2011-2012 Accountability Report

Trident Technical College | September 15, 2012
Dr. Mary Thornley, Presiden

Contact Person and Phone:
Catharine Almquist
The Office of Planning and Accreditation
843.574.6750

TRIDENT TECHNICAL COLLEGE

Table of Contents

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 33,000 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 aviation; 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	Diversity	Safety	Creativity
Teaching excellence	Integrity	Academic freedom	Continuous improvement
Individual worth	Access	Accountability	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 17,000 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 senior leadership analyzed the college climate in preparation for the 2005-12 strategic planning cycle. This examination revealed that the college faces several key opportunities and barriers. In response to this study, the college community identified four seven-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-2.7-8 (page 16).

Strategic Goals and Challenges	
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 2011-12 planning year, all administrative divisions realized important accomplishments supporting the college's mission. The seven most significant of these achievements are listed below:

Mount Pleasant Campus. TTC officially opened its Mount Pleasant Campus at a ribbon cutting ceremony September 14, 2011. The campus, made possible through a partnership between the college and the City of Mount Pleasant, will provide TTC with an estimated 24,000 square feet of space. Phase One renovations were completed in August 2011, and the campus welcomed its first students in the Fall 2011 term. The campus experienced enrollments of 348, 313 and 108 during its first fall, spring and summer terms, respectively.

Online College. In support of its goal of providing greater access, TTC launched the TTC Online College in the Fall 2011 term. Although online courses have been available at TTC for 15 years, the Online College centralizes and enhances services and communication for online students. TTC now offers seven degree programs and 19 certificates in an online format.

Nursing and Science Building Groundbreaking. TTC broke ground on its new Nursing and Science Building June 25, 2012. The new building will house TTC's three Nursing programs and provide classroom and lab space for science classes. Construction is expected to be completed in Fall 2013, and classes will be held in the building in January 2014.

Continued Enrollment Increases. While many technical colleges in the state experienced enrollment downturns, TTC experienced its largest ever fall, spring and summer enrollments during 2011-12. For Fall 2011, Spring 2012 and Summer 2012, term enrollments were up 6.28%, 5.58% and 3.27% respectively over the previous year's enrollments. TTC remains the second largest undergraduate institution in the state.

Completion Challenge. In 2011, President Mary Thornley signed the American Association of Community College's "A Call to Action" in support of the national College Completion Challenge, which calls on higher education institutions to produce 50% more students with degrees and certificates by 2020. TTC has projected the number of awards necessary to make this goal; one year into its commitment, the college has exceeded this benchmark. During 2010-11, TTC awarded 2,251 associate degrees, diplomas and certificates to 1,841 graduates.

Diversity. TTC is proud that both its student body and its workforce mirror the rich diversity of the area the college serves. TTC met 99.8% of its EEO goals in 2011, the second highest percentage among all state agencies, and the highest percentage among

state higher education institutions. The college enrolled 6,640 minority students, including 5,292 African American students, in the Fall 2011 term. Both of these groups were the largest populations among South Carolina's higher education institutions.

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 in Arts, Science and Applied Science, as well as diplomas and certificates in Applied Science.
- **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 courses provide accessibility to students with demanding schedules.
- **Alternative Format.** Fast Forward 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 6.6 (page 30).

II-2   Student Segments, Stakeholder Groups and Market Segments

Key student segments include the following:

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

In December 2010, 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 5).

TTC Student Profile		
Total Enrollment	Fall 2011	16,781
Age	<25	50.9%
	>25	49.1%
Gender	Male	38.1%
	Female	61.9%
Ethnicity	Asian	1.6%
	American Indian/Alaskan	0.8%
	African American	31.5%
	Hawaiian/Pacific Islander	0.3%
	Hispanic	3.5%
	White/Non-Hispanic	58.5%
	Two or more races	1.8%
	Unknown	1.9%
Program	Technical	69.9%
	Transfer	30.1%
Student Load	Full-time	45.0%
	Part-time	55.0%

Table II-1

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.

Student Expectations
Quality instruction
Affordable tuition
Financial assistance
Flexible course schedules
Academic advising
Instructor availability

Table II-2

II-3   Operating Locations

The college maintains four campuses: Main Campus in North Charleston, Berkeley Campus in rural Berkeley County, Palmer Campus in downtown Charleston, and the new Mount Pleasant Campus in the East Cooper area. TTC has four instructional sites: the Summerville Site at Trolley Road, the St. Paul's Parish Site, the Dorchester County QuickJobs Training Center, and Wando High School. TTC offers courses at additional off-site locations as appropriate, including courses for dual credit students in area high schools, clinical courses in hospitals and medical facilities, courses delivered at local 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 14 years of teaching experience and 9 years of work experience in their discipline. Eighty-five percent of the faculty hold advanced degrees. Characteristics of TTC employees can be found in Table II-3.

TTC Faculty and Staff			
Fall 2011	Total	718	Percent
Status	Faculty	307	43%
	Staff	411	57%
Gender	Female	419	58%
	Male	299	42%
Ethnicity	African American	161	22%
	White/Non-Hispanic	510	71%
	Other	47	7%

Table II-3

II-5   Regulatory Environment

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.** 19 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	Internships Professional development Clinical sites Curriculum development Apprenticeships Student development Advisory committees		Oracle Dell, Inc. Cisco Systems, Inc. ellucian Sirius Computer Solutions IBM Google	Technology support
Four-year colleges and universities	Charleston Area Library Consortium Articulation agreements Partnership of SC Academic Libraries		Johnson Controls Konica Minolta	Maintenance services
High schools	Dual Credit program		GCA 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.

Recently, the college has experienced several changes that impact its competitive situation:

- **Economic Recovery.** With the slow economic recovery in the local area, the college faces the challenge of serving a growing student population. TTC experienced historic enrollment increases during the past three years, fueled by displaced workers returning to college and traditional college-aged students seeking a less expensive alternative to achieving a college education.

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

Table II-5

- **Funding.** The college's state appropriations have continued to decline. The 2010-11 appropriation was $8.3 million less than the 2007-08 appropriation.
- **Student Success Initiatives.** TTC's student success initiatives, such as Achieving the Dream and the college's Quality Enhancement Plan, Path2Math Success, have resulted in increased student retention, which has further contributed to the college's growing enrollment.

II-10 Performance Improvement Systems

In 1992, TTC President Mary Thornley initiated a total quality management system that 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 TTC's Quality Management System**
>
> - Focus on internal and external customers
> - Product/service excellence
> - Employee involvement
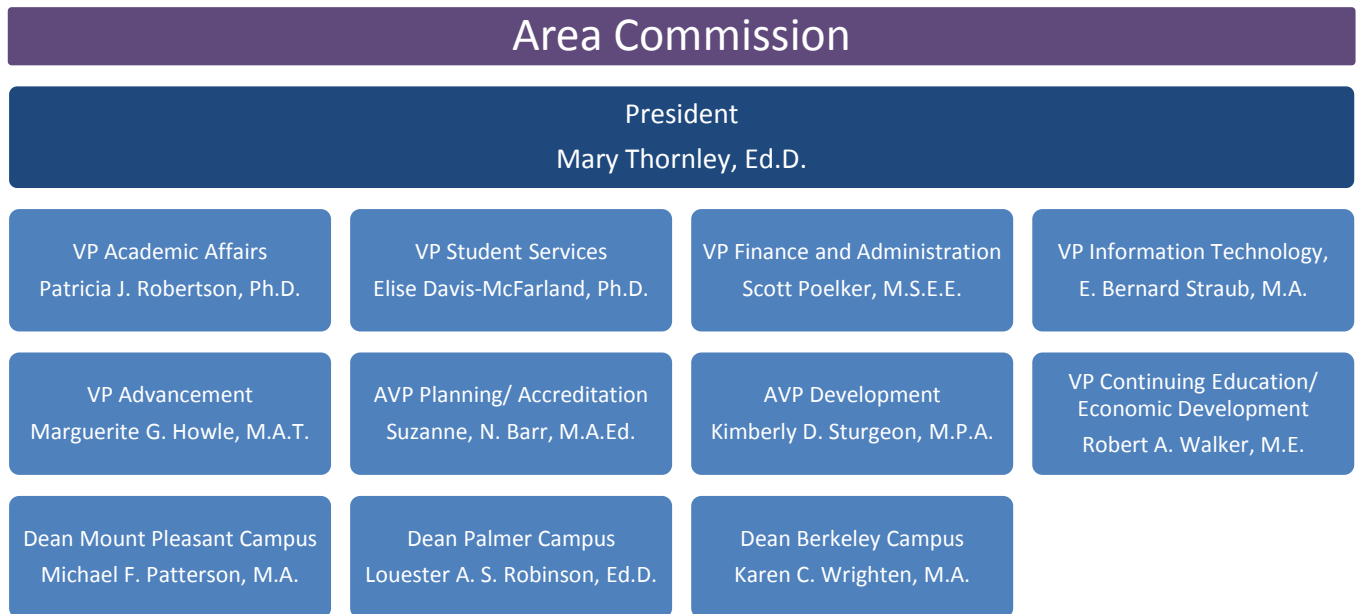> - Data-based decision making
> - Continuous improvements

The college's quality management system is guided by Leadership Cabinet, a group of college employees representing all areas of the college. The 141 members of Leadership Cabinet examine results of evaluations and assessments and identify college processes to be studied for improvement. (Leadership Cabinet is discussed more fully in Section III, Category 5, page 24.)

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

Area Commission

President
Mary Thornley, Ed.D.

VP Academic Affairs Patricia J. Robertson, Ph.D.	VP Student Services Elise Davis-McFarland, Ph.D.	VP Finance and Administration Scott Poelker, M.S.E.E.	VP Information Technology, E. Bernard Straub, M.A.
VP Advancement Marguerite G. Howle, M.A.T.	AVP Planning/ Accreditation Suzanne, N. Barr, M.A.Ed.	AVP Development Kimberly D. Sturgeon, M.P.A.	VP Continuing Education/ Economic Development Robert A. Walker, M.E.
Dean Mount Pleasant Campus Michael F. Patterson, M.A.	Dean Palmer Campus Louester A. S. Robinson, Ed.D.	Dean Berkeley Campus Karen C. Wrighten, M.A.	

Figure II-1

II-12 Expenditures/Appropriations Chart

Accountability Report Appropriations/Expenditures Chart Base Budget Expenditures and Appropriations						
	FY 10-11 Actual Expenditures		FY 11-12 Actual Expenditures		FY 12-13 Appropriations Act	
Major Budget Categories	**Total Funds**	**General Funds**	**Total Funds**	**General Funds**	**Total Funds**	**General Funds**
Personal Service	$ 46,966,157	$ 8,797,642	$ 50,708,866	$ 9,285,777	$ 52,870,931	$9,344,017
Other Operating	$ 29,918,915		$ 31,565,882		$ 33,302,006	
Special Items	$ 543,949	$ 543,949	$ 543,949	$ 543,949	$ 543,949	$ 543,949
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$12,082,857	$ 3,906,032	$13,427,695	$ 3,979,618	$ 14,132,771	$ 4,004,579
Non-recurring	$ 483,598	$ 483,598	$ 246,007	$ 246,007	$ 520,536	$ 520,536
Total	$ 89,995,476	$ 13,731,221	$ 96,492,399	$ 14,055,351	$101,370,193	$ 14,413,081
Other Expenditures						
Sources of Funds	**FY 10-11 Actual Expenditures**			**FY 11-12 Actual Expenditures**		
Supplemental Bills	$ 0			$ 0		
Capital Reserve Funds	$ 0			$ 1,166,957		
Bonds	$ 0			$ 0		

Chart II-1

II-13 Major Program Areas Chart

Major Program Areas				
Program Number and Title	**Major Program Area Purpose (Brief)**	**FY 10-11 Budget Expenditures**	**FY 11-12 Budget Expenditures**	**Key Cross References for Financial Results**
1 Instructional Programs	TTC provides educational opportunities for individuals to acquire the knowledge and skills necessary for employment, transfer to senior colleges, or graduate with an associate degree, diploma or certificate.	State: $ 13,731,221 Federal: $ 4,290,908 Other: $ 71,973,347 Total: $ 89,995,476 % of Total Budget: 100%	State: $ 14,055,351 Federal: $ 4,048,232 Other: $ 78,388,816 Total: $ 96,492,399 % of Total Budget: 100%	7.3.1, 7.3.2, 7.3.3, 7.3.4, 7.3.5, 7.3.6, 7.3.7

Chart II-2

In 21 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, vice presidents and campus deans
Leadership Cabinet	President, 141 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
Faculty Council	Elected representatives from each academic division
Staff Council	Elected 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 Leadership Cabinet conduct a joint review of TTC's mission, vision and values at the start of each 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 9) lists current communication channels.

TTC's senior leaders lead by example. Senior leaders not only participate in all college-wide training initiatives, they frequently 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 and Path2Math Success** (Student Success)
- **TTC Center for Teaching Support** (Teaching Excellence)
- **Emergency Alert System** (Safety)
- **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	Staff Conversations with the President
Vice Presidents	Division Supervisors	Division Staff Meetings / Division Retreats
VP for Academic Affairs	Academic Deans	Academic Deans Meetings
	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	Faculty Council
	VP for Student Services	Student Services Faculty Advisory Committee
Staff	President	Staff Council
Academic Program Coordinators	Business/Industry Stakeholders	Academic Program Advisory Committees
Students	President's Cabinet	Student Cabinet
TTC	Students and Stakeholders	TTC Website, TTC Facebook Page, TTC Twitter Feed
	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 a total quality management system. The President leads a "Staff Conversations with the President" seminar to introduce all new employees to the college's quality 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 an opportunity to use the Dorchester County Career and Technology Center on a full-time basis became available, cabinet renamed the facility Summerville Site at Trolley Road, provided oversight for the design and completion of renovations, assigned responsibility for the oversight of the facility, coordinated a robust course schedule, and submitted a prospectus for the site approval to the Commission on Colleges of the Southern Association of Colleges and Schools – all within a period of six months.

TTC Team Structures		
Activity	**Team Structure**	**Example**
Implementation of operational goals	College standing committees	▪ Student Appeals Committee ▪ Curriculum Committee
Implementation of strategic initiatives	Cross divisional task forces	▪ Trident's User Group (TUG) ▪ Student Portal Team
Improvement of college processes	Process improvement teams	▪ Registration Advisory Committee ▪ HR Processes Team
Implementation of small-scale strategic projects	Release time for special projects	▪ Implementation of the QEP
Resolution of acute problems	Cross divisional *ad hoc* teams	▪ New Financial Aid Regulations Team

Table III-1.2-3

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.

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. All vice presidents have responsibility for assuring that TTC policies and procedures adhere to 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, they create a formal system by which the college promotes legal and ethical behavior and provides accountability for compliance with all regulatory requirements.

The Internal Auditor regularly reviews various college processes. During 2011-12, these included the financial aid return to Title IV program, the Boeing Project, the book buy back process, the purchasing card program, and missing inventory.

Additionally, the college requires that all employees annually complete the Employee Handbook Acknowledgement Form indicating that they have read the *Employee Handbook*, which includes a section on the South Carolina Ethics Act. The Vice President for Academic Affairs requires all faculty members to annually acknowledge their receipt of the *Faculty Handbook*, which outlines the expectations for ethical behavior by both faculty and students in the classroom.

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).
- **Professional Development Day**. The Division of Planning and Accreditation 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 seven-year plan includes a strategic initiative for faculty 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 2011-12, 141 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 foster leadership development, and
- to strengthen relationships among the participants.

The President's Cabinet identifies two participants for the South Carolina Technical College Leadership Academy each year the program is offered. 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 31 participants in Leadership South Carolina, Leadership Charleston, Leadership Berkeley, Leadership Dorchester and the South Carolina Technical College Leadership Academy programs.

