2005 – 2006
State Accountability Report
for
Trident Technical College

Dr. Mary Thornley, President

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Submitted by
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Vision Statement

Trident Technical College's vision is to be a leader among two-year colleges in providing diverse and innovative educational programs and services in a highly technical and competitive global environment.

A Trident Technical College education is about opportunity. As one of South Carolina's largest higher education institutions, TTC provides that opportunity to more than 27,000 curriculum and continuing education students each year. TTC offers more than 150 programs of study in some of the most sought-after career fields in business; industrial and engineering technology; health care; hospitality, tourism and culinary arts; law-related studies; community, family and child studies; and arts and sciences.

Rapid technological change and increased globalization create an extremely complex job market. Our job is to equip students with the education they need to succeed in this challenging environment. To meet their needs, as well as the needs of our region's work force, we continue to grow.

TTC is committed to accountability. Our commitment to our students, our community and the citizens of South Carolina is simple: TTC will provide cost-effective, state-of-the-art workforce education and training to give our students the best opportunity to succeed in today's world.

Mission Statement

Trident Technical College is a public, two-year, multi campus institution which provides quality education and promotes economic development in Berkeley, Charleston and Dorchester counties. TTC is a member of the State Board for Technical and Comprehensive Education system.

As an open-door institution of higher education, the College provides lifelong learning opportunities for traditional and nontraditional students. These opportunities enhance the economic, social and cultural life of the community. Accessible and responsive to the needs of this multicultural community, TTC prepares students for a rapidly changing global environment.

Each semester approximately 12,000 credit students enroll in programs leading to college transfer associate degrees and technical associate degrees, diplomas and certificates. The curriculum includes programs in Allied Health Sciences; Business Technology; Community, Family and Child Studies; Culinary Institute of Charleston; Film, Media and Visual Arts; Humanities and Social Sciences; Industrial and Engineering Technology; Law-Related Studies; Nursing; and Science and Mathematics. To foster student success, TTC provides developmental education and comprehensive student services.

Using communication and problem-solving skills, graduates draw on knowledge from a broad range of disciplines to make decisions and perform tasks, working as individuals and as team members.

As a state and national resource, TTC provides continuing education courses, customized education and training for business, industry and government, and a variety of activities and services, including facilities for the Center for Accelerated Technology Training to offer employment training programs.

Institutional Values

- The worth and dignity of each individual.
- The rich cultural and ethnic diversity of our students, faculty and staff.
- A management and leadership philosophy defined by high ethical standards, open communication, teamwork, employee empowerment, and continual assessment and improvement of our processes and products.
- A faculty and staff dedicated and committed to serving diverse student and community needs.
- The academic freedom essential for teaching and learning; the self discipline and ethics essential for all professional activities and relationships.
- Lifelong learning and success for all students, faculty and staff.
- Educational innovation.
- Strict accountability for the effective and efficient use of all resources.
- A college environment that is safe and attractive as well as conducive to wellness and productivity.

TTC conducts strategic planning on a five-year cycle. Senior leadership analyzed the College climate in preparation for the 2005-10 planning cycle. This examination revealed several key opportunities and barriers that the College faces. In response to this study, the College community identified four five-year strategic goals to help address these opportunities and challenges. Table I-1 identifies the key components of this plan; the full strategic plan may be viewed in Table III-2.4-5 (page 17).

Barriers and Opportunities		
2005-2010 Strategic Goals	**Key Barriers**	**Key Opportunities**
Accessibility - To enable all members of the community we serve to pursue or continue higher education.	▪ Insufficient classroom space and online course offerings to meet student demands	▪ Expansion of TTC facilities and offerings
Stewardship - To become a model of fiscal, community and environmental responsibility, promoting these concepts at every level of the institution.	▪ Reduced state funding	▪ New sources for alternative funding
Community Prominence - To increase the College's prominence in the region as a provider of educational services and a promoter of economic development.	▪ Rapidly changing workplace	▪ New industries/partnerships ▪ Statewide initiatives for educational programs
Engagement - To build a community of learners in which all students, faculty, staff and administrators are active participants in and adherents to the principles of lifelong learning.	▪ Poor student retention ▪ Enrollment fluctuations	▪ Emerging technologies ▪ Learning communities

Table I-1

During the 2005-06 planning year, all administrative divisions realized important accomplishments supporting the College's mission. The ten most significant of these achievements are listed below:

▪ **Capital Improvement Projects.** The Complex for Economic Development is the largest capital project ever undertaken by the College. After more than 10 years of planning, fundraising and renovation, the 232,000-square-foot facility opened on Main Campus in Fall 2005 with training components designed to support industries vital to the economic health of the region.

▪ **The Learning Center.** The Learning Center, located within the Complex, opened its doors to students for the Spring 2006 semester. This innovative environment is designed to bring instructors, tutors, students and technology together in an atmosphere of open communication and self-paced learning. Computer tutorials, drop-in tutoring sessions, and scheduled classes coexist in this beautifully appointed space that removes distinctions between high achieving and remedial students and places the focus where it should be – on learning.

▪ **Culinary Institute of Charleston.** In the new Culinary Institute of Charleston at TTC, students use the latest in cooking and computer technology in kitchens and classrooms. The 77,000-square-foot area designed for hospitality, tourism and culinary arts training opened to students for the Fall 2005 semester. With the capacity to train 1,000 students, this facility will help meet workforce needs of the food service industry and prepare students for supervisory positions in hotels, resorts, restaurants and attractions.

▪ **New Academic and Continuing Education Programs.** During 2005-06, the College developed one new associate degree, six new certificates, 28 new continuing education programs and 84 new continuing education courses.

▪ **Dreamliner.** Vought Aircraft Industries, Inc. and Global Aeronautica have located in North Charleston to manufacture sections of the new Dreamliner 787 aircraft designed by Boeing. TTC, in conjunction with the Center for Accelerated Technology Training (CATT), is delivering the start-up training for the labor workforce. This partnership is helping Global Aeronautica break new ground in the aeronautical world, training students to manufacture the next generation of aircraft using composite materials.

▪ **Online Course Delivery.** The College continued its response to the increasing demand for online education. In Fall 2005 the College increased the number of online courses by 9.1%, the number of online sections by 15.6% and online student enrollment by 21.6%.

▪ **Public and Private Funding.** The College submitted a record $10.2 million in grant proposals. To date, projects totaling more than $6.6 million have been funded, while $571,000 in requests are pending. Trident Technical College Foundation revenues totaled $1.2 million, a 24% increase over the previous

year. Ninety percent of employees contributed a record-breaking $46,819 to the 2005-06 TTC Foundation Campus Campaign, the 16th consecutive year with participation of 85% or more.

- **New Technologies.** The College completed a major network upgrade, which has allowed digital convergence at TTC. Voice, data, and video now travel on a state-of-the-art Gigabit Ethernet backbone. TTC has leveraged the investment in network infrastructure by implementing a new voice over IP telephone system. Additionally, the College is completing the deployment of wireless network access, giving students access to the College's internet connection from their notebook computer or other hand held device.

- **Faculty/Staff Training and Development.** Two on-site professional development centers, the Information Technology Training Center and the Center for Teaching Support, expanded their offerings, enabling faculty and staff to pursue outstanding professional development opportunities while providing cost savings to the College.

- **Cost-savings Initiatives.** The College has undertaken an institution-wide effort to employ technology to reduce college costs and improve employee productivity. During 2005-06, the College replaced paper-based processes, forms and communications with electronic processes and email; re-engineered several workflows; established a Cost Savings Initiatives Team and realized $300,000 in energy savings.

As a quality-driven institution, TTC has a history of data-based assessment of performance on key indicators identified in the strategic plan. The Baldrige National Quality Program criteria provide a more thorough examination of college performance. The College will use this accountability report as a vehicle for communicating our successes and opportunities for improvement to our faculty, staff, students and stakeholders. Furthermore, this report will serve as a useful tool for regional and program accreditation preparation.

Section II – Organizational Profile

Trident Technical College is a public two-year college in South Carolina serving Berkeley, Charleston and Dorchester counties with three campuses and numerous distance-learning opportunities. A member of the 16-college State Board for Technical and Comprehensive Education (SBTCE) system, TTC provides educational programs and promotes economic development in the tri-county area.

II-1 Educational Programs, Delivery Methods and Services

TTC offers both academic and Continuing Education programs:

- **Academic Programs.** Credit programs include associate degrees, diplomas and certificates in the disciplines of Arts, Sciences, Agriculture, Public Service, Health Science, Industrial Technology, Engineering Technology, Business Technology and General Technology.
- **Continuing Education Programs.** Continuing education programs include non-credit courses, workshops and seminars in the areas of personal and professional development; health and human services; environmental safety; and manufacturing, industrial construction and trades, as well as customized education and training for business, industry and government.

To assist students who are not academically prepared, TTC offers a variety of courses designed to develop appropriate skills for success in curriculum-level courses:

- **Developmental**. These courses prepare students for curriculum-level work in reading, English, mathematics, and English as a second language.
- **Bridge**. These courses build stronger foundations for curriculum-level accounting, lab sciences, math and English coursework.
- **Support.** These courses improve students' college skills, study skills, problem solving and critical thinking skills.

The College delivers its educational programs through a variety of formats:

- **Traditional.** The College provides classroom instruction in a traditional college setting.
- **Distance Learning.** Online, video and televised courses provide accessibility to students with demanding schedules.
- **Alternative Format.** Fast Forward, Weekend and Early Bird courses provide alternative scheduling for non-traditional students. Mixed-mode courses combine traditional classroom learning with online instruction and/or other media.

TTC provides students with a wide variety of services to help them reach their educational goals. These are described in detail in Section III, Category 6.6 (page 30).

II-2 Student Segments, Stakeholder Groups and Market Segments

Key student segments include the following:

- **Technical.** Students enrolled in academic programs in preparation for careers.
- **Transfer.** Students who intend to transfer to a four-year institution.
- **High School.** Students pursuing higher education either through the Dual Credit or Early Admit programs.
- **Continuing Education.** Students taking individual courses or short-term programs that enable them to keep up-to-date in their job fields, embark on new career tracks, or learn for the joy of personal enrichment.

TTC Student Profile		
Total Enrollment	Fall 2005	11,407
Age	<25	58.2%
	>25	41.8%
Gender	Male	36.5%
	Female	63.5%
Ethnicity	Asian/Pacific Islander	2.2%
	American Indian/Alaskan	0.5%
	African American	27.9%
	Hispanic	2.0%
	White/Non-Hispanic	64.9%
	Unknown	2.5%
Program	Technical	50.4%
	Transfer	49.6%
Student Load	Full time	43.9%
	Part time	56.1%

Table II-1

Student Expectations
Quality instruction
Affordable tuition
Financial assistance
Flexible course schedules
Academic advising
Instructor availability
Course transferability
Degrees leading to employment
Learning resources
Engaging campus environment
Job placement assistance
State-of-the-art technology and equipment

Table II-2

TTC's 2006 Marketing Survey revealed that students have many expectations of the College. These expectations are outlined in Table II-2.

TTC's stakeholders include area high schools, four-year colleges, local business and industry employers, and the taxpayers of South Carolina.

TTC recruits students from four market segments: recent high school graduates, working adults, current high school students, and underrepresented and underserved populations.

II-3 Operating Locations

The College maintains three campuses: Main Campus in North Charleston, Berkeley Campus in rural Berkeley County and Palmer Campus in downtown Charleston. Additionally, TTC offers courses at off-site locations as appropriate. These include courses for dual credit students in area high schools, allied health and nursing clinical courses in area hospitals and medical facilities, courses delivered at area business and industry locations, and continuing education outreach programs in rural areas.

II-4 Regulatory Environment

The College operates under numerous laws, regulations, rules and guidelines enforced by several agencies and entities at a variety of levels. Together, these agencies and entities define TTC's regulatory environment:

- **Federal government.** OSHA, EPA, Title IV, FERPA, HIPPA
- **State government**. DHEC, SBCB, SBTCE, CHE
- **Regional accreditation**. Southern Association of Colleges and Schools (SACS)
- **Program accreditation**. 15 program-specific accreditation agencies

II-5 Governance System

TTC's governing board, the Area Commission, is appointed by the Governor upon recommendation by the appropriate legislative body (either county council or the local legislative delegation). Operating under its Governance Process Policies and By-laws, the Area Commission establishes policies for the operation of the College, including mission, budget, and additions and deletions of programs. The President, who reports to the Area Commission, works with her cabinet, those administrative officials who report directly to her, to manage the overall operation of the College. The President and her cabinet make decisions about how the College will distribute financial, physical and human resources.

II-6 Suppliers and Partners

The College maintains partnerships with many area organizations and relies on the services of over 800 suppliers. Key partners and suppliers are identified in Table II.3.

Key Partners and Suppliers				
Key Partners	**Partnerships**		**Key Suppliers**	**Service Supplied**
Business and industry	Student internships Clinicals Advisory committees		Cisco Systems, Inc. Dell, Inc. Datatel Oracle IBM	Technology support
Four-year colleges and universities	Charleston Area Library Consortium Articulation agreements		Cullum Services, Inc. Konica Minolta	Maintenance services
High schools	Dual Credit program		SSC Janitorial Aramark	Support services

Table II-3

II-7 Competitors

TTC is an integral part of a higher education community that works together to serve the needs of the Charleston region. The unique missions of the various institutions minimize duplication of effort and provide the community with a broad spectrum of educational opportunities. However, this means that potential students have several alternatives to a Trident Technical College education:

- **Local four-year colleges and universities** compete with TTC to attract traditional students seeking a four-year degree.
- **Local proprietary schools** compete with TTC to attract traditional and non-traditional technical students.
- **Online colleges** compete with TTC to attract traditional and non-traditional transfer and technical students.

II-8 Factors that Determine Competitive Success and Changes in the Competitive Situation

The mission of the College allows TTC to compete favorably with each of the competitor groups listed above. The chief factors that determine success are outlined in Table II-4.

In the past year, the College has experienced several changes that impact its competitive situation:

College Competitors	
Competitor	**Factors Influencing TTC Success**
Local four-year colleges and universities	▪ Affordability of TTC education ▪ Flexibility of course offerings ▪ Convenient locations ▪ Open-door admissions
Local proprietary schools	▪ Affordability of TTC education ▪ Range of program offerings ▪ TTC reputation for quality programs ▪ Regional accreditation
Online colleges	▪ Affordability of TTC education ▪ Availability of student services ▪ Availability of faculty

Table II-4

- **Facilities.** The opening of the Complex for Economic Development expanded teaching space by 181,000 square feet.
- **Funding.** During the last six years, the College's state allocations decreased from 48% of college revenues in fiscal year 2000-01 to 28% for fiscal year 2005-06. Although the state allocations to TTC have remained relatively constant for the last three fiscal years, the costs for delivering education have dramatically increased.
- **Partnerships.** The College's partnerships with Vought/Global Aeronautica and Daimler Chrysler have resulted in the development of new, innovative ways to provide workforce training.
- **Technology.** The technical skills of our younger students are increasing at a dramatic pace.

II-9 Strategic Challenges

TTC and the Trident community face several important challenges:

- **Challenge 1.** To leverage new facilities and technologies to meet student needs for course offerings.
- **Challenge 2.** To continue the aggressive pursuit of alternative funding to offset the decline in state funding in order to maintain the affordability of a TTC education.
- **Challenge 3.** To strengthen our partnerships with area business and industry by developing new academic and continuing education programs to address emerging needs.
- **Challenge 4.** To use new technologies to meet the needs of all students, both those who grew up in the technical age and those with little or no technical skills, and engage them in the learning process.

II-10 Performance Improvement Systems

In 1992, TTC President Mary Thornley initiated Trident's Quality Management (TQM), a total quality management system. This management system provides a mechanism for assessing college processes that cross divisional boundaries, identifying processes that need improvement, analyzing these processes and planning for continuous improvement.

Elements of Trident's Quality Management

- Focus on internal and external customers
- Product/service excellence
- Employee involvement
- Data-based decision making
- Continuous improvements

TQM is guided by Quality Council, which has membership consisting of the President, four members of the President's Cabinet, the Director of Quality and 22 other members representing all areas of the College. Quality Council examines results of evaluations and assessments and identifies college processes to be studied for improvement.

TTC evaluation and assessment methods include the following:

- **Strategic Planning and Budgeting process** (Section III, Category 2)
- **Environmental scanning, including student, graduate and employer satisfaction** (Section III, Category 3)
- **Academic program assessment** (Section III, Category 4)
- **Support services performance** (Section III, Category 4)
- **Performance assessments for faculty and staff** (Section III, Category 5)
- **Process improvement** (Section III, Category 6)

II-11 Expenditures/Appropriations Chart

	Accountability Report Appropriations/Expenditures Chart Base Budget Expenditures and Appropriations					
Major Budget Categories	**FY 04-05 Actual Expenditures**		**FY 05-06 Actual Expenditures**		**FY 06-07 Appropriations Act**	
	Total Funds	**General Funds**	**Total Funds**	**General Funds**	**Total Funds**	**General Funds**
Personal Service	$ 34,279,303	$ 15,085,574	$ 36,025,367	$ 15,438,620	$ 39,233,988	$ 15,920,485
Other Operating	$ 20,700,750		$ 19,683,810		$ 22,562,496	
Special Items	$ 775,000	$ 775,000	$ 775,000	$ 775,000	$ 775,000	$ 775,000
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 7,882,132	$ 3,415,127	$ 8,448,775	$ 3,860,518	$ 9,046,823	$ 3,981,012
Non-recurring	$ 795,070	$ 795,070	$ 668,519	$ 668,519	$ 659,458	$ 659,458
Total	$ 64,432,255	$ 20,070,771	$ 65,601,471	$ 20,742,657	$ 72,277,765	$ 21,335,955

Chart II-1

II-12 Major Program Areas Chart

	Major Program Areas				
Program Number and Title	**Major Program Area Purpose (Brief)**	**FY 04-05 Budget Expenditures**		**FY 05-06 Budget Expenditures**	**Key Cross References for Financial Results***
1 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 graduate with an Associate Degree, Diploma or Certificate.	**State:** 20,070,771.00 **Federal:** 5,497,055.00 **Other:** 38,864,429.00 **Total:** 64,432,255.00 **% of Total Budget:** 100%		**State:** 20,742,657.00 **Federal:** 5,807,005.00 **Other:** 39,051,809.00 **Total:** 65,601,471.00 **% of Total Budget:** 100%	7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7, 7.3.8

Chart II-2

II-13 Organizational Structure
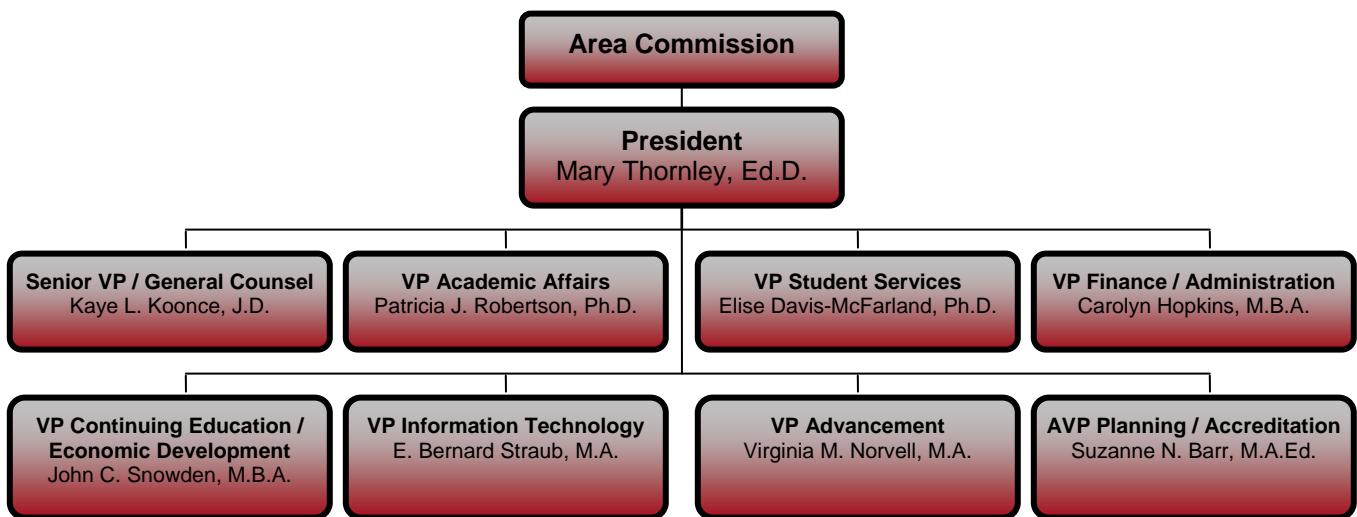
Figure II-1

In 15 years of leadership, TTC President Mary Thornley has created a college environment that is responsive to community needs and committed to continuous improvement. The President and her cabinet meet weekly to guide and manage the College. Table III-1-1 below identifies other significant leadership groups.

