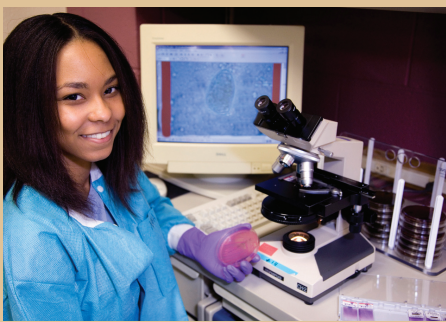
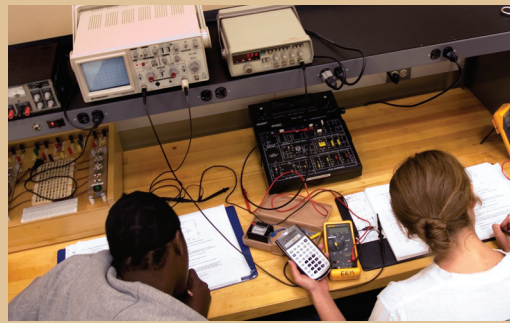


2007–2008 Accountability Report

Trident Technical College

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September 15, 2008



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The Office of Planning and Accreditation



Table of Contents

| | | |
|--------------------|--|-----------|
| Section I | Executive Summary | 1 |
| Section II | Organizational Profile | 3 |
| Section III | Elements of Malcolm Baldrige Criteria: | |
| | Category 1 – Senior Leadership | 7 |
| | Category 2 – Strategic Planning | 13 |
| | Category 3 – Student, Stakeholder and Market Focus | 17 |
| | Category 4 – Measurement, Analysis and Knowledge Management | 20 |
| | Category 5 – Workforce Focus | 24 |
| | Category 6 – Process Management | 29 |
| | Category 7 – Organizational Performance Results | 32 |

Section I - Executive Summary

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 28,000 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; film, media and visual arts; 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

Trident Technical College serves as a catalyst for personal, community and economic development by empowering individuals through education and training.

Vision

Trident Technical College's vision is to be the leading force for educational opportunity and economic competitiveness in the communities we serve.

Values

Student success
Teaching excellence
Individual worth

Diversity
Integrity
Safety

Academic freedom
Accountability
Creativity

Continuous improvement
Lifelong learning

Role and Scope

Trident Technical College is a public, two-year, multi-campus community college that provides quality education and promotes economic development in Berkeley, Charleston and Dorchester counties.

An open-door institution of higher education, the college serves approximately 12,000 traditional and nontraditional curriculum students who have a wide variety of educational goals, from personal enrichment to career development to university transfer. To help students meet their goals, TTC offers university transfer associate degrees and applied technical associate degrees, diplomas and certificates. The curriculum includes programs in arts and sciences, agriculture, business, computer technology, engineering technology, health sciences, industrial technology, and public service. TTC students draw on knowledge from a broad range of disciplines to develop the communication and critical thinking skills that are fundamental to lifelong learning.

TTC further promotes economic development through continuing education courses; customized education and training for business, industry and government; and a variety of employment training programs.

TTC is committed to being accessible and responsive to community needs. To foster student success, TTC provides developmental education and comprehensive student services. In addition to traditional instruction, TTC's flexible course offerings and alternative delivery methods, including online instruction, enable more members of the community to pursue higher education.

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 that the College faces several key opportunities and barriers. 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-2.4-7 (page 16).

| Strategic Goals and Challenges | |
|--|---|
| 2005-2010 Strategic Goals | Key Strategic Challenges |
| Accessibility - To enable all members of the community we serve to pursue or continue higher education. | To leverage new facilities and technologies to meet student needs for course offerings. |
| Stewardship - To become a model of fiscal, community and environmental responsibility, promoting these concepts at every level of the institution. | 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. |
| Community Prominence - To increase the College's prominence in the region as a provider of educational services and a promoter of economic development. | To strengthen our partnerships with area business and industry by developing new academic and continuing education programs to address emerging needs. |
| 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. | 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. |

Table I-1

During the 2007-08 planning year, all administrative divisions realized important accomplishments supporting the College's mission. The six most significant of these achievements are listed below:

Achieving the Dream. TTC was among four South Carolina technical colleges to receive funding to participate in Achieving the Dream, a national initiative which has as its primary goal to increase the success of students, particularly low income students and students of color.

New Instructional Sites. During 2007-08, TTC began an initiative to provide greater accessibility to residents in rural areas of Charleston and Dorchester County. In spring 2008, the College began offering computing and welding courses at St. Paul's Parish, located in Hollywood. The College will begin offering courses at the Dorchester County Career and Technology Center in the spring 2009. Additionally, the College received a \$1.3 million South Carolina Department of Commerce Community Block grant for the development of the Dorchester County QuickJobs Development Center in St. George.

Maymester. In 2008, TTC piloted its first Maymester term, a concentrated session that provides students the opportunity to focus on one subject in a short time frame. The session was very popular with both students and faculty and student success rates were significantly higher than those of traditional terms.

Affirmative Action Goals. TTC met 99% of its Affirmative Action goals during 2007-08, an achievement that earned the College a second place ranking among all state agencies and a first place ranking among all public higher education institutions.

Safety and Security. The College implemented several programs and policies to improve campus safety and security during 2007-08, including an Emergency Alert System which allows the College to communicate with students, faculty and staff via text and voice messages, email, and a multi-functional public address system.

Apprenticeship programs. The College partnered with local industry to develop two new apprenticeship programs, Basic Industrial Work Skills and Construction Electrician. TTC experienced a 73% enrollment increase in its apprenticeship programs during 2007-08.

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, Early Bird and Maymester courses provide alternative scheduling for traditional and non-traditional students. TTC also offers mixed-mode courses, which 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 6.5 (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.

In April 2008, TTC conducted the Noel-Levitz Student Satisfaction Inventory. This survey revealed that students have many expectations of the College. These expectations are outlined in Table II-2 (page 4).

| TTC Student Profile | | |
|---------------------|-------------------------|--------|
| Total Enrollment | Fall 2007 | 12,076 |
| Age | <25 | 58.6% |
| | >25 | 41.4% |
| Gender | Male | 36.9% |
| | Female | 63.1% |
| Ethnicity | Asian/Pacific Islander | 2.1% |
| | American Indian/Alaskan | 0.4% |
| | African American | 26.7% |
| | Hispanic | 2.2% |
| | White/Non-Hispanic | 65.5% |
| | Unknown | 3.1% |
| Program | Technical | 65.5% |
| | Transfer | 34.5% |
| Student Load | Full-time | 43.3% |
| | Part-time | 56.7% |

Table II-1

| Student Expectations |
|---|
| Quality instruction |
| Affordable tuition |
| Financial assistance |
| Flexible course schedules |
| Academic advising |
| Instructor availability |
| State-of-the-art technology and equipment |

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 Employees

TTC employs a diverse and highly-qualified faculty and staff. TTC faculty members average more than 13 years of teaching experience and nine years of work experience in their discipline. Eighty-seven percent of the faculty hold advanced degrees. Characteristics of TTC employees can be found in Table II-3.

| TTC Faculty and Staff | | | |
|-----------------------|--------------------|-----|---------|
| Fall 2007 | Total | 634 | Percent |
| Status | Faculty | 288 | 45% |
| | Staff | 346 | 55% |
| Gender | Female | 376 | 59% |
| | Male | 258 | 41% |
| Ethnicity | African American | 139 | 22% |
| | White/Non-Hispanic | 480 | 76% |
| | Other | 15 | 2% |

Table II-3

The College operates under numerous laws, regulations, rules and guidelines enforced by several agencies and entities. 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-6 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-7 Suppliers and Partners

The College maintains partnerships with many area organizations and relies on the services of over 800 suppliers. Table II-4 identifies the College’s key partners and suppliers.

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

Table II-4

II-8 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-9 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-5.

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

- **Facilities.** 2007-08 provided new opportunities for the College to reach constituents in rural areas of its service area. TTC is developing three new sites in rural areas of Charleston and Dorchester counties.
- **Funding.** During the last eight years, the College's state allocations decreased from 48% of college revenues in fiscal year 2000-01 to 18.5% for fiscal year 2007-08. Although the state allocations to TTC have remained relatively constant for the last three fiscal years, the costs for delivering education have dramatically increased.
- **Focus on Student Learning.** TTC's participation in the Achieving the Dream initiative provides an opportunity for the College to use its data-based continuous improvement methods to address achievement gaps in student success.

| College Competitors | |
|---|---|
| Competitor | Factors Influencing TTC Success |
| Local four-year colleges and universities | <ul style="list-style-type: none"> ▪ Affordability of TTC education ▪ Flexibility of course offerings ▪ Convenient locations ▪ Open-door admissions |
| Local proprietary schools | <ul style="list-style-type: none"> ▪ Affordability of TTC education ▪ Range of program offerings ▪ TTC reputation for quality programs ▪ Regional accreditation |
| Online colleges | <ul style="list-style-type: none"> ▪ Affordability of TTC education ▪ Availability of student services ▪ Availability of faculty |

Table II-5

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 Organizational Structure

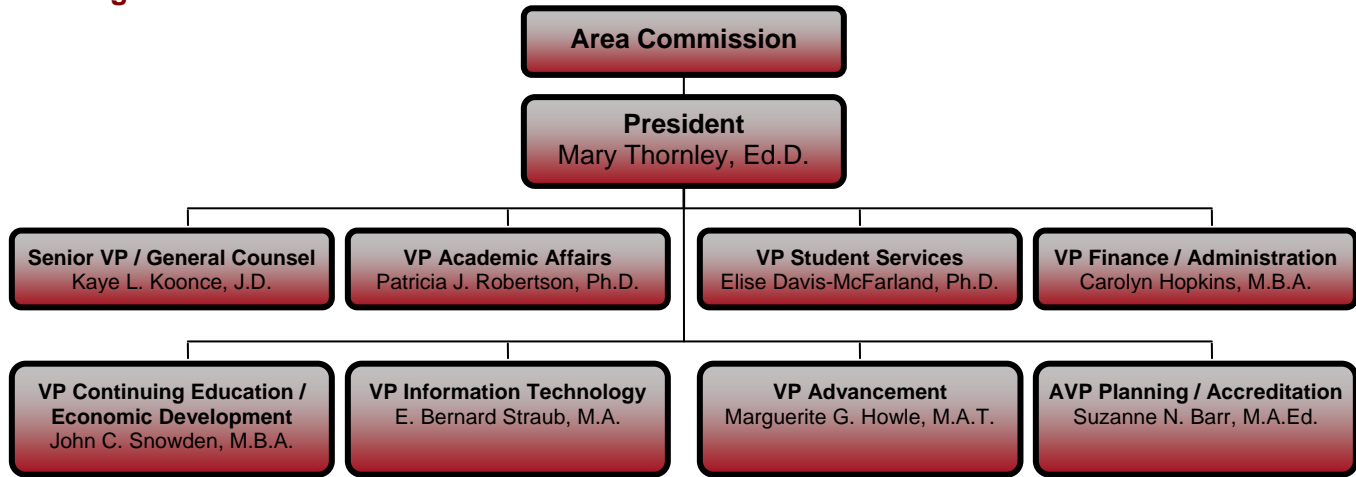


Figure II-1

II-12 Expenditures/Appropriations Chart

| Accountability Report Appropriations/Expenditures Chart Base Budget Expenditures and Appropriations | | | | | | |
|--|------------------------------|----------------------|------------------------------|----------------------|-----------------------------|----------------------|
| Major Budget Categories | FY 06-07 Actual Expenditures | | FY 07-08 Actual Expenditures | | FY 08-09 Appropriations Act | |
| | Total Funds | General Funds | Total Funds | General Funds | Total Funds | General Funds |
| Personal Service | \$ 37,592,146 | \$ 16,131,848 | \$ 40,761,901 | \$ 17,209,456 | \$ 41,677,207 | \$ 15,823,112 |
| Other Operating | \$ 21,077,587 | | \$ 22,556,534 | | \$ 27,833,927 | |
| Special Items | \$ 775,000 | \$ 775,000 | \$ 775,000 | \$ 775,000 | \$ 775,000 | \$ 775,000 |
| Permanent Improvements | | | | | | |
| Case Services | | | | | | |
| Distributions to Subdivisions | | | | | | |
| Fringe Benefits | \$ 9,057,948 | \$ 3,769,649 | \$ 10,203,027 | \$ 4,126,815 | \$ 10,027,472 | \$ 3,955,778 |
| Non-recurring | \$ 659,458 | \$ 659,458 | \$ 650,545 | \$ 650,545 | \$ 641,736 | \$ 641,736 |
| Total | \$ 68,387,139 | \$ 21,335,955 | \$ 74,172,007 | \$ 22,761,816 | \$ 80,180,342 | \$ 21,195,626 |
| Other Expenditures | | | | | | |
| Sources of Funds | FY 06-07 Actual Expenditures | | FY 07-08 Actual Expenditures | | | |
| Supplemental Bills | | \$ 100,000 | | \$ | | 0 |
| Capital Reserve Funds | | \$ 0 | | \$ | | 0 |
| Bonds | | \$ 779,706 | | \$ | | 6,616,646 |

Chart II-1

II-13 Major Program Areas Chart

| Major Program Areas | | | | | | |
|--------------------------|--|--------------------------------|----------------------|--------------------------------|----------------------|---|
| Program Number and Title | Major Program Area Purpose (Brief) | FY 06-07 Budget Expenditures | | FY 07-08 Budget Expenditures | | Key Cross References for Financial Results |
| | | State: | Federal: | State: | Federal: | |
| 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: | \$ 21,335,955 | State: | \$ 22,761,816 | 7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7 |
| | | Federal: | \$ 3,220,233 | Federal: | \$ 3,210,770 * | |
| | | Other: | \$ 43,830,951 | Other: | \$ 48,199,421 | |
| | | Total: | \$ 68,387,139 | Total: | \$ 74,172,007 | |
| | | % of Total Budget: 100% | | % of Total Budget: 100% | | |

Chart II-2

Section III – Category 1 Senior Leadership

In 17 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 deans |
| Student Services Leadership Team | Vice President, deans, directors and assistant directors |
| Continuing Education and Economic Development 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 Communications 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 the workforce, to key suppliers and partners, and to students and stakeholders, as appropriate? How do their personal actions reflect a commitment to the organizational values?