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 9) 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 "Staff Conversations with the President" seminar 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 Registration Advisory Committee and Trident's Users Group (TUG):

- **Registration Advisory Committee**. Chartered by the President's Cabinet and tasked with improving the college's registration processes, this group is a cross-functional team, composed of members from across the college. The committee studies existing processes, develops improvement theories, and plans for implementation of process changes.
- **TUG**. A team of administrative database users representing all administrative divisions, TUG works cooperatively to make decisions affecting administrative database enhancements, security and work practices.

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

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

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

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 administrative unit assessments, which include significant accomplishments related to the strategic goals. Additionally, cabinet members complete self-evaluations which identify 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, using the Agency Head Evaluation instrument, evaluates the President each year and submits the results of this evaluation to the South Carolina Agency Head Salary Commission.

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. Additionally, the Area Commission invites the 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**	**Biennially**
▪ Enrollment ▪ Admissions	▪ Affirmative Action ▪ Financial Reports ▪ Facilities and Permanent Improvements ▪ Financial Aid ▪ Technology Systems and Operations	▪ Accountability Report ▪ National Community College Benchmark Project ▪ Academic Program Review ▪ Clery Act Information ▪ Grants and External Funding	▪ Student Satisfaction Inventory ▪ College Employee Satisfaction Survey

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 462 members of its 42 academic program advisory committees to assess the impact, both positive and negative, of its academic offerings. Prior to the development of any new academic program, the college conducts a community needs assessment, soliciting input from area business and industry. Additionally, graduates and 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 2011-12 academic year, 43 student organizations completed 300 service projects, performing more than 9,100 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 2011-12 contributions to the United Way were $48,524 and contributions to the TTC Foundation were $64,557. The participation rate for the TTC Foundation Campus Campaign was 78%, the twenty-second consecutive year this campaign has had a participation rate over 75%.

▪ **Senior Leaders.** The twelve members of the President's Cabinet participate in 30 community service organizations including leadership roles in local chambers of commerce, the United Way and Rotary International.

2.1   What is your Strategic Planning process, including key participants, and how does it address: your organizations' strengths, weaknesses, opportunities and threats; financial, regulatory, and other potential risks; shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition; workforce 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's current planning cycle covers the years between 2005 and 2012. The college uses information from three important sources in the development of its strategic and operational plans:

- **Stakeholder Input.** The college begins each strategic planning cycle by actively soliciting advice and counsel from all college stakeholders. At the beginning of the 2005-12 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. The input of these focus groups allowed the college to identify the strengths and weaknesses, as well as key barriers and opportunities the college faces (Table I-1, page 2).

- **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-2.7-8, page 16). Additionally, senior leaders regularly review college performance on measures that reflect overall organizational health and sustainability. These analyses are the precursor to continuous improvement.
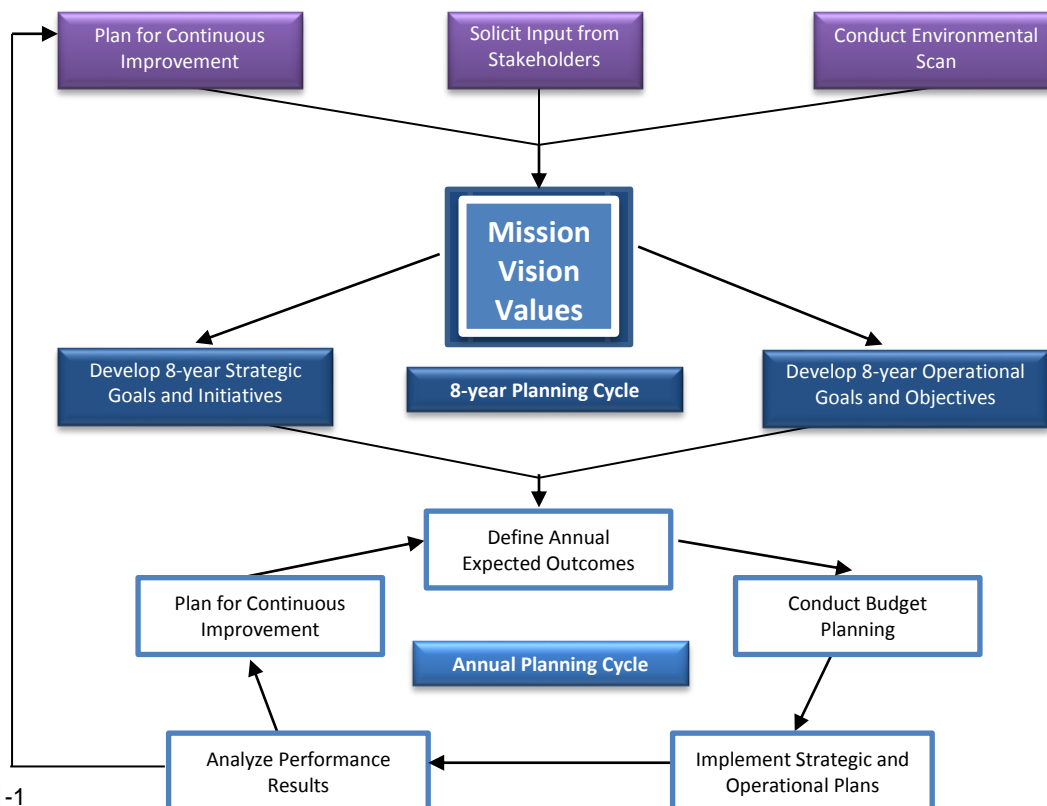
TTC Planning Process

Figure III-2.1-1

The current strategic plan incorporates the college's vision, mission, and values as well as strategic and operational goals. This seven-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 2.4 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. Leadership Cabinet reviews the results of the biennial College Employee Satisfaction Survey to determine the system-wide effectiveness of the college's planning process and recommends actions for improvement. The Associate Vice President of Planning and Accreditation, a cabinet-level position, coordinates the college's planning activities. 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 and operational goals and uses these strategies to guide 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 provides 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 9) and discussed in Section III, Category 1.1 (page 8). Additionally, the Associate Vice President of Planning and Accreditation is a permanent member of the President's Cabinet; she ensures that strategic planning remains a standing agenda item for its meetings.

2.6 How do you measure progress on your action plans?

TTC regularly evaluates its performance on strategic initiatives, reports the results of these evaluations to its constituents and uses these results to continuously improve the college. 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.

At the close of each fiscal year, the college creates a Final Report of its accomplishment of the strategic goals and initiatives and a "Highlights" document that lists the college's most significant achievements for the year. In addition to these college-wide reports, each administrative unit documents progress toward attainment of strategic initiatives in its Administrative Unit Assessment. Table III-2.6-7 demonstrates how the college's planning and evaluation cycles are aligned.

TTC Planning and Evaluation Cycles				
Month	Strategic Planning	Budget Planning	Program Evaluations	Personnel Evaluations
March	Strategic Initiatives for next year (approved by Area Commission) Strategic Plan Reporting Plan			
April		Online Budget Planning		Staff Evaluations
May		Proposed Budget (Area Commission)	SBTCE Program Evaluation	Vice Presidents Evaluations
June		Budget Meeting		Faculty Evaluations
Begin New Fiscal Year				
July			Administrative Unit Assessments	President Evaluation Faculty Planning Stages Staff Planning Stages Vice Presidents Planning Stages
August	Strategic Plan Report Card		Institutional Effectiveness Summary	
September	Accountability Report		Curriculum Assessment Plans Student Services Program Assessments	President Planning Stage
November		Revised Budget		

Table III-2.6-7

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-9, page 6 and Table III-2.7-8, 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 Statement and the college's seven-year strategic plan are available online.

Strategic Planning			
Program Number and Title	**Supported Organization Strategic Planning Goal**	**Related FY 2011-12 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.	7.2.13
		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.	n/a
		New Instructional Sites. Provide greater accessibility to residents in Charleston and Dorchester counties.	7.2.5
		Affordability. Plan and develop programs to help TTC students secure funding for college expenses.	7.2.6, 7.2.7, 7.2.8, 7.2.9
	Stewardship	**Alternative Funding.** Aggressively pursue alternative funding sources to augment traditional funding sources.	7.3.4, 7.3.5
		Decision Making. Improve the college's assessment and evaluation processes.	7.2.11, 7.2.12
		Organizational Efficiency. Reduce college costs by strengthening work practices that increase employee productivity and improve customer service.	7.5.3, 7.5.5, 7.5.6
		Sound Environmental Practices. Reduce college costs and implement practices that model environmental responsibility.	7.3.6, 7.3.7
		State Budget Cuts. Position the college to absorb the current and next fiscal years' cuts in state appropriations with minimal reduction in programs and services.	7.3.1, 7.3.2, 7.3.3
	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, 7.5.8
		Collaboration. Emphasize collaboration between the college and the local, national and international communities.	7.5.2
		Curriculum. Identify, develop and/or revise academic and continuing education programs as needed to promote the economic development of the area.	7.1.3, 7.1.4
	Engagement	**Student Development.** Develop and offer programs and services to students that present opportunities for their intellectual and interpersonal skills development.	7.2.10, 7.6.3, 7.6.4
		Campus Environment. Build a sense of campus community and improve campus morale.	7.4.4, 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, 7.5.4, 7.6.1
		Improved Communication. Improve the methods and procedures used by the college community to disseminate information and eliminate barriers to effective institutional communication.	7.4.6, 7.5.7
		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-2.7-8

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.
- **Student Support Services.** This program, encouraging minority and female participation in engineering and other technologies, is promoted by faculty and Student Services staff.
- **Online and Evening courses**. The college markets these courses, designed for working professionals, in the *Charleston Business Review* as well as other media.

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-3.2-9 (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 is implementing an online computer assisted instruction supplement to courses in the algebra sequence.

Listening and Learning Methods			
Group	Subgroup	Methods	Frequency
Students	High school students	Results of Course Evaluations Feedback from high school guidance counselors	Every semester Continuous
	Transfer and technical students	Noel-Levitz Student Satisfaction Inventory Course Evaluation 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-3.2-9

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 next strategic plan.

In addition to its annual and multi-year planning processes, the college also solicits and uses information from students in periodic evaluations of college performance. TTC's Institutional Research 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 Satisfaction 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 2008 and completed its second administration of this survey in 2010. 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. Leadership Cabinet 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 college conducts a biennial 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 and an Assistant Director of High School Programs, who provide 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.** Eighty-four faculty and staff (12.6% of employees) serve as advisors for the 42 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 Assistant Vice President of Academic Programs serves as the college's Chief Transfer Officer and is 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.

3.6 How does your student and stakeholder complaint management process ensure that complaints are resolved promptly and effectively?

TTC provides appropriate avenues for students to submit complaints and appeals; has assigned administrative responsibility for each type of appeal (Table III-3.6-10); communicates complaint and appeal procedures to students in a streamlined, user friendly website; maintains records of all student complaints and appeals; and assures that complaints and appeals are handled in a timely manner.

Category	Appeal or Complaint	Responsible Administrative Unit
Academic	Academic Complaint	Academic Department Heads and Deans
	Academic Misconduct Appeal	Vice President for Academic Affairs
	Late Withdrawal	Academic Deans
	Academic Suspension	TTC Appeals Committee
Financial Aid	Financial Aid Suspension	TTC Appeals Committee
	Life Scholarship Appeals	SC Commission on Higher Education
	SC Lottery Tuition Assistance Appeal	Financial Aid Officers
	Multiple Course Attempt Appeal	Financial Aid Assistant Director of Awarding
	Special Circumstances Review	Financial Aid Assistant Director of Awarding
	Student Loan Review	Financial Aid Loan Award Officer
Other	Residency Status Appeal	Dean of Enrollment Management
	Sexual Harassment Complaint	Dean of Student Development
	SC Tax Commission Debt Collection	Hearing Officer
	Student Discipline Appeal	Assistant Vice President of Student Services
	Student Discrimination Complaints	Vice President for Student Services
	Extenuating Circumstances	Assistant Vice President of Student Services

Table III-3.6-10

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 administrative 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.

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 President introduces college employees to data-based decision making in the "Staff Conversations with the President" seminar. 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-4.3-11 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	Effective Communication: The ability to communicate clearly and coherently in standard English.	Scoring rubric
	Critical Thinking: The ability to evaluate concepts and information and draw clear, logical conclusions based on evidence.	Scoring rubric
Academic Program Student Learning Outcomes	Commercial Graphics Associate Degree ▪ Design, produce and present a self-identity package that includes a comprehensive portfolio.	Portfolio assessment in capstone course
	Pharmacy Technician Diploma ▪ Demonstrate proficiency in non-sterile and sterile compounding in medication preparation.	Lab practical check sheets
	Engineering Design Graphics Certificate ▪ Create, edit and plot 3D mechanical engineering models using a CAD software program.	Lab projects and productivity exams
Course Objectives	MAT 111 – College Trigonometry ▪ Apply trigonometric functions to solve vector problems.	Departmental final exam

Table III-4.3-11

Operational Effectiveness.
Table III-4.3-12 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-4.3-12

Strategic Initiative Progress. The college's strategic plan includes the expected outcomes and measurement methods for the annual strategic initiatives. The 2011-12 strategic initiatives are identified in Table III-2.7-8 (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 two times during each planning 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. Beginning in 2007, TTC participates annually in the National Community College Benchmark 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. Since 2008, TTC has participated in 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 make needed data and information available? How do you make them accessible to your workforce, students and stakeholders?

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 students and key college stakeholders. Key reports, such as the daily enrollment report, are available in Portico, the college's employee intranet portal.

4.6   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 Services Team has the responsibility for the security of TTC's network.

4.7   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 Leadership Cabinet 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 9).

4.8   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 conducts "Staff Conversations with the President" to introduce new employees to the college's quality management system and the President's quality philosophy. Additionally, the college provides sessions for all new employees covering benefits, college policies, the workplace environment and sexual harassment prevention. The college also conducts New Supervisor training, which includes sessions on budget management, employee evaluations, TTC's Affirmative Action plan, and management skills and techniques. 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 2010-11, the 19 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 director, two instructional design specialists, 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-4.8-13). All of these resources are available either online or through the college's intranet.

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

Table III-4.8-13

5.1   How do you organize and manage work to motivate and 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-2.7-8, page 16). Each administrative division has primary responsibility for some of the strategic initiatives that support these four goals. Table III-5.1-14 lists administrative divisions and the 2011-12 operational goals and strategic initiatives each one supports.

TTC Administrative Divisions			
Division	**Operational Goals**	**Strategic Goals**	**Strategic Initiatives**
President's Office	▪ Administration ▪ Communication	Stewardship	▪ Decision Making
		Engagement	▪ Improved Communication ▪ Faculty and Staff Development
Academic Affairs	▪ Educational Programs	Accessibility	▪ Flexible Student Scheduling ▪ Student Preparation ▪ New Instructional Sites
		Community Prominence	▪ Curriculum
		Engagement	▪ Student Success and Retention
Continuing Education and Economic Development	▪ Educational Programs	Community Prominence	▪ Collaboration ▪ Curriculum
Student Services	▪ Student Success	Accessibility	▪ Diversity ▪ Affordability
		Engagement	▪ Student Development
Finance and Administration	▪ Human Resources ▪ Physical Resources ▪ Financial Resources	Accessibility	▪ Capital Improvements
		Stewardship	▪ Sound Environmental Practices ▪ State Budget Cuts
		Engagement	▪ Campus Environment ▪ Faculty and Staff Diversity
Information Technology	▪ Administration ▪ Physical Resources	Stewardship	▪ Organizational Efficiency
Advancement	▪ Communication ▪ Financial Resources	Stewardship	▪ Alternative Funding
		Community Prominence	▪ Image

Table III-5.1-14

TTC's quality management system 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 9). 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.