TTC Leadership Groups	
Group	**Composition**
Area Commission	Three representatives from each service county
President's Cabinet	President and vice presidents
Quality Council	President, Director of Quality, 31 college-wide members
Academic Deans	Vice President, assistant vice presidents and Academic Affairs deans
Student Services Leadership Team	Vice President, deans, directors and assistant directors
Continuing Education Directors	Vice President and directors
Finance and Administration Leadership Team	Vice President and directors
Information Technology Leadership Team	Vice President, Assistant Vice President and directors
Planning Unit Managers	Budget administrators
Academic Affairs Committee	Elected representatives from each academic division
Staff Communication Committee	Appointed representatives from each administrative division
Student Cabinet	Officers of student organizations

Table III-1-1

1.1 How do senior leaders develop and deploy their organization's vision and values throughout the leadership system, to all faculty and staff, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

TTC's senior leadership understands that the College's mission, vision and values must be a reflection of the entire TTC community. Therefore, the President's Cabinet and Quality Council conduct a joint review of TTC's mission, vision and values at the start of each five-year strategic planning cycle. Annually, the President's Cabinet reviews these statements and recommends them to the Area Commission for affirmation. The Area Commission reviews and affirms these statements each year at its annual planning retreat.

Senior leaders deploy TTC's vision and values to all faculty, staff, students and stakeholders through a variety of communication channels. Table III-1.1-2 (page 10) lists current communication channels.

TTC's senior leaders lead by example. Senior leaders not only participate in all college-wide training initiatives, they serve as the pilot group for the classes as well. They support their workplace and their communities both as volunteers and as contributors. They support college employees and students through their written and spoken words, their sponsorship of awards and recognitions, and their personal attendance at special events.

The commitment of TTC's senior leaders to institutional values is demonstrated by their implementation and continued support of campus-wide initiatives, including:

- **Customer Service Training** (Value 4 – Serving Student and Community Needs)
- **Professional Development Centers** (Value 7 – Educational Innovation)
- **TTC Foundation's Tuition Assistance Program** (Value 6 – Lifelong Learning)

TTC Communication Methods		
Communication Between	**And**	**Via**
President	Area Commissioners	Area Commission Meetings / Monthly Reports
	Vice Presidents	President's Cabinet
	All Employees	Faculty/Staff Meetings
	All Non-cabinet Employees	Open-line Luncheons
	New Supervisors	New Supervisor Workshop
	New Employees	Introduction to Quality Class
Vice Presidents	Division Supervisors	Division Staff Meetings / Division Retreats
VP for Academic Affairs	Academic Deans	Academic Deans Meeting
	Faculty	Faculty Meetings
	New Faculty	New Faculty Course
VP for Student Services	Student Services Employees	Student Services Leadership Team
	Faculty and Staff	Student Services Communiqué
Faculty	VP for Academic Affairs	Academic Affairs Committee
	VP for Student Services	Student Services Faculty Advisory Committee
Staff	Quality Council	Staff Communication Committee
Academic Program Coordinators	Business/Industry Stakeholders	Academic Program Advisory Committees
Students	President's Cabinet	Student Cabinet
TTC	Students and Stakeholders	TTC Website
	Students	Student Publications

Table III-1.1-2

1.2 How do senior leaders promote and support an environment that fosters and requires: legal and ethical behavior; and, fiscal, legal, and regulatory accountability? How are these monitored?

TTC leadership is committed to creating an environment that requires legal and ethical behavior. Two key positions at TTC serve as evidence of this commitment. The General Counsel, who also serves as Senior Vice President, has responsibility for assuring that TTC policies and procedures adhere to all statutory and regulatory requirements, including the South Carolina Ethics Act. TTC's Internal Auditor has responsibility for confirming that work practices comply with all relevant regulations, policies and procedures. Together, these two positions create a formal system by which the College promotes legal and ethical behavior and provides accountability for compliance with all regulatory requirements.

The General Counsel presents sessions on the South Carolina Ethics Act to the new faculty and student organization advisors. Additionally, she regularly conducts workshops on sexual harassment prevention for academic departments, staff units, and the contact persons who serve as intake counselors for employee and student sexual harassment complaints. As a part of her oversight of the College's ethical and legal compliance, the General Counsel develops or reviews the documents that define the College's expectations for faculty, staff and students.

The Internal Auditor regularly reviews various college processes. During 2005-06, these included the College's purchasing card process, expenditure of auxiliary income funds, financial aid return of Title IV funds, project and budget monitoring processes for construction projects, division cash management procedures, and compliance with U.S. Department of Education regulations regarding book charges.

Additionally, the College requires that all employees annually complete the Employee Handbook Acknowledgement Form indicating that they have read the Employee Handbook. The Vice President for Academic Affairs requires all faculty members to annually acknowledge their receipt of the Faculty Handbook.

1.3 How do senior leaders create a focus on action to accomplish the organization's objectives, improve performance, and attain your vision?

Since 1992, President Mary Thornley has promoted a culture of action for continuous improvement through Trident's Quality Management (TQM), a total quality management system. TTC's improvement process follows a seven-step problem-solving model based on the Deming cycle "Plan, Do, Study, Act." This model guides the improvement processes for all TTC programs, services and strategic initiatives. Each semester the President leads an "Introduction to Quality" class to introduce all new employees to the TQM culture and her leadership philosophy.

TTC Team Structures		
Activity	**Team Structure**	**Example**
Implementation of operational goals	College standing committees	▪ Student Appeals Committee ▪ Curriculum Committee
Implementation of strategic initiatives	Cross divisional task forces	▪ Cost-Savings Team ▪ Trident's User Group (TUG)
Improvement of college processes	Process Improvement Teams (PIT)	▪ Communication PIT ▪ Probation and Suspension PIT
Implementation of small-scale strategic projects	Release time for special projects	▪ Online course development ▪ International Education projects ▪ Curriculum Assessment Plans
Resolution of acute problems	Cross divisional *ad hoc* teams	▪ Registration Advisory Committee ▪ Katrina Task Force

Table III-1.3-3

The President and her cabinet also have a track record of acting quickly and decisively when they identify challenges. For example, when issues regarding customer service at the College emerged, cabinet members quickly gathered baseline data and then implemented a mandatory customer service training course for all employees. Within a year, every full-time faculty and staff member had participated in this training. Quality Council conducted evaluations of this training and determined it was effective.

The President's Cabinet uses a variety of team structures to improve processes and implement change. Table III-1.3-3 illustrates team structures typically employed at TTC for different activities.

1.4 How do senior leaders create an environment for organizational, faculty, and staff learning?

The President and her cabinet have created an environment that supports and requires faculty and staff learning at all levels. The College provides many professional and personal growth opportunities to all employees (Section III, Category 5 page 25). Key among these are the following:

- **On-campus professional development centers**. The College provides two centers promoting employee learning, the Information Technology Training Center (ITTC) and the Center for Teaching Support (CTS). These centers are described more fully in Section III, Category 4 (page 21).

- **Quality-focused Professional Development Day**. Quality Council develops, promotes and delivers TTC's Professional Development (PD) Day. Workshops and training sessions focus on personal development and job performance improvement. Evaluations of PD Day indicate that this activity is well-received and effective and provides a boost to employee morale.

- **Course assistance.** TTC Foundation funds formal training for faculty and staff by underwriting all or part of the cost of tuition and books for credit courses.

- **External professional development.** The College funds travel and other expenses for appropriate professional development activities for faculty and staff. During the 2005 fiscal year, 288 faculty and staff participated in 523 external professional development activities.

1.5 How do senior leaders promote and personally participate in succession planning and the development of future organizational leaders?

Senior leadership focuses on employee development as key to making TTC a sustainable institution. TTC's strategic plan serves as evidence of this focus: the five-year plan includes strategic initiatives for both faculty development and staff development.

Each year the President's Cabinet identifies two participants for the South Carolina Technical College Leadership Academy. The President and her cabinet serve as mentors to these participants as they complete their year-long projects. Additionally, in the past decade the College has sponsored 15 participants in Leadership South Carolina, Leadership Charleston, Leadership Berkeley and the South Carolina Executive Institute programs.

In 2004 the President established a comprehensive orientation program for new vice presidents including transition materials and activities. The materials include survey input from retiring vice presidents that include their recommendations for organizational changes and professional development, and significant challenges and opportunities for their administrative divisions and the College. This orientation is an expanded version of the orientation the President and the General Counsel conduct for each area commissioner.

1.6 How do senior leaders communicate with, empower, and motivate all faculty and staff throughout the organization? How do senior leaders take an active role in faculty and staff reward and recognition processes to reinforce high performance throughout the organization?

Table III-1.1-2 describes the communication channels at TTC, all of which demonstrate that senior leadership values employee input.

The President communicates the importance of employee empowerment through the TQM system in her "Introduction to Quality" class for all new employees. Senior leaders support a culture in which employees are encouraged to take the initiative in solving college problems. Two examples of systemic, employee-driven decision making include the Process Improvement Teams (PITs) and Trident's Users Group (TUG):

- **PITs**. Chartered by Quality Council and tasked with improving important college processes, PITs are cross-functional teams, each composed of a facilitator, a team leader, and team members from across the College. Teams study existing processes, develop improvement theories, and plan for implementation of process changes (Table III-1.3-3, page 11).
- **TUG**. A team of administrative database users representing all administrative divisions, TUG works cooperatively to make decisions affecting administrative database enhancements, security and work practices.

The President's Cabinet has empowered these teams to implement all of their decisions, unless they require college-wide policy changes, which must first be approved by the President's Cabinet and Area Commission.

TTC systematically acknowledges the efforts of its employees through various awards and recognitions, such as those identified in Table III-1.6-4.

Employee Awards and Recognitions		
Recognition	**Given by**	**Recognizing**
South Carolina Technical Education Association (SCTEA) awards	College community SCTEA President's Cabinet Area Commission	▪ Administrator of the Year ▪ Staff Member of the Year ▪ Faculty Member of the Year ▪ A. Wade Martin "Innovator of the Year"
Service awards	President's Cabinet	5, 10, 15, 20, 25, 30 and 35 years of service
Monday Edition	College community	Significant employee accomplishments
Faculty/Staff Meeting	President	Significant employee contributions
"Thank You" luncheons	President	Team accomplishments ▪ College committee chairs ▪ Retirees ▪ Program advisory committees

Table III-1.6-4

1.7 How does your organization evaluate the performance of your senior leaders and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?

The President annually evaluates the job performance of her cabinet members with the Employee Performance Management System (EPMS) instrument, as approved by SBTCE. All direct reports to the President submit detailed yearly self evaluations, which include significant accomplishments related to the strategic goals, and strengths and weaknesses related to job duties. During the evaluation process, the President and each vice president plan for areas of individual focus for the upcoming year. The Area Commission, also using the EPMS instrument, evaluates the President each year. In 2006, the Area Commission submitted an additional evaluation to the South Carolina Agency Head Salary Commission using its prescribed format.

TTC Area Commission conducts a formal self evaluation on a bi-annual basis and reviews its governance processes, bylaws, and policies and procedures each year at its annual planning retreat. Additionally, the Area Commission invites the President and the Senior Vice President to provide input and recommendations to the board on how it can function and govern more effectively.

1.8 How does your organization address and anticipate any adverse impacts of its programs, offerings, services, and operations? What are the key compliance related processes, goals, and measures?

TTC uses several sources to identify the current and potential impact of its activities on the public. The College seeks feedback from the 485 members of its 42 academic program advisory committees to assess the impact, both positive and negative, of its academic offerings. Prior to the development of any new academic program, the College conducts a community needs assessment, soliciting input from area business and industry. Additionally, graduates and their employers are surveyed annually to assess their satisfaction with the quality of TTC's academic programs.

Each academic program undergoes an annual review in accordance with the SBTCE Academic Program Review process. Assessment measures for these evaluations include graduate job placement, fall headcount enrollment and number of graduates. The Assistant Vice President of Academic Programs is responsible for overseeing these evaluations. Additionally, the College reviews its programs and processes to assure compliance with the *Principles of Accreditation* of SACS. The Associate Vice President of Planning and Accreditation provides oversight for the College's regional accreditation process.

1.9 How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, faculty and staff, and the organization's students contribute to improving these communities.

The President and her cabinet have established a culture which fosters community involvement at TTC. This includes opportunities for all TTC employees and students to support their community through activities as well as financial gifts.

- **Students.** All student organizations at TTC are service organizations. Several TTC student organizations have won state and national awards for their community service projects. During the 2005-06 academic year, 39 student organizations completed 250 service projects, performing 5,500 volunteer hours.

- **Faculty/Staff.** TTC faculty and staff are involved in a broad array of community service activities. In addition, each year the College conducts campaigns for Trident United Way and the TTC Foundation. For 2005-06 the participation rates for these campaigns were 81% and 90%, and contributions were $47,583 and $46,819, respectively.

- **Senior Leaders.** The ten members of the President's Cabinet participate in 38 community service organizations including leadership roles in local chambers of commerce, the United Way and Rotary, International.

2.1 What is your Strategic Planning process, including key participants, and how does it address: your organizations' strengths, weaknesses, opportunities and threats; financial, regulatory, and other potential risks; shifts in technology, student and community demographics, markets, and competition; long-term organizational sustainability and organizational continuity in emergencies; and your ability to execute the strategic plan.

The planning process at Trident Technical College includes both strategic planning and operational planning. The College uses information from three important sources in the development of its strategic and operational plans: input from college stakeholders, results of an evaluation of the college environment, and data on college performance.

- **Stakeholder Input.** The College begins each five-year planning cycle by actively soliciting advice and counsel from all college stakeholders. At the beginning of the 2005-10 strategic planning cycle, the Director of Quality held focus groups with students, faculty, staff, alumni, academic deans, senior leaders, Area Commissioners and academic program advisory committee members. Quality Council reviewed the input of these focus groups to identify the strengths and weaknesses, as well as key barriers and opportunities the College faces (Table I-1, page 2).

- **Environmental Scan.** In conducting its environmental scan, TTC places value on both the internal and external environment. To assess its internal climate, the College regularly surveys both students and employees. To complete its external assessment, TTC uses information from a variety of sources such as the Charleston Metro Chamber of Commerce's Economic Forecast for the Charleston Region and the SBTCE Economic Impact Study.

- **Performance Results.** TTC regularly evaluates institutional performance on a variety of key measures. As a part of the strategic planning process, the College identifies expected outcomes for key performance measures (Table III-2.4-5, page 17). Additionally, senior leaders regularly review college performance on measures that reflect overall organizational health and sustainability. The analysis of performance results is the precursor to continuous improvement.
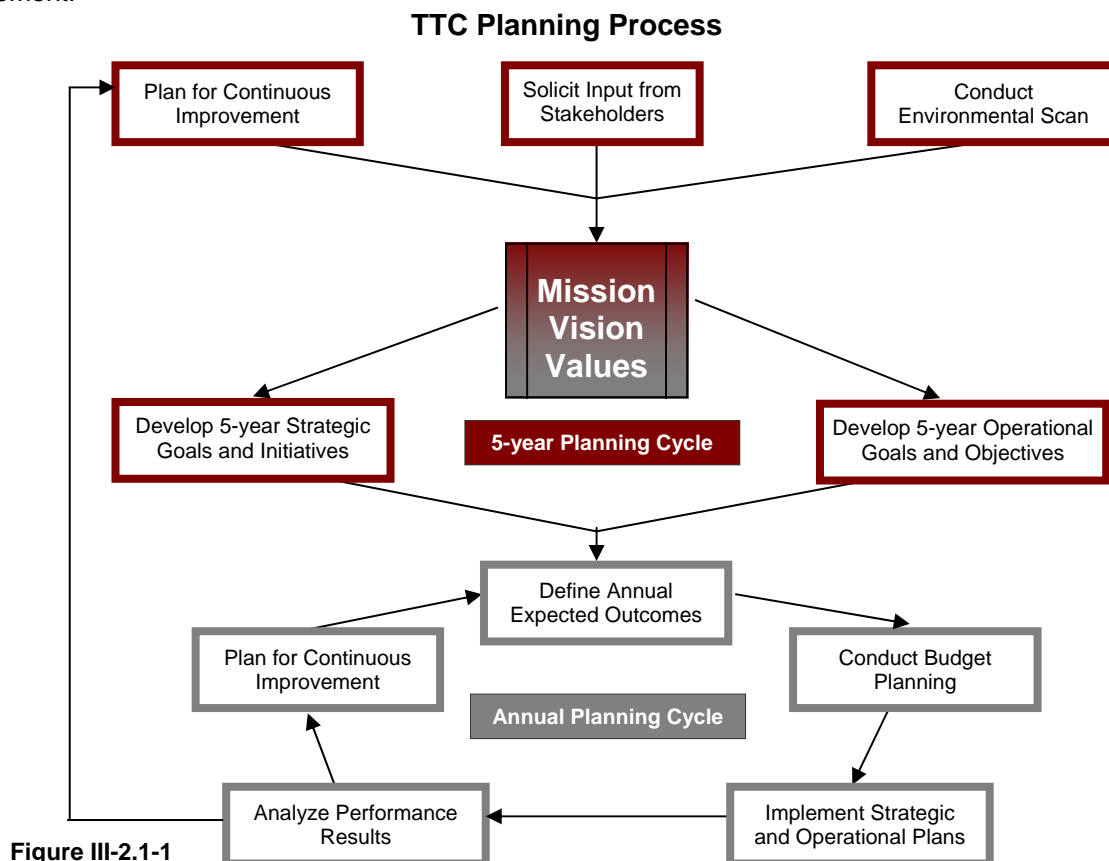
TTC Planning Process

Figure III-2.1-1

The current strategic plan incorporates the College's vision, mission, and values as well as strategic and operational goals. This five-year plan provides the framework on which the College constructs its annual plan. Each year, the college community identifies strategic initiatives. These initiatives, along with the operational goals, guide the planning processes for academic and administrative programs. These unit plans drive the budgeting process, as described in Section III, Category 2.5 below.

