life of the College.  Increase diversity of the campus community.	7.2.1 7.4.x 7.5.2, 7.5.3, 7.5.8
	Promote Professional Development and Personal Enrichment of Employees	Provide mechanisms to build awareness, develop skills, and expand perspectives of employees through professional development.  Encourage employee participation in personal enrichment experiences.	7.4.x 7.6.x
	Promote Economic and Community Development	Increase mutually beneficial collaborations between the College and the community and between the College and other institutions of higher education.  Define the desired image of the College and implement programs and activities to achieve the desired image.  Initiate economic development programs and partnerships in the service area.	7.1.2 7.6.x
	Improve the Physical Environment	Provide a physical environment that enhances student learning and employee satisfaction.	7.1.x 7.2.x 7.4.x

# PLANNING and OUTCOMES ASSESSMENT



Approved by Executive Staff 4/26/07



Figure 1. Planning and Assessment Diagram

## 2.1 WHAT IS YOUR STRATEGIC PLANNING PROCESS, INCLUDING KEY PARTICIPANTS?

### THE PLANNING PROCESS

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

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

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

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

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

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

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

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

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

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

*Academic Program Review* at the local level will become a component of the College's Institutional Effectiveness Procedure to ensure continuous improvement of programs. Initial development of the process has begun and findings will result in planning activities to address any weaknesses. The process requires gathering, analyzing, and summarizing relevant internal and external data concerning each program. Part of the external data review process for Industrial and Engineering Technology Division programs will include analysis of interview results gathered by the College's Vice President for Economic Development and Governmental Affairs. The vice president meets frequently with industry and economic development leaders to gauge the College's responsiveness to employer needs and to identify ways of improving credit and non-credit offerings.

Department heads or program coordinators, as appropriate, are responsible for conducting a critical review of their programs, for identifying needed changes, and for creating a plan for improvement based on the results of the review. The Vice President for Academic Affairs and division deans are responsible for analyzing written program reviews, evaluating planned changes, and providing formal feedback to department heads or program coordinators, as appropriate.

Another form of local program evaluation occurs as a result of program accreditation. Programs undergo a thorough periodic review by accrediting agencies, and recommendations from this process are used to make improvements. The College has 14 programs accredited by agencies recognized by the South Carolina Commission on Higher Education in three divisions – Health Education, Business and Public Services, and Industrial and Engineering Technology.

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

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

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

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

*Current and Projected Service Area Data* is gathered by the Research and Evaluation Department.

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

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

*Institutional Core Indicators* indicate the health of the College by measuring and analyzing key metrics of performance that are vital to long-term sustainability, such as enrollment, employment, graduation, and financial data. The process requires the Executive Staff of the College to define the indicators and the cycle on which they should be measured. The Research and Evaluation Department is responsible for completing the measurements and communicating the results to the Executive Staff in a timely and effective manner. The Executive Staff is responsible for using the information to improve processes and products of the College through the formal planning process and/or through general operational procedures.

### ***E. 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 WHAT ARE YOUR KEY STRATEGIC OBJECTIVES?**

See 2.0 Strategic Planning Chart.

#### **2.3 WHAT ARE YOUR KEY ACTION PLANS/INITIATIVES?**

See 2.0 Strategic Planning Chart.

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

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

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

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

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

At the end of the planning year, a Summary of Accomplishments report is prepared by persons responsible for individual tasks and initiatives. The report is provided to members of the College Commission

and posted to the College's web portal. The results described in the report are also used to inform the planning process for the coming year.

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

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

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

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

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

Strategic objectives were created to directly address key institutional strategic challenges including:

- Each strategic goal/objective has associated detailed plans that are assigned to individuals based on the needed skill set to promote project success.
- Transitioning smoothly and maximizing the use of the Anderson Campus and exploring additional sites are a part of the "Improve the Physical Environment" objective.
- Developing a new marketing strategy is part of the "Promote a Collegial Environment" objective.
- Developing new scheduling options and program offerings is part of the "Expand Educational Opportunities" objective.

## **2.8 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?**

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

The College employs a Vice President for Economic Development and Governmental Affairs who is responsible for identifying community needs and acting as a liaison with the business community. This process is complemented by annual employer surveys, one-on-one meetings with business leaders, community-based meetings in legislative, economic development, and civic settings, and environmental scanning data including local, State, and national economic and social business trends.

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

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

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

### **3.2 HOW DO YOU KEEP YOUR LISTENING AND LEARNING METHODS CURRENT WITH CHANGING CUSTOMER/BUSINESS NEEDS?**

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

The College believes that employee development is directly linked to institutional agility—the ability to change based on student, stakeholder, and market requirements, expectations, and preferences. Because the College’s most valuable resources are human resources, the institution believes that investing in development is not only fiscally responsible but ensures the continued success of the College and the customers it serves.

All employees are responsible for staying abreast of changing requirements within their profession including learning about and reacting to changing student, stakeholder, and market focus. The new knowledge of trends and methods is then blended with the College’s culture to determine how it can be best used to keep listening and learning methods current. Numerous changes have occurred as a result of this process—e.g., data collection methods, program outcomes, assessment methods, advisory committees, organizational structure, and planning activities.

The College also uses several outreach mechanisms to keep its listening and learning methods current with changing customer and business needs. For example, the president hosts several “chat sessions” each academic year so employees can discuss a variety of topics and concerns. At the end of each chat session, participants are asked to complete a brief survey (anonymously) and submit it to the Special Assistant to the President. The results are then used to help inform the continuous planning and assessment process. Another regular outreach mechanism is the on-going conversations and networking that the Vice President for Economic and Governmental Affairs conducts with business and industry leaders. The results of these sessions are also used to inform the planning and assessment process. In the fall of 2007, the results of authentic assessment projects completed by students in the College’s new Freshman Seminar course will serve as yet another listening and learning method to help the institution be even more responsive to stakeholder needs.

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

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

*Academic and Administrative & Educational Support Services Program Outcomes* are written assessments and plans for improvement of the departmental and program outcomes. The assessment model is based on a data-driven format, and includes direct and indirect assessment data from students and indirect assessment data from graduates, and employers. The data gathered is used to support continuous program/unit improvement. The process spans two years and all relevant documents, including forms, instructions, and timelines, are posted on the College's internal web portal.

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

*Student Course/Instructor Evaluation Process* at Tri-County includes the development and deployment of survey instruments each semester and mechanisms to assure the use of the results for improving course offerings. Students in every course each semester have the opportunity to provide anonymous feedback on instruction. Results are compiled and reviewed by the appropriate supervisor and used in rating teaching performance and for determining goals in the professional development plan for the coming year that relate to improving instructional methods. In addition, the data gathered is used to support continuous program/unit improvement.

*Advisory Committees* are used to form relationships with community members who have a stake in the results of Tri-County's efforts. Every educational program and some student service-based programs hold regularly scheduled meetings to discuss current work, plan ways to make the programs even more responsive to community needs, and review continuous improvement efforts.

### **3.4 HOW DO YOU MEASURE CUSTOMER/STAKEHOLDER SATISFACTION?**

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

- Annual student, graduate, faculty/staff, and employer satisfaction surveys
- Biannual alumni surveys
- Point-of-contact surveys at College service locations
- Student course/instructor surveys each semester
- Advisory board communication

### **3.5 HOW DO YOU BUILD POSITIVE RELATIONSHIPS?**

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

#### ***Student Relationship and Customer Service***

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

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

During 2006-2007 the College spent considerable time, effort, and resources developing the Learning Excellence Initiative (LEI). The LEI serves as the institution's Quality Enhancement Plan, which is a required component of the reaffirmation of accreditation process. When launched in the fall of 2007, the LEI will offer significantly improved learning and campus engagement experiences for first-time college students. The entire focus of the LEI—both in planning and implementation—centers around positive and productive working relationships between students and their peers, between faculty and students, between faculty and Student Affairs professionals, and between faculty from different disciplines who teach in the LEI learning communities.

### ***Other Stakeholders***

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

The President, as well as other College personnel, hosts meetings with stakeholders on a regular basis. Donors, business and industry representatives, students, legislators, and other community and business leaders are asked to campus to give input and/or receive information about College services and initiatives. One of the major meetings of this type is the Annual Report Luncheon where over twelve hundred stakeholders are invited to campus for an overview of College accomplishments and plans for the future.

College personnel are members of community organizations as representatives of the College and attend local government and civic meetings to build positive relationships. In addition, collaborative relationships are established with area high schools, other colleges and universities, businesses, and community organizations. The College is also a member of the South Carolina Technical College System and participates in peer group meetings and supports the efforts of the System in cultivating relationships with the appropriate State level government agencies to which the College is accountable.

Informational publications are used to communicate the College's message for particular stakeholder groups. Examples include the Annual Report (which highlights accomplishments of the College as a whole as well as those of the Tri-County Technical College Foundation, Inc.), economic impact studies, a newsletter for manufacturing leaders in the service area, a newsletter for alumni, and a "News & Stats" publication for elected officials.

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

### **4.1 HOW DO YOU SELECT WHICH OPERATIONS, PROCESSES, AND SYSTEMS TO MEASURE?**

The Southern Association of Colleges and Schools requires that all accredited institutions measure student learning at the program level using direct measures of students' knowledge, cognition, behavior, and values. In addition, indirect measures such as surveys, focus groups, and advisory boards, are used to provide external validity.

To track organizational performance, the Executive Staff determines core indicators, which index key areas of performance (e.g. retention, graduate placement, licensure pass rates, minority representation, personnel turnover).

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

#### **4.2 HOW DO YOU USE DATA/INFORMATION ANALYSIS TO PROVIDE EFFECTIVE SUPPORT FOR DECISION MAKING THROUGHOUT THE COLLEGE?**

Information is gathered and analyzed to identify institutional strengths and weaknesses as well as economic, educational, and service area trends to guide the development and annual revisions to the strategic plan.

Creation of the College funding agenda for internal and external sources is based on an assessment of data relevant to stakeholder needs.

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

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

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

#### **4.3 WHAT ARE YOUR KEY MEASURES AND HOW DO YOU KEEP THEM CURRENT WITH EDUCATIONAL NEEDS AND DIRECTION?**

Key measures include:

- Student, graduate, employer, and alumni satisfaction
- Student retention rates
- Student placement upon graduation
- Graduate licensing exam pass rates
- Student learning and support service outcome assessments
- Diversity
- Personnel turnover

The leadership of the College determines the measures and makes changes to the measures based on assessment results, educational trends, and changes in the College's mission, vision, and values. Institutional leaders also shape the research agenda and/or endorse changes suggested by the Research and Evaluation Department or by other departments or individuals. In 2006-2007 two survey instruments were added to the research cycle in order to provide national comparisons in the areas of student learning and satisfaction. The surveys added were the Noel-Levitz Student Satisfaction Survey and the Community College Survey of Student Engagement (CCSSE).

#### **4.4 HOW DO YOU SELECT AND USE COMPARATIVE DATA AND INFORMATION?**

Comparative data and information are selected according to the College's core indicators. Internally, a baseline has been established for each measure, and all results thereafter are compared to the baseline. Benchmarks are being identified within each division, as results of similar measures are gathered from comparable institutions. A review of the literature is revealing more opportunities for identification of benchmarks. During 2007-2008 the Executive Staff will identify and refine benchmarking goals in relation to the baseline results from the Noel-Levitz and CCSSE instruments administered during 2006-2007.

#### **4.5 HOW DO YOU ENSURE DATA INTEGRITY, TIMELINESS, ACCURACY, SECURITY AND AVAILABILITY FOR DECISION MAKING?**

##### **Integrity and Accuracy**

The College maintains the integrity and accuracy of its data through internal and external audits of the data; a clear separation of duties for entering data, verifying data, and approving data; hiring employees with appropriate skills and education for the job; the use of written procedures for gathering, entering, and using data; well-designed computer systems; and employee training for duties that relate to handling data.

##### **Timeliness**

The College ensures the timeliness of data through the establishment of published schedules for when data will be available. The schedules are determined based on the needs of users for decision-making.

##### **Security**

The College ensures data security by making data availability based on job description. Only data needed for job duties can be accessed. In addition, policies and procedures have been developed and employees are trained to ensure that they are knowledgeable about data security issues.

##### **Availability**

The College provides data through hard copy reports and through Web access. The College's Research and Evaluation Department gathers, consolidates, and distributes information and data reports for decision making according to established procedures and timelines and maintains an extensive institutional data web site accessible to all College personnel. In addition, the College's Information Technology Department provides assistance in developing reports for satisfying user data needs. During 2006-2007 the Information Technology Department launched the Institutional Self-Service Information System (ISIS) which greatly improves access and availability of data in a "real time" environment. Several standard reports are available and more are being developed.