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 8) 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 these 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:

- **Achieving the Dream** (Student Success)
- **TTC Center for Teaching Support** (Teaching Excellence)
- **Emergency Alert System** (Safety)
- **Trident's Quality Management** (Continuous Improvement)
- **TTC Foundation's Tuition Assistance Program** (Lifelong Learning)

| TTC Communication Methods | | |
|-------------------------------|--------------------------------|---|
| Communication Between | and | Via |
| President | Area Commissioners | Area Commission Meetings / Monthly Reports |
| | Vice Presidents | President's Cabinet |
| | College Leaders | Leadership 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 Communications 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 create a sustainable organization with 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.

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-1.2-3 illustrates team structures typically employed at TTC for different activities.

| TTC Team Structures | | |
|--|--------------------------------------|--|
| Activity | Team Structure | Example |
| Implementation of operational goals | College standing committees | <ul style="list-style-type: none"> ▪ Student Appeals Committee ▪ Curriculum Committee |
| Implementation of strategic initiatives | Cross divisional task forces | <ul style="list-style-type: none"> ▪ Cost-Savings Team ▪ Trident's User Group (TUG) |
| Improvement of college processes | Process Improvement Teams (PIT) | <ul style="list-style-type: none"> ▪ Communication PIT ▪ Probation and Suspension PIT |
| Implementation of small-scale strategic projects | Release time for special projects | <ul style="list-style-type: none"> ▪ Online course development ▪ International Education projects ▪ Curriculum Assessment Plans |
| Resolution of acute problems | Cross divisional <i>ad hoc</i> teams | <ul style="list-style-type: none"> ▪ Registration Advisory Committee ▪ Safety and Security Task Force |

Table III-1.2-3

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

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 2007-08, these included the College's purchasing card use and expenditures, Business Office processes, and the financial aid return of Title IV funds.

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*.

1.4 How do senior leaders create an environment for organizational and workforce 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 24). 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 20).
- **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.

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.

In October 2006, the President convened TTC Leadership Cabinet, a monthly forum that serves as the leadership program for the College. During 2007-08, 125 faculty and staff participated in this program. The purpose of Leadership Cabinet is:

- To strengthen current leaders at TTC and prepare them for consideration for future positions of leadership
- To discuss significant issues for TTC and provide appropriate feedback or solutions to problems
- To deepen knowledge of Trident's Quality Management (TQM) program, and
- To strengthen relationships among the participants.

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, engage, empower, and motivate the entire workforce 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 (page 8) 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-1.2-3, page 10).
- **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 | <ul style="list-style-type: none"> ▪ 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 <ul style="list-style-type: none"> ▪ 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 including the head of the organization, and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate?

The President 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. Beginning 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 What performance measures do senior leaders regularly review to inform them on needed actions?

The President and her Cabinet maintain a regular schedule for reviewing reports described in Table III-1.8-5. Leadership Cabinet also reviews the most significant of these performance measures.

| President's Cabinet Report Review Cycle | | |
|--|---|--|
| Weekly | Quarterly | Annually |
| <ul style="list-style-type: none"> ▪ Enrollment ▪ Admissions ▪ Financial Aid ▪ Technology Systems and Operations | <ul style="list-style-type: none"> ▪ Affirmative Action ▪ Financial Reports ▪ Facilities and Permanent Improvements ▪ Grants and External Funding | <ul style="list-style-type: none"> ▪ Accountability Report ▪ National Community College Benchmarking Project ▪ Academic Program Review ▪ Student Satisfaction Inventory ▪ Clery Act Information |

Table III-1.8-5

1.9 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 486 members of its 41 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.

1.10 How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, 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 2007-08 academic year, 38 student organizations completed 200 service projects, performing 6,600 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 2007-08 contributions to the United Way were \$49,116 and contributions to the TTC Foundation were \$52,724. The participation rate for the TTC Foundation Campus Campaign was 91%, the eighteenth consecutive year this campaign has had a participation rate over 85%.
- **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.

Section III – Category 2 Strategic Planning

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, student and stakeholder preferences, and competition; human resource capabilities and needs; 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-2.4-7, page 16). 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.

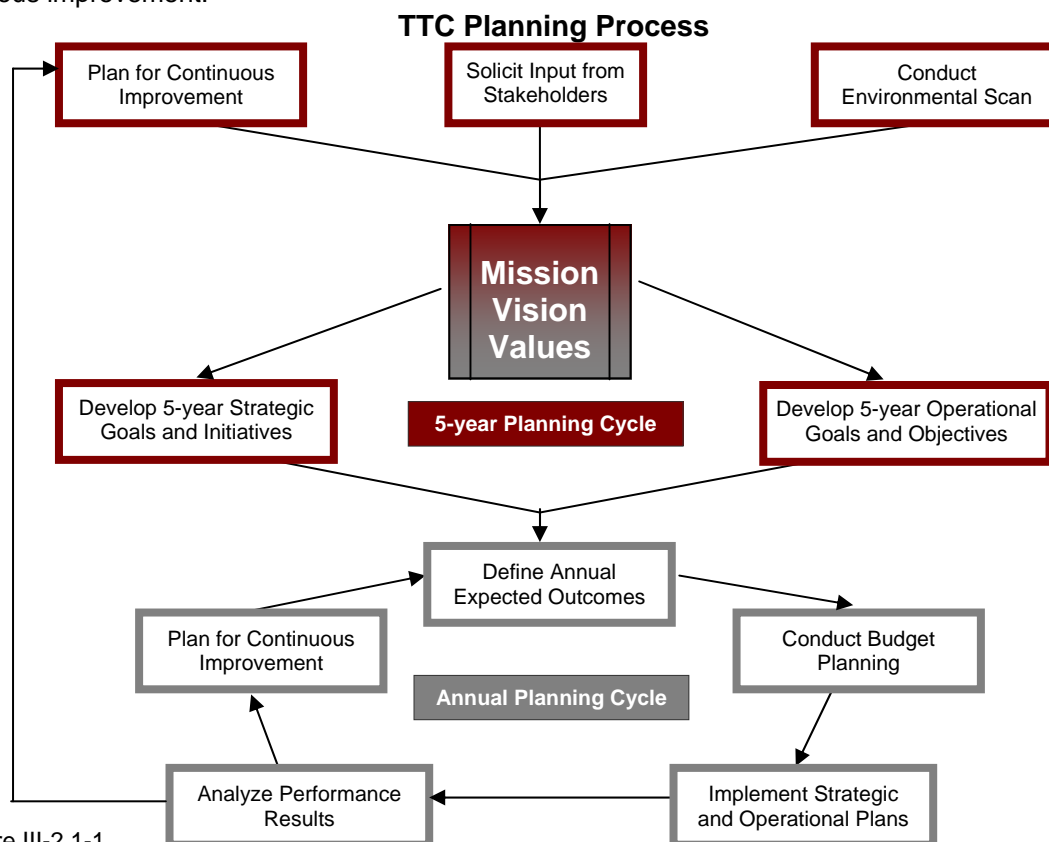


Figure III-2.1-1

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 your strategic objectives address the strategic challenges you identified in your Executive Summary?

To meet the challenges TTC faces, the College has identified four strategic goals:

| Relationship Between Challenges and Strategic Goals | |
|--|---|
| Challenges | Strategic Goals |
| Challenge 1. To leverage new facilities and technologies to meet student needs for courses offering technical skills, and engage them in the learning process. | Accessibility. To enable all members of the community we serve to pursue or continue higher education. |
| Challenge 2. To maintain the affordability of a TTC education in spite of declining state funding. | Stewardship. To become a model of fiscal, community and environmental responsibility, promoting these concepts at every level of the institution. |
| Challenge 3. To strengthen our partnerships with area business and industry by developing new academic and continuing education programs to address emerging needs. | Community Prominence. To increase the College’s prominence in the region as a provider of educational services and a promoter of economic development. |
| Challenge 4. To use new technologies to meet the needs of all students. | 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. |

Table III-2.2-6

2.3 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.

2.4 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.

2.5 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 8) and discussed in Section III, Category 1.1 (page 7). 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.

2.6 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.

2.7 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-10, page 5 and Table III-2.4-7, page 16).

2.8 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 and [the College's five-year strategic plan](#) are available online.

Strategic Planning

| Program Number and Title | Supported Organization Strategic Planning Goal | Related FY 2007-08 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, 7.2.4 |
| | | 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. | 7.2.11 |
| | | 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. | 7.4.6 |
| | | Affordability. Plan and develop programs to help TTC students secure funding for college expenses. | 7.2.5, 7.2.6, 7.2.7 |
| | Stewardship | Alternative Funding. Aggressively pursue alternative funding sources to augment traditional 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. | 7.2.9, 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, 7.5.7, 7.5.8 |
| | | Sound Environmental Practices. Reduce college costs and implement practices that model environmental responsibility. | 7.3.6, 7.3.7 |
| | | Risk Management Practices. Reduce college costs by continuous review and revision of regular monitoring and evaluation of activities, processes and practices in order to reduce or remove potential liability of the College. | 7.5.7, 7.5.8, 7.5.9, 7.6.9 |
| | 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, 7.1.3, 7.1.4, 7.5.3, 7.6.1 |
| | Engagement | Student Development. Develop and offer programs and services to students that present opportunities for their intellectual and interpersonal skills development. | 7.2.8, 7.6.3, 7.6.4 |
| | | Campus Environment. Build a sense of campus community and improve campus morale. | 7.4.4, 7.5.9, 7.6.2 |
| | | 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, 7.6.8 |
| | | Student Success and Retention. Improve student progress toward completion of academic programs. | 7.1.1, 7.1.2, 7.1.5, 7.1.6, 7.5.5 |
| | | 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 and Staff Development. Provide a work environment that supports employees in personal development and education. | 7.4.1, 7.4.2, 7.4.3, 7.4.5 |

Table III-2.4-7

Section III – Category 3

Student, Stakeholder and Market Focus

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*.

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-3.2-8 (page 18) 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 Surveys 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 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-3.2-8

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 13). 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 a 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 Inventory, the Graduate Survey and the Employer Survey.

- Noel-Levitz Student Satisfaction Inventory.** The College has conducted a biennial survey of all enrolled students since the 2002-03 academic year. In order to obtain comparative data on student satisfaction, TTC implemented the Noel-Levitz Student Satisfaction Inventory during 2007-08. Through this instrument, students provide feedback on their satisfaction with the campus environment; academic and support services; safety and security; and key measures of student engagement such as student centeredness and concern for the individual. Quality Council reviews and interprets survey results and uses these results to develop plans for continuous improvement.
- Graduate and Employer Surveys.** The Graduate 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 Survey to determine the sample population for the Employer Survey. This survey provides information concerning employer satisfaction with graduates' personal and technical skills. Academic and service program managers review survey results 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-nine faculty and staff (13% of employees) serve as advisors for the 40 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.

Section III – Category 4 Measurement, Analysis and Knowledge Management

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 critical thinking 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 13).

4.2 How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation 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 “Introduction 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 How do you keep your measures 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-4.3-9 below lists examples. In addition, the College has identified key measures that address the health of an academic program. These include headcount enrollment, number of graduates, graduate job placement rates and licensure exam pass 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 <ul style="list-style-type: none"> Design, produce and present a self-identity package that includes a comprehensive portfolio. | Portfolio assessment in capstone course |
| | Pharmacy Technician Diploma <ul style="list-style-type: none"> Demonstrate proficiency in non-sterile and sterile compounding in medication preparation. | Lab practical check sheets |
| | Engineering Design Graphics Certificate <ul style="list-style-type: none"> Create, edit and plot 3D mechanical engineering models using a CAD software program. | Lab projects and productivity exams |
| Course Objectives | MAT 111 – College Trigonometry <ul style="list-style-type: none"> Apply trigonometric functions to solve vector problems. | Departmental final exam |

Table III-4.3-9

Operational Effectiveness.

Table III-4.3-10 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-4.3-10

Strategic Initiative Progress. The College’s strategic plan includes the expected outcomes and measurement methods for the annual strategic initiatives. The 2007-08 strategic initiatives are identified in Table III-2.4-7 (page 16) and performance on the expected outcomes may be found in Section III, Category 7 (page 32). 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. In 2007, TTC participated in the National Community College Benchmarking Project, which provides the College with valuable, nationally comparable data on indicators such as student success in key courses, faculty to student ratios and affordability. As a participant in Achieving the Dream, TTC has evaluated disaggregated data in order to identify achievement gaps in student success among ethnic groups and student income levels. During 2007-08, the College implemented the Noel-Levitz Student Satisfaction Inventory, a nationally normed instrument which provides TTC with comparisons at both the regional and national levels.

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 online FactBook that supplies information most frequently requested by key college stakeholders.

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 13). 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 8)

4.7 How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? 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 5). 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 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 2007-08, the 36 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.

The College has created a library of resources that preserves organizational knowledge (Table III-4.7-11). All of these resources are available either online or through shared servers.

| Organizational Knowledge Resources | |
|---|--|
| Resource | Information |
| <i>Faculty Handbook</i> | Academic Calendar General Faculty Responsibilities Instruction Working with Students Support Services |
| <i>Advising Handbook</i> | Advising and Registration Testing and Course Placement Administrative Database Procedures Advanced Standing Credit |
| <i>Employee Handbook</i> | Employee Programs Work Place Laws and Procedures Employee Benefits Leave Regulations Employee Evaluation Process |
| TTC Online FactBook | General Information Enrollment/Program Enrollment Graduates/Graduate Placement Faculty and Staff Demographics |
| <i>TTC Emergency Plan</i> | 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-4.7-11

Section III – Category 5 Workforce Focus

5.1 How do you organize and manage work to enable your workforce to develop and utilize their full potential, aligned with the organization’s objectives, strategies, and action plans and promote cooperation, initiative, empowerment, innovation, and your organizational culture?