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 accredited institutions is $200.00 per course.

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 2008 and 2010 Noel-Levitz College Employee Satisfaction Surveys indicated that internal communication remains an area in need of improvement for the college. TTC will continue its efforts in this area; "Improved Communication" is one of the strategic initiatives for the 2005-12 Strategic Plan.

The college uses multiple methods to effectively share institutional knowledge and best practices with its employees. Chief among these methods are the TTC website, the employee intranet portal, 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.

- **Portico, the TTC Employee Intranet Portal.** In Spring 2010, TTC launched Portico, a faculty/staff intranet that provides access to college-wide forms, documents, newsletters, and other work related information. Through Portico, employees are able to post news and announcements, access college publications and work together more efficiently.

- **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 4.8 (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 Human Resources director 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, the college has a student success and retention initiative in the 2005-12 Strategic Plan. To support the college's initiative to evaluate student learning, the FPMS for all academic deans includes an objective related to completing their programs' curriculum assessment plans.

5.4   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 III, Category 1.5, page 10). 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 agendas reveals that she addresses each of these key leadership attributes with a well-balanced curriculum and an interactive pedagogy. Table III-5.5-15 provides examples of Leadership Cabinet activities.

TTC Leadership Development	
Leadership Cabinet Agenda Item	Leadership Characteristic
Getting Things Done Leadership	Personal Leadership Attributes
Mount Pleasant Campus Work Keys Human Resources	Organizational Knowledge
Book review: *Mandela's Way*	Ethical Practices
Achieving the Dream/Path2Math Success High School Programs First Time Freshmen Trends	TTC Core Competencies
Global Opportunities Employment and Workforce	Strategic Challenges
Strategic Planning Environmental Health Safety and Security Development Update	Accomplishment of Action Plans

Table III-5.5-15

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 Benchmark 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 2011-12. The college ranked first among all state higher education institutions, and second among all state agencies that employ 15 or more employees, with a 98.8% 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 "Staff Conversations with the President." Evaluations of these sessions indicate that these orientations are effective. Additionally, a review of the length of service of TTC employees shows that 63% 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?

Each year, the President appoints a team of faculty and staff to design and produce TTC's annual Professional Development (PD) Day, which provides onsite development opportunities to all faculty and staff. Each year, the committee chooses a theme for this day, in alignment with one of the strategic initiatives. Table III-5.8-16 lists recent PD Day themes and the initiatives they supported.

Professional Development Day Themes		
Year	Theme	Strategic Initiative
2012	College Knowledge	Improved Communication
2010	The Power of Green	Sound Environmental Practices
2009	Fit for Change	Campus Environment
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

Table III-5.8-16

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

TTC conducts a biennial Employee Satisfaction 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 Faculty Council and the Staff Council.

5.11 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 these 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.

5.12 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 Department of Public Safety provides law enforcement protection for the campus community. The department employs a staff of 29 sworn officers and four non-sworn personnel who are assigned to work at or respond to all campuses and sites. The 29 public safety officers are certified by the South Carolina Criminal Justice Academy and commissioned as constables by the governor of South Carolina. TTCDPS promotes a community-oriented policing philosophy. The department engages the campus community as partners in keeping the campuses safe. The department arranges free Rape Aggression Defense classes and offers safety and security presentations to employees and students. The department can activate a college-wide emergency alert system, which uses text messages and other electronic methods to notify faculty, staff and students. Clery Act reports document that the crime rate on TTC property is lower than that of the surrounding areas. The department employs a Field Training Officer who also serves as the college's Crime Prevention Officer.

  Safety. TTC's Department of Public Safety has a full time Emergency Management Coordinator who administers all emergency management operations for the college. 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. In addition, college employees are required and students are encouraged to participate in the college's Emergency Alert System, which provides email and text alerts in case of emergency. Employees also receive emergency weather alerts automatically via their campus phone.

  The Environmental, Health and Safety 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 responsibility for the local implementation of the hazardous materials safety and disposal program, and by the Environmental, Health, Safety and Security Committee, which helps to promote the safety and security of the campus community.

- **Health.** The college promotes employee wellness through a number of programs and policies. Annually, TTC provides low cost health screenings to all employees, and wellness programs are an integral part of 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.

  The *TTC Emergency Plan* includes provisions for pandemic influenza. During 2009-10, in response to the outbreak of H1N1, the college undertook several actions, including:

  - establishing a system for faculty and staff to report outbreaks of influenza-like illness on campus and communicating this information to faculty and staff
  - posting educational materials on hand and cough hygiene
  - installing hand sanitizer stations in areas of vending and food preparation
  - vaccinating approximately 400 students, faculty and staff for H1N1 with DHEC assistance

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 Course Evaluation instrument. The college administers the Course Evaluations 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 43 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 and Assistant Director of High School Programs work 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 Noel-Levitz Student Satisfaction Inventory 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 2005-12 Strategic Plan and the 2011-12 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 2011-12, the center assisted 590 faculty in developing or revising 991 different online course sections.
- **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 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 2012 admissions, more than 3,100 applicants (48% 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, the college received more than five times the number of Fall 2007 scholarship applications for Fall 2012.

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-6.5-17 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	Course Evaluation	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-6.5-17

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-6.6-18, 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 Noel-Levitz Student Satisfaction Inventory provides valuable information on students' perceptions of and satisfaction with these services. Student Services staff regularly assess the results of 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-6.6-18

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 college's fund-raising efforts, was very successful during 2011-12, raising $1.73 million in gifts for the TTC Foundation and securing $1.24 million in grant funding.

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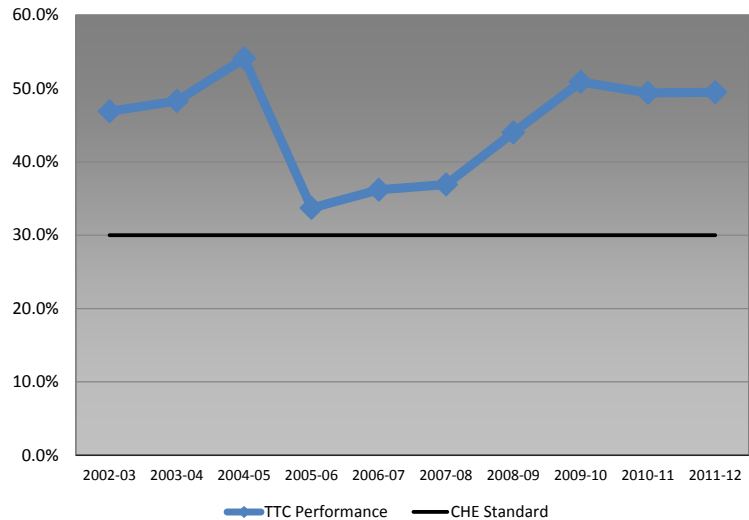
7.1.1 Graduation Rate

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

Source: SC CHE Performance Funding website

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

Performance Funding Graduation Rate

Legend: TTC Performance — CHE Standard

7.1.2 Completions

The college awarded 2,251 associate degrees, diplomas and certificates to 1,841 graduates in 2010-11. The number of awards represents an 18% increase over 2009-10.

Source: TTC Online FactBook

Number of Graduates

Legend: Associate Degrees ☐ Certificates ■ Diplomas
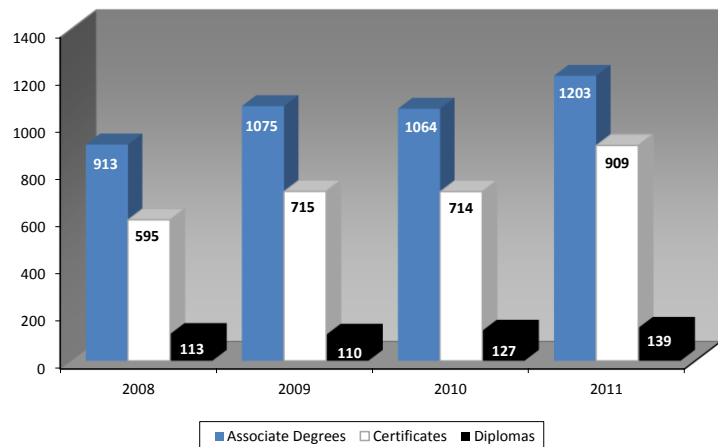
7.1.3 Graduate Placement Rate

In spite of the economic downturn, TTC graduates have had a placement rate* above 85% for the last four years.

Source: TTC Online FactBook

*The Graduate Placement Rate includes graduates who are working within their field of study or continuing their education.
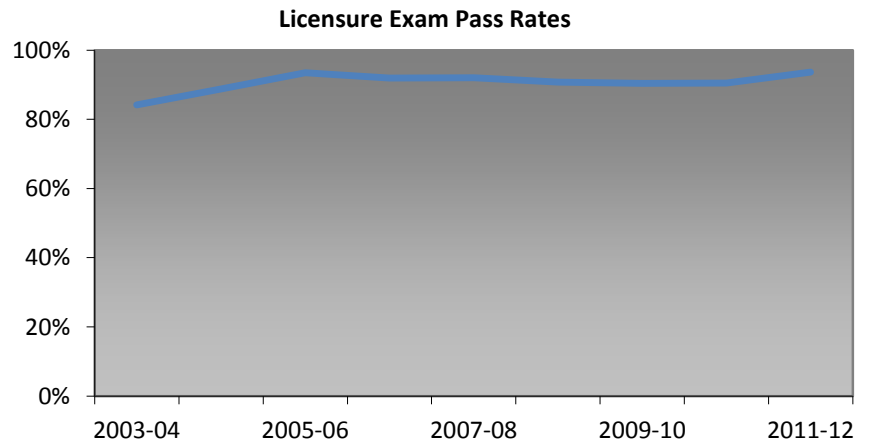
**2011 SBTCE data are not available.

Graduate Placement Rates

Legend: SBTCE ◇ TTC
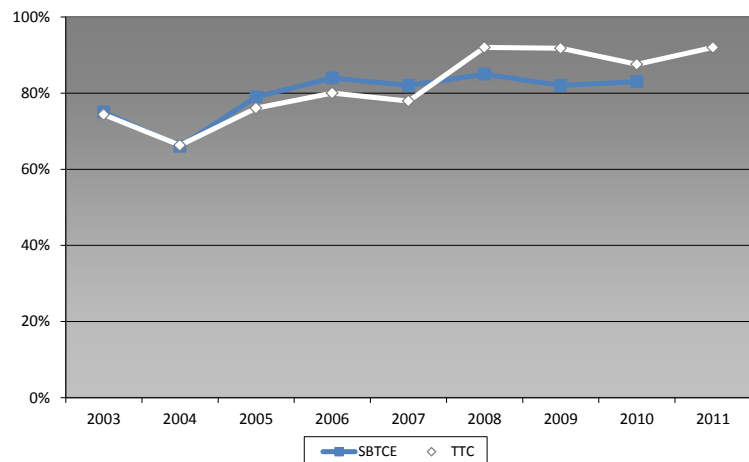
7.1.4 Licensure Exam Pass Rates

At 93.7%, graduates of TTC continue to demonstrate a strong performance on licensure exams. The 2011-12 results reflect the efforts of 505 TTC graduates on 14 different examinations.

Source: TTC Office of Institutional Research

Licensure Exam Pass Rates

7.1.5 Retention

TTC has initiated several retention efforts in the last several years. Three measures of student retention demonstrate the college has had some modest success in increasing student retention.

Source: TTC Office of Institutional Research

*All data are the most recently available at the time of reporting.

TTC Retention Rates
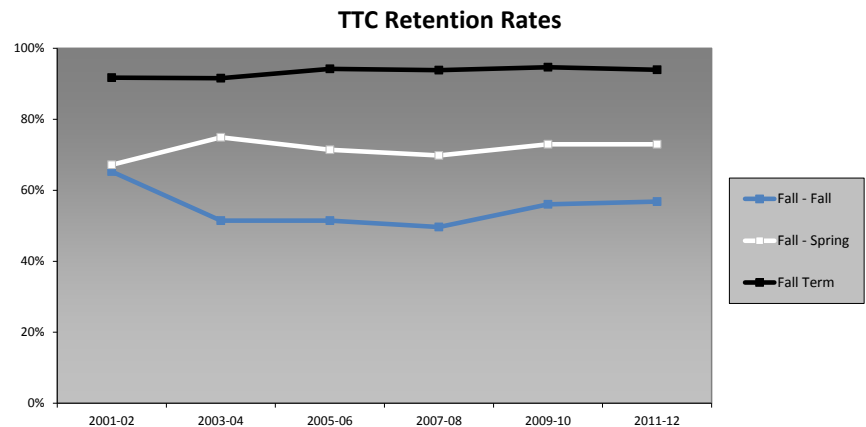
7.1.6 Progression Rates

TTC has made substantial progress toward increasing its 3-year student progression rates. The college's progression rate has exceeded the SBTCE average for six years in a row.

Source: SBTCE Office of Student Services and Research

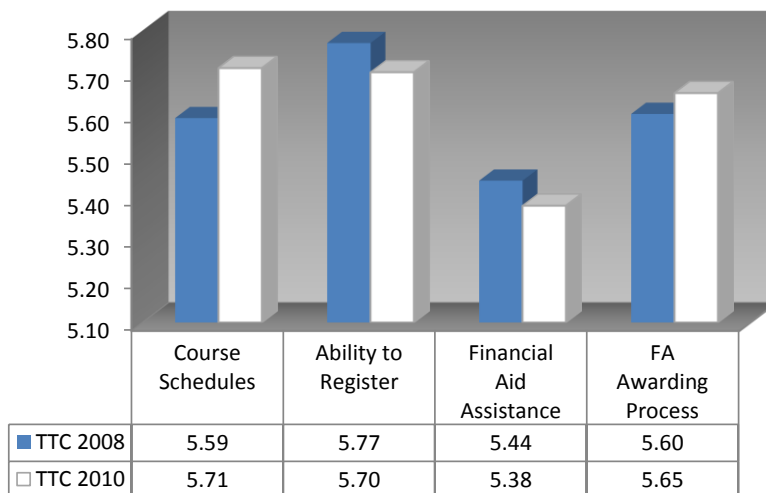**Progression Rates**
TTC, SBTCE and SREB Averages
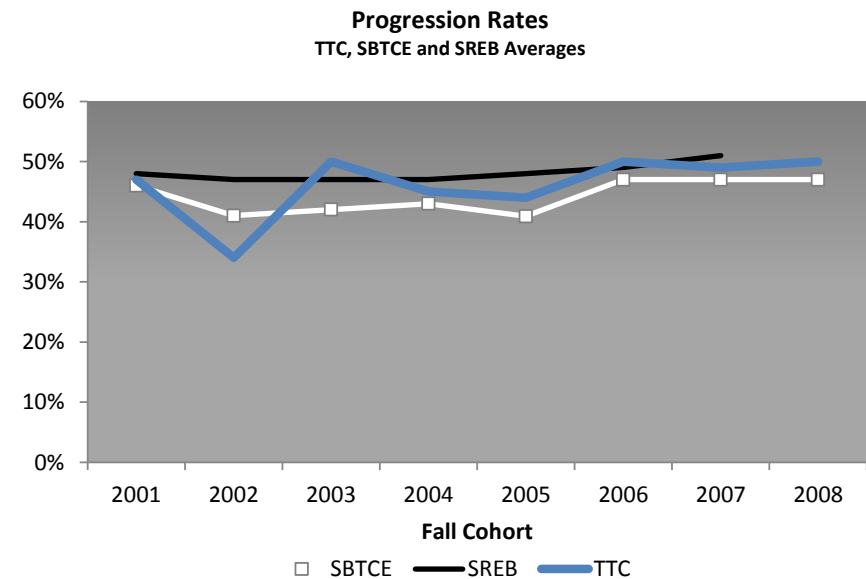
7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?
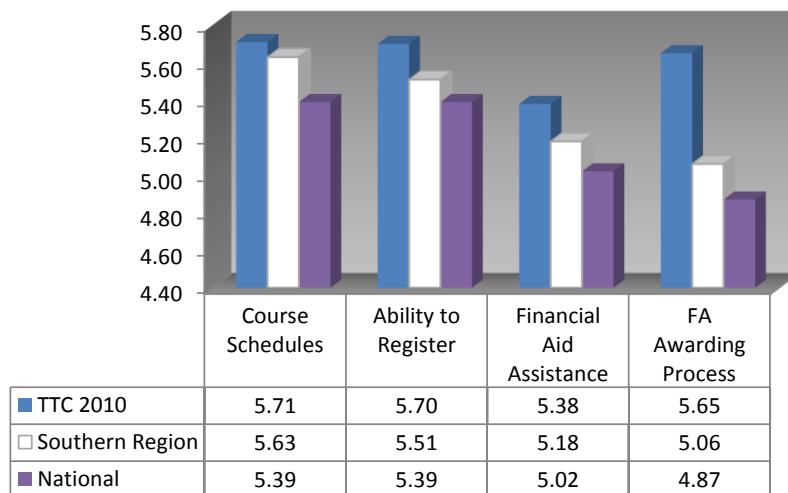
7.2.1 Student Satisfaction – Accessibility

The college's strong performance in these areas continues as demonstrated by the 2008 and 2010 Noel-Levitz Student Satisfaction Inventory results. TTC Student satisfaction rates related to accessibility are higher than both the national and regional averages. The next administration of the survey will be during the Fall 2012 term.