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

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

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

All institutional data is located on the College's web portal. The site includes all College plans, survey results, and enrollment, placement, graduation, and transfer data along with other documents created for research purposes.

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

Numerous development opportunities held throughout the academic year allow participants to share best practices. Examples include Coffee Talk sessions, the annual Academic Affairs Retreat, and the Academic Discussion Group.

All committee meeting minutes and all institutional policies and procedures are available on the College's web portal.

## **Category 5 – Faculty and Staff Focus**

### **5.1 HOW DO YOU ORGANIZE AND MANAGE WORK TO PROMOTE COOPERATION, INITIATIVE, EMPOWERMENT, INNOVATION, AND YOUR ORGANIZATIONAL CULTURE?**

Tri-County Technical College maintains a committee structure to provide a mechanism for faculty, staff, and students to cooperate, show initiative, be empowered, and innovate. Any employee or student may request to form a committee through the Executive Staff. If approved, appointments are made to the committee by the Executive Staff to accomplish the committee objectives. All committee meetings are open to anyone on campus, and minutes are posted on the College's web portal. Individual contributions to committees are considered during annual reviews.

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

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

An Employee Development Brochure is published by the Office of Faculty and Organizational Development 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. In addition to the offerings described in the brochure, this office coordinates the adjunct instructor orientation and the Master Teacher program.

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

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

- The College publishes bi-monthly newsletters that includes a message from the President and information about College initiatives and employees.
- The President has two faculty/staff meetings each year to discuss College initiatives and introduce new employees.
- The College holds a spring and fall convocation to discuss College initiatives and recognize employees for service.
- The College includes “Coffee Talks” as part of its development event schedule each semester where employees responsible for College initiatives discuss the progress and answer questions.
- 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 has established a Communications Committee to further clarify internal communication needs and develop plans for meeting those needs.
- The College is upgrading its web portal product to enhance internal communication.

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

All administrative and academic officers (the president and vice presidents) are evaluated by employees of the College every three years as required by the Supervisor Performance Management System Policy and the Supervisor Performance Management System Procedure. The results of evaluations are summarized by the Director of Personnel and are made available to the individuals evaluated and to their supervisors for use in performance planning. The policy referenced above currently defines institutional officers as the President and Vice Presidents. An Administrator Evaluation Cycle has been created and indicates the evaluation schedule through 2009.

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

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

The FPMS includes two stages: planning and evaluation. During the planning stage the Planning Stage Document that describes job duties and success criteria for the coming year, as well as objectives and professional development goals, is jointly completed by the faculty member and his or her supervisor

(Rating Officer), and signed by the second-level supervisor (Reviewing Officer). The professional development plan, in particular, is used to address weaknesses identified from the previous year's performance appraisal and to enhance relevant knowledge and skills.

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

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

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

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

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

#### **5.4 HOW DO YOUR FACULTY AND STAFF EDUCATION, TRAINING, AND DEVELOPMENT ADDRESS YOUR KEY ORGANIZATIONAL NEEDS? HOW DO YOU EVALUATE THE EFFECTIVENESS OF THIS EDUCATION AND TRAINING?**

Each position has established educational requirements which must be met when the employee is hired. The position requirements and educational requirements are reviewed and approved by Human Resource specialists at the State level. A special faculty credentialing process has been established to verify that all documentation associated with faculty members' qualifications to teach specific courses is included in personnel files and that the information is accurate and current.

Training programs for new employees are developed and delivered through the Personnel Office and the Office of Professional and Organizational Development. The Personnel Office offers an orientation for

all new permanent employees, and the Office of Professional and Organizational Development conducts orientation programs geared toward the needs of new adjunct as well as new full-time faculty members. Training needs are identified and developed using the College's strategic and institutional division plans. The orientations and development events are assessed by the participants and improvements are made based on the results. In addition, reflection exercises follow most development programs to assess the learning that occurred and the plans of the participants to incorporate the learning into their lives. Special seals are awarded to participants who communicate how they have used new knowledge or have shared the new knowledge with peers.

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

The College does not currently use formal succession planning.

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

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

In addition, the College offers an ongoing leadership program in collaboration with Clemson University that includes mentoring, leadership training, and collegial interaction, and that culminates in the accomplishment of a leadership project. Potential future leaders are accepted into the competitive program, and individual results may be used in succession planning. In addition, senior leaders choose and provide funding for individual leadership training for employees in area leadership programs and South Carolina Technical College System programs.

**5.6 WHAT ASSESSMENT METHODS AND MEASURES DO YOU USE TO OBTAIN INFORMATION ON FACULTY AND STAFF WELL-BEING, SATISFACTION, AND MOTIVATION?**

- Faculty and staff are surveyed every three years to assess satisfaction with employment with the College. (Additional surveys may be administered beyond the established survey schedule. For example, an organizational culture survey was developed and administered to all permanent employees during April 2007. Results have been incorporated into action plans for 2007-2008.)
- The President of the College holds numerous, small meetings ("chat sessions") periodically with faculty and staff where all questions and concerns are welcomed.
- The President holds faculty and staff meetings twice a year to address concerns.
- The culture of the College is not punitive to those who express opinions openly.
- In addition, faculty and staff salaries and benefits are compared to similar institutions, and the strategic planning process uses research data on initiatives, programs, benefits, etc. from comparable institutions to establish TCTC initiatives.

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

*Healthy Campus Environment*

The College and State Tobacco Products Policy, Tobacco Products Procedure, HIV Infection and AIDS Policy, HIV Infection and AIDS Policy Procedure, Student HIV/AIDS Procedure, Employee Alcohol and Drug Use Procedure Policy, Employee Alcohol and Drug Use Procedure Policy, Substance Abuse Policy, and Student Alcohol and Other Drugs Procedure outline regulations, expectations, and/or assis-

tance for persons who are experiencing problems that affect their health and the health of the campus community in general. For employees, the Personnel Office maintains several links on its section of the College's web portal that provide health, fitness, and nutrition information. Various activities are also offered each academic year to promote healthy lifestyles and habits. In addition, a Health and Safety Awareness Plan for Students is maintained by the Student Affairs Committee. The plan includes activities such as distribution of the Health and Wellness Booklet to students at the beginning of each term, a listing of Health Resources for Students on the College's web portal, the placement of various printed materials on health and safety issues, and regularly offered activities that promote health and well being. Activities include wellness workshops, screenings, and substance abuse seminars

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

The College maintains a contract with Atlas Food Systems & Services, Inc. to operate food service in the College cafeteria and verifies that the Health Inspection Report conducted by the South Carolina Department of Health and Environmental Control (DHEC) earns an "A" rating.

### ***Safe and Secure Campus Environment***

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

Tri-County Technical College has a full-time Director of Campus Safety who is responsible for the daily operations associated with ensuring that the College has a safe and secure campus environment. Six full-time campus safety officers report to the Director of Campus Safety and are assigned to first-shift, second-shift, and/or third-shift assignments continuously so that the campus is patrolled twenty-four hours a day, seven days a week throughout the year. Campus Safety Officers are required to have at least one year of security experience prior to being hired. They are also required to participate regularly in Campus Safety Officer Professional Development Activities.

The College publishes Campus Safety Information for all students and employees listing safety regulations, emergency procedures, crime prevention techniques, and the campus security report. Copies of the Campus Safety Information document are distributed throughout the campus and are available on the College's web portal. In addition, detailed Evacuation Plans are posted in key locations throughout each building including each classroom and lab, hallways, exits, and near the elevators in each building. There are 17 emergency phones located inside campus buildings and in parking lots.

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

The College's Safety Manual provides all employees with information on various safety topics including office and lab safety, environmental health, accident prevention, lifting and ladder safety, among other topics. The Manual also provides detailed emergency procedures, including evaluation plans, and the locations of first aid kits in each building. All permanent employees receive print copies of the Manual.

Campus safety and emergency procedures are posted on the login page of the College's web portal. In addition, all employees receive a copy of the Crisis Card to post at their work stations with "at-a-glance" information about safety, security, and emergency procedures. Employees also participate in mandatory training to learn how best to address violent or potentially violent incidents on campus.

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

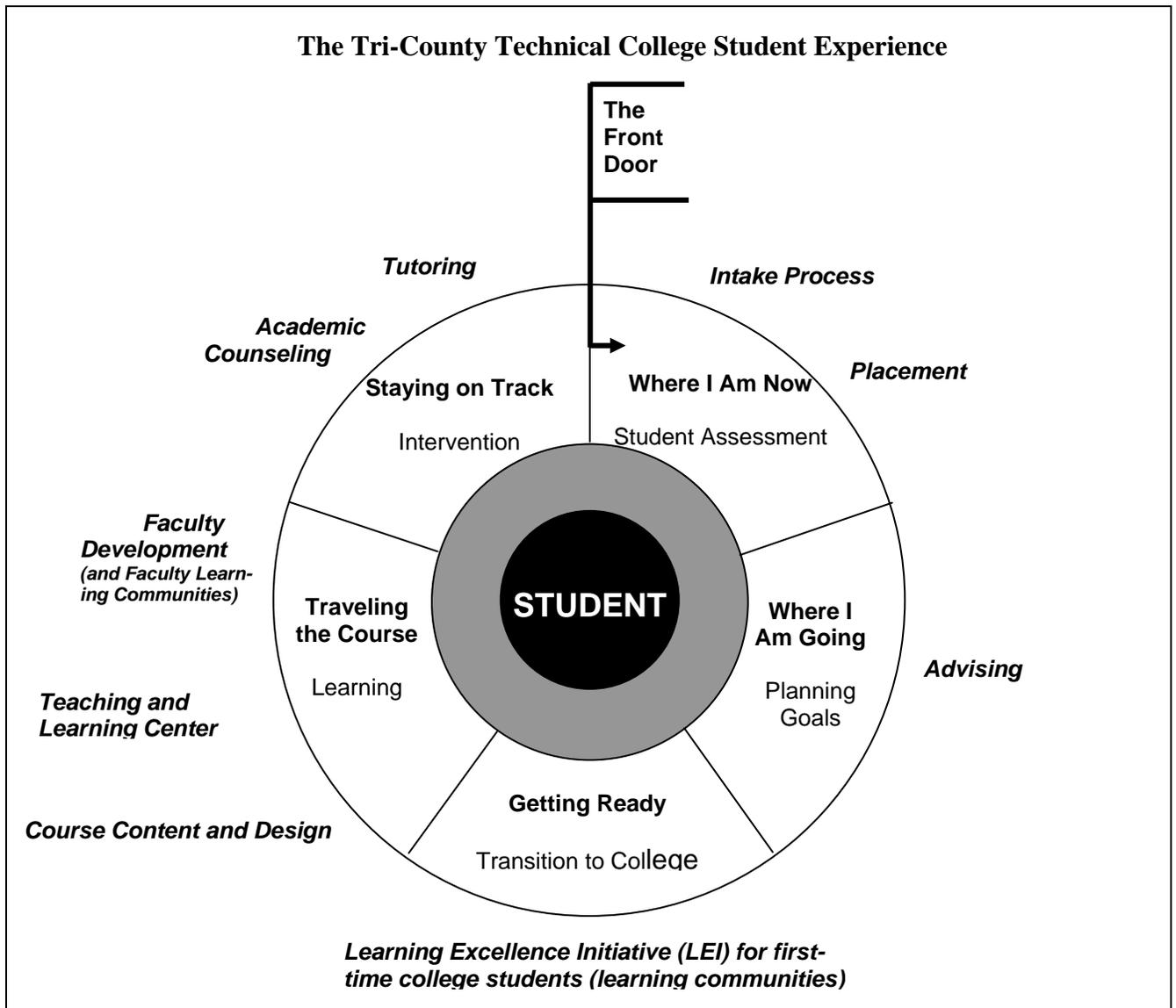
The College maintenance staff work continually to promote a safe and healthy environment by ensuring an accessible campus environment for persons with disabilities and by ensuring that fire alarm, elevator, and sprinkler systems are checked regularly and are in working order.

## **5.8 HOW DO YOU USE FACULTY AND STAFF SATISFACTION ASSESSMENT FINDINGS TO IDENTIFY AND DETERMINE PRIORITIES FOR IMPROVEMENT?**

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

## Category 6 – Process Management

### 6.1 HOW DO YOU DETERMINE, AND WHAT ARE YOUR KEY LEARNING-CENTERED PROCESSES THAT DELIVER YOUR EDUCATIONAL PROGRAMS, OFFERINGS, AND STUDENT SERVICES?



