TRIDENT TECHNICAL COLLEGE

Compliance Certification

Submitted to the Southern Association of Colleges and Schools
Commission on Colleges
February 26, 2020

This report includes four parts:

Part 1: Signature page

Part 2: List of substantive changes that have been
reported to and approved by the Commission since
Trident Technical College's last reaffirmation

Part 3: Assessment of Compliance
(Principles of Accreditation)

Part 4: Institutional Summary Form
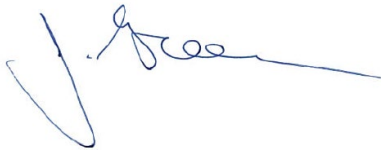
Signature Page

Part 1. SIGNATURES ATTESTING TO COMPLIANCE

By signing below, we attest to the following:

1. That Trident Technical College has conducted an honest assessment of compliance and has provided complete and accurate disclosure of timely information regarding compliance with the Standards contained in the *Principles of Accreditation*.

2. That Trident Technical College has attached a complete and accurate listing of all programs offered by the institution, the locations where they are offered, and the means by which they are offered as indicated on the updated "Institutional Summary Form Prepared for Commission Reviews," and that the comprehensive assessment of compliance reported on the Compliance Certification includes the review of all such programs.

3. That Trident Technical College has provided a complete and accurate listing of all substantive changes that have been reported and approved by the Commission since the institution's last reaffirmation, as well as the date of Commission approval.
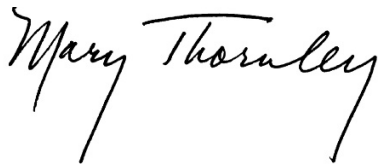
Accreditation Liaison

James Green

February 26, 2020

Chief Executive Officer

Mary Thornley

February 26, 2020

Substantive Changes

Part 2. LIST OF SUBSTANTIVE CHANGES APPROVED

SINCE THE LAST REAFFIRMATION

Directions: For each substantive change approved since the institution's initial accreditation or last reaffirmation review, briefly describe the change and provide the date of Commission approval. If no substantive changes requiring approval have been submitted since the last comprehensive review, write "none" in the first column. If, in the review of substantive change, the institution discovers substantive changes that have not been reported according to Commission policy, the changes should be reported ***immediately*** to Commission staff.

Substantive changes requiring approval:

- Any change in the established mission or objectives of the institution
- Any change in legal status, form of control, or ownership of the institution
- The addition of courses or programs that represent a significant departure, either in content or method of delivery, from those that were offered when the institution was last evaluated
- The addition of courses or programs of study at a degree or credential level different from that which is included in the institution's current accreditation or reaffirmation.
- A change from clock hours to credit hours
- A substantial increase in the number of clock or credit hours awarded for successful completion of a program
- The establishment of an additional location geographically apart from the main campus at which the institution offers at least 50 percent of an educational program.
- The establishment of a branch campus
- Closing a program, off-campus site, branch campus or institution
- Entering into a collaborative academic arrangement such as a dual degree program or a joint degree program with another institution
- Acquiring another institution or a program or location of another institution
- Adding a permanent location at a site where the institution is conducting a teach-out program for a closed institution
- Entering into a contract by which an entity not eligible for Title IV funding offers 25 percent or more of one or more of the accredited institution's programs

Approval date	Description of Substantive Change
August 16, 2010	Approval of Wando High School as a site where dual enrollment high school students may earn more than 50% of the Associate in Arts and Associate in Science degrees.
March 2, 2011	Approval of closing four Certificates in Business: Bank Teller, Catering, Hospitality Industry Service, Information Processing; Certificate in Engineering Technology, Land Development Technology; Certificate in Health Sciences, Phlebotomy.
June 28, 2011	Approval of the Medical University of South Carolina as a site (never implemented).
February 2, 2012	Approval of the Mount Pleasant Campus where students may earn more than 50% of the Associate in Arts, Associate in Science and the Associate in Applied Science, Business Administration degrees.
May 9, 2012	Approval of Summerville Site at Trolley Road (formerly the Dorchester Career and Technology Center) where students may earn more than 50% of the Associate in Arts, Associate in Science and Associate in Applied Science, Criminal Justice.
June 26, 2012	Approval of Ashley Ridge High School as a site where dual enrollment high school students may earn more than 50% of the Associate in Arts and Associate in Science degrees.
August 8, 2012	Approval of closing five Certificates in Applied Science: Developmental Disabilities, Food Service Specialist, Industrial Maintenance, Machine Tool Technology, and Computer Numerical Control.
November 1, 2012	Approval of closing two Certificates in Applied Science: Basic Construction Trades and Woodworking; and Diploma in Applied Science, Ophthalmic Clinical Assistant.
October 9, 2013	Approval of closing two Certificates in Applied Science: Air Conditioning / Refrigeration – Beginning, Air Conditioning / Refrigeration – Advanced.
November 21, 2013	Approval of new Certificate in Applied Science: Fitness Specialist.
July 10, 2014	Approval of closing three Certificates in Applied Science: Gerontology, Family Intervention Studies and Advanced Culinary Arts.
July 24, 2014	Approval of Fort Dorchester High School as a site where dual enrollment high school students may earn more than 50% of the Associate in Arts and Associate in Science degrees.
July 24, 2014	Approval of Summerville High School as a site where dual enrollment high school students may earn more than 50% of the Associate in Arts and Associate in Science degrees.
October 26, 2015	Approval of closing three Certificates in Applied Science: Cisco Certified Network Professional, Filmmaking, Nursing Assistant and Diploma in Applied Sciences, Cosmetology.
February 8, 2016	Approval of St. John's Christian Academy as a site where dual enrollment high school students may earn more than 50% of the Associate in Arts and Associate in Science degrees.
February 11, 2016	Approval of closing Summerville Site at Trolley Road.
June 22, 2016	Approval of closing fourteen Certificates of Applied Science: Advanced Computer Animation, Architectural Design Graphics I, Architectural Design Graphics II, Automatic Transmission Repair Specialist, Automotive Brakes and Alignment Specialist, Automotive Engine Performance Specialist, Automotive Engine Repair Specialist, Computer Game Design, Corporate Quality, Customer Service, e-Commerce, Engineering Design Graphics, Mobile Application Programming and Diploma in Applied Science, Early Childhood Development.
August 4, 2016	Approval of closing Medical University of South Carolina as a site.
September 27, 2016	Approval of closing Massage Therapy Certificate in Applied Science.
March 6, 2017	Approval of Berkeley Electric Cooperative as a site where cooperative employees are able to earn more than 50% in the Certificate in Applied Science, Electrical Line Worker Advanced.

Approval date	Description of Substantive Change
June 26, 2017	Approval of College of Charleston as a site where students are able to earn more than 50% of Associate in Arts and Associate in Science degrees.
June 26, 2017	Approval of Dorchester County QuickJobs Training Center as a site where students are able to earn more than 50% of an Associate in Arts and Associate in Science degrees.
September 14, 2017	Approval of closing two Certificates in Applied Science: Environmental Safety and Health and Sustainable Technology.
October 2, 2017	Approval of St. John's High School as a site where dual enrollment high school students may earn more than 50% of the Associate in Arts and Associate in Science degrees.
October 30, 2017	Approval of St. Paul's Parish as a site where students may earn more than 50% of the Associate in Arts and Associate in Science degrees.
November 16, 2017	Approval of Oceanside Collegiate Academy as a site where dual enrollment high school students may earn more than 50% of the Associate in Arts and Associate in Science degrees.
November 12, 2018	Approval of closing ten Certificates in Applied Science: Addictions/Substance Abuse, Chemical Engineering Transfer to USC, Civil/Mechanical Engineering Transfer to USC, Electrical Engineering Transfer to USC, Environmental Technology, Medical Record Coder, Pharmacy Technician, Welding: Shielded Metal Arc Advanced, Welding: Gas Tungsten Arc Advanced, Welding: Gas Metal Arc and Flux Cored Arc Advanced.
July 19, 2019	Approval of closing Certificate in Applied Science: Advanced Baking and Pastry
July 5, 2019	Approval of closing Pinewood Preparatory School site.
November 8, 2019	Approval of Dorchester Campus where students can earn more than 50% of the Associate in Arts, Associate in Science, and Certificate in Applied Science, Air Conditioning and Refrigeration.

Part 3. Assessment of Compliance (Principles of Accreditation)

Section 1: The Principle of Integrity

1.1

Integrity

The institution operates with integrity in all matters.

Judgment

☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Section 2: Mission

2.1

Institutional mission

The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning and, where applicable, research and public service.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative
Trident Technical College's (TTC) mission statement is clearly defined, well published, and appropriate for a two-year institution of higher education. The mission statement explicitly describes the institution's role in the community, with specific attention given to its characteristics, including size, academic components, student services and continuing education opportunities. Academic research and public service are not defined purposes of the college.

TTC's mission statement includes the mission, vision, values and role and scope of the college. The statement is approved by the TTC Area Commission and the South Carolina Commission on Higher Education. Additional information about the mission statement approval process may be found in 4.2.a.

Mission

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

Vision

Educate the individual. Accelerate the economy. Inspire the future.

Values

- Integrity
- Respect
- Student achievement
- Academic excellence
- Accessibility and affordability
- Diversity, equity and inclusion
- Excellence in customer service
- Expertise
- Academic freedom
- Accountability

- Global competitiveness

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, and one of the largest institutions in the state, Trident Technical College serves 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, Trident Technical College offers university transfer associate degrees and applied technical associate degrees, diplomas and certificates. The curriculum includes programs in arts and sciences, aeronautical studies, agriculture, business, computer technology, engineering technology, health sciences, hospitality, industrial technology, and public service. Trident Technical College students draw on knowledge from a broad range of disciplines to develop the communication and critical thinking skills that are fundamental to lifelong learning.

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

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

Mission Statement Characteristics
The mission statement is specific to TTC as evidenced by the delineation of its service area and the descriptions of its accessibility, size and students. The mission is appropriate to an institution of higher education, defining the degrees and programs offered by the college, its associate degree competencies, and its role in providing support to students. The mission and values statements identify the college's principal roles in teaching and learning. The chart below identifies the specific content of the mission statement and addresses each of these characteristics.

TTC Mission Statement		
Characteristic	Content	Quote
Specificity to TTC	Service Area	*Berkeley, Charleston, and Dorchester counties.*
	Access	*open-door institution of higher education.*
		flexible course offerings and alternative delivery methods … enable more members of the community to pursue higher education.
	Size	*one of the largest in the state.*
	Students	*traditional and nontraditional curriculum students who have a wide variety of educational goals.*
Appropriateness to Higher Education	Degrees Offered	*transfer associate degrees and applied technical associate degrees, diplomas and certificates.*
	Curriculum Offered	*aeronautical, arts and sciences, agriculture, business, computer technology, engineering technology, health sciences, hospitality, industrial technology, and public service.*
	Associate Degree Competencies	*communication and critical thinking skills.*
	Support for Students	*provides developmental education and comprehensive student services.*
Teaching and Learning	Mission	*empowering individuals through education and training.*
	Values	*Student achievement Expertise Academic freedom Academic excellence Global competitiveness*

Published
TTC widely publishes its mission statement. In addition to TTC Policy 2-18-0, the college publishes its mission statement in the Employee Handbook, the Student Handbook, the annual Strategic Plan Report (page 3) and on the college's website.

Distance Learning
The TTC mission statement documents the college's commitment to accessibility to higher education through distance learning: "Trident Technical College is committed to being accessible and responsive to community needs. . . Trident Technical College's flexible course offerings and alternative delivery format, including online instruction, enable more members of the community to pursue higher education."

Note: The mission statement was updated in Summer 2019 to include the word 'equity' in TTC's values; the Strategic Plan Report, which was published in Spring 2019, does not reflect that change.

Section 3: Basic Eligibility Standard

3.1.a

Degree-granting authority

An institution seeking to gain or maintain accredited status has degree-granting authority from the appropriate government agency or agencies.

Judgment

☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) is seeking reaffirmation with no changes to its degree granting authority.

TTC is one of 16 constituent institutions of the South Carolina Technical Education System. The South Carolina General Assembly established the State Board for Technical and Comprehensive Education, its purposes, functions and authority in 1962. S.C. Code Ann. § 59-53-52 (17) vests degree-granting authority in each college's Area Commission and specifies that these commissions are authorized to award certificates, diplomas, and associate degrees, but not baccalaureate degrees.

TTC offers degrees solely in South Carolina, and its degree granting authority is derived only from the state of South Carolina as codified in its enabling legislation, S.C. Code Ann. § 59-53-410 *et seq*. The college does participate in interstate post-secondary distance education through the State Authorization Reciprocity Agreement (SARA).

Section 3: Basic Eligibility Standard

3.1.b

Course work for degrees

An institution seeking to gain or maintain accredited status offers all course work required for at least one degree program at each level at which it awards degrees.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) provides instruction for all coursework for its programs at all award levels (degrees, diplomas and certificates). The college publishes its academic program requirements and course descriptions in the catalog. These are found on the college divisions links and pages, respectively.

Reviews of the college's online course search application (course search, screen capture) provide evidence that TTC has offered courses that meet all of the requirements for the Associate in Applied Science degree in Computer Technology, Diploma in Applied Science in Expanded Duty Dental Assisting, and Certificate in Applied Science in Paralegal within the last three academic semesters.

Associate in Applied Science - Computer Technology							
Course	Fall 2018	Spring 2019	Summer 2019	Course	Fall 2018	Spring 2019	Summer 2019
ECO 210	√	√	√	IST 220	√	√	√
ECO 211	√	√	√	IST 239		√	
IDS 109	√	√	√	MGT 270	√		√
ENG 101	√	√	√				
MAT 120	√	√	√	Six of the following			
MAT 110	√	√	√	CPT 114	√	√	√
Humanities Elective	√	√	√	CPT 180	√	√	√
CPT 162	√	√	√	CPT 238	√		√
CPT 167	√	√	√	CPT 244	√	√	√
CPT 187	√	√	√	CPT 262	√	√	
CPT 202	√	√	√	CPT 283		√	
CPT 237		√		CPT 297			√
CPT 242	√	√	√	IST 235		√	
CPT 264	√	√	√	IST 272		√	
CPT 275			√	IST 274		√	
IST 190	√	√	√	IST 290		√	

Diploma in Applied Science - Expanded Duty Dental Assisting							
Course	Fall 2018	Spring 2019	Summer 2019	Course	Fall 2018	Spring 2019	Summer 2019
PSY 201	√	√	√	DAT 121		√	
ENG 101	√	√	√	DAT 122		√	
IDS 109	√	√	√	DAT 123	√		
DAT 113	√			DAT 127		√	
DAT 114	√			DAT 154	√		
DAT 115	√			DAT 177			√
DAT 118	√			DAT 185		√	

Certificate in Applied Science - Paralegal							
Course	Fall 2018	Spring 2019	Summer 2019	Course	Fall 2018	Spring 2019	Summer 2019
BUS 121	√	√	√	LEG 230		√	
LEG 120		√		LEG 233	√		
LEG 132		√		LEG 234		√	
LEG 135	√			CRJ 115	√	√	√
LEG 201	√		√	LEG 240			√
LEG 213			√	LEG 242	√	√	√
LEG 214	√						

The following redacted student transcripts provide evidence that TTC has offered courses that meet all the requirements for the Associate in Applied Science degree in Computer Technology, Diploma in Applied Science in Expanded Duty Dental Assisting, and Certificate in Applied Science in Paralegal.

TTC has not entered into arrangements with other accredited institutions or entities, through contracts or consortia, to provide instruction for coursework required for its degree programs.

Section 3: Basic Eligibility Standard

3.1.c

Continuous operation

An institution seeking to gain or maintain accredited status is in operation and has students enrolled in degree programs.

Judgment

☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Students have been enrolled in academic programs at Trident Technical College (TTC) since the college's inception in 1964 (Historical Enrollment Chart). That TTC is in operation and has students enrolled in degree programs is substantiated by facts:

1. TTC had 12,351 students enrolled for Fall 2019. The college publishes the five most recent years' enrollment data in its online FactBook.
2. A list of TTC's current degrees, diplomas and certificates and the requirements for these programs are included in the Catalog.
3. TTC's enrollment data are submitted annually to the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS).

Section 4: Governing Board

4.1

Governing board characteristics

The institution has a governing board of at least five members that:

a. is the legal body with specific authority over the institution.
b. exercises fiduciary oversight of the institution.
c. ensures that both the presiding officer of the board and a majority of other voting members of the board are free of any contractual, employment, personal, or familial financial interest in the institution.
d. is not controlled by a minority of board members or by organizations or institutions separate from it.
e. is not presided over by the chief executive officer of the institution.

Judgment
☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

4.1.a
The Trident Technical College (TTC) Area Commission is the legal body responsible for the college and for policy-making. S.C. Code Ann. § 59-53-410 *et seq*. provides the legislative authority for the appointment of the Area Commission. The Area Commission is composed of nine members, three from each of the counties in the college's service area. Area Commissioners are recommended by the respective appointing body of each county and appointed to the Area Commission by the Governor (Area Commission By-Laws, Article I, Section I).

4.1.b
The enabling legislation, S.C. Code Ann. § 59-53-52, defines the powers and duties of the area commissions. Specific powers and duties related to fiscal stability include the following:

- Adopt such by-laws, rules and regulations for the conduct of business and the expenditure of their funds as they may deem desirable;
- Acquire by gift, purchase or otherwise all kinds and descriptions of real and personal property;
- Accept gifts, grants, donations, devises and bequests;
- Exercise responsibility for the operation, maintenance and improvement of institutional facilities;
- Operate their affairs on a fiscal year beginning July first each year and ending June thirtieth of the succeeding calendar year;
- Expend any funds received in any manner consistent with their approved budget . . .;
- Apply for, receive and expend moneys from all state, local and federal governmental agencies;
- Keep full and accurate accounts of receipts and expenditures and make monthly reports . . .;
- Prepare and submit budgets for review by the county governing bodies . . .;

At the college level, the executive parameter policies clearly define the Area Commission's role over governance for budgeting, financial condition and asset protection. As noted in TTC Policy 2-11-0, the Area Commission must approve the college budget and authorize student tuition and fees. TTC Policy 2-12-0 states, "The President shall administer the budget as approved by the Commission without material deviation and shall protect the college from financial risk." Additionally, TTC Policy 2-13-0 specifies that the Area Commission charges the President with ensuring that assets of the college are maintained and protected from unnecessary risk.

The Area Commission meets bi-monthly, and at other times as necessary, and is legally responsible for all aspects of the college, including provision of financial resources necessary to support a sound educational institution (Area Commission By-Laws, Article IV, Section I and Article I, Section II). The Area Commission's role in ensuring that TTC has sufficient resources is clearly stated in TTC Policy 2-12-0 and substantiated in the Area Commission's meeting minutes. The President is accountable to the full Area Commission. The Area Commission delegates the development and implementation of administrative policy and procedures to the President (TTC Policy 2-15-0). The following chart identifies minutes of recent Area Commission meetings that provide evidence of the Area Commission's oversight of policy, financial resources, educational programs and executive actions.

Board Actions on Education Programs, Executive Actions, Financial Resources, and Policy			
Minutes	Page	Category	Action Item
November 27, 2018	4	Educational Programs	Approved new degree in Cybersecurity, and certificates in Introduction to Arc Welding, Gas Metal Arc Fundamentals, and Basic CNC Fundamentals
May 22, 2018	4	Educational Programs	Terminated the certificates in Chemical Engineering Transfer, Electrical Engineering Transfer, Civil/Mechanical Engineering Transfer, and Medical Record Coder
January 23, 2018	4	Educational Programs	Approved new certificates in Advanced Air Conditioning/Refrigeration Mechanics, Facilities Maintenance, Production Technology, Engineering Technology (Engineer Pathway), Engineering Technology (Technician Pathway), Construction Engineering Technology, Digital Marketing Communications, Design Basics, Social Media Design, and Tax Preparer
July 24, 2018	4	Executive Accountability	Ratified the selection of the Vice President for Information Technology
July 24, 2018	5	Executive Accountability	Approved the Agency Head Performance Evaluation of the President
January 23, 2018	4-5	Executive Accountability	Ratified the selection of the Vice President for Development
July 25, 2017	5	Executive Accountability	Approved the Agency Head Performance Evaluation of the President

Board Actions on Education Programs, Executive Actions, Financial Resources, and Policy			
Minutes	**Page**	**Category**	**Action Item**
November 27, 2018	3-4	Financial Resources	Approved FY 2018-2019 Revised Budget
May 22, 2018	3-4	Financial Resources	Approved the FY 2018-2019 Proposed Budget, FY 2018-2019 Tuition and Fees, Digital Course Materials Fees, and the Annual Student and Sponsor Receivables Write Off
March 27, 2018	4	Financial Resources	Approved FY 2018-2019 County Budget
November 28, 2017	3	Financial Resources	Approved the FY 2017-2018 Revised Budget and rescinded the Graduation Fee
May 23, 2017	3-4	Financial Resources	Approved the FY 2017-2018 Tuition and Fees, the FY 2017-2018 Proposed Budget, the College of Charleston Bridge program fee, and the Annual Student & Sponsor Receivables Write Off
March 28, 2017	4-5	Financial Resources	Approved the FY 2017-2018 County Budget and five capital improvement projects
March 27, 2018	4	Policy	Approved changes to TTC Policy 2-18-0, Mission Statement
March 27, 2018	5	Policy	Reaffirmed TTC Policy 8-1-0, Affirmative Action and Nondiscrimination
July 25, 2017	3-4	Policy	Approved changes to TTC Policy 8-9-0 Conflict of Interest Policy/Ethics, Government Accountability & Campaign Reform Act and TTC Policy 8-19-0 Statement of Ethical Principles for Employees
March 28, 2017	5	Policy	Approved changes to TTC Policy 2-18-0 Mission Statement and reaffirmed TTC Policy 8-1-0 Affirmative Action and Non-Discrimination

The college's financial statements are audited by an independent auditor. TTC's annual audits provide evidence that the Area Commission exercises appropriate oversight to ensure the fiscal stability of the college (Report of the Independent Auditors: June 30, 2017, June 30, 2018, June 30, 2019). In 2018, the TTC Finance Department received its 26th consecutive Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association of the United States and Canada.

4.1.c
TTC Policy 2-3-0 states that "The Commission and its members will at all times act in an ethical and professional manner." It goes on to say that members must avoid conflicts of interest and self-dealing, and that they may not use their positions to obtain employment for themselves, family or friends. This policy also states that the Commissioners must "maintain strict loyalty and accountability to the college," and this must "supersede any conflicts, i.e., advocacy or interest groups or memberships on any other boards or staffs."

4.1.d
The function, duties and structure of the Area Commission are outlined in S.C. Code Ann. § 59-53-410 *et seq.* In addition, the State Board for Technical and Comprehensive Education

(SBTCE Policy 1-1-100) delegates to the Area Commission "primary responsibility for local governance of a technical college." Both the Area Commission's Governance Process Policies and its By-Laws, Article III, Section I(b), provide clear direction for collective decision-making. TTC Policy 2-2-0 instructs the commissioners to "make collective rather than individual decisions" and to "use the expertise of individual members to enhance the work of the Commission as a body, rather than to substitute the judgments of individuals for the collective judgment of the Commission as a whole." The policy further encourages the commissioners to "make decisions, to the extent possible, on a consensus basis." As an example, the November 27, 2018, Area Commission meeting, TTC Policy 8-1-0 Affirmative Action and Non-Discrimination was on the agenda for approval of recommended changes by the President's cabinet. At this time, no consensus could be reached and the Area Commission voted to table discussion on changes to this policy. At the September 24, 2019 Area Commission meeting, changes to TTC Policy 8-1-0 were again on the agenda for approval and were approved.

The Area Commission By-Laws require five of the nine members to constitute a quorum and list several matters that require at least five affirmative votes to take any action (Area Commission By-Laws, Article IV, Section IV). The By-Laws clearly reinforce the collective decision-making process by stating that "the Authority of the Area Commission rests in the Commission as a whole, not in individual Commissioners" (Area Commission By-Laws, Article III, Section I[b]). Although the By-Laws allow for actions by the Executive Committee between meetings and in emergency situations, they require these actions to be reported to the full Area Commission and reflected in the meeting minutes (Area Commission By-Laws, Article III, Section II[d]). All minutes of the Area Commission meetings clearly reflect adherence to these policies. Sample minutes are included in the table above.

4.1.e.
The current Chairman and presiding officer of the TTC Area Commission is Dr. Yvonne Barnes. The Area Commission By-Laws (Area Commission By-Laws, Article II, Sections I[a], and Section I[b]) clearly state that the Chairman presides over the Area Commission and the President serves as the Secretary of the Area Commission. Also defined in the By-Laws is the power of the Chairman to establish and appoint members of committees (Area Commission Minutes July 24, 2018), execute contracts and preside at all meetings. Section III of Article II of the Area Commission By-Laws provides that the Vice Chair presides in the absence of the Chairman.

Section 4: Governing Board

4.2.a

Mission review

The governing board ensures the regular review of the institution's mission.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

The legal authority for establishing the mission of Trident Technical College (TTC) is found in S.C. Code Ann. § 59-53-410 *et seq.* and falls under the authority of the South Carolina Commission on Higher Education (CHE). CHE, an oversight agency created by the state legislature under S.C. Code Ann. § 59-103-10 *et seq.*, oversees the activities of colleges and universities in South Carolina. In this capacity, CHE specifies requirements for the mission statements of the institutions of higher learning within the state (CHE Policy and Procedures for Approval of New or Revised Mission Statements). The most recent approval by CHE of the TTC mission statement was in 2019.

The State Board for Technical and Comprehensive Education (SBTCE) Policy 1-1-100 delegates to the Area Commission "primary responsibility for local governance of a technical college."

In accordance with the requirements of TTC Procedure 1-1-2, the TTC Area Commission reviews the college's mission statement annually and reaffirms or approves the statement as appropriate. TTC Policy 2-18-0 provides the dates of all Area Commission reviews since the year 2000, as well as the date of the most recent CHE approval. In 2016, the President created a taskforce to develop a new strategic plan for the college, and out of this taskforce came a revision to the vision and values contained in the mission statement. The Area Commission approved these changes at their March 28, 2017 meeting.

Section 4: Governing Board

4.2.b

Board/administrative distinction

The governing board ensures a clear and appropriate distinction between the policy-making function of the board and the responsibility of the administration and faculty to administer and implement policy.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

The Trident Technical College (TTC) Area Commission By-Laws and policies make a clear and appropriate distinction between the policy-making functions of the Area Commission and the administration's responsibility to implement policy.

The Area Commission is the legal policy-making body of the college. Powers and duties of the Area Commission include establishing its By-Laws to conduct business (S.C. Code Ann. § 59-53-420) and establishing policy (Area Commission By-Laws, Article III, 1[b]).

The President is employed by the Area Commission to operate the college. TTC Policy 2-15-0 delegates to the President the development and implementation of administrative policy and procedures and authorizes the President to "make all decisions, take all actions, and develop all activities as long as they are consistent with the Area Commission's policies." The President delegates to members of cabinet the responsibility for the day-to-day operations of the college's administrative divisions (Employee Handbook, Organizational Structure). TTC Procedure 1-1-2 defines the process for additions and revisions to the college's policies and procedures, specifying that the President approves revisions to procedures and that the Area Commission must approve revisions to policies. Minutes of Area Commission and the President's cabinet meetings provide evidence that these two bodies adhere to this delineation of responsibility.

Policy Changes or Implementation (Cabinet and Area Commission Approval)	Procedure Changes or Implementation (Cabinet Approval)
Cabinet Minutes, March 6, 2017 Area Commission Minutes, March 28, 2017	Cabinet Minutes, April 23, 2018
Cabinet Minutes, March 5, 2018 Area Commission Minutes, March 27, 2018	Cabinet Minutes, May 14, 2018
Cabinet Minutes, April 1, 2019 Cabinet Minutes, April 29, 2019 Area Commission Minutes, March 26, 2019	Cabinet Minutes, September 10, 2018 Cabinet Minutes, March 25, 2019 Cabinet Minutes, April 22, 2019

The Employee Handbook (pages 7-8) states, "One of the ways employees participate in college decision making is through membership on various committees." Two committees have particular responsibility for providing advice and counsel on policy and procedure. Faculty Council, an elected body of non-administrative faculty members, advises the Vice President for Academic Affairs on academic policies and procedures. The Staff Council, an

elected body of staff members, presents issues that affect the quality of the work environment to the President.

Faculty Council Minutes Samples	Staff Council Minutes Samples
June 19, 2019	April 10, 2019
August 28, 2019	May 8, 2019

TTC Procedure 1-1-2 specifies that college personnel make recommendations for additions or revisions to policies and procedures through the appropriate member of the President's cabinet.

TTC publishes all policies and procedures on the college's website and announces changes to policies and procedures to employees through the college's weekly employee newsletter, Monday Edition.

Section 4: Governing Board

4.2.c

CEO evaluation/selection

The governing board selects and regularly evaluates the institution's chief executive officer.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

The Trident Technical College (TTC) Area Commission is authorized by S.C. Code Ann. § 59-53-52 (8) to select the chief executive officer for the college. The legislation specifies that the Area Commission "employ the institutional chief administrative officer from a list of at least three candidates recommended by a committee consisting of the chairman of the area commission or designated commission member, the chairman of the board of the State Board for Technical and Comprehensive Education (SBTCE) or designated State Board member and one area president (from an SBTCE institution) appointed by the two aforementioned persons." The Area Commission is further authorized by S.C. Code Ann. § 59-53-420 (8) to "employ such personnel as may be necessary to enable the Area Commission to fulfill its functions." The full Area Commission interviews the recommended candidates (Area Commission By-Laws, Article II, Section V). The President is selected by the Area Commission with an affirmative vote of at least five members. Dr. Mary Thornley was hired in 1991 as President of the college in accordance with SBTCE Policy 8-2-111.

Evaluation of the President

The Area Commission evaluates the President annually in accordance with SBTCE Policy 0-1-105 and directives from the Agency Head Salary Commission based on S.C. Code Ann. § 8-11-160 *et seq*. At the start of each fiscal year, the Area Commission approves a planning stage document (planning stage) and submits it to the Agency Head Salary Commission. At the close of each fiscal year, the Area Commission evaluates the President, both individually and as a group. Once the evaluation document is approved by the Area Commission, the Chairman signs it and it is submitted to the Agency Head Salary Commission. Area Commission minutes and completed evaluation documents provide evidence that the Area Commission adheres to this process.

Evaluation Document	Area Commission Minutes
Agency Head Performance Evaluation 2019 Agency Head Planning Stage 2019	July 23, 2019 (Page 4)
Agency Head Performance Evaluation 2018 Agency Head Planning Stage 2018	July 24, 2018 (Page 5)
Agency Head Performance Evaluation 2017 Agency Head Planning Stage 2017	July 25, 2017 (Page 4)

Section 4: Governing Board

4.2.d

Conflict of interest

The governing board defines and addresses potential conflict of interest for its members.

Judgment

☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

The Trident Technical College (TTC) Area Commission Code of Conduct (TTC Policy 2-3-0) addresses conflict of interest for its members. This policy states:

"Commission members must avoid any conflict of interest with respect to their fiduciary duties to the college. Specifically:

A. There must be no self-dealing or any conduct of private business or personal services between any Commission member and the college except as provided for by law.

B. Commission members must not use their positions to obtain employment at the college for themselves, family members, or close associates.

C. Should a Commission member be considered for employment, he/she must temporarily withdraw from Commission deliberation, voting and access to applicable Commission information."

Annually, commissioners review this policy and complete a conflict of interest form.

Further, TTC Policy 8-9-0 requires compliance with the South Carolina State Ethics Act and acknowledges that the college must comply with the State Board for Technical and Comprehensive Education (SBTCE) policies governing ethics requirements for public officials (SBTCE Policy 8-0-105).

TTC's Policies and Procedures are fully compliant with the provisions of the South Carolina Ethics, Government Accountability and Campaign Reform Act (S.C. Code of Laws, Title 8, Chapter 13). This legislation imposes broad restrictions on the use of office, membership, or employment for personal economic interest for both officials, such as area commissioners, and employees (S.C. Code Ann. § 8-13-700).

TTC provides training to the Area Commission on compliance with the State Ethics Act. New commissioners participate in an orientation meeting with the President, at which time they are given an Area Commission Orientation Handbook, which includes governance process policies and Ethics Act information. The Area Commission Handbook also has sections on TTC liability and other legal issues the college frequently faces, organizational charts, SBTCE and Area Commission By-Laws, TTC Enterprise Campus Authority By-Laws, TTC annual financial reports, and the TTC Foundation Constitution and By-Laws. TTC provides ongoing training on such policies and issues at annual board retreats. While there are no formal minutes during the annual board retreat, the agendas (September 2019, September

2018, October 2017) provide evidence of training. To date, no conflict of interest issues have arisen related to the Area Commission.

Section 4: Governing Board

4.2.e

Board dismissal

The governing board has appropriate and fair processes for the dismissal of a board member.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative
Both the South Carolina Code of Laws and the Trident Technical College (TTC) Area Commission Governance Process Policies contain provisions governing removal of an area commissioner.