2.2 How do you evaluate and improve your strategic planning process?

TTC has a history of continuously improving its planning processes. Quality Council reviews the results of the Climate Survey to determine the system-wide effectiveness of the College's planning process and recommends actions for improvement. As a result, the President established a cabinet-level position to coordinate the College's planning activities, the Associate Vice President of Planning and Accreditation. Additionally, the President's Cabinet reviews the planning model annually and makes revisions as needed. The result is a planning process that is fluid, responsive and flexible.

2.3 What are your key strategic objectives? (Address in Strategic Planning Chart)

To meet the challenges TTC faces in the 2005-06 planning year (Section II-9, page 6), the College has identified four strategic goals:

- **Accessibility.** To enable all members of the community we serve to pursue or continue higher education.

- **Stewardship.** To become a model of fiscal, community and environmental responsibility, promoting these concepts at every level of the institution.

- **Community Prominence.** To increase the College's prominence in the region as a provider of educational services and a promoter of economic development.

- **Engagement.** To build a community of learners in which all students, faculty, staff and administrators are active participants in and adherents to the principles of lifelong learning.

2.4 What are your key action plans/initiatives? (Address in Strategic Planning Chart)

For each strategic goal, the College identifies the strategic initiatives necessary to achieve the goals. During the planning process, the College identifies key performance measures and the administrative unit primarily responsible for each strategic initiative. The College's strategic initiatives are summarized in Table III-2.4-5 on page 17.

2.5 How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

Each administrative unit develops strategies for the accomplishment of strategic objectives and operational goals. These strategies create the foundation for the unit's budget requests. The College uses an online budget planning software application which integrates the budget planning and strategic planning processes and ensures that each budget request supports either the regular operations of the College or one of the annual strategic initiatives. The budget application and its reporting capabilities provide senior leadership the ability to carefully balance expenditures for both strategic advances and ongoing operations.

2.6 How do you communicate and deploy your strategic objectives, action plans and related performance measures?

Senior leaders communicate the elements of the strategic plan to the employees in each administrative unit. The College communicates its strategic plan to all of its stakeholders using the communication channels identified in Table III-1.1-2 (page 10) and discussed in Section III, Category 1.1 (page 9).

Additionally, the Associate Vice President of Planning and Accreditation is a permanent member of Quality Council, which ensures that strategic planning remains a standing agenda item for its meetings.

2.7 How do you measure progress on your action plans?

The President and her cabinet review the College's progress on the strategic objectives three times during the planning year. During these reviews, Cabinet identifies those initiatives that are incomplete or which need adjusting and then creates plans to address any shortcomings.

2.8 How do your strategic objectives address the strategic challenges you identified in your Organizational Profile?

The current strategic plan demonstrates that TTC strategic goals are aligned to address the challenges to accessibility, stewardship, community prominence and engagement (Section II-9, page 6 and Table III-2.4-5, page 17).

2.9 If the organization's strategic plan is available to the public through its internet homepage, please provide an address for that plan on the website.

TTC's Mission, Vision and Values statements are available at http://www.tridenttech.org/261.htm. The College's five-year strategic plan is located at http://www.tridenttech.org/5075.htm.

		Strategic Planning	
Program Number and Title	**Supported Organization Strategic Planning Goal**	**Related FY 05-06 Key Action Plan/Initiative(s)**	**Key Cross References for Performance Measures***
1 Instructional Programs	Accessibility	**Flexible Student Scheduling.** Maximize student access to the existing college curriculum by continuing to increase flexible course offerings and alternative delivery formats.	7.2.1, 7.2.2, 7.2.3
		Diversity. Prepare the college community to embrace an increasingly diverse student population, including students for whom English is a second language.	7.6.5, 7.6.6
		Student Preparation. Develop and expand programs and collaborations that increase the accessibility of higher education and increase the success of under-prepared students.	7.2.4, 7.2.5, 7.2.6, 7.2.9,
		Capital Improvements. Support the College's curriculum and continuing education programs through the expansion and refurbishment of physical facilities and the provision of an up-to-date infrastructure.	7.3.6
	Stewardship	**Alternative Funding.** Decrease the College's reliance on traditional funding sources by continuing to seek alternative funding sources.	7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5
		Decision Making. Improve the College's assessment and evaluation processes.	7.2.8, 7.2.10,
		Organizational Efficiency. Reduce college costs by strengthening work practices that increase employee productivity and improve customer service.	7.5.4, 7.5.5, 7.5.6
		Use of Technology. Re-engineer work processes to improve employee productivity using the College's current technical resources.	7.5.7, 7.5.8, 7.5.9
		Sound Environmental Practices. Reduce college costs and implement practices that model environmental responsibility.	7.3.7, 7.3.8
	Community Prominence	**Image.** Enhance awareness of the College's significant contributions to education and training and to economic development in the region.	7.5.1, 7.5.2, 7.5.10
		Collaboration. Emphasize collaboration between the College and the local, national and international communities.	7.5.3
		Curriculum. Identify, develop and/or revise academic and continuing education programs as needed to promote the economic development of the area.	7.1.2, 7.1.4, 7.6.1
	Engagement	**Student Development.** Develop and offer programs and services to students that present opportunities for their intellectual and interpersonal skills development.	7.2.7, 7.6.3, 7.6.4
		Campus Environment. Build a sense of campus community and improve campus morale.	7.4.4, 7.6.2, 7.6.8
		Faculty/Staff Diversity. Recruit, employ and retain a faculty and staff that is representative of the ethnic diversity of the College's service area.	7.6.7
		Student Retention. Improve student progress toward completion of academic programs by increasing the percentage of students who maintain continuous enrollment.	7.1.1, 7.1.2, 7.1.5
		Improved Communication. Improve the methods and procedures used by the College community to disseminate information and eliminate barriers to effective institutional communication.	7.4.2
		Faculty Development. Develop a faculty skilled in all instructional methods appropriate to their disciplines, including competence in developing online instruction.	7.4.2, 7.4.3, 7.4.5
		Employee Development. Provide a work environment that supports employees in personal development and education.	7.4.1, 7.4.2, 7.4.3

Table III-2.4-5

The student is both our most demanding customer and our most valued product. Our other stakeholders, most importantly area businesses and industries, rely on TTC to develop students into the skilled, capable workforce necessary to remain competitive. Our focus on students and stakeholders enables us to fulfill our mission – to provide quality education and promote the economic development of our service area.
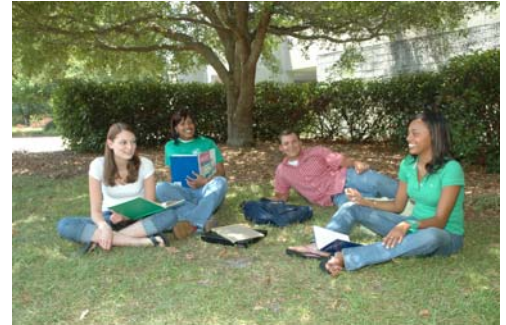
3.1 How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

The mission of Trident Technical College defines the College's student and market segments:

- TTC is a **two-year college,** serving students pursuing the first two years of a college education. Recent high school graduates and current high school students are two market segments.
- TTC is a **public, open door institution,** serving students who would otherwise be unable to pursue higher education. Underrepresented and underserved populations are a market segment.
- TTC provides **lifelong learning opportunities,** serving non-traditional students. Working adults are a market segment.

Although all academic programs are open to all students, course offerings and services are often "tailor-made" to address the needs of these specific student segments and are marketed to these groups as the following examples illustrate:

- **SmartStart.** TTC's dual credit program, which allows high school students to earn college credits, is promoted through the College's contacts in the high school guidance counselor community.

- **Project Assist.** This program, encouraging minority and female participation in engineering and other technologies, is promoted by technical program faculty and the financial aid department.

- **Evening and weekend courses**. The College markets these courses, designed for working professionals, in the *Charleston Business Review*.

- **Call Service Representative Program.** The Division of Continuing Education and Economic Development partnered with Solution Infusion and Trident One Stop to develop and deliver a worker training program specifically designed to meet the needs of a local employer, First Contact.

3.2 How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

TTC employs systematic, appropriate methods for soliciting input from our student and stakeholder groups. Table III-3.2-6 (page 19) outlines the most important of these methods.

The College continuously assesses the effectiveness of its information-gathering methods, adapting to the changing needs and preferences of students and stakeholders. For example, the College examined data from students indicating their increasing use of and

preference for online processes, and as a result has implemented an online survey tool to replace the paper survey process.

Listening and Learning Methods			
Group	**Subgroup**	**Methods**	**Frequency**
Students	High school students	Results of Student Evaluation of Course and Instructor (SECI) Feedback from high school guidance counselors	Every semester Continuous
	Transfer and technical students	Student Satisfaction Survey SECI Meetings with Student Cabinet Academic advising sessions Conducting student focus groups Feedback from suggestion boxes	Every two years Every semester 9 times per year Continuous Periodic Continuous
Stakeholders	Area high schools	Feedback from high school guidance counselors Requests for onsite course offerings	Continuous 2 times per year
	Four-year colleges	Transfer meetings (hosted by the four-year colleges) Transfer communications (issued by the four-year colleges)	Annual Periodic
	Local business and industry employers	Program advisory committee meetings Results of the Employer Follow-up Survey Local chambers of commerce meetings	2 times per year Annual Periodic
	Taxpayers of South Carolina	Communication with local legislative delegation Communication with county councils Communication with city councils	Periodic Periodic Periodic

Table III-3.2-6

3.3 How do you use information from current, former, and future students and stakeholders to keep services and programs relevant, and provide for continuous improvement?

TTC uses input from students and stakeholders at two key points in its strategic planning process. The College incorporates the information it has received from these groups in its assessment of the College performance as part of the annual planning cycle (Figure III-2.1-1, page 14). The College identifies those areas that require improvement and includes them as strategic initiatives for the next year. Additionally, the College solicits detailed in-depth input from these groups by holding focus groups in preparation for the development of its five-year strategic plan.

In addition to its annual and five-year planning processes, the College also solicits and uses information from students in periodic evaluations of college performance. TTC's Quality Council is responsible for the biennial Student Satisfaction Survey. Results from this survey provide the foundation for the continuous improvement of college programs and services.

3.4 How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve?

Three survey instruments measure the satisfaction of our students and stakeholders: the Student Satisfaction Survey, the Graduate Follow-up Survey and the Employer Follow-up Survey.

- **Student Satisfaction Survey.** The College conducts a survey of all enrolled students every two years. Students provide feedback on their satisfaction with the academic and support services and the campus environment. Quality Council reviews and interprets survey results and uses these results to develop plans for continuous improvement.

- **Follow-up Surveys**. The Graduate Follow-up Survey assesses the satisfaction of TTC graduates with college programs and services. Additionally, the survey requests information regarding graduate employment status and solicits suggestions for improvement. The College uses the employment information provided by graduates in the Graduate Follow-up Survey to determine the sample population for the Employer Follow-up Survey. This survey provides information concerning employer satisfaction with graduates' communication and technical skills. Academic and service program managers review the results of these surveys to identify strengths and target areas for improvement.

In addition to the surveys described above, individual student service units frequently conduct point-of-delivery satisfaction surveys.

3.5 How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning? Indicate any key distinctions between different student and stakeholder groups.

In order to fulfill its mission to promote the economic development of Berkeley, Charleston and Dorchester counties, TTC must forge strong relationships with those communities. As a quality-driven institution, TTC understands that the foundation for building positive relationships is a combination of three elements: identifying customer expectations, consistently and thoroughly meeting customer expectations, and providing a personal contact for the customer.

TTC's methods for identifying customer expectations and determining the level at which the College meets these expectations are discussed in Section III, Categories 3.2 and 3.4, respectively. When possible and appropriate, the College charges its faculty and staff to serve as personal points of contact for student or stakeholder groups. These employees provide the "face" of Trident Technical College for our customers as illustrated by the following examples:

- **High school liaison.** The College has appointed a Director of High School Programs, who provides assistance for high school guidance counselors and their students in navigating the admissions and registration processes.

- **Academic advisors.** The College assigns each new student an academic advisor. Advisors assist students with the registration process and provide advice and counsel on semester schedules, course sequences and academic progress.

- **Student Services personnel.** Student Services units, such as Financial Aid and Student Employment Services, regularly hold workshops and information sessions allowing students to make a personal connection with key staff members.

- **Student organization advisors.** Seventy-four faculty and staff serve as advisors for the 39 TTC student organizations. These advisors build relationships with student members, serving as both academic and professional mentors. The Director of Student Activities works closely with the officers and service project coordinators of these organizations, providing leadership development training and advice on organizing activities**.**

- **Transfer Coordinator.** TTC's Transfer Coordinator serves as the principle point of contact for four-year college and university stakeholders.

- **Academic program coordinators.** Faculty who serve as academic program coordinators convene and organize the academic program advisory committees, providing a vehicle for collecting the valuable industry input that could easily be missed in standard surveys.

TTC uses a rich variety of data sources, both quantitative and qualitative, to assess the effectiveness of its educational programs and support services. The most telling measure of the effectiveness of our academic programs is the assessment of student learning.

4.1 How do you select which operations, processes and systems to measure to determine student learning, and for tracking organizational performance, including progress relative to strategic objectives and action plans?

TTC assesses operations and processes in accordance with the requirements of the South Carolina Commission on Higher Education, the State Board for Technical and Comprehensive Education (SBTCE), Southern Association of Colleges and Schools (SACS), and a number of program accrediting agencies. Assessment at TTC encompasses three broad categories: student learning, operational effectiveness and strategic initiative progress.

Student Learning. The College evaluates student learning at the institutional, program and course levels:

- **Institutional**. All associate degrees at TTC require the completion of a core of general education courses to assure that all graduates have demonstrated both communication and problem-solving skills. After students complete their general education curriculum, the College assesses their application of these skills in subsequent coursework. A team of faculty uses a matrix to assess the demonstration of effective communication and analysis of problems in student work from advanced technical and transfer courses.

- **Program**. Each associate degree program has a Curriculum Assessment Plan (CAP). This plan identifies the broad, discipline-specific student learning outcomes that program completers should master as well as strategies for collecting evidence of this learning. The College assesses academic programs on a two-year cycle: the first year of this cycle is devoted to data gathering and analysis, the second year to implementation of improvements. In addition, each year the College reviews data that provide information on the overall status of its academic programs in accordance with the SBTCE Annual Program Evaluation.

- **Course**. All TTC courses identify learning objectives in the course syllabus. Assessment methods vary by discipline, but many rely on departmental finals to assure uniformity in course content and instructor expectations. Academic managers also regularly review grade distributions for all courses as an indicator of instructional consistency.

Operational Effectiveness. The College employs a battery of tools for assessing the effectiveness of its operations. The President's Cabinet regularly reviews data that reflect the effectiveness of the student application process, registration process, financial operations, and affirmative action program. Each planning unit at the College determines the success criteria for its operations, identifies these criteria in the budget planning application, and tracks progress throughout the year.

Additionally, the College assesses the effectiveness of its operations in accordance with the requirements of South Carolina General Assembly Act 255 of 1992, Educational Reports. This act requires that the College complete an evaluation of the effectiveness of its general education, academic programs, transfer program, academic advising, student development programs, library, and alumni and placement programs on a regular cycle. The assessment of both general education and academic programs is described above.

Strategic Initiative Progress. The College identifies the success criteria for each of its annual strategic initiatives at the beginning of the annual planning cycle (Figure III-2.1-1, page 14).

4.2 How do you use data/information analysis to provide effective support for decision making throughout your organization?

As a quality driven institution, TTC uses data-based decision making at all levels of the institution. The Director of Quality introduces college employees to data-based decision making in the "Intro to Quality" course. The College makes necessary data available to all college decision makers – senior leaders, program managers, faculty, staff and students – in order to facilitate this process.

4.3 What are your key measures, how do you review them, and how do you keep them current with educational service needs and directions?

Student Learning. Since TTC's most important function is education, the effectiveness of our academic programs is paramount. The key measure of academic program effectiveness is student learning. Student learning measures are discipline specific; the academic divisions employ more than 400 measurements of student learning. Table III-4.3-7 lists examples. In addition, the College has identified key measures that address the health of an academic program. These include headcount and FTE enrollment, number of graduates, graduate and employer satisfaction, and graduate job placement rates.

Student Learning Measurement		
Measures for	**Examples**	**Assessment Method**
General Education Student Learning Outcomes	Communicate clearly and effectively in a variety of symbolic ways.	Scoring rubric
	Formulate and analyze a variety of problems and develop solutions.	Scoring rubric
Academic Program Student Learning Outcomes	Commercial Graphics Associate Degree ▪ Design, produce and present a self-identity package that includes a comprehensive portfolio.	Portfolio assessment in capstone course
	Pharmacy Technician Diploma ▪ Demonstrate proficiency in non-sterile and sterile compounding in medication preparation.	Lab practical check sheets
	Engineering Design Graphics Certificate ▪ Create, edit and plot 3D mechanical engineering models using a CAD software program.	Lab projects and productivity exams
Course Objectives	MAT 111 – College Trigonometry ▪ Apply trigonometric functions to solve vector problems.	Departmental final exam

Table III-4.3-7

Operational Effectiveness. Table III-4.3-8 lists key measures for operational effectiveness. The President's Cabinet and Area Commission review these measures as appropriate.

Key Measures of Operational Effectiveness		
Process	**Measure**	**Review Frequency**
Admissions	Application count Application status	Weekly
Registration	Headcount enrollment Full Time Equivalent (FTE) enrollment Daily registration activity Enrollment demographics	Weekly (daily during peak registration periods)
Finances	Fund balance Expenditures Revenue	Monthly
Affirmative Action	Number underutilized Percent of goals met	Quarterly

Table III-4.3-8

Strategic Initiative Progress. The College's strategic plan includes the expected outcomes and measurement methods for the annual strategic initiatives. The 2005-06 strategic initiatives are identified in Table III-2.4-5 (page 17) and performance on the expected outcomes may be found in Section III, Category 7. The President's Cabinet reviews the progress on the strategic initiatives three times per year.

4.4 How do you select and use key comparative data and information from within and outside the academic community to support operational and strategic decision making?

When appropriate the College uses comparative data in the assessment of its programs, services and continuous improvement initiatives. The College selects peer institutions for benchmarking. For example, when determining an appropriate goal for student retention, the College used three sources of data: TTC's performance, the performance of same-size institutions from the Integrated Postsecondary Education Data System (IPEDS) Peer Analysis System, and the performance of Central Piedmont Community College, LaGuardia Community College, and Northwest Vista College, three colleges known for their excellence in student retention.

4.5 How do you ensure data integrity, timeliness, accuracy, security and availability for decision making?

TTC maintains strict data entry standards and extensive security protocols for its administrative databases to ensure the integrity of critical college data. Trident's User Group (TUG), a team of database administrators and end-users, determines the data entry standards for the College. A TUG subcommittee, the Security Team, provides oversight to database access. The Division of Information Technology designs and administers data backup protocols that ensure the security of all college data resources in case of emergency. The Network Security Manager has the responsibility for the security of TTC's network.