**Figure 2.** Key Learning-Centered Processes

**Figure 2** diagrams the key learning-centered processes at the College. All processes within each operational unit (educational programs and support departments) are considered learning-centered processes. Each unit has created a mission that indicates why it is in existence in relation to the College mission. In addition, each unit has created a list of outcomes that relate to the unit’s mission and multiple assessment methods for measuring the achievement of each outcome. The educational program outcomes are all student learning outcomes. The support department outcomes focus on services provided to students and may also include student learning outcomes. Biannually, the outcomes are reviewed, measured, the results summarized, improvement task(s) developed and implemented, and the outcomes reassessed. The unit managers participate in peer reviews at each step of the process to improve the process and the results.

**6.2 HOW DO YOU INCORPORATE INPUT FROM STUDENTS, FACULTY, STAFF, STAKEHOLDERS, SUPPLIERS, AND PARTNERS, FOR DETERMINING YOUR KEY LEARNING-CENTERED PROCESS REQUIREMENTS?**

Outcomes for all units use indirect as well as direct measures. The indirect measures include student, faculty/staff, employer, and student surveys; focus groups; and advisory board input. The results of this input are used in coordination with the direct measures to determine the most effective method for improving results.

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

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

**6.4 WHAT ARE YOUR KEY PERFORMANCE MEASURES OR INDICATORS USED FOR THE CONTROL AND IMPROVEMENT OF YOUR LEARNING-CENTERED PROCESSES? HOW DOES YOUR DAY-TO-DAY OPERATION OF THESE PROCESSES ENSURE MEETING KEY PERFORMANCE REQUIREMENTS?**

In order to foster ownership and buy-in, each unit has established its own assessment measures/indicators. However, a peer review process is used to improve the measures and indicators. As mentioned above, all programs use direct and indirect measures. All educational programs have established rubrics for direct measures of learning, and support units are beginning to see the benefit of using rubrics as well. The process has promoted an assessment culture on campus and lead to the creation of day-to-day assessment, including classroom assessment techniques to continually gauge learning in the classroom, learning reflection exercises in classroom and development activities, and mini-assessment forms for gauging satisfaction of services.

**6.5 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, Public Relations and Communications, Finance, Administrative Services, Personnel, Maintenance, Information Technology, Institutional Research, Academic Support, Faculty Development, Enrollment Management, Student Life and Counseling Services, and Collaboration.

Each support unit has established its own assessment measures/indicators, therefore, establishing ownership. However, a peer review process is used to improve the measures and indicators. All support units use direct and indirect measures. The process has promoted an assessment culture on campus and lead to the creation of day-to-day assessment.

## Category 7 – Organizational Performance Results

### Key Terms:

**CAI:** College Affordability Index is the percentage change in the tuition and fees charged for a full-time first-time undergraduate student between a two academic years divided by the percentage change in the Consumer Price Index-All Urban Consumers (Current Series) during the same period. For example, the 2002 CAI is the percentage change in the tuition and fees charged for a full-time first-time undergraduate student between academic year 2000-01 and academic year 2002-03 divided by the percentage change in the Consumer Price Index-All Urban Consumers (Current Series) from July 2000 to July 2002.

**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.

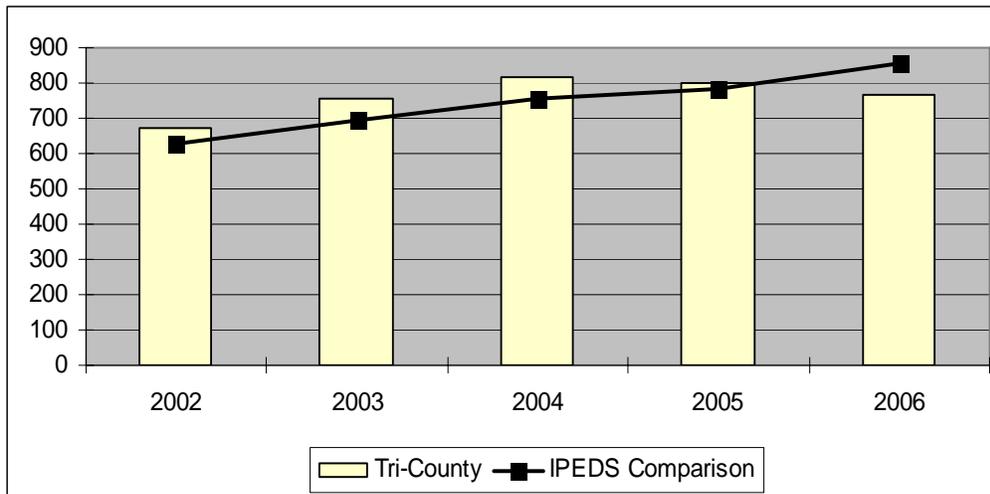
**FTE:** Full-time equivalent. FTE is used to equalize part-time and full-time enrollment and provide a standard for comparison by dividing total credit hours of instruction for a 12 month period by 30.

**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.

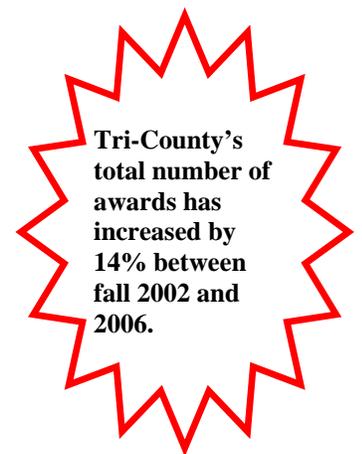
**IPEDS Comparison Group:** A comparison group of similar institutions automatically selected by the IPEDS Peer Analysis System based on Tri-County's enrollment, degree offerings, and location.

### 7.1 STUDENT LEARNING RESULTS

**Figure 7.1-1** Total Academic Credentials Awarded

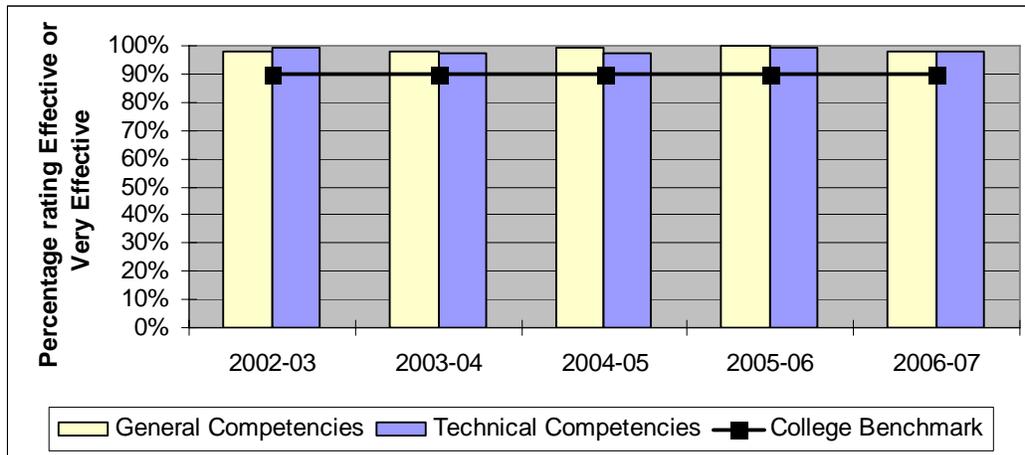


Source: IPEDS Peer Analysis System



**Figure 7.1-1** presents the number of academic credentials awarded from fall 2002 to 2006. Tri-County's total number of awards has increased by 14% between fall 2002 and 2006.

**Figure 7.1-2 Employer Assessment of Preparation on General and Technical Competencies**

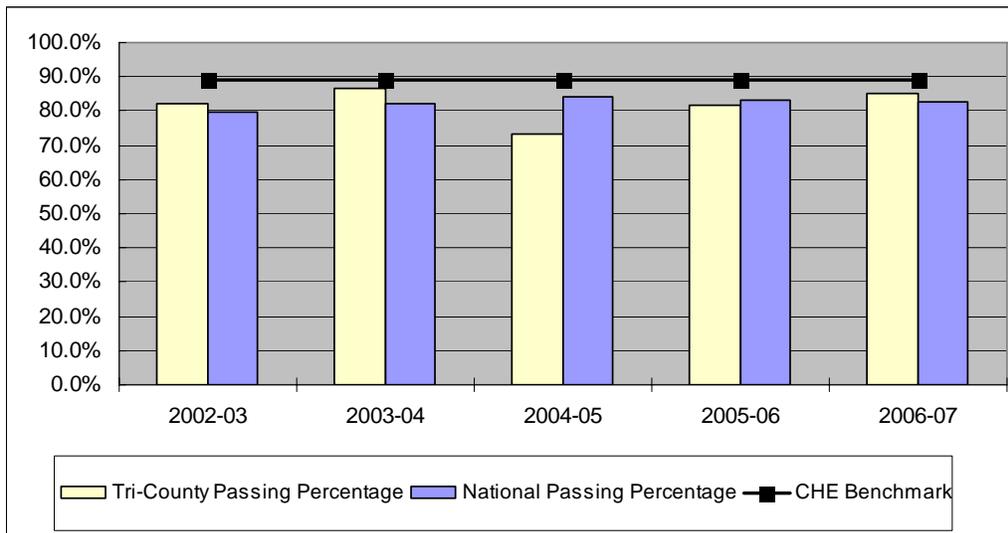


Employers indicate extremely high levels of satisfaction with graduates' preparation.

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

Tri-County considers employers' perceptions of the effectiveness of graduates' preparation on general and technical competencies as foundational to success. As shown in **Figure 7.1-2**, the College has achieved consistently superior assessments from employers. The chart 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.

**Figure 7.1-3: Licensing Exam and Certification Results**



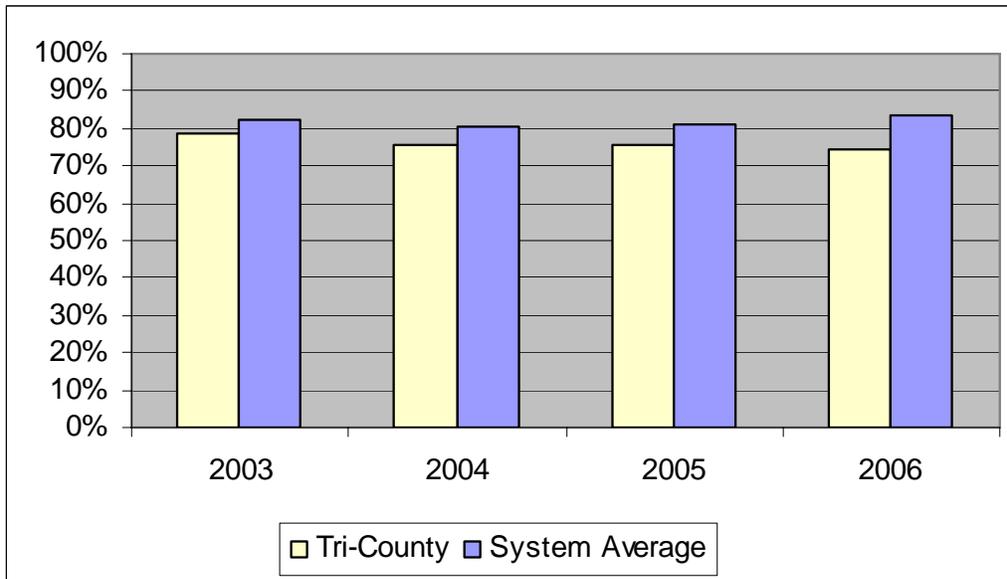
Tri-County improved the passing percentage by 11.9% from 2005 to 2007.

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

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

**Figure 7.1-3** indicates the passing percentage of first-time national certification exam takers from Tri-County graduates in comparison to the national average and the CHE benchmark. From 2004-05 to 2006-07, Tri-County improved the passing percentage by 11.9%. In 2004-05, the dip in the passing rate was driven primarily by a drop in the pass rate of Associate Degree Nursing graduates. The program was undergoing a significant change in leadership and revamping of the approach to instruction.

**Figure 7.1-4** Graduate Placement Results

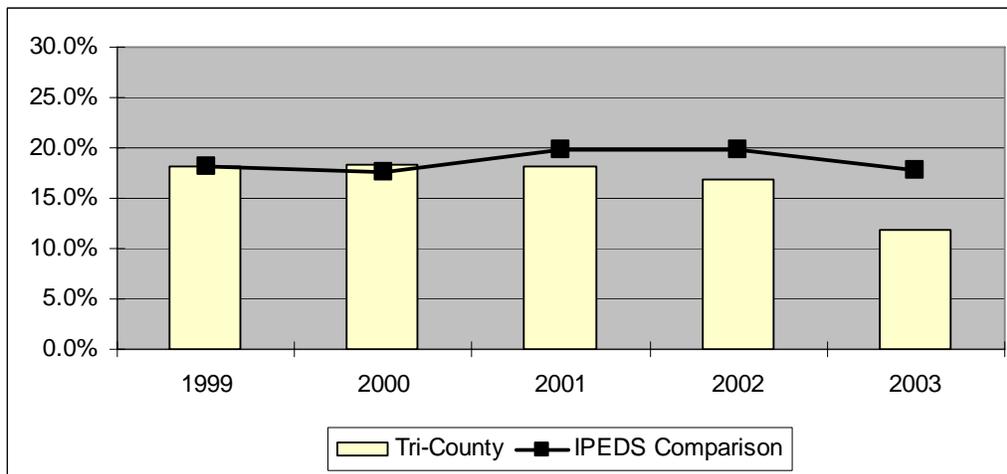


Three out of four Tri-County graduates are able to find employment related to their major within one year of graduating.