The South Carolina Constitution, Article VI, Sections 8, 9 empowers the Governor to suspend public officers upon indictment for a crime of moral turpitude and to remove public officers upon conviction of such a crime or in the case of incapacity, misconduct, or neglect of duty. S.C. Code Ann. § 1-3-240 and S.C. Code Ann. § 1-3-245 describe the process for removal of a public officer. The Area Commission Code of Conduct (TTC Policy 2-3-0) addresses the importance of attendance at Area Commission meetings and college events. This policy provides for censure in the event of excessive, unexcused absences from meetings, which would constitute cause. When the Area Commission imposes censure, the Chairman of the Area Commission forwards the censure to the appropriate recommending and appointing authorities with a recommendation for removal.

If the Governor removes an area commissioner, the commissioner is entitled to appeal as provided for in S.C. Code Ann. § 1-3-250.

In the college's 55 year history, the Governor has never removed an area commissioner from office and the Area Commission has never recommended the removal of an area commissioner. Therefore, examples of implementation are unavailable.

Section 4: Governing Board

4.2.f

External influence

The governing board protects the institution from undue influence by external persons or bodies.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Members of the Trident Technical College (TTC) Area Commission are charged with acting in the best interest of the college and remaining free from undue influence from external bodies. The Area Commission is composed of nine members, three from each of the service counties (Berkeley, Charleston and Dorchester). Area commissioners are recommended by the respective appointing body of each county and then appointed to the Area Commission by the Governor. The transparency of the appointment process, the number of area commissioners, the rules and laws governing their actions and the diversity of the area commissioners' backgrounds provide a significant level of assurance that the college will be protected from external influence.

The Area Commission Code of Conduct (TTC Policy 2-3-0) states, "Commission members must maintain strict loyalty and accountability to the college. This commitment must supersede any conflicts, i.e. to advocacy or interest groups or memberships on other boards or staffs. Commission members' loyalty and accountability to the college must also supersede any personal interest when the Commissioner is acting as an individual customer of the college's services."

The Area Commission is protected from undue pressure in part by the South Carolina Ethics, Government Accountability and Reform Act (S.C. Code of Laws, Title 8, Chapter 13). This Act, outlined in TTC Policy 8-9-0 and TTC Procedure 8-9-1, provides general direction and parameters for minimizing the impact of undue pressure. Further, TTC Policy 2-3-0 Code of Conduct makes reference to related TTC policies and includes additional specific requirements for area commissioners. At their orientation meeting, new area commissioners are given a handbook, which has a section containing the governance process policies. Area commissioners receive ongoing training at the annual board retreat on various topics. Additionally, there are training opportunities at the annual Commissioners Academy conducted by the South Carolina Association of Technical College Commissioners, as well as the Association of Community College Trustees Annual Leadership Congress.

The South Carolina Commission on Higher Education and the South Carolina State Board for Technical and Comprehensive Education oversee the Area Commission and its activities. Ethics Act guidelines are also published in the Employee Handbook (pages 2-3 and 51-54) and explicitly apply to public officials, public members, and public employees.

Section 4: Governing Board

4.2.g

Board evaluation

The governing board defines and regularly evaluates its responsibilities and expectations.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

The Trident Technical College (TTC) Area Commission defines its responsibilities and expectations in numerous ways. The legal obligations of the Area Commission are described in TTC Policy 2-1-0 and include the Area Commission's commitment to the college's mission and to obeying all applicable laws, rules and regulations. TTC Policy 2-3-0 addresses ethical standards, and TTC Policy 2-4-0 outlines the Area Commission's statutory responsibilities in making sure the college has sufficient resources to meet its mission. Policies that speak to the role and limits of board actions are TTC Policy 2-3-0, which limits individual authority and TTC Policy 2-6-0, which describes the role and limits of committees specifically.

All Area Commission members have an orientation after appointment to the Area Commission during which the President and the Executive Assistant clearly review the responsibilities and expectations of Area Commission board members. Each area commissioner receives a handbook that details the functions of the Area Commission.

The Area Commission regularly evaluates its responsibilities. TTC Policy 2-8-0 Annual Planning and Evaluation Cycle mandates that Area Commission do a self-evaluation annually and then review the results of that evaluation. The Area Commission conducts a self-evaluation at the September meeting and reviews results at the November meeting. The last three years of evaluation results are included. The Area Commission also holds a retreat every fall in conjunction with the September meeting. The retreat agenda varies, but always includes planning and usually a review of the Area Commission By-Laws, policies and governance.

Retreat Agenda	Area Commission Meeting Evaluation Results Discussion	Evaluation Results
September 24, 2019	Area Commission Minutes, December 3, 2019 (Page 5)	Self Evaluations, 2019
September 25, 2018	Area Commission Minutes, November 27, 2018 (Page 5)	Self Evaluations, 2018
October 3, 2017	Area Commission Minutes, November 28, 2017 (Page 4)	Self Evaluations, 2017

Section 4: Governing Board

4.3

Multi-level governance

If an institution's governing board does not retain sole legal authority and operating control in a multiple-level governance system, then the institution clearly defines that authority and control for the following areas within its governance structure: (a) institution's mission, (b) fiscal stability of the institution, and (c) institutional policy.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Not applicable.

Section 5: Administration and Organization

5.1

Chief executive officer

The institution has a chief executive officer whose primary responsibility is to the institution.

Judgment

☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

The chief executive officer of Trident Technical College (TTC) is the President, Dr. Mary Thornley. Dr. Thornley has served in this capacity since her appointment by the Area Commission in June 1991. The President's position description defines the primary responsibility of the position: "The President, as the chief executive officer of the college, is responsible for all college operations, resources and the external image and reputation of the college. The President must provide the leadership and strategic vision and direction for the entire college." The President's other college-related professional activities and community involvement include serving on boards of directors, councils, commissions and advisory boards throughout the tri-county region, the state and the entire southeast. All of these activities align with the comprehensive mission of the college.

The Area Commission By-Laws, Article II, Section I(b.) state, "The President of the College shall be the Executive Officer of the Area Commission and shall serve on appointment at the will and pleasure of the Commission. The President shall serve as the Secretary of the Commission." The current Chairman and presiding officer of the Area Commission is Dr. Yvonne Barnes.

Section 5: Administration and Organization

5.2.a

CEO control

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the institution's educational, administrative, and fiscal programs and services.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Dr. Mary Thornley is the chief executive officer of Trident Technical College (TTC) and has ultimate responsibility for the institution's educational, administrative and fiscal programs and services. TTC Policy 2-15-0 delegates to the President the development and implementation of administrative policy and procedures and authorizes the President to "make all decisions, take all actions and develop all activities." The President delegates to the 12 members of cabinet the responsibility of the day-to-day operations of the college's administrative divisions (Organizational Charts). The President's cabinet includes the following: Vice President for Academic Affairs, Vice President for Student Services, Vice President for Finance and Administration, Vice President for Development and Executive Director of the TTC Foundation, Vice President for Information Technology, Vice President for Continuing Education and Economic Development, Vice President for Advancement, Associate Vice President for Human Resources, Associate Vice President for Planning and Accreditation, Dean of Palmer Campus, Dean of Mount Pleasant Campus and Dean of Berkeley Campus. Also reporting to the President is the Title IX Coordinator.

The President's position description clearly defines the following responsibilities of the chief executive officer: communicate the mission, services and needs of the college to various constituencies; play a leadership role in the economic development of the service area, demonstrate operational skills in the areas of finance and administration, provide direction for programs and services in academic affairs, student services, advancement, development, continuing education, and information technology. The President also has the responsibility to "oversee all management decisions of the college in regard to fiscal and personnel" matters. The President is evaluated annually by the Area Commission on six objectives including financial management, process management/continuous improvement, workforce focus/human resources, customer focus, strategic planning, and leadership (discussed in section 4.2.c).

Evidence of responsibility for educational programs:

President's signature on Faculty Agreement

President's signature on Faculty Employment Recommendation

President's signature on equipment donation acknowledgement letter

President's signature on agreement with The Citadel

Evidence of responsibility for administrative services:

President's signature on Staff Employment Recommendation

President's cabinet meeting schedule 2019

Evidence of responsibility for fiscal services:

President's signature on the Comprehensive Annual Financial Report

President's signature on 30-year Broadband Lease

President's signature on thank you letter for $20,000 donation

Section 5: Administration and Organization

5.2.b

Control of intercollegiate athletics

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the institution's intercollegiate athletics program.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative
Not applicable. Trident Technical College does not have an intercollegiate athletics program.

Section 5: Administration and Organization

5.2.c

Control of fund-raising activities

The chief executive officer has ultimate responsibility for, and exercises appropriate control over the institution's fund-raising activities.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

The chief executive officer of Trident Technical College (TTC), the President, is responsible for and in control of all fundraising activities on behalf of the college. The President reviews all fundraising policies and procedures and approves the operating budget of the Development division.

TTC Procedure 9-1-1 indicates that the President delegates principal responsibility for college fundraising efforts to the Development division. The Vice President for Development (Executive Director of the TTC Foundation) directs the general fundraising and grants functions and reports directly to the President.

The division's strategic planning process (TTC Procedure 9-1-1) ensures that TTC's funding proposals align with the college's mission and with its strategic plan (Goal 4.1: Increase alternative revenue sources). For general fundraising, the Vice President for Development keeps the President apprised of fundraising efforts and major donor prospects via regularly scheduled meetings. For grants, development staff submit a Project Notification to the President and cabinet via email to notify them that a proposal is under development and to solicit feedback on the proposed project and budget.

The TTC Foundation is independent from the college and is separately incorporated. A full discussion of the Foundation and its relationship to the college may be found in Section 5.3.

Section 5: Administration and Organization

5.3

Institution-related entities

For any entity organized separately from the institution and formed primarily for the purpose of supporting the institution or its programs:

   a. The legal authority and operating control of the institution is clearly defined with respect to that entity.
   b. The relationship of that entity to the institution and the extent of any liability arising from that relationship are clearly described in a formal, written manner.
   c. The institution demonstrates that (1) the chief executive officer controls any fund-raising activities of that entity or (2) the fund-raising activities of that entity are defined in a formal, written manner which assures that those activities further the mission of the institution.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

The Trident Technical College Foundation is the only entity organized separately from the institution and formed for the purpose of supporting the institution.

a. The Legal Authority and Operating Control
The Trident Technical College Foundation is an independent 501(c)(3) nonprofit corporation (IRS Determination Letter), which has as its purpose to "further the educational aims of Trident Technical College and the students and employees thereof" (Foundation By-Laws). The Foundation, which was incorporated in 1975, operates independently of the college. The activities of the Foundation are governed by an independent Board of Trustees, a 68-member body with membership from the three counties in the college's service area.

b. The Relationship to the Institution
A formal Cooperative Agreement between the Foundation and Trident Technical College (TTC) describes the relationship between the two entities, including any related liability (Cooperative Agreement 3.2 and 3.3). The agreement provides for Foundation activities that support college's goals (Cooperative Agreement 2.3), the acceptance of gifts that are in concert with the mission of the college (Cooperative Agreement 2.9) and the assignment of the benefit of all funds raised and generated to the college (Cooperative Agreement 2.1).

The Foundation Operating Agreement and By-Laws mandate that the Foundation conduct an annual audit of its financial activities (Cooperative Agreement 2.11 and By-Laws, Article V, Section 1) and that it assume the responsibility for the audit expense (Cooperative Agreement, 2.4). The most recent audit (Report on Financial Statements) was completed on September 27, 2019 by the Foundation's independent auditors, Elliot Davis, LLC.

c. Fundraising Activities Further Institution Mission
Previously discussed in section 5.2.c, the Vice President for Development (Executive Director of the TTC Foundation) reports directly to the President. To ensure that the

activities of the Foundation are in support of the college's mission and strategic goals, the President and the Chairman of the Area Commission serve as *ex officio*, non-voting members of the Foundation Board of Trustees (Foundation By-Laws, Article III, Section 3).

Section 5: Administration and Organization

5.4

Qualified administrative/academic officers

The institution employs and regularly evaluates administrative and academic officers with appropriate experience and qualifications to lead the institution.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

The administrative and academic officers of Trident Technical College (TTC) are highly qualified, experienced and fully capable of leading the college and its programs.

Hiring Practices
TTC's Human Resources office maintains current position descriptions for all administrative and academic officers. The position descriptions identify the essential job duties, educational qualifications, and experience required for each position. Human Resources staff follow TTC Procedure 8-1-1 and State Board for Technical and Comprehensive Education Procedures 8-2-102.1, 8-2-102.2 and 8-2-102.3 in determining the qualifications for and compensation of administrative officer positions. Recruiting and employment practices are consistent with these procedures. Each position announcement includes a description of the job duties as well as the minimum educational and work experience requirements. Persons applying for advertised positions must provide proof of academic credentials and work experience. A hiring team reviews the applicant's documentation of credentials and experience, and Human Resources staff verify this documentation. This process ensures that the college hires only qualified and competent employees.

Administrative Officers
The college's administrative leadership includes the President, members of cabinet, and some direct reports to cabinet members. The Administrative Officers Roster below provides the academic credentials and links to the résumés and position descriptions for these individuals.

Trident Technical College
Administrative Officers Roster

Administrative Position/Name	Academic Credentials	Experience	Job Description
President's Office			
*AVP Human Resources DeVetta Hughes	M.A., Management, Webster University B.S., Business Administration, Management/Marketing, University of South Carolina	Résumé	Position Description
*AVP Planning/Accreditation James "Dub" Green	M.S., Mathematics, University of Charleston B.S., Mathematics, College of Charleston	Résumé	Position Description
*Dean, Berkeley Campus Karen Wrighten	D.M., Community College Policy and Administration, University of Maryland University College M.A., Management, Webster University B.A., Political Science, South Carolina State University	Résumé	Position Description
*Dean, Mt. Pleasant Campus Darren Felty	Ph.D., English, University of Georgia B.A., English, Saint Leo College	Résumé	Position Description
*Dean, Palmer Campus Amy Hudock	Ph.D., English, University of South Carolina M.S., English, University of North Carolina, Charlotte B.A., English, University of North Carolina, Chapel Hill Graduate Certificate, Women's Studies, University of South Carolina	Résumé	Position Description
Academic Affairs			
*VP Academic Affairs Catharine Almquist	D.M., Community College Policy and Administration, University of Maryland University College M.S., Immunobiology, Iowa State University B.S., Chemistry, College of Charleston A.A., Iowa Western Community College	Résumé	Position Description
AVP Academic Programs Timothy Brown	Ph.D., Education, Capella University M.A., Art History, University of Iowa B.A., Art, Furman University	Résumé	Position Description
AVP Community Partnerships Melissa Stowasser	M.A., Speech, Marshall University B.A., Oral Communication/English, Marshall University	Résumé	Position Description
AVP Educational Technology and Online College Constance Jolly	M.A., Computer Resources and Information Management, Webster University B.S., Computer Studies, University of Maryland	Résumé	Position Description
AVP Instruction David Harris	M.S., Mathematics, University of Charleston B.S., Mathematics, College of Charleston	Résumé	Position Description
Dean, Learning Resources Charnette Singleton	M.L.I.S., University of South Carolina B.S., Psychology, Wofford College	Résumé	Position Description
Director, Distance Learning and Broadcast Services Nathan Winters	Ed.D., Curriculum and Instruction, University of South Carolina M.Ed., Educational Technology, University of South Carolina B.S., Recording Industry, Middle Tennessee State University	Résumé	Position Description
Student Services			
*VP Student Services Patrice Davis	Ed.D., Adult and Community College Education, North Carolina State University M.P.A., Public Affairs, University of North Carolina, Greensboro B.A., Communication, Salem College	Résumé	Position Description
AVP Student Development Pamela Brown	J.D., University of South Carolina B.A., Economics, Duke University	Résumé	Position Description

Finance and Administration			
*VP Finance/Administration Scott Poelker	M.S., Electrical Engineering, Georgia Institute of Technology B.S., Electrical Engineering, Duke University	Résumé	Position Description
Director, Finance Melody Taylor	M. Accountancy, University of South Carolina B.S., Business Administration, College of Charleston Certified Public Accountant/Certified Internal Auditor	Résumé	Position Description
Director, Budget Lisa Livingston	M.S., Business Administration, Charleston Southern University B.S., Accounting, Limestone College A.Bus., General Business, Trident Technical College	Résumé	Position Description
Information Technology			
*VP Information Technology MG Mitchum	M.A., Information Technology Management, Webster University B.A., Management, Charleston Southern University A.S., Computer Technology, Trident Technical College	Résumé	Position Description
Advancement			
*VP Advancement Marguerite Howle	M.A.T., Education, The Citadel B.A., Education, University of South Carolina	Résumé	Position Description
*VP Development Lisa Piccolo	M.P.A., Public Administration, Indiana State University B.A., Political Science, University of Toronto	Résumé	Position Description
Continuing Education/Economic Development			
*VP Continuing Education/ Economic Development Robert Walker	M.E., Electrical Engineering, University of South Carolina B.S., Electrical Engineering, The Citadel A.I.T., Aircraft Maintenance Technology, Trident Technical College	Résumé	Position Description
AVP Continuing Education Marshall Connor	M.Ed., Instructional Accommodations for Divergent Learners, Francis Marion University B.S., History, Francis Marion University	Résumé	Position Description

*Members of cabinet

Academic Officers
In addition to the Vice President for Academic Affairs and the four assistant vice presidents (above), academic officers include 10 academic program deans. The Academic Officers Roster provides the academic credentials and relevant work experience for the deans. Position descriptions for deans clearly identify the educational and work experience requirements as well as the job duties.

Evaluation of Administrative and Academic Officers

All personnel, including administrative and academic officers, are evaluated annually as mandated by SBTCE Procedure 8-4-100.1 This process allows the college to evaluate the job performance of non-faculty personnel regularly. The Human Resources department maintains the results of these evaluations in the employees' personnel files.

TTC personnel are evaluated annually through the Employee Performance Management System (EPMS). The South Carolina Code of Laws (S.C. Code Ann. § 59-53-20) establishes that TTC employees are state employees and are subject to the regulations, guidelines and procedures of SBTCE, and the South Carolina Department of Administration's Division of State Human Resources. South Carolina Human Resources (OHR) Regulation 19-715 defines the requirements for employee evaluation systems for state agencies. Based on this regulation, SBTCE Policy 8-4-100 and Procedure 8-4-100.1 establish the guidelines for the evaluations of college personnel.

The primary purpose of the EPMS is to increase the overall efficiency of the college by helping employees improve their performance. The EPMS instruments detail the employees' job duties and success criteria for each. Supervisors complete the EPMS in two stages, the planning stage and the evaluation stage. The supervisor and the employee complete the planning stage together for the upcoming evaluation period. The reviewer (typically the supervisor's supervisor) reviews the planning stage, which is then signed by the supervisor, the reviewer, and the employee.

At the end of the assessment period, the supervisor uses this planning stage as a framework to complete the evaluation of the employee's work. The supervisor notes the employee's strengths and weaknesses and identifies areas for improvement, including how the college can contribute to this improvement. The supervisor submits the evaluation to the reviewer for consideration and approval. The supervisor reviews the evaluation with the employee, who has the opportunity to respond to the evaluation. The evaluation stage is signed by the supervisor, the reviewer and the employee. Examples of EPMS evaluations are included in the table below.

Position	System	2018-2019 Evaluation	2017-2018 Evaluation
Associate Vice President	EPMS	X	X
Assistant Vice President	EPMS	X	X
Director	EPMS	X	X

Section 5: Administration and Organization

5.5

Personnel appointment and evaluation

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of non-faculty personnel.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) publishes policies and procedures on its website that govern the hiring of personnel. The policies and procedures are in compliance with federal law and regulations, South Carolina laws and regulations and the South Carolina Board for Technical and Comprehensive Education (SBTCE) policies and procedures. The college has a mandatory five-year review process for all policies and procedures. The college defines this process in its Policies and Procedures Introduction, TTC Procedure 1-1-2 Policies and Procedures Manual Review Process.

The President has delegated the responsibility for developing and implementing policies and procedures that govern the hiring process to the Human Resources department. To establish personnel management procedures, the Human Resources department adheres to TTC Policy 8-1-0. This policy states that decisions regarding terms and conditions of employment shall be made without "discrimination on the grounds of sex, race, color, disability, religion, gender, gender identity, gender expression, sexual orientation, age, marital or family status, services in the uniformed services (as defined in state and federal law), veteran status, political opinions, genetic information, pregnancy, childbirth or related medical conditions, national origin or any other factor protected under applicable federal, state and local civil rights laws, rules and regulations (collectively referred to as "Protected Status") will exist in any area of the College."

The college's human resource management policies and procedures provide definitions and guidelines for managing college employees. These include actions necessary to provide consistency in recruitment and selection of new employees and to ensure compliance with Equal Employment Opportunity (EEO), Americans with Disabilities Act (ADA), Affirmative Action Policy and goals of the college. The President's cabinet and the Area Commission review the College's Affirmative Action Plan and TTC Policy 8-1-0 annually.

Hiring Process

TTC's Human Resources department publishes information related to job vacancies, the employment process, submission of application and required application materials on the college's website, internal emails, and the South Carolina Careers website.

TTC Procedure 8-1-1 defines the college's major hiring processes, including recruitment, interview, selection, and approval of candidates. External and internal job announcements provide evidence that the Human Resource department adheres to these guidelines when advertising positions. TTC has defined and published specific policies and procedures to aid

in the appointment and employment of each non-faculty position. SBTCE Procedure 8-2-102.2 provides the salary guidelines and ranges for unclassified staff positions. TTC Procedure 8-15-1 provides the employment guidelines for classified staff positions. TTC Procedure 8-4-3 governs the college's employment of temporary classified employees.

In accordance with TTC Procedure 8-16-1, all newly-hired employees are required to attend new employee orientation. Human Resources staff review the Employee Handbook (Screen Capture, Employee Portal, TTC Documents) with all new hires during this orientation.

The table below provides evidence that the interview, selection and approval process follow TTC Procedure 8-1-1.

Required Documents for the Hiring Process	
President Approval - New Position	Sample 1 Sample 2
Position Description	Sample 1 Sample 2
Job Opening Notice	Sample 1 Sample 2
Applicants by Job Report	Sample 1 Sample 2
Record of Interview	Sample 1 Sample 2
Reference Check	Sample 1 Sample 2
Employment Selection Summary	Sample 1 Sample 2
Employment Recommendation with President's Approval	Sample 1 Sample 2
Supporting Documents for the Hiring Process	
Employment Manager's New Hire Instructions	Sample 1 Sample 2
Do's and Don'ts of Interviews	Sample
New Hire Packet Processing	Sample 1 Sample 2

Evaluation Process

Personnel are evaluated annually as mandated by SBTCE Procedures 8-4-100.1 This process allows the college to evaluate the job performance of non-faculty personnel regularly. The Human Resources department maintains the results of these evaluations in the employees' personnel files.

TTC personnel are evaluated annually through the Employee Performance Management System (EPMS). The South Carolina Code of Laws (S.C. Code Ann. § 59-53-20) establishes that TTC employees are state employees and are subject to the regulations, guidelines and procedures of SBTCE and the South Carolina Department of Administration's Division of State Human Resources. South Carolina Human Resources (OHR) Regulation 19-715 defines the requirements for employee evaluation systems for state agencies. Based on this regulation, SBTCE Policy 8-4-100 and Procedure 8-4-100.1 establish the guidelines for the evaluations of college personnel.

The primary purpose of the EPMS is to increase the overall efficiency of the college by helping employees improve their performance. The EPMS instruments detail the employees' job duties and success criteria for each. Supervisors complete the EPMS in two stages, the planning stage and the evaluation stage. The supervisor and the employee complete the planning stage together for the upcoming evaluation period. The reviewer (typically the supervisor's supervisor) reviews the planning stage, which is then signed by the supervisor, the reviewer, and the employee.

At the end of the assessment period, the supervisor uses this planning stage as a framework to complete the evaluation of the employee's work. The supervisor notes the employee's strengths and weaknesses and identifies areas for improvement, including how the college can contribute to this improvement. The supervisor submits the evaluation to the reviewer for consideration and approval. The supervisor reviews the evaluation with the employee, who has the opportunity to respond to the evaluation. The evaluation stage is signed by the supervisor, the reviewer and the employee. Examples of EPMS evaluations are included in the table below.

Position	System	2017-2018 Evaluation	2018-2019 Evaluation
Assistant Registrar	EPMS	X	X
Executive Assistant to the President	EPMS	X	X
Administrative Coordinator for Vice President for Academic Affairs	EPMS	X	X

Section 6: Faculty

6.1

Full-time faculty

The institution employs an adequate number of full-time faculty members to support the mission and goals of the institution.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) employs an adequate number of qualified full-time faculty members to fulfill its mission and to ensure the quality and integrity of its educational programs. During fall 2019, the college employed 263 full-time employees who held faculty positions (including librarians); 242 of these faculty members taught at least one course.

Adequacy of Full-time Faculty
TTC closely monitors a number of indicators to ensure that the number of full-time faculty members is adequate to meet the college's needs and support its mission. These indicators include average class size, student/faculty ratio, and full-time/part-time faculty distribution.

Average Class Size and Student/Faculty Ratio. TTC has participated in the National Community College Benchmarking Project (NCCBP) since 2007. Data from NCCBP include approximately 200 community colleges nationwide. A review of NCCBP reports reveals that the average class size at TTC is reasonable compared to peer institutions. TTC works to maintain a student-to-faculty ratio that provides students appropriate access to instructors and faculty advisors and maintains the cost efficiency of the college's course offerings. The college's full time equivalent (FTE) student to FTE faculty ratio was in the third quartile of all institutions that participate in the NCCBP.

	NCCBP 2017 (Fall 2015 Data)		NCCBP 2018 (Fall 2016 Data)		NCCBP 2019 (Fall 2017 Data)	
	TTC	*Percentile Rank*	*TTC*	*Percentile Rank*	*TTC*	*Percentile Rank*
Average Class Size	20.05	75th	19.04	67th	19.26	72nd
FTE Student/FTE Faculty	19.54	83rd	19.39	84th	20.13	89th

Full-time/Part-time Faculty Distribution. TTC employs an adequate number of full-time faculty members to ensure that a sufficient percentage of its course offerings are taught by full-time faculty members. Section 6.2.b provides more data on full-time/part-time faculty distribution at the college.

College-Wide Distribution - National Comparisons. NCCBP data demonstrate that the percentage of TTC credit hours and sections taught by full-time faculty members is consistently in the top third among participating institutions.

	NCCBP 2017 (Fall 2015 Data)		NCCBP 2018 (Fall 2016 Data)		NCCBP 2019 (Fall 2017 Data)	
	TTC	*Percentile Rank*	*TTC*	*Percentile Rank*	*TTC*	*Percentile Rank*
% Credit Hours Taught						
Full-time Faculty	62.86%	69th	67.08%	77th	60.10%	58th
Part-time Faculty	37.14%	30th	32.92%	22nd	39.90%	41st
% Sections Taught						
Full-time Faculty	61.31%	70th	65.71%	83rd	58.27%	63rd
Part-time Faculty	38.69%	30th	34.29%	17th	41.73%	37th

College-Wide Distribution - Recent Data. As shown in the table below, TTC Semester Staffing Dashboard reports for the fall 2018 and fall 2019 semesters demonstrate that the college has maintained the percentage of credit hours taught by full-time faculty at a level consistent with the years for which comparative NCCBP data are available. (example: Interactive Semester Staffing Dashboard)

	Fall 2018		Fall 2019	
	Number	*Percent*	*Number*	*Percent*
Headcount				
Full-time Faculty	250	40.5%	242	40.9 %
Part-time Faculty	367	59.5%	349	59.1%
Credit Hours Taught				
Full-time Faculty	3,197	54.7%	3,077	53.5%
Part-time Faculty	2,646	45.3%	2,676	46.5%
Sections Taught				
Full-time Faculty	1,266	56.1%	1,207	54.9 %
Part-time Faculty	991	43.9%	993	45.1%

Division and Department Distribution. The Semester Staffing Dashboard, fall 2019 report documents that the college employs a sufficient number of full-time faculty in all academic divisions and departments. Departmental full-time faculty teaching percentages range from a low of 40.05% to a high of 89.06%.

Faculty Responsibilities
TTC Procedure 8-5-1 defines teaching faculty as "all instructional personnel and certain personnel who perform a combination of instructional and administrative duties." The faculty position description identifies the job duties of a teaching faculty member: Teaching Performance, Instruction Development, Student Advisement, Instructional Management, College and/or Community Service, Professional Development, and Miscellaneous.

Faculty Teaching Assignments
TTC Procedure 13-0-8 defines the teaching assignment, work week and teaching load

requirements for full-time faculty members. The minimum work week for TTC full-time faculty is 40 hours of combined direct and indirect instructional activities. The faculty member must conduct 30 hours of these activities on campus, which is defined as any TTC instructional location. Faculty members must maintain at least eight office hours per week during which they are available to students for advisement, assistance, and or/tutoring.

The normal teaching load for a full-time faculty member in the fall and spring semesters is any of the following:

- 15-18 semester credit hours for lecture sections, or
- 6.67-8 semester credit hours for laboratory sections, or
- 240 continuing education contact hours, or
- a pro-rated combination of these categories

TTC Procedure 13-0-8 also identifies the circumstances under which faculty teaching load can be adjusted for both administrative and teaching faculty. Academic managers use the following formula to calculate faculty teaching loads for one semester:

Full-time Load = $\dfrac{\text{lecture credits}}{15}$ + $\dfrac{\text{lab credits}}{6.67}$ + $\dfrac{\text{continuing education hours}}{240}$ + $\dfrac{\text{release credits}}{15}$

Faculty Overload

The Vice President for Academic Affairs and the academic deans also meet yearly to establish minimum productivity goals for each discipline. Faculty members who meet the minimum productivity requirement for the discipline and exceed the maximum of the teaching load range for the period may receive an overload payment. Because of concern for the quality of instruction and the long-term effects of increased teaching loads, TTC has chosen to allow overloads only in rare instances.

Semester Staffing dashboards identify the teaching assignments, teaching load and section enrollments for both full- and part-time faculty within the division. These views can be disaggregated by department. These reports also identify all full-time faculty members who receive compensation for teaching an overload.

Distance Education Faculty

The faculty position description states that faculty may be required to teach at a variety of locations using a variety of methodologies. Of the college's 487 fall 2018 distance learning sections, 283 (58.1%) were taught by full-time faculty members. In consideration of the demands of teaching distance learning formats, TTC typically limits the enrollment in distance learning sections.

Part-time Faculty

All part-time faculty members are hired on a course-by-course basis each semester. The terms and conditions of their employment are available in the Part-time Faculty Handbook in the TTC portal. Generally, part-time faculty members are expected to make themselves available to students before and after classes.

Additional Information

TTC's hiring processes are described in Section 6.3. Faculty credentials are discussed in Section 6.2.a.

Dual Credit Faculty

TTC has a robust dual credit program with area high schools. Faculty teaching at dual credit sites are a combination of full-time and part-time TTC employees. Part-time faculty may be employed by TTC only or by TTC and their high school. In all cases the Associate Vice President for Planning and Accreditation maintains a credential file and verifies the faculty member's qualifications.

ACYR 2018-2019 Course Sections Taught by Faculty Status						
High School	**% of Academic Program Available**	**Full-time**	**Part-time (TTC Employee)**	**Part-time (High School Employee)**	**Total**	**% by Full-time**
Allegro Charter School of Music	<25%			1	1	0%
Ashley Ridge High School	>50%	3	3		6	50%
Baptist Hill Middle School	<25%		1		1	0%
Berkeley High School	25-49%	2	4		6	33%
Cane Bay High School	25-49%	4			4	100%
Charleston Collegiate School	<25%		1		1	0%
Cross High School	25-49%	4			4	100%
Crown Leadership Academy	<25%			1	1	0%
First Baptist School	>50%	1	3		4	25%
Fort Dorchester High School	>50%	4	2		6	66%
Garrett School of Technology	25-49%		1	1	2	0%
Goose Creek High School	25-49%	1			1	100%
James Island Charter High School	25-49%	3	1		4	75%
Timberland High School	<25%	1			1	100%
Military Magnet Academy	25-49%	1	2		3	33%
Oceanside Collegiate Academy	>50%		8	3	11	0%
R.B. Stall High School	25-49%	2			2	100%
St. John's Christian Academy	>50%		2	4	6	0%
St. John's High School	>50%		4		4	0%
Stratford High School	25-49%	2	4		6	33%
Summerville High School	>50%	6	2		8	75%
Wando High School	>50%	2	8		10	20%
West Ashley High School	>50%	1	1	3	5	20%
Total		**37**	**47**	**13**	**97**	**38%**

Section 6: Faculty

6.2.a

Faculty qualifications

For each of its educational programs, the institution justifies and documents the qualifications of its faculty members.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) employs competent faculty members qualified to accomplish the mission and goals of the college. Academic Excellence is one of the values identified in TTC's mission statement. Guided by this value, TTC is committed to providing its students with excellent instruction from faculty members who are both qualified and appropriately credentialed.