The Office of Institutional Research bears the primary responsibility for producing and making available timely reports and information for the College community. Institutional Research produces an annual FactBook that supplies frequently needed information and makes it available through the College's website.

4.6 How do you translate organizational performance review findings into priorities for continuous improvement?

The review of institutional performance is an important part of the strategic planning cycle (Figure III-2.1-1, page 14). The President's Cabinet and Quality Council review performance findings, identify areas of weakness, and plan for continuous improvement. These plans create the foundation for the following year's college-wide strategic initiatives. Senior leaders communicate these plans to the college community via the College's communication channels. (Table III-1.1-2, page 10)

4.7 How do you collect, transfer, and maintain organizational and employee knowledge? How do you identify and share best practices?

TTC provides education, training and development activities that serve to maintain and transfer organizational knowledge:

- **Orientation.** The President develops and personally teaches an "Introduction to Quality" course for all new employees. This class provides an introduction to Trident's Quality Management (TQM) (Section II-10, page 6). The College provides sessions for all new employees covering benefits, college policies, the workplace environment and sexual harassment prevention. Additionally, the College conducts New Supervisor training, which includes sessions on budget management, employee evaluations, TTC's Affirmative Action plan, and management skills and techniques. All new faculty take part in a one-semester "Orientation and Pedagogy" course during their first year at the College. Coordinated by the Assistant Vice President of Instruction, this course includes sessions on academic advising, classroom management and learning resources as well as an orientation to instructional support services. New instructors receive a one-course release from their regular teaching loads to participate in this program. During 2005-06, the 22 new members of the faculty participated in this course.

- **Development.** Two professional development centers design and provide training to faculty and staff. There are two principle goals for these classes: 1) enhancing employee job skills and productivity, and 2) enabling

faculty and staff to carry out strategic initiatives. With a full-time staff of seven, the Information Technology Training Center provides classes, demonstrations and personal assistance to all faculty and staff on the use of all college technical applications. The Center for Teaching Support, staffed by a full-time curriculum development specialist and an instructional multi-media developer, provides training and assistance for faculty in pedagogy, course development, and distance learning technology applications. During 2005-06, these centers supported 905 course enrollments.

The College has created a library of resources that preserves organizational knowledge (Table III-4.7-9). All of these resources are available either online or through shared servers.

Organizational Knowledge Resources	
Resource	**Information**
Faculty Handbook	Academic Calendar General Faculty Responsibilities Instruction Working with Students Support Services
Advising Handbook	Advising and Registration Testing and Course Placement Administrative Database Procedures Advanced Standing Credit
Employee Handbook	Employee Programs Work Place Laws and Procedures Employee Benefits Leave Regulations Employee Evaluation Process
FactBook	General Information Enrollment/Program Enrollment Graduates/Graduate Placement Faculty and Staff Demographics
Emergency Plan	Concept of Operations Types of Emergencies Emergency Communications Specific Duties During Emergencies
TTC Website	College Catalog TTC Policies and Procedures Organizational Chart Links to other documents

Table III-4.7-9

5.1 How do you organize and manage work to enable faculty and staff to develop and utilize their full potential, aligned with the organization's objectives, strategies, and action plans? How do you evaluate and improve your organization and HR processes?

The College's organizational structure is well-aligned with its strategic and operational goals. All college operations are the responsibility of seven administrative divisions, and each division supports at least one of the seven operational goals. In addition, TTC has four strategic goals – Accessibility, Stewardship, Community Prominence and Engagement – which are institution-wide efforts that cross divisional boundaries (Table III-2.4-5, page 17). Each administrative division has primary responsibility for some of the strategic initiatives that support these four goals. Table III-5.1-10 lists administrative divisions and the 2005-06 operational goals and strategic initiatives each one supports.

TTC Administrative Divisions			
Division	**Operational Goals**	**Strategic Goals**	**Strategic Initiatives**
President's Office	▪ Management Systems ▪ Communication	Stewardship	▪ Decision Making ▪ Organizational Efficiency
		Engagement	▪ Improved Communication ▪ Employee Development
Academic Affairs	▪ Education	Accessibility	▪ Flexible Student Scheduling ▪ Student Preparation
		Community Prominence	▪ Curriculum
		Engagement	▪ Student Retention ▪ Faculty Development
Continuing Education and Economic Development	▪ Education	Community Prominence	▪ Collaboration ▪ Curriculum
Student Services	▪ Student Success	Accessibility	▪ Diversity
		Engagement	▪ Student Development
Finance and Administration	▪ Human Resources ▪ Physical Resources ▪ Financial Resources	Accessibility	▪ Capital Improvements
		Engagement	▪ Campus Environment ▪ Faculty and Staff Diversity
Information Technology	▪ Management Systems ▪ Physical Resources	Stewardship	▪ Use of Technology
Advancement	▪ Communication ▪ Financial Resources	Stewardship	▪ Alternative Funding
		Community Prominence	▪ Image

Table III-5.1-10

5.2 How do you organize and manage work to promote cooperation, initiative, empowerment, innovation, and your organizational culture?

Trident's Quality Management provides an environment of continuous improvement that encourages employees to work together to solve both acute and chronic problems and empowers faculty and staff at all levels to effect positive change. The College makes use of a number of team and committee structures that cross divisional boundaries (Table III-1.3-3, page 11). These cross-disciplinary teams promote cooperation among divisions and encourage employee innovation as faculty and staff from different divisions work together to solve college problems.

5.3 How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations?

As in many large organizations, effective communication is a significant challenge for TTC. Results of the 2001 Climate Survey indicated that the faculty and staff viewed internal communication as a significant weakness for the College. In response, Quality Council convened the Communication Process Improvement Team (PIT) and charged it with identifying communication gaps and recommending solutions. The College has implemented several of this team's recommendations, including Outlook Public

Folders (see bullet below), the Staff Communication Committee, and Monday Edition, a weekly, electronic, internal newsletter for all faculty and staff. Results of the 2004 Climate Survey indicate improvement in the effectiveness of internal communication. TTC continues its efforts; "Improved Communication" is one of the strategic initiatives for the 2005-10 strategic plan.

The College uses multiple methods to effectively share institutional knowledge and best practices with its employees. Chief among these methods are the website, Microsoft Outlook public folders and professional development centers.

- **TTC Website.** The College maintains a "Faculty/Staff Resources" page on its website with links to key information including the TTC Emergency Plan, the Employee Handbook, the TTC Organizational Chart, a Faculty/Staff Directory, as well as many others. The Faculty/Staff Resources page may be viewed at http://www.tridenttech.org/1268.htm.

- **Outlook Public Folders.** As a result of the Communication PIT, Quality Council charged an *ad hoc* team with the task of making work-related information accessible to all employees. The team designed an Outlook Public Folders framework that is intuitive, easily navigable, and effective in providing critical college information to employees at their workstation. Employees can also access these folders through Outlook Web Access when they are away from their desktop computer.

- **TTC's Professional Development Centers.** The Information Technology Training Center (ITTC) and Center for Teaching Support (CTS) provide hands-on training for effective use of technology both in and out of the classroom. The activities of these centers are described more fully in Section III, Category 4.7 (page 23).

5.4 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?

The College uses the Faculty Performance Management System (FPMS) and Employee Performance Management System (EPMS) developed by SBTCE. These instruments provide the College with a method for employee evaluation that is regular and flexible and promotes good communication between employees and their supervisors.

In the first step of the annual FPMS/EPMS cycle, the supervisor develops a planning stage, which identifies job duties and expected levels of performance. The employee, the supervisor and a reviewer (typically the supervisor's supervisor) review and agree to the job duties. At the end of the assessment period, supervisors use this planning stage as a framework to complete the evaluation of the employee's work. Supervisors note employee strengths and weaknesses and identify areas for improvement, including how the College can contribute to this improvement. The Director of Employee Relations has the responsibility for assuring that all employee evaluations are completed as scheduled.

TTC frequently uses the FPMS/EPMS instrument to aide in the achievement of strategic initiatives. For example, in 2003, the College included a customer service initiative in the annual strategic plan. Since that year, all employees' FPMS/EPMS instruments have included success criteria related to customer service. Another example is the College's initiative to evaluate student learning. The FPMS for all academic deans includes an objective related to completing their programs' curriculum assessment plans.

5.5 How do you accomplish effective succession planning? How do you manage effective career progression for all faculty and staff throughout the organization?

To prepare for the anticipated retirement of a number of senior administrators, the College promoted several leadership development programs in the last several years, including the South Carolina Technical College Leadership Academy, the South Carolina Executive Institute, Leadership South Carolina, and Leadership Charleston.

The College encourages all employees to further their education and model lifelong learning by providing financial assistance for tuition and books through the TTC Foundation and by allowing flexibility in work schedules, when possible. Each employee may receive assistance from the Foundation for up to five credit courses at other institutions and for three TTC courses each year. For TTC courses, employees receive full tuition plus any required textbooks; the assistance for courses taken at other institutions is $200.00 per course.

5.6 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? How do you encourage on the job use of new knowledge and skills?

Quality Council develops and produces an annual Professional Development (PD) Day, providing onsite development opportunities to all faculty and staff. Each year, Quality Council chooses a theme for this day, in alignment with one of the strategic initiatives. Table III-5.6-11 lists recent PD Day themes and the initiatives they supported. The 2006 PD Day provided 55 sessions to the 366 attendees. Quality Council conducts a survey of PD Day participants to evaluate the effectiveness of this activity, and uses the results of these evaluations in the design of the next year's program.

Professional Development Day Themes		
Year	Theme	Strategic Initiative
2006	Experiencing Your Best Life Now	Employee Development
2005	A Holistic Approach to Managing Your Personal and Professional Life	Organizational Efficiency
2004	Cohesive Communication	Internal Communication
2003	Balancing Work and Life	Datatel Implementation
2002	Get With the Program	Datatel Implementation

Table III-5.6-11

Vice presidents identify training and development activities appropriate for their individual divisions. For example, the 2003 Student Satisfaction Survey indicated TTC students were dissatisfied with the customer service provided by departments in the Student Services division. The Vice President for Student Services instituted a customer service program for all employees in her division. The 2005 Student Satisfaction Survey showed marked improvement in the customer service scores for these departments.

In addition, the College maintains two professional development centers, the Information Technology Training Center and the Center for Teaching Support, that provide training, documentation and support for best practices in the workplace and the classroom. (Section III, Category 4.7, page 23)

5.7 How do you motivate faculty and staff to develop and utilize their full potential?

One of TTC's institutional values is "A faculty and staff dedicated and committed to serving diverse student and community needs." College employees are motivated by the desire to help students reach their educational goals. The College provides an environment that supports and fosters this motivation. College leaders encourage employees to think creatively, solve problems, and experiment in order to discover new and better ways to achieve the College mission. An excellent example is TTC's Clemente course. Developed by faculty in the Division of Humanities and Social Sciences, this free, college-level humanities course is offered to disadvantaged people in the Charleston area, in the hope that a study of classical literature, philosophy, art, and history can offer a way out of poverty through intellectual freedom. TTC faculty and staff have rallied around this project, holding fund-raisers to continue the program's support, forming the Clemente Players theater troupe and serving as mentors to Clemente students.

5.8 How do you maintain a safe, secure, and healthy work environment? (Include your workplace preparedness for emergencies and disasters.)

TTC recognizes that a healthy and safe environment is essential to effective operations.

- **Security.** TTC's Public Safety Department provides round-the-clock law enforcement protection for the campus community. All 22 public safety officers are certified by the South Carolina Criminal Justice Academy and commissioned by the South Carolina Law Enforcement Division. The department encourages the faculty and

staff to be partners in keeping the campus safe. Officers teach Rape Aggression Defense and Refuse to Be a Victim classes, provide safety orientations to new employees and man a "Safety Booth" at the Holiday Drop-in. Clery Act data provide evidence of the effectiveness of this department and the safety of the campus environment.

- **Safety.** The Environmental Health, Safety and Security Committee also helps to promote the safety and security of the campus community. The chair of this committee, the Safety and Environmental Program Manager, oversees TTC's environmental, health and safety programs and keeps them current. She is assisted by the academic laboratory and shop managers and physical plant personnel who have local oversight of the hazardous materials safety and disposal program.

  In 2005, the College created the TTC Pandemic Task Force, a cross-divisional group of faculty and staff with expertise in health, communication, and public safety. The President's Cabinet charged this task force to research this threat, to evaluate the College's risk and to develop a plan for the response to such an emergency.

  TTC's Emergency Plan (http://www.tridenttech.org/Website_Emergency_Plan.pdf) provides operational guidelines for the College in virtually every conceivable emergency. The College regularly tests its emergency communication tree. The College evaluates its Emergency Plan annually in May in preparation for the hurricane season. The Director of Marketing updates the emergency communication plan quarterly.

- **Health.** The College promotes employee wellness through a number of programs and policies. Annually, TTC provides low cost health screenings to all employees, and Quality Council includes wellness programs in the Professional Development Day. To promote the health of both employees and students, the College has made all campus buildings smoke free areas. Furthermore, TTC understands that difficulties in an employee's personal life may affect job performance. In order to provide employees with a system to effectively deal with these situations, the College provides an Employee Assistance Program. The College has contracted with SAVE, Inc. (Strategies to Assist Valued Employees), a service specializing in workplace counseling, to provide its employees with a confidential, comprehensive and free resource for resolving personal issues. Because many personal issues start in the home, the service is also available to employees' families.

5.9 What assessment methods and measures do you use to obtain information on faculty and staff well-being, satisfaction, and motivation?

Quality Council uses the TTC Climate Survey to regularly assess the satisfaction and morale of the faculty and staff. This tool provides feedback on employees' satisfaction with their jobs, their supervision and their training and education opportunities. In addition, the survey allows employees to asses the College's climate, communication and continuous improvement efforts.

In addition to this survey, the College provides formal channels for listening to its faculty and staff through the President's Open Line Luncheons, the Academic Affairs Committee and the Staff Communications Committee.

5.10 How do you use faculty and staff satisfaction assessment findings to identify and determine priorities for improvement?

Since 2000, Quality Council has used results of Climate Surveys to determine which college processes are in critical need of improvement. In the past five years, Quality Council has initiated several continuous improvement projects based on Climate Survey results, including a customer service training program, internal and external customer satisfaction surveys, and a Communications Process Improvement Team.

6.1 How do you determine, and what are (list) your key learning-centered processes that deliver your educational programs, offerings, and student services?

The mission of Trident Technical College is to provide quality education and promote economic development in our service area. In support of this mission, the College has defined key learning processes as those that lead directly to student success in the classroom. These processes include curriculum design; instruction and course delivery; and academic advising and registration.

6.2 How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key learning-centered process requirements?

TTC solicits the input of key members of the College community to determine expectations, requirements and College progress on its learning centered processes.

- **Curriculum Design.** As members of academic program advisory committees, TTC's business and industry partners provide advice to program managers on industry trends and emerging technologies. The College conducts a needs analysis before developing any new associate degree program, surveying service area businesses on their current and future staffing needs. Program managers and faculty use this input to design new programs and improve existing curricula. TTC's Curriculum Committee, a committee of faculty representing all academic divisions, reviews these proposals. Continuing Education and Economic Development managers work directly with business representatives to create custom training and education programs to meet their companies' needs.

- **Instruction and Course Delivery.** The students are the customers of the instruction and course delivery processes; therefore, the input from students is most valuable for assessing the requirements for these processes. The College regularly solicits input from students through the Student Evaluation of Course and Instructor (SECI) instrument. The College administers the SECI for all faculty and all course sections each fall and spring and for new faculty and sections selected by academic deans in the summer term. Additionally, the President's Cabinet meets nine times each academic year with Student Cabinet, the officers of the 39 student organizations. This group makes requests for both general and specific improvements in instruction and course delivery. Finally, TTC receives input from area high schools regarding instruction and course delivery for the Dual Credit program. The Director of High School Programs works directly with area high school guidance counselors to assess the needs of this student group.

- **Advising and Registration.** Students, faculty and staff are the key users of the advising and registration processes. Students provide input on these processes through the Student Satisfaction Survey and the Entering Student Survey. The College implemented a cross-divisional Registration Advisory Committee in 2004 to address critical problems in database system performance and customer service. This group now provides a vehicle for gathering input from faculty and staff on the registration process.

6.3 How do you incorporate organizational knowledge, new technology, cost controls, and their efficiency and effectiveness factors, such as cycle time, into process design and delivery?

TTC's 2005-06 Strategic Plan demonstrates that the College implements technology solutions to improve employee productivity and implement cost controls for all college processes. During the past three years, TTC faculty and staff implemented several changes in the learning-centered processes that implement new technologies.

- **Curriculum Design**. The Center for Teaching Support provides assistance to faculty in implementing new technology into academic program curricula. During 2005-06, the center assisted faculty in developing or revising 80 online courses.

- **Instruction and Course Delivery.** The College incorporates multiple technologies in its instruction and course delivery processes. Instructors use cutting edge instructional technologies to deliver course material in new and meaningful ways. The College delivers courses online, via instructional TV, and through mixed mode, which combines online and traditional delivery modes.

- **Advising and Registration.** In 2004, the College implemented an online academic program evaluation tool which allows the student and his academic advisor to audit progress toward a degree. This tool provides a "what if" function, which allows students to investigate the effect of changing their major. The College implemented online course search and registration functions in 2002. The Registration Advisory Committee has made several recommendations which have allowed the College to more effectively manage its computing resources during peak registration times.

6.4 What are your key performance measures or indicators used for the control and improvement of your learning-centered processes? How do you ensure these processes are used? How does your day-to-day operation of these processes ensure meeting key performance requirements?

The College has identified the key performance indicators for its learning-centered processes and developed regular, systematic evaluations for each of these. Table III-6.4-12 identifies these evaluation processes, cycles and performance indicators.

Learning-Centered Process Evaluation			
Process	**Evaluation Method**	**Evaluation Cycle**	**Key Performance Indicators**
Curriculum Design	Curriculum Assessment Plans	Every two years	Student Learning Outcome measures
Instruction and Course Delivery	SECI	Every semester	Instructor score
	Enrollment Trends	Every semester	Headcount enrollment by instructional mode
Advising and Registration	Enrollment Trends	Every semester	Daily enrollment Online registration activity
	Student Satisfaction Survey	Every two years	Satisfaction with advisor availability Satisfaction with advising process Satisfaction with registration process

Table III-6.4-12

6.5 How do you systematically evaluate and improve your learning-centered processes?

Table III-6.4-12 above shows the evaluation cycle for each learning-centered process.

6.6 What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance?

Key support processes for the learning environment reside in the Division of Student Services. These processes directly support students in the pursuit of their educational goals: admissions, financial aid, academic and placement testing, career and personal counseling and student activities. The division has created a Student Learning Outcomes and Program Effectiveness Committee to provide oversight to the integrated, division-wide assessment of these processes. The division has identified student learning objectives for these processes and programs (Table III-6.6-13, page 31), and evaluates student learning every two years.

Student Services program managers also collect data demonstrating the efficiency and effectiveness of these programs. The division evaluates these performance measures in time frames appropriate to the activity, typically every semester. Additionally, the Student Satisfaction Survey provides valuable information on students' perceptions of and satisfaction with these services. Student Services staff regularly assess the results of all these evaluations to continuously improve their products and services.