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-2.4-7, page 16). Each administrative division has primary responsibility for some of the strategic initiatives that support these four goals. Table III-5.1-12 lists administrative divisions and the 2007-08 operational goals and strategic initiatives each one supports.

| TTC Administrative Divisions | | | |
|---|--|----------------------|--|
| Division | Operational Goals | Strategic Goals | Strategic Initiatives |
| President’s Office | <ul style="list-style-type: none"> ▪ Management Systems ▪ Communication | Stewardship | <ul style="list-style-type: none"> ▪ Decision Making ▪ Organizational Efficiency |
| | | Engagement | <ul style="list-style-type: none"> ▪ Improved Communication ▪ Employee Development |
| Academic Affairs | <ul style="list-style-type: none"> ▪ Education | Accessibility | <ul style="list-style-type: none"> ▪ Flexible Student Scheduling ▪ Student Preparation |
| | | Community Prominence | <ul style="list-style-type: none"> ▪ Curriculum |
| | | Engagement | <ul style="list-style-type: none"> ▪ Student Retention ▪ Faculty Development |
| Continuing Education and Economic Development | <ul style="list-style-type: none"> ▪ Education | Community Prominence | <ul style="list-style-type: none"> ▪ Collaboration ▪ Curriculum |
| Student Services | <ul style="list-style-type: none"> ▪ Student Success | Accessibility | <ul style="list-style-type: none"> ▪ Diversity |
| | | Engagement | <ul style="list-style-type: none"> ▪ Student Development |
| Finance and Administration | <ul style="list-style-type: none"> ▪ Human Resources ▪ Physical Resources ▪ Financial Resources | Accessibility | <ul style="list-style-type: none"> ▪ Capital Improvements |
| | | Engagement | <ul style="list-style-type: none"> ▪ Campus Environment ▪ Faculty and Staff Diversity |
| Information Technology | <ul style="list-style-type: none"> ▪ Management Systems ▪ Physical Resources | Stewardship | <ul style="list-style-type: none"> ▪ Use of Technology |
| Advancement | <ul style="list-style-type: none"> ▪ Communication ▪ Financial Resources | Stewardship | <ul style="list-style-type: none"> ▪ Alternative Funding |
| | | Community Prominence | <ul style="list-style-type: none"> ▪ Image |

Table III-5.1-12

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-1.2-3, page 8). 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.

5.2 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 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 on page 25), the Staff Communication Committee, and Monday Edition, a weekly, electronic, internal newsletter for all faculty and staff. Results of the 2006 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, the College’s professional development centers, and Monday Edition.

- **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.
- **Outlook Public Folders.** TTC maintains 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. The College is in the process of implementing a SharePoint portal that will replace this system.
- **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 22).
- **Monday Edition.** TTC’s weekly employee newsletter, *Monday Edition*, frequently provides “IT Tips,” quick helpful suggestions for managing commonly used software applications.

5.3 How does your workforce performance management system, including feedback to and from individual members of the workforce, 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 2007-08, the College included a risk management initiative in the annual strategic initiatives. All employees involved in the College’s purchasing card program have on their FPMS/EPMS instruments success criteria related to responsible management of this purchasing instrument. 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.

The College conducts an annual Supervisor Skills Assessment Survey, an opportunity for all employees to provide constructive feedback to their supervisors in an anonymous and confidential format.

5.4 How do you accomplish effective succession planning? How do you manage effective career progression for your entire workforce throughout the organization?

To prepare for the anticipated retirement of a number of senior administrators, the President developed and implemented Leadership Cabinet, a monthly forum serving as the leadership program for the College (see Section 1.5, page 9). Additionally, the College has 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.

5.5 How does your development and learning system for leaders address: development of personal leadership attributes; development of organizational knowledge; ethical practices; your core competencies, strategic challenges, and accomplishment of action plans?

The President determines the agenda for all Leadership Cabinet meetings. While many sessions are led by the President, she also assigns members of Leadership Cabinet to present topics, a leadership development activity in itself. A review of these agenda reveals that she addresses each of these key leadership

| TTC Leadership Development | |
|--|--------------------------------|
| Leadership Cabinet Agenda Item | Leadership Characteristic |
| Book review: <i>7 Habits of Highly Effective People</i> Communication Sensitivity | Personal Leadership Attributes |
| National Community College Benchmarking Project CATT/readySC™ | Organizational Knowledge |
| Book review: <i>A Framework for Understanding Poverty</i> | Ethical Practices |
| Retention Task Force Achieving the Dream | TTC Core Competencies |
| Strategic Initiatives 2008-09 | Strategic Challenges |
| Strategic Planning Report Card 2007-08 | Accomplishment of Action Plans |

Table III-5.5-13

attributes with a well-balanced curriculum and an interactive pedagogy. Table III-5.5-13 provides examples of Leadership Cabinet activities.

5.6 How do you assess your workforce capability and capacity needs, including skills competencies, and staffing levels?

The directors of TTC’s professional development centers are involved in the planning stages of all new technology implementations at the College. These centers offer “just in time” training for employees as the College rolls out new applications. Additionally, these centers offer classes for employees who need to improve their skills in current applications.

Senior leaders monitor staffing levels within their divisions, including full-time to part-time ratios, and benchmark these against peer institutions nationwide through the National Community College Benchmarking Project. Vice presidents request new positions based on needs identified through these reviews. Members of the President’s Cabinet come to consensus on all new position requests.

5.7 How do you recruit, hire and retain new employees?

TTC follows all applicable state and SBTCE guidelines in its recruiting and hiring processes. In addition, the College has aggressively pursued its Affirmative Action goals in support of its strategic initiative promoting faculty and staff diversity. These efforts resulted in an outstanding performance during 2007-08. The College ranked first among all state higher education institutions and second among all state agencies with a 99% goal achievement rate.

In order to retain new employees, TTC has implemented a comprehensive orientation program. The College orients new employees through Employee Orientation, New Supervisor Training, the New Faculty Orientation course, and the President’s Introduction to Quality class. Evaluations of these courses indicate that these orientations are effective. Additionally, a review of the length of service of TTC employees shows that 60% have been at the College more than five years.

5.8 How does your workforce education, training, and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills?

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-5.8-14 lists recent PD Day themes and the initiatives they supported. The 2008 PD Day provided 38 sessions to 650 employees.

| Professional Development Day Themes | | |
|-------------------------------------|---|---------------------------|
| Year | Theme | Strategic Initiative |
| 2008 | Life, Work and Everything in Between | Campus Environment |
| 2007 | Mind, Body and Spirit | Employee Development |
| 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 |

Table III-5.8-14

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 22).

5.9 How do you evaluate the effectiveness of your workforce and leader training and development systems?

The College conducts surveys of all training and professional development program participants to evaluate the effectiveness of these activities, and uses the results of these evaluations in the design or redesign of future offerings.

5.10 How do you motivate your workforce to develop and utilize their full potential?

TTC 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.

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.

5.11 What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?

Quality Council conducts a biannual Climate Survey to assess morale, attitudes and concerns of all employees. 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 assess 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.

5.12 How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

Since 2000, TTC has used results of student and employee climate surveys to determine which college processes are in critical need of improvement. In the past five years, the College has initiated several improvement projects based on climate survey results, including development of new gathering spaces for communities of student learners, renovation of aging campus restrooms, and implementation of an orientation program for parents.

5.13 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.

The [TTC Emergency Plan](#) 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.

Section III – Category 6 Process Management

6.1 How do you determine, and what are your organization's core competencies, and how do they relate to your mission, competitive environment, and action plans?

The core competency of Trident Technical College derives from the College's mission: to serve as a catalyst for personal, community and economic development by empowering individuals through education and training. Therefore, TTC's core competency is the delivery of education and training that supports the personal development of students, the development of the communities the College serves, and the economic development of TTC's three county service area.

6.2 What are your organization's key work processes?

In support of this mission, the College has defined its key work processes as those that directly support the delivery of education and training and lead to student success in the classroom. These processes include curriculum design; instruction and course delivery; and academic advising and registration.

6.3 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 every semester. Additionally, the President's Cabinet meets nine times each academic year with Student Cabinet, the officers of the 40 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.

6.4 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 2005-10 Strategic Plan and the 2007-08 Strategic Initiatives demonstrate 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 2007-08, the center assisted 146 faculty in developing or revising 188 different 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.** TTC has a strong history of implementing technology solutions to improve its advising and registration processes. The College implemented an online application during the summer of 2005; for Fall 2008 admissions, more than 2,500 applicants (47% of the total) submitted their applications using this tool. During 2007-08, the College implemented an online application for scholarships that was well received by students. As a result, applications for Fall 2008 scholarships more than doubled the number for Fall 2007.

6.5 How do you systematically evaluate and improve your work processes?

The College has identified the key performance indicators for its learning-centered processes and developed regular, systematic evaluations for each of these. Table III-6.4-15 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-6.4-15

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-6.6-16, 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-6.6-16

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 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 marketing survey of new students, 51% 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 2007-08, raising \$1,078,256 in gifts for the TTC Foundation and securing more than \$3.1 million in grant funding.

Section III – Category 7 Organizational Performance Results

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?

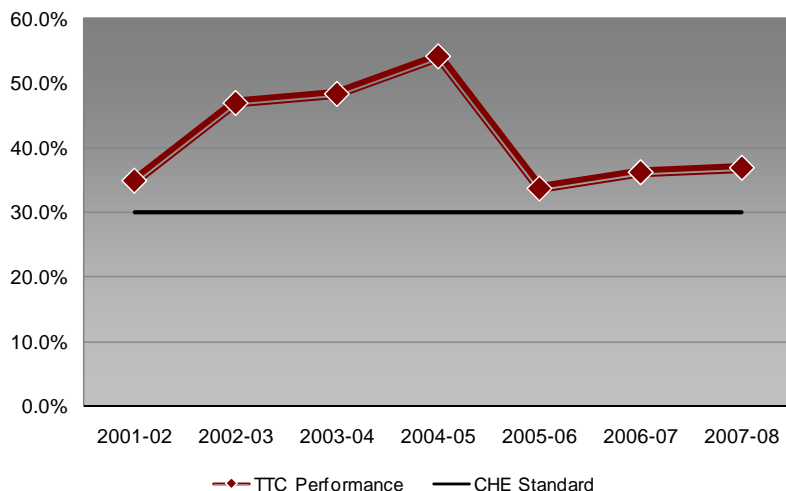
7.1.1 Graduation Rate

TTC's graduation rate* has met the performance requirement set by the South Carolina Commission on Higher Education since 1999-2000.

Source: SC CHE Performance Funding website

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

Performance Funding Graduation Rate

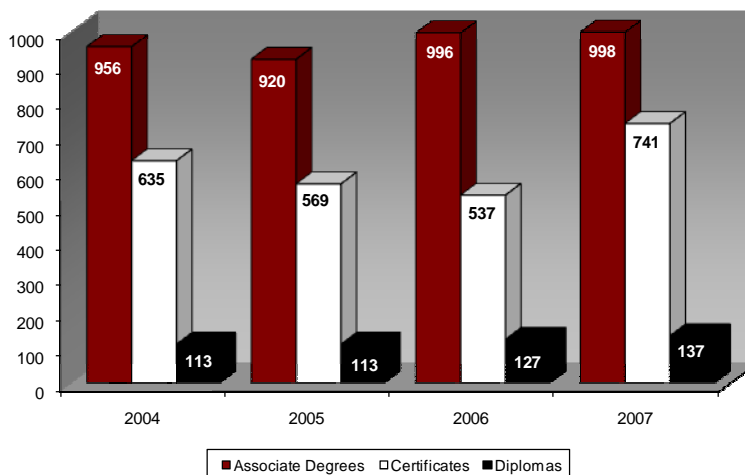


7.1.2 Completions

The number of associate degrees, diplomas and certificates the College awarded for 2007 completions increased by 13% over 2006.

Source: TTC Online FactBook

Number of Graduates



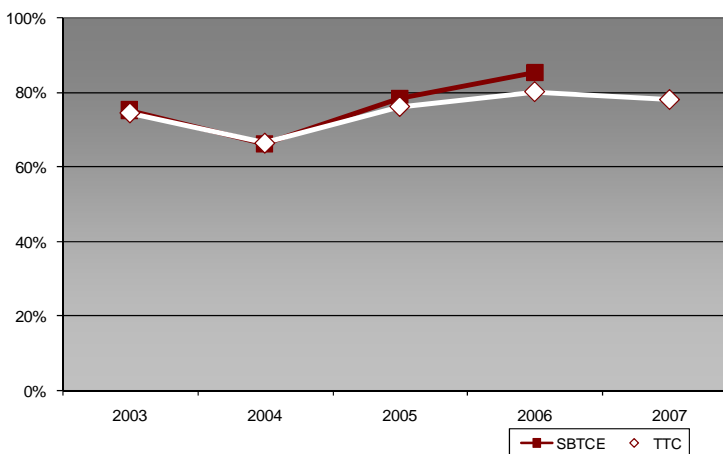
7.1.3 Graduate Placement Rate

The College's graduate placement rate trend mirrors that of the SBTCE average* for the last five years.

Source: TTC Online FactBook

*As of 2007, SBTCE no longer provides system wide averages.

Graduate Placement Rates

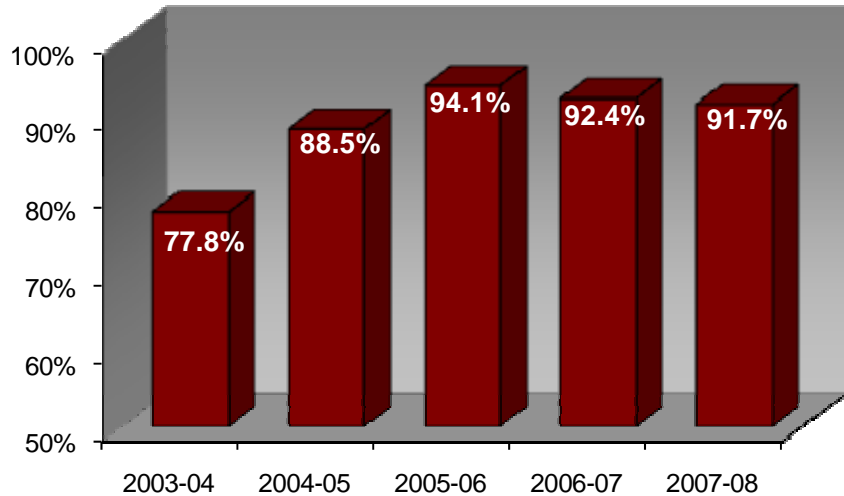


7.1.4 Licensure Exam Pass Rates

At 91.7%, the College continues its strong performance on licensure exams. The 2007-08 results reflect the efforts of 396 TTC graduates on 18 different examinations.