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

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

**Figure 7.1-5** Graduation Rates for the 1999-2003 Cohorts

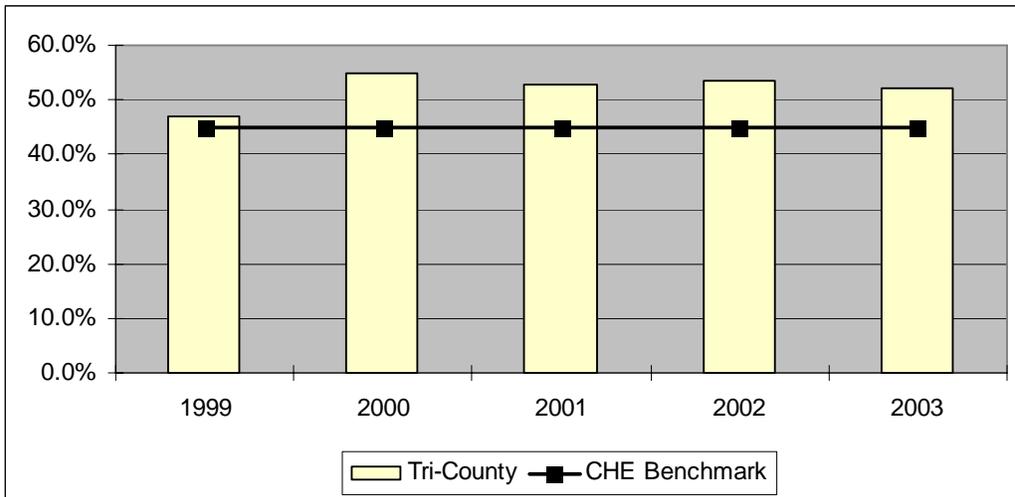


The un-weighted graduation rate for last five years averaged 16.7%

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 2003 cohort graduation rate is as of fall 2006. Tri-County's unweighted graduation rate for last five years averaged 16.7%.

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

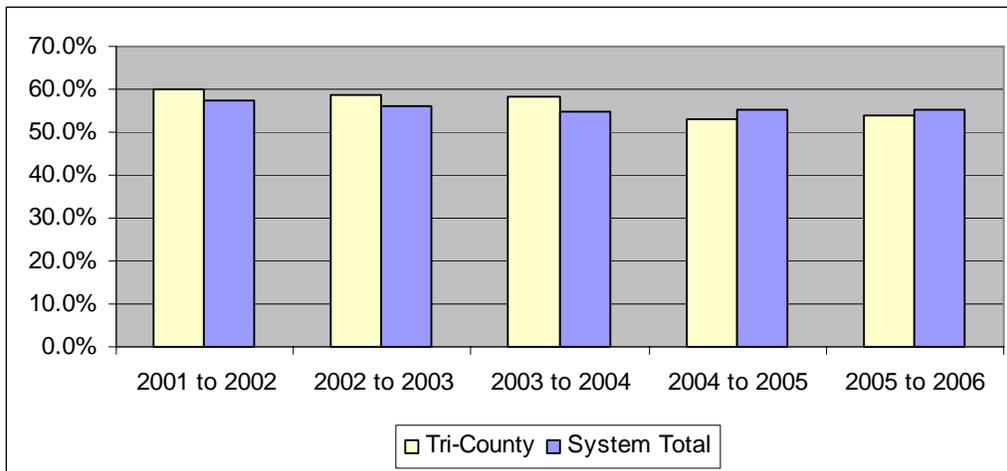


Tri-County has exceeded the CHE benchmark consistently over the last five cohort years.

Source: Calculated using available CHEMIS data by CHE

**Figure 7.1-6** compares the success rates of Tri-County to the CHE benchmark. Success is defined as the percentage of first-time, full-time degree-seeking students graduating within 150% (3 years) of normal program time or those who have transferred to another South Carolina institution or those who have continued to be enrolled either full- or part-time. For example, the 2003 cohort success rate is as of fall 2006. 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



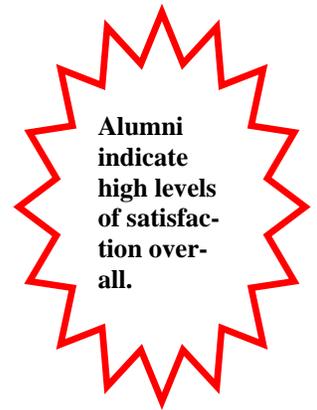
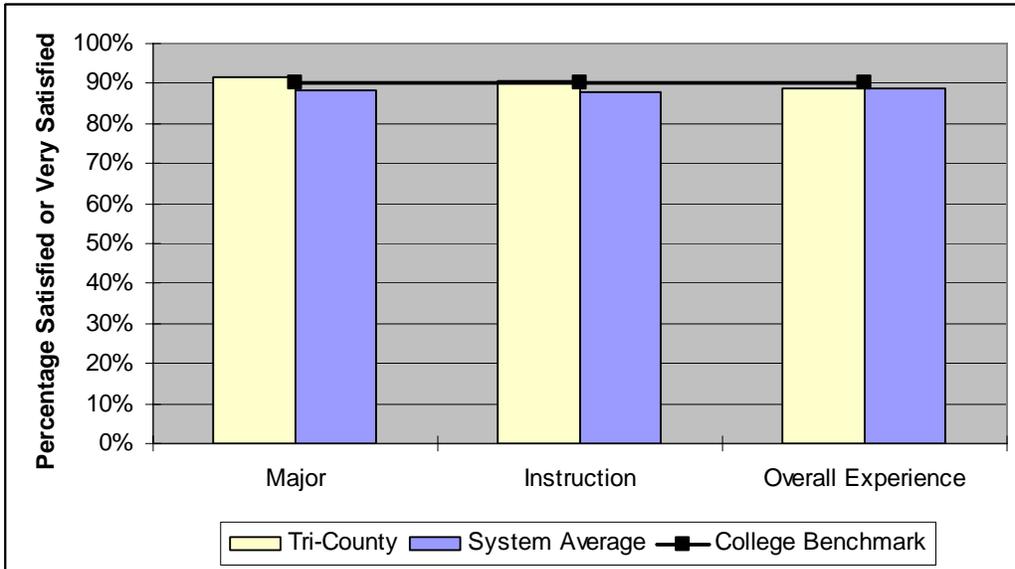
Tri-County's five year retention average exceeds the system average by 1.1%.

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 five-year retention average exceeds the system average by 1.1%.

## 7.2 STUDENT AND STAKEHOLDER SATISFACTION

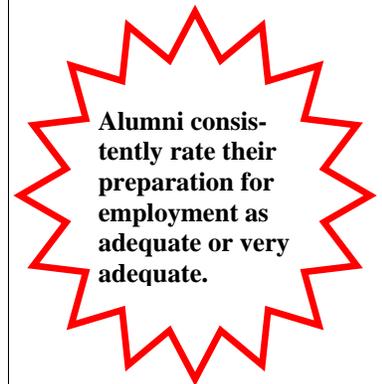
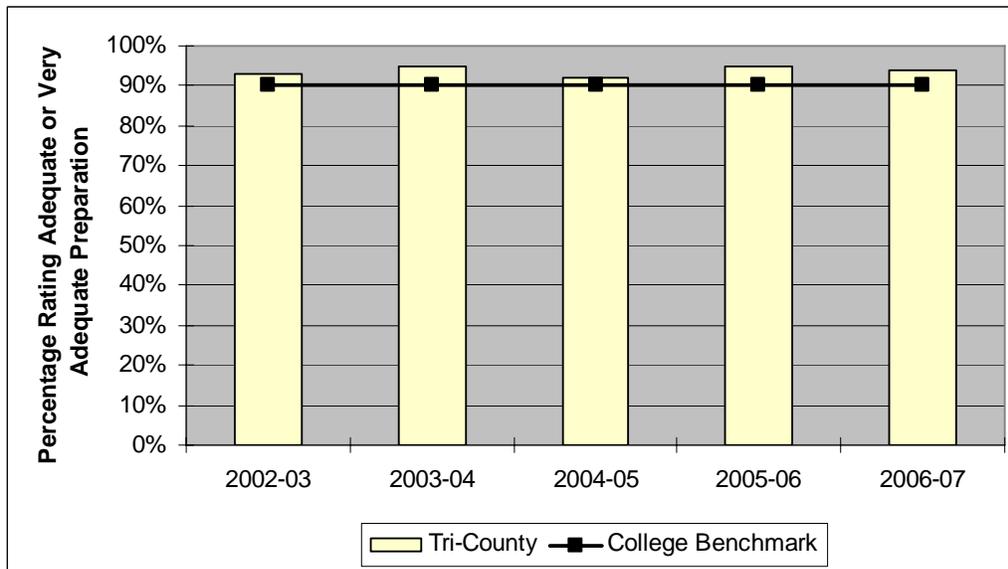
**Figure 7.2-1** Alumni Satisfaction with Their Major, Instruction, and the Overall Experience



Source: 'A Closer Look at Public Higher Education in South Carolina 2006' published by CHE

Tri-County is required to survey alumni every other year and assess satisfaction. **Figure 7.2-1** presents the 2006 survey results from alumni receiving associate degrees and diplomas. Alumni indicate high levels of satisfaction with their overall experience, instructional experience, and their major.

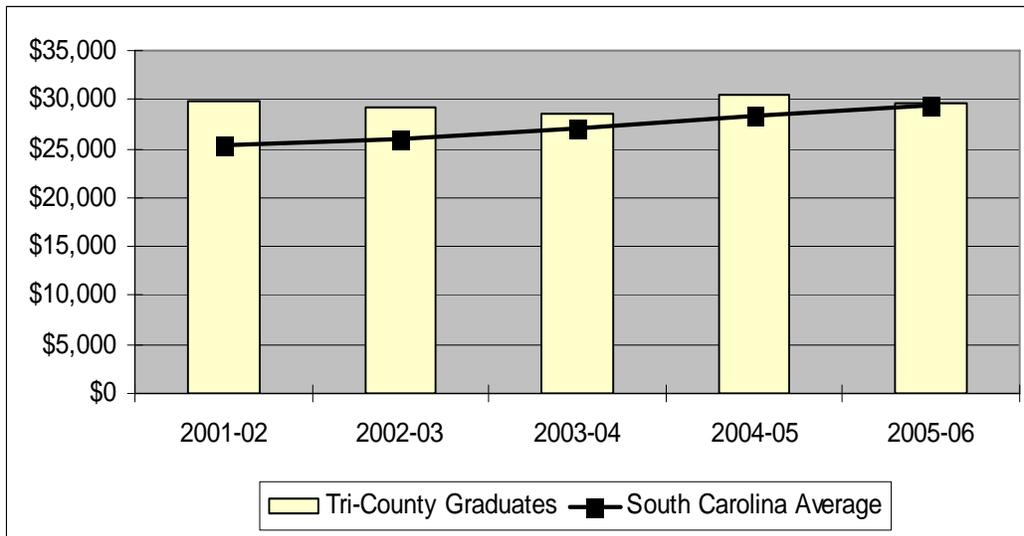
**Figure 7.2-2** Alumni's Assessment of Preparation for employment



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

Graduates from Tri-County are surveyed by the Institutional Research and Evaluation Department in the year following their graduation from the College. **Figure 7.2-2**, presents the percentage of graduates indicating that that Tri-County's programs prepared them adequately or very adequately for preparation in their field. Percentages have consistently exceeded 90% over the last five years.