Student Learning Outcomes for the Division of Student Services		
Category	**Sub-category**	**Specific Measure (Examples)**
Essential life skills	Personal Responsibility	Student prepares for an academic advising session
	Goal-setting/Decision-making/Critical-thinking	Program participants set short-term goals
	Perseverance	Student demonstrates an understanding of the importance of academic progress
	Financial Responsibility	Student demonstrates an understanding of the Financial Aid application process
Essential social skills	Effective Communication	Student prepares sufficiently for an interview
	Interpersonal Skills	Student demonstrates effective conflict resolution skills
	Civic Mindedness and Diversity Awareness	Student demonstrates cultural diversity appreciation/tolerance
Ethical behavior	Adherence to college, state, and federal legal and ethical requirements	Testing center users practice academic honesty

Table III-6.6-13

In addition to programs that provide support directly to students, the College has identified additional programs and services critical to achieving its mission. These include purchasing, hiring, employee training and support, facilities maintenance, and information technology services. In addition, the College evaluates these processes regularly and incorporates evaluation results into its continuous improvement process.

6.7 How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new education related initiatives?

Principal revenue sources for the College include state and local appropriations, student tuition and fees, and revenue from auxiliary services. The Vice President for Finance and Administration has the responsibility for projecting costs and developing and implementing the institutional budget.

In a recent survey, 51% of TTC students identified affordability as their reason for attending TTC. Decreases in state funding across the last decade threaten this affordability. The College aggressively pursues alternate funding sources in order to keep a TTC education affordable. The Division of Advancement, which oversees and coordinates the fund-raising efforts, was very successful during 2005-06, raising $895,700 in gifts for the TTC Foundation and securing more than $6.6 million in grant funding.

7.1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

7.1.1 Graduation Rate

The College's Performance Funding graduation rate* continues to increase. The 2004-05 data show the fifth consecutive increase in this rate.**

Source: TTC 2005 FactBook

*as defined by SCCHE for indicator 7A for the Technical College System

**2004-05 scores are carried over for the 2005-06 Performance Funding year

Performance Funding Graduation Rate

Performance Funding Year	Rate
1999-00	30.8%
2000-01	34.7%
2001-02	34.9%
2002-03	46.9%
2003-04	48.3%
2004-05	54.1%
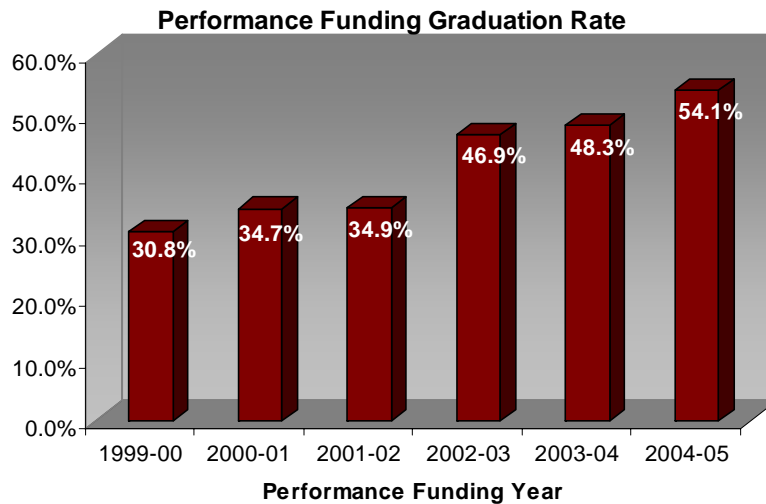
7.1.2 Completions

Although the number of certificates has decreased over the last three years, the number of associate degrees and diplomas the College awarded for 2006 increased by 29% over 2005.

Source: TTC 2005 FactBook

Number of Graduates

	Associate Degrees	Certificates	Diplomas
2004	956	635	113
2005	920	569	113
2006	982	537	127
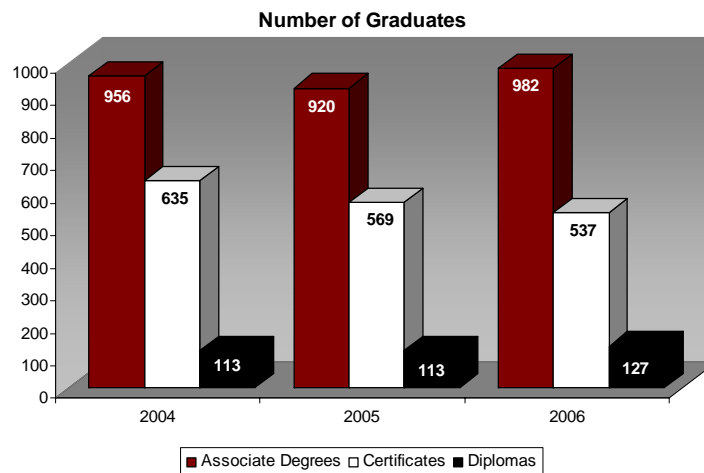
7.1.3 Graduate Placement Rate

The College's graduate placement rate has been comparable to the SBTCE average for the last three years.

Source: TTC 2005 FactBook

Graduate Placement Rates

Legend: SBTCE, TTC

7.1.4 Licensure Exam Pass Rates

At 94.1%, the college licensure exam pass rate is the highest since 1993. The 2005-06 results reflect the efforts of 320 TTC students on 15 different examinations.

Source: TTC Office of Institutional Research

Licensure Exam Pass Rates

Year	Pass Rate
2001-02	90.9%
2002-03	91.5%
2003-04	77.8%
2004-05	88.5%
2005-06	94.1%

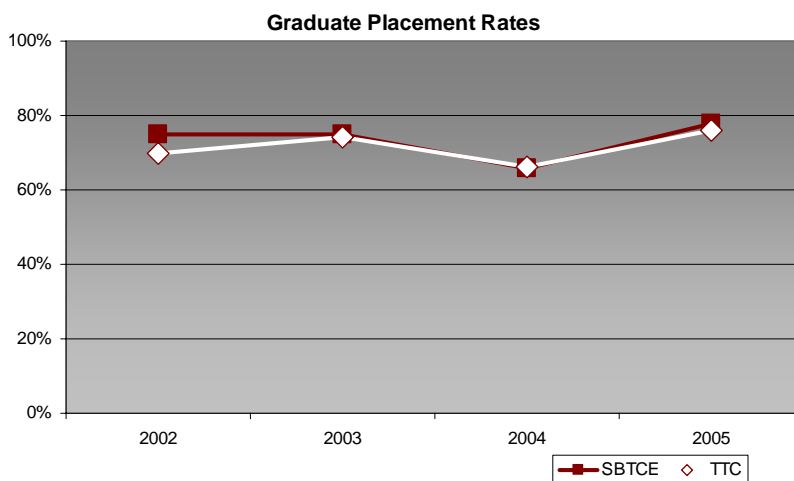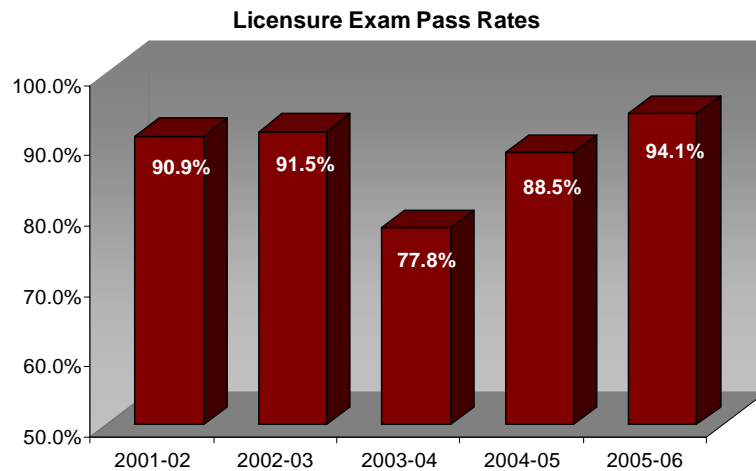## 7.1.5 Retention

The College established target retention rates based on the performance of exemplary peers (see Section III, Category 4.4). The College's Fall to Fall* and Fall to Spring retention rates remain relatively stable. Fall term retention has increased to within one percentage point of the target retention rate of 95%.

Source: TTC Office of Institutional Research

*The 2005-06 Fall to Fall retention rate will be available after October 15, 2006.
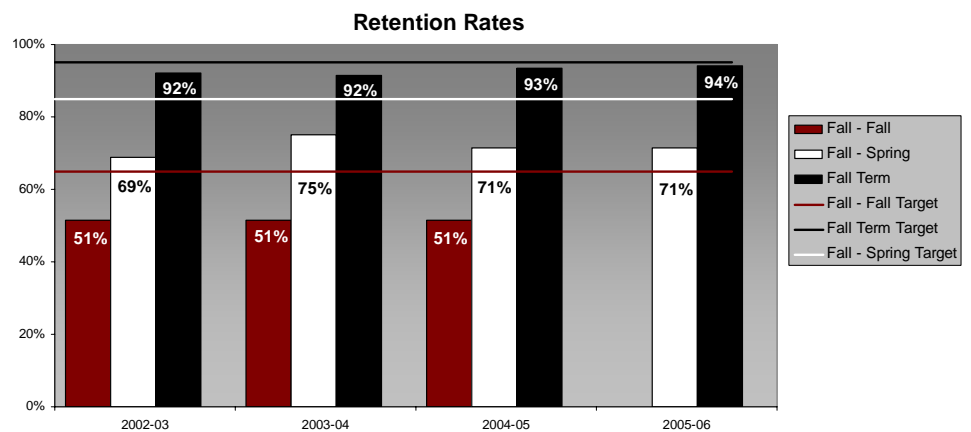
Retention Rates

Year	Fall - Fall	Fall - Spring	Fall Term
2002-03	51%	69%	92%
2003-04	51%	75%	92%
2004-05	51%	71%	93%
2005-06		71%	94%

Legend: Fall - Fall, Fall - Spring, Fall Term, Fall - Fall Target, Fall Term Target, Fall - Spring Target

7.2.1 Student Satisfaction – Accessibility

Student satisfaction rates related to accessibility increased between 2003 and 2005.

Source: TTC Office of Institutional Research

Student Satisfaction - Accessibility

	Availability of courses	Availability of online courses	Financial Aid Assistance	FA Application Process
■ 2003	76%	77%	76%	86%
□ 2005	80%	82%	86%	92%
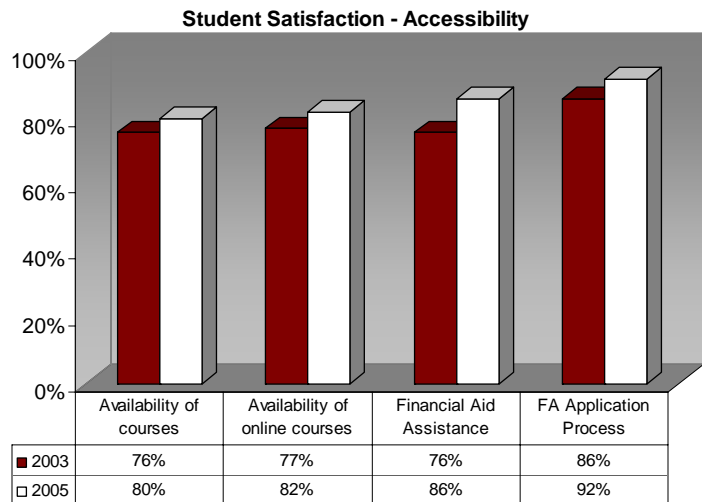
7.2.2 Flexible Student Scheduling – Online Courses

The number of students taking online courses continues to increase. In Fall 2005, almost one out of every five TTC students enrolled in at least one online course.

Source: TTC Office of Institutional Research

Percentage of Students in Online Courses

Fall Term	Percentage
2001	6.8%
2002	9.4%
2003	11.8%
2004	15.3%
2005	19.2%
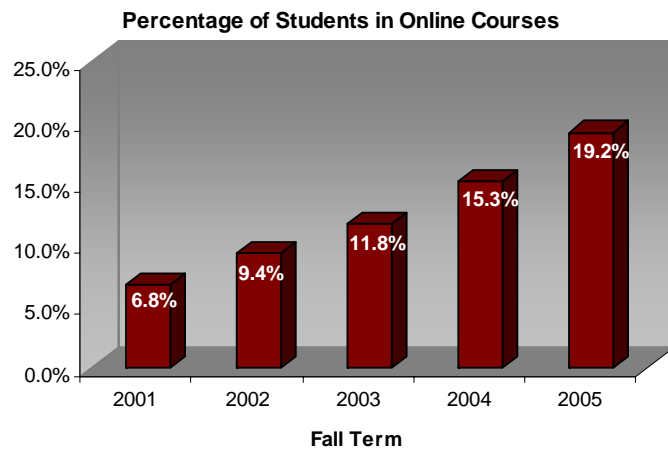
7.2.3 Flexible Student Scheduling – Distance Learning

The College is responding to the community's increased demand for alternatives to traditional classroom instruction. The most popular of these are the online courses, but Course-in-a-Bag, instructional television and mixed-mode courses comprise 36% of TTC's distance learning course offerings.

Source: TTC Office of Institutional Research

Courses Available via Distance Learning

Fall Term	Internet	Other Distance Learning
2002	85	119
2003	123	102
2004	154	107
2005	200	113
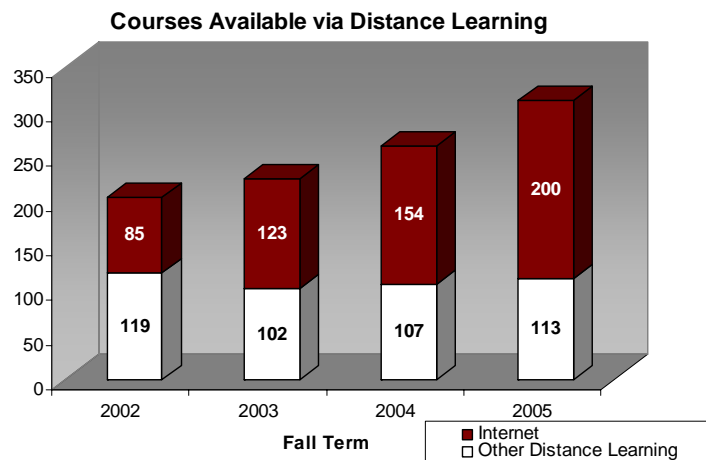
7.2.4 Affordability – Tuition Comparisons

TTC continues to be the best value in higher education in the greater Charleston area.

Sources: TTC Office of Institutional Research, Webster University, College of Charleston, Charleston Southern University, The Citadel* and Limestone College websites.

*Tuition reflects the credit hour fee for the Citadel's College of Graduate and Professional Studies.

Charleston Area Tuition

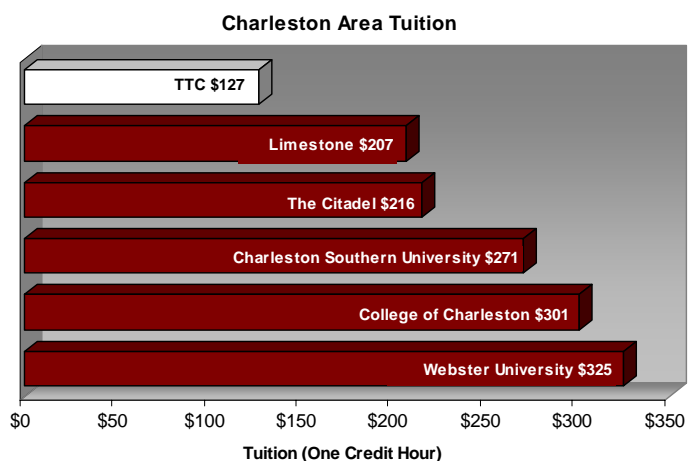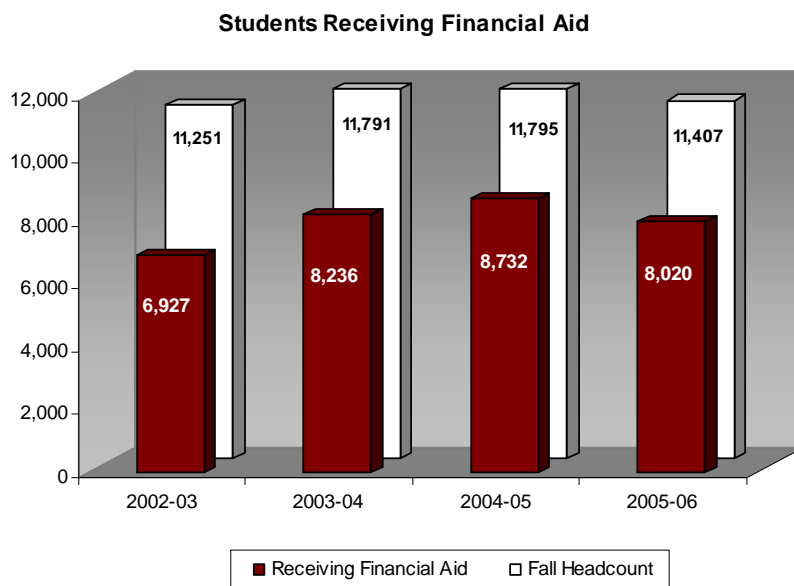| Institution	Tuition
TTC	$127
Limestone	$207
The Citadel	$216
Charleston Southern University	$271
College of Charleston	$301
Webster University	$325

Tuition (One Credit Hour)

7.2.5 Affordability – Financial Aid

In Fall 2005, more than 70% of TTC's 11,407 students received some form of financial assistance.

Source: TTC Office of Institutional Research

Students Receiving Financial Aid

Year	Receiving Financial Aid	Fall Headcount
2002-03	6,927	11,251
2003-04	8,236	11,791
2004-05	8,732	11,795
2005-06	8,020	11,407

7.2.6 Affordability – Lottery Tuition Assistance

The South Carolina Lottery Tuition Assistance (SCLTA) program has been a tremendous asset to the College's students. Since its inception in 2002, the College has seen strong student interest in SCLTA awards each year. This program is a valuable tool for both recruiting and retaining students.

Source: TTC 2005 FactBook

TTC Students with SCLTA

Year	SCLTA Awards	Fall Headcount
2002-03	5,586	11,251
2003-04	6,613	11,791
2004-05	6,933	11,795
2005-06	6,528	11,407
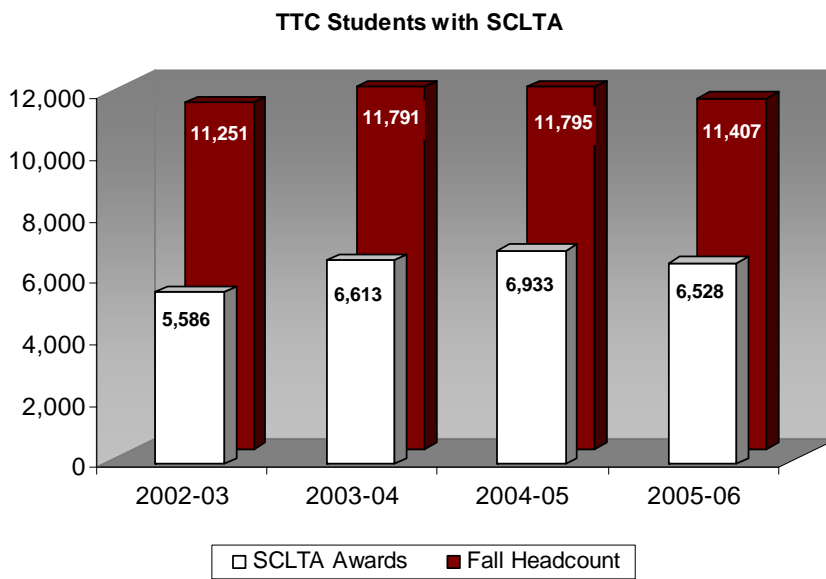
7.2.7 Student Satisfaction – Engagement

TTC students are satisfied with the cultural and academic environment at the College.