Source: TTC Office of Institutional Research

**Student Satisfaction – Accessibility
2008 and 2010 Results**

	Course Schedules	Ability to Register	Financial Aid Assistance	FA Awarding Process
TTC 2008	5.59	5.77	5.44	5.60
TTC 2010	5.71	5.70	5.38	5.65

**Student Satisfaction – Accessibility
TTC, Southern Region, and National Peers 2010**

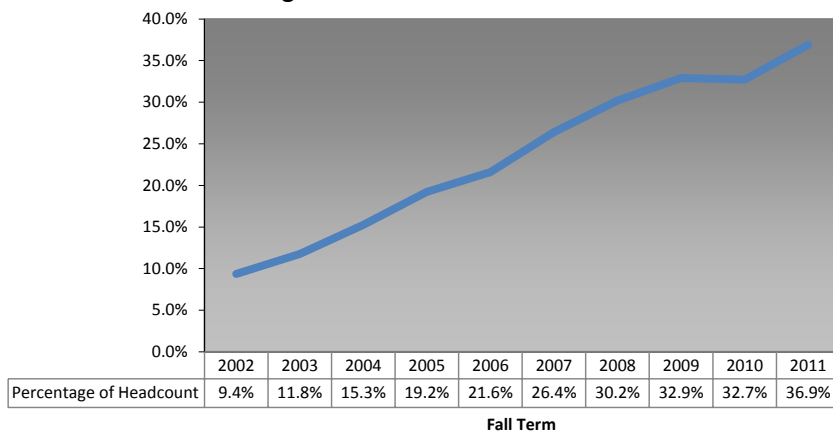|	Course Schedules	Ability to Register	Financial Aid Assistance	FA Awarding Process
TTC 2010	5.71	5.70	5.38	5.65
Southern Region	5.63	5.51	5.18	5.06
National	5.39	5.39	5.02	4.87

7.2.2 Flexible Student Scheduling – Online Courses

In Fall 2011, 36.9% of TTC students took advantage of online course offerings.
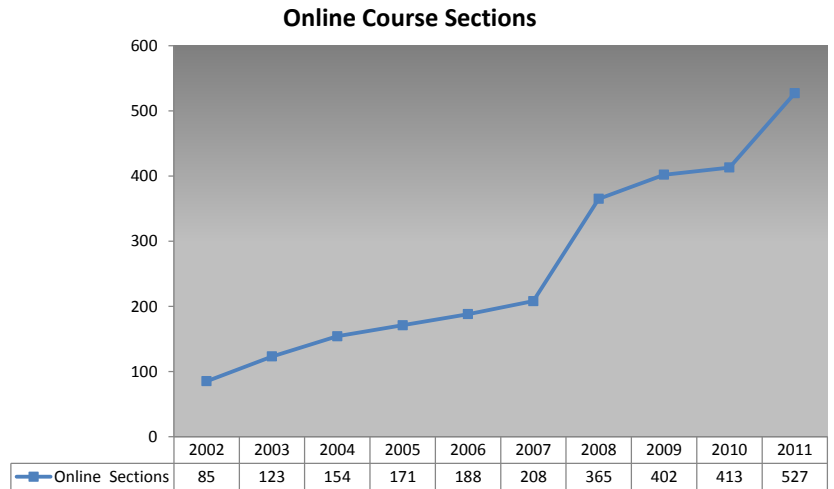
Source: TTC Office of Institutional Research

Percentage of Students in Online Courses

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Percentage of Headcount	9.4%	11.8%	15.3%	19.2%	21.6%	26.4%	30.2%	32.9%	32.7%	36.9%

Fall Term

7.2.3 Flexible Student Scheduling – Distance Learning

The college is responding to the community's increased demand for alternatives to traditional classroom instruction. TTC has more than doubled the number of online sections available in the past four years.
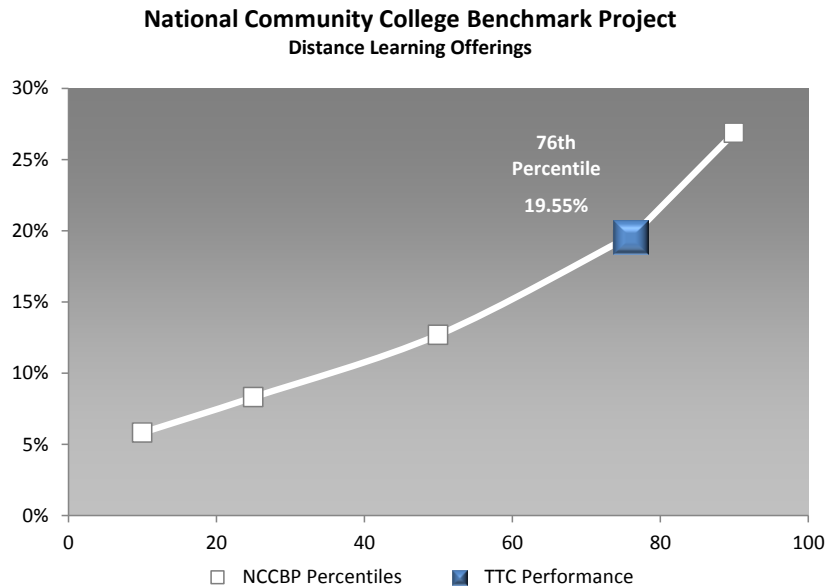
Source: TTC Office of Institutional Research

Online Course Sections

	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Online Sections	85	123	154	171	188	208	365	402	413	527

7.2.4 Flexible Student Scheduling – Distance Learning

The college's distance learning course offerings as a percentage of all course offerings ranks in the 76th percentile among participating institutions in the 2012 National Community College Benchmark Project. The college offered 19.6% of its sections in a distance learning format in the Fall 2010.
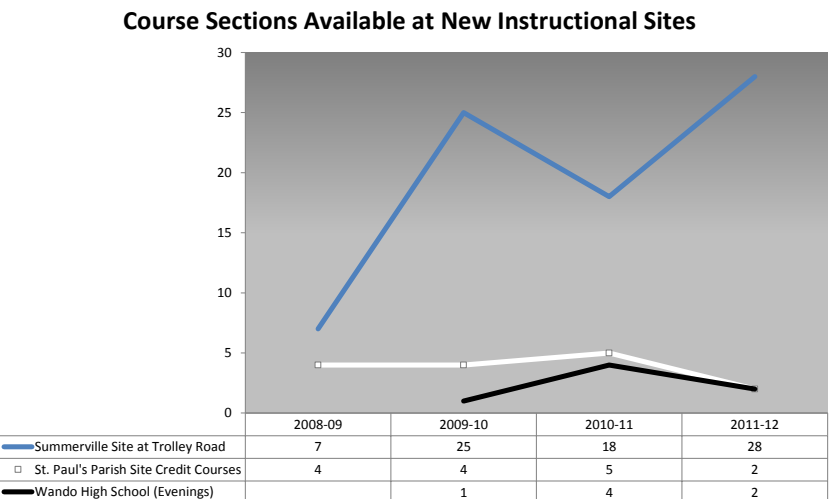
Source: National Community College Benchmark Project Institutional Report

National Community College Benchmark Project
Distance Learning Offerings

76th Percentile 19.55%

NCCBP Percentiles   TTC Performance

7.2.5 New Instructional Sites

TTC is leveraging new instructional sites to provide additional credit course offerings to residents in the college's service area.

Source: TTC Office of Institutional Research

Course Sections Available at New Instructional Sites

|	2008-09	2009-10	2010-11	2011-12
Summerville Site at Trolley Road	7	25	18	28
St. Paul's Parish Site Credit Courses	4	4	5	2
Wando High School (Evenings)		1	4	2

7.2.6 Affordability – Tuition Comparisons

TTC continues to be the best value in higher education among public and private non-profit institutions in the greater Charleston area.

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

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

Charleston Area Tuition – Fall 2011

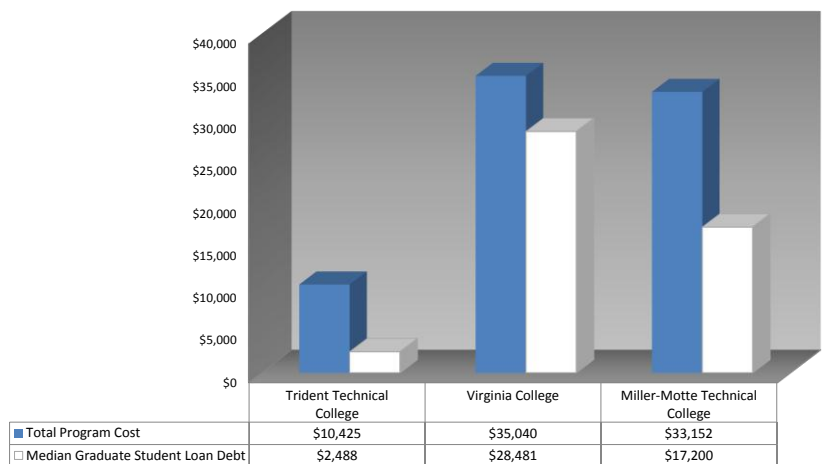| Institution	Tuition (One Credit Hour)
TTC	$153
The Citadel	$450
College of Charleston	$455
Charleston Southern University	$470
Webster University	$590
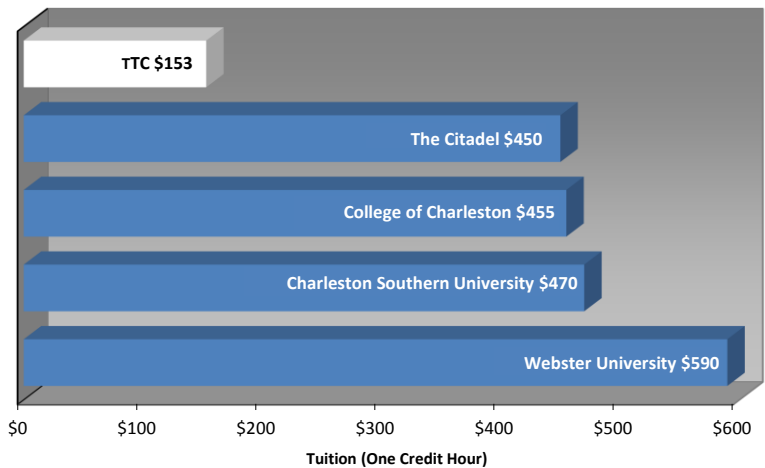
7.2.7 Affordability – Program Cost Comparisons

TTC's Medical Assisting program costs less than one-third of similar programs at local proprietary institutions. Naturally, with lower program costs, students are able to complete the program without incurring extreme student loan debt.

Sources: TTC, Virginia College and Miller-Motte Technical College websites.

The U.S. Department of Education recently provided guidance to colleges relieving them of the requirement to update disclosure data until further notice. Data provided in this chart were disclosed by the institutions in July 2011.

Program Costs and Graduate Debt - Medical Assisting

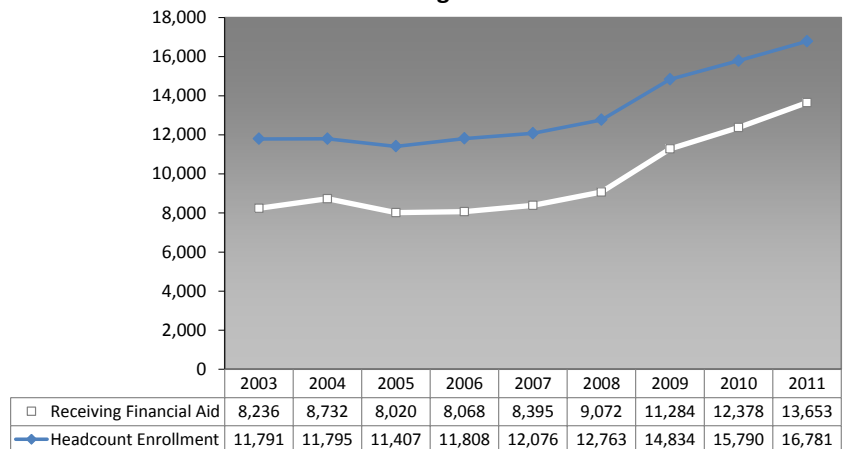|	Trident Technical College	Virginia College	Miller-Motte Technical College
Total Program Cost	$10,425	$35,040	$33,152
Median Graduate Student Loan Debt	$2,488	$28,481	$17,200

7.2.8 Affordability – Financial Aid

In Fall 2011, TTC saw the highest percentage of students with financial aid in recent history. More than 81% of TTC's 16,781 students received some form of financial assistance.

Source: TTC Office of Institutional Research

Students Receiving Financial Aid

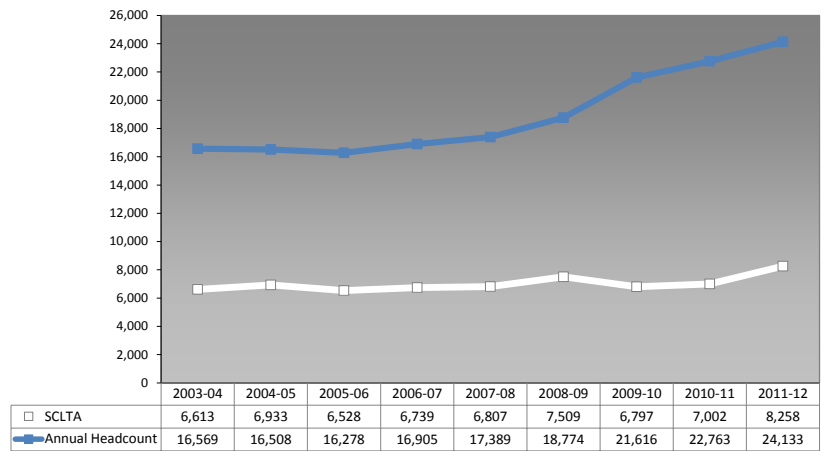|	2003	2004	2005	2006	2007	2008	2009	2010	2011
Receiving Financial Aid	8,236	8,732	8,020	8,068	8,395	9,072	11,284	12,378	13,653
Headcount Enrollment	11,791	11,795	11,407	11,808	12,076	12,763	14,834	15,790	16,781

7.2.9 Affordability – Lottery Tuition Assistance

The South Carolina Lottery Tuition Assistance (SCLTA) program provides tuition relief for students who do not qualify for federal grants. The recent downturn in the economy is evident in the SCLTA awarding: as a higher percentage of the student population became eligible for Pell Grants, fewer students received the SCTLA.