The college adheres to State Board for Comprehensive and Technical Education (SBTCE) Procedure 8-2-102.1 when establishing minimum requirements for faculty and follows Faculty Credentials Guidelines provided by the Southern Association of Colleges and Schools Commission on Colleges. The Vice President for Academic Affairs is ultimately responsible for ensuring that all faculty members are properly credentialed. The Vice President for Academic Affairs is assisted by academic department heads, who evaluate the credentials and experience of faculty members applying to teach in their departments. Beyond minimum requirements, department heads screen candidates to find the most highly qualified and the best fit for the college and its mission. Although department heads give primary consideration to academic degrees, they also consider professional licensure and certifications, related work experience, and honors and awards in judging competence and effectiveness of faculty members. Part-time faculty members must have qualifications equivalent to those of full-time faculty members.

The Vice President for Academic Affairs is also assisted by the Associate Vice President for Planning and Accreditation, who maintains all faculty credential files, confers with department heads regarding faculty qualifications, and notifies department heads when credential files are complete. TTC maintains credential files for all faculty teaching TTC courses, including courses at off-site locations, dual credit courses, and labs/clinicals.

Distance Education
TTC does not hire full-time faculty members to teach distance learning courses exclusively; therefore, the college does not have separate credential requirements for faculty teaching traditional and distance learning sections. Full-time faculty members are hired with the understanding that they may be asked to teach using distance learning formats. Part-time faculty members are hired on a course-by-course basis but are not identified as traditional or distance learning faculty members.

Faculty Rosters

- All faculty teaching at all sites during the spring 2019 and fall 2019 semesters are included on the Faculty Rosters, except faculty members listed on the Faculty from Prior Review form.
- Courses are listed with their corresponding credit, whether they are transfer (UT), non-transfer (UN), developmental (D), lab (L), and if the course was taught in a high school setting [Dual].
- Courses designated as transfer (UT) are designed to transfer or are specified on signed articulation agreements with four-year institutions.
- Full-time faculty are required to submit official transcripts for all degrees earned. The roster lists all of these degrees.
- Although part-time faculty are required to submit official transcripts for only the qualifying degree, many elect to submit other credentials as well. The roster lists degrees from all transcripts on file for each part-time faculty member.
- The roster lists certifications and licenses, work experience, honors and awards where appropriate.
- Graduate semester hours (gsh) are included on the roster when the faculty member's degree is not in the teaching discipline or a closely related field. In some cases, undergraduate semester hours (ush) are included if these supplement the teaching credentials.
- Most transfer science courses are taught through a combination of lecture and lab; students in these courses receive only one grade. These courses often have two instructors, one for the lecture component and one for the lab component. The lecture instructor, with an appropriate master's degree, assigns the grade for the course, which reflects the student's work from both the lecture and the lab components. Since lab instructors do not assign course grades, TTC requires only a bachelor's degree in the discipline to teach these labs.

Faculty Rosters by Discipline
Aeronautical Studies
Behavioral and Social Sciences
Business and Computer Information Technology
Cosmetology
Criminal Justice and Legal Studies
Culinary Arts and Hospitality
Early Childhood
Engineering and Construction
English
Film and Media Arts
Health Sciences

History, Humanities and Languages
Human Services
Interdisciplinary Studies
Manufacturing and Maintenance
Mathematics
Natural Sciences
Nursing

Section 6: Faculty

6.2.b

Program faculty

For each of its educational programs, the institution employs a sufficient number of full-time faculty members to ensure curriculum and program quality, integrity, and review.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) employs a sufficient number of qualified full-time faculty members to fulfill its mission and to ensure the quality and integrity of its educational programs. During fall 2019, the college employed 263 full-time employees who held faculty positions (including librarians); 242 of these faculty members taught at least one course.

Sufficiency of Full-Time Faculty
TTC closely monitors a number of indicators to ensure that the number of full-time faculty members is sufficient to meet the college's needs and the needs of each program. These indicators include average class size, student/faculty ratio, full-time/part-time faculty distribution, and student generated credit hours. The interactive semester staffing dashboard disaggregates faculty workload by division/department and full-time/part-time status. The dashboard also shows overload status for each full-time faculty member. (Generally overloads are rare, but in some cases they do occur. See section 6.1)

The following table shows the percentages of sections in fall 2019 by academic program taught by full-time and part-time faculty. It is worth noting that 46 of the 53 programs have full-time section ratios of 50% or greater, consistent with the overall fall 2019 rate of 54.9% of full-time sections taught. The sections taught by full-time faculty range from a low of 23% to a high of 100%. Nail Technology, a very small program, uses a single part-time instructor.

Fall 2019 Sections Taught by Faculty Status			
Associate Degree	**Full-time**	**Part-time**	**Total Sections**
Associate in Arts	47%	53%	144
Associate in Science	70%	30%	207
Accounting	62%	38%	34
Administrative Office Technology	57%	43%	7
Aircraft Maintenance Technology	70%	30%	23
Baking and Pastry	71%	29%	14
Business Administration	62%	38%	26
Civil Engineering Technology	25%	75%	4
Commercial Graphics	57%	43%	49
Computer Technology	68%	32%	57
Criminal Justice	29%	71%	24

Fall 2019 Sections Taught by Faculty Status			
Associate Degree	**Full-time**	**Part-time**	**Total Sections**
Culinary Arts Technology	97%	3%	32
Cybersecurity	50%	50%	18
Dental Hygiene	50%	50%	8
Early Care and Education	100%	0%	17
Electronics Engineering Technology	71%	29%	7
Emergency Medical Technology	73%	27%	11
General Technology - Air Conditioning Refrigeration Mechanics	70%	30%	10
General Technology - Automotive Technology	75%	25%	8
General Technology - Avionics Maintenance Technology	100%	0%	4
General Technology - Cosmetology	67%	33%	15
General Technology - Electrical Line Worker Technology	100%	0%	6
General Technology - Engineering Design Graphics	64%	36%	11
General Technology - Expanded Duty Dental Assisting	67%	33%	6
General Technology - Electrician: Construction and Industrial	89%	11%	9
General Technology - Industrial Maintenance Mechanics	83%	17%	12
General Technology - Machine Tool Technology	67%	33%	6
General Technology - Mechatronics	100%	0%	3
General Technology - Pharmacy Technician	75%	25%	4
General Technology - Welding	39%	61%	31
Health Information Management	100%	0%	6
Homeland Security Management	67%	33%	3
Horticulture Technology	89%	11%	9
Hospitality and Tourism Management	91%	9%	22
Human Services	64%	36%	11
Management	23%	77%	26
Mechanical Engineering Technology	75%	25%	4
Media Arts Production	60%	40%	48
Medical Laboratory Technician	100%	0%	6
Network Systems Management	76%	24%	25
Nursing	100%	0%	36
Occupational Therapy Assistant	100%	0%	7
Paralegal	47%	53%	15
Physical Therapist Assistant	100%	0%	4
Radiologic Technology	100%	0%	8
Respiratory Care	75%	25%	4
Veterinary Technology	91%	9%	11
Diploma			
Medical Assisting	60%	40%	10
Certificate			
Aircraft Assembly Technology	100%	0%	5
Esthetics	80%	20%	5
Fitness Specialist	75%	25%	4

Fall 2019 Sections Taught by Faculty Status			
Associate Degree	**Full-time**	**Part-time**	**Total Sections**
Nail Technology	0%	100%	7
Small Business-Entrepreneurship	50%	50%	4

The following table shows the percentage of credit hours generated by faculty status in each program in the fall 2019 semester. As with the percentage of classes in the table above, 43 of the 53 programs had at least 50% of credit hours generated by full-time faculty.

Fall 2019 Percentage of Credit Hours Generated by Faculty Status			
Associate Degree	**Full-time**	**Part-time**	**Credit Hours Generated**
Associate in Arts	43%	57%	11,030
Associate in Science	70%	30%	15.058
Accounting	63%	37%	1,911
Administrative Office Technology	54%	46%	507
Aircraft Maintenance Technology	56%	44%	866
Baking and Pastry	68%	32%	513
Business Administration	64%	36%	2,160
Civil Engineering Technology	20%	80%	240
Commercial Graphics	57%	43%	1,773
Computer Technology	63%	37%	3,429
Criminal Justice	37%	63%	1,299
Culinary Arts Technology	97%	3%	1,245
Cybersecurity	49%	51%	1,332
Dental Hygiene	48%	52%	405
Early Care and Education	100%	0%	620
Electronics Engineering Technology	67%	33%	202
Emergency Medical Technology	42%	58%	331
General Technology - Air Conditioning Refrigeration Mechanics	78%	22%	543
General Technology - Automotive Technology	82%	18%	599
General Technology - Avionics Maintenance Technology	100%	0%	148
General Technology - Cosmetology	59%	41%	563
General Technology - Electrical Line Worker Technology	100%	0%	267
General Technology - Engineering Design Graphics	65%	35%	569
General Technology - Expanded Duty Dental Assisting	60%	40%	323
General Technology - Electrician: Construction and Industrial	94%	6%	237
General Technology - Industrial Maintenance Mechanics	75%	25%	566
General Technology - Machine Tool Technology	67%	33%	348
General Technology - Mechatronics	100%	0%	95
General Technology - Pharmacy Technician	77%	23%	122
General Technology - Welding	48%	52%	500

Fall 2019 Percentage of Credit Hours Generated by Faculty Status			
Associate Degree	**Full-time**	**Part-time**	**Credit Hours Generated**
Health Information Management	100%	0%	145
Homeland Security Management	71%	29%	93
Horticulture Technology	86%	14%	443
Hospitality and Tourism Management	94%	6%	1,002
Human Services	59%	41%	443
Management	21%	79%	1,842
Mechanical Engineering Technology	74%	26%	232
Media Arts Production	61%	39%	1,468
Medical Laboratory Technician	100%	0%	140
Network Systems Management	69%	31%	1,086
Nursing	93%	7%	4,723
Occupational Therapy Assistant	100%	0%	392
Paralegal	40%	60%	969
Physical Therapist Assistant	100%	0%	328
Radiologic Technology	100%	0%	470
Respiratory Care	62%	38%	254
Veterinary Technology	89%	11%	509
Diploma			
Medical Assisting	74%	26%	378
Certificate			
Aircraft Assembly Technology	100%	0%	164
Esthetics	80%	20%	100
Fitness Specialist	93%	7%	149
Nail Technology	0%	100%	213
Small Business-Entrepreneurship	55%	45%	357

Faculty Responsibilities
TTC Procedure 8-5-1 defines teaching faculty as "all instructional personnel and certain personnel who perform a combination of instructional and administrative duties."
The faculty position description establishes that the job purpose includes curriculum development: "The primary responsibilities of the faculty member are to teach courses by providing systematically planned and delivered instructions; to design and develop curriculum; evaluate student performance; and to advise students." It also identifies the job duties of a teaching faculty member: Teaching Performance, Instructional Development, Student Advisement, Instructional Management, College and/or Community Service, Professional Development, and Miscellaneous. The minimum work week for TTC full-time faculty is 40 hours of combined direct and indirect instructional activities. The faculty member must conduct 30 hours of these activities on campus, which is defined as any TTC instructional location. Faculty members must maintain at least eight office hours per week during which they are available to students for advisement, assistance, and or/tutoring.

Faculty members contribute to the assessment and improvement of their programs through instructional management, which may include participation on academic advisory committees, assisting the program coordinator or department head with the development

and implementation of the program curriculum assessment plan, staying abreast of current program accreditation/licensing requirements and completing appropriate training and certifications required in the disciplines.

The college provides support to faculty members that helps them meet their teaching and curriculum development responsibilities:

The Director of Instructional Services manages the creation of the class schedule each semester, including programming requisites and restrictions, and monitors class meeting times and other data to ensure compliance with college and state policies.

The Director of Academic Reporting creates the degree audit/program evaluation function in the database for each program and each catalog year, which allows students to monitor their progress to graduation and self advise as appropriate.

The Assistant Vice President of Academic Programs serves as a resource to all faculty in the program development/revision process, advising on policy and best practices in program quality and integrity.

The Hub navigators provide new students with onboarding support, which helps to ensure that they are in an appropriate major, are familiar with the Navigate software for staying on track and are familiar with available support services. The Hub navigators also provide new students with their initial academic advising and collaborate with program faculty to monitor students' progress.

The Director of Institutional Research and Assessment supports faculty members in the development and maintenance of program curriculum assessment plans, providing appropriate data and advising faculty on best practices in program review and improvement.

The Center for Teaching Excellence helps faculty members with course development, including media-rich content, online assessments and effective use of the college's learning management system (D2L).

The Information Technology Training Center provides faculty members with training in a wide array of information technology resources, including the Navigate software and the Colleague database; it also offers help with web accessibility and document production.

While all faculty members contribute to curriculum development, assessment and improvement, the college assigns primary responsibility for program quality, integrity and review to individual faculty members, often program coordinators, who are supported with release time or stipend or both. Division deans and department heads determine which specific job duties are assigned to each program coordinator. For example, in the Accounting department, the department head is responsible for creating the course schedule, reviewing and revising program curricula and assessing program outcomes, while the program coordinator is responsible for recruiting, hiring and guiding part-time faculty members and helping the department head with the other responsibilities. In the Health Sciences division, on the other hand, program coordinators typically manage all aspects of a program, including budgets, accreditation, part-time faculty and curriculum development.

Deans and department heads use faculty release time as necessary to ensure that each

program coordinator has adequate resources to perform all duties. (Interactive Semester Staffing Dashboard) (Example of three faculty with release time, Screen Capture)

While TTC overall is in the 61st percentile in National Community College Benchmark Project (NCCBP) rankings of sections taught by full-time faculty, NCCBP does not have data disaggregated by program. Data from the NCCBP 2017 report shows the range of sections taught by full-time instructors that make up the 10th through 75th percentiles are 35% to 64%. In TTC's case all but one program is within that range and 24 programs, more than half, are above 64%.

Section 6: Faculty

6.2.c

Program coordination

For each of its educational programs, the institution assigns appropriate responsibility for program coordination.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) has assigned a qualified full-time faculty member to be responsible for coordinating each of its educational programs. What it takes to offer an effective program varies across the disciplines, so there is considerable variation in both job duties and titles of those responsible faculty members. For example, responsibility for the Associate in Arts (AA) and Associate in Science (AS) programs is assigned to the deans of Humanities and Social Sciences, and Science and Mathematics, respectively. On the other hand, coordination of Associate in Applied Science (AAS) programs is typically assigned to a program coordinator who reports to a dean or department head. Program coordination of the transfer (AA and AS) programs involves curriculum development, oversight of transferability of coursework, development of articulation agreements and collaboration with peers at four-year institutions, while coordination of an AAS program is likely to involve program accreditation activities, budget management, lab maintenance and field placement. Depending on the division and discipline program coordinators might be responsible for any combination of the following:

Part-time faculty recruitment, selection and evaluation
Curriculum development and assessment
Communication with advisory committee and prospective employers
Program accreditation
Budget management
Lab facilities and equipment maintenance
Grants management
Recruiting
Coordination with high school programs
Job placement
Graduate follow-up
Section management
Field placement

Division deans and department heads determine which specific job duties are assigned to each program coordinator. For example, in the Accounting department, the department head is responsible for creating the course schedule, reviewing and revising program curricula and assessing program outcomes, while the program coordinator is responsible for recruiting, hiring and guiding part-time faculty members and helping the department head with the other responsibilities. In the Health Sciences division, on the other hand, program coordinators typically manage all aspects of a program, including budgets, accreditation, part-time faculty and curriculum development.

TTC also has faculty members who have program coordinator positions but whose jobs are not related to the coordination of academic programs. These faculty members are more likely to manage the needs of a particular discipline, such as English, mathematics or developmental reading; their responsibilities are more likely to involve course development, supervision and support of part-time faculty, textbook selection and other topics related to instruction.

Sample position descriptions of selected TTC program coordinators can be seen here.

Division/Area	Coordinator Position Description
Aeronautical Studies	Aircraft Assembly Technology
	Aircraft Maintenance Technology
	Avionics Maintenance Technology
Business Technology	Accounting
	Administrative Office Technology
	Business Administration
	Computer Technology
	Cosmetology
	Criminal Justice
	Cybersecurity
	Esthetics
	Homeland Security Management
	Management
	Nail Technology
	Network Systems Management
	Paralegal
	Small Business-Entrepreneurship
Culinary Institute of Charleston	Baking and Pastry
	Culinary Arts Technology
	Hospitality and Tourism Management
Engineering and Construction	Civil Engineering Technology
	Construction Management
	Electrical Line Worker Technology
	Electrician: Industrial and Construction
	Electronics Engineering Technology
	Engineering Design Graphics (vacant)
	Horticulture Technology
	Mechanical Engineering Technology
	Mechatronics
Film, Media and Visual Arts	Commercial Graphics
	Media Arts Production
Health Sciences	Dental Hygiene
	Emergency Medical Technology
	Expanded Duty Dental Assisting
	Fitness Specialist

Division/Area	Coordinator Position Description
	Health Information Management
	Medical Assisting
	Medical Laboratory Technician
	Occupational Therapy Assistant
	Pharmacy Technician
	Physical Therapist Assistant
	Radiologic Technology
	Respiratory Care
	Veterinary Technology
Humanities and Social Sciences	Associate in Arts
	Early Care and Education
	Human Services
Manufacturing and Maintenance	Air Conditioning and Refrigeration Mechanics
	Automotive Technology
	Industrial Maintenance Mechanics
	Machine Tool Technology
	Welding
Nursing	Nursing
Science and Mathematics	Associate in Science

Section 6: Faculty

6.3

Faculty appointment and evaluation

The institution publishes and implements policies regarding the appointment, employment, and regular evaluation of faculty members, regardless of contract or tenure status.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) defines the employment process for all full-time equivalent positions in TTC Procedure 8-1-1 and publishes the procedure on its website. Due to the unique cyclical nature of faculty appointments, TTC has developed Procedure 8-5-1 and implements policies regarding the appointment, employment, and evaluation of faculty members and publishes these policies on its website.

Appointment
The appointment process for new full-time faculty begins per TTC Procedure 8-1-1 with the hiring manager reviewing and, if necessary, updating the Job Opening Notice (JON). After completion, the JON, along with advertising information, is forwarded to the Human Resources Employment Manager for review. Advertisements for new positions are listed on the TTC website, the TTC newsletter Monday Edition, and in other publications as appropriate. All applicants must use the South Carolina Careers website to make an official application for the position. The hiring manager selects a diverse interview team that reviews applicants and chooses those qualified to be interviewed. All interview teams must follow the hiring checklist. The recommended candidate must have at least two references checked by the hiring manager. After approval by the President, the hiring manager can make an offer to the selected candidate.

TTC follows TTC Procedure 8-4-2 for the appointment of part-time faculty. Deans, department heads, and/or program coordinators identify faculty needs for the Talent Acquisition Manager, who then develops and implements advertisements and other recruiting tools. Persons seeking part-time faculty positions must also make an official application at the South Carolina Careers website. Human Resources forwards applications to appropriate departments, and department heads and/or program coordinators determine whether the candidates are suitable for employment.

Evaluation

Full-time Faculty
The South Carolina Code of Laws (S.C. Code Ann. § 59-53-20) establishes that TTC employees are state employees and are subject to the regulations, guidelines and procedures of the State Board for Technical and Comprehensive Education (SBTCE), the South Carolina Budget and Control Board, and the state personnel system. The South Carolina Office of Human Resources Regulation 19-715 defines the requirements for employee evaluation systems for state agencies. Based on this regulation, SBTCE Policy 8-4-101 and SBTCE Procedure 8-4-101.1 provide the guidelines for employees who hold

faculty positions. All TTC faculty members hold the rank of instructor. The positions of program coordinator, department head and dean are administratively appointed faculty positions subject to the same evaluation processes. TTC does not have a tenure system.

The primary purpose of the Faculty Performance Management System (FPMS) is to increase the overall efficiency of the college by helping faculty members improve their performance. The FPMS instrument details the employees' job duties and success criteria for each based on the position description. TTC has position descriptions for deans, department heads, program coordinators and faculty positions.

Academic supervisors (deans and department heads) complete the FPMS in two stages, the planning stage and the evaluation stage. The department head and the faculty member complete the planning stage together for the upcoming evaluation period. The reviewer (typically the dean) reviews the planning stage, which is then signed by the department head, the dean and the faculty member.

At the end of the assessment period, the department head uses this planning stage as a framework for completing the evaluation of the faculty member. In completing the evaluation, the department head takes into consideration the results of classroom observations and student evaluations, described below. The department head notes the faculty member's strengths and weaknesses and identifies areas for improvement, including how the college can contribute to this improvement. The department head submits the evaluation to the dean for consideration and approval. The department head then reviews the evaluation with the faculty member, who has the opportunity to respond to the evaluation. The evaluation stage is signed by the department head, the dean and the faculty member.

SBTCE Procedure 8-4-101.1 requires that all permanent employees holding faculty positions be evaluated annually. Example evaluations for a faculty member provide additional evidence that these evaluations are conducted periodically (FPMS examples: 2017-2018 and 2018-2019).

New faculty members must complete a probationary period. Faculty serve a probationary period of two full academic years, not counting weeks worked during the summer, and receive an interim evaluation after one full academic year. Faculty members who receive acceptable ratings at the end of this two-year period are no longer considered to be in probationary status (Faculty Handbook, page 8).

Part-time Faculty
Department heads supervise the part-time faculty members who teach in their department. The department head (or designee) conducts a classroom observation during the first semester that a part-time faculty member teaches and at least annually thereafter. Part-time faculty members are also evaluated by their students through the course evaluation system described below. Department heads share the results of these evaluations with part-time faculty members and discuss ways in which they can improve their performance in the classroom.

Dual Credit Faculty
As listed in Section 6.1, some dual credit faculty members are employed by the local high schools. In these cases the faculty member must sign a compliance agreement with TTC. The faculty member has an annual classroom observation conducted by the TTC department head or program coordinator and the same student evaluations as all other TTC faculty members. All dual credit faculty provide dual credit instruction according to the South

Carolina Commission on Higher Education Policy (pages 3-4) for delivery and transferability of dual enrollment coursework offered in high schools.

Evaluation Tools

Teaching Observations. As specified in the Faculty Handbook (page 14), deans and department heads must ensure that all instructors in their areas are evaluated in a teaching setting at least once per academic year. Part-time faculty members have a classroom observation during their first semester teaching for the college and at least annually thereafter (Part-time Faculty Handbook, page 9). Evaluation forms for both the traditional and online settings assess the faculty member on planning, presentation and learning assessment. The traditional evaluation includes the category Learning Activities and Teaching Methods, and the online evaluation includes Communication Methods.

Student Evaluations. One of the college's most significant tools for improvement is the course evaluation, a computer-based system for collecting and analyzing student evaluations of courses and instructors. Course evaluations consist of a common set of questions followed by questions specific to modality. Each semester, TTC administers course evaluations for all instructors, both full-time and part-time, and for all course sections (Faculty Handbook, page 8 and Part-time Faculty Handbook, page 9).

The evaluation instrument requires students to respond to items related to the quality of the course and to instructor performance. Students are encouraged to include personal comments regarding any aspect of the course or instructor.

A calendar of course evaluation administration dates is available online (web page print to pdf).

Section 6: Faculty

6.4

Academic freedom

The institution publishes and implements appropriate policies and procedures for preserving and protecting academic freedom.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

The State Board for Technical and Comprehensive Education (SBTCE) Policy 3-1-100, Academic Freedom and Responsibility-Copyright, establishes a framework for defining academic freedom:

In the development of knowledge, research endeavors, and creative activities, faculty and students must be free to cultivate a spirit of inquiry and scholarly criticism. The faculty members are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce teaching matters which have no relation to their field. Faculty and students must be able to examine ideas in an atmosphere of freedom and confidence and to participate as responsible citizens in community affairs.

In support of this policy, the administration, faculty and staff of Trident Technical College (TTC) believe that academic freedom is essential for teaching and learning. This belief is reflected in the inclusion of Academic Freedom as an institutional value in the college's Mission Statement. The Trident Technical College Strategic Plan 2016-2021 defines Academic Freedom as the right of faculty members and students to encourage inquiry and debate relevant to subject matter in an atmosphere of mutual respect without fear of penalty.

TTC publishes SBTCE policy in the Full-time Faculty Handbook and in the Part-time Faculty Handbook. The Academic Affairs office revises these handbooks annually and distributes them to all full- and part-time faculty members. The Student Handbook clarifies for students that "discussion and expression of all views relevant to the subject matter are recognized as necessary to the educational process, but students have no right to interfere with the freedom of instructors to teach or the rights of other students to learn."

No official grievance concerning a breach of academic freedom have been brought to the attention of Trident Technical College administrators.

Section 6: Faculty

6.5

Faculty development

The institution provides ongoing professional development opportunities for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) provides professional development opportunities for its faculty members in a variety of ways: by sponsoring faculty memberships in professional organizations; by sponsoring faculty attendance at a variety of off-site conferences, seminars and workshops; and by providing an on-site professional development program. The college's strategic plan has included teaching excellence (later changed to academic excellence) as a value since 2010.

Professional Memberships and Off-Site Professional Development
TTC Procedure 6-2-1 provides the guidelines for college reimbursement of professional development activities. During 2018-2019, 313 TTC faculty members participated in off-site professional development workshops and conferences. In addition, the college provided funds for faculty memberships in 41 professional organizations.

On-Site Professional Development
Over the past decade, TTC has faced the challenge of providing adequate and appropriate professional development for faculty in an atmosphere of decreasing enrollment and stagnant state appropriations. The Academic Affairs professional development budgets for the past three fiscal years reflect those challenges.

Professional Development Budget	FY 2017	FY 2018	FY 2019
Dues/Memberships	$19,600	$17,286	$17,826
Travel/Conferences, Seminars, Workshops	$221,300	$215,412	$202,455

During the last 15 years, TTC has developed a strong, comprehensive on-site professional development program. This cost effective program has allowed the college to continue to provide professional development opportunities for all faculty members in spite of state budget cuts. TTC's on-site professional development program includes the following elements:

Full-time Faculty Orientation. The college's commitment to the professional development of its faculty is evident at the time of hire. Since 1995, new faculty members have participated in a structured, 14-week orientation for which they receive one course release from their regular teaching load. During the past three academic years, 44 new faculty members have participated in these sessions. The course agenda documents the broad range of topics included in this class.

Center for Teaching Excellence. Established in 2004, the Center for Teaching Excellence

(CTE) provides assistance to both full-time and part-time faculty members in instructional design and delivery. During the fall 2018 semester, CTE formally trained 59 faculty members and offered seven different courses. Course descriptions can be found here. CTE personnel work with faculty content experts in developing online and hybrid courses that are equivalent to traditional courses in terms of objectives, learning outcomes, competencies, content, credit, and transferability.

Information Technology Training Center. With a full-time staff of three, the Information Technology Training Center (ITTC) provides classes, demonstrations, and personal assistance to all faculty and staff on the use of all college information technology applications. During the past four academic years, faculty and staff have logged 855 registrations for ITTC training sessions (ITTC Courses).

Minigrants. TTC and the TTC Foundation (TTCF) have partnered to award minigrants to help bridge the gap between instructional needs and department budgets. College departments can apply for funding for equipment, materials and special resources to enhance student learning experiences or to increase safety, student accessibility, recruiting and retention or employee efficiency in serving students. The criteria for minigrants can be found in the call for minigrant applications email. Over the past three academic years, 276 grants were funded for over $350,000 (2018-2019 minigrants funded).

Minigrant Award History				
Year	# of Awards	Award Amt	Total all Awards	Total Entries
2018-2019	93	$1,600	$119,951	113
2017-2018	90	$1,600	$119,634	113
2016-2017	93	$1,600	$119,804	123
Note: Of the total of awards, $70,000 is paid by TTCF; the balance is paid by the college				

Academic Affairs Meeting. Each year the Vice President for Academic Affairs holds a faculty meeting (2019 Presentation) before the first day of fall semester classes. In August 2019, the format of the meeting was altered to include multiple workshops for faculty development. The vice president plans to continue the new format since it was well received by faculty.

Credit Course Assistance. The TTC Foundation funds formal training for faculty by underwriting all or part of the cost of tuition and books for those who desire to take credit courses, either at TTC or at other accredited institutions. During the 2019 fiscal year, 74 members of the faculty received tuition support of $44,939 through this program.

Section 7: Institutional Planning and Effectiveness

7.1

Institutional Planning

The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) engages in an ongoing, comprehensive and integrated research-based planning and evaluation process. The major components of this process stem from the college's strategic plan, include units and resources from every division of the college and focus on institutional quality and effectiveness.

Strategic Planning

TTC currently operates under the 2016-2021 Strategic Plan. Prior to 2016 TTC operated under the 2020 Strategic Plan, which was an eight-year plan focused on growth, development and strength over four categories: students, faculty and staff, community and college. In order to more readily meet the evolving needs of the college, the eight-year plan was re-evaluated in 2016. The Strategic Planning Development Committee (roster) used information from various stakeholders, data on college performance and metrics from the TTC 2020 Strategic Plan to create a working strategic plan document that was sent to all divisional vice presidents for input. The final document identified four goals:

Goal 1: Increase Headcount Enrollment

Goal 2: Improve Student Achievement

Goal 3: Improve Customer Service

Goal 4: Improve Fiscal Stability

Each goal contains several initiatives based on the college's mission, vision, and values, all of which focus on institutional quality and effectiveness. This five-year plan provides the framework on which the college constructs its annual strategic planning and evaluation process. The strategic plan also guides the planning processes for administrative unit assessments and student services program assessments, as discussed below.

Annual Strategic Planning and Evaluation Process

- The college's annual planning and evaluation cycle begins in early spring with two key planning activities: the review and revision or reaffirmation of the college's

mission statement and the production and publication of the previous year's Strategic Plan Report.

- o **Mission Statement Review.** The President and cabinet review the college's mission statement and either recommend that no action is necessary or submit changes, as necessary, to the Area Commission for approval. At the spring meeting, Area Commission accepts the proposal from cabinet. Once approved by Area Commission, the mission statement is published on the website. The President may call for a college-wide review of the mission statement at times other than this systematic, annual review.

Included in the mission statement review process is the review of TTC's vision statement and values. In 2019, TTC updated its value of "Diversity and Inclusion" to "Diversity, Equity and Inclusion."

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  - o **Strategic Plan Report.** Each spring, the Associate Vice President for Planning and Accreditation compiles the annual Strategic Plan Report. The report highlights major annual accomplishments and provides updated data and statistics for each strategic goal and initiative. The report is presented to Area Commission as part of its overall college update. The report is distributed to all vice presidents and is used to guide their planning process and create their administrative unit assessment documents. The administrative unit assessments are yearly planning documents that set goals and expected outcomes based on initiatives and data from the strategic plan. As members of the President's cabinet, campus deans also receive the report and review the goals and initiatives with campus staff to ensure alignment between their campus goals and the overall college's goals. The report is published on the college's website and portal.

The Strategic Planning Committee uses this annual report to identify initiatives that should carry over to the next year, as well as to identify areas where new initiatives may be needed. Decisions to continue or create initiatives are based on the results of current initiatives, data for the college's key performance indicators, and changes in the college environment. The committee also ensures that any changes to the mission statement are reflected in the strategic goals and initiatives. The committee identifies expected outcomes for each initiative and the vice president who will be responsible for achieving these outcomes.

One example of a new initiative addresses the goal to "Increase Headcount Enrollment." While data for initiative 1.5, "Increase Number of LIFE Scholarship Students," indicate that the number of students receiving the LIFE Scholarship is increasing, research further indicated that the number of students maintaining the scholarship into their second year was unacceptably low. The Strategic Planning Committee created initiative 1.5.1 (Strategic Plan Report 2017-2018, page 7-8), "Increase Number of LIFE Scholarships Students Maintaining the Scholarship," and created the Summer LIFE Scholarship program in summer 2018. Cabinet received a final report in early 2019 on the success of the program and voted to continue the Summer LIFE Scholarship program.

Budget Planning

Every spring, after the review of the Strategic Plan Report, the Budget Director sends a budget item document to each division vice president (example, Planning and

Accreditation). Vice presidents can increase or decrease budget items in order to meet the initiatives for the coming year and send requests back to the Budget Director for review (example, Continuing Education and Economic Development). Any requests for a major increase are followed by meetings with the Vice President for Finance, the Budget Director and the requesting vice president. The proposed completed budget is then sent to Area Commission for approval. After the fall enrollment census date, budgets may be adjusted based on enrollment trends.

Curriculum Assessment Plans

TTC requires a curriculum assessment plan (CAP) for each of its associate degrees. Additionally, the college requires a program assessment for those diplomas and certificates in disciplines in which the college does not offer an associate degree. These formal assessments begin in a fall semester and follow a two-year cycle. The first year is for data collection and planning for improvement; the second year is for implementation. In addition to data on student learning outcomes, CAPs include data on program enrollment, number of graduates, graduate placement and graduate performance on licensure/certification exams. These statistics not only support the college's strategic plan goals "Improve Enrollment Headcount" and "Improve Student Achievement," but also represent three of the four State Board for Technical and Comprehensive Education (SBTCE) criteria for associate degrees.