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

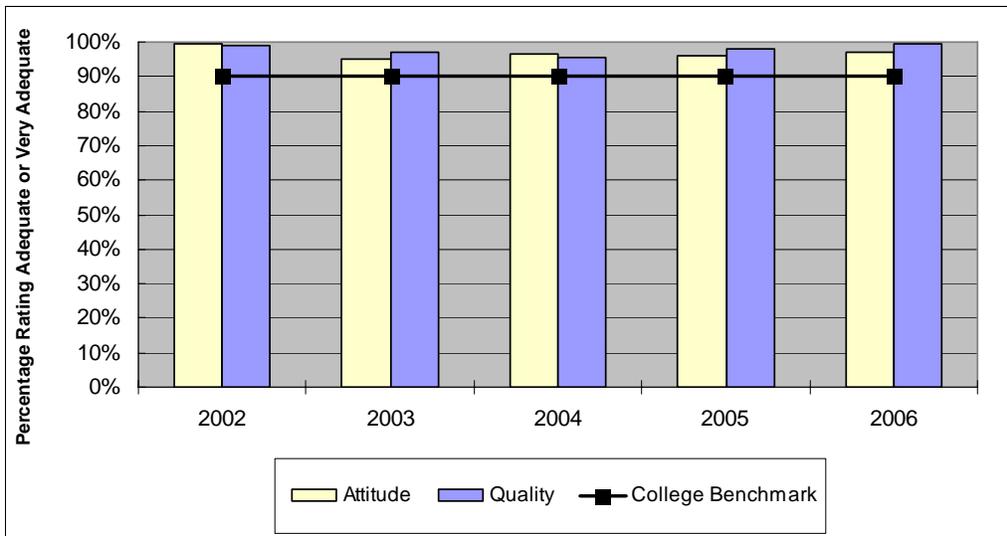


Over the last five years, Tri-County graduates' average salaries have exceeded the state average by approximately 9%.

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

Graduates from Tri-County are surveyed by the Institutional Research and Evaluation Department in the year following their graduation from the College. **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 9%.

**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

Employers of Tri-County graduates receiving associate degrees or diplomas are surveyed by the Institutional Research and Evaluation Department in the year following their graduation from the College. **Figure 7.2-4** employers' ratings of graduates' work attitude and work quality. Employers consistently rate graduates as attitude and work quality as adequate or very adequate.

### **7.3 BUDGETARY, FINANCIAL, AND MARKET RESULTS**

Tri-County Technical College has a sound financial base, demonstrated financial stability and adequate physical resources to support the mission of the College and the scope of its programs and services.

Evidence that the College has had and currently does have a sound financial base and demonstrated financial stability is included in the College's Comprehensive Annual Financial Reports and financial policies and procedures.

The Tri-County Technical College Comprehensive Annual Financial Reports won a Certificate of Achievement in Financial Reporting from the Government Finance Officers Association of the United States and Canada for the last seven years, and the report for the year ending June 30, 2007, has been submitted for review for the same award.

#### **Financial Highlights**

- The assets of Tri-County Technical College exceeded its liabilities at June 30, 2007, by \$34,727,038 (net assets). Of this amount, \$9,420,624 (unrestricted net assets) may be used to meet the College's ongoing obligations.
- The College's net assets increased by \$2,435,475 or 7.5%, primarily in the category of current assets.
- The College's bond debt decreased by \$630,000 during the current fiscal year. The College is leasing the Anderson Campus building from the Tri-County Technical Foundation LLC, which required the college to record a capital lease of \$8,000,000 and will be amortized over 19 years. The College also recorded a capital leasehold improvement asset in the amount of \$2,033,945 for the infrastructure costs the college incurred as part of the construction of the Anderson Campus. This will be amortized over 19 years.
- The College experienced an operating loss of \$13,346,189 as reported in the Statement of Revenues, Expenses, and Changes in Net Assets. However, State appropriations of \$8,868,517 local appropriations of \$3,188,682, State grants and contracts of \$371,392, other non-operating revenues of \$1,091,130, and capital appropriations of \$2,525,372 offset this operating loss.

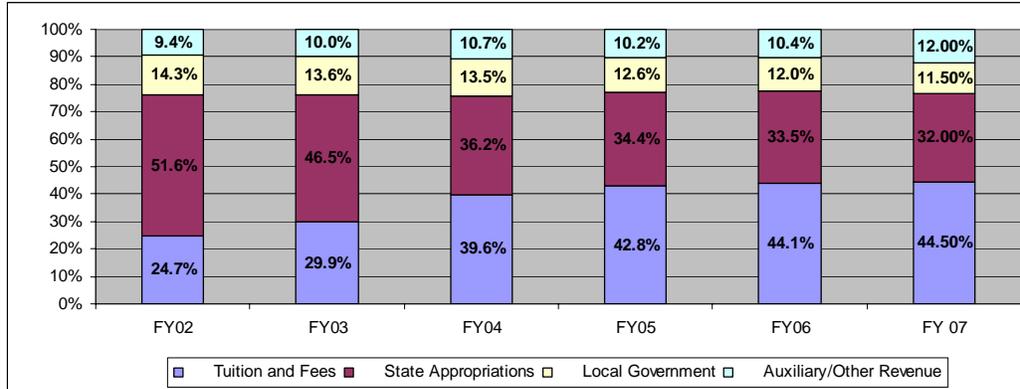
#### **Economic Impact Study Highlights**

In 2006 Tri-County contracted with CCBenefits, Inc. to conduct an economic impact study to capture and quantify the economic and social benefits of the College in relation to the Community. Highlights from the study include:

- Students enjoy a 22% annual return on their investment. For every \$1 the student invests in TCTC he or she will 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 present-day TCTC Service Area workforce currently embodies around 1.7 million credit and non-credit hours of past and present TCTC training.
- The TCTC Service Area economy owes roughly \$208.7 million of its regional income to TCTC operations and past student productivity effects. This figure amounts to roughly 3% of a typical year's regional economic output.

- Taxpayers see a real money "book" return of 15% on their annual investments in TCTC and recover all investments in 9 years.
- The State of South Carolina benefits from improved health and reduced welfare, unemployment, and crime, saving the public some \$1.8 million per year each year.

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

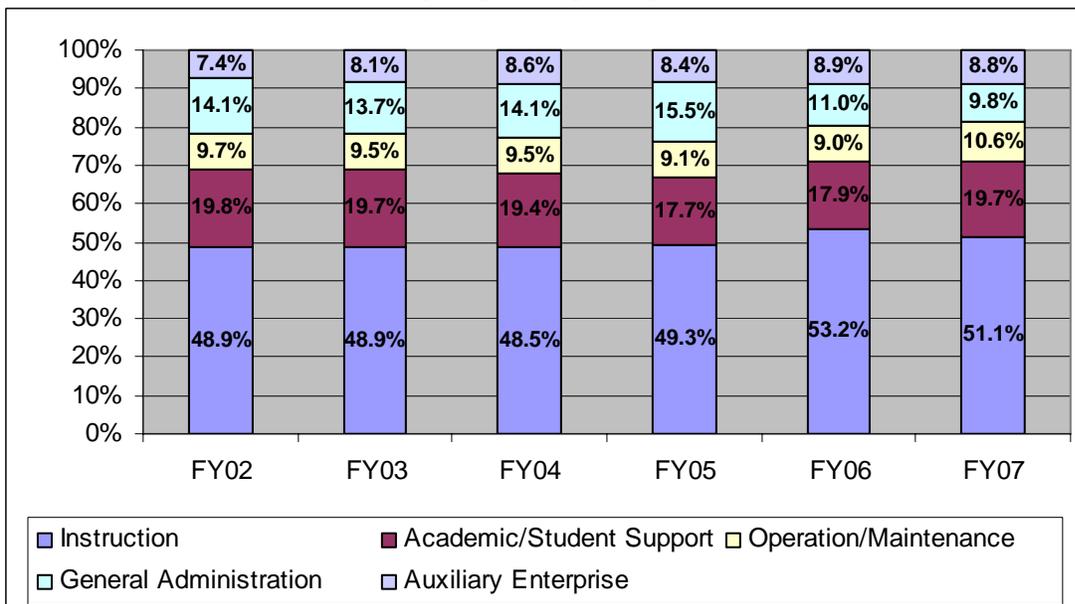


Source: Tri-County Technical College – Business Office

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

**Figure 7.3-1** presents the College’s source of funds in relation to the total operating budget. In reality, Tri-County is now a State-assisted institution with approximately 1 out of 2 budget dollars derived directly from tuition. The percentage of the total College budget derived from State funding has decreased by 38% since 2002, and now accounts for only 1 out of 3 budget dollars.

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

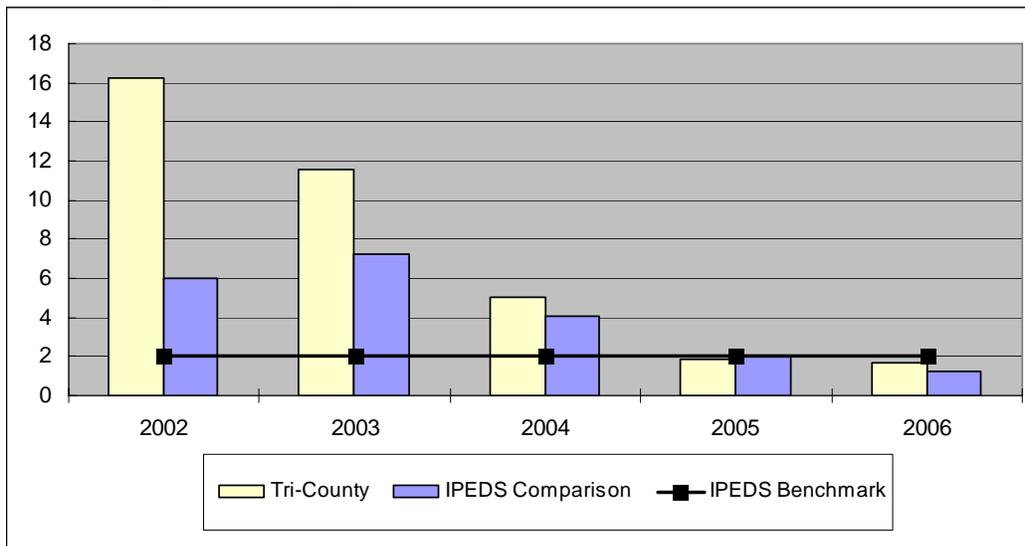


Source: Tri-County Technical College – Business Office

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

**Figure 7.3-2** presents the College’s use of funds in relation to the total College operating budget. Since 2005, Tri-County was able to reduce the percentage of funds spent on general administration by 36.8%. In addition, over the past five fiscal years, Tri-County has spent approximately 70% of all funds on instruction and academic/student support activities.

**Figure 7.3- 3 College Affordability Index**

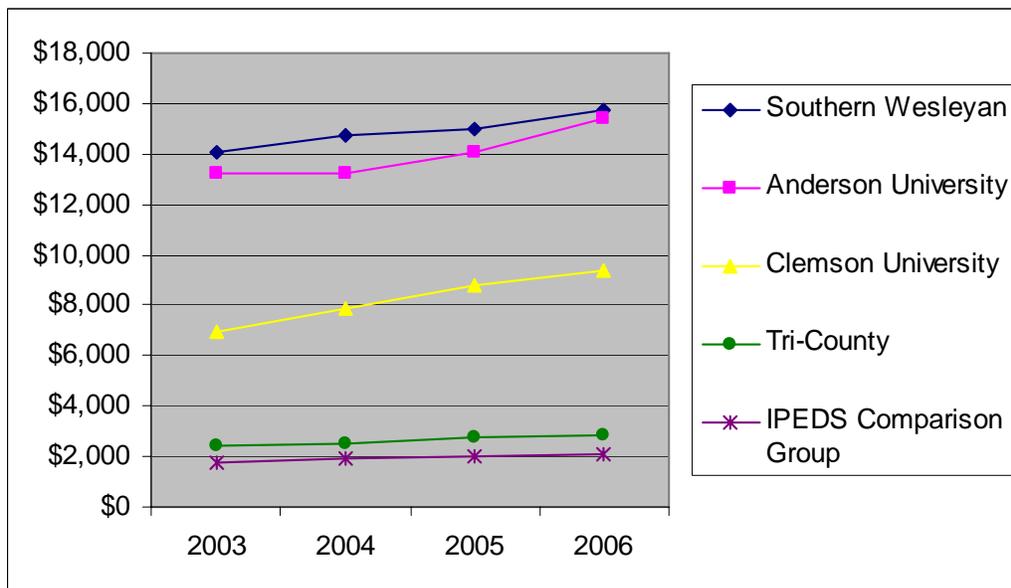


Tri-County's CAI was below the IPEDS benchmark in 2005 and 2006.

Source: IPEDS Peer Analysis System

**Figure 7.3-3** presents the IPEDS CAI from 2002 to 2006. Between 2002 and 2004 there were significant decreases in State funding which required significant increases in tuition. The target benchmark is a ratio of 2 to 1, which Tri-County was able to again achieve by 2005.