Source: TTC Online FactBook
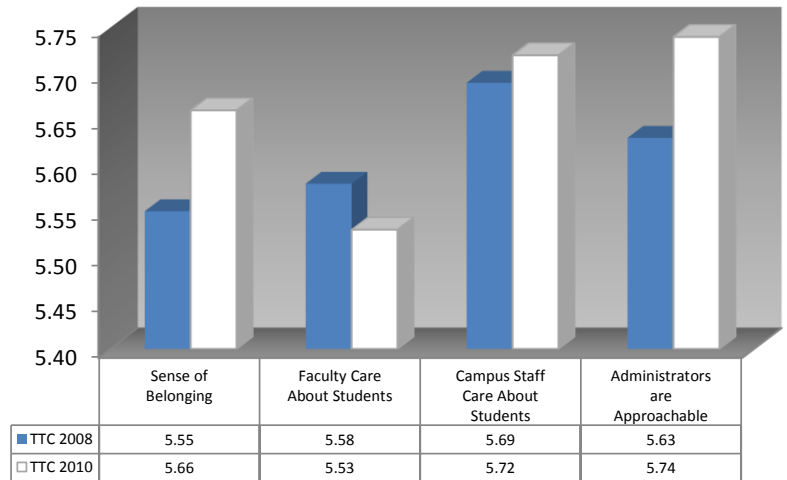
TTC Students with SCLTA

	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
☐ SCLTA	6,613	6,933	6,528	6,739	6,807	7,509	6,797	7,002	8,258
Annual Headcount	16,569	16,508	16,278	16,905	17,389	18,774	21,616	22,763	24,133

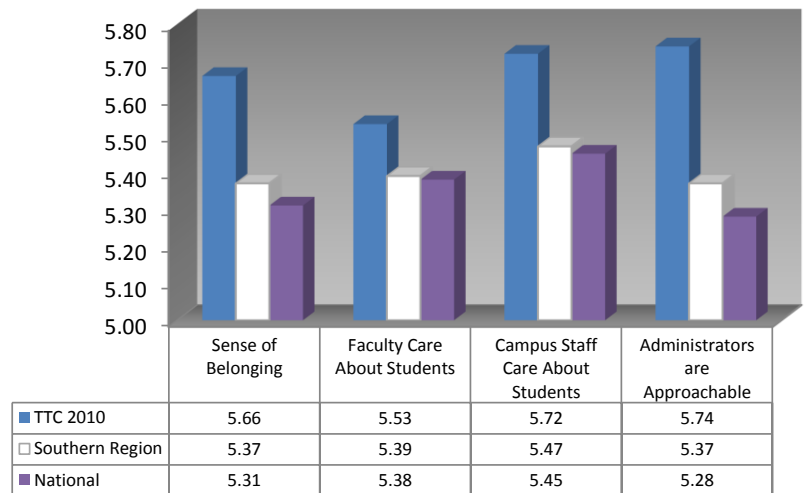## 7.2.10 Student Satisfaction – Engagement

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 2010 Noel-Levitz Student Satisfaction Inventory. Student satisfaction increased on three of four key measures between the 2008 and 2010 survey administrations.
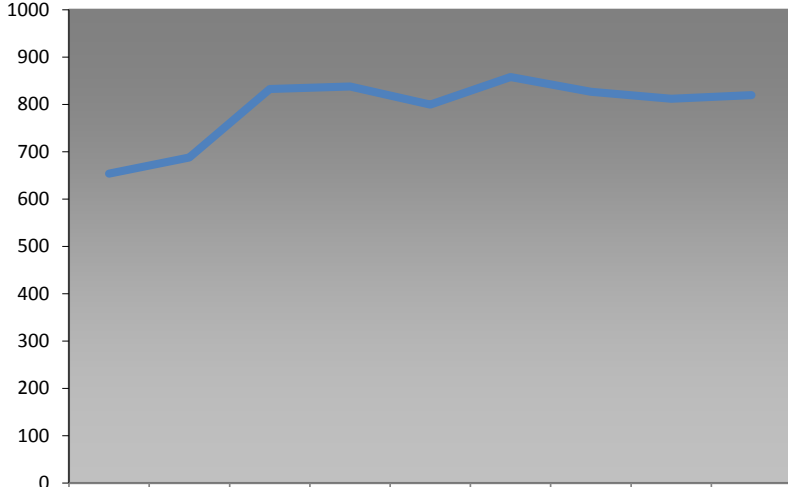
Source: TTC Office of Institutional Research

**Student Satisfaction – Engagement
2008 and 2010 Results**

	Sense of Belonging	Faculty Care About Students	Campus Staff Care About Students	Administrators are Approachable
■ TTC 2008	5.55	5.58	5.69	5.63
☐ TTC 2010	5.66	5.53	5.72	5.74

**Student Satisfaction – Engagement
TTC, Southern Region, and National Peers 2010**

	Sense of Belonging	Faculty Care About Students	Campus Staff Care About Students	Administrators are Approachable
■ TTC 2010	5.66	5.53	5.72	5.74
☐ Southern Region	5.37	5.39	5.47	5.37
■ National	5.31	5.38	5.45	5.28

7.2.11 Graduate Surveys

TTC graduates are consistently satisfied with their education.

Source: TTC Office of Institutional Research

Graduate Satisfaction

Graduate Survey Year	% Very Satisfied or Satisfied with TTC Education
2009	97%
2010	98%
2011	95%
2012	98%

7.2.12 Employer Surveys

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

Source: TTC Office of Institutional Research

Note: TTC began administering the Employer Survey on a biennial schedule in 2009.

Employer Satisfaction

Survey Year	Technical Skills	Personal Skills
2007	98%	97%
2008	97%	98%
2009	97%	97%
2011	97%	94%

7.2.13 Dual Credit Participation

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

Source: TTC Office of Institutional Research

Number of Dual Credit Students

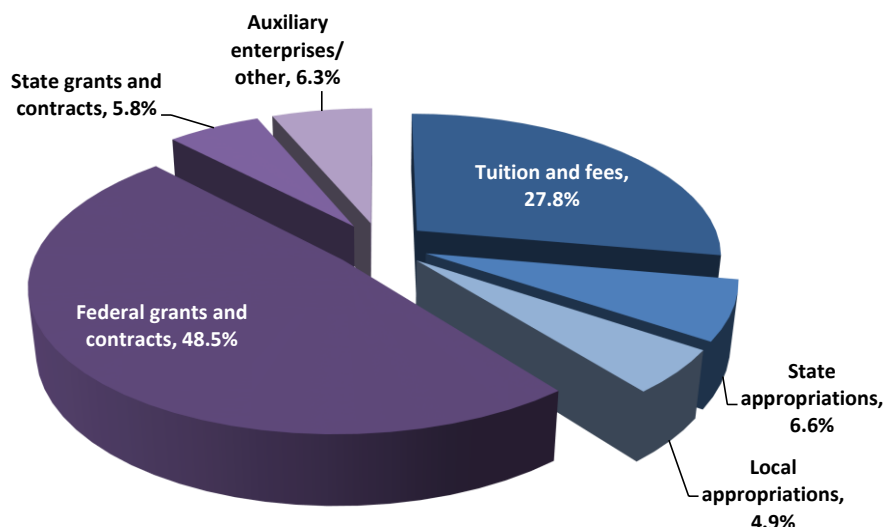|	2003-04	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Headcount	654	688	833	838	800	858	827	812	820

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

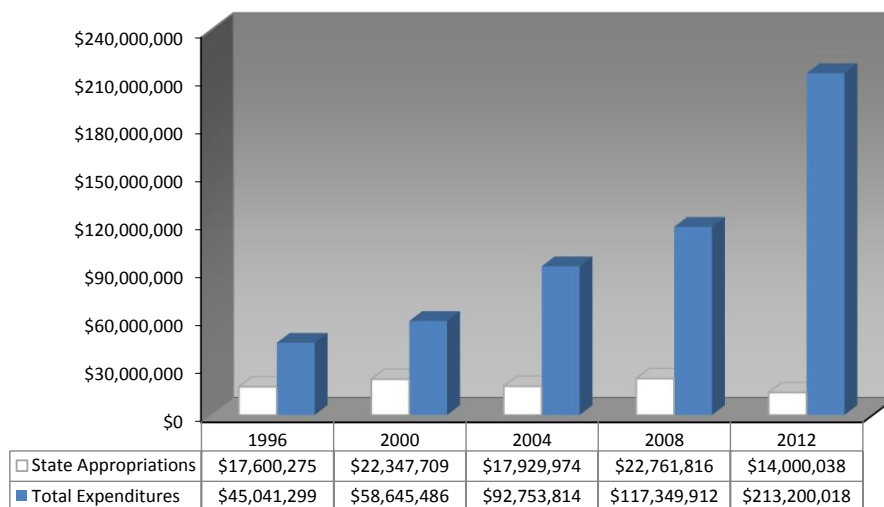|	
7.3.1 Revenues by Source Fiscal year 2012 data show that state appropriations provide only 6.6% of TTC's total revenues. Source: TTC 2012 Comprehensive Annual Financial Report	**2012 Fiscal Year Revenues by Source**
7.3.2 State Appropriations The gap between state appropriations and expenditures continues to grow. In 1996, state appropriations were 39% of total expenditures. In 2012, state appropriations accounted for only 6.6% of expenditures. The fiscal year 2012 state appropriation was less than 80% of what TTC received in state appropriations for fiscal year 1996. Source: TTC 2012 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 2012 Comprehensive Annual Financial Report	**Expenditures by Function**

State Appropriations Compared to Total Expenditures data:

	1996	2000	2004	2008	2012
State Appropriations	$17,600,275	$22,347,709	$17,929,974	$22,761,816	$14,000,038
Total Expenditures	$45,041,299	$58,645,486	$92,753,814	$117,349,912	$213,200,018
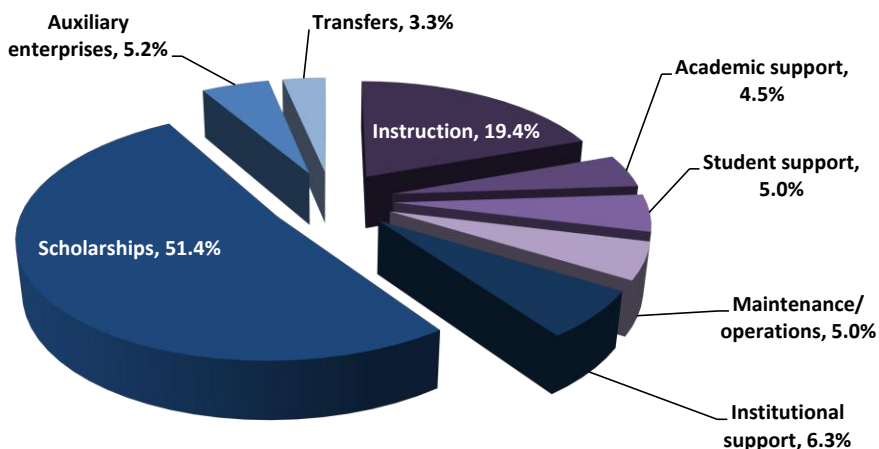
7.3.4 Alternative Funding – Grants

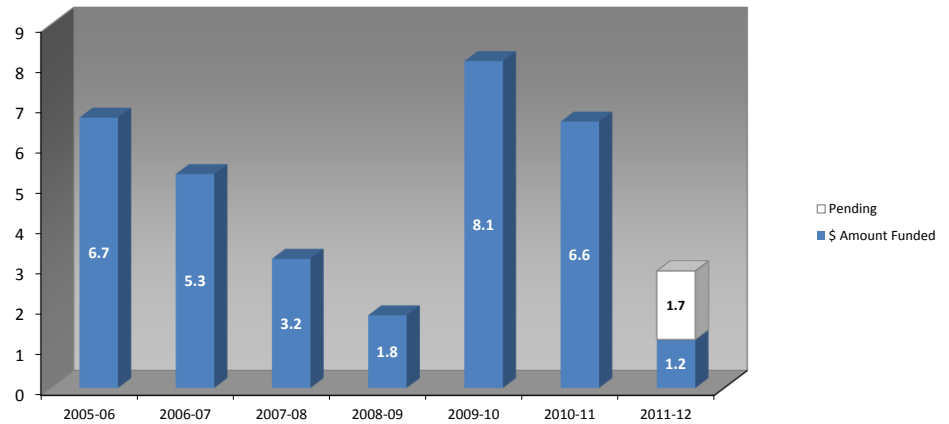At the end of the fiscal year, the college had not yet received award notifications for three 2011-12 applications. The college received over $1.2 million in funding for 12 projects, continuing the college's history of success in securing funds from alternative sources.

Source: TTC Development Office

Grant Funding (in Millions)

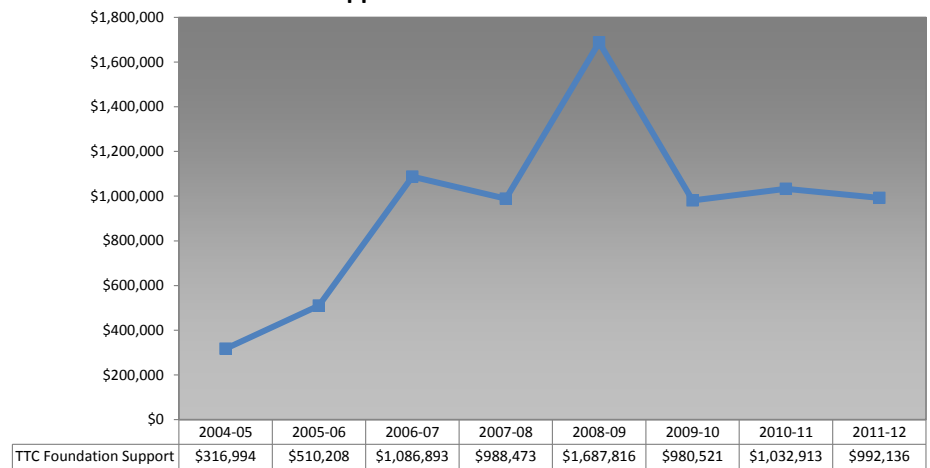| Year	$ Amount Funded	Pending
2005-06	6.7	
2006-07	5.3	
2007-08	3.2	
2008-09	1.8	
2009-10	8.1	
2010-11	6.6	
2011-12	1.2	1.7

7.3.5 Alternative Funding – Private Support

The TTC Foundation is an excellent source of support for the college. Proceeds from Foundation contributions and investments provide student scholarships, mini-grants and employee tuition assistance.

Source: TTC Development Office

*Audited 2011-12 figures were not available at the time of publication.