SBTCE Program Evaluations

Educational programs undergo annual evaluation by the South Carolina Technical College System (SCTCS) office. SBTCE Procedure 3-1-301.1 requires each institution to submit degree and diploma productivity in terms of enrollment, number of graduates, and the percent of graduates placed on related jobs or continuing their studies. Certificate productivity is based on the percent of graduates placed on related jobs or continuing their studies. For programs that do not meet established criteria and standards, college officials must determine whether the programs shall be continued or discontinued. Any college wishing to continue a program that does not meet the minimum productivity standards must provide a written plan to improve the program's performance to the SCTCS Academic Affairs staff. Diploma and degree programs that do not meet the minimum productivity standards for three consecutive years are suspended, unless adequate justification to retain the program is made by the college to the SCTCS Academic Affairs staff.

Any revision to a program must be presented to TTC's Curriculum Committee and recommended for approval by the faculty members of that committee, approved by the Vice President for Academic Affairs, and implemented by revision to the college catalog and electronic degree audit.

Administrative Unit Assessments

Each administrative unit completes an annual administrative unit assessment that identifies goals and expected outcomes that relate to the goals and initiatives in the college's strategic plan, as well as the mission, vision and values of the college. Enrollment, student achievement, and fiscal stability goals are included on individual administrative unit assessment documents, and each assessment document reflects an excellence in customer service measure. Individual documents may address the same strategic plan goal, but focus on different initiatives and have different action plans. For example, Academic Affairs, Advancement, and Student Services all focus on "Increase Headcount Enrollment." Academic Affairs measures headcount enrollment, has a goal to increase that by 1% each

semester and focuses on scheduling and community engagement. Advancement measures applications, has a goal to increase applications by 3%, and focuses on ad campaigns and marketing strategies. Student Services also measures applications, has the same goal to increase applications by 3%, yet focuses on reducing application barriers for students.

Student Services Program Assessments

The departments of the Student Services division complete annual student services program assessments that, like administrative unit assessments, identify goals and expected outcomes that relate to the goals and initiatives from the college's strategic plan, as well as the mission, vision and values of the college. Individual documents may address the same goal or value but have different action plans. For example, Counseling and Career Development, Financial Aid, and Student Engagement all focus on the value "Accessibility and Affordability" but have different goals and action plans. Counseling and Career Development measures the number of students using their services along with their productivity of new counseling and training materials created, has a goal to produce four new training materials per semester, and focuses on educating faculty, staff and students on the availability of these training materials and their services. Financial Aid measures the number of students receiving financial aid, monitors this number in relation to headcount enrollment and focuses on streamlining the process for receiving financial aid. Student Engagement measures enrollment by local high schools, has a goal to maintain a steady enrollment from local high schools and focuses its efforts on recruiting.

Characteristics of TTC Planning and Evaluation

Ongoing. That TTC's planning and evaluation processes are ongoing is evidenced by the evolution of the former 2020 Strategic Plan into the current 2016-2021 Strategic Plan, the annual mission statement review, strategic plan reports and documented cycles of assessments. Strategic plan goals and initiatives are reviewed yearly, and initiatives are updated as needed. The strategic plan is a fluid document that at its conclusion will help shape the next five-year plan.

Strategic Plan Reports:
2017-2018
2016-2017
2015-2016
2014-2015
2013-2014

Comprehensive. The strategic plan was created through a revision process that included input from a range of college employees representing faculty, staff, deans, directors and all administrative units. The goals include initiatives that identify the responsible administrative units. The 2016-2021 Strategic Plan supports the college's mission statement, vision statement, and defined values.

Integrated. The major components of TTC's planning and evaluation process are integrated. TTC's strategic plan provides the foundation for the college's annual planning and evaluation cycle. Budget planning is conducted after the annual and planning cycle and is developed to support initiatives as outlined through yearly reviews of the strategic plan. The strategic plan also provides the foundation for all administrative and student services planning and assessment.

Research-Based. The annual Strategic Plan Report and all of the related planning and assessment documents are evidence that the college uses research to identify quantitative and qualitative goals and expected outcomes. A few examples include student enrollment numbers, retention and graduation rates, yield ratios, number of external partnerships, course success rates, technology usage, financial ratios, and survey satisfaction results.

The table below provides an overview of the key events in TTC's planning and evaluation.

TTC Planning and Evaluation Cycles			
MONTH	**Strategic Planning**	**Budget Planning**	**Program Evaluations**
MARCH	Mission Statement Review Strategic Plan Report		
APRIL			
MAY		Proposed Budget (Area Commission)	
JUNE			
Begin New Fiscal Year			
JULY			Administrative Unit Assessments
AUGUST			SBTCE Program Evaluation
SEPTEMBER			
OCTOBER			Curriculum Assessment Plans
NOVEMBER		Revised Budget	Student Services Program Assessments

Section 7: Institutional Planning and Effectiveness

7.2

Quality Enhancement Plan

The institution has a Quality Enhancement Plan that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement and complete the QEP; and (e) includes a plan to assess achievement.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative
Trident Technical College will submit the Quality Enhancement Plan in August, 2020.

Section 7: Institutional Planning and Effectiveness

7.3

Administrative effectiveness

The institution identifies expected outcomes of its administrative support services and demonstrates the extent to which the outcomes are achieved.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Administrative effectiveness at Trident Technical College (TTC) is measured through regular and thorough assessments of the college's administrative units, which include the following divisions: Academic Affairs; Advancement; Continuing Education and Economic Development; Finance and Administration; Information Technology; President's Office; and Student Services.

Each division completes an annual administrative unit assessment that identifies goals and expected outcomes, defines action plans on how the division will reach its goals and demonstrates the extent to which the outcomes are achieved. The identified goals and expected outcomes relate to the goals and initiatives in the college's strategic plan as well the mission statement, vision statement and values of the college. At the beginning of the assessment cycle, divisions provide key findings that summarize the current status of each expected outcome and outline action plans that will support the division in reaching its goals. At the end of each assessment cycle, the division documents the year's accomplishments and the extent to which the outcomes were achieved. This review establishes the starting point for the new cycle.

Administrative Unit Assessments			
Administrative Unit	**2019-2020 (In Progress)**	**2018-2019 (Most Recently Completed)**	**2017-2018**
Academic Affairs	X	X	X
Advancement	X	X	X
Continuing Education and Economic Development	X	X	X
Finance and Administration	X	X	X
Information Technology	X	X	X
President's Office	X	X	X
Student Services	X	X	X

In addition to administrative support, Academic Affairs includes divisions and departments that offer educational programs. The expected outcomes identified in the administrative unit assessment focus on the administrative support functions of the division. Evaluations of the division's educational programs (Curriculum Assessment Plans), including assessment of student learning, are conducted by academic program managers and are discussed in 8.2.a. Learning Resources, a division within Academic Affairs, conducts evaluations of student learning, library resources, library instruction and library use. These evaluations are discussed in 8.2.c.

The administrative unit assessment for the Student Services division provides an overview of the division's effectiveness and support of the college's strategic plan. Additional details of the evaluation of all Student Services departments are discussed in 8.2.c.

The administrative unit assessment for the President's Office reflects the performance of those administrative functions that report directly to the President and is not an evaluation of the President's job performance. The Area Commission evaluates the President's job performance as described in 4.2.c.

Section 8: Student Achievement

8.1

Student achievement

The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success.

Judgment

☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) measures student achievement using a variety of metrics and determines appropriate performance levels for each metric through the use of state funding standards, National Community College Benchmark Project (NCCBP) comparison data, and Integrated Postsecondary Education Data System (IPEDS) comparison data.

TTC is a member of the South Carolina Technical College System (SCTCS) and as such is subject to five performance funding metrics: graduate placement, licensure exam pass rates, graduate production, success rate, and persistence. Minimum acceptable standards are set by the System office; the 16 member colleges are compared to each other and the system rate.
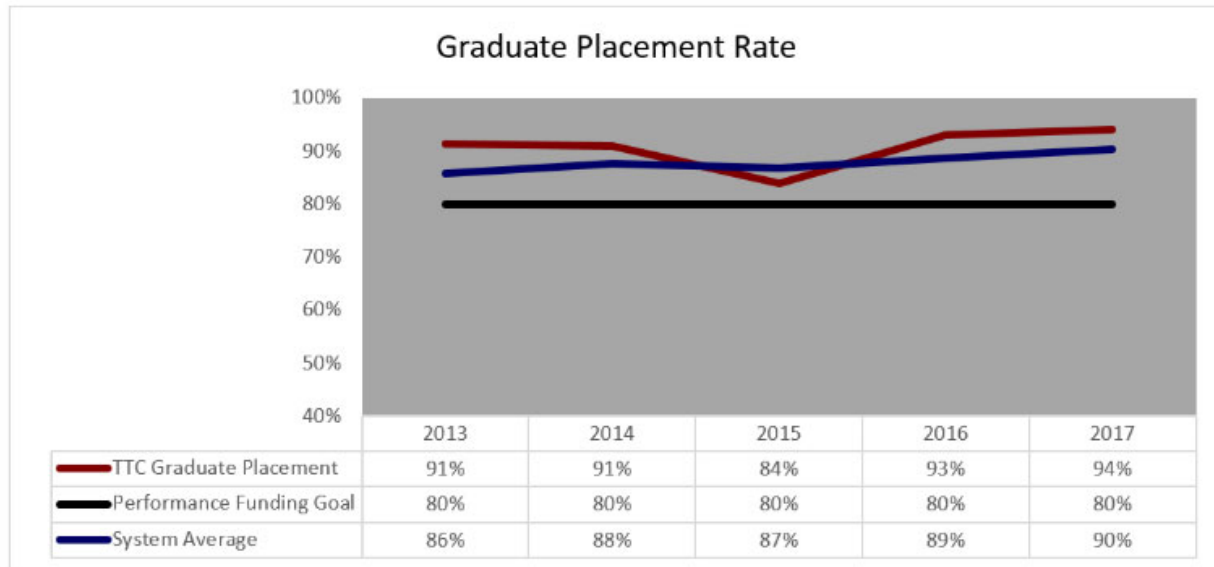
In addition to the five performance funding metrics, TTC measures student achievement through course success rates, retention, and the IPEDS 150% graduation rate. Performance levels for course success rates and retention are determined by comparison to NCCBP data. IPEDS uses a comparative group of 18 similar community colleges to benchmark TTC's 150% graduation rate.

The outcomes and goals for these metrics are published in the TTC FactBook and the Strategic Plan Report, both of which are located on TTC's website and internally on the college portal.

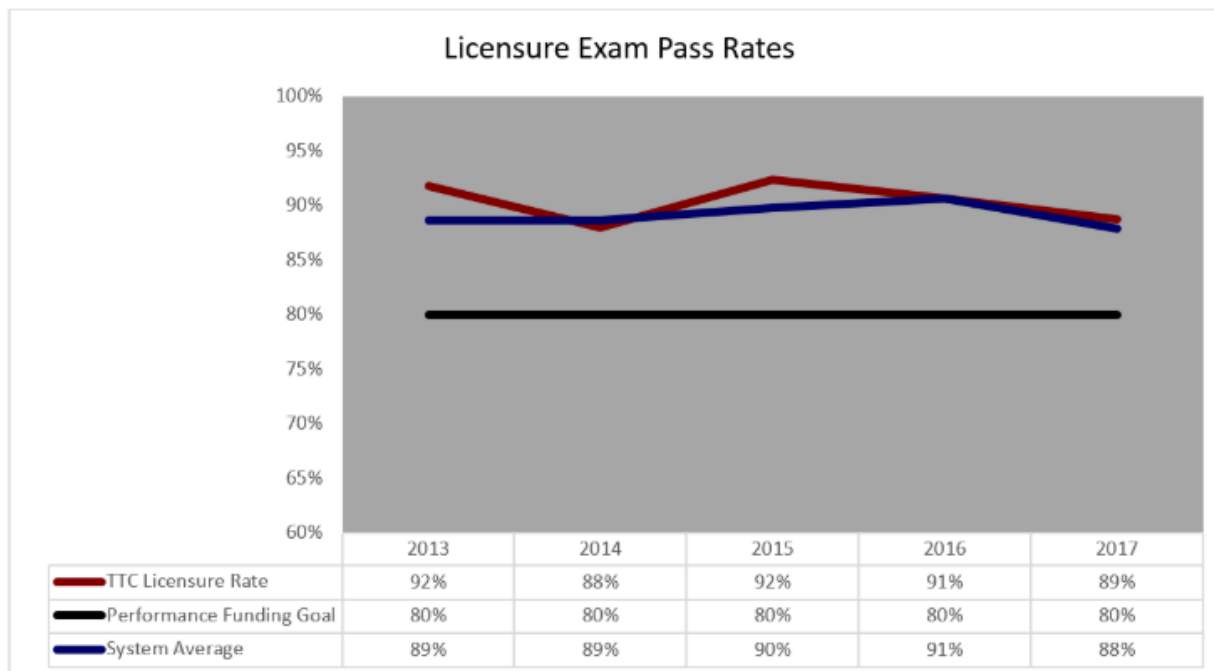**Five Performance Funding Metrics**

Graduate Placement Rate
TTC collects data on graduates who are employed or continuing their education in the year following their graduation and reports this information to SCTCS. TTC has exceeded the performance funding goal for the past five years, and with the exception of the decline in 2015, TTC's graduate placement rate has exceeded the system average.
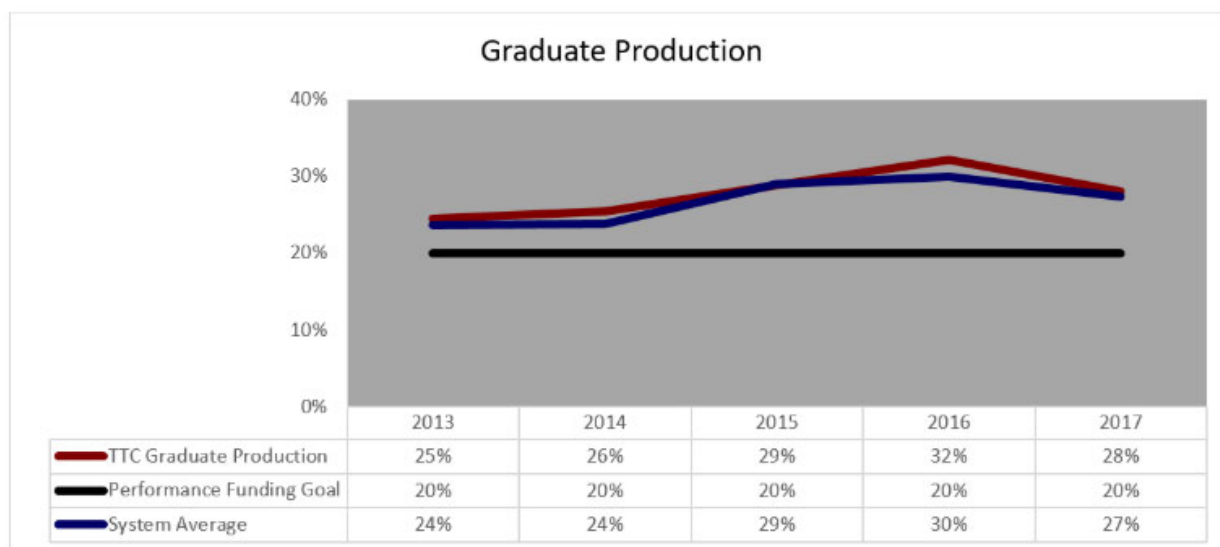
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Graduate Placement Rate

	2013	2014	2015	2016	2017
TTC Graduate Placement	91%	91%	84%	93%	94%
Performance Funding Goal	80%	80%	80%	80%	80%
System Average	86%	88%	87%	89%	90%

Licensure Exam Pass Rates

Graduates from many of TTC programs must pass licensure or certification exams in order to work in their disciplines. TTC monitors the results of these exams, with particular attention to the pass rates for first-time test takers, both in aggregate and by discipline. TTC has exceeded the performance funding goal for the past five years and has remained above or on par with the system average for the past five years.

Licensure Exam Pass Rates

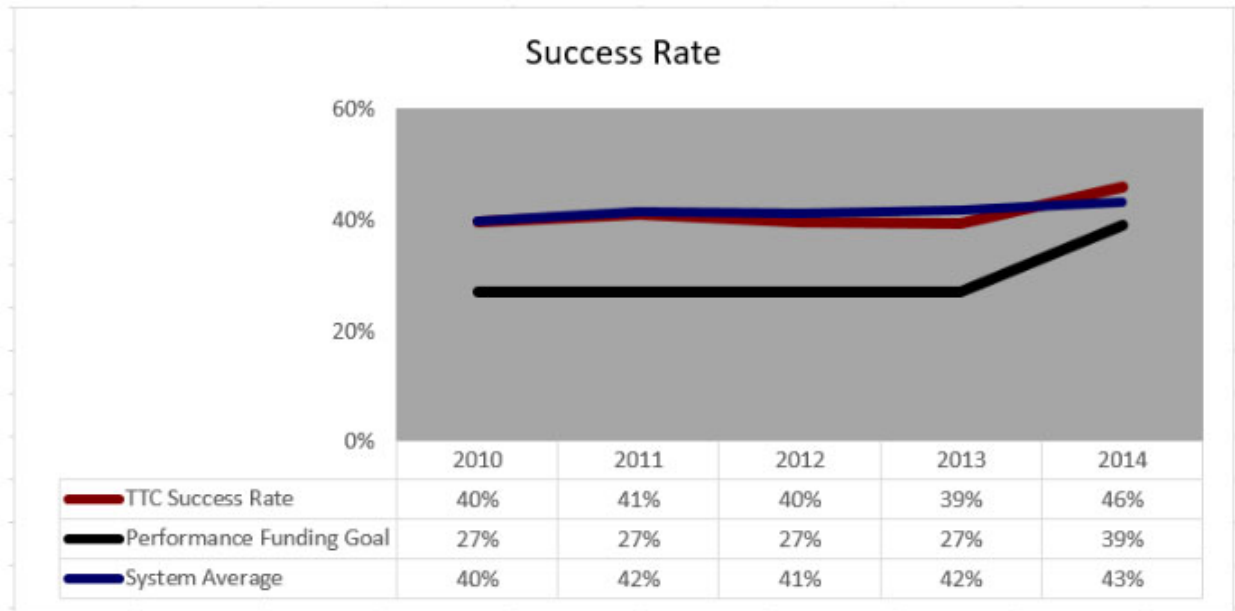|	2013	2014	2015	2016	2017
TTC Licensure Rate	92%	88%	92%	91%	89%
Performance Funding Goal	80%	80%	80%	80%	80%
System Average	89%	89%	90%	91%	88%

Graduate Production

Graduate production is a nontraditional measure of achievement that reflects the mission of community colleges. Like many community colleges, TTC serves a large population of students that are not counted in the more traditional IPEDS 150% graduation rate, such as students restarting their education or attending school to seek new careers. However, they are represented in the graduate production rate. The graduate production rate is calculated by counting all awards in an academic year and dividing by the fall term full-time equivalent (FTE). Despite falling enrollments, TTC increased the proportion of students earning a credential from 2013 to 2016. Even with the decline in 2017, TTC remains above the performance funding goal. TTC was above the system average in four of the last five years.
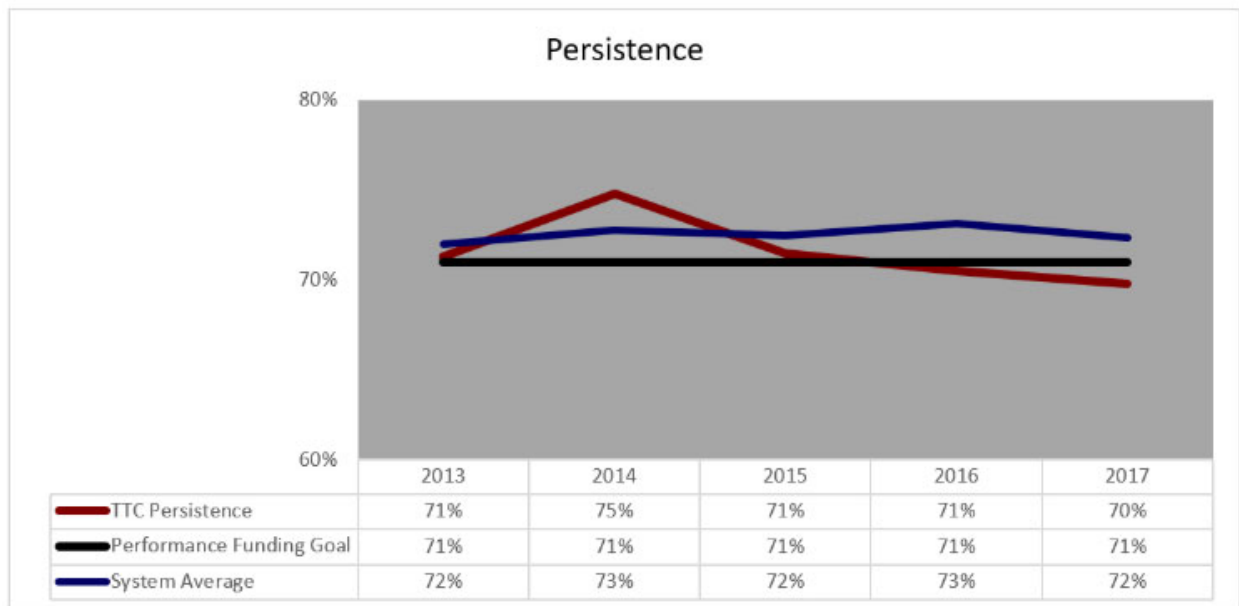
Graduate Production

	2013	2014	2015	2016	2017
TTC Graduate Production	25%	26%	29%	32%	28%
Performance Funding Goal	20%	20%	20%	20%	20%
System Average	24%	24%	29%	30%	27%

Success Rate

Like the graduate production metric, the success rate metric is a nontraditional measure of achievement that reflects the mission of community colleges. TTC has a large proportion of first-time freshmen (FTF) who begin their matriculation as part-time students and are not counted in the more traditional IPEDS 150% graduation rate. The performance funding success rate metric defines success of both full and part-time students at the 150% point and includes graduation, transfer, or still enrolled. The performance funding goal was changed from 27% to 39% for the 2018 Performance Funding Report. TTC has exceeded the performance funding goal for the past five years and in the most recent year, exceeded the system average.

Success Rate

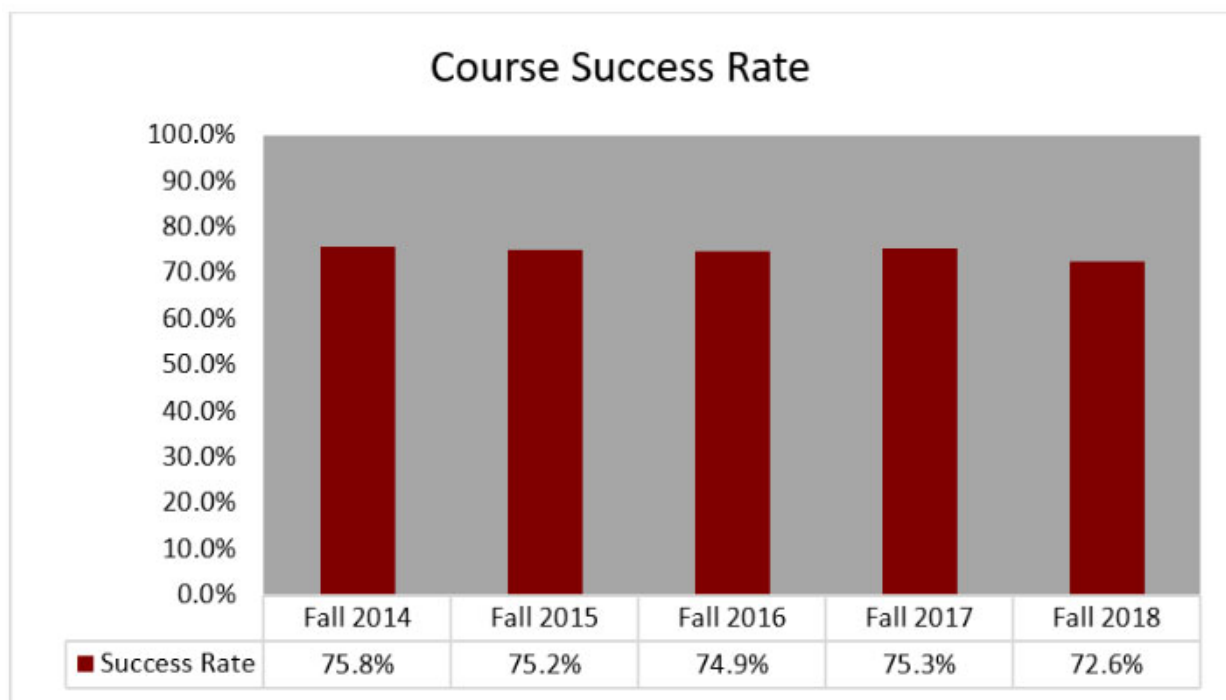|	2010	2011	2012	2013	2014
TTC Success Rate	40%	41%	40%	39%	46%
Performance Funding Goal	27%	27%	27%	27%	39%
System Average	40%	42%	41%	42%	43%

Persistence

TTC has not had sustained success meeting the persistence, or fall-to-spring retention, goal. Other than the unusual spike in 2014, TTC has remained at or below the performance funding goal and the system average. Recognizing this as a concern, college leaders established a Retention Committee in 2018 (example: Retention Committee Meeting Minutes). The Committee is charged with researching retention issues and suggesting initiatives to increase student persistence (Retention Committee Mission and Goals).

Persistence

|	2013	2014	2015	2016	2017
TTC Persistence	71%	75%	71%	71%	70%
Performance Funding Goal	71%	71%	71%	71%	71%
System Average	72%	73%	72%	73%	72%

Additional Student Achievement Metrics

Course Success Rate
Course success rates are posted on the college's portal every term. The interactive dashboard allows all faculty and staff to view course success rates by department, division, course, instructor, method, and location, as well as multi-term success rates for comparison purposes. The dashboard also calculates success rates of enrolled students compared to the success rates of students completing the course. These data are used by deans and department heads to monitor results in their departments in support of TTC's goal of an overall success rate of the 50th percentile calculated by NCCBP, which was 73% in the 2013 report. (Success is defined as A, B, C, or SC divided by total enrollment. SC is successfully completed.)

Course Success Rate

	Fall 2014	Fall 2015	Fall 2016	Fall 2017	Fall 2018
■ Success Rate	75.8%	75.2%	74.9%	75.3%	72.6%

Fall-to-Fall Retention
Fall-to-fall retention is an objective of the college's strategic plan, specifically as it relates to the first-time freshman (FTF) population. TTC's goal is to increase the fall-to-fall retention for FTF. TTC did not meet this goal, and as mentioned above, TTC has established a Retention Committee to focus on student persistence and retention.

Fall to Fall Retention

	2013	2014	2015	2016	2017
All Students	53%	55%	53%	53%	51%
FTF	45%	53%	50%	49%	47%
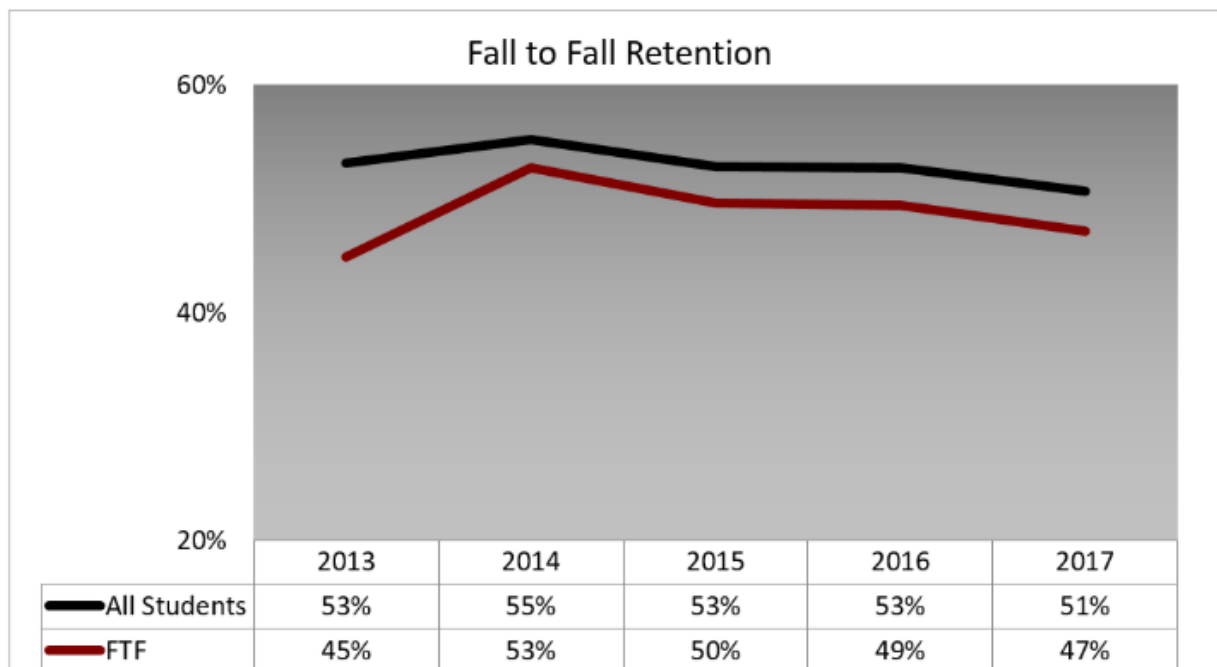
IPEDS 150% Graduation Rates

Like other community colleges across the nation, TTC has suffered from historically low IPEDS 150% graduation rates. In an effort to increase graduation rates, TTC joined Achieving the Dream in 2007, focused the 2010 QEP on improving math course success rates, and made college-wide changes to course schedules in 2014. Due to these efforts the college saw an increase in the IPEDS 150% graduation rate for the 2014 cohort; however, TTC's graduation rate remains low when compared to the IPEDS comparison group. Recently, TTC opened The Hub, which has streamlined the overall onboarding process for new students and assigns navigators to assist students with all processes from enrollment to graduation.

IPEDS 150% Time Graduates

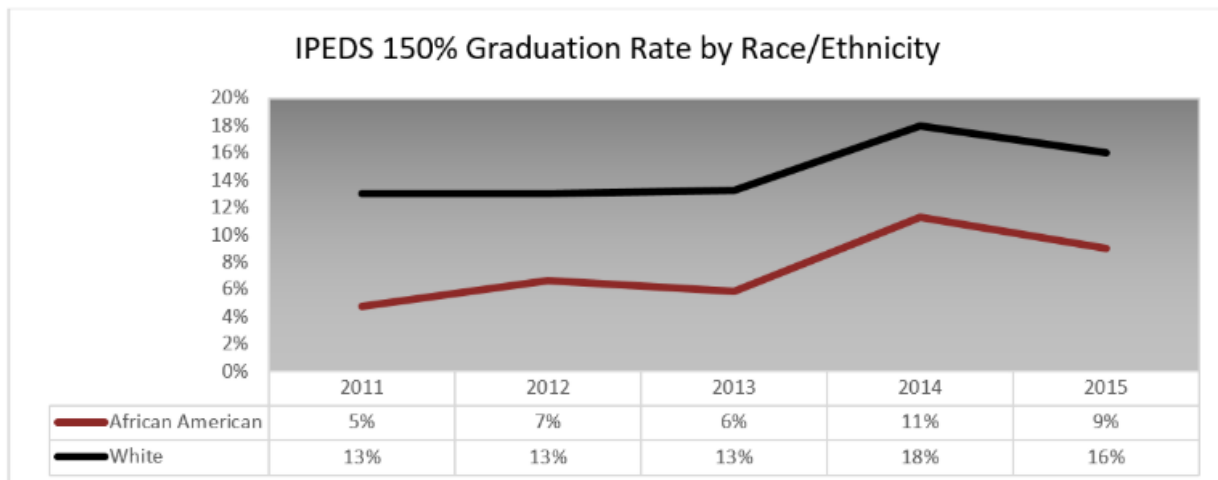| Cohort Year	2011	2012	2013	2014	2015
Number in Fall Cohort	2,031	1,942	1,893	1,520	1,520
Completers	208	210	198	239	220
TTC's Graduation Rate	10%	11%	10%	16%	14%
Comparison Group Graduation Rate	20%	23%	24%	24%	

The IPEDS 150% graduation rate is TTC's key student completion indicator as reported to SACSCOC.