Source: TTC Office of Institutional Research

Licensure Exam Pass Rates



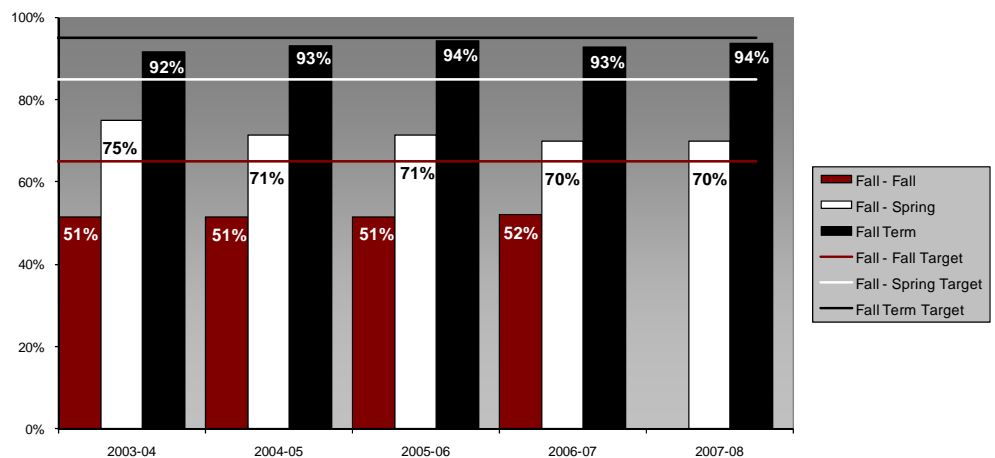
7.1.5 Retention

The College established target retention rates based on the performance of exemplary peers. The College's Fall to Fall* and Fall to Spring retention rates remain relatively stable.

Source: TTC Office of Institutional Research

*The 2007-08 Fall to Fall retention rate will be available after October 15, 2008.

TTC Retention Rates

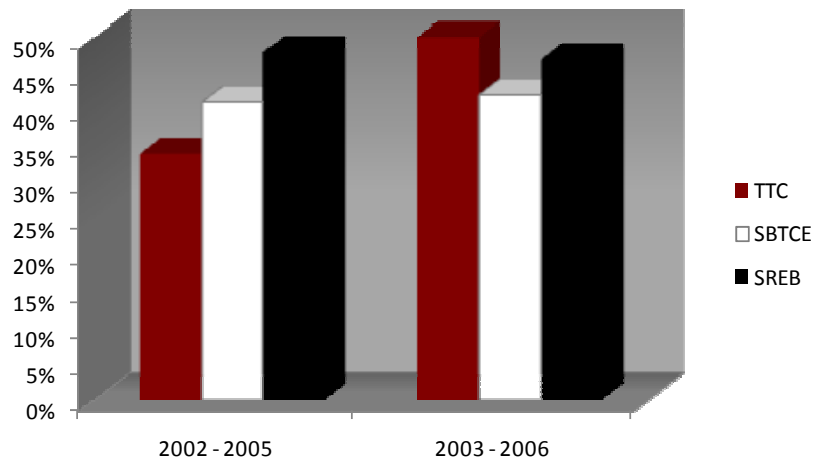


7.1.6 Progression Rates

TTC has made substantial progress toward increasing its 3-year student progression rates.

Source: SBTCE Office of Student Services and Research

Progression Rates
TTC, SBTCE and SREB Averages



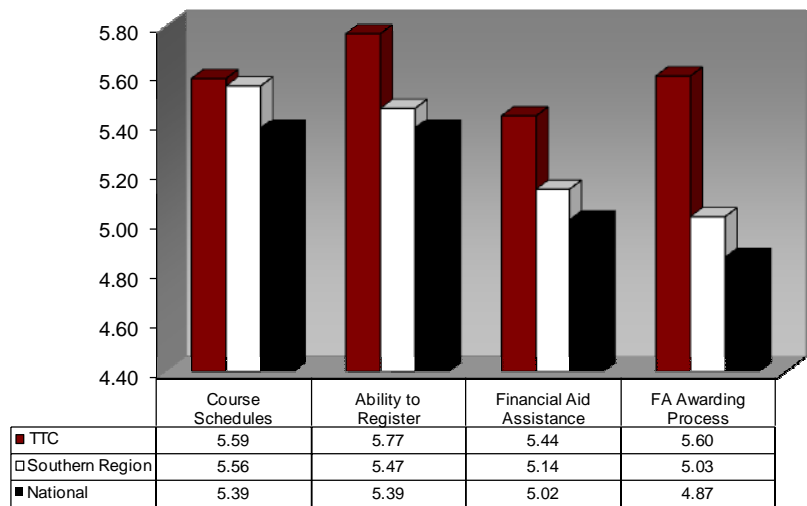
7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

7.2.1 Student Satisfaction – Accessibility

The College's strong performance in these areas continues as demonstrated by the 2008 Noel-Levitz Student Satisfaction Inventory results. TTC Student satisfaction rates related to accessibility are higher than both the national and regional averages.

Source: TTC Office of Institutional Research

Student Satisfaction – Accessibility

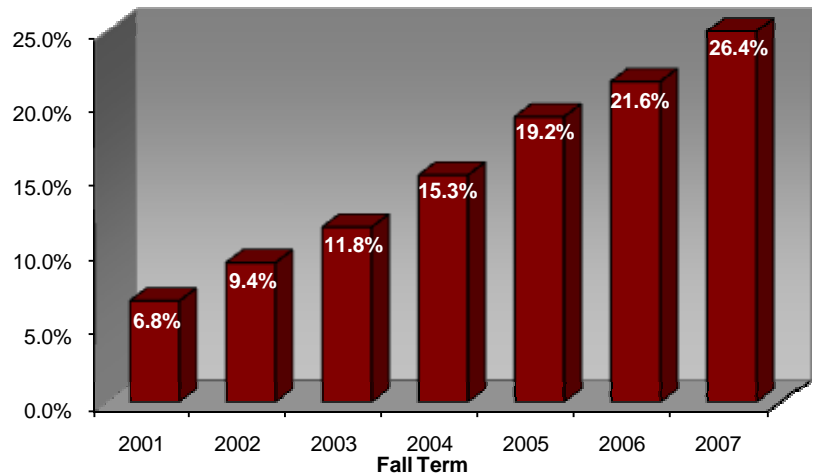


7.2.2 Flexible Student Scheduling – Online Courses

The number of students taking online courses continues to increase. In Fall 2007, more than one in every four TTC students enrolled in an online course.

Source: TTC Office of Institutional Research

Percentage of Students in Online Courses

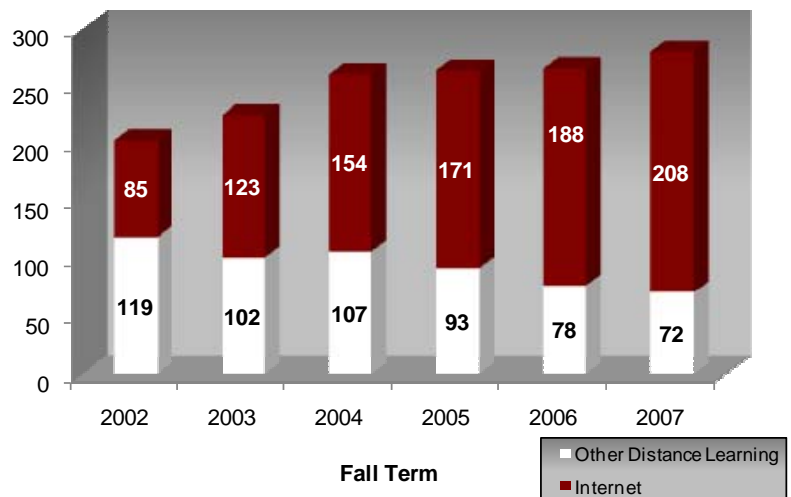


7.2.3 Flexible Student Scheduling – Distance Learning

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 26% of TTC's distance learning course offerings.

Source: TTC Office of Institutional Research

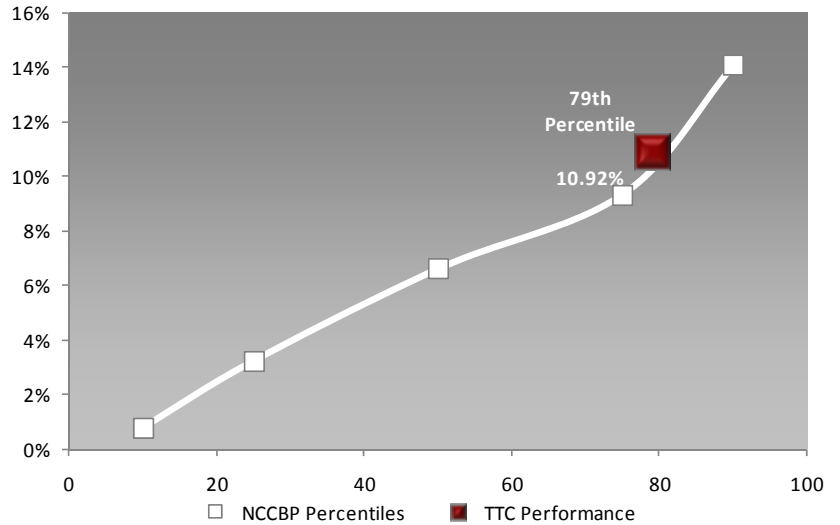
Courses Available via Distance Learning



7.2.4 Flexible Student Scheduling – Distance Learning

The College ranks in the 79th percentile among participating institutions in the National Community College Benchmarking Project in distance learning course offerings as a percentage of all course offerings.

National Community College Benchmarking Project
Distance Learning Offerings



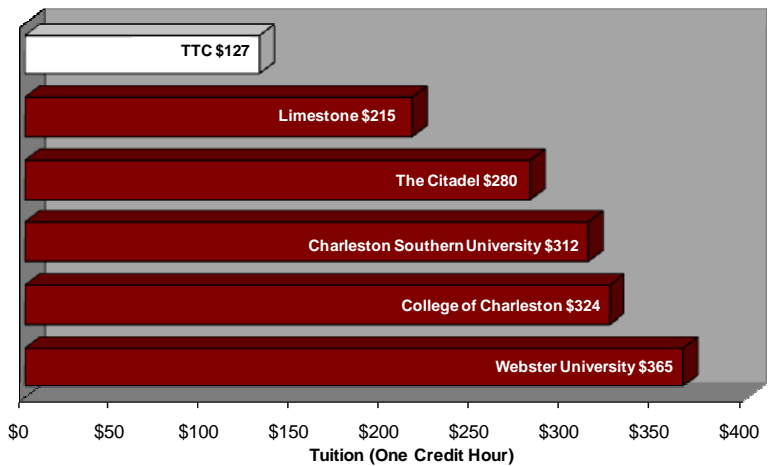
7.2.5 Affordability – Tuition Comparisons

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

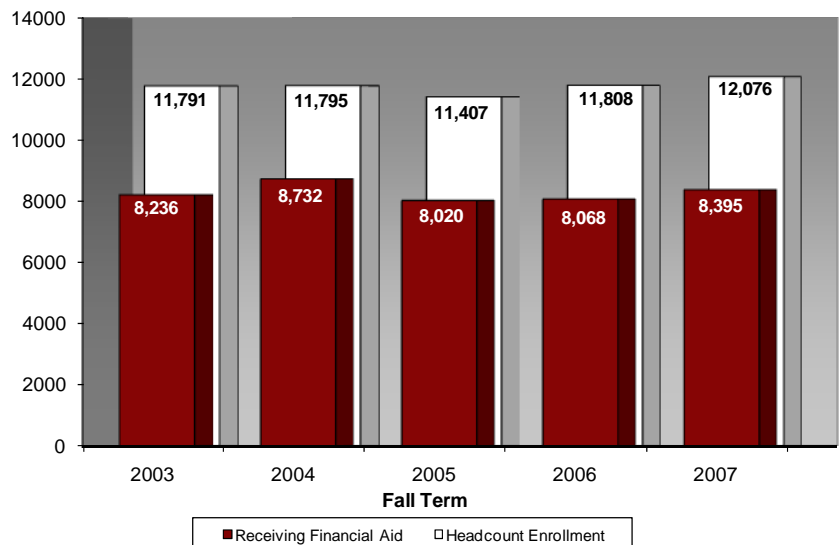


7.2.6 Affordability – Financial Aid

In Fall 2007, more than 69% of TTC's 12,076 students received some form of financial assistance.