Private Support from TTC Foundation

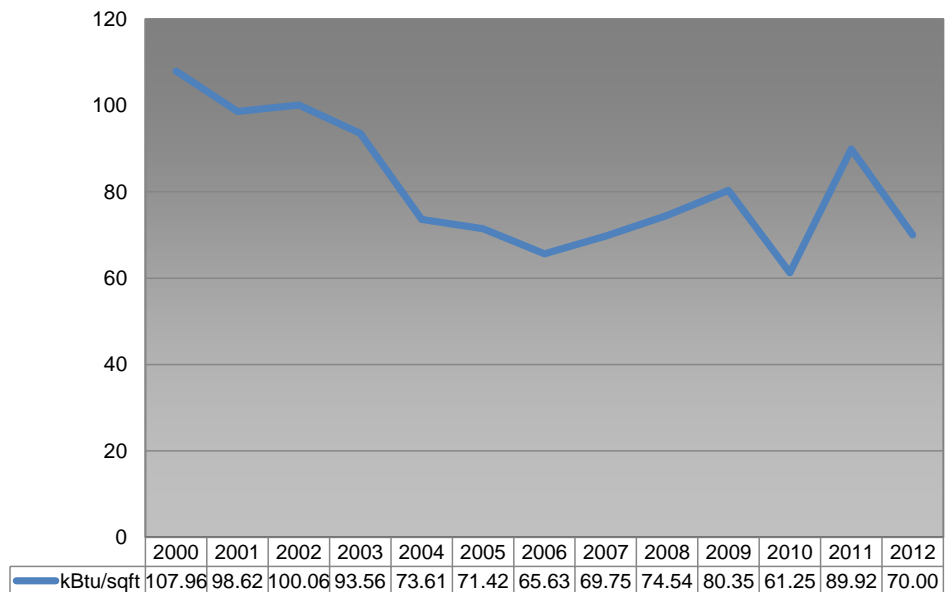|	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
TTC Foundation Support	$316,994	$510,208	$1,086,893	$988,473	$1,687,816	$980,521	$1,032,913	$992,136

7.3.6 Energy Use

Since 2000, the Facilities Management Department implemented several energy saving initiatives that resulted in reduced energy use. The college's 2012 energy use per square foot was 65% of its 2000 rate despite a 64% increase in enrollment across the same time period.

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

Energy Use per Square Foot

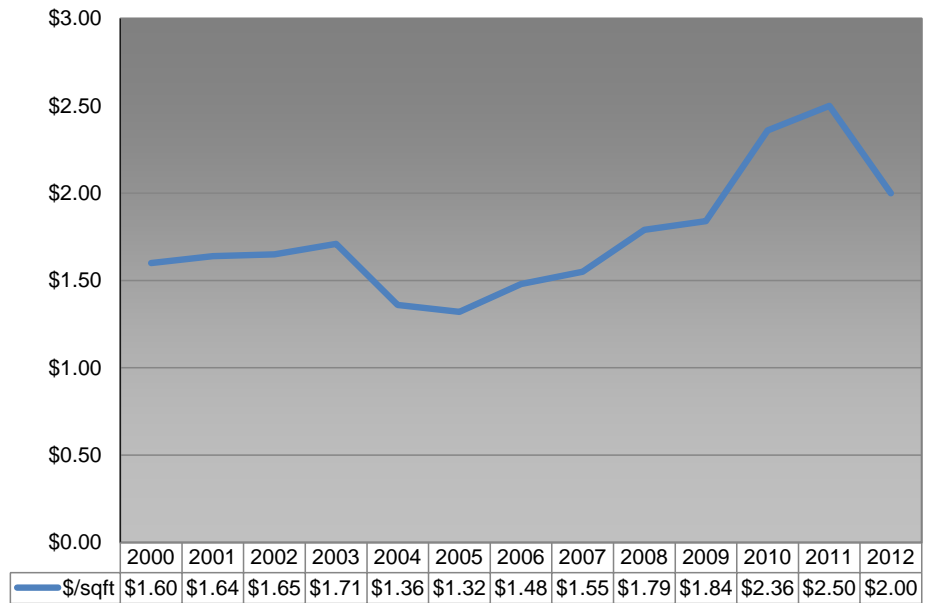|	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
kBtu/sqft	107.96	98.62	100.06	93.56	73.61	71.42	65.63	69.75	74.54	80.35	61.25	89.92	70.00

7.3.7 Energy Costs

In addition to its energy efficiency initiatives, the college implemented a condensed 40-hour work week during the 2011 and 2012 summer terms. The condensed work weeks allowed the college to close most of its facilities at noon on Fridays, resulting in as savings of over $100,000 in energy costs.

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

Energy Costs per Square Foot

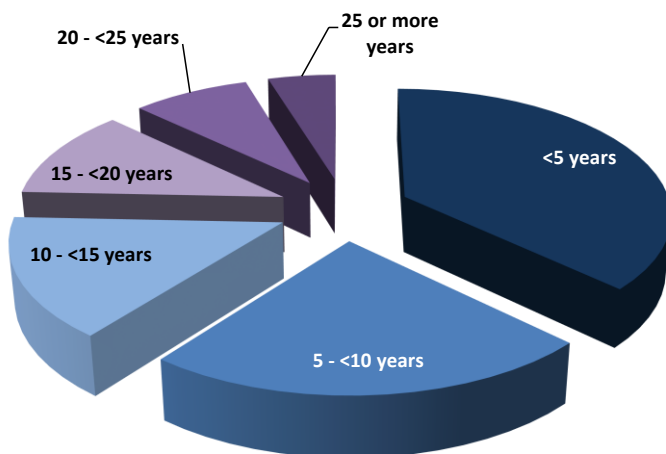|	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011	2012
$/sqft	$1.60	$1.64	$1.65	$1.71	$1.36	$1.32	$1.48	$1.55	$1.79	$1.84	$2.36	$2.50	$2.00

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?

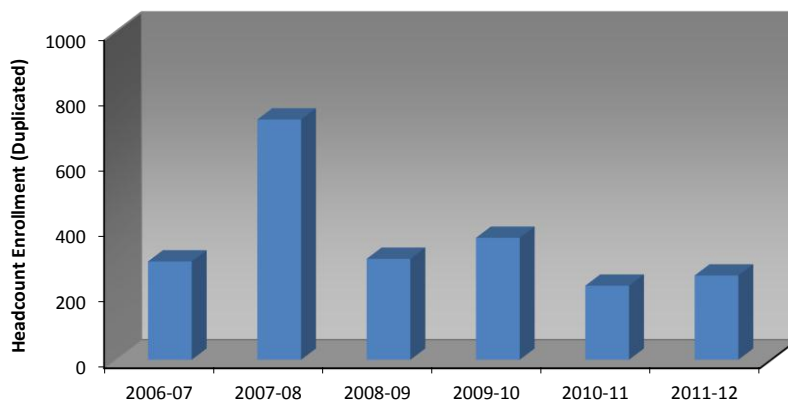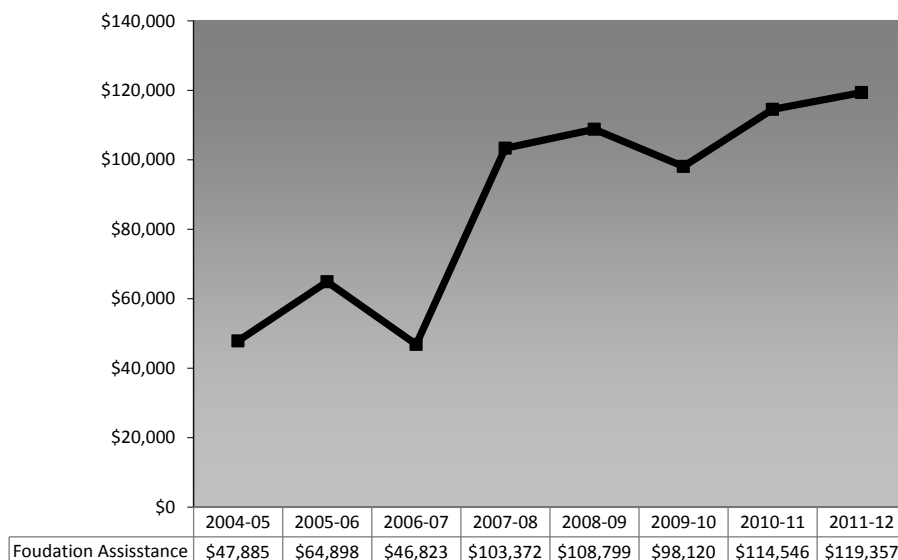|	
7.4.1 Length of Service One measure of faculty and staff satisfaction is longevity. At the close of fiscal year 2012, 24% of TTC's 719 employees had been working at the college more than fifteen years. An additional 39% of employees had between five and fifteen years of service. Source: TTC Office of Institutional Research	**Employee Length of Service**
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	**Faculty and Staff Training** **Duplicated Headcount Enrollment**
7.4.3 Employee Tuition Assistance During the 2011-12 academic year, TTC employees earned college credits with more than $119,000 in financial assistance from the TTC Foundation. Source: TTC Development Office	**TTC Foundation Tuition Assistance**

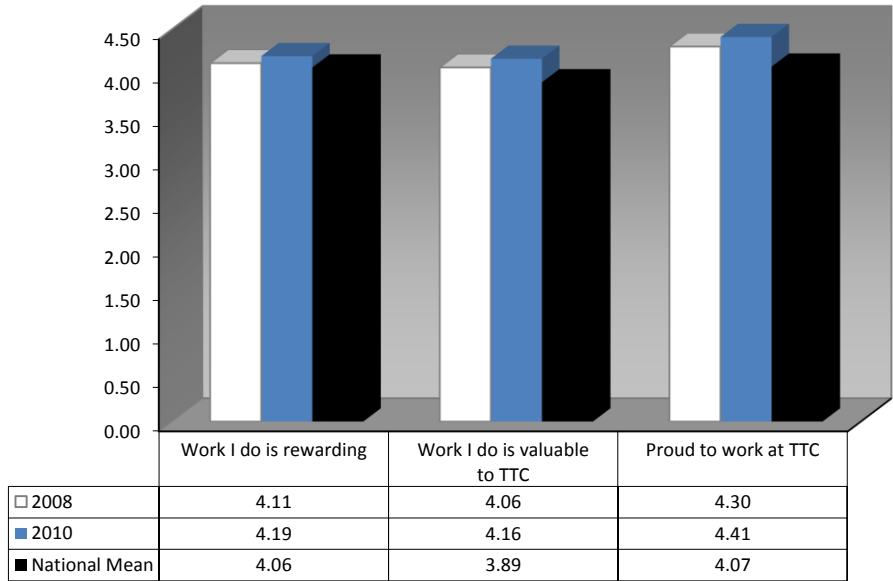|	2004-05	2005-06	2006-07	2007-08	2008-09	2009-10	2010-11	2011-12
Foundation Assisstance	$47,885	$64,898	$46,823	$103,372	$108,799	$98,120	$114,546	$119,357

7.4.4 Employee Satisfaction Survey – Job Satisfaction

The 2010 Noel-Levitz College Employee Satisfaction Survey revealed improved satisfaction of employees on key measures of overall employee job satisfaction.

Source: TTC Office of Institutional Research

Employee Satisfaction Survey – Job Satisfaction

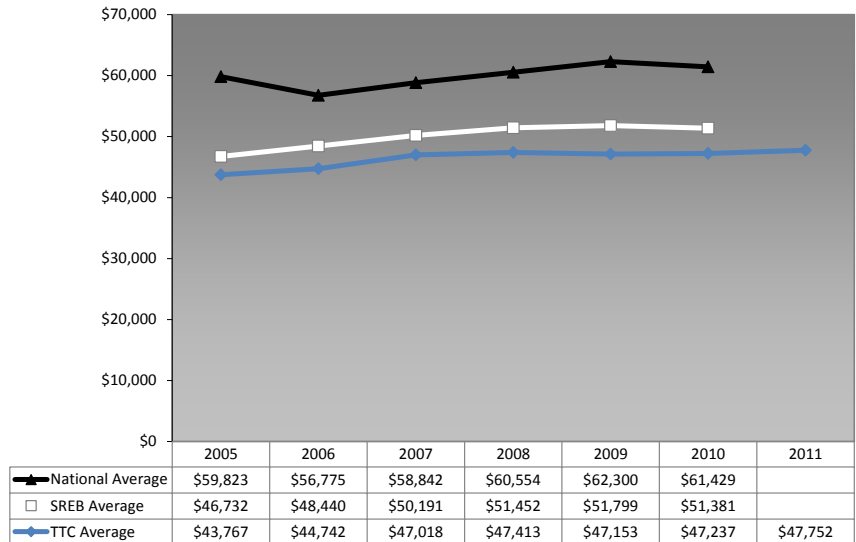|	Work I do is rewarding	Work I do is valuable to TTC	Proud to work at TTC
2008	4.11	4.06	4.30
2010	4.19	4.16	4.41
National Mean	4.06	3.89	4.07

7.4.5 Faculty Salaries

The average TTC faculty salary in 2011* increased slightly over 2010. The average TTC faculty salary is historically less than both the national and Southern Regional Education Board averages.

Sources: SC CHE Higher Education Data; *SREB Fact Book on Higher Education, 2010*

*2010 is the most recent comparative data available.

Average Faculty Salaries

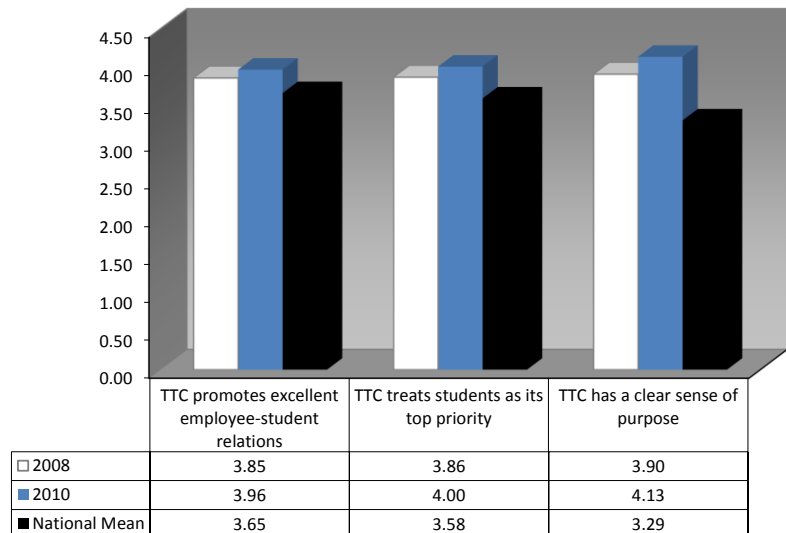|	2005	2006	2007	2008	2009	2010	2011
National Average	$59,823	$56,775	$58,842	$60,554	$62,300	$61,429	
SREB Average	$46,732	$48,440	$50,191	$51,452	$51,799	$51,381	
TTC Average	$43,767	$44,742	$47,018	$47,413	$47,153	$47,237	$47,752

7.4.6 Employee Satisfaction Survey – College Vision and Priorities

The 2010 Noel-Levitz Employee Satisfaction survey showed improved satisfaction among TTC employees on items related to student relations and college vision. TTC employee satisfaction was significantly higher on these measures than employees at peer institutions.

Source: TTC Office of Institutional Research

Employee Satisfaction Survey – College Vision and Priorities

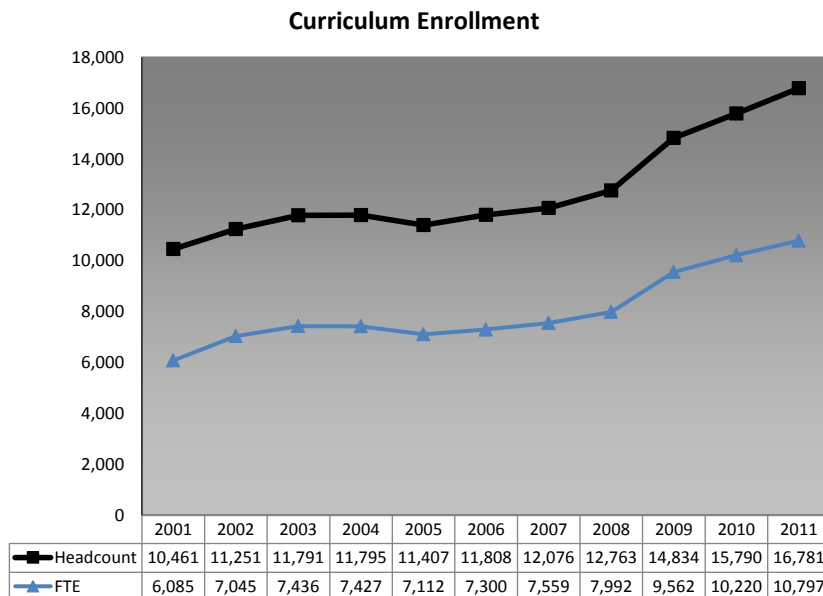|	TTC promotes excellent employee-student relations	TTC treats students as its top priority	TTC has a clear sense of purpose
2008	3.85	3.86	3.90
2010	3.96	4.00	4.13
National Mean	3.65	3.58	3.29

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 Enrollment

Fall 2011 curriculum headcount enrollment was the highest in the college's history. The full-time equivalent enrollment trend mirrors that of the curriculum headcount enrollment.