While TTC's graduation rate is lower than the graduation rate of its IPEDS comparison group, TTC's transfer-out rate is higher than that of the comparison group.
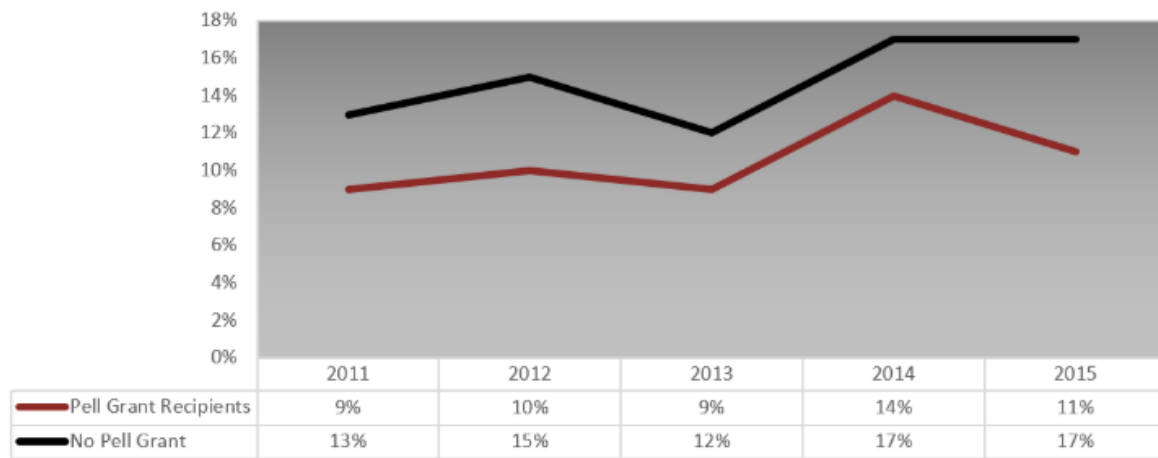
IPEDS 150% Transfer-out Rate					
Cohort Year	2011	2012	2013	2014	2015
Number in Fall Cohort	2,031	1,942	1,893	1,520	1,597
Transfers	438	383	404	365	367
TTC's Transfer-out Rate	22%	20%	21%	24%	23%
Comparison Group Transfer-out Rate	15%	15%	14%	17%	

The college publishes a 4-year average Student-Right-to-Know graduation and transfer-out rate on the website (Web Page Print to PDF). The 4-year average graduation rate is 12% and the 4-year average transfer-out rate is 22%.

TTC is conscious of equity gaps and monitors graduation rates, course success rates, fall-to-fall retention and fall-to-spring persistence by race/ethnicity and socioeconomic status.

IPEDS 150% Graduation Rate by Race/Ethnicity

	2011	2012	2013	2014	2015
African American	5%	7%	6%	11%	9%
White	13%	13%	13%	18%	16%

IPEDS 150% Graduation Rate by Socioeconomic Status

	2011	2012	2013	2014	2015
Pell Grant Recipients	9%	10%	9%	14%	11%
No Pell Grant	13%	15%	12%	17%	17%

Section 8: Student Achievement

8.2.a

Student outcomes: educational programs

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results of student learning outcomes for each of its educational programs.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) considers measuring the effectiveness of its educational programs to be essential to meeting its mission, and the key measure of academic program effectiveness is student learning. TTC has identified expected student learning outcomes at the institutional, program and course levels, has implemented comprehensive assessments of student achievement of these outcomes, and has used the results of these assessments to improve its educational programs. In addition, TTC monitors and reports a variety of data that reflect the productivity and efficiency of its educational programs.

Assessment Cycle
Each academic program, along with the general education core curriculum, has a curriculum assessment plan (CAP) that includes four activities: plan for assessment, collect data, plan for improvement, and implement plans for improvement. These formal assessments follow a two-year cycle. (Due to the implementation of a schedule change, the cycle was extended to 3 years during the 2014-2017 cycle.) The cycle begins with the plan for assessment, which is when program managers identify key student learning outcomes to be assessed, the courses in which these learning outcomes are assessed, the methods used for assessment, the expected level of performance for each assessment, and the data collection schedule. The data collection schedule must represent all locations and all modalities in which the assessed course is taught, including dual credit and online. Program managers and faculty collect the data throughout the first year. At the end of the first year, program managers and faculty write key findings based on results of their data collection and develop improvement plans, which they then implement during the second year of the cycle. At the conclusion of the two-year cycle, program managers document progress on the improvement plans, and the next cycle begins. In addition to data on student learning, the CAP includes key indicators of program performance such as enrollment, number of graduates, graduate placement and licensure or certification results as appropriate. The assessment cycle for academic program evaluations is presented in the following table.

2-Year Curriculum Assessment Cycle				
Planning Cycle	Academic Years	Activities	Time Frame	
			Start	Complete
2017-2019	2017-2018	Plan for Assessment	Sept. 2017	Sept. 2017
		Collect Data	Sept. 2017	Dec. 2018
		Plan for Improvement	Sept. 2018	Dec. 2018
	2018-2019	Implement Improvement Plans	Dec. 2018	Sept. 2019
2019-2021	2019-2020	Plan for Assessment	Sept. 2019	Sept. 2019
		Collect Data	Sept. 2019	Aug. 2020
		Plan for Improvement	Aug. 2020	Sept. 2020
	2020-2021	Implement Improvement Plans	Sept. 2020	Sept. 2021

In 2017, the Director of Institutional Research and Assessment began meeting with individual program managers (who include deans, department heads and program coordinators, depending on the program) to ensure a timely and effective assessment process. The director also worked with program managers on disaggregating the data results by semester, location and method. A goal for the 2019–2021 assessment cycle is to have all results disaggregated in this manner. For the 2017–2019 cycle, the director guided program managers through the plan for improvement phase of assessment cycle. Program managers were counseled to evaluate data collection results and determine 1) if the expected level of performance was not met, what improvement strategies could be implemented, 2) if the expected level of performance was met, whether the assessment should or should not be changed, 3) if the assessment should not be changed, an explanation for why the assessment should remain the same. An example for each situation is outlined below.

- The Associate in Applied Science, Administrative Office Technology, 2017-2019 Program Assessment made specific plans for improvement to increase success in their students' typing speed skills in AOT 110, as well as to decrease the success rate gap between traditional and online sections of AOT 137. To increase success in typing, the program increased practice submissions to five times during the course and added the ability to take a basic typing course as a program elective. To decrease the gap in success rates between modalities of AOT 137, the program is offering virtual tutoring sessions to assist their online students.
- The Associate in Applied Science, Automotive Technology, 2017-2019 Program Assessment used student learning outcomes from capstone classes and met the stated expected level of performance. The program managers, in consultation with their advisory board, decided to change the assessment level from capstone coursework to fundamental coursework for the 2019-2021 Program Assessment.
- The Associate in Applied Science, General Technology, Avionics Maintenance Technology, 2017-2019 Program Assessment met all of the expected level of performance, and will likely do so on the 2019-2021 Program Assessment. However, due to the technical nature of this program and the oversight from the Federal Aviation Administration (FAA), the program managers feel it is necessary to leave the assessment document as is. The program continually updates standards, curriculum, and equipment to remain industry current; the program faculty need to monitor those changes and ensure they are still meeting all FAA requirements.

At the end of the 2017-2019 cycle, the director met with assessment representatives to assist with the roll-over to the 2019-2021 cycle. The implementation section was written to summarize the end of the 2017-2019 cycle; student learning objectives, assessment courses, and methods of assessment were updated on the 2019-2021 documents per program decisions from the 2017-2019 cycle. The timeline from one cycle to the next is fluid, and information from the ending assessment cycle is used to start the new cycle.

The Institutional Research office assists in document creation, provides general assessment guidance and data on the vital statistics. Student learning objectives, the courses assessed, assessment methods and plans for improvement are all determined by the dean, department head, or program coordinator with faculty input.

Institution Level - Assessment of Core Associate Degree Competencies
TTC has identified two essential, college-level general education competencies that all associate degree graduates should be able to demonstrate: critical thinking and effective communication. As stated in the catalog, "TTC's general education core curriculum is derived from the belief that effective communication and critical thinking are essential competencies of the workplace and provide the necessary foundation for lifelong learning." The college defines critical thinking as "the ability to evaluate concepts and information and draw clear, logical conclusions based on evidence." The college defines effective communication as "the ability to communicate clearly and effectively in standard English."

The General Education Committee has principal responsibility for evaluation of the general education competencies. Section 8.2.b includes a full discussion of TTC's evaluation of general education competencies.

Program Level - Curriculum Assessment Plans
TTC requires a curriculum assessment plan for each of its associate degrees. Additionally, the college requires a program assessment for those diplomas and certificates in disciplines for which the college does not offer an associate degree. Academic program managers conduct these evaluations on the two-year cycle described previously. In addition to data on student learning outcomes, program CAPs include a Program Vital Statistics section. These performance indicators reflect the general health of the program and include data on enrollment, number of graduates, graduate placement and graduate performance on licensure/certification exams.

The CAP documents linked in the table below provide evidence of the ongoing, data-based evaluation and continuous improvement efforts of the college's faculty.

Programs are listed according to the 2019 Catalog and program names may have changed from one assessment cycle to the next. Over the three assessment cycles shown, new programs have been implemented and some existing programs have been terminated.

Program	Assessment Cycle		
	2019-2021 (In Progress)	2017-2019	2014-2017
Associate Degrees			
Associate in Arts	X	X	X
Associate in Science	X	X	X
Accounting	X	X	X
Administrative Office Technology	X	X	X
Aircraft Maintenance Technology	X	X	X
Baking and Pastry	X	-	-
Business Administration	X	X	X
Civil Engineering Technology	X	X	X
Commercial Graphics	X	X	X
Computer Technology	X	X	X
Criminal Justice	X	X	X
Culinary Arts Technology	X	X	X
Cybersecurity	X	-	-
Dental Hygiene	X	X	X
Early Care and Education	X	X	X
Electronics Engineering Technology	X	X	X
Emergency Medical Technology	X	X	X
General Technology - Air Conditioning Refrigeration Mechanics	X	X	X
General Technology - Automotive Technology	X	X	X
General Technology - Avionics Maintenance Technology	X	X	X
General Technology - Cosmetology	X	X	X
General Technology - Electrical Line Worker Technology	X	X	X
General Technology - Electrician: Industrial and Construction	X	X	X
General Technology - Engineering Design Graphics	X	X	X
General Technology - Expanded Duty Dental Assisting	X	X	X
General Technology - Fitness Specialist	X	X	X
General Technology - Industrial Maintenance	X	X	X
General Technology - Machine Tool Technology	X	X	X
General Technology - Mechatronics	X	-	-
General Technology - Medical Assisting	X	X	X
General Technology - Pharmacy Technician	X	X	X
General Technology - Welding	X	X	X
Health Information Management	X	X	X
Homeland Security Management	X	X	X
Horticulture Technology	X	X	X
Hospitality and Tourism Management	X	X	X
Human Services	X	X	X
Management	X	X	X
Mechanical Engineering Technology	X	X	X
Media Arts Production	X	X	X

Program	Assessment Cycle		
	2019-2021 (In Progress)	2017-2019	2014-2017
Associate Degrees			
Medical Laboratory Technology	X	X	X
Network Systems Management	X	X	X
Nursing	X	X	X
Occupational Therapy Assistant	X	X	X
Paralegal	X	X	X
Physical Therapist Assistant	X	X	X
Radiologic Technology	X	X	X
Respiratory Care	X	X	X
Veterinary Technology	X	X	X
Certificates			
Aircraft Assembly Technology	X	-	-
Esthetics	X	X	X
Nail Technology	X	X	X
Small Business-Entrepreneurship	X	-	-

In addition to the CAP, each educational program undergoes the annual State Board for Technical and Comprehensive Education (SBTCE) program evaluation process. The SBTCE criteria for associate degrees and diplomas include headcount enrollment, number of graduates, and job placement. In the evaluation of certificates, SBTCE considers job placement only. SBTCE defines the requirements for a graduate to be considered placed in employment in accordance with SBTCE Procedure 3-1-301.1. SBTCE criteria for associate degrees are included in the vital statistics section of the program CAP for program manager review. In addition, the college publishes program enrollment, number of graduates and job placement rates for all of its academic programs in the FactBook, which is available online.

Course Level
TTC monitors student success in all courses through an interactive success rate dashboard. Institutional Research (IR) staff update the dashboard at the end of each term and post it to the IR portal page, which is available to all faculty and staff. The interactive dashboard allows all faculty and staff to view course success by semester and term type, division, department, course, instructor (full-time/part-time status), location, modality, as well as multi-term success rates for comparison purposes. The dashboard also calculates overall success rates and completer success rates. These data are used by deans and department heads to monitor TTC's goal of an overall success rate of the 50th percentile, which was 73%, calculated by the National Community College Benchmark Project 2013 report.

Section 8: Student Achievement

8.2.b

Student outcomes: general education

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results of student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) has identified two essential, college-level general education competencies that all associate degree graduates should be able to demonstrate: critical thinking and effective communication. As stated in the college catalog, "TTC's general education core curriculum is derived from the belief that effective communication and critical thinking are essential competencies of the workplace and provide the necessary foundation for lifelong learning." The college defines critical thinking as "the ability to evaluate concepts and information and draw clear, logical conclusions based on evidence." The college defines effective communication as "the ability to communicate clearly and effectively in standard English."

The General Education Committee and college faculty have principal responsibility for the evaluation of the general education competencies. The General Education Committee uses a curriculum assessment plan (CAP) to identify the extent to which students in general education courses have attained these core competencies. The CAP uses evaluations of student work in the general education courses as data sources. The CAP is completed on a two-year cycle. (Due to the implementation of a schedule change the cycle was extended to three years during the 2014-2017 cycle.) In the first year of each cycle, the committee collects data; in the second year of the cycle, department faculty analyze that data, develop improvement plans, and begin implementation of these plans (General Education CAP 2017-2019). During the 2014-2017 assessment cycle, the college used the 2015-2016 academic year as a planning year to redesign the general education assessment process and used the 2016-2017 academic year for assessment (General Education CAP 2014-2017).

To ensure that the data were sufficient and representative, the General Education Committee established goals of obtaining assessments for each general education course taught in an academic year from all instructional methods and from all campuses and sites.

Evaluation of Student Outcomes
During the academic year, the college assesses general education course learning outcomes using one of two methods: (1) assessment of written or oral work using assessment rubrics or (2) results of tests, test items, or exercises designed to assess critical thinking. General Education Committee members developed and approved two general education assessment rubrics, one for critical thinking and one for communication skills. Some courses that employ rubric assessments use both rubrics to assess students' work, and some use only

the critical thinking rubric. The academic divisions implement the strategies for collecting and analyzing the outcomes data in all general education courses that they manage.

Assessments are completed by the course instructors. These faculty members are assigned classes to evaluate; they develop the assignments for assessments, determine or collect the results of the assessments, and report these results to the appropriate General Education Committee members. The General Education Committee members collect these results for inclusion in the CAP. The General Education Committee is responsible for maintaining the CAP, including setting target scores.

For the 2014-2017 CAP, the General Education Committee established target scores in two ways, (1) the minimal rubric competency standards of either ≥2.5 on a 1.0-4.0 scale or (2) a designated percentage of correct test or critical thinking exercise items. The designated percentage of students demonstrating competencies for each course was the three-year course success rate average, if available, or 75% whichever is lower.

For the 2019-2021 CAP, however, the General Education Committee revised the targeted percentage of students demonstrating competencies for each course to a uniform goal of ≥75% of total students completing assessed projects. The committee also approved an assessment plan that collects data from required general education courses and courses with high enrollments every cycle and rotates elective general education courses and courses with lower enrollments every other cycle (Collection Cycle).

Use of Results
In the second year of the cycle, the academic divisions that manage general education courses and the General Education Committee analyze the data and make plans for improvements to be implemented in the next academic year. Department faculty develop plans for improvement of general education courses, and the General Education Committee develops plans for improving the CAP and the overall assessment and data collection processes. The General Education CAP 2014-2017 and the General Education CAP 2017-2019 document the results, plans for improvement, and the implementation of these plans for the most recently completed assessment cycles.

Section 8: Student Achievement

8.2.c

Student outcomes: academic and student services

The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results of academic and student services that support student success.

Judgment
☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

Trident Technical College (TTC) conducts thorough, regular evaluations of its academic and student support services. Program managers and staff identify expected outcomes, assess the extent to which they achieve these outcomes, and use the results of these assessments to seek improvement. In addition, program managers monitor and report a variety of data that reflect the productivity and efficiency of these units.

Assessment Cycle

The assessment cycle for academic and student support services is conducted yearly. Most expected outcomes are derived from the strategic plan. Every fall departments review key findings and create plans for improvement. Throughout the year they implement the plans, and at the end of the year reassess initiatives and create plans to be carried over into the next cycle. Each service area works closely with the Institutional Research office to gather appropriate data to measure achievement of the outcomes.

The [2017-2018 Financial Aid Assessment](#) illustrates this process and its use in improving results. Key findings revealed that the number of South Carolina LIFE Scholarship students was declining. The Financial Aid office created South Carolina LIFE Scholarship workshops to be given to faculty, staff, students, and the general public to raise awareness. By the Fall 2018 term the number of South Carolina LIFE students had increased 53%.

Academic and Student Services Assessments

The service areas listed in the chart below assess the academic and student services that support student success: Academic Affairs, Admissions, Counseling and Career Development Services, Financial Aid, the Library, Registrar, Student Activities, and Student Engagement.

Academic and Student Services Assessments			
Service Area	**2019-2020 (In Progress)**	**2018-2019 (Most Recently Completed)**	**2017-2018**
Academic Affairs	X	X	X
Admissions	X	X	X
Counseling and Career Development Services	X	X	X
Financial Aid	X	X	X
Library	X	X	X
Registrar	X	X	-
Student Activities	X	X	X
Student Engagement	X	X	X

Section 9: Educational Program Structure and Content

9.1

Program content

Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution, and (c) are based upon fields of study appropriate to higher education.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) offers degree, diploma and certificate programs that embody a coherent course of study, are compatible with its mission and goals and are based on fields of study appropriate to higher education. Requirements for all educational programs are detailed in the college catalog.

a. Coherence

Each academic program offered at TTC is designed to provide students with a coherent and effective academic pathway to either graduation or transfer to another institution. Curricular content is informed by the mission of the college (see part b. below), by requirements of the South Carolina Technical College System, by external accrediting/approval agencies, by the advice of employers in the college's service area and by the curriculum assessment plans that measure student attainment of critical competencies. Whether they are preparing for university study or for employment in a technical field, students' success depends, in part, on faculty structuring their academic programs such that they can develop foundational skills, build upon them, and apply them in an integrated fashion.

Specific characteristics that make for program coherence vary depending on the purpose of the program. For example, programs designed to transfer (Associate in Arts and Associate in Science), allow students to select from a menu of general education courses based on the freshman and sophomore requirements of their target four-year institution. Because South Carolina colleges and universities do not share a common core curriculum, the faculty have designed these associate degrees to be as flexible as possible while still ensuring that students have exposure to a broad range of traditional general education disciplines.

In the Associate in Applied Science (AAS) programs, which prepare graduates for employment, curriculum is more tightly structured, with all students typically taking foundational courses in their first semesters of study, then moving to more focused advanced courses, including electives that they can select based on their particular career goals. In most cases AAS degrees at TTC culminate in an advanced capstone course or field experience that requires students to integrate the applications of all their previous coursework.

For example, the AAS in Culinary Arts Technology requires students to take Introduction to Baking, Introduction to Culinary Arts and Kitchen Fundamentals courses in their first semester, after which they progress to more specialized courses such as Cuisine of the

Americas, Culinary Marketing, or Storeroom and Purchasing. By the last semester students are required to apply their skills in the Restaurant Capstone course and in a supervised cooperative work experience. Foundational skills are introduced, reinforced, applied and assessed in every course, with increasing levels of proficiency expected.

Students are guided through the appropriate sequence of courses by academic advisors and The Hub navigators using sequence displays that are available in the Navigate advising software.

Sample sequence displays can be found here.

b. Compatibility with mission/goals

In support of its mission, TTC is committed to providing students with educational programs that prepare them effectively for the workforce or that meet degree requirements at four-year institutions. Faculty members review their curricula regularly and revise them as needed to ensure that students have access to relevant and coherent programs that enable them to meet their educational goals. As described in its mission statement, TTC is an open-door institution that serves "students who have a wide variety of educational goals, from personal enrichment to career development to university transfer" (catalog).

Technical Programs
The programs leading to Associate in Applied Science degree programs support TTC's mission to promote economic development in its service area. These applied programs are designed to prepare students for employment, professional development, and career advancement; they generate graduates who bring to the workforce up-to-date technical skills along with communication and critical thinking skills.

The courses of study for AAS degree programs are based on the needs of employers. Using input from academic advisory committees and employer surveys, program faculty revise and improve the curriculum to keep up with best practices in business and industry. As noted in the catalog, many AAS programs are accredited by national and state agencies, which provide additional guidelines for curriculum design. Student success also influences the course of study; faculty adjust course sequencing and prerequisite requirements to ensure that students master all appropriate skills before moving to the next level.

University Transfer Programs
The university transfer programs support TTC's mission to provide educational opportunities for individuals in our community. Because the college is an open-door institution, the transfer degree programs often provide access to a baccalaureate degree to students who might not have had access immediately after high school. And because TTC is less expensive than most four-year institutions, these transfer programs provide access to a four-year degree to students who might not otherwise be able to afford it.

The Associate in Arts (AA) and Associate in Science (AS) programs are structured to allow a high degree of flexibility because the four-year institutions to which most students transfer do not have a common core curriculum. By providing options for each required category of credit, the programs enable students to tailor the associate degree to their transfer goals.

The deans who manage the AA and AS programs (Dean of Humanities and Social Sciences and Dean of Science and Mathematics) work with the college's transfer officer (Assistant Vice President of Academic Programs) to remain informed of curriculum changes at area

four-year colleges. Department heads often send syllabi for proposed new courses to their four-year college counterparts before they submit the new course to the Curriculum Committee for addition to the associate degree.

c. Appropriateness to higher education

A number of factors ensure that TTC's educational programs are appropriate to higher education:

Faculty Input: All educational programs are designed by faculty members with expertise in the relevant field. In addition, the South Carolina Technical College System requires that all associate degree and diploma programs adhere to the requirements of state models that have been designed by teams of program coordinators from member colleges (sample state models: Associate in Arts, Associate in Science, Associate in Applied Science, Civil Engineering Technology).

Approval: Educational programs at Trident Technical College must receive several levels of approval before being offered. At each level, consideration is given to the appropriateness of the program to TTC's service area, to the needs of the state of South Carolina, and to higher education. Associate degrees must receive approval from faculty members of Curriculum Committee (proposal), Vice President for Academic Affairs, the Area Commission (minutes), the South Carolina State Board for Technical and Comprehensive Education (SBTCE), and the South Carolina Commission on Higher Education (CHE). Diploma programs must receive approval from Curriculum Committee, the Area Commission and SBTCE; certificate programs must receive approval from Curriculum Committee and the Area Commission. The review at each level ensures that the curriculum is based upon fields of study appropriate to higher education, appropriate to the educational needs of South Carolina and more specifically to the economic development needs of Berkeley, Charleston and Dorchester Counties.

Oversight: Once approved, an educational program undergoes annual evaluation by the South Carolina Technical College System office, which monitors enrollment, graduation and job placement numbers. Any revision to a program must be presented to Curriculum Committee and recommended for approval by the faculty members of that committee, approved by the Vice President for Academic Affairs, and implemented by revision to the college catalog and electronic degree audit.

Section 9: Educational Program Structure and Content

9.2

Program length

The institution offers one or more degree programs based on at least 60 semester credit hours or the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-baccalaureate, graduate, or professional level. The institution provides an explanation of equivalencies when using units other than semester credit hours. The institution provides an appropriate justification for all degree programs and combined degree programs that include fewer than the required number of semester credit hours or its equivalent unit.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) offers 49 associate degree programs, all of which require at least 60 semester credit hours. The South Carolina Technical College System sets the minimum and maximum hours for each approved associate degree, as described in the South Carolina State Board for Technical and Comprehensive Education (SBTCE) Procedure 3-1-101.1; none is below 60 hours. This procedure allows for exceptions to the maximum hours in the range but not to the minimum. The Required Hours for Associate Degrees table specifies the credit hour requirements for TTC's associate degree programs.

As specified in Procedure 3-1-101.1, the State Board must approve any exceptions to the established credit hour maximums. The procedure also notes, "Extended credit hour ranges approved for any major shall likewise be displayed on the model for that major and shall supersede the standard range for that award." TTC offers one associate degree, Aircraft Maintenance Technology, for which State Board has established a curriculum model that makes exception to the 84-hour maximum for associate degrees (state model for Associate in Applied Science-Aircraft Maintenance Technology). The exception for the Aircraft Maintenance Technology associate degree was approved by the State Board and became effective 6/1/1992 and revised on 8/20/2009.

Any changes to the total required hours in a program must be presented to the Curriculum Committee, approved by the Vice President for Academic Affairs, and entered into the next year's catalog by the Assistant Vice President of Academic Programs. In compliance with the Curriculum Committee By-Laws, the Assistant Vice President of Academic Programs checks all program proposals (for revision of existing programs and development of new programs) for conformity to SBTCE policy before the Curriculum Committee considers the proposal.

As a general rule, associate degree programs are designed so that students can complete them in two years of full-time study.

The total semester hours required for each program are published in the program displays in the catalog and in the automated degree audit available to students.

Credit requirements for all academic programs are based on the semester credit hour.

The State Board for Technical and Comprehensive Education (State Board) procedure for range of credit hours is below:

STATE BOARD FOR TECHNICAL AND COMPREHENSIVE EDUCATION
PROCEDURE
PROCEDURE NUMBER: 3-1-101.1
PAGE: 2 of 4

Range of Semester Credit Hours
The range of semester credit hours shall be standardized as follows:
Associate degree programs: 60-84 semester credit hours
Diploma programs: 40-52 semester credit hours
Certificates: 8-40 semester credit hours
With approval of the State Board, certain associate degree or diploma program credit hour ranges may be extended to meet requirements of (1) formal cooperative arrangements (combining course work and on-the-job training), (2) certification, (3) licensure, (4) accreditation, or (5) other unique situations.

State Board staff may approve extensions not to exceed 5.0 credit hours.

Approved credit hour ranges for each associate degree and diploma major shall appear on the statewide model for that major. Extended credit hour ranges approved for any major shall likewise be displayed on the model for that major and shall supersede the standard range for that award.

Section 9: Educational Program Structure and Content

9.3

General education requirements

The institution requires the successful completion of a general education component at the undergraduate level that:

  a. is based on a coherent rationale.
  b. is a substantial component of each undergraduate degree program. For degree completion in associate programs, the component constitutes a minimum of 15 semester hours or the equivalent; for baccalaureate programs, a minimum of 30 semester hours or the equivalent.
  c. ensures breadth of knowledge. These credit hours include at least one course from each of the following areas: humanities/fine arts, social/behavioral sciences, and natural science/mathematics. These courses do not narrowly focus on those skills, techniques, and procedures specific to a particular occupation or profession.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) requires all graduates of degree programs to successfully complete a general education component (core curriculum) that is based on a coherent rationale, is a substantial component of the program, and ensures breadth of knowledge.

A. The core curriculum is based on the following rationale: "TTC's general education core curriculum is derived from the belief that effective communication and critical thinking are essential competencies of the workplace and provide the necessary foundation for lifelong learning. To foster development of these essential competencies, the core curriculum provides associate degree students with a broad base of knowledge and exposure to the perspectives and methodologies of various disciplines." The core curriculum competencies, requirements and rationale are described in the catalog.

The core curriculum is designed to develop two essential competencies:

  • Effective Communication. The ability to communicate clearly and coherently in standard English.
  • Critical Thinking. The ability to evaluate concepts and information and draw clear, logical conclusions based on evidence.

B. Graduates of each associate degree program have completed a minimum of 15 semester hours of college-level general education coursework. Required general education courses are identified for each program in both the catalog and the degree audit. In programs where students can chose courses to meet the general education requirements, the curriculum display links to the list of approved general education courses.

C. For associate degrees, these hours must be earned using approved courses distributed across a minimum of four categories: communication, humanities, behavioral/social

sciences and mathematics/natural sciences. A list of courses approved for the general education core curriculum is provided in the college catalog. The General Education Committee, comprised of both general education and non general education faculty, approves each course for inclusion in the core curriculum. The committee approves courses based on the following criteria:

a. The course must not focus on the skills, techniques and procedures specific to a specific occupation or profession.
b. The course must demonstrate that students will learn or apply at least one of the general education competencies.
c. The course must be evaluated as part of the General Education Curriculum Assessment Plan (see below).

Oversight
The General Education Committee has responsibility for oversight and assessment of the general education core curriculum. Courses approved for inclusion in the core curriculum must require that students demonstrate either critical thinking or communication skills (or both) and must not be focused on the skills of a specific major. This committee also considers requests by academic departments to include new courses in the core curriculum. In order to be considered for inclusion, the course must have a syllabus that identifies which core competency the course develops and where students will demonstrate the competency.

TTC publishes course requirements for each associate degree program in the catalog, including general education requirements (Aircraft Maintenance Technology, Associate in Applied Science, 2019-2020 Catalog). TTC Procedure 16-10-4 defines the process for granting substitutions to degree requirements, including core curriculum requirements. This policy requires review by the program department head and dean, and in the case of core curriculum substitutions, the Assistant Vice President of Academic Programs (example: Graduation Course Substitution).

The General Education Committee completes a curriculum assessment plan (see also section 8.2.b) for the general education core curriculum every two years; academic departments identify and implement recommended improvements as appropriate.

Transfer Credit
TTC follows Procedure 16-1-5 when awarding transfer credit for any coursework done at other institutions. In awarding transfer credit, TTC considers equivalency of course content, quality, level, credit/contact hours, and program relevance. For transfer credit consideration, students must submit official transcripts of previous college coursework to TTC's Admissions office and may be required to provide additional documentation. TTC awards transfer credit only when the grade is C- or higher or when the sending institution confirms that the grade (P for example) is equivalent to a C- or higher.

Distance Learning
All programs offered through distance learning have the same general education requirements as those offered through traditional classroom instruction.

Section 9: Educational Program Structure and Content

9.4

Institutional credits for an undergraduate degree

At least 25 percent of the credit hours required for an undergraduate degree are earned through instruction offered by the institution awarding the degree.

Judgment
☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

All Trident Technical College (TTC) graduates must earn a minimum of 25% of their academic program credits at TTC to graduate with a degree, diploma or certificate. The college publishes this requirement in the Student Handbook. TTC Procedure 16-1-5, Advanced Standing, Section I, states clearly that "Students may fulfill up to 75% of program requirements through advanced standing credit; however, no more than 25% of program requirements are attainable through advanced standing test credit." Section V-1 states, "The student must complete a minimum of 25% of the program requirements at TTC." TTC's Procedure is based on State Board for Technical and Comprehensive Education (SBTCE) Procedure 3-5-101.1 Section 3, which states, "Transfer credits will be accepted up to seventy-five percent (75%) of the total credits required for graduation at the receiving college." TTC identifies all external previous (or concurrent) institutions attended on the TTC official transcript, in addition to dates attended, and a cumulative amount of credit earned through transfer credit from the institution.

The Director of Academic Reporting in the Academic Affairs division maintains an automated degree audit function within the student records database that clearly displays the 25% residency requirement for each program. The degree audit is available to students and their academic advisors through TTC Express, the college's secure online system located in the my.tridenttech.edu student portal. Students may apply for graduation in person or online using TTC Express. The Registrar's office graduation unit is responsible for reviewing all graduation applications to confirm that each graduate has met all graduation requirements, including the 25% residency requirement. (Degree Audit Examples: Associate in Applied Science-Veterinary Technology, Associate in Arts and Diploma in Applied Science-Medical Assisting).

The college does not offer any of its degree, certificate or diploma programs through joint, cooperative or consortial arrangements.

Section 9: Educational Program Structure and Content

9.5

Institutional credits for a graduate/professional degree

At least one-third of the credit hours required for a graduate or a post-baccalaureate professional degree are earned through instruction offered by the institution awarding the degree.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative
Not applicable. Trident Technical College does not offer graduate or post-baccalaureate professional degrees.

Section 9: Educational Program Structure and Content

9.6

Post-baccalaureate rigor and curriculum

Post-baccalaureate professional degree programs and graduate degree programs are progressively more advanced in academic content than undergraduate programs, and are structured (a) to include knowledge of the literature of the discipline and (b) to ensure engagement in research and/or appropriate professional practice and training.

Judgment

☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Not applicable. Trident Technical College does not offer graduate or post-baccalaureate professional degrees.

Section 9: Educational Program Structure and Content

9.7

Program requirements

The institution publishes requirements for its undergraduate, graduate, and post-baccalaureate professional programs, as applicable. The requirements conform to commonly accepted standards and practices for degree programs.

Judgment
☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

Trident Technical College (TTC) publishes requirements for each academic program in the college catalog. Program requirements for each catalog year are also available to students through their program evaluation (degree audit) function and through the Navigate advising software. Curriculum changes are proposed and approved during the fall and early spring semesters to be effective in the upcoming academic year. A new catalog is published each academic year reflecting the approved changes.

A number of internal and external influences ensure that TTC's program requirements conform to commonly accepted standards and practices for degree programs.

Trident Technical College

Curriculum Committee. This committee of faculty and staff members examines each proposal for a new program or program revision and recommends curriculum changes to the Vice President for Academic Affairs. The committee includes thirteen voting members who are full time faculty members from different academic disciplines. The other eight members of the committee serve as non-voting *ex officio* members who provide insights from their various perspectives (Financial Aid, Counseling, Institutional Research, The Hub, the Registrar's Office).