Source: TTC Office of Institutional Research

Students Receiving Financial Aid

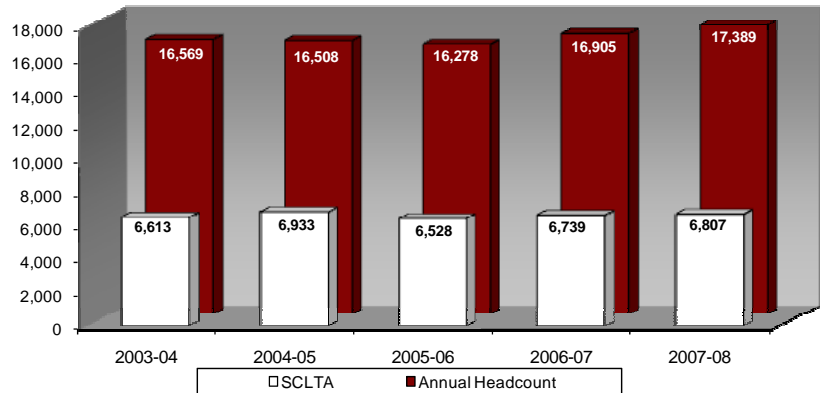


7.2.7 Affordability – Lottery Tuition Assistance

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 Online FactBook

TTC Students with SCLTA

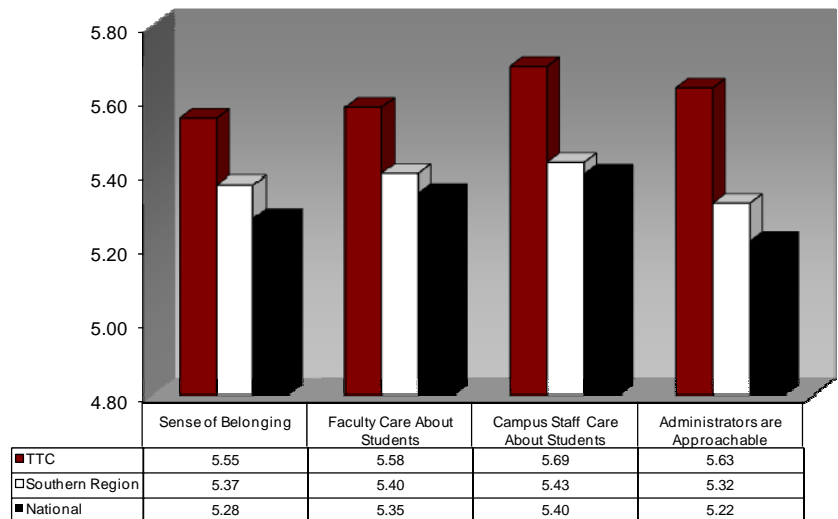


7.2.8 Student Satisfaction – Engagement

TTC students demonstrate greater satisfaction than their peers at national and regional community colleges as demonstrated by their responses to key questions on student engagement in the Noel-Levitz 2008 Student Satisfaction Inventory.

Source: TTC Office of Institutional Research

Student Satisfaction – Engagement



7.2.9 Graduate 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 |
|-----------------|--|
| 2002-03 | 97% |
| 2003-04 | 98% |
| 2004-05 | 98% |
| 2005-06 | 98% |
| 2006-07 | 99% |

7.2.10 Employer Surveys

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

Source: TTC Office of Institutional Research

Employer Satisfaction

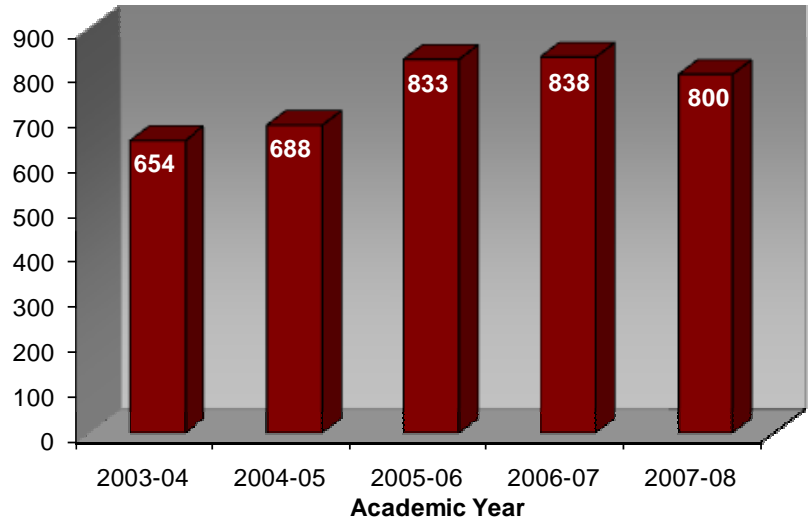
| Survey Year | Technical Skills | Personal Skills |
|-------------|------------------|-----------------|
| 2003-04 | 96% | 96% |
| 2004-05 | 92% | 95% |
| 2005-06 | 96% | 96% |
| 2006-07 | 98% | 97% |
| 2007-08 | 97% | 98% |

7.2.11 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



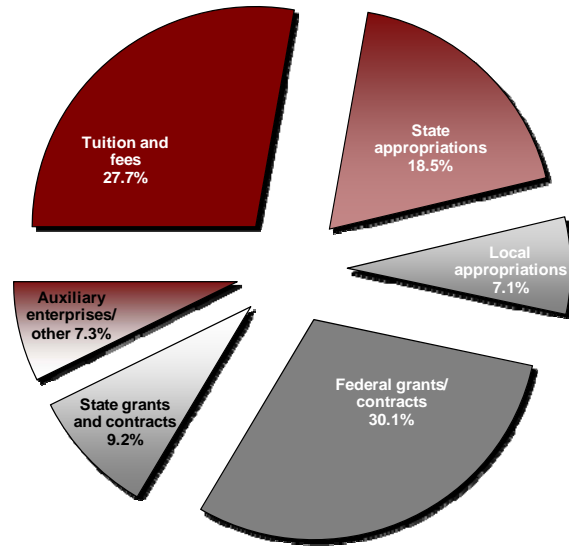
7.3 What are your performance levels for your key measures on budgetary and financial performance, including measures of cost containment, as appropriate?

7.3.1 Revenues by Source

Fiscal year 2008 data show that state appropriations provide only 17.4% of TTC's revenues.

Source: TTC 200 Comprehensive Annual Financial Report

2007 Fiscal Year Revenues by Source

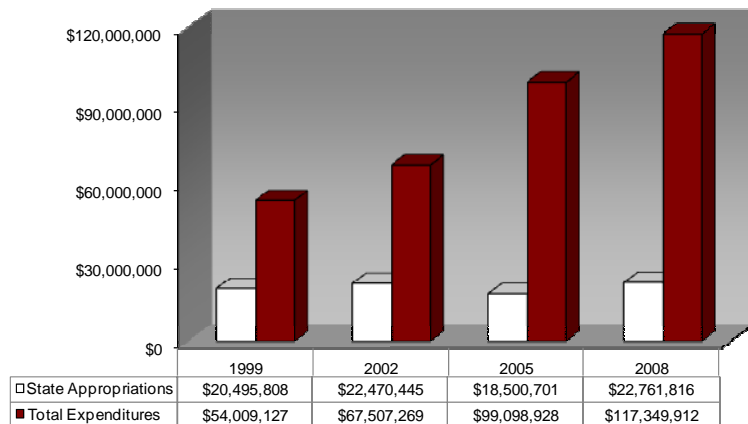


7.3.2 State Appropriations

The gap between state appropriations and expenditures continues to grow. In the last ten years, state appropriations have increased only 11% while expenditures have more than doubled.

Source: TTC 2008 Comprehensive Annual Financial Report

State Appropriations Compared to Total Expenditures

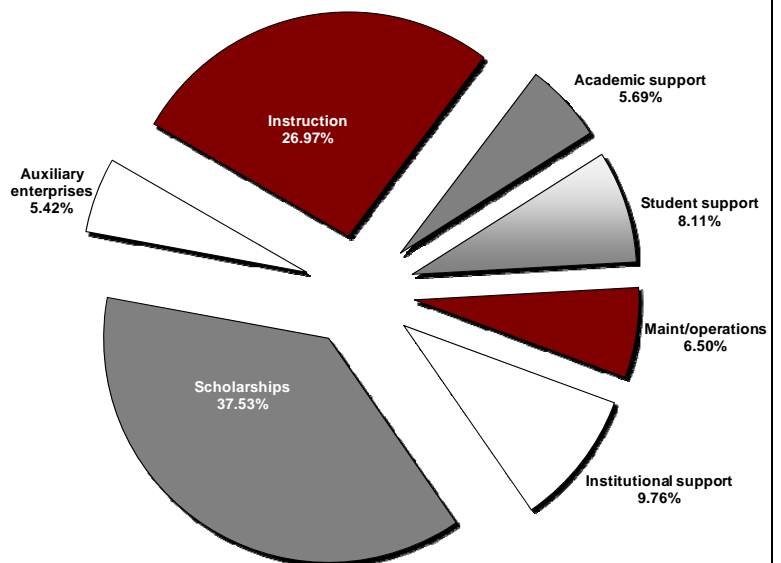


7.3.3 Expenditures by Function

Instruction is the largest non-scholarship expenditure at TTC.

Source: TTC 2008 Comprehensive Annual Financial Report

Expenditures by Function

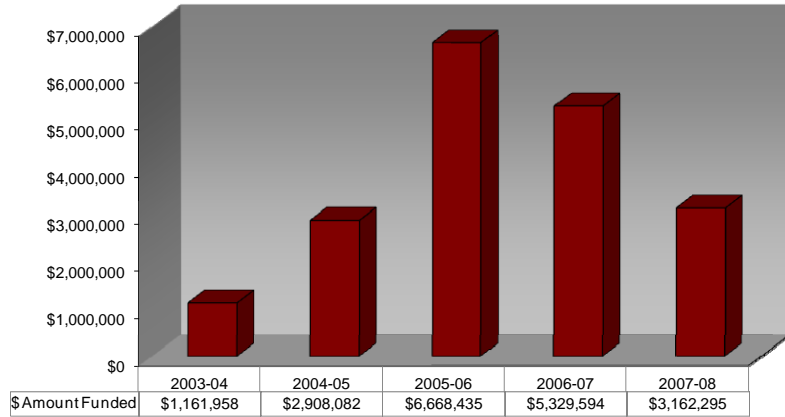


7.3.4 Alternative Funding – Grants

2007-08 marks the fourth consecutive year the TTC Development Office has been successful in surpassing the College's \$2.5 million goal for grant funding.

Source: TTC Development Office

Grant Funding

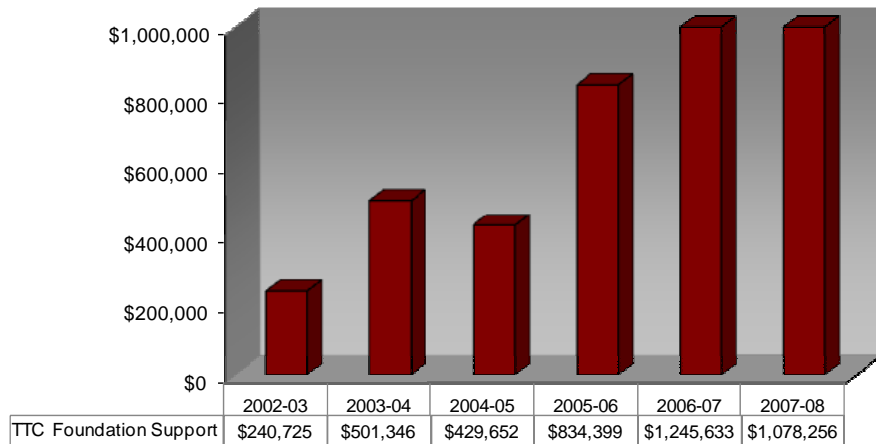


7.3.5 Alternative Funding – Private Support

The TTC Foundation conducted a successful campaign during 2007-08. Foundation contributions and investments continue to grow.

Source: TTC Development Office

Private Support from TTC Foundation

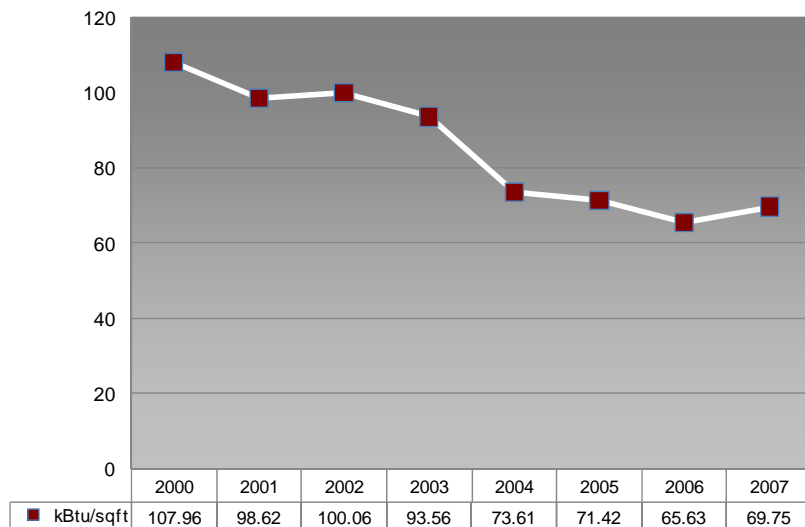


7.3.6 Energy Use

Since 2000, 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

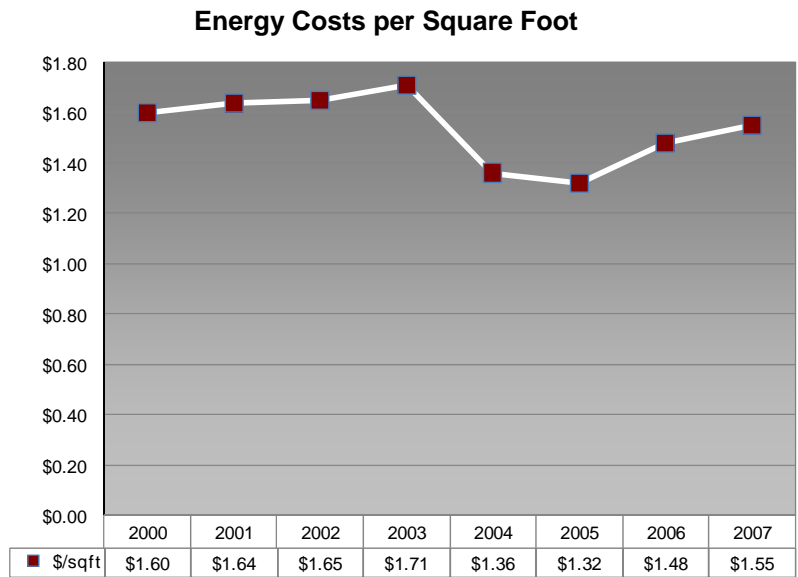
Energy Use per Square Foot



7.3.7 Energy Costs

Reductions in College energy use (see 7.3.6, page 39) have enabled the College to maintain lower energy costs per square foot in spite of increases in energy prices.