Source: TTC Office of Institutional Research

Student Satisfaction - Engagement

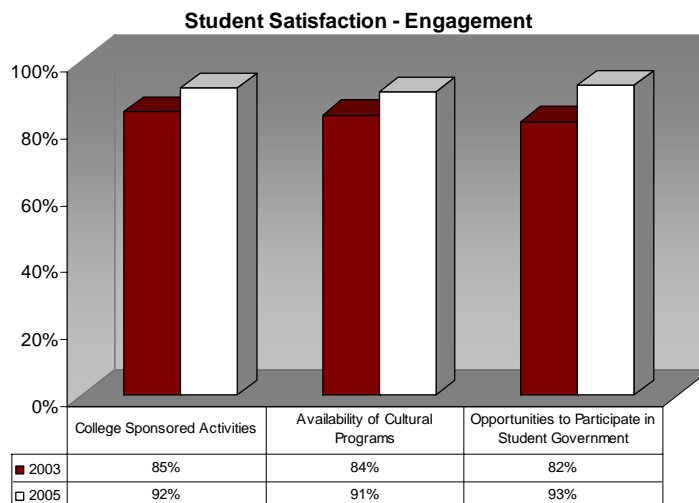|	College Sponsored Activities	Availability of Cultural Programs	Opportunities to Participate in Student Government
2003	85%	84%	82%
2005	92%	91%	93%

7.2.8 Graduate Follow-up Surveys

TTC graduates are consistently satisfied with their education.

Source: TTC Office of Institutional Research

Graduate Satisfaction	
Graduation Year	**% Very Satisfied or Satisfied with TTC Education**
2001-02	97%
2002-03	98%
2003-04	98%
2004-05	97%

7.2.9 Dual Credit Participation

The satisfaction of TTC's high school students and stakeholders is demonstrated in the increasing popularity of the College's dual credit program.

Source: TTC Office of Institutional Research

Number of Dual Credit Students

Fall Term	2001	2002	2003	2004	2005
Number	522	458	557	616	643
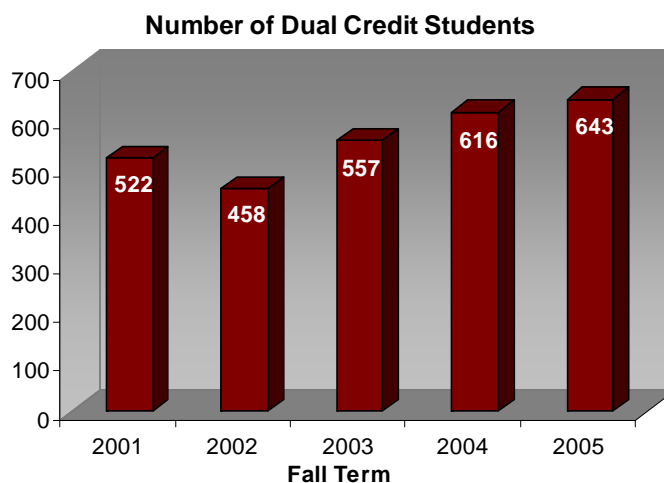
7.2.10 Employer Follow-up Surveys

Employers are consistently satisfied with the technical and personal skills of TTC graduates.

Source: TTC Office of Institutional Research
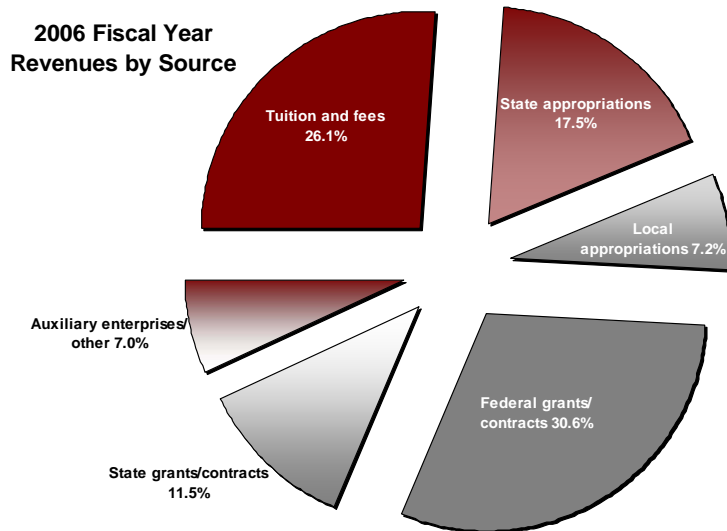
Employer Satisfaction		
Survey Year	**Technical Skills**	**Personal Skills**
2000-01	97%	96%
2001-02	97%	95%
2002-03	96%	96%
2003-04	92%	95%
2004-05	96%	96%

7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

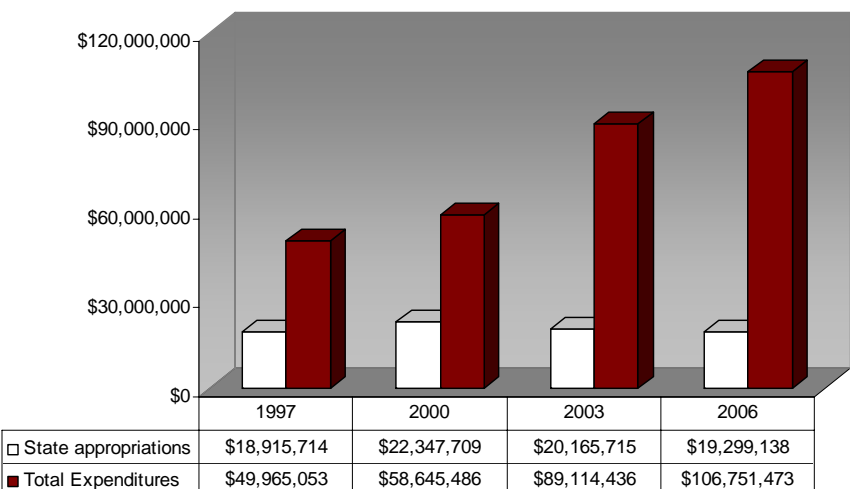|	
7.3.1 Revenues by Source Fiscal year 2006 data show that state appropriations are only 67% of tuition and fees revenues. Source: TTC 2006 Comprehensive Annual Financial Report	**2006 Fiscal Year Revenues by Source** Tuition and fees 26.1% State appropriations 17.5% Local appropriations 7.2% Auxiliary enterprises/ other 7.0% Federal grants/ contracts 30.6% State grants/contracts 11.5%

7.3.2 State Appropriations

The gap between state appropriations and expenditures continues to grow. State appropriations for fiscal year 2006 were 17.5% of all revenues. In fiscal year 1997, state appropriations accounted for 36.9% of the total revenues.

Source: TTC 2006 Comprehensive Annual Financial Report

State Appropriations Compared to Total Expenditures

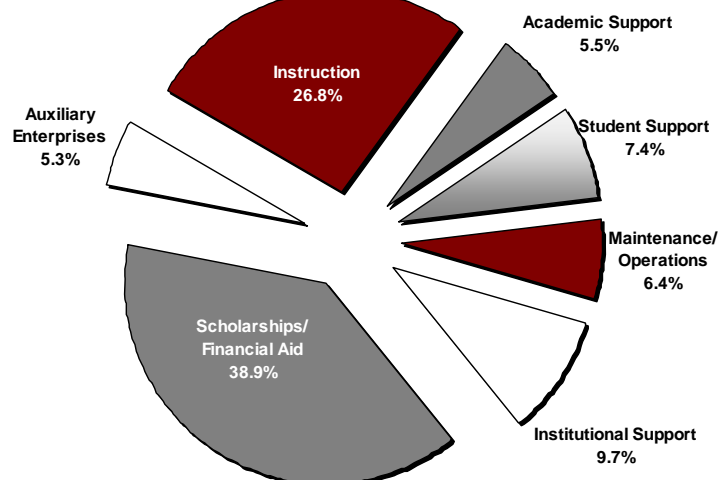|	1997	2000	2003	2006
☐ State appropriations	$18,915,714	$22,347,709	$20,165,715	$19,299,138
■ Total Expenditures	$49,965,053	$58,645,486	$89,114,436	$106,751,473

7.3.3 Expenditures by Function

Instruction is the largest non-scholarship expenditure at TTC.

Source: TTC 2006 Comprehensive Annual Financial Report

Expenditures by Function

Instruction 26.8%
Academic Support 5.5%
Student Support 7.4%
Maintenance/ Operations 6.4%
Institutional Support 9.7%
Scholarships/ Financial Aid 38.9%
Auxiliary Enterprises 5.3%

7.3.4 Alternative Funding – Grants

2005-06 was a record-breaking year for the College's Development Office, securing more than $6.6 million in grant funding.
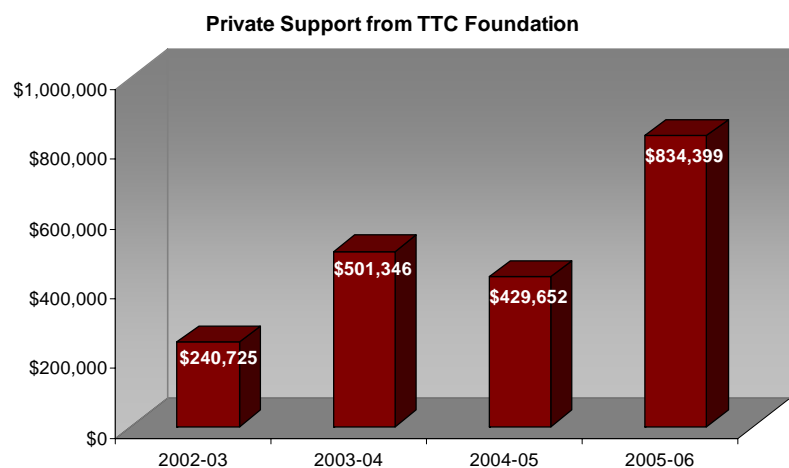
Source: TTC Development Office

Grant Funding

Year	Amount
2002-03	$1,931,405
2003-04	$1,161,958
2004-05	$2,908,082
2005-06	$6,668,435
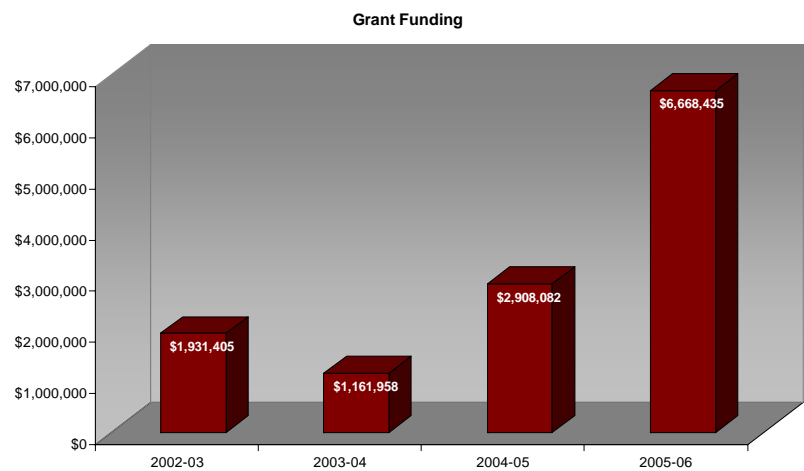
7.3.5 Alternative Funding – Private Support

The TTC Foundation conducted a successful campaign during 2005-06. Giving to the Foundation increased by 94% over the 2004-05 campaign.

Source: TTC Development Office

Private Support from TTC Foundation

Year	Amount
2002-03	$240,725
2003-04	$501,346
2004-05	$429,652
2005-06	$834,399

7.3.6 Capital Improvement Funding

The College was able to complete the Complex for Economic Development Phase Two project by supplementing state funds with federal grants and earmarks, corporate sponsorships and private donations.
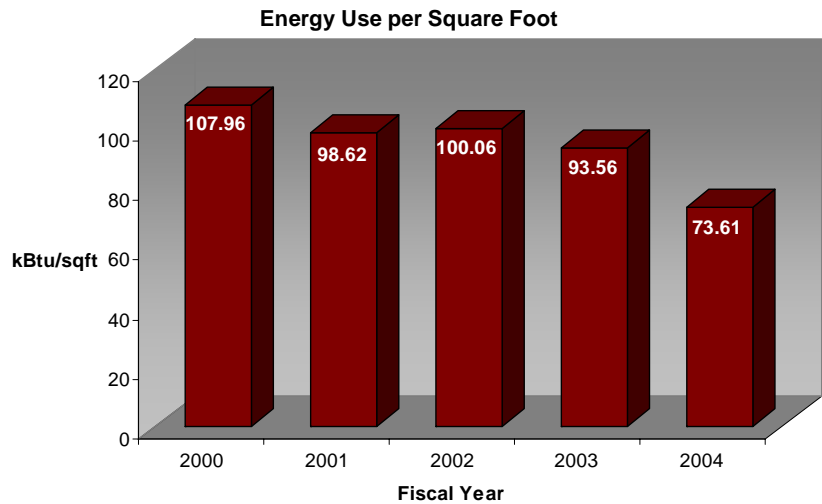
Source: TTC Development Office

Complex for Economic Development Funding
(in millions of dollars)

- TTC $15.1
- Federal $3.6
- Foundation Capital Campaign $3.6
- State $7.3
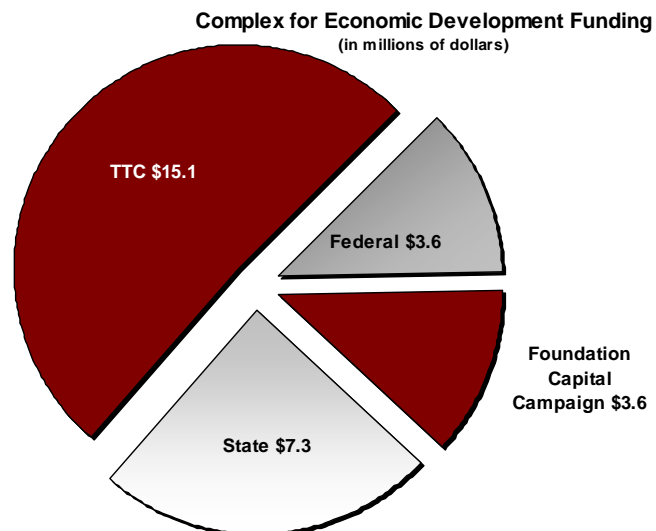
7.3.7 Energy Use

The Facilities Management Department implemented several energy saving initiatives that resulted in reduced energy use.

Source: "Energy Use in South Carolina's Public Facilities," SC Energy Office

Energy Use per Square Foot

kBtu/sqft

Fiscal Year	Value
2000	107.96
2001	98.62
2002	100.06
2003	93.56
2004	73.61

7.3.8 Energy Costs

Reductions in College energy use (7.3.7) resulted in lower energy costs per square foot for the College, in spite of increases in energy prices.

Source: "Energy Use in South Carolina's Public Facilities," SC Energy Office

Energy Costs per Square Foot

$/sqft

| Fiscal Year	Value
2000	$1.60
2001	$1.64
2002	$1.65
2003	$1.71
2004	$1.36
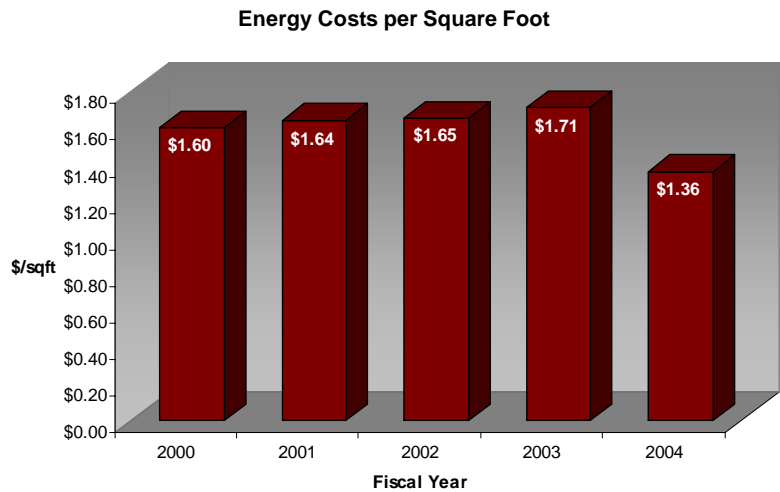
7.4 What are your performance levels and trends for your key measures on work system performance, faculty and staff learning and development, and faculty and staff wellbeing, satisfaction, and dissatisfaction?

7.4.1 Length of Service

One measure of faculty and staff satisfaction is longevity. At the close of fiscal year 2006, 25% of TTC's 580 employees had been working at the College more than fifteen years. An additional 40% of employees had more than five years of service.

Source: TTC Office of Institutional Research

Employee Length of Service
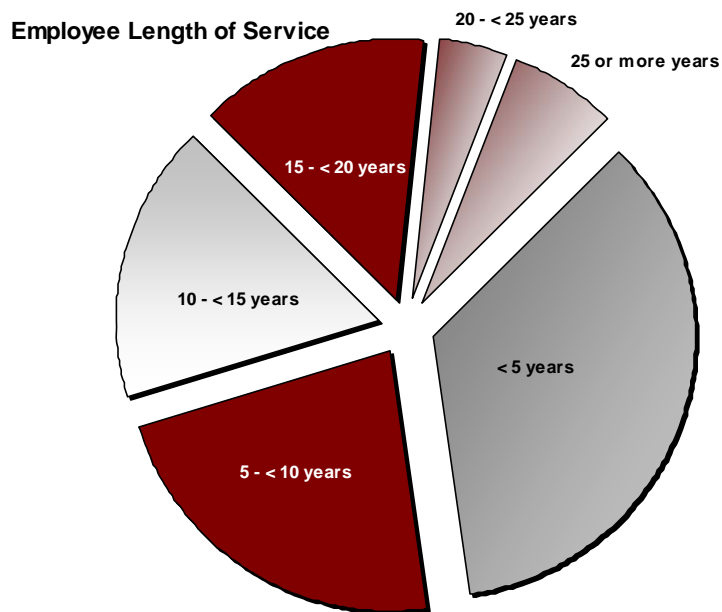
7.4.2 Employee Training and Education

Faculty and staff training provided by the Information Technology Training Center increased dramatically for 2005-06, due in part to new training required for the College's IP telephony.