At each stage of the curriculum development process there are checks to ensure that program requirements are clear and appropriate. The Assistant Vice President of Academic Programs reviews each proposal for conformance to the South Carolina Commission on Higher Education (CHE) and the State Board for Technical and Comprehensive Education (SBTCE) policies; committee members consider the coherence of the curriculum, its relevance to program and institutional mission, program and course objectives and the need for each change in light of demands from business/industry and university transfer requirements.

Academic Advisory Committees. Faculty for applied science programs take advice from academic advisory committees, groups of business and industry employers and leaders who meet at least twice a year to discuss program curricula, equipment needs, and critical skills needed to maintain a strong workforce. The Academic Advisory Committee Member Handbook outlines the roles and responsibilities of these committees. The Advancement division keeps records of meetings, including minutes.

State Agencies

State Board for Technical and Comprehensive Education. The staff of the South Carolina Technical College System (SCTCS), in collaboration with academic peer groups from all South Carolina technical colleges, have developed state models for each associate degree major awarded by technical colleges. These models are frameworks within which the majors at each college must fit. They specify general education requirements, minimum common major requirements, and hours allowed for each college to tailor the program to the needs of its service area (example state models: Associate in Arts, Associate in Science, and Associate in Applied Science, Civil Engineering Technology).

Staff at SCTCS also review all proposals for new degree programs and solicit feedback from the chief academic officers of the 16 technical colleges in the system before sending the proposal to the SBTCE for its consideration. Proposals must include a thorough justification based on data from a formal needs assessment, projected employment and salary estimates, a budget and a complete curriculum. New programs that are not designed to transfer can be approved by the SBTCE, with a copy, sent for information only, to the South Carolina Commission on Higher Education.

Commission on Higher Education (CHE). CHE gives the final approval on any degree program proposed by a technical college that is designed for transfer. CHE publishes guidelines and policies that colleges follow in developing new programs and in revising existing programs. The Policies and Procedures for New Academic Program Approval and Program Termination includes criteria that ensure that each new program conforms to practices and policies agreed upon by all public colleges and universities in South Carolina. The Advisory Committee on Academic Programs (ACAP) is composed of provosts and chief academic officers of two- and four-year institutions. ACAP members review proposals for new associate degree programs designed to transfer to determine the need for the program in the state and to determine the appropriateness of the program to the proposed degree level. Because members of ACAP are academic leaders in the state, they are well-positioned to assess the appropriateness of the proposed program to higher education and its alignment with commonly accepted standards and practices.

Other Agencies

Accrediting/Licensing Agencies. Many TTC programs are accredited or approved by state and/or national accrediting agencies. Guidelines from these agencies help TTC faculty adjust degree programs for quality and currency. When a program is due for an accreditation self-study and site visit, program faculty draft a self-study, which is then reviewed by the Assistant Vice President of Academic Programs. These self-studies and the results of the site visits help faculty determine priority budget requests and needed program revisions. The catalog identifies the TTC programs accredited by state and national accrediting agencies.

Distance Learning

The curriculum for programs offered through distance learning is identical to the traditional curriculum. All degree requirements are published in the catalog, available in both hardcopy and online, which is updated annually to reflect curriculum revisions.

Section 10: Educational Policies, Procedures, and Practices

10.1

Academic policies

The institution publishes, implements, and disseminates academic policies that adhere to principles of good educational practice and that accurately represent the programs and services of the institution.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) develops and revises academic policies that adhere to principles of good educational practice. The college publishes these policies and disseminates them to its students, faculty and other interested parties. TTC has procedures in place that assure that its publications accurately represent the programs and services of the college.

TTC Procedure 1-1-2 outlines the process for review and revision of TTC Policies and Procedures.

TTC faculty members participate in academic policy decisions through the Faculty Council. The council, an elected body with representation from every academic division, has by-laws that define its role in academic policy development and review:

"...it is of central importance that all faculty provide input and recommendations on decisions which impact academic policies, procedures, and curriculum. The expertise for fostering academic success resides primarily in the collective experience of the faculty-at-large. These by-laws reflect the innate value of cooperation and are anchored in the belief that shared governance is a systematic and flexible foundation for college leadership..."

Faculty Council makes its recommendations to the Vice President for Academic Affairs, who presents them to the President's cabinet as described in the procedure cited above. During the 2018-2019 academic year, the council reviewed and discussed several college issues, making recommendations on the faculty work schedule, distance learning, digital textbooks and registration through The Hub.

The Curriculum Committee, an appointed committee with faculty representation from ten academic divisions, is the first approving body for proposals for new and revisions to existing academic programs. The process for curriculum approval is detailed in Section 10.4. (example: RWR Courses Committee Proposal, November 7, 2018)

TTC academic policies do not vary based on location, method, or student status. TTC Procedure 13-0-2 outlines an example of an institutional standard that must be provided for all courses. (ENG 101 Departmental Syllabus, ENG 101 Syllabus Addendum Online, ENG 101 Syllabus Addendum Dual Credit)

TTC publishes its academic policies and procedures on the college website, where they are readily available to faculty, staff, students and the general public. In addition, TTC disseminates this information in the Monday Edition weekly newsletter and in appropriate documents.

Topic	Policy / Procedure	Audience	Document
Curriculum	TTC Policy 13-3-0 TTC Procedure 13-0-3 TTC Procedure 13-0-9 TTC Procedure 13-3-1	Full-Time Faculty	Curriculum Committee Guidelines Employee Handbook
Grading and Academic Progress	SBTCE Procedure 3-2-105.1 TTC Procedure 13-0-6 TTC Procedure 16-0-5 TTC Procedure 16-0-6 TTC Procedure 16-5-1 TTC Procedure 16-6-1 TTC Procedure 16-6-2	All Faculty Current Students	Catalog Student Handbook
Degree Completion	TTC Procedure 16-10-1 TTC Procedure 16-10-3 TTC Procedure 16-10-4	Current Students	Student Handbook
Advanced Standing	TTC Procedure 13-4-1 TTC Procedure 16-1-5 TTC Procedure 16-1-9	New Students	Catalog
Instruction	TTC Procedure 13-0-8	All Faculty	Faculty Handbook
Student Code and Grievance	SBTCE Procedure 3-2-106.1 SBTCE Procedure 3-2-106.2 TTC Procedure 16-5-2 TTC Procedure 17-5-1	All Faculty Current Students	Employee Handbook Student Handbook

TTC maintains the accuracy, consistency of image and adherence to good educational practice of its publications through the Marketing department's design and editorial control. In addition, the Assistant Vice President of Academic Programs reviews and approves all academic information in the college catalog and all academic program information in marketing materials. TTC's publications describe the college accurately and consistently. One safeguard that guides the college is SBTCE Policy 1-2-102, which requires that "any publicly disseminated information by the college must be consistent with existing policies of the State Board for Technical and Comprehensive Education, the college's area commission and the college."

Section 10: Educational Policies, Procedures, and Practices

10.2

Public information

The institution makes available to students and the public current academic calendars, grading policies, cost of attendance, and refund policies.

Judgment

☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) makes its current academic calendars, grading policies and refund policies available to students and to the public through both the college's website and the student portal. The cost of attendance and refund policies are also available on the Essential Consumer Info link at the bottom of every page of TTC's website. The catalog and Student Handbook are updated annually and available on the college website and the student portal. The On Course (Registration and Enrollment Guide) is printed, distributed to the public, and available to students on campus and online on the TTC website.

Topic	Where Published
Academic Calendars	College Website Student Portal On Course
Grading Policies	Catalog Student Handbook
Cost of Attendance	College Website Essential Consumer Information Student Portal (Via Essential Consumer Information Link)
Refund Policies	College Website Student Handbook Essential Consumer Information Student Portal (Via Essential Consumer Information Link)

Section 10: Educational Policies, Procedures, and Practices

10.3

Archived information

The institution ensures the availability of archived official catalogs, digital or print, with relevant information for course and degree requirements sufficient to serve former and returning students.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) publishes requirements for each academic program in the college catalog (Aircraft Maintenance Technology, Associate in Applied Science, 2019-2020 Catalog). Program requirements for each catalog year are also available to students through their program evaluation (degree audit) function. As explained in each catalog, students are required to follow program requirements of either 1) the academic year in which they declared their major or 2) any subsequent year, provided there has been no break in enrollment. Students who discontinue enrollment for three semesters or longer must follow the program requirements of the catalog in effect when they re-enroll.

TTC ensures that all catalogs are available in the library and accessible by faculty, staff, students, former students and the public. For convenience, TTC posts electronic versions of all catalogs since 2010 on the public website. Print catalogs published from 1974 to 2017 are kept on reserve in the Thornley (Main) Campus library and in the TTC archives on the Berkeley Campus. Collections of previous print catalogs are also housed in the Registrar's office and the office of the Assistant Vice President of Academic Programs. TTC Procedure 14-2-7 assigns responsibility for ensuring that archived versions of catalogs are maintained and available to faculty, staff, students, former students and the public to the Dean of the Libraries.

Section 10: Educational Policies, Procedures, and Practices

10.4

Academic governance

The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

Judgment
☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

Trident Technical College (TTC) recognizes the importance of faculty input on matters related to instruction, curriculum and academic governance and documents the responsibility of the faculty for its education programs.

a. Faculty Input

TTC publishes and implements its expectations of the faculty in a variety of contexts. All full-time faculty are hired with the expectation that they will participate in course and curriculum development and that they will serve the college through participation on institutional committees. Job Opening Notices for full-time faculty include instructional delivery and curriculum development under Job Responsibilities, and the position description for a full-time faculty member includes the following Job Functions: Teaching Performance, Instructional Development, Instructional Management and College or Community Service. In addition, the Faculty Handbook describes the workload for the full-time faculty as including both direct and indirect instructional activities. The latter include committee work, course development, curriculum development, articulation activities and accreditation activities.

Institutional committees are the most direct way that faculty members influence academic decision-making, as described in the Faculty Handbook:

Committee Assignments: Faculty members participate in college decision-making through membership on various committees. Committee membership is established in a variety of ways: by appointment, by election, and by volunteering. Additionally, ad-hoc committees and task forces are established as needed to address specific issues. The college encourages faculty participation in decision-making by serving on committees.

Faculty members have major input on academic and governance matters through the following academic committees:

Faculty Council: Faculty Council serves as a vital communication link to the Vice President for Academic Affairs. Communication between the administration and Faculty Council is a two-way process that may be initiated through recommendations by Faculty Council or through requests for faculty input from the vice president. The Vice President for Academic Affairs attends Faculty Council meetings and provides college updates. The Faculty Council chair meets with the college President once per semester, and the President attends one

Faculty Council meeting per year. The chair also represents the Faculty Council at combined deans and department heads meetings, Area Commission, Leadership Cabinet and other appropriate meetings. The Faculty Council By-Laws, published in the TTC portal, state the role of the faculty in academic and governance matters: "...it is of central importance that all faculty provide input and recommendations on decisions which impact academic policies, procedures and curriculum."

Curriculum Committee: The Curriculum Committee is responsible for reviewing all proposals for new programs, revisions to existing programs and terminations of programs. Membership includes non-voting representatives from non-academic areas such as the Registrar's office and Financial Aid, but the only members who vote are the faculty members representing 10 academic divisions of the college. The program revision and approval process is described in detail below.

General Education Committee: The General Education Committee is charged with reviewing, revising, assessing and improving the general education core curriculum and the essential competencies it supports. Membership includes department heads from all academic areas that offer courses approved for the general education core curriculum as well as representatives from other divisions that offer Associate in Applied Science degrees that include the core curriculum.

In addition to these three academic committees, a number of college-wide committees that help to determine college policy and governance matters have faculty representation:

Registration and Enrollment Committee: The Registration and Enrollment Committee reviews and revises policies, procedures and business practices related to admission and registration issues.

Strategic Planning Committee: The Strategic Planning Committee advises the President and cabinet about the future direction of the college and the specific goals and strategies to prioritize.

Trident Users Group (TUG): TUG guides the Division of Information Technology on computer and systems issues at the college.

b. Program Approval Process

TTC Procedures 13-0-3 New Curriculum Program Development and 13-0-9 Curriculum Content Changes outline the approval process for all academic programs.

The Curriculum Committee is charged with evaluating new program proposals generated by the faculty and with making recommendations to the Vice President for Academic Affairs (Curriculum Committee By-Laws). All voting members of the Curriculum Committee are full-time faculty members, with representation from 10 academic divisions, which ensures not only that the faculty have a key role in approval of programs but also that faculty feedback comes from a variety of disciplines. The role of the Curriculum Committee in development of new programs and the revision of existing programs is described in the Curriculum Review Guidelines. Committee members are also guided by the Curriculum Review Checklist when they are considering a proposal. As these documents illustrate, the faculty members on Curriculum Committee take a wide range of issues into account when evaluating the merits of a proposal. They look for a solid justification based on the purpose of the program and

ultimately the mission of the college; they consider the sequence of courses and the distribution of hours across semesters; and they analyze course objectives and descriptions in light of the purpose of the program. During Curriculum Committee meetings, proposals are often improved based on the recommendations of the members before they are sent to the Vice President for Academic Affairs for approval.

New Programs. Each new academic program at TTC is examined by the Curriculum Committee and approved by the Vice President for Academic Affairs and the Area Commission as described in TTC Procedure 13-0-3. Faculty members who have developed a new program must submit a detailed proposal (example proposals: Facilities Maintenance Certificate and Dietary Manager Certificate) to the Assistant Vice President of Academic Programs, who checks to be sure it is complete and in compliance with the South Carolina Board for Technical and Comprehensive Education (SBTCE) and the South Carolina Commission on Higher Education (CHE) guidelines and sends it to members of Curriculum Committee. During the meeting, Curriculum Committee can make recommendations for changes to the proposed program. Once approved, the Curriculum Committee chair signs the proposal, with notes regarding any revisions approved by the committee. The proposal then goes to the Vice President for Academic Affairs for consideration. If approved, the proposal is sent to the Area Commission for its next meeting, where it is voted on by the Area Commission Curriculum Committee and the committee of the whole. Minutes of two Area Commission meetings in 2018 and 2019 document its approval of new programs (Area Commission Approval of Minutes, March 27, 2018 and Area Commission Approval of Minutes, March 26, 2019.) After Area Commission approval, TTC is authorized to offer new certificate programs. Diploma programs must also be approved by SBTCE; associate degree programs must also be approved by SBTCE and CHE.

Program Revisions. Curriculum revisions to existing programs originate with the faculty according to TTC Procedure 13-0-9 and are based on any of the following: feedback from academic advisory committees, results of curriculum assessment plans (CAP), data on student success and retention rates, results of employer and graduate surveys, and recommendations from accrediting agencies. When the data or feedback indicates the need for a change in the program, the program faculty members write a proposal (Curriculum Committee Proposal, Program Revisions, Culinary) describing and justifying the change and present it to the Curriculum Committee. Curriculum Committee members vote on which modifications to recommend to the Vice President for Academic Affairs. A cover sheet attached to the proposal indicates the appropriate approval channels.

The Assistant Vice President of Academic Programs is responsible for managing the approval process, for notifying the faculty and staff of curriculum revisions, and for revising the catalog to reflect all curriculum changes approved by the Vice President for Academic Affairs.

c. Responsibility for Curriculum

All TTC full-time faculty members have primary responsibility for the content, quality and effectiveness of the curriculum.

Content

TTC faculty determine the content of the academic program curricula and the courses which comprise the curricula.

Program Level. TTC Procedures 13-0-3 and 13-0-9 assign responsibility for the content of new and existing programs to the faculty. This responsibility is outlined in the Faculty Performance Management System (FPMS) documents, which specify job duties for members of the faculty. Instructional Development is one of the job duties of all faculty members, including program coordinators and department heads. This job duty requires that faculty "review and, as needed, design new courses and programs . . ." (FPMS examples: faculty, program coordinator and department head). In addition, all academic deans have a job duty of Curriculum, which requires that they "conduct periodic reviews of existing programs; and develop and recommend new programs as appropriate" (FPMS example: dean). The Curriculum job duty for program coordinators and department heads specifies that they assist the department head and dean, respectively, with curriculum development.

Curriculum content for new programs is initially developed by faculty members from the department that will offer the proposed program; then the proposed program must be presented to Curriculum Committee, which makes recommendations for approval to the Vice President for Academic Affairs. All voting members of Curriculum Committee are faculty members, with representation from 10 academic divisions. Once a program is fully approved and implemented, the faculty have yearly opportunities to request revisions to content.

Revisions to existing programs follow TTC Procedure 13-0-9, which assigns responsibility for curriculum content to academic department heads and describes the process by which proposals for revision are to be presented to Curriculum Committee. Faculty members request curriculum revisions based on recommendations from academic advisory committees, employer feedback, student success and results of curriculum assessment plans.

Course Level. The Instructional Development job duty for all instructors, program coordinators and department heads also specifies that they will "update current courses; prepare syllabi; participate in the development/revision of instructional materials . . ." The Faculty Handbook (page 14) specifically outlines the instructors' responsibilities for course syllabus content.

Quality and Effectiveness

TTC faculty are responsible for the quality and effectiveness of the academic program curricula and the courses which comprise the curricula.

Program Level. Faculty are responsible for developing curriculum assessment plans to measure learning outcomes of the programs and to generate data on which to base plans for improvement. The FPMS for academic deans includes the job duty Curriculum which assigns ultimate responsibility for program CAPs to the dean of each division. Additional details on curriculum assessment may be found in Section 8.2a and 8.2b.

Course Level. The college regularly solicits input from students through the course evaluation instrument. TTC uses evaluations specific to the instructional method (traditional sections, online sections and individual sections). TTC's Institutional Research (IR) staff administer the evaluations to students in all course sections every semester. IR produces aggregate reports for academic administrators (deans and department heads) and individual reports for each faculty member (examples: Administrator Report, screen capture; Instructor Report).

Section 10: Educational Policies, Procedures, and Practices

10.5

Admissions policies and practices

The institution publishes admissions policies consistent with its mission. Recruitment materials and presentations accurately represent the practices, policies, and accreditation status of the institution. The institution also ensures that independent contractors or agents used for recruiting purposes and for admission activities are governed by the same principles and policies as institutional employees.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

The mission of Trident Technical College (TTC) is to "serve as a catalyst for personal, community and economic development by empowering individuals through education and training." The South Carolina State Board for Technical and Comprehensive Education (SBTCE) publishes admission policies and procedures that provide a framework for the admissions policies of its member institutions (SBTCE Policy 3-2-101 and SBTCE Procedure 3-2-101.1). TTC's admissions policy (TTC Policy 16-1-0) reflects the state policy and supports TTC's mission.

TTC is an open-admission institution committed to minimizing geographic, financial and scholastic barriers to post-secondary programs and services. TTC admits all applicants who demonstrate reading proficiency by one of the following: appropriate SAT or ACT scores, a minimum reading placement score at the eighth-grade level, a high school GPA of 3.0 or above or appropriate transfer credit from an accredited college. TTC refers applicants who cannot demonstrate reading proficiency to adult/community reading programs.

In addition to its published admissions policies, TTC shares information about admission with prospective and current students in the catalog and on the website, including the specific admission categories described below.

High School Students
High school students who meet the placement test score requirements for college coursework can attend TTC as dual credit students who are earning both high school and college credit simultaneously or as early admit students earning only college credits. SBTCE Policy 3-2-100 and SBTCE Procedure 3-2-100.1 establish requirements for dual credit; TTC Procedure 16-4-1 establishes requirements for early admit. In addition, potential dual credit students must complete a Smart Start application. This application requires high school students to submit the same information as other college applicants, with the additional requirement of the approval of their high school principal or guidance counselor.

Special Program Admissions
Admission to the college does not guarantee admission to a specific program. TTC Procedure 16-1-1 stipulates that health sciences and nursing programs require additional steps for

admission. These additional requirements are published for each program in the college catalog.

International Admissions
TTC has a separate admission procedure for international students ([TTC Procedure 16-3-1](#)) in accordance with [SBTCE Policy 3-2-102](#) and [SBTCE Procedure 3-2-102.1](#). International students have a specific contact in the Admissions office, the college's International Admissions Coordinator, who handles all details for international admission requirements.

Distance Learning
TTC does not have a separate admission policy for distance learning students. All admission policies described above apply to all students regardless of how they plan to take their courses.

Recruiting
TTC recruitment materials and presentations accurately represent the college's practices and policies and are consistent with the college's mission. The college's Marketing department develops and provides oversight for the production of all college recruiting materials, including print, television and billboard advertising, as well as TTC's website. All college departments requesting recruiting materials coordinate their requests through their [Marketing representative](#) to ensure accuracy, appropriate representation of TTC's policies and procedures and accurate depiction of TTC's diverse student population. Print materials are mailed to prospective students, are available at several locations on campuses, and are distributed by the Academic Affairs and Student Services divisions. Distance learning students have access to the website (including the catalog) and may request that materials be mailed to them.

Independent Contractors
Trident Technical College does not use the services of independent contractors to recruit students.

Section 10: Educational Policies, Procedures, and Practices

10.6

Distance and correspondence education

An institution that offers distance or correspondence education:

a. ensures that the student who registers in a distance or correspondence education course or program is the same student who participates in and completes the course or program and receives the credit.
b. has a written procedure for protecting the privacy of students enrolled in distance and correspondence education courses or programs.
c. ensures that students are notified in writing at the time of registration or enrollment of any projected additional student charges associated with verification of student identity.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) offers programs and courses via online distance education; TTC does not offer correspondence courses.

10.6.a

TTC ensures that the student who registers in a distance learning course is the same student who participates in, completes, and receives the credit for the course. This verification of identity occurs through the use of secure logins and passwords, which are required to access all distance learning courses.

Secure Account and Password Creation Process

Upon receipt of an application to the college, TTC's Admissions office sends a letter to the applicant that provides a unique student ID number, username, and temporary password to TTC's complimentary email service. This username and password also provide access to the TTC student portal through which students may access the college's D2L learning management system. Upon initial login, users are required to create a secure password which must meet the following criteria:

- Must be at minimum 8 and no more than 20 characters
- Must contain characters from all of the categories below:
    - Uppercase letters
    - Lowercase letters
    - Numbers
    - Non-alphanumeric 'special' characters (cannot use an underscore'_')
- A previously used password cannot be re-used
- Cannot use any part of the username

Once an acceptable password is entered, students use that password in conjunction with a unique username to access student records and the D2L learning management system. The college's On-Line Honor Code Pledge for all online course activities emphasizes the importance of protecting student login information and is available to students in the Student Handbook and the college's website.

TTC provides a secure automated account reset process for students though the Microsoft Azure password recovery service.

The Microsoft self-service tool allows students to reset forgotten passwords and change passwords. Upon first login using Microsoft, students are prompted to set up several security questions, indicate a password recovery phone contact number or indicate a password recovery email address. These are required to verify identity in order to use the automated Microsoft service. Users who have not set up their Microsoft security profile are required to contact the Help Desk for password assistance.

The TTC Infrastructure Services department follows a standard operating process for password resets:

- Students must provide first and last name;
- Identity is confirmed by verification of date of birth and current mailing address
- Passwords reset by TTC are unique to each student. Students are encouraged to create a new password the next time they access their account. The new password must meet the requirements outlined above.

In addition to the process for creation of the secure account and password, TTC also requires students to confirm their identity before registering for classes. As part of the admission process students must submit one of the following:

- Valid driver's license or state-issued ID card
- Completed and verified FAFSA application

Students who have not met this requirement are blocked from course registration.

Testing Security

TTC reviews common practices to ensure that its online courses are rigorous and that they uphold the same academic quality standards expected in all course delivery formats. Of particular concern is the verification of student identity in distance learning courses for examinations.

Faculty notify their students in hybrid courses of any required proctored exams on the course syllabus and through announcements within the D2L learning management system. The majority of students use one of the college's testing services offices to complete these exams. Students provide a photo ID: a TTC student identification card, a driver's license, or other government issued identification. The college's Testing Services requires no additional fees for TTC students taking proctored exams on any of its four campuses.

Students may access examinations that are fully online only through the D2L learning management system using the secure username and password described earlier. Additionally, some instructors require the use of Respondus LockDown Browser and

Respondus Monitor for examinations. Respondus LockDown Browser is a secure browser for taking online exams in D2L learning management system. It prevents a student from printing, copying, going to another URL, or accessing other applications during a test. Respondus Monitor is a webcam feature for Lockdown Browser that records students while they are taking an online examination. A "startup sequence" includes a webcam check and other requirements set by the instructor, such as showing student identification. After the exam is complete, an instructor can review details of the assessment, including the recorded videos.

10.6.b

Trident Technical College has a written procedure for protecting the privacy of students enrolled in distance education courses or programs.

TTC Procedure 13-9-1 assigns responsibility for the oversight of the college's compliance with state, federal and accreditor requirements for distance learning student privacy to the Assistant Vice President of Educational Technology and the Online College. The procedure is published on the college's website.

TTC Procedure 13-9-1 also identifies TTC policies and procedures that support the college's commitment to ensuring the privacy of its online students:

- SBTCE Policy, 4-4-105, Information Security
- TTC Procedure 6-17-1, Information Security Plan
- TTC Procedure 16-7-1, Student Records, Confidentiality

10.6.c

Trident Technical College requires no additional charges associated with verification of student identity. The college tuition and fee schedule is published online.

Section 10: Educational Policies, Procedures, and Practices

10.7

Policies for awarding credit

The institution publishes and implements policies for determining the amount and level of credit awarded for its courses, regardless of format or mode of delivery. These policies require oversight by persons academically qualified to make the necessary judgments. In educational programs not based on credit hours (e.g., direct assessment programs), the institution has a sound means for determining credit equivalencies.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) uses sound practices to determine the amount and level of credit it awards for courses, following guidelines from the State Board for Technical and Comprehensive Education (SBTCE).

TTC offers courses through traditional, distance learning and hybrid instructional methods. The standards for awarding credit are uniform across these instructional methods.

The TTC academic year consists of two 15-week semesters (fall and spring) and a 9-week summer semester. Within the fall and spring semesters, the college offers two 7-week terms. The college's 3-week Maymester is part of the summer semester as are two 4.5-week terms. The TTC academic calendar is in compliance with the standards established in the State Board for Technical and Comprehensive Education SBTCE Policy 3-2-201.

Traditional Classroom Instruction. TTC delivers courses via traditional classroom instruction in all of these terms and sessions. Regardless of the length of the term, TTC adheres to the criteria established in SBTCE Policy 3-2-201, which provides the following definition of the semester credit hour:

- The instructional hour will be identified as 50 minutes. One semester credit hour will be identified as 750 minutes of classroom instruction or equivalent laboratory time plus an exam period.
- Colleges have the flexibility to use alternate schedules within a term as long as each semester credit granted allows for a minimum of 750 minutes of classroom instruction or an equivalent ratio of laboratory time, plus an exam period.

TTC uses SBTCE Credit Ratio Guidelines to determine the credit ratio for laboratory/clinical, internship, supervised comprehensive work experience, and cooperative work experience.

Course schedules are established by academic department heads and program coordinators in collaboration with the Director of Instructional Services in the office of the Vice President for Academic Affairs, who generates reports confirming compliance with SBTCE criteria.

Distance Learning Instruction. TTC offers online instruction in all terms listed above. TTC follows SBTCE Policy 3-2-201 regarding online coursework; it requires that colleges "demonstrate that students in such courses have acquired competencies and levels of knowledge comparable to those which would be required of students taking similar courses in more traditional formats." Academic department heads, program coordinators and lead instructors employ several practices that ensure compliance with this policy. Course sections taught via distance learning modalities adhere to the following guidelines:

- Use the same departmental syllabus as traditional sections
- Require the same student learning competencies
- Use the same or similar assessments, including departmental final exams where possible

Hybrid Instruction. In addition to traditional and distance learning courses, TTC offers hybrid courses, which combine the two modalities: part of the content is delivered online and the remaining content is delivered in regularly scheduled, face-to-face sessions. TTC requires that the distance learning components of hybrid sections follow the guidelines for all distance learning sections.

The table below provides evidence that the syllabus, competencies and assessments are the same or equitable for all instructional methods.

Instructional Method	Syllabus and Course Competencies
Traditional	X
Online	X
Hybrid	X

Level of Credit
SBTCE maintains a Catalog of Approved Courses (CAC). SBTCE Policy 3-1-103 and Procedure 3-1-103.1 provide the standards for the level of academic credit for the courses in the CAC. All TTC courses are CAC courses and adhere to these standards.

Section 10: Educational Policies, Procedures, and Practices

10.8

Evaluating and awarding academic credit

The institution publishes policies for evaluating, awarding and accepting credit not originating from the institution. The institution ensures (a) the academic quality of any credit or coursework recorded on its transcript, (b) an approval process with oversight by persons academically qualified to make the necessary judgments, and (c) the credit awarded is comparable to a designated credit experience and is consistent with the institution's mission.

Judgment

☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

Trident Technical College (TTC) has published policies and procedures for evaluating, awarding and accepting transfer credit and for awarding academic credit for non-course experiences, including experiential learning, advanced placement and professional certification. In every case, decisions about whether to award credit and criteria to use for awarding credit are made by academic department heads and program coordinators with expertise in the discipline, who ensure that the coursework is at the collegiate level. TTC does not award credit in subject areas that are not related to TTC programs and courses.

In addition to the published policies and procedures described below, the college communicates information to its students about transfer credit through the catalog and the college's website.

Transfer Credit

TTC Procedure 16-1-5 describes the process by which the Registrar's office awards transfer credit. As a rule, credit is awarded to coursework taken at regionally accredited colleges when the discipline, content and credit hours are equivalent to a TTC course and the grade is C- or higher. The decision to award credit is made by the appropriate academic department head, usually based on course title, hours and description; occasionally the department head requests a syllabus as well. When the academic evaluation is done, the Advanced Standing Coordinator in the Registrar's office enters the course and its transfer equivalency into the college's administrative database for future use.

In some cases, the department awards transfer credit for courses that are not equivalent to a TTC course but are college-level courses that are relevant to the student's academic major at TTC. For example, TTC offers coursework in only two foreign languages. Students who have earned college credit for a different language may be awarded non-equivalent foreign language credit if the credit hours and subjects covered are appropriate to college-level coursework. Students can use non-equivalent credit toward degree completion with the approval of the appropriate academic dean.

TTC considers transfer credit from non-regionally accredited colleges on a case-by-case basis. If the college is not regionally accredited, there is no assurance that the courses and

faculty members have been held to standards similar to TTC's, so department heads need more information before awarding transfer credit. In most cases, the student is responsible for providing a detailed syllabus, including assignments and textbook, a schedule for how often and for how long the course met and details of faculty credentials.

Experiential Learning

TTC Procedure 16-1-9 outlines the parameters for awarding credit for experiential learning. Students who wish to have non-course experience considered for academic credit must provide documentation that they have mastered the course competencies. In some cases, professional certification, such as ASE (National Institute for Automotive Service Excellence), is considered sufficient documentation of the skills the student has mastered. In other cases, the department may validate student attainment of competencies through a test, portfolio or demonstration. The dean of the division awarding credit is responsible for collecting, analyzing and maintaining documentation for awarding credit for experiential learning. A review of the records in the administrative database shows that during the 2017-2018 and 2018-2019 academic years TTC awarded credit to students for a total of 151 courses for experiential learning (examples of Experiential Learning review packets: example 1 and example 2).

TTC Continuing Education Courses

TTC awards academic credit for selected courses and programs offered through its division of Continuing Education (CE) as outlined in TTC Procedure 16-1-6 Advanced Standing Credit for Trident Technical College Continuing Education coursework. When a CE department develops a non-credit course or program that has a corresponding credit course, the appropriate Academic Affairs department faculty review the details of the course to determine whether the content, level and competencies covered by the CE course are equivalent and to which academic courses. The academic department is also responsible for developing methods for confirming that students have the appropriate competencies. The Continuing Education to Credit Matrix lists all CE courses that have been approved for academic credit, the credit course(s) to be awarded, and the method(s) for validating competencies. Appropriate academic faculty members from relevant disciplines review the matrix at least every three years. (Advanced Standing CE Credit, example)

Advanced Placement

TTC Procedure 16-1-5 covers academic credit awarded for advanced standing, which includes tests (Advanced Placement, CLEP, DANTES, Excelsior College Examinations, and International Baccalaureate) and military coursework.

A review of the records in the administrative database shows that during the 2017-2018 and 2018-2019 academic years TTC awarded credit to students for a total of 1,430 courses based on advanced standing procedures. (Advanced Standing AP Credit, examples: example 1 and example 2)

Military Coursework. Military coursework is evaluated by the appropriate academic department head based on information in the American Council on Education's Guide to the Evaluation of Educational Experiences in the Armed Services as described in TTC Procedure 16-1-5.

Section 10: Educational Policies, Procedures, and Practices

10.9

Cooperative academic arrangements

The institution ensures the quality and integrity of the work recorded when an institution transcripts courses or credits as its own when offered through a cooperative academic arrangement. The institution maintains formal agreements between the parties involved, and the institution regularly evaluates such agreements.

Judgment

☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) provides all the coursework required for its degrees, diplomas and certificates. Although the TTC library participates in several consortia (discussed in Section 11.1), the college does not participate in any consortial relationships to offer educational programs. When appropriate, the college enters into contractual agreements with other organizations to provide students opportunities to participate in clinical training and internships.

Contractual Agreements

TTC uses two types of contractual agreements to provide practical work experiences for its students: clinical affiliation agreements and cooperative work experience agreements.