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

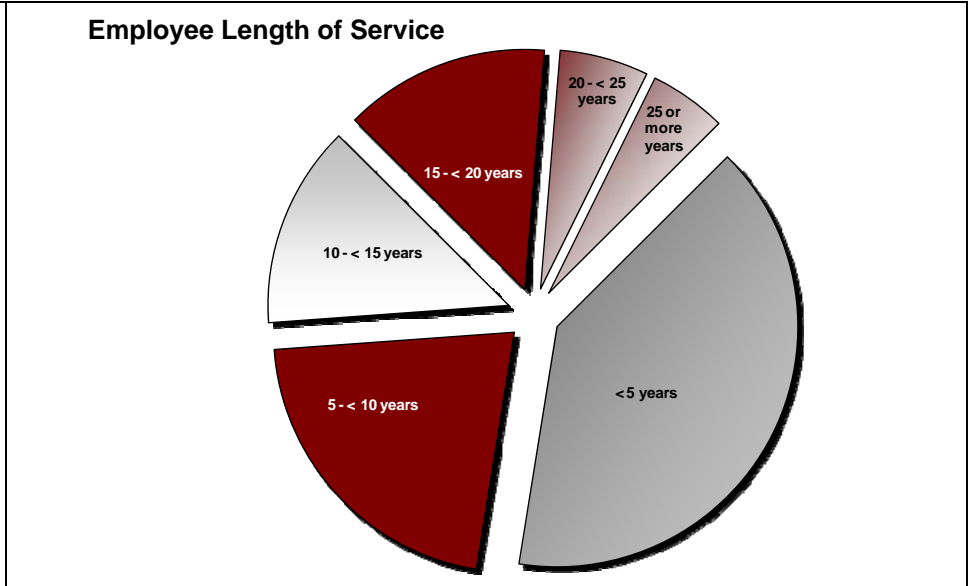


7.4 What are your performance levels and trends for your key measures on workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, workforce climate including workplace health, safety, and security?

7.4.1 Length of Service

One measure of faculty and staff satisfaction is longevity. At the close of fiscal year 2008, 25% of TTC's 652 employees had been working at the College more than fifteen years. An additional 35% of employees had more than five years of service.

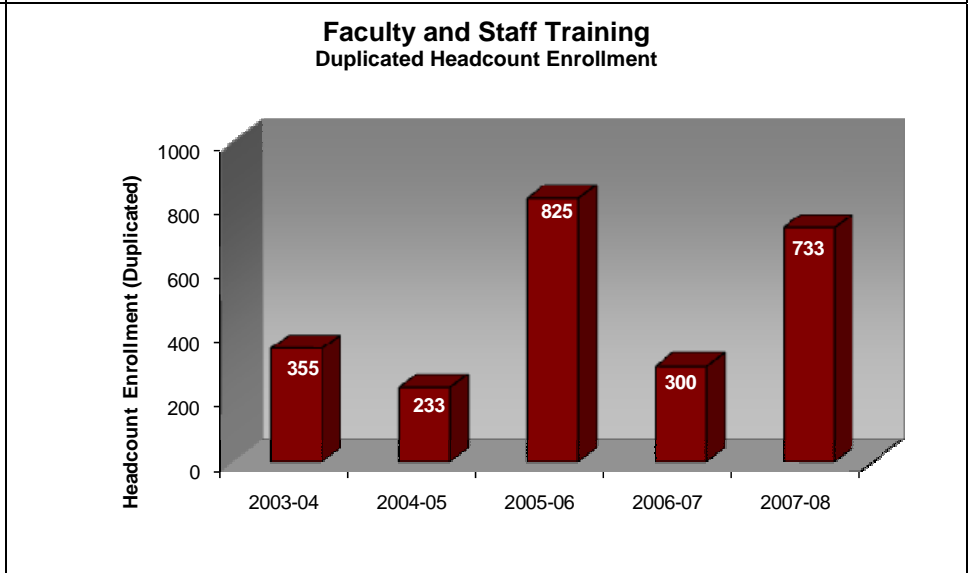
Source: TTC Office of Institutional Research



7.4.2 Employee Training and Education

Faculty and staff training in the Information Technology Training Center continues to provide much needed technical training.

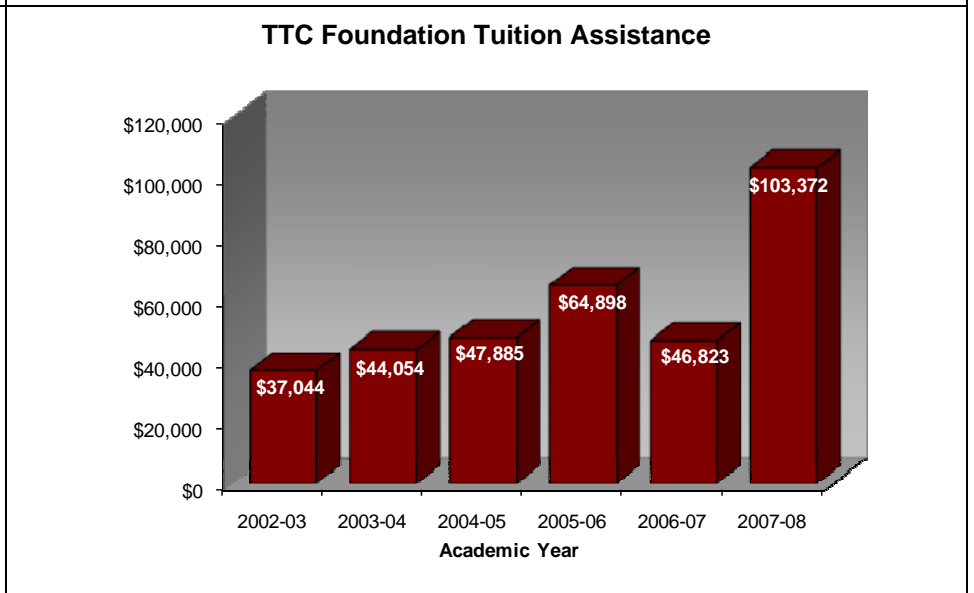
Source: TTC Office of Institutional Research



7.4.3 Employee Tuition Assistance

During the 2007-08 academic year, TTC employees earned college credits with more than \$100,000 in financial assistance from the TTC Foundation.

Source: TTC Development Office

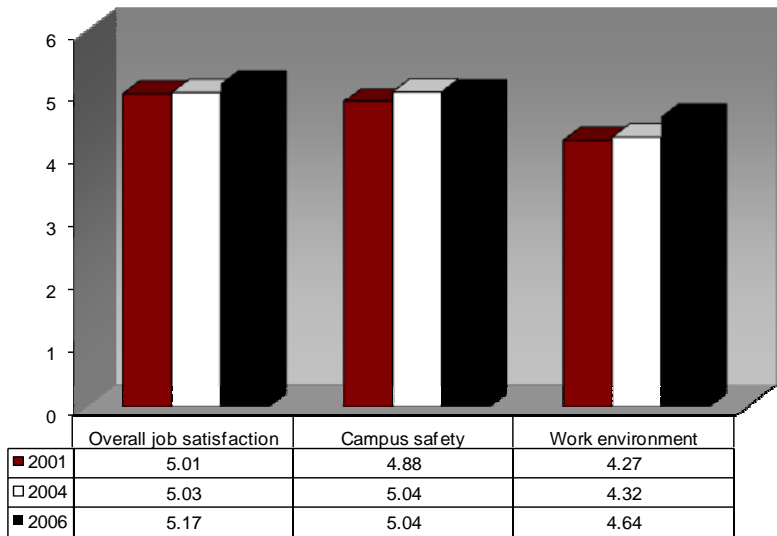


7.4.4 Climate Survey – Job Satisfaction

Key measures of overall employee job satisfaction steadily increased from the 2001 Climate Survey to the 2006 Climate Survey.

Source: TTC Office of Institutional Research

Climate Survey – Job Satisfaction and Work Environment



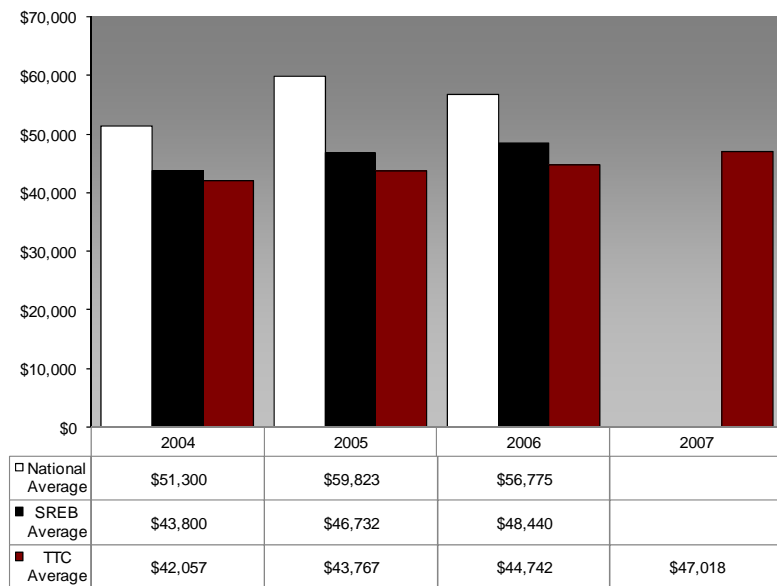
7.4.5 Faculty Salaries

Although the average TTC faculty salary in 2006* increased for the third year in a row, it is still less than both the national and Southern Regional Education Board averages.

Sources: SC CHE Higher Education Data
SREB 2006 Fact Book

*2006 is the most recent comparative data available.

Average Faculty Salaries

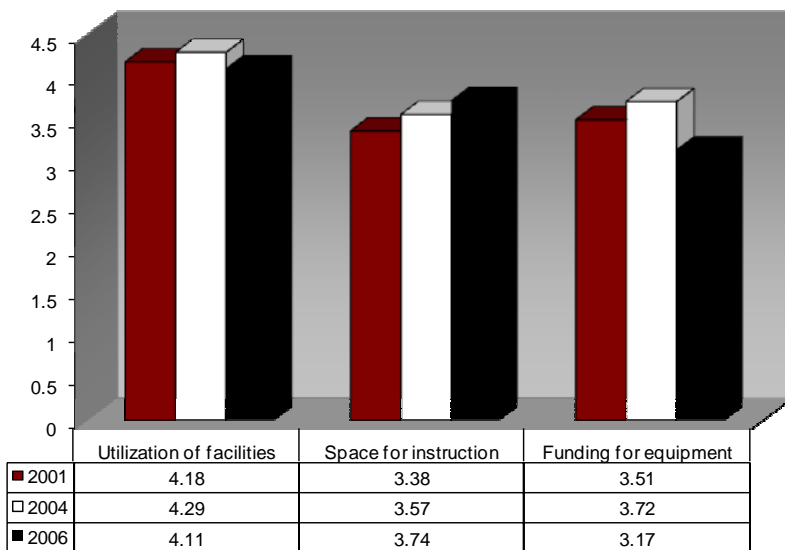


7.4.6 Climate Survey – Facilities

Employees are satisfied with the College’s instructional facilities as demonstrated in recent Climate Surveys. Satisfaction with the availability of funds for instructional equipment decreased in the 2006 Climate Survey.

Source: TTC Office of Institutional Research

Climate Survey – Facilities



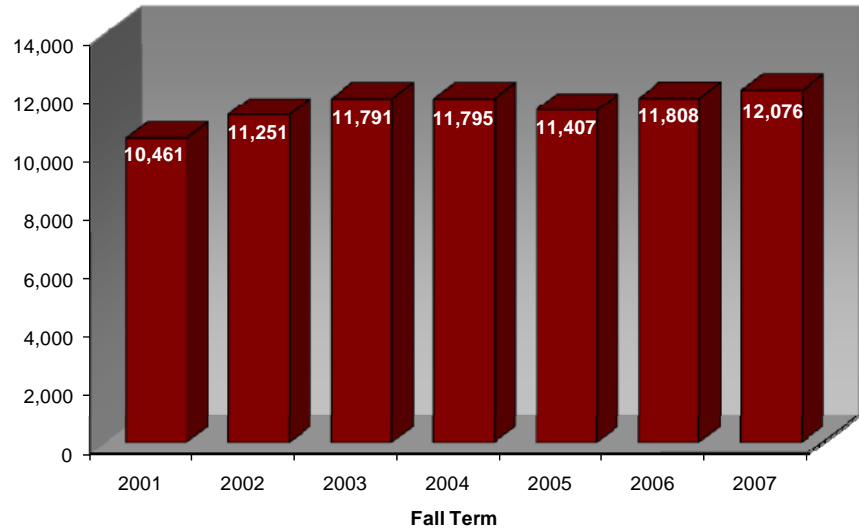
7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency, work system performance?

7.5.1 Enrollment Trends – Curriculum Headcount Enrollment

Fall 2007 curriculum enrollment was the highest in the College’s history.

Source: TTC Online FactBook

Curriculum Headcount Enrollment

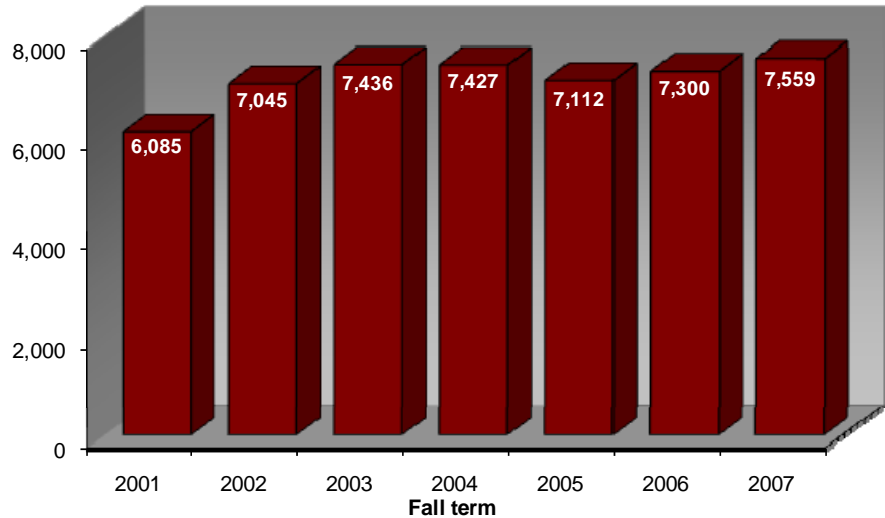


7.5.2 Enrollment Trends – Full Time Equivalent Enrollment

The full time equivalent enrollment trend mirrors that of the curriculum headcount enrollment.