Source: TTC Online FactBook

Curriculum Enrollment

	2001	2002	2003	2004	2005	2006	2007	2008	2009	2010	2011
Headcount	10,461	11,251	11,791	11,795	11,407	11,808	12,076	12,763	14,834	15,790	16,781
FTE	6,085	7,045	7,436	7,427	7,112	7,300	7,559	7,992	9,562	10,220	10,797

7.5.2 Enrollment Trends – Continuing Education Enrollment

2011-12 Continuing Education enrollments represent a 7.9% increase in Continuing Education Units (CEU) and an 8.3% decrease in registrations from 2010-11 enrollments.
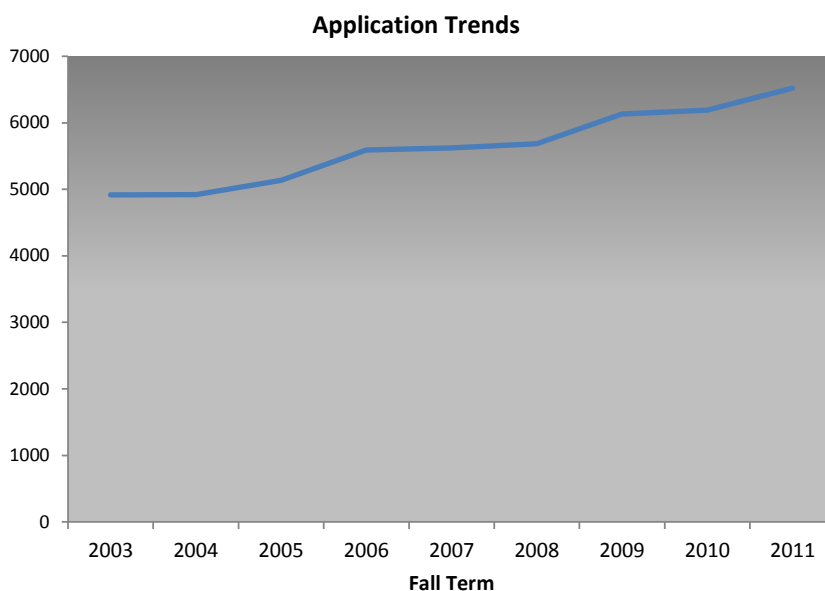
Source: TTC Office of Institutional Research

Continuing Education Enrollment
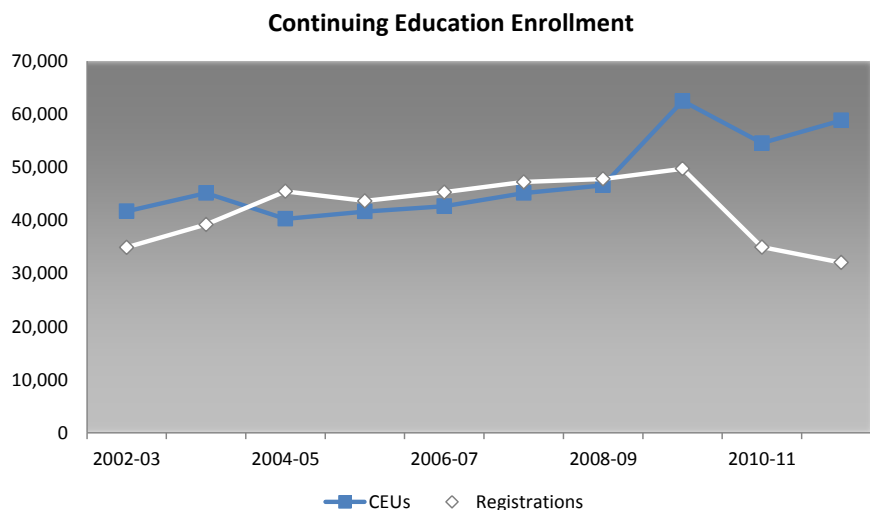
7.5.3 Student Application Processing

Student applications increased for Fall 2011 for the eighth consecutive year. The college implemented an online application process in June 2005.

Source: TTC Admissions Office
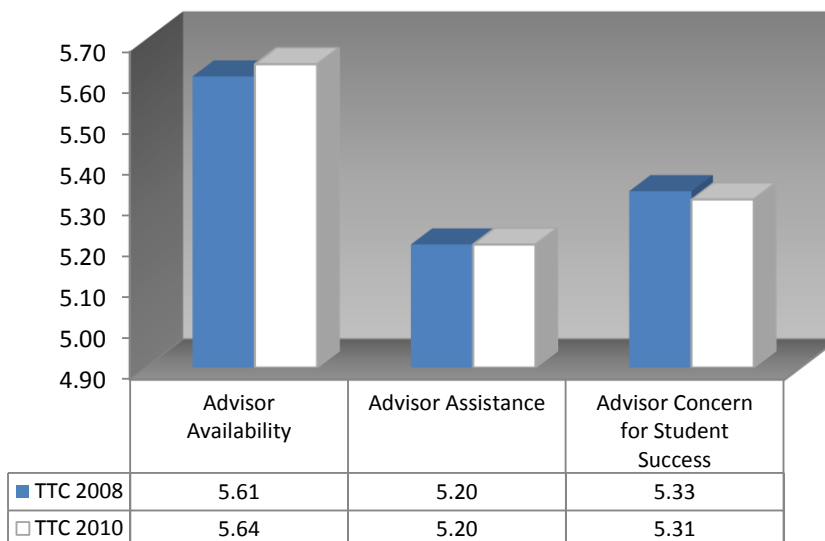
Application Trends

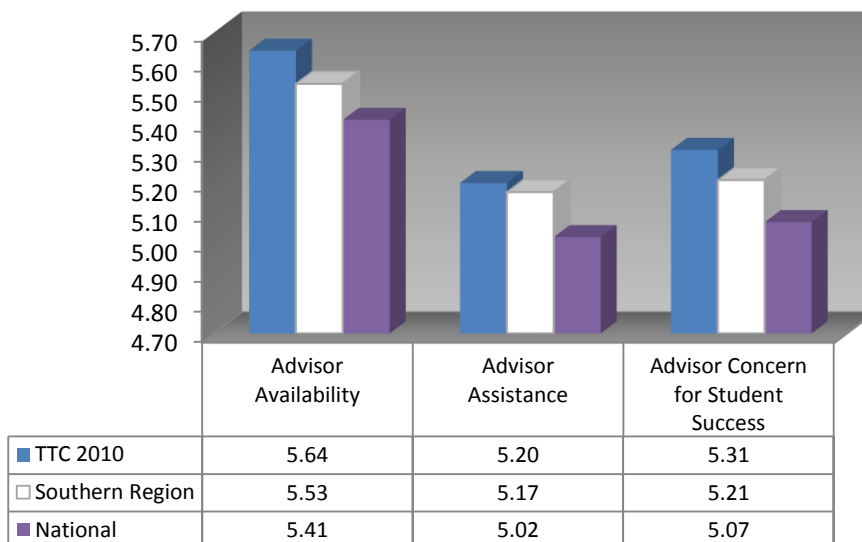Fall Term

7.5.4 Student Satisfaction – Advising Process

TTC saw high student satisfaction with academic advising in both the 2008 and 2010 administrations of the 2008 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
2008 and 2010 Results

	Advisor Availability	Advisor Assistance	Advisor Concern for Student Success
■ TTC 2008	5.61	5.20	5.33
□ TTC 2010	5.64	5.20	5.31

Student Satisfaction – Engagement
TTC, Southern Region, and National Peers 2010

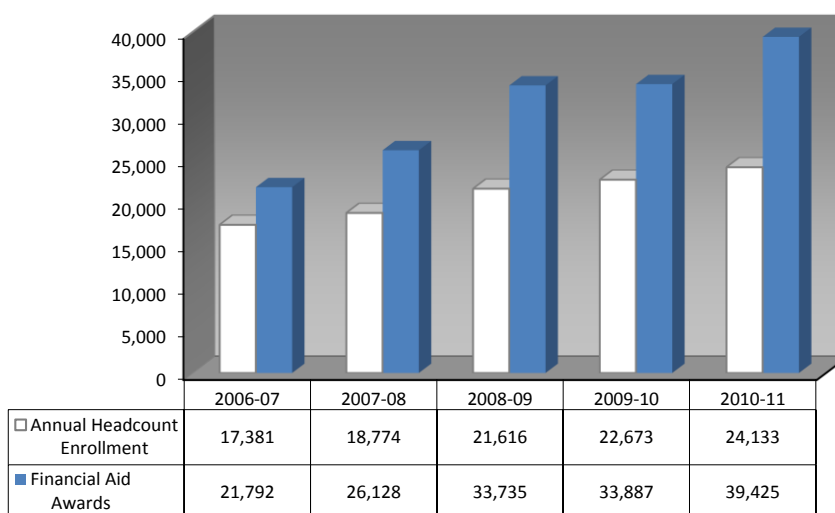|	Advisor Availability	Advisor Assistance	Advisor Concern for Student Success
■ TTC 2010	5.64	5.20	5.31
□ Southern Region	5.53	5.17	5.21
■ National	5.41	5.02	5.07

7.5.5 Financial Aid Awarding

Both headcount enrollment and total financial aid awards increased dramatically in the 2009-10 academic year and continued to increase in the 2011-12 academic year.*

Sources: TTC Office of Institutional Research

*Financial aid data for 2011-12 are unaudited.

Financial Aid Awarding
Number of Awards (Duplicated)

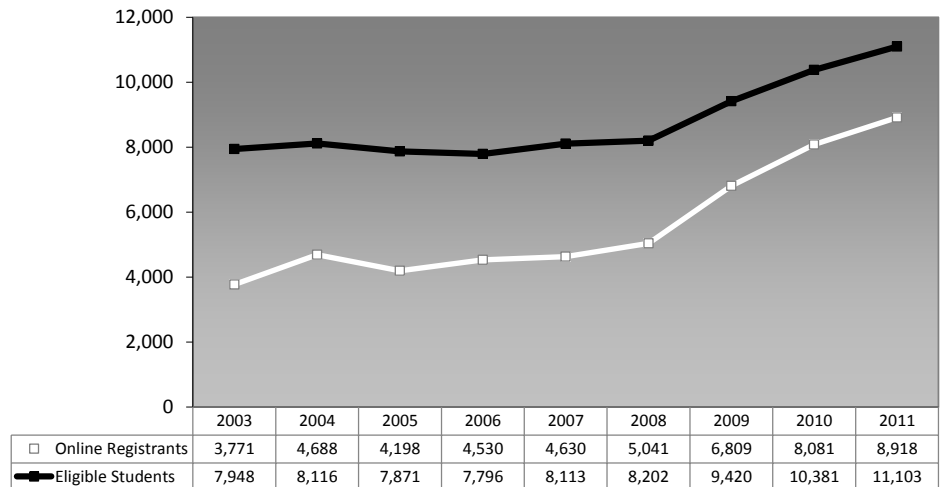|	2006-07	2007-08	2008-09	2009-10	2010-11
□ Annual Headcount Enrollment	17,381	18,774	21,616	22,673	24,133
■ Financial Aid Awards	21,792	26,128	33,735	33,887	39,425

7.5.6 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 2011 semester, 80.3% of eligible students took advantage of this service.

Source: TTC Office of Institutional Research

Online Registration

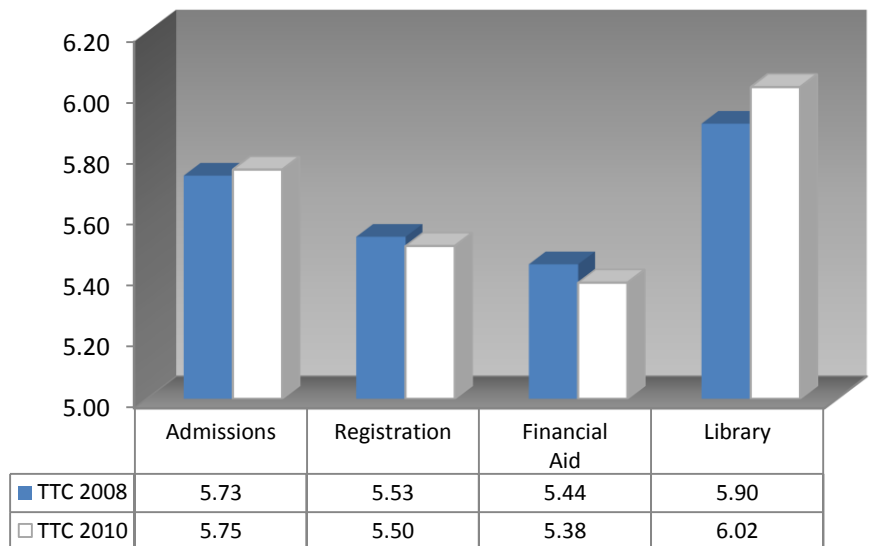|	2003	2004	2005	2006	2007	2008	2009	2010	2011
Online Registrants	3,771	4,688	4,198	4,530	4,630	5,041	6,809	8,081	8,918
Eligible Students	7,948	8,116	7,871	7,796	8,113	8,202	9,420	10,381	11,103

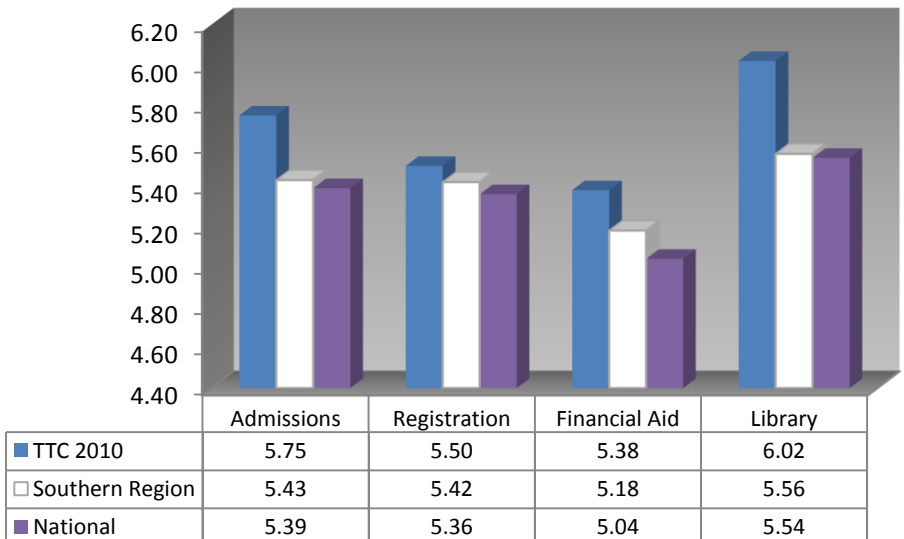## 7.5.7 Student Satisfaction – Service Excellence

The college sustained strong student satisfaction with key service departments according to the 2008 and 2010 Noel-Levitz 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 2008 and 2010 Results**