Clinical Affiliation Agreements

While several academic divisions offer students opportunities to participate in internships and field experiences, the Nursing and Health Sciences divisions require clinical experiences for students enrolled in their programs. The college enters into written affiliation agreements with area Health Service Providers (HSP) to allow students to participate in clinical experiences at the HSP facility. In all cases, only TTC faculty assign grades for clinical courses, and only TTC awards course credit.

TTC maintains a template for these agreements to help ensure the consistency and thoroughness of the agreements while allowing for specific requirements for individual agreements. The affiliation agreement identifies the specific responsibilities of the college and the HSP. In all cases, the agreement specifies that the college has responsibility for ensuring compliance with appropriate accreditation bodies. College personnel review these agreements through the college's contract review process (example contract review and affiliation agreements: Nursing and Health Sciences). The agreements are reviewed annually by both parties for currency and for possible renewal. All agreements are kept on file in the appropriate academic division office and the office of the Vice President for Academic Affairs.

Nursing. The Dean of Nursing and the Nursing Clinical Coordinator monitor agreements to ensure compliance with all provisions and objectives of the nursing programs. The Accreditation Commission for Education in Nursing (ACEN) also verifies compliance through

the accreditation review process. The student clinical evaluation forms provide evidence that the college assesses the effectiveness of the clinical experience in promoting student learning (example Clinical Evaluation forms: Example A and Example B).

Health Sciences. The Health Sciences program faculty conduct on-site evaluations to verify the ability of the Health Service Provider (HSP) to support clinical experiences that are relevant to course content. Health Science program assessments and student clinical evaluation forms provide evidence that the college assesses the effectiveness of the clinical experience in promoting student learning (example Clinical Evaluations: Example A and Example B).

Cooperative Work Experience Agreements

TTC's Cooperative Work Experience (CWE) program allows students to apply what they have learned in the classroom to the work environment while earning college credit. TTC's Apprenticeship and CWE Coordinator oversees the college's CWE program, following the State Board for Technical and Comprehensive Education (SBTCE) Guidelines for Credit Ratio in determining the amount of credit for these experiences. Prospective CWE students submit an application and agreement, signed by both the student and the student's work supervisor that establishes the learning objectives for the student. A TTC faculty member from the student's program of study monitors the student's progress during the CWE experience, communicating with the student's work supervisor to ensure that the student meets the defined learning objectives (example CWE Student Application and Agreement: Example A and Example B).

Five programs require a Supervised Cooperative Work Experience (SCWE) course: AAS degrees in Baking and Pastry Arts, Culinary Arts Technology, Hospitality and Tourism Management and Media Arts Production - TV and Media Production; and the certificate in Radio Production. SCWE experiences are similar to CWE, but in these courses TTC faculty members conduct on-site visits to observe the students in the work environment. TTC's SCWE courses adhere to the requirements in the SBTCE Guidelines for Credit Ratio in determining the credit ratio for supervised cooperative work experience. SCWE students enter into signed agreements with the work supervisor; these agreements are signed by the TTC program coordinator (example SCWE Program Agreements: Film, Media and Visual Arts Example and Culinary Arts Example).

Section 11: Library and Learning/Information Resources

11.1

Library and learning/information resources

The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.

Judgment

☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Collection development, bibliographic instruction, and reference services are the backbone of the Trident Technical College (TTC) Library, and therefore require continual attention along with an awareness of changing resource delivery systems, evolving educational trends, and technological advances in educational modes. The TTC Library provides adequate services and resources to support its mission and to serve students at all campuses and sites as well as online.

The TTC Library's physical and electronic resources are selected based on criteria set forth in the TTC Library Collection Development Policy, the central goals of which are to provide accessible academic resources that meet TTC program requirements and enhance student success. Through a collaboration between a TTC faculty liaison from each department and a TTC librarian, departmental collections are reviewed and weeded annually. Faculty liaisons also submit departmental purchase requests throughout the year to update their program areas and meet accreditation standards and reviews. GOBI collection development software assists librarians with book reviews, community college filters that return audience-specific selections and a feature that compares proposed TTC purchases with current PASCAL titles to avoid cross-consortia duplication.

TTC's membership in the Partnership of South Carolina Academic Libraries (PASCAL) consortium provides TTC faculty, staff, and students access to over 300,000 ebooks and 12 million print books that have been reviewed and selected by teams of academic librarians across the state. Access to these resources is provided through the PASCAL Delivers union catalog. TTC faculty, staff, and students can request print books from PASCAL member institutions and receive them in a few days through the free PASCAL delivery service. TTC librarians are active in the PASCAL organization. Librarians serve on the PASCAL Consortia Purchasing Committee and the Access Services Working Group, and the TTC Dean of the Libraries is on the PASCAL Board of Directors. As a result, TTC librarians contribute to collection and access decision-making on the consortium level while bringing community college students' academic and special needs to the table.

TTC is also a member of the Charleston Area Library Consortium (CALC), which allows students to borrow resources from local non-PASCAL libraries, such as the Charleston County Public Library and the Charleston School of Law Library. Resources that are unavailable through the TTC Library, CALC, or PASCAL, can be requested through TTC Library's interlibrary loan service.

The TTC Library also offers a variety of bibliographic instruction services each semester to faculty for courses in all delivery modes (face-to-face, hybrid and online). Bibliographic instruction topics include library orientation and research strategies. Faculty can also request an embedded librarian to work with their classes for an entire semester. The embedded librarian's purpose is to teach students library research skills through "how to" videos and online interactive library tutorials that refine students' understanding of the diverse range of TTC Library resources available and how to find them. Moreover, a librarian's contact information can be inserted in a D2L course shell for continual student access to the embedded librarian.

Most importantly, the library staff tailors its services to support the mission of the college and the educational needs of its culturally diverse faculty, staff, and students. Librarians at each of the three campus libraries---Thornley (Main), Palmer and Berkeley--- provide reference services to both face-to-face and online students through the traditional library reference desk and via chat, email, and telephone. Online students, dual credit students, and students at satellite locations can search and access library resources through the TTC Library website. Moreover, librarians have created resource guides for each of these student distance learning cohorts to assist them further with their research needs. Hands-on reference help is available at the centrally located reference desks at each campus library, where the library offers one-on-one research assistance and basic tech support.

The methods to assess the effectiveness and relevance of TTC Library instruction and reference services include student satisfaction surveys, post-instruction assessments and data analytics. Students can also provide feedback via LibGuides; embedded librarians; electronic forms on the library website; and paper feedback forms provided throughout the library.

The TTC Library also sends out survey forms to faculty members periodically to gather their input. In addition, TTC librarians are members of the TTC Curriculum Committee and TTC Faculty Council, where they stay abreast of college-wide initiatives, campus-specific changes, new academic programs or departments, and program deletions or revisions that typically require adjustments to the library's goals and services. Librarians can informally gather faculty feedback in these settings as well.

In sum, TTC Library strives to provide collection development, bibliographic instruction, and reference services that are current, targeted, and relevant to its mission.

2018-2019 Library Collection Statistics (as reported to IPEDS)

Library Collection	
Format	**# of Items**
Books (in print)	43,423
Electronic Books	329,298
Media (i.e. DVDs)	3,324
Online Databases	73
Print Serials	95

2018-2019 PASCAL Delivers and Interlibrary Loan Circulation Statistics

2018-2019 Library Sharing Services (i.e. PASCAL Delivers and Interlibrary Loan)		
	PASCAL Delivers	Interlibrary Loan
Loaned to other libraries	256	40
Borrowed from other libraries	338	143

Section 11: Library and Learning/Information Resources

11.2

Library and learning/information staff

The institution ensures an adequate number of professional and other staff with appropriate education or experiences in library and/or other learning/information resources to accomplish the mission of the institution.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

The Trident Technical College (TTC) Library is a division of Academic Affairs, and the dean reports directly to the Assistant Vice President of Educational Technology and the Online College (Academic Affairs organizational chart). The library staff consists of the dean, six full-time librarians, five part-time librarians, three full-time support staff, and three part-time support staff. Full-time librarians at the college are considered non-teaching faculty; support staff are classified employees (Educational Technology and the Online College organizational chart).

All librarians, including the dean, hold master's degrees from American Library Association accredited programs. The paraprofessional staff, library specialists and library assistants, must meet appropriate education standards and have relevant work experiences. The college requires the dean to conduct annual evaluations of full-time librarians using the TTC Faculty Performance Management System (FPMS) tool. In addition, supervisors evaluate full-time staff annually using the TTC Employee Performance Management System (EPMS) tool.

Library staff members are active on campus and serve on advisory boards and college-wide committees such as the Scholarship Committee, Curriculum Committee and Faculty Council. All staff members have numerous opportunities to attend conferences and workshops, participate in webinars, and enroll in continuing education courses to enhance their skills and to keep up-to-date with rapid advances in librarianship, library and education modalities, and library technology that supports these developments.

Full-Time Librarians		
Name and Title	Academic Degrees and Other Qualifications	Professional Development Examples
Charnette Singleton Dean, Learning Resources	M.L.I.S., University of South Carolina B.S., Psychology, Wofford College	Search, Discover and Evaluate OERs, September 2019 Intellus OER Training, December 2018
Valarie (Anthony) Jenkins Coordinator, Palmer Library Services	M.L.I.S., Valdosta State University M.Ed., Instructional Technology, Georgia Southern University B.B.A., Management, Georgia Southwestern State University	Teach the Teachers: Instilling Instruction Design Principles in Faculty, Webinar, August 2019 OER in the Community College Library - Experiences from Two Librarians, Association of College and Research Libraries (ACRL), Webinar, February 2019
Laura Barfield Systems Librarian	M.S., Information Studies, Florida State University M.A., English, University of Florida B.A., English, University of Florida B.S., Mathematics, University of Florida	Teaching and Learning Tuesday - Legal Issues Update (SCTCS), September 2017 Teaching with the New MLA Handbook (Pearson), May 2016
Thomas Fitzmaurice Reference Librarian, Digital Archives	M.L.I.S., University of South Carolina B.A., Economics, University of South Carolina A.A.S., Community College of the Air Force Certificate, Business Information Systems, Trident Technical College Certificate, Microcomputer Business Applications, Trident Technical College	Intellus Learning OER Training, December 2018 Copyright and Creative Commons for Course Materials
Maureen Meyers Online Librarian	M.L.I.S., Kent State University B.A., Speech and Hearing Science, The Ohio State University	Web Accessibility for Online Educators, March 2017 Flipped Classroom: Turning Traditional Library Programs Upside Down, October 2018
Danielle Moore Head Reference / Bibliographic Instruction	M.L.I.S., University of North Carolina, Greensboro B.A., English, University of North Carolina, Charlotte	Post-Truth: Fake News and a New Era of Information Literacy, Webinar, February 2017 Georgia Southern Information Literacy Webinar, October 2016
Patricia Vierthaler Head of Technical Services	M.L.S., Emporia State University M.S., Educational Media, Radford University B.A., Library Science, Radford University	Southeastern Resource Sharing Conference, October 2018 GOBI YBP Advanced Features Webinar, August 2019

Part-Time Librarians		
Name and Title	Academic Degrees and Other Qualifications	Professional Development Examples
Virginia Dubay Reference Librarian	M.L.I.S., Library and Information Science, University of South Carolina	Copyright and Creative Commons for Course Materials, October 2019
Cynthia Haviland Reference Librarian	M.L.I.S., University of South Carolina	Introduction to WorldShare Interlibrary Loan, February 2019
Maya Hollinshead Reference Librarian	M.L.I.S., University of South Carolina B.A., Journalism, University of South Carolina	Copyright and Creative Commons for Course Materials
Mary McPherson Reference Librarian	M.S., Library and Information Science, Pratt Institute	Five Ways JSTOR Makes Research Easy and Organized is Here!, February 2019
Donna Moyer Reference Librarian	M.L.I.S., University of South Carolina DO NOT HAVE - Need official	Search, Discover, and Evaluate OER, September 2019
Full-Time Support Staff		
Name and Title	Academic Degrees and Other Qualifications	Professional Development Examples
Patty Comfort-Capers Library Support Specialist	Work Experience - 30 Years Support Staff - Library Support Staff, TTC (2009 - present) - Attendance Clerk/Secretary/Bookkeeper, Charleston County School District (1989 - 2009)	Implicit Bias in the Library Workplace, January 2019
Karen Rivers Administrative Assistant	B.S., Business Administration, Claflin College A. Bus., Accounting, Trident Technical College Certificate, Professional Accountancy, Trident Technical College Certificate, Bookkeeping, Trident Technical College	Administrative Professionals Day Conference: Power Your Potential!, April 2017
Lillie Robinson Library Specialist	A.A.S., Human Services, Trident Technical College	Introduction to WorldShare Interlibrary Loan, May 2019
Part-Time Support Staff		
Name and Title	Academic Degrees and Other Qualifications	Professional Development Examples
Terry Beyer Library Assistant	B.A., Creative Writing, College of Charleston	3D Human Anatomy and Physiology New User Interface, September 2019
Sinthiya Islam Library Assistant	B.A., Communication, College of Charleston	Anatomy and Physiology New User Interface, September 2019

Section 11: Library and Learning/Information Resources

11.3

Library and learning/information access

The institution provides (a) student and faculty access and user privileges to its library services and (b) access to regular and timely instruction in the use of the library and other learning/information resources.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

On campus access to Trident Technical College's (TTC) library system is provided through physical libraries on Thornley (Main) Campus, Palmer Campus and Berkeley Campus. Each library has a designated reference area that provides computer workstations for patron use. Each workstation is loaded with software needed to support curriculum assignments and needs. The workstations are on a network, and network printing is available. The three libraries also have classrooms housing computer workstations, a teaching workstation, mounted LCD projector/screen and printer. Librarians use the classrooms for bibliographic instruction for individual classes, training and instruction for faculty, and workshops on various topics. Study rooms for individual and group study sessions are also available in all three physical libraries.

For on campus access, each library has hours of operation posted on the TTC website, within the student, faculty and staff online portal and on printed materials available throughout the campus and libraries. All three physical libraries are open a combined total of 165 hours. Online access is available 24/7.

TTC Library Hours	
Campus	**Hours**
Thornley (Main)	**Monday-Thursday** 7:30 a.m. - 9:00 p.m. **Friday** 7:30 a.m. - 4:00 p.m. **Sunday** 1:00 p.m. - 5:00 p.m.
Palmer	**Monday-Thursday** 7:30 a.m. - 8:00 p.m. **Friday** 7:30 a.m. - 4:00 p.m.

TTC Library Hours	
Campus	**Hours**
Berkeley	**Monday-Thursday** 7:30 a.m. - 4:30 p.m. **Friday** 8:00 a.m. - 12:00 p.m.
Virtual Reference / Chat Services	**Sunday** 5:00 p.m. - 9:00 p.m.
Online Resources	24/7

For dual credit, remote or off campus access, the library provides an extensive array of resources and services. Students, faculty and staff gain remote access through EZproxy authentication using their TTC username and password. The remote access allows students who take classes at other TTC sites and locations (e.g., online students and dual credit students) the ability to contact the library and to access resources 24/7 when the physical libraries are closed. Users have access to library orientation, numerous academic databases by subject, guides with tips to assist with specific course requirements, online tutorials on using electronic books, etc.

Library instruction is provided in several formats across the curriculum in a variety of disciplines. Traditional bibliographic instruction is provided to classes upon request of the instructor. Each semester, the library solicits instructors to schedule classes (screen capture of solicitation) to participate in some type of instruction. This is done in the traditional face-to-face teaching mode in the library classroom, by the librarian visiting the actual meeting place of the class, through embedding in the learning management system (D2L) shell of the class, visiting high schools (dual credit), and also through one-on-one instruction when requested by students. Additionally, online tutorials for instruction on other topics (i.e. how to cite properly, using electronic books) are also available.

At the end of the semester, data is collected on the type of class/courses, mode of instruction, location, subject, etc. This data is used to plan how to increase and improve the instructional program for the next semester. Data is collected on instruction provided by embedding in course shells as well as the more traditional instruction provided in face-to-face format. This information is then used to increase and improve the instructional program going forward.

Circulation of items is available to all students, faculty and staff who have a current valid TTC identification number. Checkout/loan periods for different user categories are listed on the library website and within the student and faculty/staff portal. Students at remote sites who wish to checkout titles can have them delivered to locations through interoffice mail or the courier. (i.e., Mount Pleasant Campus circulation procedure)

Section 12: Academic and Student Support Services

12.1

Student support services

The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

In order to fulfill its mission to "serve as a catalyst for personal, community and economic development by empowering individuals through education and training," Trident Technical College (TTC) provides academic and student support services appropriate and complementary to its educational programs. Responsibility for these services resides within the Academic Affairs and Student Services divisions.

Student Support Services

The Student Services division contributes to the academic, personal, and social development of the college's diverse student population through extensive programs, services and activities designed to promote student success and student learning. The Student Services division leadership team includes the Vice President for Student Services, Assistant Vice President of Student Services, Chief of Staff, and Dean of Student Engagement. The leadership team oversees support programs and services for students and manages 121 staff to provide the programs and services (Student Services Organizational Charts).

Student Services offices and programs that support students are described below.

Admissions. Prospective students receive support and guidance from the Admissions office throughout the application process. The Admissions office is responsible for most admissions to the college, including admission of international applicants and applicants for programs with special admission requirements. Applicants to the college can apply in person, by mail or online. The Admissions office provides applicants with instructions on accessing their student email and applicant/student portal accounts.

Counseling and Career Development Services. When students are struggling, whether to identify an academic major, to pass a course, or to manage a personal problem, Counseling and Career Development Services offers support and resources. The office offers career development services; skill development workshops, both academic and interpersonal; personal counseling; interpersonal violence counseling; disability counseling, including the coordination of accommodations for students with disabilities. The office coordinates a notification process for faculty to refer students to these services. Students seeking accommodations for a disability receive appropriate educational services at the college in an inclusive and welcoming environment. The college's disability counselors mediate with the faculty on the student's behalf for reasonable accommodations based on the student's diagnosis. Students with disabilities have access to all curricular and co-

curricular opportunities. TTC counselors also serve as academic advisors to students who have not yet selected a program of study.

Financial Aid/Veterans Assistance. More than 70% of TTC students receive some form of financial assistance. During the 2018-2019 academic year, the college disbursed more than $55 million in federal, state and local financial aid. Students are offered financial literacy resources throughout the process of applying for and receiving financial aid as well as opportunities to gain general financial literacy information, such as budget planning and personal finance. Financial Aid officers offer workshops each semester to assist both students and prospective students with their applications for a variety of federal, state and local financial aid opportunities. In addition to certifying veteran students for veterans' benefits, TTC Veterans Assistance office staff provide comprehensive veteran student assistance: a resource center staffed by a counselor; a veterans' lounge; veterans' orientation; training videos; and a student organization for veterans.

Student Activities. Student Activities provides opportunities for students to develop leadership skills, participate in student organizations, participate in community service programs, experience new cultures, and participate in leisure and recreational activities. Each semester, Student Activities offers diverse activities, including many co-curricular, leadership and family events. Student Activities offers student development workshops and training that contribute to students' sense of community. TTC has more than 40 chartered student organizations, all of which conduct community service and fundraising events. The president and vice president of each student organization participate in Student Cabinet, which meets many times a year with TTC's President, vice presidents, and campus directors to discuss college issues and resolve student concerns.

Student Engagement.

- **Recruiting.** The TTC Recruiting staff participate in a variety of community events to recruit new students and promote the college. The Recruiting office hosts an annual Career Day for high school juniors and seniors, schedules individual campus tours, and routinely engages the faculty in recruiting for specific academic disciplines. The Recruiting office is responsible for the college's Information Center, which manages all incoming phone calls and mails college information packets to prospective students who contact the college by phone, in person or through the online request system.

- **Student Employment.** Current students and alumni seeking employment can use the resources in Student Employment. Through one-on-one coaching and group workshops, students and alumni increase their skills in resume writing, effective interviewing and job searching. The Student Employment office also coordinates the federal work-study program. The office maintains an online job search system through which employers can post job announcements. The system is available to students both on and off campus. In addition, Student Employment hosts an annual Career Fair targeting current students, pending graduates and alumni.

- **Testing Services.** TTC offers three types of testing services to assist applicants, students, and the community: placement testing, instructional testing and community testing. Testing Services provides accommodations for students with disabilities when the Counseling office confirms that documentation of need is sufficient.

- **The Hub.** The Hub assists prospective students with the overall enrollment process, from prospect to course registration. Prospective students, applicants and students can meet with The Hub navigators to talk about their academic plans and beyond. The Hub navigators assist with interest inventories as well as entry-level academic advising.

- **Student Readiness.** After acceptance to the college, new students have the opportunity to participate in an orientation session that provides them with a solid foundation of knowledge about college resources and information for student success, including training for the student email and various software platforms the college uses. The Hub offers individual, group and online orientation, as well as a parent orientation session. Orientation leaders confirm the student's selection of major and assign an academic advisor.

Registrar. Students use the services of the Registrar's office throughout their college experience and throughout life after graduation. Students and alumni learn to become more independent in managing their enrollment records. The Registrar's office houses all student and alumni academic records, coordinates evaluation of advanced standing credit, communicates with students on their academic standing, and processes applications for graduation. The Registrar's office also offers special services such as verifying enrollment, updating student records, and responds to transcript requests.

Educational Opportunity Programs. TTC Educational Opportunity Programs help students and prospective students with entry, enrollment and success in higher education institutions. TTC is host to five federal TRIO programs: Educational Opportunity Center, Educational Talent Search, Scholars Network (Student Support Services), Upward Bound Math and Science, and Veterans Upward Bound.

Academic Support Services

TTC provides appropriate academic support services that help students achieve their educational goals. As an open-door institution, TTC recognizes that the majority of the student population is likely low income, first generation, or low-achieving in high school. To support the mission of the college, TTC offers the following services that are vital to student success.

- **Faculty.** All faculty members are required to post at least eight office hours per week to be available for students for advising, tutoring and other assistance.

- **Developmental Education.** Students who are not ready for college-level coursework are offered developmental education coursework. TTC offers MAT 031, Developmental Mathematics Basics; MAT 032, Developmental Mathematics; ENG 032 Developmental English; and two levels of reading courses, RDG 032 Developmental Reading; and RDG 100 Critical Reading. Effective in the fall 2019 semester TTC has combined ENG 032 and RDG 032 into RWR 032 Integrated Reading and English and has combined ENG 100 and RDG 100 into RWR 100 Integrated Transitional Reading and English. This change will lower the number of developmental classes a student must take and shorten the time to be ready for curriculum level classes.

- **The Math Center.** This collaborative learning center provides an environment where students can take computerized math courses, ask questions and talk about their math courses, get assistance from professional staff and faculty, or lend a hand to

other students. Students may visit The Math Center to work on homework, receive assistance in the tutoring center or meet with a tutor one-on-one. Often a full-time faculty facilitator works in the tutoring center helping students with problems and questions. Other staff members who work in the tutoring center include visiting math faculty and qualified TTC students. Instructors may also hold small impromptu review sessions for their students.

- **The Writing Center.** The Writing Center provides assistance to currently enrolled students in the development and delivery of assigned writing projects. The Writing Center staff offer services on a drop-in, scheduled appointment, or group basis, as well as online. In addition, The Writing Center offers periodic workshops such as MLA Formatting, Grammar Sessions, and Tips and Techniques to Improve Writing Skills. Writing tutors help students identify their strengths and weaknesses as writers and guide them toward improving their writing skills, including editing and proofreading. Additional resources offered by The Writing Center include videos, reference books and a series of informational handouts.

- **First Year Experience.** The college offers IDS 109 (Lecture, Online or Hybrid Syllabus), First Year Experience Seminar, a course that introduces students to interdisciplinary thinking, academic integrity and the philosophy of the liberal arts and sciences education. Students develop skills to be academically successful: connecting to campus resources, improving information literacy and practicing integrative learning.

- **Academic Advising.** New students are assigned a navigator based in The Hub immediately after application. The navigator guides the student through the onboarding process and introduces them to the Navigate software platform. When students have met the criteria established by their academic program, they are transitioned from their navigator to a faculty advisor for academic advising in their program. All full-time faculty members maintain a minimum of eight office hours per week during which they are available to advise students either in person, over the phone or online. TTC publishes videos from National Academic Advising Association (NACADA) to assist faculty members with their advising training.

Student Success Centers at Berkeley, Mount Pleasant and Palmer Campuses. Students at Berkeley, Mount Pleasant and Palmer campuses receive consolidated student services programs through the Student Success Centers at their locations. These centers operate as one-stop locations offering students placement and instructional testing; orientation; career, academic and personal development counseling; tutoring; student employment services; and information on educational opportunity programs, campus events and student organizations. The college also provides financial aid and veterans services at these campuses.

Online Resources for Off-Campus Sites, Dual Credit and Distance Learning Students. The college provides extensive online resources that enable students to locate important information, complete online transactions and access records and documents. Applicants to the college have the option of using an online admissions application, which is administered by CollegeNet and processed by TTC Admissions staff. TTC Testing Services provides an online placement test preparation module with sample questions on its website. Counseling and Career Development Services provides face-to-face counseling via webcam and a host of self-assessment and career development resources on its website. The TTC Bookstore allows students to shop for and purchase textbooks and supplies online. Through its administrative database, the college provides TTC Express, a secure application

that allows students to view important records and complete many transactions online. Orientation is available online. The library offers site specific library guides online.

Student Satisfaction with Services. TTC conducts the Ruffalo Noel-Levitz Student Satisfaction Inventory every other year (currently with the Title III grant, we will conduct it every year between 2016 and 2021). As The Hub was first piloted with select programs in 2016, (all new students in Spring 2019) it was important to have data that disaggregated student satisfaction by The Hub status. In almost every academic and student support services question, the students who indicated that they had used The Hub had significantly higher satisfaction rates than students who had not used The Hub (Survey Results Screen Capture).

Section 12: Academic and Student Support Services

12.2

Student support services staff

The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution.

Judgment

☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) employs an adequate number of personnel with appropriate education and experience in student support service areas to accomplish the mission of the institution.

TTC's Student Services division employs 121 full-time, permanent staff and 98 temporary staff. The Student Services staff reporting directly to the Vice President for Student Services include the Assistant Vice President of Student Services, the Chief of Staff, the Dean of Student Engagement, the Registrar, the Director of Admissions, and the Director of Financial Aid.

Student Services Roster		
Name/Position	**Job Duties**	**Qualifications**
Patrice Davis Vice President for Student Services	Position Description	Resume'
Pamela Brown Assistant Vice President for Student Development	Position Description	Resume'
Richard Waring Student Services Chief of Staff	Position Description	Resume'
Brian Almquist Dean, Student Engagement	Position Description	Resume'
Sarah Dowd Director, Financial Aid and Veterans Affairs	Position Description	Resume'
Clara Martin Director, Admissions	Position Description	Resume'
Evan Reich Registrar	Position Description	Resume'
Jason Cameron Director, Testing Services	Position Description	Resume'
Kathy Simmons Director, The Hub	Position Description	Resume'
Kathleen Roukous Director, Recruiting	Position Description	Resume'

Student Services Roster		
Name/Position	**Job Duties**	**Qualifications**
Brandon Branham Director, Student Readiness	Position Description	Resume'
William Amos Director, Educational Opportunity Center	Position Description	Resume'
Jane Claiborne Director, Student Support Services	Position Description	Resume'
Antonio Robinson Director, Upward Bound Math and Science Center	Position Description	Resume'
Vacant Director, Veterans Upward Bound	Position Description	Vacant
Frank Morea Director, Counseling and Disability Services	Position Description	Resume'
Sonya Cromwell Director, Student Activities	Position Description	Resume'

Student Development
The Assistant Vice President of Student Development leads the Student Development department which includes Student Success Directors at the Palmer, Berkeley, and Mount Pleasant campuses, the Director of Student Activities and the Director of Counseling and Disability Services.

Student Engagement, Recruitment, and Student Employment
The Dean of Student Engagement leads the Student Engagement, Recruitment and Student Employment department, which includes the Director of Testing Services, the Director of The Hub, the Director of Recruiting, and the Director of Student Readiness.

TTC offers placement testing at all four campuses as well as the St. Paul's Parish and Dorchester QuickJobs sites. In cases where students are unable to travel to a campus or site, Testing Services can arrange a virtual proctor. Testing Services has also provided training to local school counselors to administer placement tests to high school students in all four school districts in the service area.

New students applying to the college are assigned a personal navigator within 24 hours of application. The navigator assists with general help and guidance throughout the enrollment process, including academic advising. The Hub director manages the day-to-day activities of The Hub, ensuring that all new students receive personal help with navigating the college enrollment process.

Professional Development
Student Services leaders encourage professional development opportunities for Student Services staff. Student Services employees attended 41 professional development conferences during the 2017-2018 academic year. Additionally, Student Services managers develop strategies for cost-effective professional development and training. Examples include on-site webinars about relevant higher education topics and on-site consultants who provide training for an entire department. Student Services leaders conduct division-wide training, including new employee orientation, diversity training, a Student Services Institute, weekly divisional phone calls, monthly managers' meetings, an annual managers' retreat and a division-wide annual meeting.

TTC's Student Services staff are currently members of the following professional organizations:

- American Association of Collegiate Registrars and Admissions Officers (AACRAO)
- American College Personnel Association (ACPA)
- American Counseling Association (ACA)
- Association on Higher Education and Disability (AHEAD)
- Carolinas Association of Collegiate Registrars and Admissions Officers (CACRAO)
- Council for Opportunity in Education (COE)
- Datatel Users Group (DUG)
- National College Testing Association (NCTA)
- National Council on Student Development (NCSD)
- National Association of Student Financial Aid Administrators (NASFAA)
- National Association of Student Personnel Administrators (NASPA)
- National Orientation Directors Association (NODA)
- South Carolina Association of Student Financial Aid Administrators (SCASFAA)
- South Carolina Association of Veteran's Affairs Administrators (SCAVA)
- South Carolina College Personnel Association (SCCPA)
- Southeast Datatel Users Group (SEDUG)

Section 12: Academic and Student Support Services

12.3

Student rights

The institution publishes clear and appropriate statement(s) of student rights and responsibilities and disseminates the statement(s) to the campus community.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) defines the rights and responsibilities of students in the Student Code. Published online as part of the Student Handbook (Student Code), this statement also details student grievance procedures, student disciplinary procedures and disciplinary appeals procedures.

TTC's Student Code adheres to the principles of the State Board for Technical and Comprehensive Education (SBTCE) Policies and Procedures on student code and grievance (SBTCE Policy 3-2-106, SBTCE Procedure 3-2-106.1 and SBTCE Procedure 3-2-106.2). The Vice President for Student Services, or designee, is responsible for updating TTC's Student Code in the Student Handbook and other publications to conform with SBTCE Policies and Procedures.

The Student Handbook also includes information on student appeals and complaints, the Family Educational Rights and Privacy Act of 1974 (FERPA), student intellectual property, and the college's non-discrimination policy.

The Student Services division publishes and disseminates the Student Handbook annually. During orientation, new students learn about student rights and requirements, FERPA, the Student Code and the grading system/grade requirements. The handbook is available online in the student portal.

As described in the Student Code, student complaints are handled in a number of ways, depending on the nature of the complaint.

- Academic complaints and academic misconduct issues are handled within the Academic Affairs division. The procedure for academic complaints requires the student to initiate the process with the faculty member, progressing to the department head, dean, and ultimately the Assistant Vice President of Instruction. Disciplinary procedures for academic misconduct are handled at the department level for a first offense and by the Assistant Vice President of Instruction for a second offense. The student may request a meeting with the Vice President for Academic Affairs.
- Students with non-academic complaints related to such topics as discrimination, financial aid and non-disciplinary suspension follow procedures outlined in the Student Handbook. Students can determine what kind of complaint or appeal to submit by reviewing the Student Appeals and Complaints Overview in the Student

Handbook ([page 83](#)). The Vice President for Student Services is responsible for adjudicating all non-academic Student Code violations and grievances. (examples: discipline [letter 1](#) and [2](#))

- A student may appeal a vice president's disciplinary sanction of suspension or expulsion. In such an instance, the college's Student Grievance Committee convenes to hear the appeal. The committee has the authority to sustain the disciplinary sanction or make it more or less severe than the original sanction. Within the past seven years, only one student has appealed a student disciplinary sanction (example: [Due Process for Student Grievance](#)).

Distance Learning and Dual Credit Students
The Student Code is accessible to and applies to all students regardless of whether they are traditional, dual credit or distance learning students.

Section 12: Academic and Student Support Services

12.4

Student complaints

The institution (a) publishes appropriate and clear procedures for addressing written student complaints, (b) demonstrates that it follows the procedures when resolving them, and (c) maintains a record of student complaints that can be accessed upon request by SACSCOC.

Judgment
☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

Trident Technical College (TTC) provides appropriate and adequate processes for student complaints, publicizes complaint processes to students through appropriate means, adheres to published complaint processes, and maintains logs of student complaints and the disposition of those complaints.

TTC's student complaint processes are described in the State Board for Technical and Comprehensive Education (SBTCE) Student Code Procedures 3-2-106.1, 3-2-106.2 and 3-2-106.3. The college communicates complaint procedures to students through a dedicated student appeals and complaints web page, the TTC Student Handbook, and the student portal.