Source: TTC Online FactBook

Full Time Equivalent Enrollment

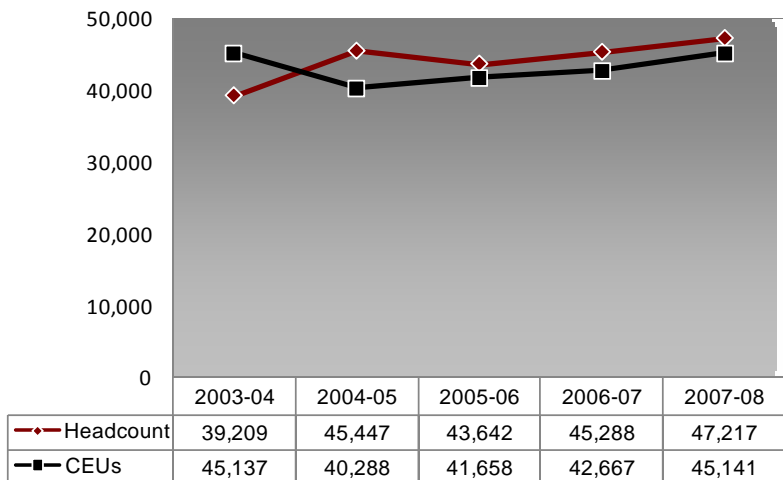


7.5.3 Enrollment Trends – Continuing Education Enrollment

2007-08 Continuing Education enrollments showed a 4.2% increase in headcount and a 5.8% increase in Continuing Education Units (CEU) over 2006-07 enrollments.

Source: TTC Office of Institutional Research

Continuing Education Enrollment

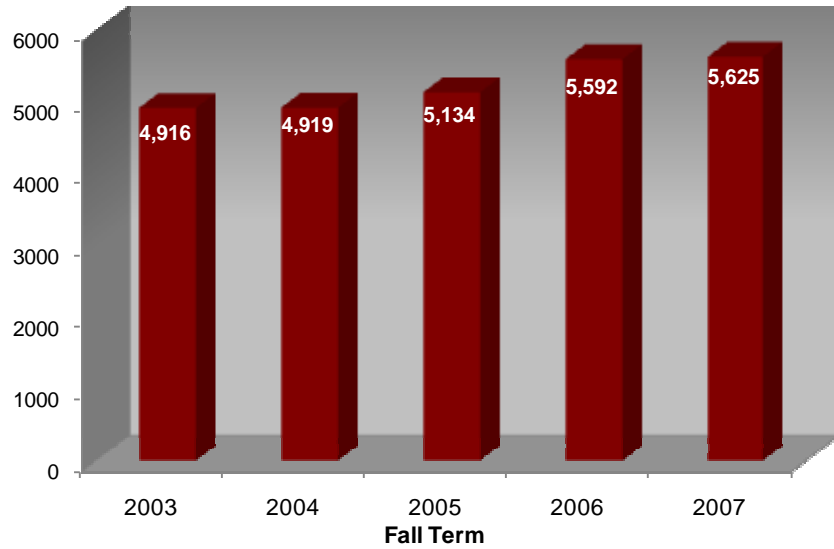


7.5.4 Student Application Processing

Student applications increased for Fall 2007 for the fourth consecutive year. The College implemented an online application process in June 2005.

Source: TTC Admissions Office

Application Trends

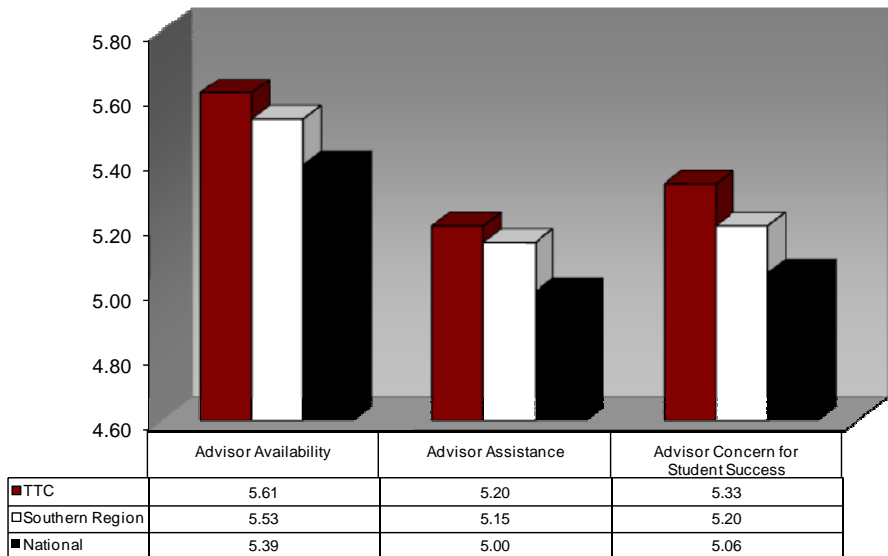


7.5.5 Student Satisfaction – Advising Process

According to the results of the Noel-Levitz Student Satisfaction Inventory, TTC student satisfaction with academic advising is higher than that at community colleges within the Southern region and across the nation.

Source: TTC Office of Institutional Research

Student Satisfaction – Advising



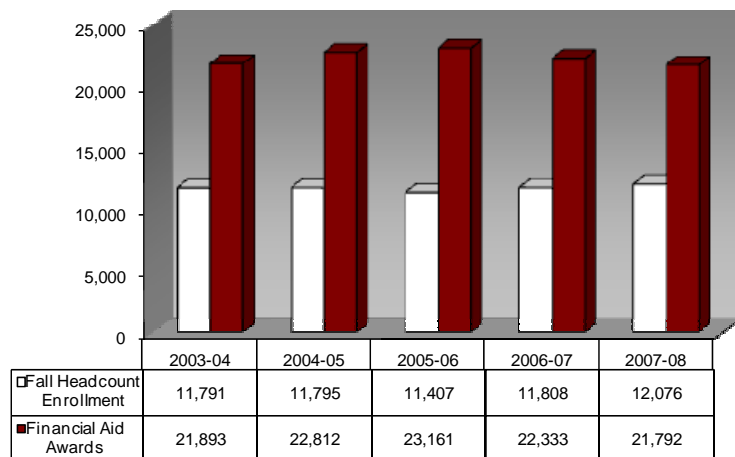
7.5.6 Financial Aid Awarding

Financial aid awards continue to increase.*

Sources: TTC Office of Institutional Research

*Financial aid data for 2007-08 are unaudited.

**Financial Aid Awarding
Number of Awards (Duplicated)**

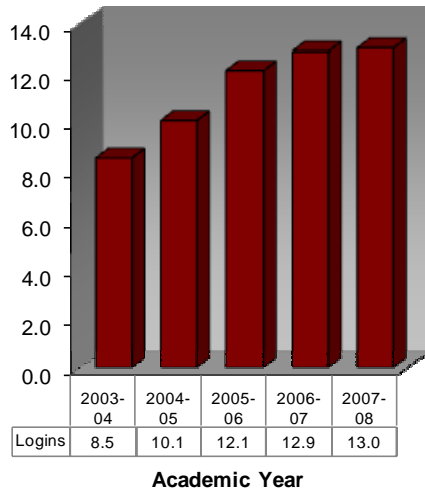


7.5.7 Student Technology Use

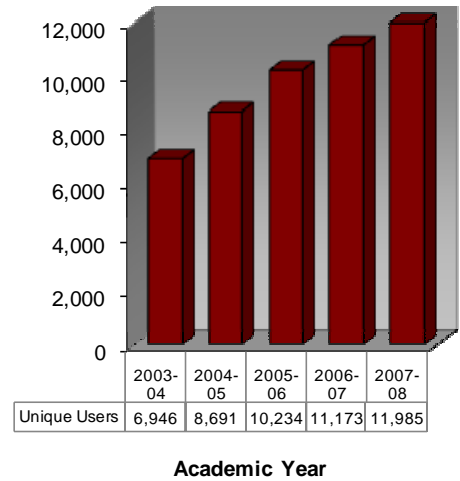
Student use of the College email system continues to increase. During 2007-08, the number of users increased by 7.3%. Email provides the College a low-cost, efficient method for communicating with students and engaging them in the learning environment.

Source: TTC Division of Technology

Average Logins per User



Average Student Email Users per Month

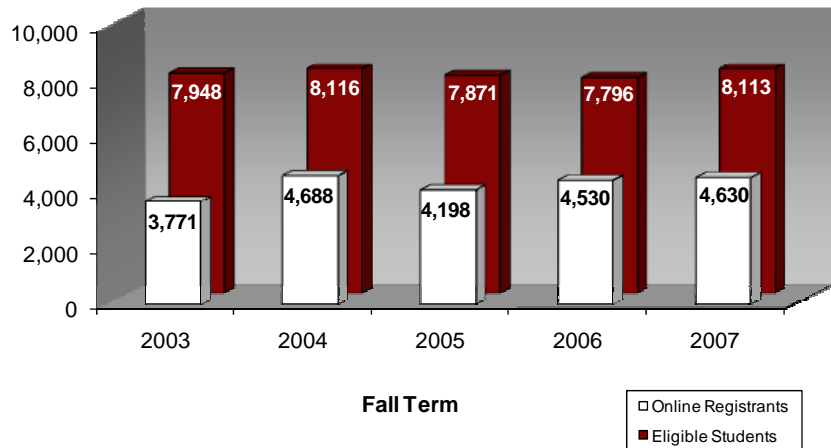


7.5.8 Online Registration

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. For the Fall 2007 semester, 57.1% of eligible students took advantage of this service.

Source: TTC Office of Institutional Research

Online Registration

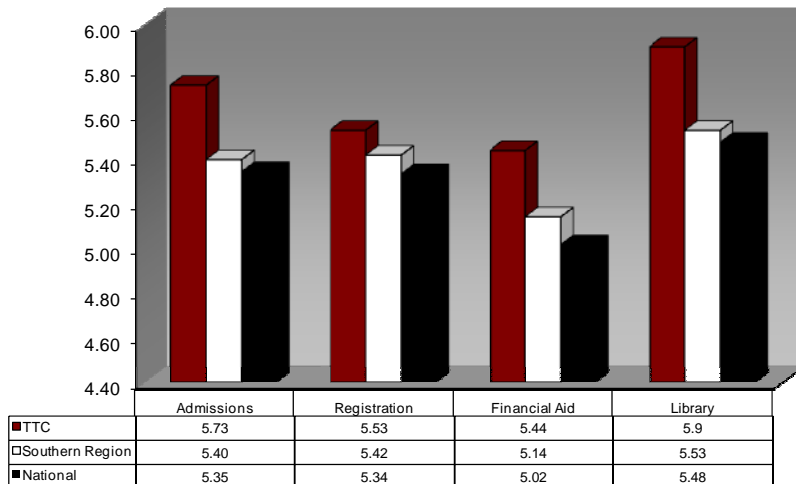


7.5.9 Student Satisfaction – Service Excellence

According to the Noel-Levitz 2008 Student Satisfaction Inventory, TTC students expressed greater satisfaction than their peers at national and regional community colleges with the service they receive from key support areas.

Source: TTC Office of Institutional Research

Student Satisfaction – Customer Service

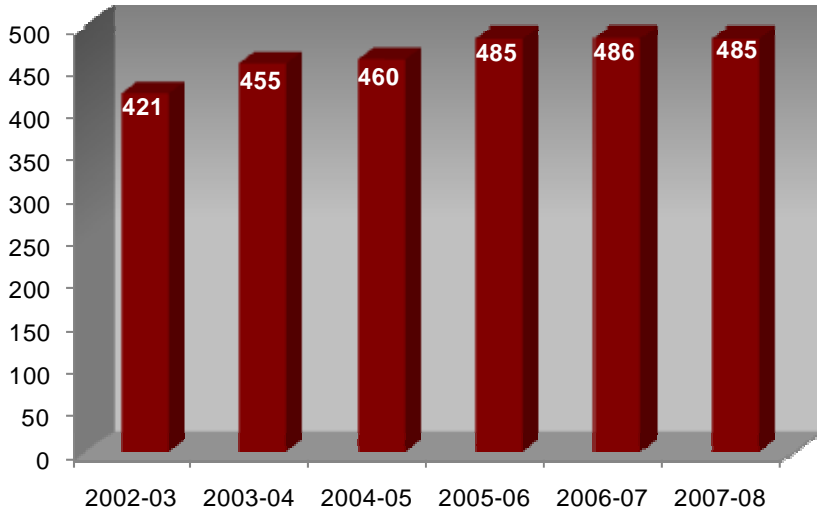


7.5.10 Advisory Committees

The strong participation in TTC's 42 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



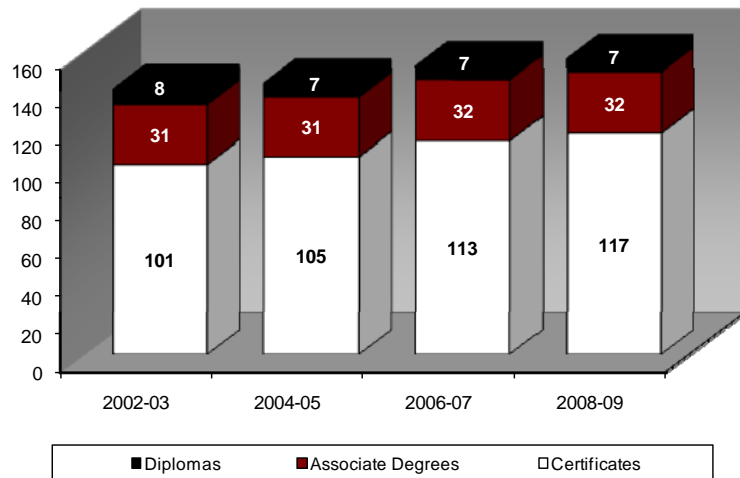
7.6 What are your performance levels for your key measures related to leadership and social responsibility?