Source: TTC Office of Institutional Research

Faculty and Staff Training
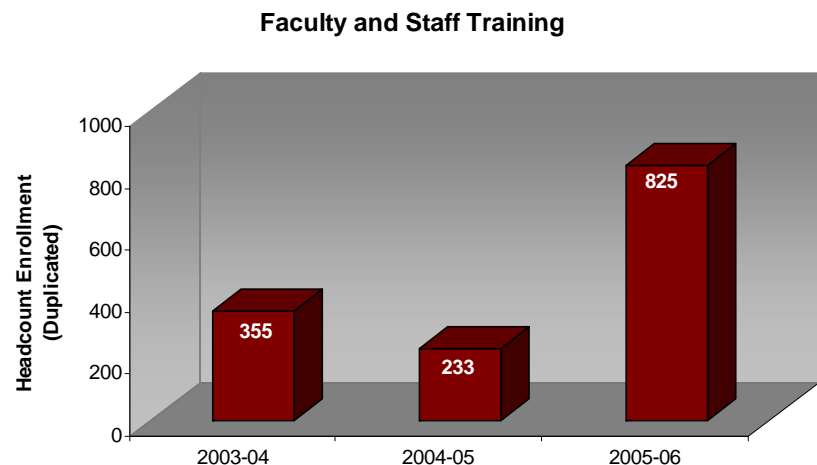
7.4.3 Employee Tuition Assistance

During the 2005-06 academic year, 87 TTC employees earned college credits with financial assistance from the TTC Foundation.

Source: TTC Development Office

TTC Foundation Tuition Assistance
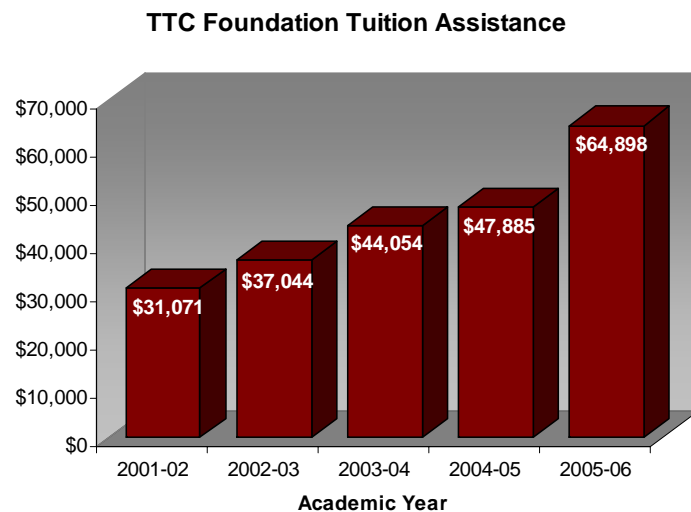
7.4.4 Climate Survey – Job Satisfaction

Key measures of overall employee job satisfaction increased from the 2001 Climate Survey to the 2004 Climate Survey.

Source: TTC Office of Institutional Research
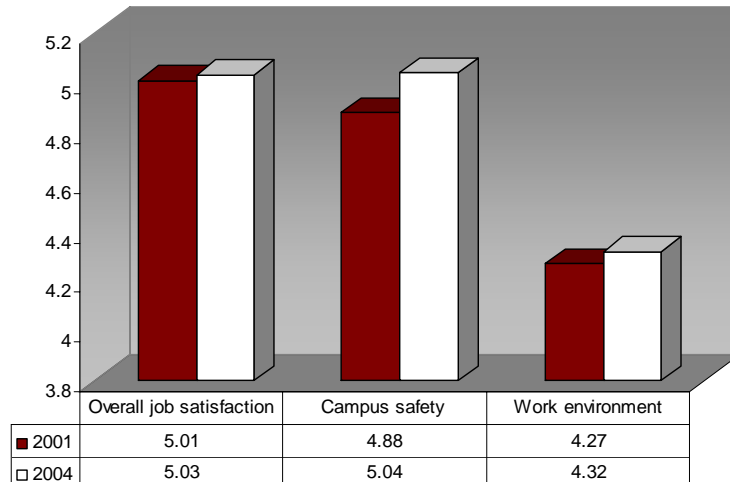
Climate Survey - Job Satisfaction and Work Environment

	Overall job satisfaction	Campus safety	Work environment
2001	5.01	4.88	4.27
2004	5.03	5.04	4.32

7.4.5 Faculty Salaries

Although the average TTC faculty salary has increased for the second year in a row, it is still less than both the national and Southern Regional Education Board averages.

Sources: SC CHE Institutional Performance Ratings
SREB 2005 Fact Book

Average Faculty Salaries

Year	TTC Average	SREB Average	National Average
2001	$41,352		
2002	$41,081		
2003	$40,588		
2004	$42,057	$43,800	$51,300
2005	$43,767		

Legend: National Average, SREB Average, TTC Average
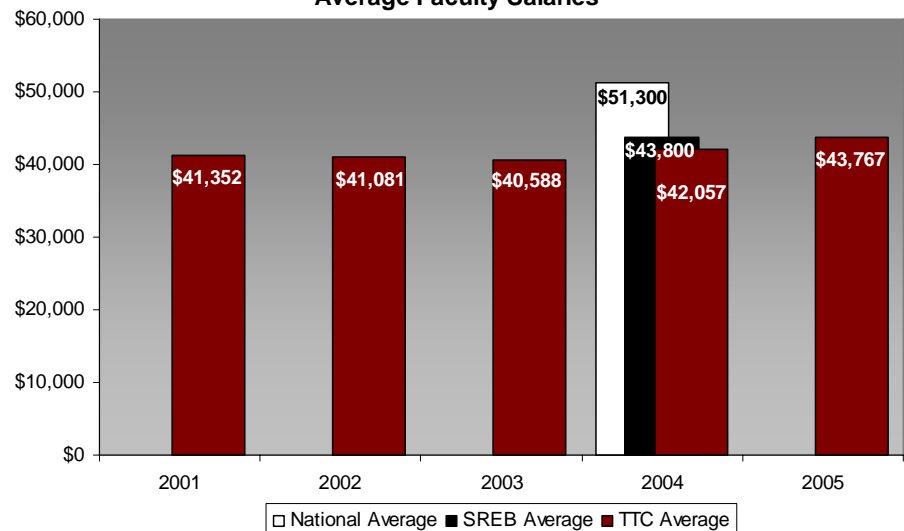
7.4.6 Climate Survey – Facilities

Employee satisfaction with facilities showed moderate increases between the 2001 and 2004 Climate Surveys.

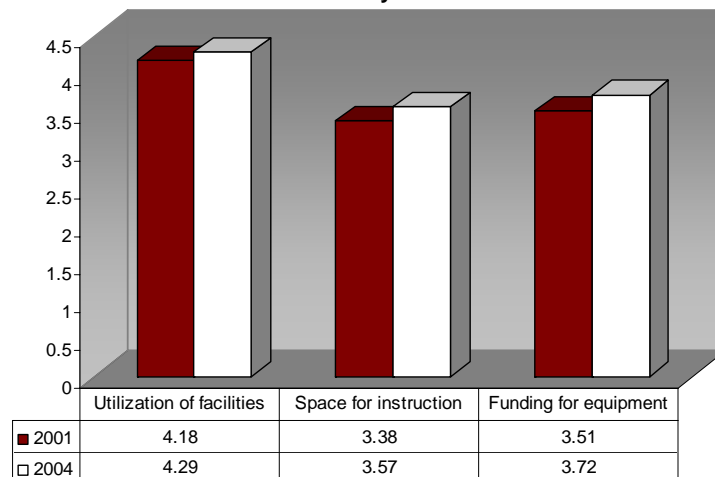Source: TTC Office of Institutional Research

Climate Survey - Facilities

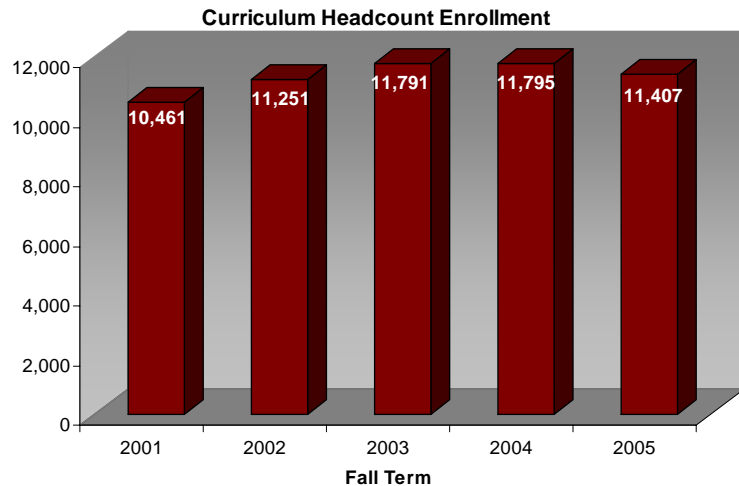|	Utilization of facilities	Space for instruction	Funding for equipment
2001	4.18	3.38	3.51
2004	4.29	3.57	3.72

7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, learning-centered and support process performance (these could include measures related to the following: student performance and development; the education climate; responsiveness to student and stakeholder needs; supplier and partner performance; and cycle time). (Category 6)

7.5.1 Enrollment Trends – Curriculum Headcount Enrollment Fall 2005 curriculum enrollment was down slightly from the previous year, the first decrease in enrollment in 10 years. Source: TTC 2005 FactBook	**Curriculum Headcount Enrollment** 2001: 10,461 2002: 11,251 2003: 11,791 2004: 11,795 2005: 11,407 Fall Term
7.5.2 Enrollment Trends – Full Time Equivalent Enrollment The full time equivalent enrollment trend mirrors that of the curriculum headcount enrollment. Source: TTC 2005 FactBook	**Full Time Equivalent Enrollment** 2001: 6085 2002: 7045 2003: 7436 2004: 7427 2005: 7112 Fall term
7.5.3 Enrollment Trends – Continuing Education Enrollment 2005-06 Continuing Education enrollments showed a 3.1% increase over 2004-05 enrollments. Source: TTC Office of Institutional Research	**Continuing Education** Continuing Education Units 2001-02: 33,320 2002-03: 46,010 2003-04: 51,210 2004-05: 45,184 2005-06: 46,601 Academic Year
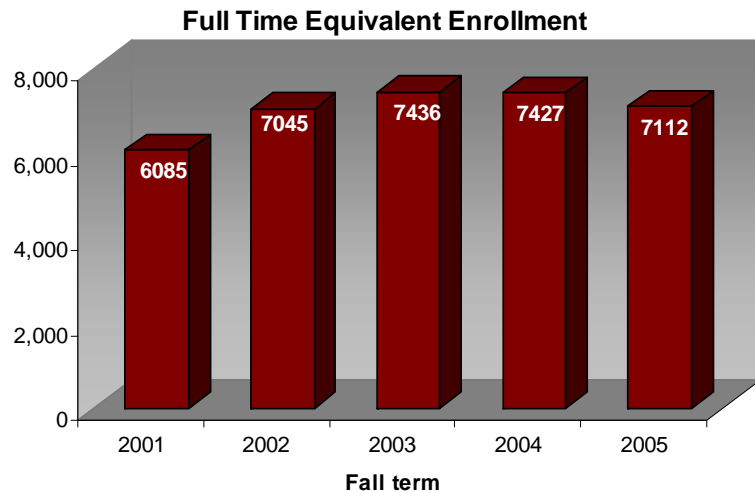
7.5.4 Student Application Processing

Student applications increased for Fall 2005 by 4.4%. TTC implemented an online application process in June 2005.

Source: TTC Admissions Office

Application Trends

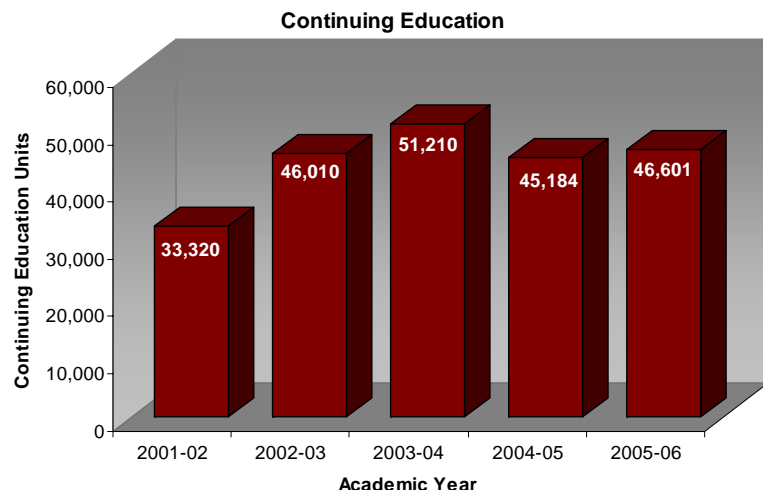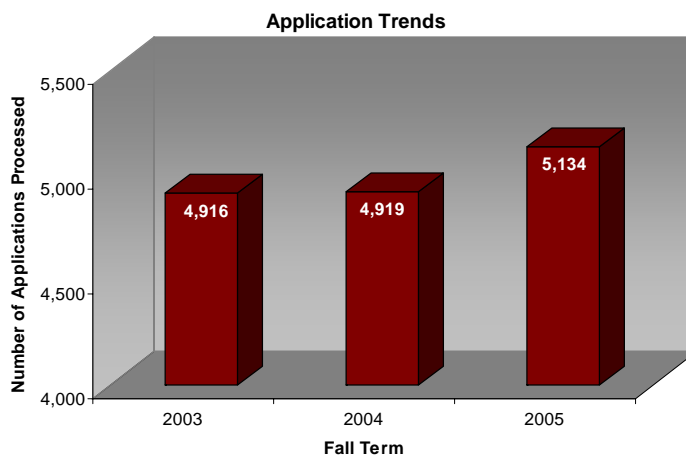| Fall Term	Number of Applications Processed
2003	4,916
2004	4,919
2005	5,134

7.5.5 Student Satisfaction – Admissions Process

Student satisfaction with the admissions process and related processes increased between 2003 and 2005.

Source: TTC Office of Institutional Research

Student Satisfaction - Admissions

	Admissions application process	Process of transferring credits	Assistance provided by the admissions staff
2003	91%	78%	88%
2005	94%	84%	92%
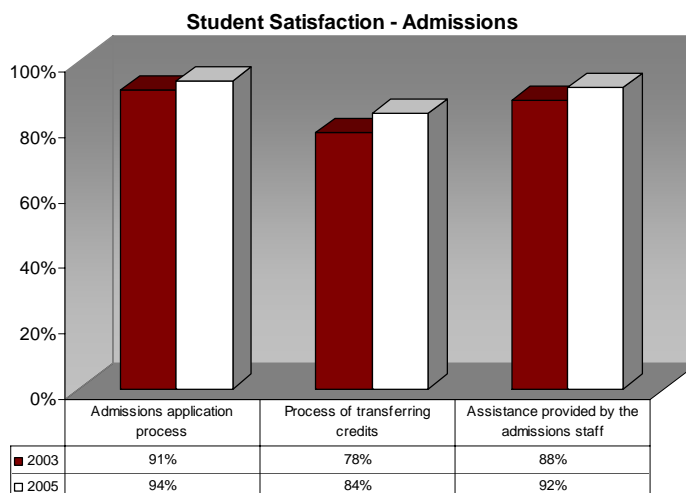
7.5.6 Financial Aid Awarding

Financial aid awards continue to increase.*

Sources: TTC 2005 FactBook
TTC Financial Aid Office

*Financial aid data for 2005-06 are unaudited.

Financial Aid Awarding

	2001-02	2002-03	2003-04	2004-05	2005-06
Fall Headcount Enrollment	10,461	11,251	11,791	11,795	11,407
Financial Aid Awards	10,468	20,853	21,893	22,812	23,161

7.5.7 Student Technology Use

Student use of the college email system continues to increase. During 2005-06, the number of users increased by 17% and the number of logins per user increased by 21%. Email provides the College a low-cost, efficient method for communicating with students and engaging them in the learning environment.

Source: TTC Division of Technology

Average Student Email Users per Month

Academic Year	Unique Users
2003-04	6,946
2004-05	8,691
2005-06	10,233

Average Logins per User

Academic Year	Logins
2003-04	8.59
2004-05	10.07
2005-06	12.23
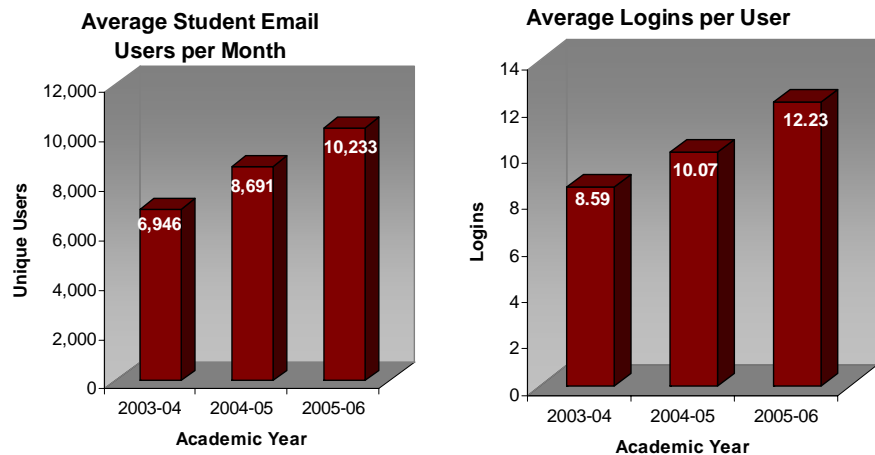
7.5.8 Online Registration

Online registration has increased the efficiency of the College's registration process and is popular with students. Students must complete three credits in order to establish eligibility to register online.

Source: TTC Office of Institutional Research

Online Registration

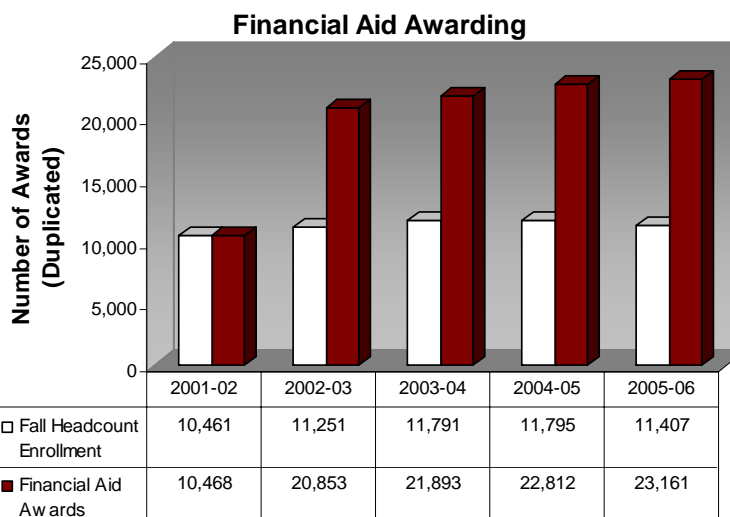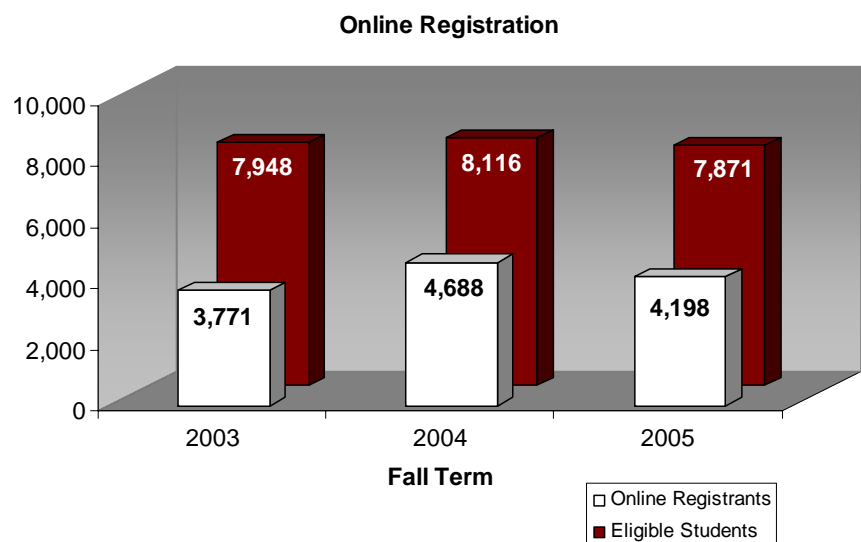| Fall Term	Online Registrants	Eligible Students
2003	3,771	7,948
2004	4,688	8,116
2005	4,198	7,871

7.5.9 Student Satisfaction – Advising and Registration

Student satisfaction with the advising and registration processes showed small gains between the 2003 and 2005 Student Satisfaction Surveys.