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

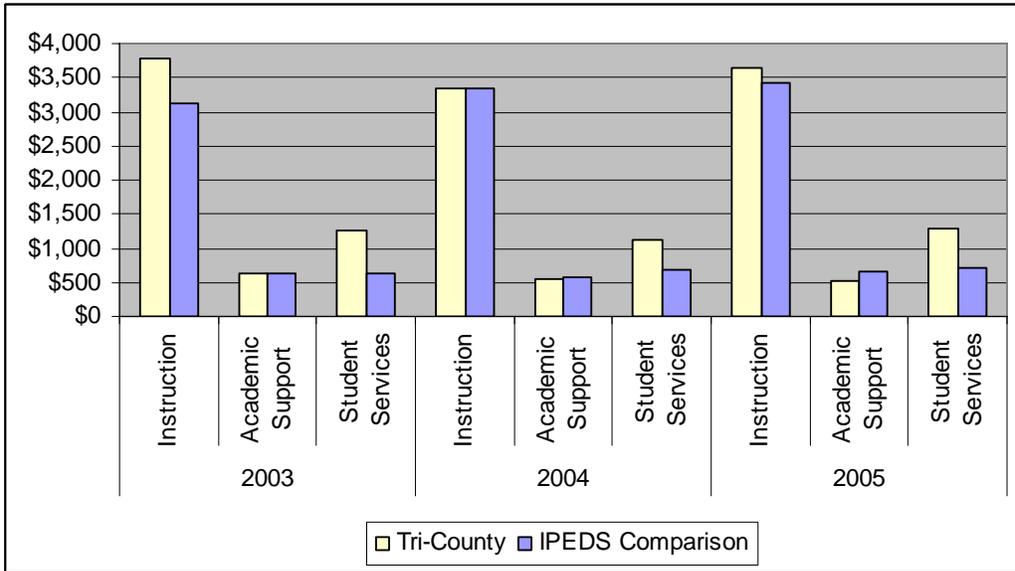


Tri-County is the most affordable post-secondary institution in the College's service area.

Source: IPEDS Peer Analysis System

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

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



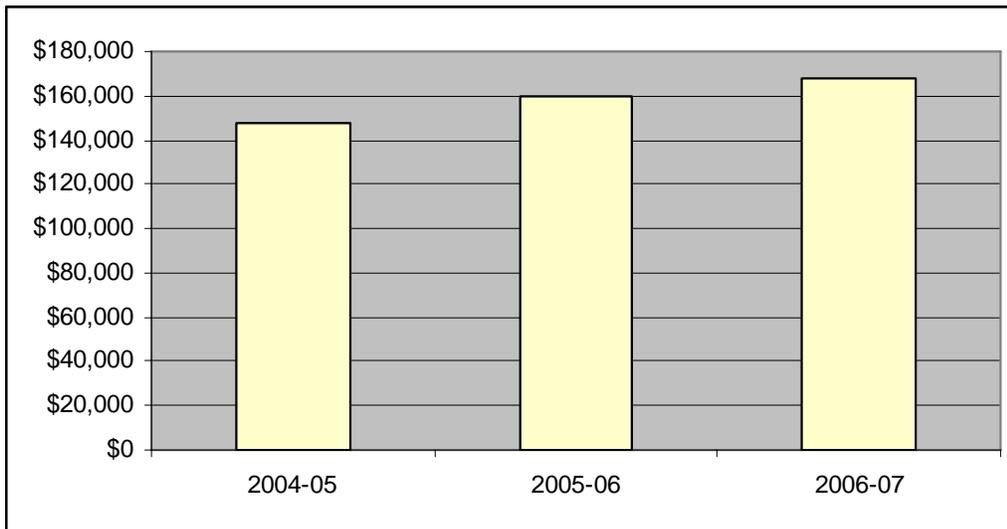
**From 2003-2005, Tri-County has averaged approximately \$3,600 per FTE on instruction.**

Source: IPEDS Peer Analysis System

**Figure 7.3-5** presents dollars per FTE spent on instruction, academic support, and student services. Averaged from 2003-2005, Tri-County has exceeded the IPEDS comparison group in total dollars per FTE spent on instruction, averaging approximately \$3,600 per FTE.

#### 7.4 FACULTY AND STAFF FOCUS RESULTS

**Figure 7.4-1 Professional Development Dollars**



**In 2006-07 the College invested over \$168,000 in professional development, which provided opportunities for over a third of all College employees.**

Source: Tri-County Technical College Foundation

**Figure 7.4-1** Tri-County Technical College believes employee development is essential to the accomplishment of our mission and values and that through our employee development program we demonstrate our commitment to lifelong learning. The College has steadily increased its expenditures for professional development. In 2006-07 the College invested over \$168,000 which provided opportunities for over a third of all College employees.

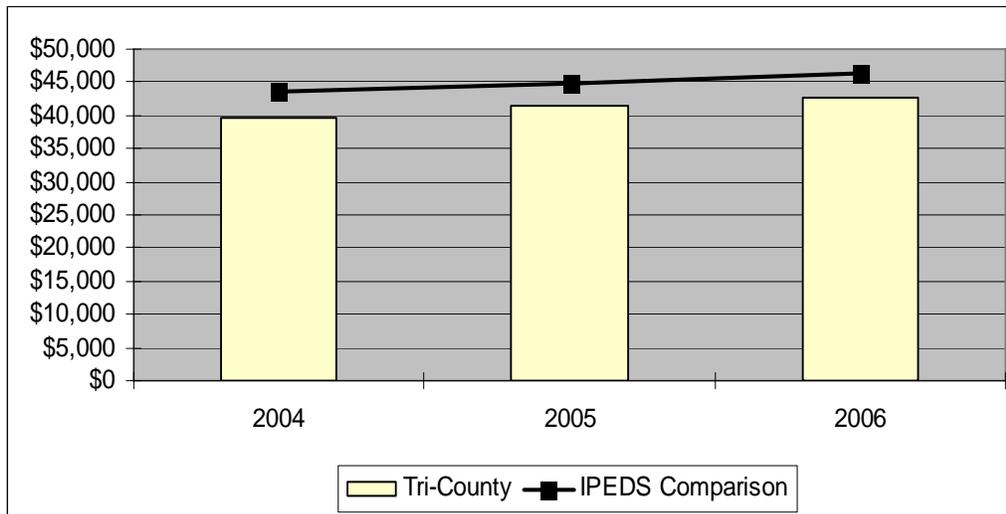
**Figure 7.4-2** 2006 Survey Results from College Personnel on Employee Work Conditions

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

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

Tri-County’s Institutional Research and Evaluation Department surveys all full-time faculty and staff every three years. **Figure 7.4-2** presents the results from the 2006 survey. Employees indicate high levels of satisfaction with their jobs, benefits, job security, and support from management.

**Figure 7.4-3** Average Full-Time Faculty Salary (Converted to Nine-Month Salaries)

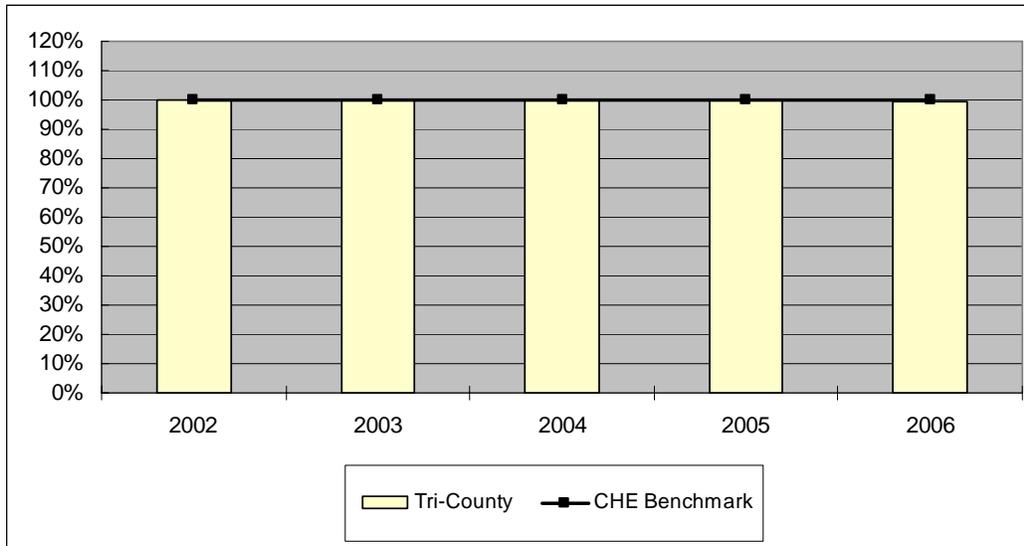


Source: IPEDS Peer Analysis System

**Tri-County is committed to recruiting high quality faculty and has made raising the average faculty salary an institutional priority.**

**Figure 7.4-3** presents the average full-time faculty salary in comparison to the IPEDS comparison group. Tri-County is committed to recruiting high quality faculty and has made raising the average faculty salary an institutional priority. Salaries have been trending upwards in relation to IPEDS comparison group peers since 2002.

**Figure 7.4-4** Percent of Faculty Teaching in the Fall Who Meet Minimum SACS Criteria for Credentials



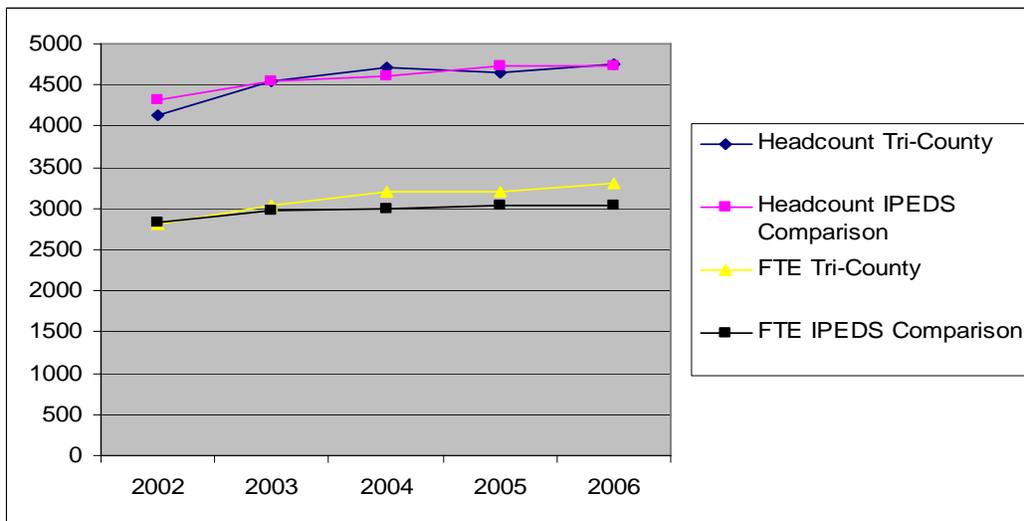
**Tri-County recruits highly qualified faculty who consistently meet the SACS qualification standards.**

Source: South Carolina Performance Ratings Compiled by CHE

**Figure 7.4-4** indicates the percentage of faculty teaching in the fall who meet SACS credentialing requirements. Tri-County recruits highly qualified faculty who consistently meet the SACS qualification standards.

## 7.5 ORGANIZATIONAL EFFECTIVENESS RESULTS

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

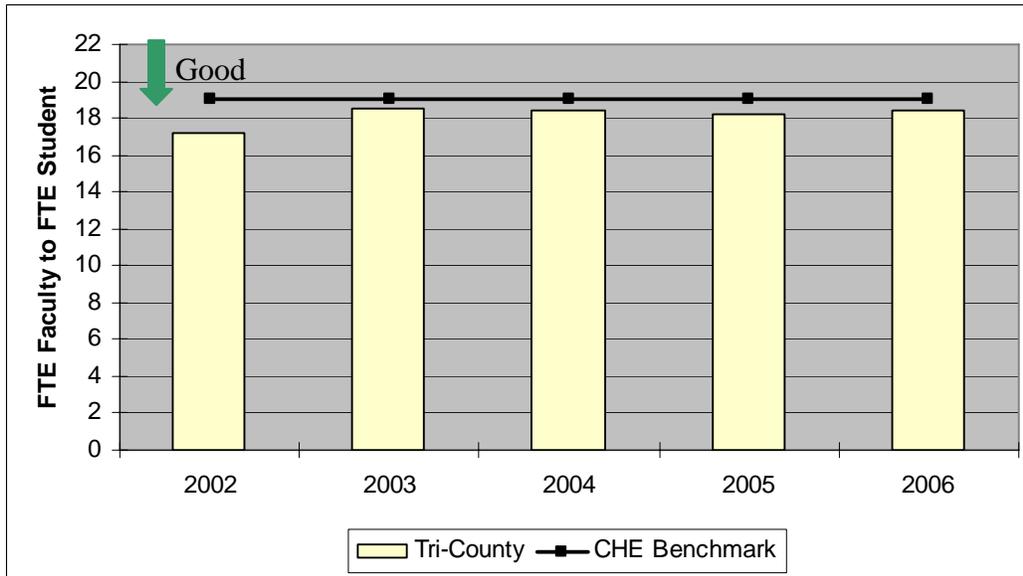


**Tri-County's headcount increased by 15% and FTE increased by 18% between fall 2002 and 2006.**

Source: IPEDS Peer Analysis System

**Figure 7.5-1** presents the total fall headcount and FTE enrollment from fall 2002 to 2006. Tri-County's headcount enrollment increased by 15% and the IPEDS comparison group average increased approximately 10%. Tri-County's FTE enrollment increased by 18% and the IPEDS comparison group average increased approximately 7%.