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 lists 155 academic programs in its 2008-09 catalog.

Source: TTC 2003-04, 2005-06 2007-08 and 2008-09 online catalogs

Academic Programs

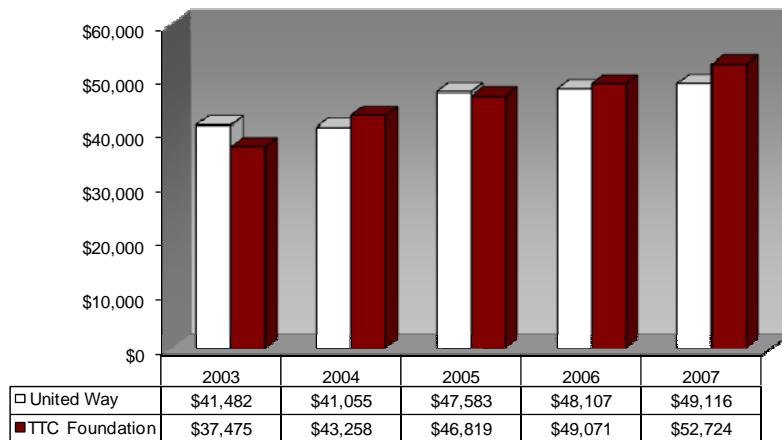


7.6.2 Faculty and Staff Giving

2007 was a record-breaking year for both the TTC Foundation Campus Campaign and the Trident United Way Internal Campaign. Ninety percent of faculty and staff contributed to these campaigns.

Sources: TTC Office of the President
TTC Development Office

Faculty and Staff Giving

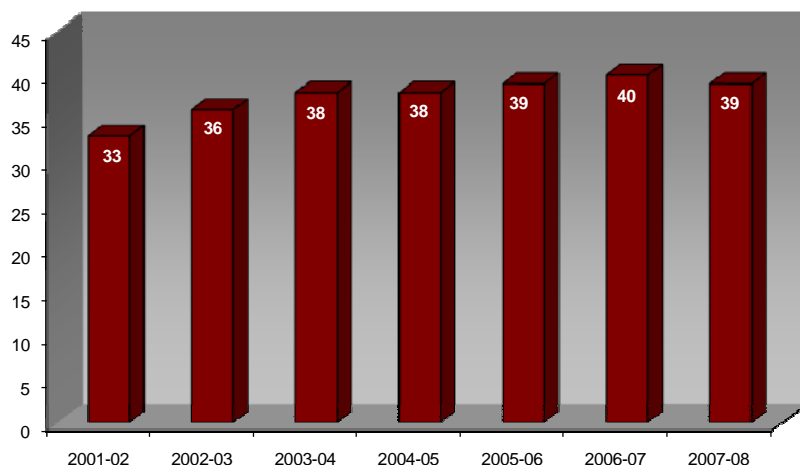


7.6.3 Student Organizations

Participation in student organizations at the College remains strong. All of TTC's organized student groups are service organizations.

Source: TTC Student Activities Office

Number of Student Organizations

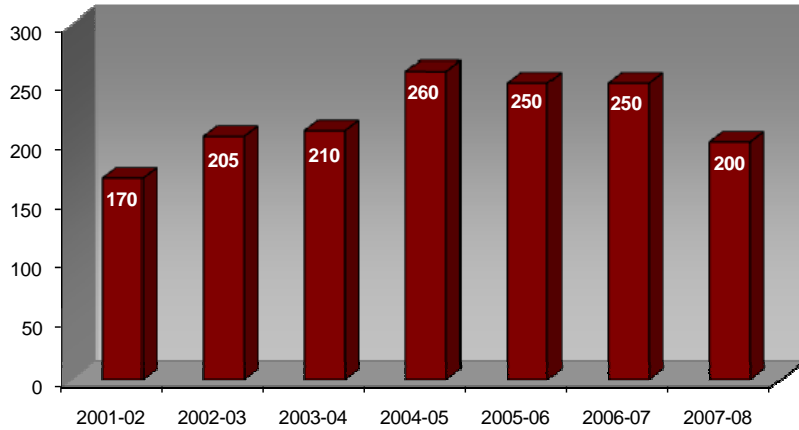


7.6.4 Student Organization Service Projects

TTC's student organizations completed 200 service projects during 2007-08. (Students volunteered more than 6,600 hours on these projects, a 47% increase over the number of volunteer hours during 2006-07.)

Source: TTC Student Activities Office

Number of Student Organization Service Projects

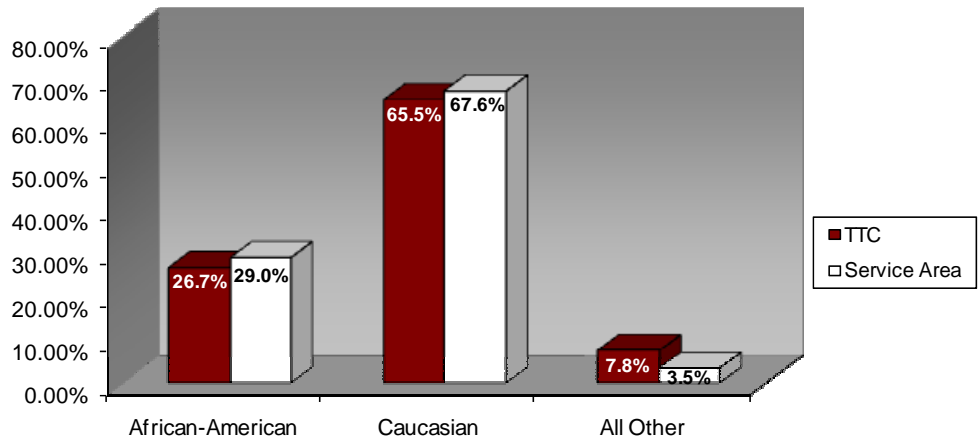


7.6.5 Student Diversity

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

Sources: TTC Online FactBook
U.S. Census Population Estimates

TTC and Service Area Ethnic Distribution

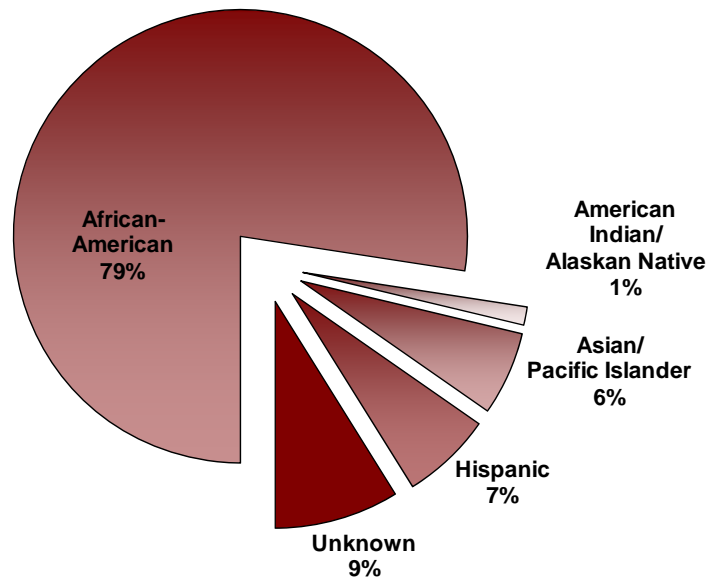


7.6.6 Student Diversity

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

Source: TTC Online FactBook

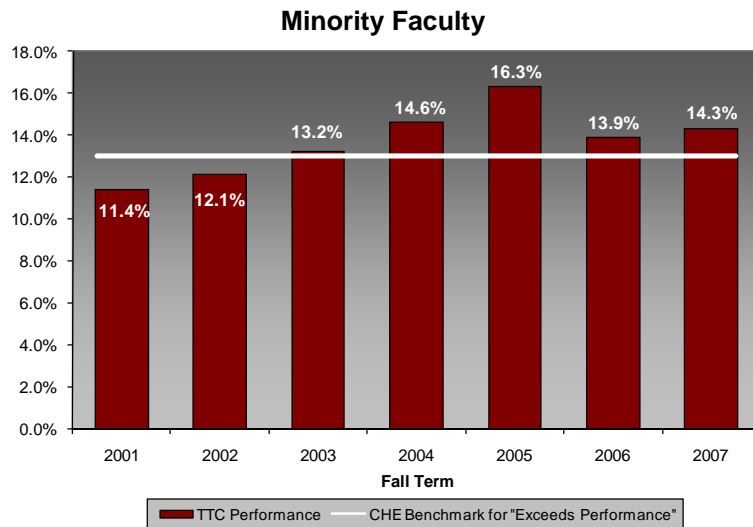
Minority Ethnic Origin



7.6.7 Faculty Diversity

The College has exceeded the South Carolina Commission on Higher Education performance funding benchmark for minority faculty five years in a row.

Sources: SC CHE Institutional Performance Ratings

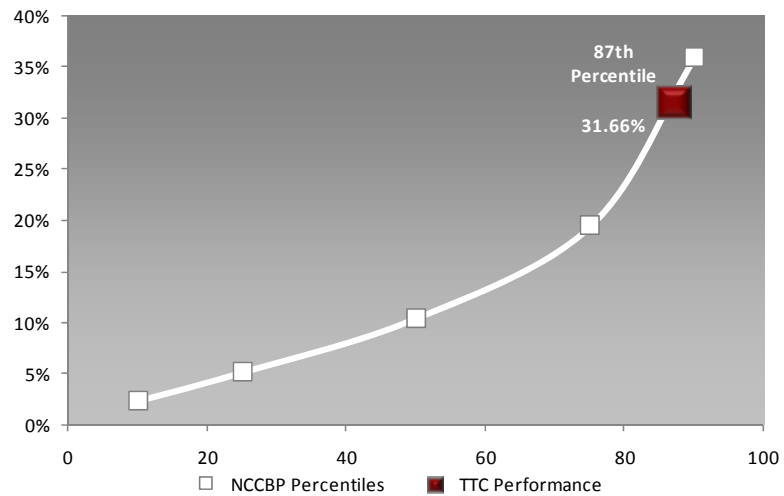


7.6.8 Faculty and Staff Diversity

With minority representation among full-time employees of 31.66%, TTC ranks in the 87th percentile among the 2007 National Community College Benchmarking Project participants.

Source: National Community College Benchmarking Project Institutional Report

National Community College Benchmarking Project
Minority Employees



7.6.9 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 | | | | | | |
|-----------------------------------|--------|------|------|------------------|------|------|
| Offense | Campus | | | Surrounding Area | | |
| | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 |
| Murder | 0 | 0 | 0 | 1 | 1 | 0 |
| Manslaughter | 0 | 0 | 0 | 0 | 0 | 0 |
| Sex Offense - Forcible | 0 | 0 | 1 | 1 | 0 | 0 |
| Sex Offense - Nonforcible | 0 | 0 | 0 | 0 | 0 | 0 |
| Robbery | 0 | 1 | 1 | 0 | 0 | 1 |
| Aggravated Assault | 0 | 0 | 0 | 3 | 2 | 5 |
| Burglary | 0 | 0 | 3 | 5 | 6 | 10 |
| Motor Vehicle Theft | 2 | 1 | 0 | 5 | 4 | 17 |
| Arson | 0 | 0 | 0 | 0 | 0 | 0 |
| Liquor Law Arrest | 0 | 0 | 0 | 8 | 1 | 0 |
| Drug Violation Arrest | 0 | 0 | 0 | 9 | 9 | 10 |
| Weapons Possession Arrest | 0 | 0 | 0 | 1 | 2 | 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 |

| Berkeley Campus | | | | | | |
|-----------------------------------|---------------|------|------|-------------------------|------|------|
| Offense | Campus | | | Surrounding Area | | |
| | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 |
| 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 | 1 | 2 | 0 |
| Aggravated Assault | 0 | 0 | 0 | 5 | 1 | 0 |
| Burglary | 0 | 0 | 0 | 4 | 1 | 0 |
| Motor Vehicle Theft | 0 | 1 | 0 | 1 | 2 | 0 |
| Arson | 0 | 0 | 0 | 0 | 0 | 0 |
| Liquor Law Arrest | 0 | 0 | 0 | 0 | 0 | 0 |
| Drug Violation Arrest | 0 | 0 | 0 | 3 | 2 | 0 |
| 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 | | | | | | |
|-----------------------------------|---------------|------|------|-------------------------|------|------|
| Offense | Campus | | | Surrounding Area | | |
| | 2005 | 2006 | 2007 | 2005 | 2006 | 2007 |
| Murder | 0 | 0 | 0 | 1 | 0 | 0 |
| Manslaughter | 0 | 0 | 0 | 0 | 0 | 0 |
| Sex Offense – Forcible | 0 | 0 | 0 | 2 | 0 | 0 |
| Sex Offense – Nonforcible | 0 | 0 | 0 | 0 | 0 | 0 |
| Robbery | 0 | 0 | 0 | 5 | 1 | 0 |
| Aggravated Assault | 0 | 0 | 0 | 22 | 11 | 3 |
| Burglary | 0 | 0 | 0 | 4 | 6 | 0 |
| Motor Vehicle Theft | 1 | 0 | 1 | 5 | 0 | 0 |
| Arson | 0 | 0 | 0 | 0 | 0 | 0 |
| Liquor Law Arrest | 0 | 0 | 0 | 0 | 0 | 1 |
| Drug Violation Arrest | 0 | 1 | 0 | 30 | 35 | 16 |
| Weapons Possession Arrest | 0 | 0 | 0 | 3 | 7 | 13 |
| 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 |