Source: TTC Office of Institutional Research

Student Satisfaction - Advising and Registration

	Advisor Availability	Advisor Assistance	Online Registration	On campus Registration
2003	82%	81%	91%	86%
2005	84%	82%	94%	93%
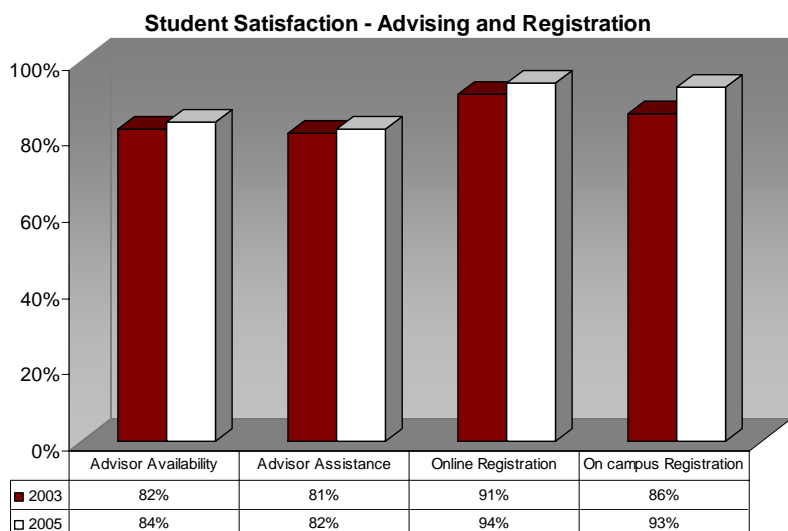
7.5.10 Advisory Committees

The increasing participation in TTC's 41 advisory committees is evidence of the value the College places on business and industry input.
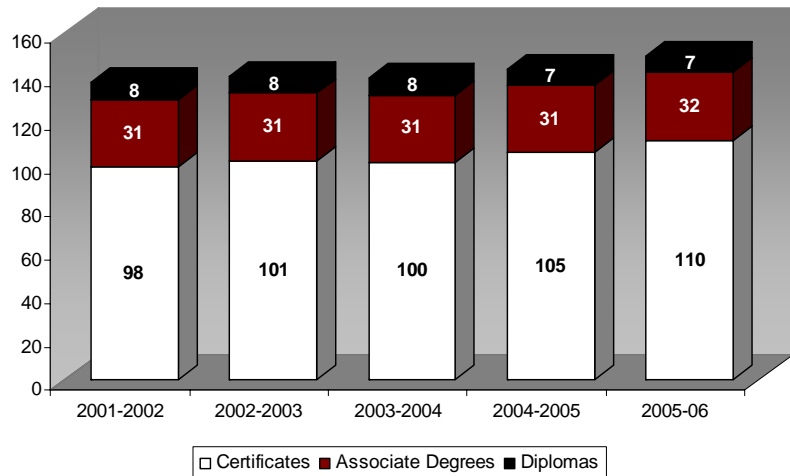
Source: TTC Development Office

Advisory Committee Membership

Number of Members

Year	Members
2001-02	426
2002-03	421
2003-04	455
2004-05	460
2005-06	485
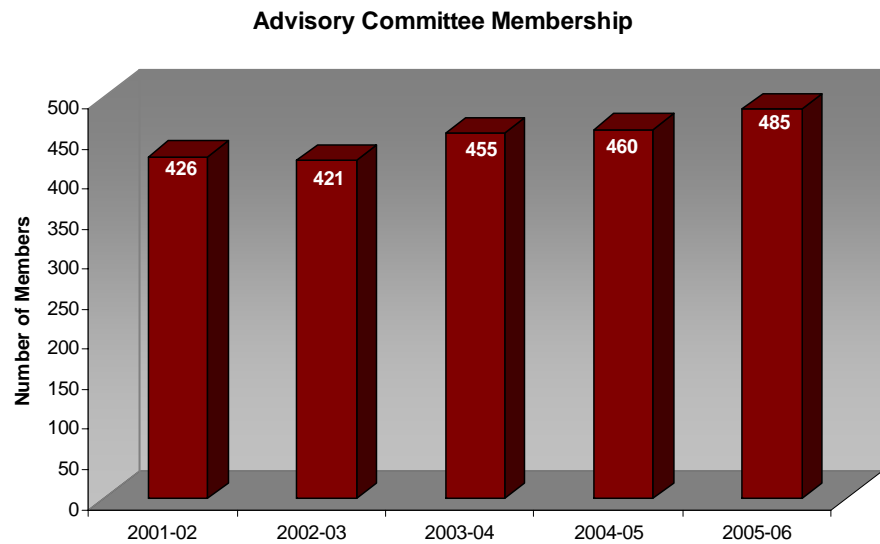
7.6 What are your performance levels for your key measures related to leadership and social responsibility: (Category 1)

7.6.1 Curriculum Offered

TTC continues to develop and offer new academic programs that meet the economic development needs of its service area. The College offered 149 academic programs during 2005-06.

Source: TTC 2001-02, 2002-03, 2003-04, 2004-06 and 2005-06 catalogs

Academic Programs

	2001-2002	2002-2003	2003-2004	2004-2005	2005-06
Diplomas	8	8	8	7	7
Associate Degrees	31	31	31	31	32
Certificates	98	101	100	105	110

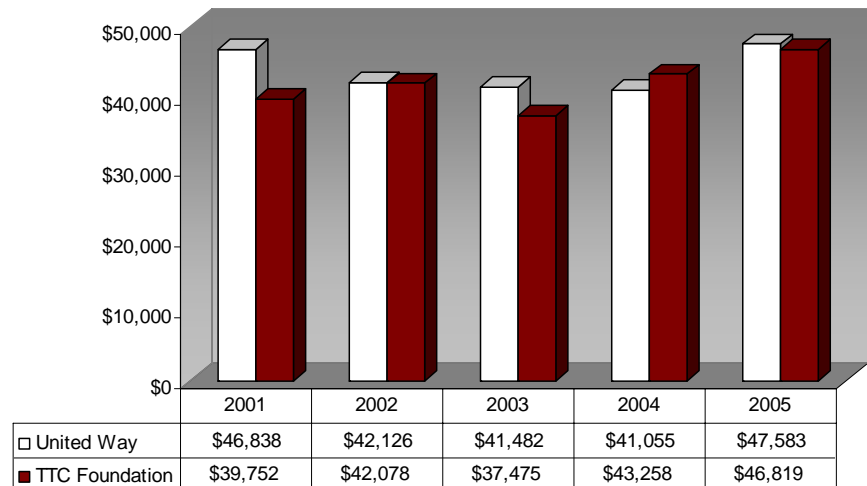☐ Certificates ■ Associate Degrees ■ Diplomas

7.6.2 Faculty and Staff Giving

2005-06 was a record-breaking year for both the TTC Foundation Campus Campaign and the Trident United Way Internal Campaign.

Sources: TTC Office of the President
TTC Development Office

Faculty and Staff Giving

|	2001	2002	2003	2004	2005
☐ United Way	$46,838	$42,126	$41,482	$41,055	$47,583
■ TTC Foundation	$39,752	$42,078	$37,475	$43,258	$46,819

7.6.3 Student Organizations

The number of student organizations at the College continues to increase. All of TTC's organized student groups are service organizations.

Source: TTC Student Activities Office

Student Organizations

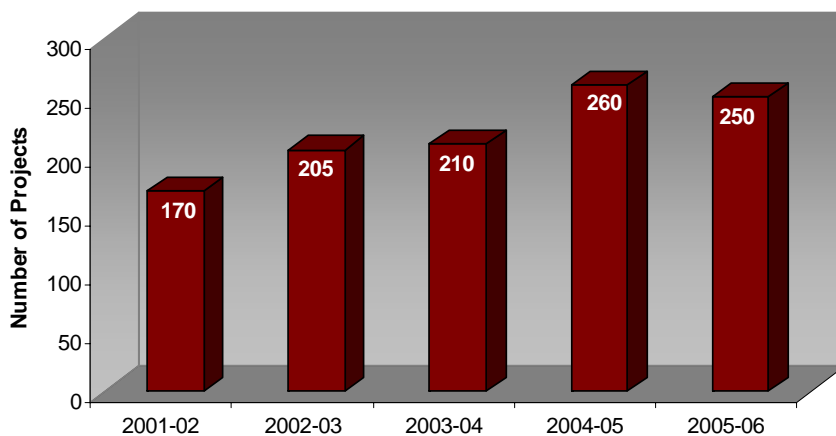|	2001-02	2002-03	2003-04	2004-05	2005-06
Number of Organizations	33	36	38	38	39
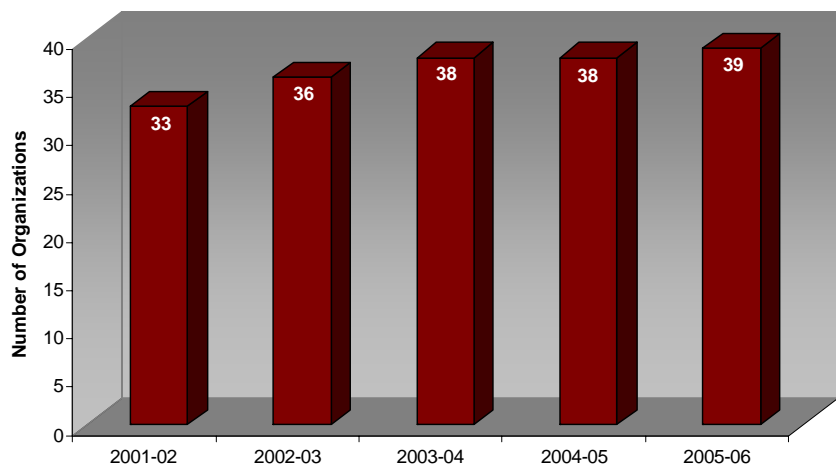
7.6.4 Student Organization Service Projects

TTC's student organizations completed 250 service projects with 5,500 student volunteer hours during 2005-06,

Source: TTC Student Activities Office

Student Organization Service Projects

7.6.5 Student Diversity
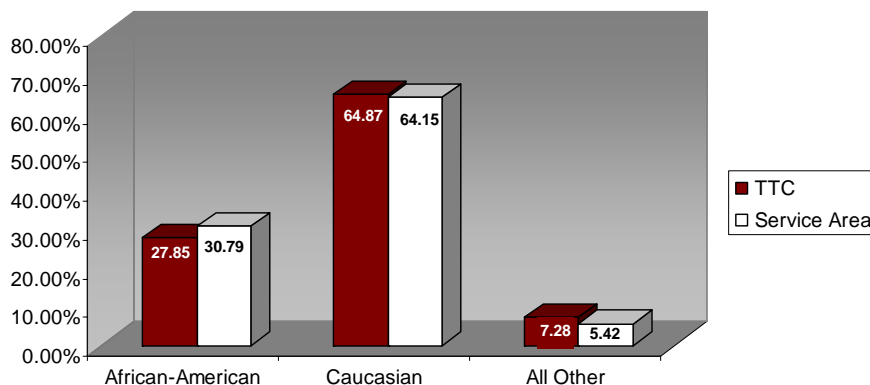
The ethnic diversity of TTC's student population mirrors that of the College's service area.

Sources: TTC 2005 FactBook
U.S. Census Population Estimates
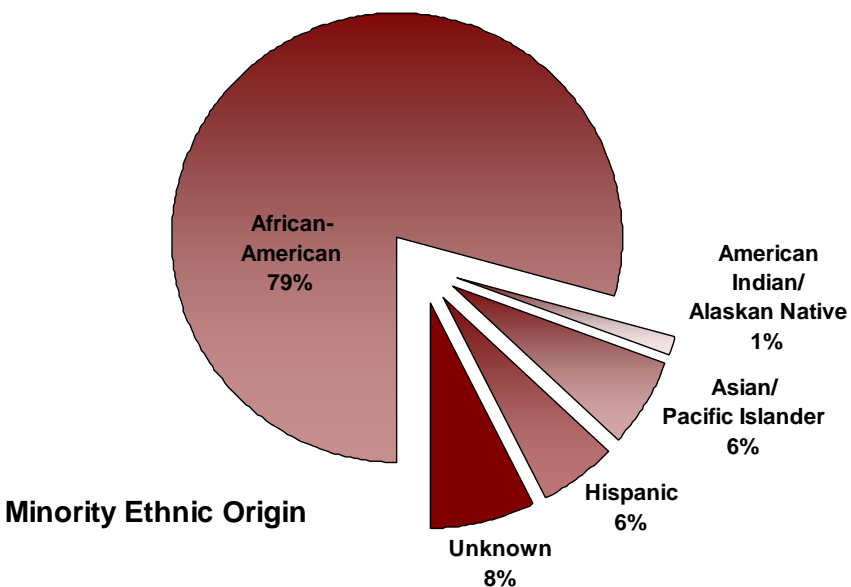
TTC and Service Area Ethnic Distribution

7.6.6 Student Diversity

African-American students comprise the largest segment of TTC's more than 4,000 minority students.
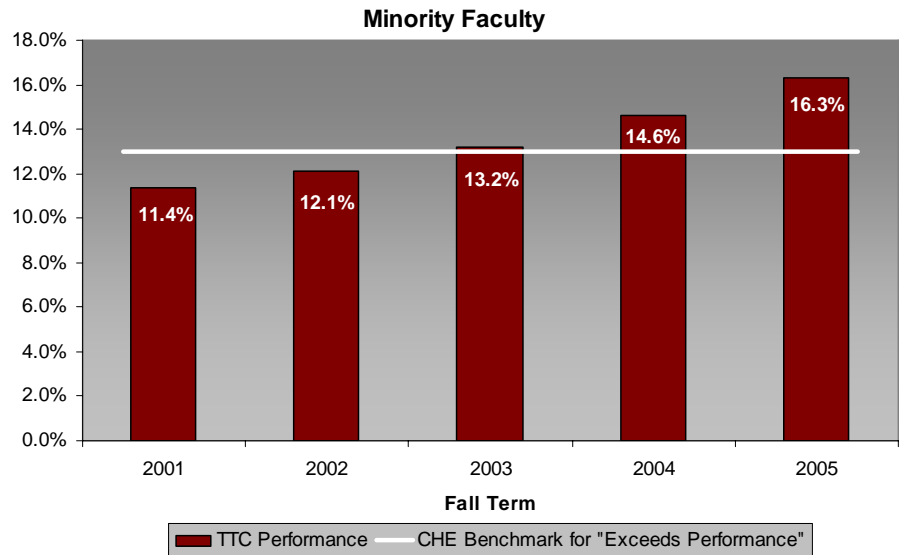
Source: TTC 2005 FactBook

Minority Ethnic Origin

7.6.7 Faculty Diversity

The College has exceeded the South Carolina Commission on Higher Education performance funding benchmark for minority faculty three years in a row. The Fall 2004 performance surpassed the minority faculty percentage for all Southern Regional Education Board average (14%).

Sources: SC CHE Institutional Performance Ratings
SREB 2005 Fact Book

Minority Faculty

Fall Term	TTC Performance
2001	11.4%
2002	12.1%
2003	13.2%
2004	14.6%
2005	16.3%

Legend: TTC Performance ▬ CHE Benchmark for "Exceeds Performance"

7.6.8 Clery Act Data

Crime statistics provide evidence of the effectiveness of the College's Public Safety Office in promoting a safe campus environment.

Source: TTC Public Safety Office

Main Campus						
	Campus			Surrounding Area		
Offense	2003	2004	2005	2003	2004	2005
Murder	0	0	0	0	0	1
Manslaughter	0	0	0	0	0	0
Sex Offense - Forcible	0	0	0	0	0	1
Sex Offense - Nonforcible	0	0	0	1	0	0
Robbery	0	0	0	0	0	0
Aggravated Assault	0	2	0	0	2	3
Burglary	5	2	0	2	3	5
Motor Vehicle Theft	0	0	2	0	5	5
Arson	0	0	0	0	0	0
Liquor Law Arrest	0	0	0	3	0	8
Drug Violation Arrest	0	0	0	4	3	9
Weapons Possession Arrest	0	0	0	0	0	1
Liquor Law Violations - No Arrest	1	0	0	0	0	0
Drug Violation - No Arrest	0	0	0	0	0	0
Weapons Possession - No Arrest	2	0	0	0	0	0

Berkeley Campus						
	Campus			**Surrounding Area**		
Offense	2003	2004	2005	2003	2004	2005
Murder	0	0	0	0	0	0
Manslaughter	0	0	0	0	0	0
Sex Offense - Forcible	0	0	0	0	0	0
Sex Offense - Nonforcible	0	0	0	0	0	0
Robbery	0	0	0	0	1	1
Aggravated Assault	0	0	0	0	1	5
Burglary	0	0	0	5	5	4
Motor Vehicle Theft	0	0	0	1	0	1
Arson	0	0	0	0	0	0
Liquor Law Arrest	0	0	0	0	0	0
Drug Violation Arrest	0	0	0	1	6	3
Weapons Possession Arrest	0	0	0	0	0	0
Liquor Law Violations - No Arrest	0	0	0	0	0	0
Drug Violation - No Arrest	0	0	0	0	0	0
Weapons Possession - No Arrest	0	0	0	0	0	0

Palmer Campus						
	Campus			**Surrounding Area**		
Offense	2003	2004	2005	2003	2004	2005
Murder	0	0	0	0	0	1
Manslaughter	0	0	0	0	0	0
Sex Offense – Forcible	0	0	0	1	0	2
Sex Offense – Nonforcible	0	0	0	1	0	0
Robbery	0	0	0	3	5	5
Aggravated Assault	1	0	0	29	25	22
Burglary	0	0	0	23	13	4
Motor Vehicle Theft	0	0	1	8	1	5
Arson	0	0	0	0	1	0
Liquor Law Arrest	0	0	0	2	0	0
Drug Violation Arrest	0	0	0	36	36	30
Weapons Possession Arrest	0	0	0	1	3	3
Liquor Law Violations - No Arrest	0	0	0	0	0	0
Drug Violation - No Arrest	0	0	0	0	0	0
Weapons Possession - No Arrest	0	0	0	0	0	0