	Admissions	Registration	Financial Aid	Library
TTC 2008	5.73	5.53	5.44	5.90
TTC 2010	5.75	5.50	5.38	6.02

Student Satisfaction – Engagement TTC, Southern Region, and National Peers 2010

	Admissions	Registration	Financial Aid	Library
TTC 2010	5.75	5.50	5.38	6.02
Southern Region	5.43	5.42	5.18	5.56
National	5.39	5.36	5.04	5.54

7.5.8 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
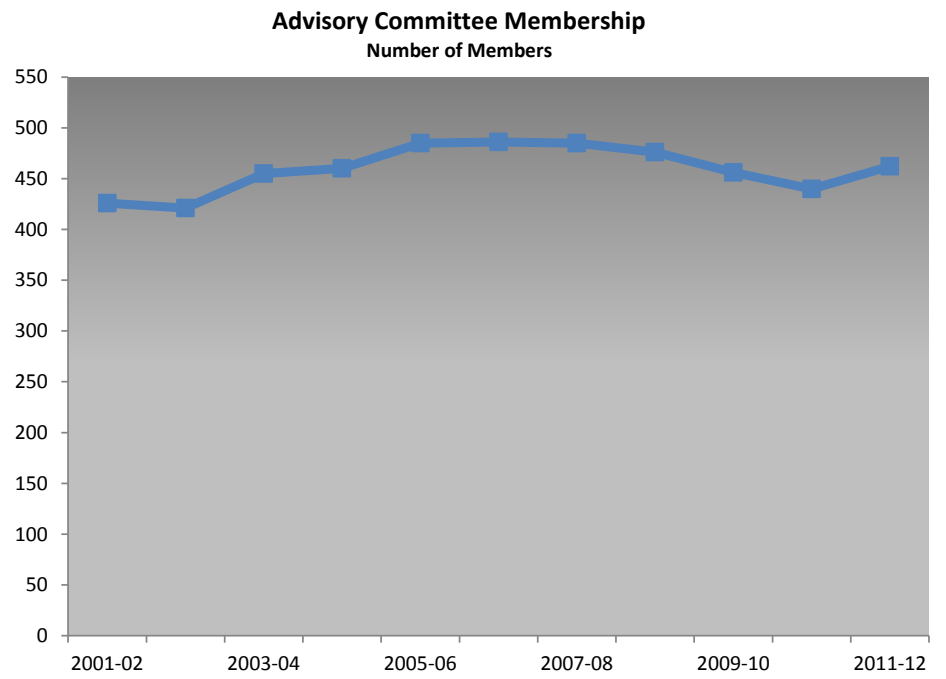
7.6 What are your performance levels for your key measures related to leadership and social responsibility?

7.6.1 Completion Challenge

In 2011, President Mary Thornley signed the American Association of Community College's "A Call to Action" in support of the national College Completion Challenge, which calls on higher education institutions to produce 50% more students with degrees and certificates by 2020. TTC has projected the number of awards necessary to make this goal; one year into its commitment, the college has exceeded its benchmark.

Source: TTC Office of Institutional Research

2020 Completion Challenge
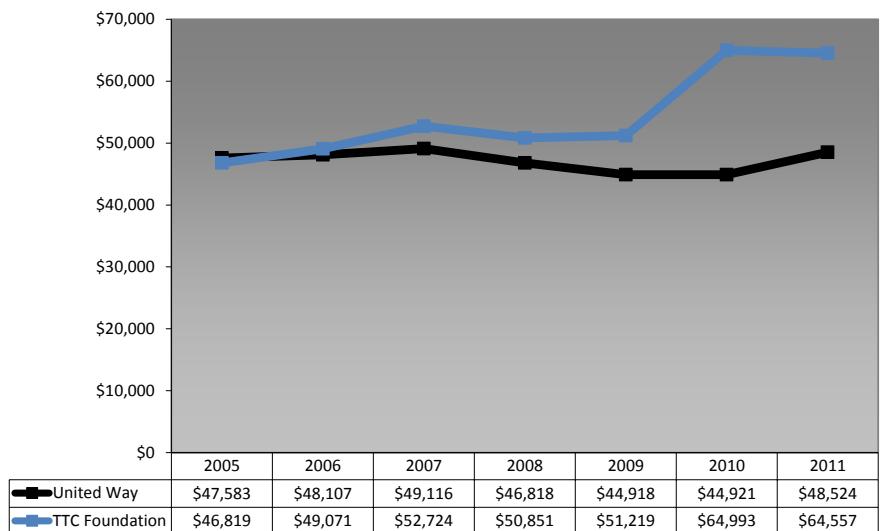

Legend: Trend, Actual, Goal
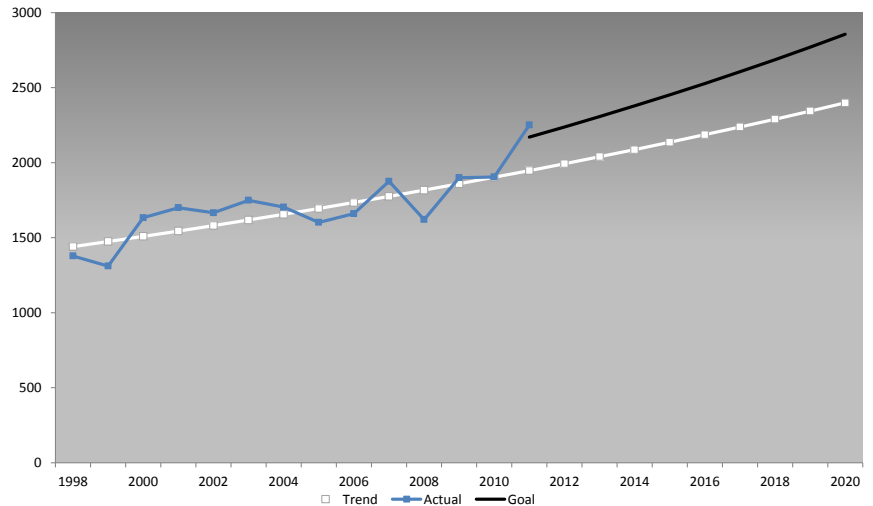
7.6.2 Faculty and Staff Giving

In spite of the economy, faculty and staff giving remained strong for the 2011 Trident United Way Internal Campaign. The 2012 TTC Foundation Campus Campaign raised $64,557. More than 75% of faculty and staff contributed to these campaigns.

Sources: TTC Office of the President
TTC Development Office

Faculty and Staff Giving

|	2005	2006	2007	2008	2009	2010	2011
United Way	$47,583	$48,107	$49,116	$46,818	$44,918	$44,921	$48,524
TTC Foundation	$46,819	$49,071	$52,724	$50,851	$51,219	$64,993	$64,557

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

|	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Student Organizations	33	38	39	40	42	43
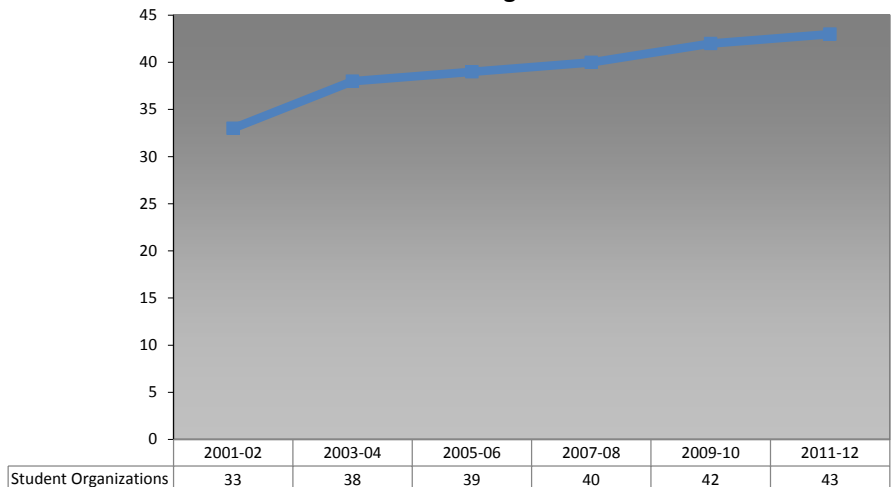
7.6.4 Student Organization Service Projects

TTC's student organizations completed 300 service projects during 2011-12. (Students volunteered more than 9,100 hours on these projects.)

Source: TTC Student Activities Office

Number of Student Organization Service Projects

|	2001-02	2003-04	2005-06	2007-08	2009-10	2011-12
Service Projects	170	182	243	244	231	300
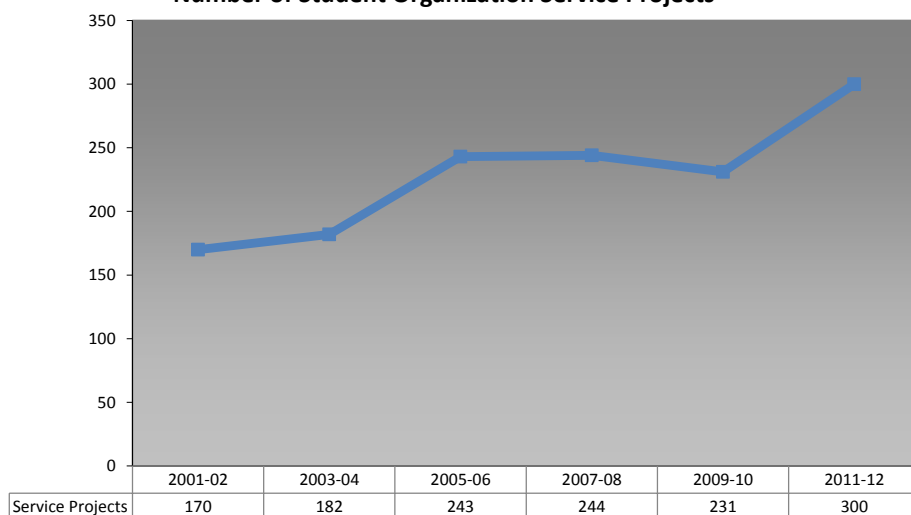
7.6.5 Student Diversity

The ethnic diversity of TTC's Fall 2011 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

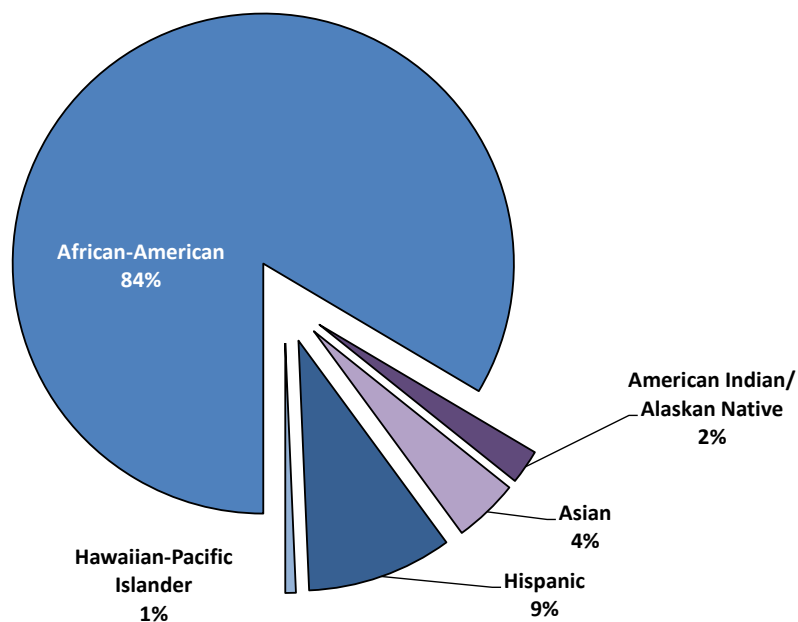|	African-American	White	All Other
TTC	31.5%	58.5%	8.0%
Service Area	27.4%	63.4%	9.2%
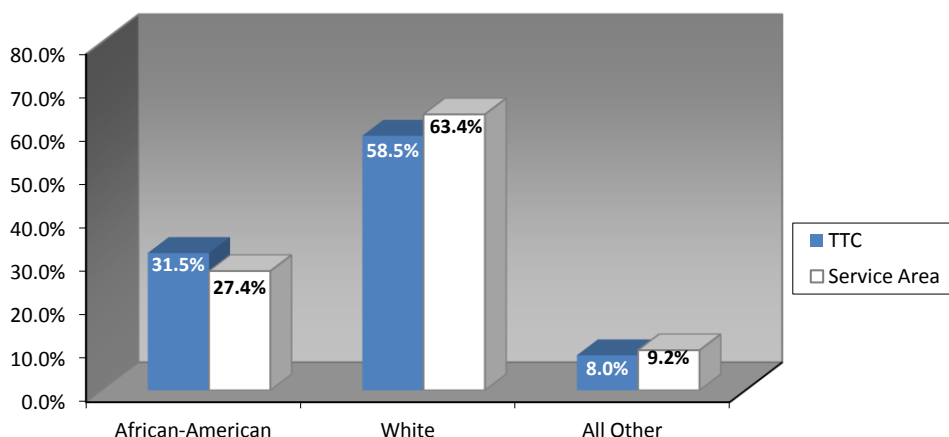
7.6.6 Student Diversity

African-American students comprise the largest segment of TTC's more than 6,600 minority students in the Fall 2011 term.

Source: TTC Online FactBook

Minority Ethnic Origin

- African-American 84%
- Hawaiian-Pacific Islander 1%
- Hispanic 9%
- Asian 4%
- American Indian/Alaskan Native 2%

7.6.7 Faculty Diversity

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

Sources: SC CHE Institutional Performance Ratings
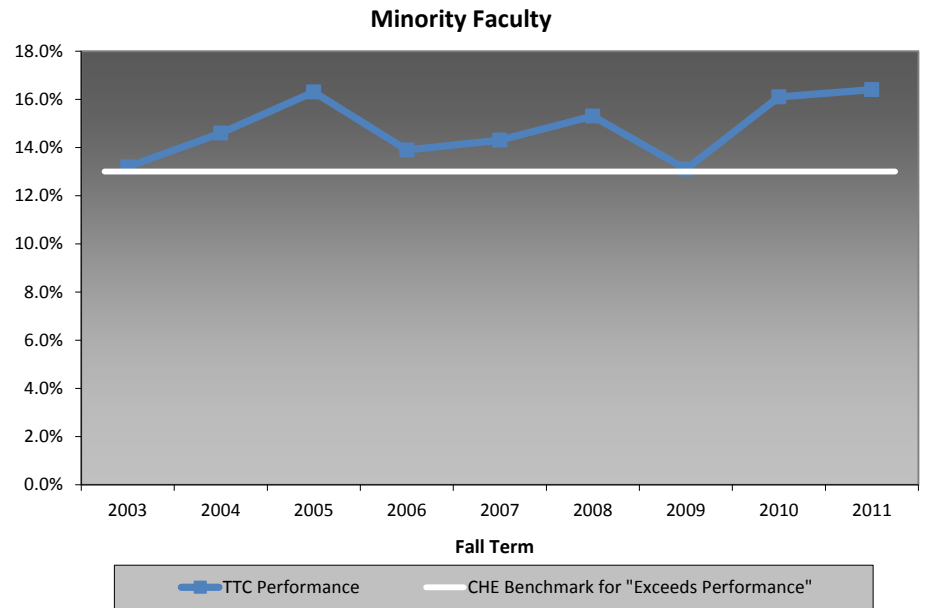
Minority Faculty

7.6.8 Faculty and Staff Diversity

With minority representation among full-time employees of 27.45%, TTC ranks in the 85th percentile among the 240 institutions participating in the 2012 National Community College Benchmark Project participants.

Source: National Community College Benchmark Project Institutional Report

National Community College Benchmark Project
Minority Employees