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

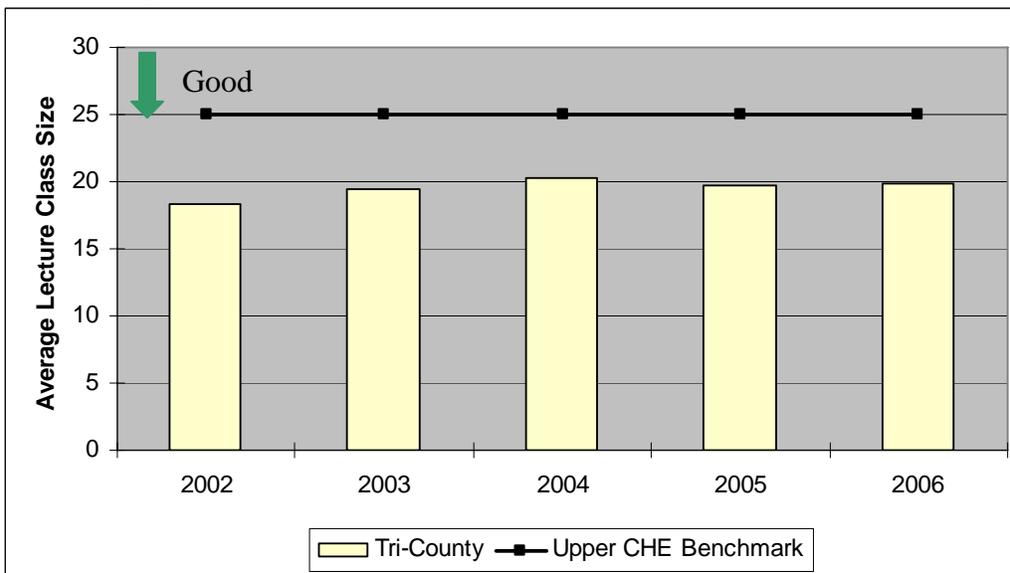


The faculty to student FTE ratio has remained below the CHE benchmark over the past five years.

Source: Calculated using available CHEMIS data by CHE

**Figure 7.5-2** presents the ratio of faculty FTE to student FTE in comparison to the CHE benchmark. Though the ratio has been trending upwards, it has been decreasing since 2003, and has remained below the CHE benchmark over the past five years.

**Figure 7.5-3** Average Lecture Class Size



Between fall 2002 and 2006 Tri-County's class size averaged between 17-20 students.

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

**Figure 7.5-3** 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 2002 and 2006 Tri-County's lecture class size averaged between 17-20 students.

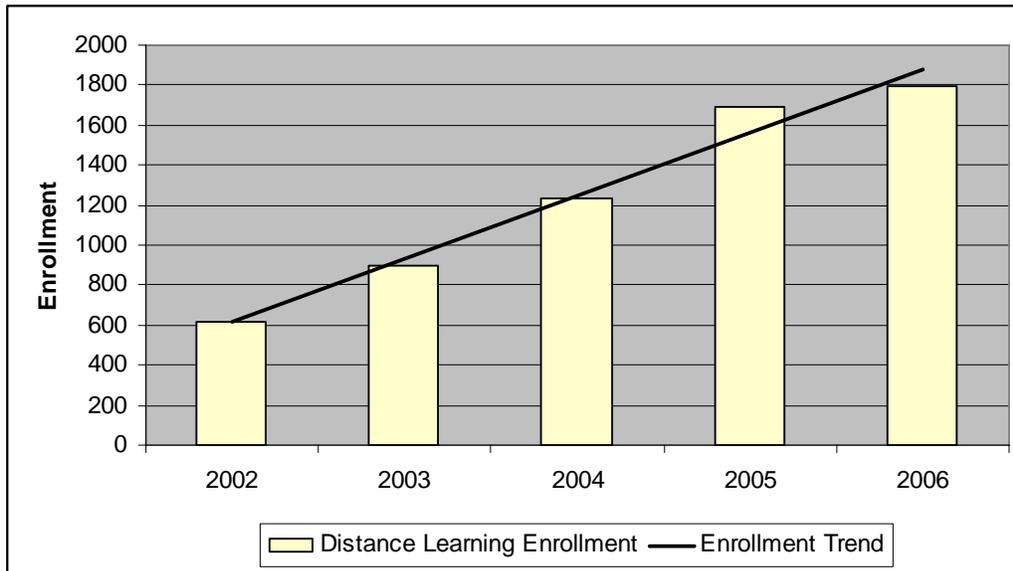
**Figure 7.5-4 Space Utilization by Function**

	For Fiscal Years ended				
	2002	2003	2004	2005	2006
<b>Instruction</b>					
<b>Assignable Square Feet</b>	188,047	187,993	189,127	189,247	152,918
<b>Percentage of Total</b>	67.01%	67.54%	67.67%	67.68%	66.67%
<b>Research</b>					
<b>Assignable Square Feet</b>	NA	NA	NA	NA	3727
<b>Public Service</b>					1.62%
<b>Assignable Square Feet</b>	4,586	4,586	4,586	4,586	NA
<b>Percentage of Total</b>	1.63%	1.65%	1.64%	1.64%	
<b>Academic Support</b>					
<b>Assignable Square Feet</b>	29,648	27,434	27,434	27,434	23,431
<b>Percentage of Total</b>	10.57%	9.86%	9.82%	9.81%	10.21%
<b>Student Services</b>					
<b>Assignable Square Feet</b>	24,886	24,886	24,886	24,886	16,184
<b>Percentage of Total</b>	8.87%	8.94%	8.90%	8.90%	7.05%
<b>Institutional Support</b>					
<b>Assignable Square Feet</b>	16,702	16,702	16,702	16,702	16,179
<b>Percentage of Total</b>	5.95%	6.00%	5.98%	5.97%	7.05%
<b>Plant Operations</b>					
<b>Assignable Square Feet</b>	11,820	11,820	11,820	11,820	9,946
<b>Percentage of Total</b>	4.21%	4.25%	4.23%	4.23%	4.33%
<b>Auxiliary Enterprises</b>					
<b>Assignable Square Feet</b>	1,556	1,556	1,556	1,556	NA
<b>Percentage of Total</b>	0.55%	0.56%	0.56%	0.56%	
<b>Independent Operations</b>					
<b>Assignable Square Feet</b>	NA	NA	NA	NA	5,962
<b>Percentage of Total</b>					2.60%
<b>Unassigned</b>					
<b>Assignable Square Feet</b>	3,378	3,378	3,378	3,378	1,165
<b>Percentage of Total</b>	1.20%	1.21%	1.21%	1.21%	.51%
<b>Total Assignable Areas</b>					
<b>Assignable Square Feet</b>	280,623	278,355	279,489	279,609	229,487
<b>Percentage of Total</b>	100%	100%	100%	100%	100%
<b>Parking Facilities</b>					
<b>Parking spaces available</b>	1,912	1,912	1,968	2,046	2,046
<b>Number of students</b>	3,773	4,125	4,548	4,709	4,645

Source: 2002-2006 South Carolina Commission on Higher Education

Figure 7.5-4 presents the space utilization by function.

**Figure 7.5-5** Fall Distance Learning Duplicated Enrollment

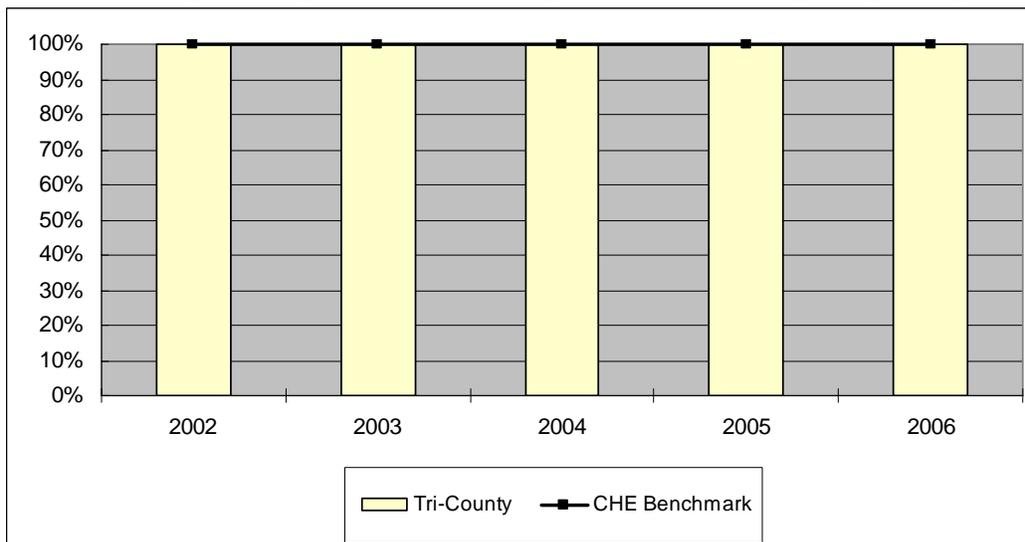


Since 2002, enrollment has increased 190%

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

**Figure 7.5-4** presents the fall distance learning duplicated enrollment. Distance learning alternative to on-campus classes are important Tri-County students because most of student body is considered non-traditional. Distance learning provides the flexibility needed by student who work and have families. Since 2002, enrollment has increased 190%.

**Figure 7.5-6** Percentage of Eligible Academic Programs Accredited by Program-Specific Agencies



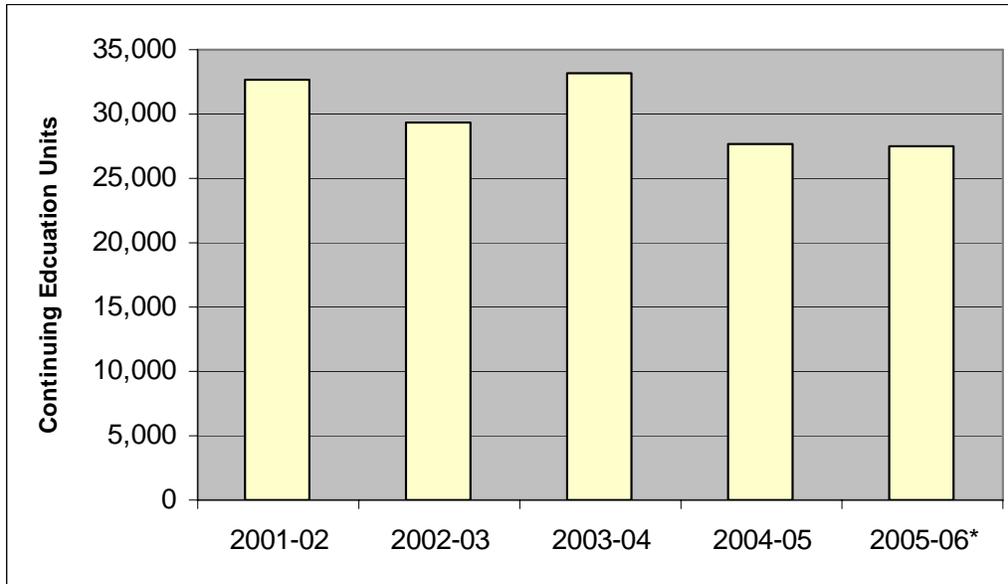
All 14 of Tri-County's eligible programs have maintained their program-specific accreditation over the last five years

Source: South Carolina Performance Ratings Compiled by CHE

**Figure 7.5-6** presents the number of programs in CHE's Inventory of Academic Degree Programs accredited by a recognized accrediting agency as a percent of the total number of programs in the Inventory for which accreditation is available. All 14 of Tri-County's eligible programs have maintained their program-specific accreditation over the last five years. Accreditable programs include Associate Degree Nursing, Accounting, Management, Office Systems Technology, Expanded Duty Dental Assisting,

Electronic Engineering Technology, Engineering Graphics Technology, General Engineering Technology, Medical Assisting, Medical Laboratory Technology, Practical Nursing, Respiratory Care, Surgical Technology, and the Veterinary Technology degree programs.

**Figure 7.5-7** Continuing Education Units



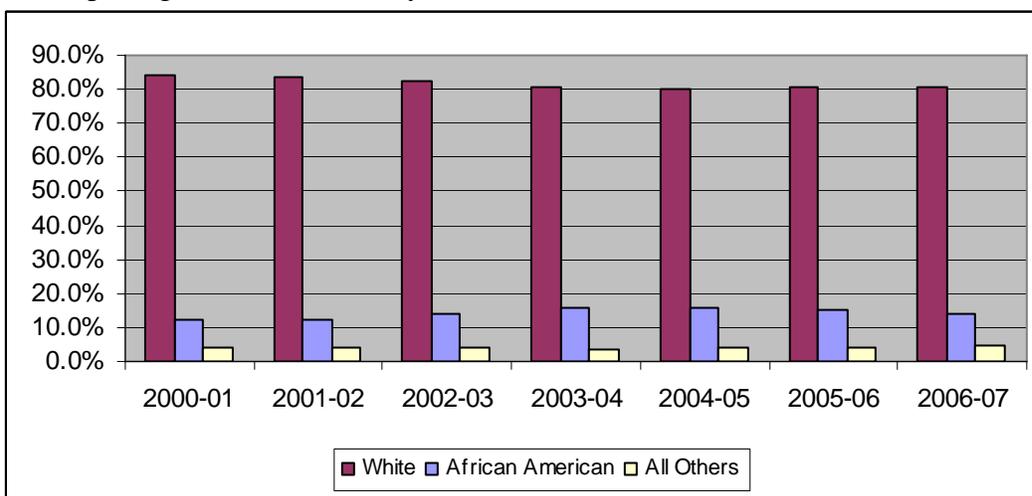
Over the last five years, the College has averaged 29,000 CEU's.

Source: SBTCE Fact Book.

\*These are revised figures from SBTCE because the procedures for recording and auditing CE contact hours allows a one-year time period for entering information.

**Figure 7.5-7** presents the Continuing Education Units (CEU) earned by students in the Continuing Education Division. Between 2002 and 2006, the College averaged 29,000 CEU's.

**Figure 7.5-8** Opening Fall Enrollment by Race



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

Source: Opening fall CERS files

**Figure 7.5-8** presents total enrollment percentage by race. From 2000 and 2006, Tri-County's minority representation has averaged 14%, which exceeds the minority representation of Tri-County's service area.

## 7.6 LEADERSHIP AND SOCIAL RESPONSIBILITY RESULTS

### Economic Impact Study Highlights

In 2006 Tri-County contracted with CCBenefits, 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 current TCTC Service Area economy owes roughly \$12.4 million in regional income to TCTC operations and capital spending.
- TCTC activities encourage new business, assist existing business, 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 present- day TCTC Service Area workforce currently embodies around 1.7 million credit and non-credit hours of past and present TCTC training.
- Students benefit from higher earnings, thereby expanding the tax base and reducing the tax burden on state and local taxpayers. When aggregated together, students generate about \$11.0 million annually in higher earnings due to their TCTC education.
- Studies demonstrate that education increases lifetime earnings. The average annual earnings of a student with a one-year certificate are \$24,424, or 81 % more than someone without a high school diploma or GED, and 16% more than a student with a high school diploma. The average earnings of someone with an Associate Degree are \$28,587, or 112% more than someone without a high school diploma or GED, and 35% more than a student with a high school diploma or GED.

### 2006-2007 Strategic Plan Accomplishments Highlights

#### College Priority: Enhance Opportunities for Success

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

- Numerous communication strategies were used to introduce the Learning College concept to the campus community (e.g., Academic Discussion group meetings, Coffee Talk sessions, articles in Connection, President's Faculty/Staff meetings, etc.); materials designed to encourage dialogue about the Learning College and Culture of Evidence were developed and distributed.
- Final planning requirements were completed in order to implement the Learning Excellence Initiative (LEI) in the fall of 2007. The LEI is the College's Quality Enhancement Plan, one of the requirements for reaffirmation of accreditation.
- Outcomes assessment procedures and institutional planning were reviewed and aligned to enhance institutional effectiveness. A revised diagram was developed to help illustrate the integrated process.
- The Business Affairs Division initiated the IDEAS luncheon series to help administrative assistants across campus learn more about topics and resources of direct interest and use to them.
- The Business Affairs Division identified key performance indicators (KPIs) to help measure effectiveness and gauge improvement in the Print Shop, Bookstore, maintenance, and Help Desk areas. ("Culture of Evidence")
- The Tri-County Technical College Foundation allocated \$4,000 to support the Learning College initiative. Dr. Milton Cox, a consultant and trainer on Faculty Learning Communities, was invited to campus.
- Two members of the Arts & Sciences Division attended and presented at the 2007 Innovations Conference, an event that highlights Learning College principles.

- A seven-member team from Tri-County participated in the 2007 National Summer Institute on Learning Communities held June 26-July 1 in Olympia, Washington.

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

- A Strategic Enrollment Management Committee was established to address the integration of marketing, recruitment, enrollment, retention, and graduation. The committee started a comprehensive review of the “admitted-to-advised-to-registered” process for new and continuing students. Some activities are now underway including targeted mailings to specific groups of students to encourage them to complete the process.
- A cross-college Registration Committee was formed to help identify ways of improving the registration process.
- Smart Start orientation was developed and the first sessions offered to incoming LEI students.
- Student Affairs counselors expanded outreach mechanisms to encourage more students to use career services and resources.
- The Tri-County Activities Council (TAC) coordinated the purchase and implementation of an online events calendar system to promote co-curricular events.
- The Business Affairs Division assisted with or implemented 24/7 access to technology resources, an online application system, and a one-card system. In addition, a system to support online payment went live June 12, 2007.

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

- The desired organizational culture was defined.
- An online survey of full-time faculty and staff was administered in April to assess perceptions of the campus organizational culture. Results of the survey were posted to the College’s web portal.
- Improvements in the current process to develop, document, and disseminate college policies and procedures were identified and approved. A new Employee Manual will be produced during the next reporting period.
- The Business Affairs Division coordinated a number of initiatives designed to improve communication and employee satisfaction (e.g., regular updates on division-related activities, IT Users Group, New Employee Orientation checklist for supervisors).

***Diversity Initiative:*** Increase diversity of the campus community.

- Most members of the Executive Staff and their direct reports completed National Coalition Building Institute (NCBI) training. (Six NCBI workshops were provided by College NCBI trainers. A total of 168 employees attended. In addition, two (2-hour) NCBI workshops were also offered for students.
- All employees in the Business Affairs Division have completed NCBI training.
- All full-time employees in the Institutional Advancement Division have attended NCBI training and all part-time employees have been encouraged to attend.
- All hiring committees for permanent positions at the College have ethnic, gender, and departmental diversity.

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

- The Disabilities Coordinator offered series of training sessions for faculty and staff regarding disability services. A total of 17 sessions were held.
- The Personnel Office designed and implemented a Personal Growth Plan initiative to identify and upgrade any gaps in skills-sets and to build future growth opportunities for employees.
- The Information Technology Department developed a system to ensure technical user training is part of all software roll-out processes.

- Business Office staff participated in a Customer Service training session.
- Additional funds were sought through the Foundation while funding in the amount of \$168,000 was made available through the professional development teaching chair accounts, thereby making opportunities for learning available to faculty and staff.

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

- The College participated as a community partner in the annual Shrink Down initiative. The campus was used as a weigh-in and Health Talk location for eight weeks. During that time about 900 employees and area residents were served.
- The Business Affairs Division participated in a one-day community service activity.
- The Personnel Office delivered a one-day seminar on retirement planning.

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

- The Bridge to Clemson University program began in the fall of 2006, enrolling 231 students. The processes and procedures used to implement and operate the program were carefully reviewed during this planning period and a number of improvements were made—e.g., flow of information to students from time of invitation to orientation, materials and agenda for orientation, advising/curriculum guides, etc.
- A Bridge Growth Committee was formed to determine short-term and long-term growth goals.
- Tri-County and Anderson University implemented several collaborative projects: 1) a coordinated approach to market criminal justice offerings in the local area; 2) offering 300 and 400-level management courses on the TCTC campus in the evenings; 3) offering TCTC developmental courses on the AU campus beginning in August of 2007; and 4) offering through AU a B.S. in Applied Technology with a concentration in Manufacturing Technology to which TCTC students could transfer. A proposal for the new degree program has been submitted to the AU Board of Trustees and, if approved, will be submitted to the Commission on Higher Education.
- The Continuing Education (CE) Division developed partnerships with the Anderson Convention and Visitors Bureau, Palmetto Youth Connections, the YMCA, and WIA to help market CE courses.
- The Director of PR and Communications became a Pendleton Ambassador and served on a committee to develop a Decade of Progress video for the town of Pendleton.
- The Gateway to College program began in fall 2006, enrolling 50 students. An additional 100 students were enrolled in the spring and summer terms. This, unique to South Carolina, collaborative program with all seven service area school districts enrolls high school dropouts in an intense semester of foundational coursework followed by enrollment in appropriate college developmental and/or regular coursework. A start-up grant of \$300,000 was received from the Bill and Melinda Gates foundation

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

- A brand assessment process and a comprehensive marketing and enrollment management plan were developed.
- The Continuing Education (CE) Division implemented or pilot-tested two strategies to broaden the awareness of CE programs and offerings throughout the service area—i.e., targeted carrier-route zip code mailings and the “e-mail campaigner” process to more aggressively capture email addresses of potential customers for targeted communication.

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

- An Industry Leaders Forum was held on October 25, 2006; new strategies for industry visits and recommendations for improving TCTC programs were identified (three new Continuing Education pro-

grams were developed as a result of the feedback received—Analytic Troubleshooting, Primedia, and WorkKeys).

- An on-going system for soliciting industry feedback on TCTC technical programs (current and needed) was implemented; 25 visits were completed and feedback disseminated to Industrial and Engineering Technology Division Dean.
- The Vice President for Economic Development and Governmental Affairs and/or other College representatives assisted several community and economic development groups with their strategic planning efforts and helped define the role of TCTC in each organization's future directions (e.g., Imagine Anderson, Imagine Pickens).
- The Career Services Department researched and identified the best online service ("College Central") whereby employers can post job listings directly with the College and students can submit their resumes to the employers.

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

- The Director of Student Life and Counseling Services coordinated an analysis of the campus environment in relation to access for individuals with disabilities and special needs. A comprehensive list of recommendations was generated.
- Several improvements to the campus technology infrastructure were completed, including an upgrade to Banner 7 (Banner Oracle database), implementation of the curriculum audit process, and automation enhancements for assessing satisfactory academic progress.
- Improvements were also made to the physical environment, including lighting and sidewalk repairs on the campus interior, reducing the wait time in the Bookstore during peak periods from 2-½ hours to ½ hour, new cleaning services email to gauge needs of employees, and improved physical appearance of restroom facilities.
- A new Campus Master Plan was completed in January 2007.
- Several capital improvement projects were completed—i.e., Hicks building renovation, Pickens HVAC, Hicks roof replacement, and the Oconee roof replacement. Replacement of the Miller Hall roof began on May 1, 2006. The Halbert Hall renovation also began during this reporting period and is on-going.

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

- The College opened a new campus in the city of Anderson. A comprehensive marketing plan was developed and implemented to help launch the Anderson Campus. Outreach included radio ads, billboards, newspaper ads, and direct mail pieces to all households. (Marketing efforts were geared toward boosting enrollment and promoting naming opportunities through the Foundation.)
- The Business Training Center was relocated from the Anderson Mall to the new Anderson Campus facility.
- An expanded Culinary Arts program was developed for the Anderson Campus.
- A new Utility Service Technician Certificate program was established for the Anderson Campus. (The first courses were offered during the summer term of 2007.)
- The infrastructure, technology, and building appointments required to open the Anderson Campus were completed on time.
- The Director of Evening Programs and Distance Education initiated several marketing and outreach strategies to help increase enrollment in the evening program.
- An Evening Scheduling Group was established to identify improvements in course scheduling that could help increase evening enrollment in credit programs.
- The majority of planning was completed for the LPN program at Hamilton Career Center (Oconee County). The program will officially begin in the fall of 2007.

- In early 2007, the College signed a contract to acquire the only available adjacent land. This 35+ acre tract will provide for the long-term growth needs of the College, especially the Veterinary Technology program.
- In an effort to meet a longstanding request from the Pickens County Council and Legislative Delegation, the College signed a contract in May 2007 to purchase 36+ acres in Easley, with an option on 35 more.