Student Complaints
Avenues for student complaints include the following:

- **Academic Complaints.** The procedure for academic complaints is described in SBTCE Procedure 3-2-106.1 of the Student Code. TTC defines academic complaints as those that relate to an academic course, textbook, course content, classroom environment, grade or instructor. Although students are encouraged to address these issues first with their instructor, students may submit a written complaint form to the dean responsible for the course. If the student is not satisfied with the decision of the dean, the complaint may escalate to the Vice President for Academic Affairs' designee, the Assistant Vice President of Instruction. The Assistant Vice President of Instruction maintains a log of student academic complaints received by his office. Paper documents are kept in a locked desk drawer, and electronic documents are stored on a secure network drive. Although the process allows the student to appeal the decision to the President, as of this writing, there have been no academic complaint appeals to the President. An example of a student academic complaint demonstrates that the college follows its published procedures for adjudicating academic complaints.

- **Discrimination Complaints.** The procedure for discrimination complaints is described in the SBTCE Procedure 3.2.106.3 of the Student Code. Students who have complaints related to discrimination on the basis of race, gender, color, national origin, age, religion, disability or veteran status submit a written complaint to the Assistant Vice President of Student Services, who serves as the college's Americans with Disabilities Act (ADA), Section 504 (Rehabilitation Act), and Titles VI and VII

(Civil Rights Act) coordinator. The Assistant Vice President of Student Services sends a written acknowledgement to the student, then forwards the complaint to the immediate supervisor of the employee named in the complaint. The supervisor consults, as needed, with the named employee, the student, and the chief administrative officer of the division in which the employee works. The supervisor then sends a written response to the student that includes a summary of the findings and any proposed steps to resolve the complaint. If the student does not agree with the proposed resolution, the student may request a hearing with the Student Grievance Committee. The Assistant Vice President of Student Services maintains a log of student discrimination complaints and supporting documentation. Paper documents are kept in a locked desk drawer and electronic documents are stored on a secure network drive. An example of a student discrimination complaint demonstrates that the college follows its published procedures for adjudicating discrimination complaints.

- **Title IX Complaints.** The process for student complaints for all aspects of sexual violence, sex/gender harassment, sexual discrimination and sexual misconduct is described in the South Carolina Technical College System (SCTCS) Student Code Procedure 3.2.106.2. A Title IX complaint begins with a complaint filed with the college's Title IX Coordinator. The Title IX Coordinator completes a preliminary investigation and schedules a meeting with the alleged violator and, if needed, the complainant. The Title IX Coordinator determines whether the information presented during the meeting indicates a violation has occurred. If a violation has occurred, sanctions may be imposed. Within five instructional weekdays of completion of the preliminary investigation, the Title IX Coordinator sends a certified letter to the violator and the complainant confirming the date of the preliminary hearing, identifying the specific regulation violated, identifying the decision, summarizing the rationale, and stating the proposed sanction. If either party disagrees with the decision, a request for a hearing before the Hearing Committee must be submitted within two instructional weekdays after receipt of the decision letter. The Title IX Coordinator also takes steps to prevent the further harassment of or retaliation against the complainant. The Title IX Coordinator maintains a log of Title IX complaints and maintains all supporting documentation. Paper documents are kept in a locked desk drawer and electronic documents are stored on a secure network drive. An example of a student Title IX complaint demonstrates that the college follows its published procedures for adjudicating Title IX complaints.

TTC recognizes that students may not select the appropriate avenue for their complaint, particularly between Title IX and Discrimination complaints. These offices work closely to ensure the compliant process follows the appropriate procedure without adding any burden to the student.

Student Appeals
In addition to student complaint processes, the college provides student appeal processes through which students may appeal decisions based on college regulations, policies and procedures. Student appeal processes are available in the student portal, on the Student Appeals and Complaints Web Page, and published in the Student Handbook.

Distance Learning Students
Distance learning students have online access to make complaints and/or submit appeals. In all cases, the forms and procedures for student complaints and appeals are available

online and submissions are accepted by email, fax, US mail or in person to the employee contact for the complaint/appeal type.

Dual Enrollment/High School Students
High school students taking dual enrollment courses have the same access to complaint processes as traditional and online students. In addition to these avenues, high school students may contact the high school guidance counselor or principal, who works closely with the college's Dean of School and Community Services to ensure high school students have appropriate support.

Section 12: Academic and Student Support Services

12.5

Student records

The institution protects the security, confidentiality, and integrity of its student records and maintains security measures to protect and back up data.

Judgment
☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

Trident Technical College (TTC) protects the security, confidentiality and integrity of its student records. TTC considers the security, accuracy and retrieval of student records essential components of the college's operations (TTC Procedure 16-7-1). Principal responsibility for maintaining and safeguarding the permanent academic records for all students lies with the Registrar's office. TTC complies fully with the Family Educational Rights and Privacy Act of 1974 (FERPA) and supports the right of students to inspect and review their educational records or request the correction of inaccurate or misleading information through informal and formal hearings.

The majority of TTC's student records are maintained in the college's administrative database. The college has put in place multiple measures to ensure the security of these records and follows an established Information Security Plan (TTC Procedure 6-17-1) to create and maintain secure backups of this data.

Data Security and Protection
The Trident Users Group (TUG) Security Team, with members from all administrative divisions, has established security profiles that limit employee access to student records in the administrative database. Employee security profiles are appropriate to the employee's position and allow access only to information necessary to conduct the position's job duties. Supervisors have responsibility for requesting and monitoring employee access to the administrative database. Supervisors submit requests for access for new employees; the TUG Security Team reviews these requests, and Systems and Operations Services personnel administer approved security profiles.

The Systems and Operations Services department requires employees to change their passwords to the administrative database every 90 days. The college's Information Security Plan (TTC Procedure 6-17-1) describes the college's procedures for the protection of data and information. The plan complies with federal statutes and regulations, specifically the Federal Trade Commission "Safeguards Rule" (16 CFR Part 314, Standards for Safeguarding Customer Information; Final Rule) and the Gramm-Leach-Bliley Act of 1999 (GLBA). The plan applies to, but is not limited to, Business Operations, Admissions and the Registrar's office, Financial Aid, Student Services, Learning Resources, the Bookstore, Institutional Research, Information Services, Systems and Operations Services, Information Technology Services, and many third party contractors.

The college protects the security of the administrative database through a nightly backup process. TTC's Information Technology division also creates weekly backups that are

delivered to an array of hard drives for storage in two separate locations at the college. One copy is maintained in the Thornley (Main) Campus Data Center; the second copy is stored at the Berkeley Campus. The Systems and Operations Services emergency action plan provides detailed procedures for protecting electronic records. The plan includes housing additional backup records at locations outside South Carolina when disasters such as hurricanes threaten the state.

Academic Records

The college Registrar is responsible for the integrity of student educational records, including those that reside in the administrative database and those that are maintained in other electronic media and/or hard copy. Student educational records from 1985 to the present are maintained in the administrative database. Records prior to 1985 are maintained on microfiche or paper copy with backups maintained at the South Carolina Department of Archives.

All permanent student record files, including student applicant records, reside in a secure vault that is accessible only to the vault attendant, select Registrar's office staff and their work-study assistants. Work-study students who work in offices with access to student records attend a training seminar, receive a work-study manual and sign a confidentiality form. The vault attendant is responsible for processing and maintaining permanent records. The vault is fireproof.

The Registrar oversees the college's compliance with FERPA requirements and is responsible for the maintenance, security and issuance of educational records in compliance with FERPA. The college initially informs applicants about FERPA regulations and the confidentiality of student records on the TTC admission application. Students receive annual notification about FERPA confidentiality requirements, the right for students to review their record, how to request corrections or file complaints with the FERPA office through multiple sources: catalog, Student Handbook, TTC Procedure 16-7-1, and the website.

The importance of confidentiality and integrity of student records is also integrated into faculty orientation and training. Confidentiality of student information is addressed in both the Full-Time Faculty Handbook and the Part-Time Faculty Handbook. In addition, all new full-time faculty complete a New Faculty Orientation course in which the Registrar and the Assistant Vice President of Instruction discuss FERPA and other topics related to the confidentiality of student records. The Student Services division has created a FERPA video to educate staff about the importance of confidentiality of records. (Student Services Online Training, FERPA).

Non-academic Records

TTC Procedure 6-17-1 identifies student financial records that are protected under GLBA and the processes for protecting this data. In addition, TTC has chosen as a matter of procedure to include any credit card information received in the course of business by the college, whether or not such credit card information is covered by GLBA. Covered data and information include both paper and electronic records.

TTC's Financial Aid office complies with all state and federal regulations and maintains the record of student financial aid awards permanently in the administrative database. Paper records of any student financial information are secured permanently in the Registrar's vault. TTC complies with the Title IV federal regulations, which require colleges to maintain student financial award records for seven years from the last date of enrollment.

The Vice President for Student Services stores confidential student discipline files in a secured, locked storage room, which may be accessed only by the vice president and the vice president's administrative assistants.

Security Training

TTC conducts ongoing SANS Security Awareness Training for all full-time employees. The current training cycle began in August, 2018 and as of May, 2019 over 97% of employees had completed the training (example, Security Training Report).

Section 12: Academic and Student Support Services

12.6

Student debt

The institution provides information and guidance to help student borrowers understand how to manage their debt and repay their loans.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

The Trident Technical College (TTC) Financial Aid office provides information and guidance to help student borrowers understand how to manage their debt and repay their loans. Loans are packaged as pending and students must make an informed decision as to whether to accept/reject/reduce their loan awards. The Financial Aid office offers students easy access to several resources on which to base their decision:

Student Loan Checklist: This overview of the process is given to students who inquire about loans and is available on the Financial Aid portal page. It is a simple review of the process, the loans available, eligibility requirements and steps for borrowing. The checklist reminds students not to borrow more than they need.

Entrance Counseling: The Financial Aid office reminds students to complete loan entrance counseling before their loan will be disbursed. Entrance counseling content is provided by the U.S. Department of Education and covers repayment requirements, tips on controlling the amount of loans and loan basics.

Master Promissory Note: Students must sign the Master Promissory Note before TTC will disburse their loans.

CashCourse: This self-paced course in financial literacy is linked from the Financial Aid portal page, and Financial Aid staff include promotion of the course in their presentations. CashCourse includes segments on the costs and benefits of loans, options for repayment, consequences of delinquency and default, budgeting and other options for financing a college education.

Exit Counseling: TTC's Financial Aid office notifies student loan borrowers to complete loan exit counseling when they graduate, leave school or drop below half-time enrollment. Exit counseling content is provided by the US Department of Education and covers student loan repayment, how to avoid default, and the importance of managing finances.

In addition to resources provided to students when they first apply for loans, TTC makes financial information and guidance available to all students throughout the year.

In-class Presentations: TTC's First Year Experience Seminar, IDS 109 includes a section on financial literacy taught by Financial Aid staff. IDS 109 is required in many of TTC's associate degree programs, and students typically take it in their first or second term in

college. In addition, Financial Aid staff will make presentations on financial literacy, borrowing and budgeting in any class if a faculty member requests them.

Financial Wellness Program: This program is a series of events and communications offered by the Financial Aid office. It includes social media posts, pop-up information tents on campus, open house events, representation at the Graduation Fair and a Financial Wellness Fair. Topics offered through the Financial Wellness Program include student loan debt, alternatives to increased borrowing and financial literacy tips.

Section 13: Financial and Physical Resources

13.1

Financial resources

The institution has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.

Judgment
☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

Trident Technical College (TTC) has sound financial resources and a demonstrated, stable financial base to support the mission of the institution and the scope of its programs and services.

The Statement of Changes in Unrestricted Current Fund (Schedule 7 in the Comprehensive Annual Financial Report [CAFR]) provides evidence that TTC has a sound financial base. Trends are stable in unrestricted net position, unrestricted revenues and unrestricted expenses. State appropriations have remained consistent each year. The college's net tuition revenues have declined; however, the college's response to this decline has been proactive, and the overall financial condition of the college is stable.

Unrestricted Net Position Exclusive of Plant and Plant-Related Assets, and Pension, and Other Post Employment Benefit Liabilities				
	FY 2017	**FY 2018**	**FY 2019**	**% Change 2017-2019**
NET POSITION				
Unrestricted:				
College per CAFR	$(54,072,059)	$(135,677,258)	$(128,716,443)	
Add back negative impact of Pension and Other Post-Employment Benefits:				
Impact of pension liability	85,039,068	87,742,959	86,336,031	
Impact of other post-employment benefits liability	-	77,632,958	78,173,670	
Financial position of unrestricted net assets, exclusive of plant assets and plant related debt, and pension and other post employee benefit liabilities	$30,967,009	$29,698,659	$35,793,258	16%

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Schedule 7 Unrestricted Revenues and Expenses				
	FY 2017	**FY 2018**	**FY 2019**	**% Change 2017-2019**
Unrestricted Revenues				
Student tuition and fees (effect of allowances removed)	$52,020,271	$50,288,144	$50,376,226	-3%

Net student accounts receivable	5,447,866	6,906,705	7,190,204
Other receivables	6,388,855	11,573,821	6,108,198
Net accounts receivable	**$11,836,721**	**$18,480,526**	**$13,298,402**

Accounts Payable. The table below demonstrates that accounts payable trends are stable. Amounts related to retainage payable on construction contracts are shown separately since the amount was higher at the end of 2019 due to the construction commitments.

Accounts Payable			
	FYE 2017	**FYE 2018**	**FYE 2019**
Accounts payable	$3,048,449	$6,585,878	$4,385,890
Retainage payable	$54,796	$723,144	$2,012,416

Current Ratio
(Current Assets Divided by Current Liabilites)
Purpose: To Indicate the Ability of Current Assets to Support Short-Term Obligations

FY19: Benchmark 2.0, TTC 6.0
FY18: Benchmark 2.0, TTC 5.5
FY 17: Benchmark 2.0, TTC 6.7

Benchmark = 2.0 per KPMG's Strategic Financial Analysis for Higher Education - Sixth Edition.

Benchmark ■TTC
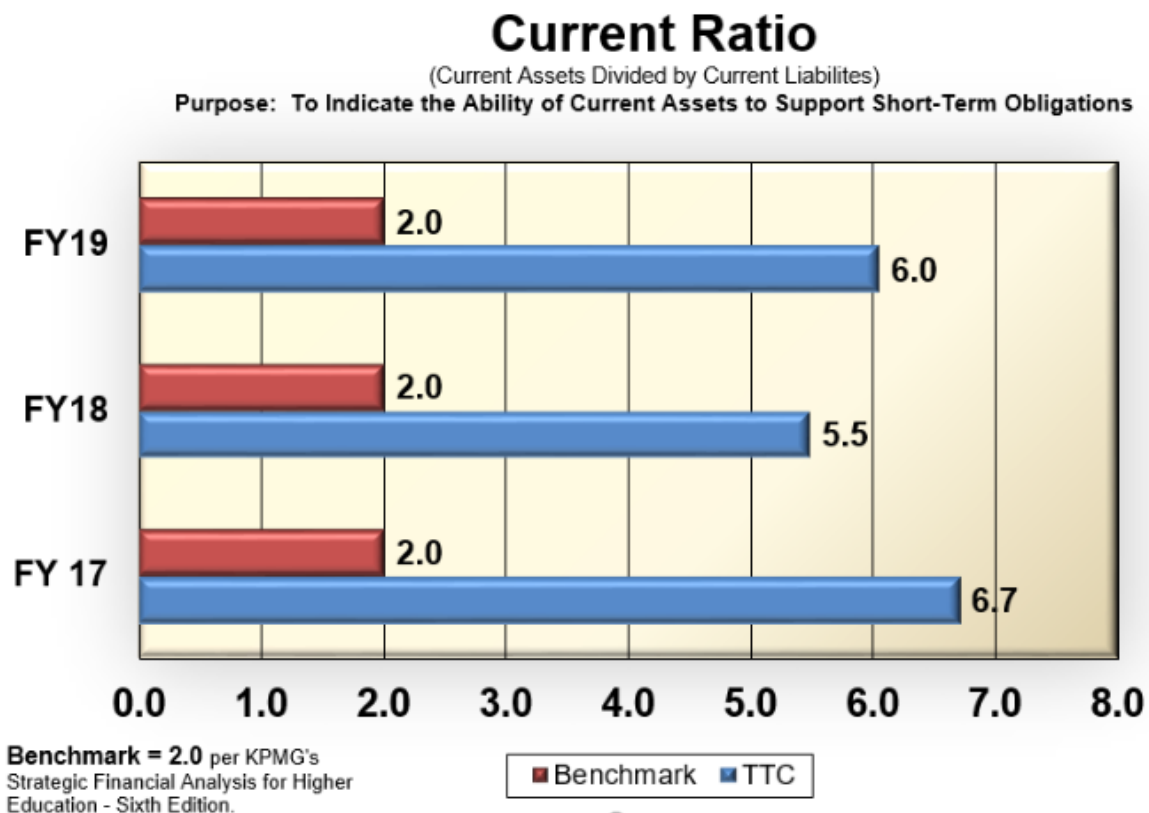
Fund Balance Reserve Ratio

(Fund Balance Divided by Operating Expenses Multiplied by 12 Months)
Purpose: To Indicate the Number of Months that Operating Expenses Could be Supported by Available Resources

Year	Benchmark	TTC
FY19	1.0	4.7
FY18	1.0	5.0
FY 17	1.0	4.2

Benchmark = 1.0 Months
per SBTCE Policy

■ Benchmark ■ TTC
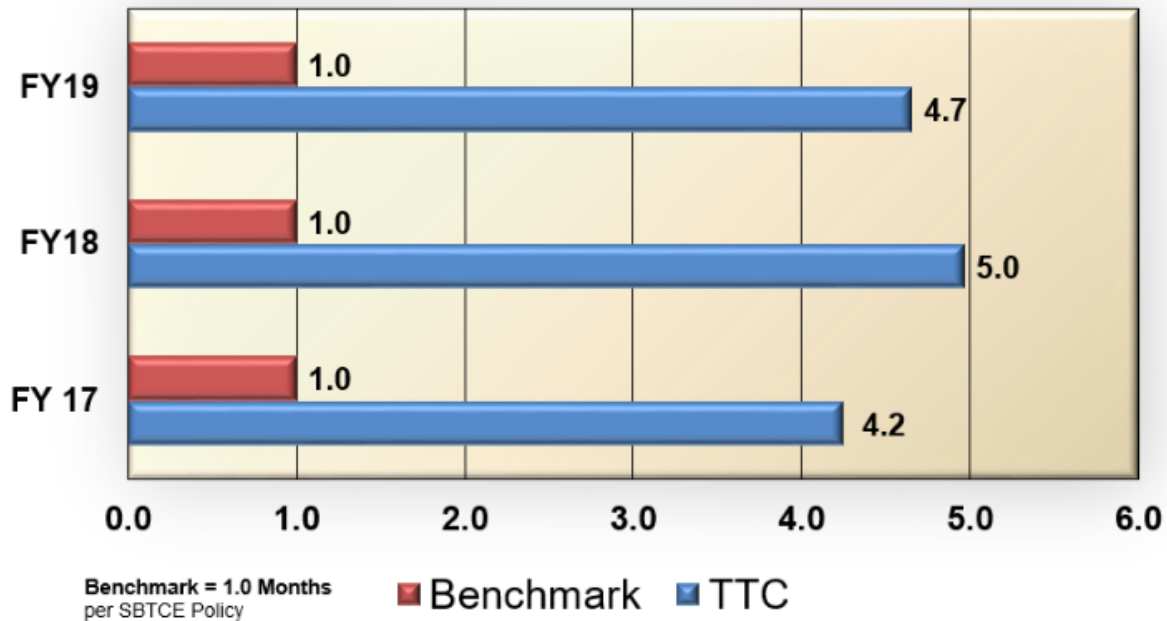
Net Income Ratio

(Revenues Minus Expenses Divided by Revenues x100)
Purpose: To Indicate the Level at Which Operations are Producing a Surplus or a Deficit

Year	Benchmark	TTC
FY19	2.0	6.8
FY18	2.0	6.5
FY 17	2.0	4.0

Benchmark = 2.0
per KPMG's Strategic Financial Analysis for
Higher Education - Sixth Edition.
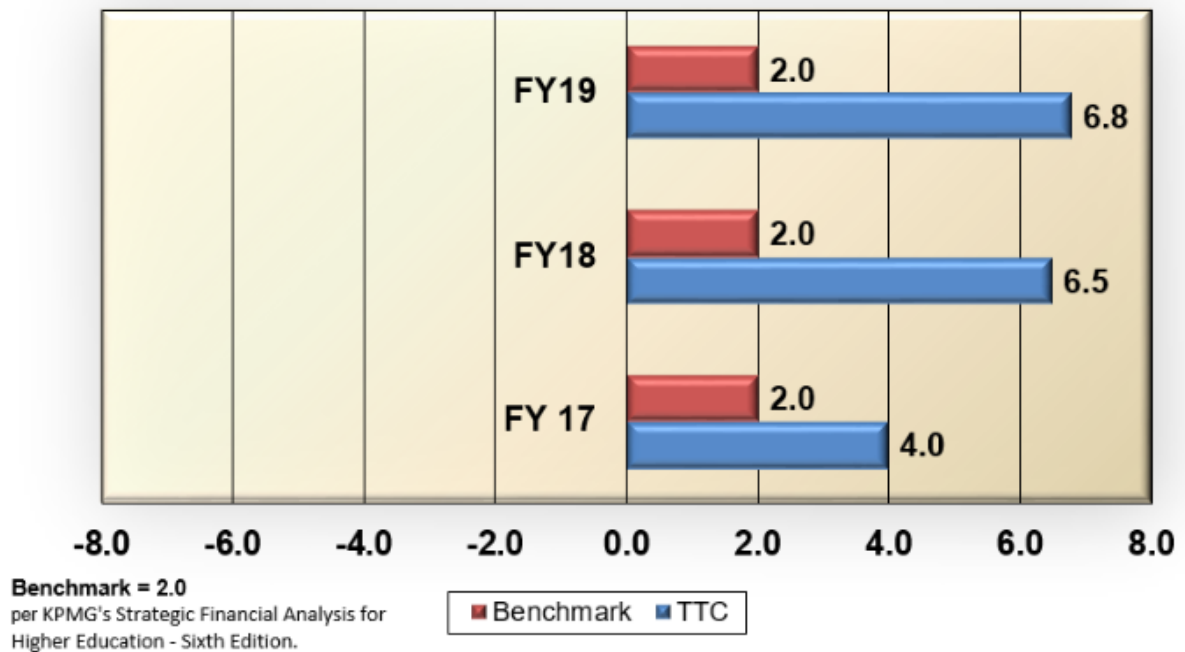
■ Benchmark ■ TTC

Return on Net Assets

(Change in Net Assets Divided by Total Net Assets at Beginning of Year x 100)
Purpose: To Indicate the Level at Which Assets are Adding to Equity

FY	Benchmark	TTC
FY19	3.0	46.0
FY18	3.0	41.3
FY 17	3.0	15.1

-60.0   -40.0   -20.0   0.0   20.0   40.0   60.0
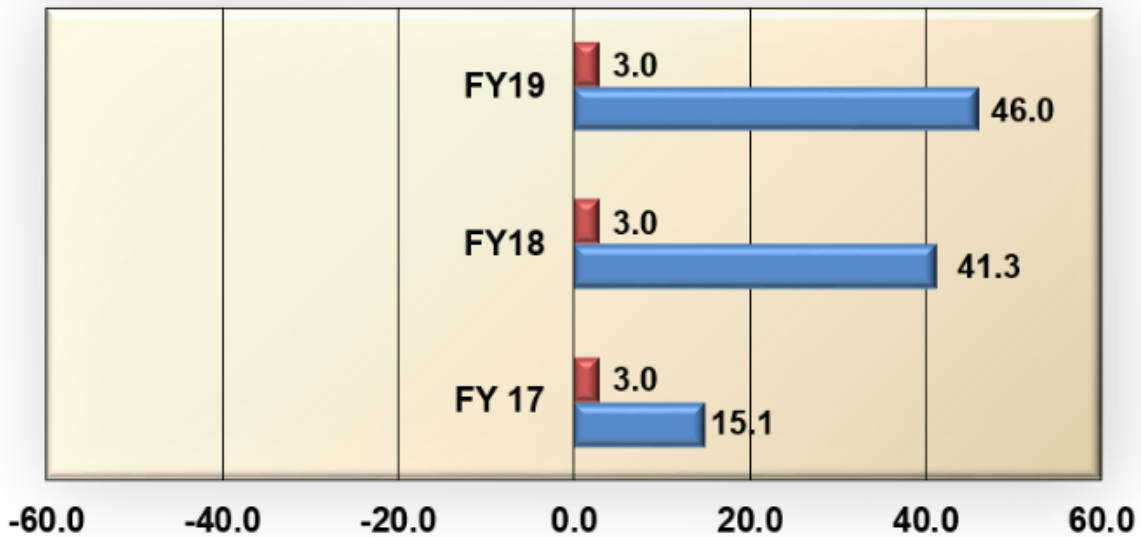
Benchmark = 3.0
per KPMG's Strategic Financial Analysis for Higher Education - Sixth Edition.

■ Benchmark ■ TTC

Viability Ratio

(Expendable Net Assets Plus Long-Term Debt Divided by Long-Term Debt)
Purpose: To Measure the Ability to Meet Long-Term Debt Obligations from Available Resources

FY	Benchmark	TTC
FY19	1.25	8.9
FY18	1.25	6.2
FY 17	1.25	5.5

0.0   2.0   4.0   6.0   8.0   10.0
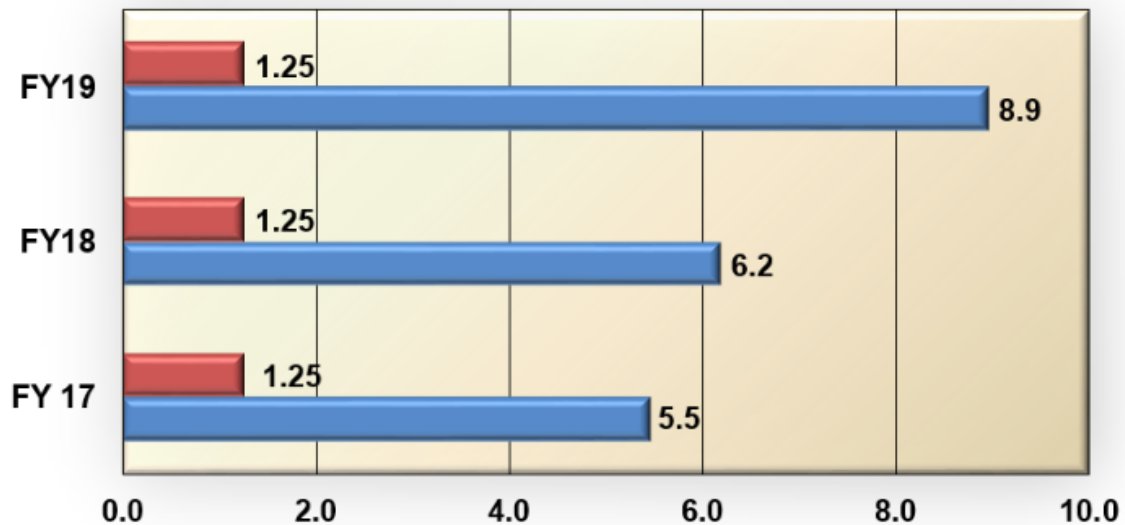
Benchmark = 1.25
per KPMG's Strategic Financial Analysis for Higher Education - Sixth Edition.

■ Benchmark ■ TTC

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Cash Flows. The college's operational cash flows are evaluated by combining the cash flows from operating activities plus the cash flows from noncapital financing activities. As a public institution, state and county appropriations supplement operations (i.e., student tuition revenues) and are shown as noncapital financing activities. The table below provides a condensed summary of the Statements of Cash Flows from the CAFR and demonstrates that operational cash flows are positive and stable.

Condensed Summary of Statements of Cash Flows			
	FY 2017	**FY 2018**	**FY 2019**
Net cash used for operating activities	$(52.0)	$ (44.3)	$(51.6)
Net cash provided by noncapital financing activities	59.3	56.0	58.6
Net cash provided by (used for) capital and related financing activities	(4.1)	(7.5)	1.7
Net cash provided by (used for) investing activities	-	(1.9)	7.5
Net increase in cash	3.2	2.3	16.2
Cash-beginning of year	44.0	47.2	49.5
Cash-end of year	$47.2	$49.5	$65.7

Section 13: Financial and Physical Resources

13.2

Financial documents

The member institution provides the following financial statements:

a. an institutional audit (or Standard Review Report issued in accordance with Statements on Standards for Accounting and Review Services issued by the AICPA for those institutions audited as part of a system wide or statewide audit) for the most recent fiscal year prepared by an independent certified public accountant and/or an appropriate governmental auditing agency employing the appropriate audit (or Standard Review Report) guide.
b. a statement of financial position of unrestricted net assets, exclusive of plant assets and plant-related debt, which represents the change in unrestricted net assets attributable to operations for the most recent year.
c. an annual budget that is preceded by sound planning, is subject to sound fiscal procedures, and is approved by the governing board.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) prepares a Comprehensive Annual Financial Report (CAFR) in accordance with Governmental Accounting Standards Board standards. The financial statement presentation provides a comprehensive, entity-wide perspective of the college's net position, revenues, expenses, changes in net position and cash flows. The last three financial reports are as follows:

- Comprehensive Annual Financial Report for the fiscal year ending June 30, 2017
- Comprehensive Annual Financial Report for the fiscal year ending June 30, 2018
- Comprehensive Annual Financial Report for the fiscal year ending June 30, 2019

Independent certified public accountants, Elliott Davis, LLC, audited the financial statements of the college for fiscal years ending June 30, 2017 and 2018. Independent certified public accountants, Mauldin & Jenkins, audited the financial statements of the college for fiscal year ending June 30, 2019. Both firms conducted their audits in accordance with auditing standards generally accepted in the United States and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States. The reports of the independent auditors express an unmodified opinion on the financial statements for each year (Independent Auditor's Report: 2017, 2018, 2019).

The Government Finance Officers Association of the United States and Canada (GFOA) has awarded a Certificate of Achievement for Excellence in Financial Reporting to TTC for its CAFR for the last 26 years.

The college complies with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for

Federal Awards (Uniform Guidance) for which separate reports are issued and included in the Federal Compliance section of the CAFRs. The independent auditors issued reports on internal control over financial reporting and on compliance and other matters (reference Independent Auditor's Report on Internal Control in the CAFR). They also issued reports on compliance for each major federal program and on internal control over compliance required by the Uniform Guidance (reference Independent Auditor's Report on Compliance in the CAFR).

Statement of Financial Position

TTC prepares a schedule of changes in unrestricted fund net position, which is included in the CAFR for the fiscal years ending June 30, 2017, 2018 and 2019 (Schedules 7 and 8 in each year). The end-of-year net position on these schedules represents the financial position of unrestricted net assets, exclusive of plant assets and plant-related debt.

Annual Budget

The TTC budget is derived from sound planning, is managed by sound fiscal procedures, and is approved by the Area Commission.

Budget Planning. The college employs a Budget Director who reports directly to the Vice President for Finance and Administration. The Budget Director provides oversight to the budget planning and development process, solicits input from appropriate college personnel and ensures that the college adheres to all TTC and State Board for Technical and Comprehensive Education (SBTCE) policies and procedures regarding budgets. The budget calendar documents that the TTC budget is developed in three phases:

- County Budget. TTC prepares a County Budget annually in the early spring. This budget accounts for the appropriations provided by the three counties that support the college. Key personnel involved in the development of this budget include Facilities Management and Public Safety staff.

- Proposed Budget. Annually in April, the college prepares the Proposed Budget for the remaining operating accounts. The Budget Director sends a budget item document to each division vice president (example, Planning and Accreditation). Vice presidents can increase or decrease budget items in order to meet the initiatives for the coming year and send requests back to the Budget Director for review. The strategic planning process and its connection to the budgeting process are described more fully in Section 7.1. The college bases its operations on the Proposed Budget and the County Budget at the start of the fiscal year.

- Revised Budget. After fall enrollment is finalized in October, the college makes adjustments to create the Revised Budget. The Revised Budget is formally designated as the college's Annual Operating Budget. The Annual Operating Budget's three-phased development process enables the college to more fully fund its strategic and operational plans, plan for growth and respond to emerging community needs.

Per SBTCE Policy 7-2-102, colleges must maintain an unrestricted fund balance reserve consisting of 30 days of operating expenses. To ensure the college maintains this reserve, budgeted net operating expenses are compared to the unrestricted net assets, as reported in the audited financial statement (Fund Balance Reserve Calculation).

Budget Management. The budget is monitored by the budget administrators, supervisors and vice presidents in accordance with TTC Procedure 6-6-1. The TTC Area Commission's Finance Committee and the entire Area Commission review a budget-to-actual report at each of its regularly scheduled bi-monthly meetings (Area Commission Packet, July 23, 2019). With appropriate approval, divisions make budget transfers as outlined in TTC Procedure 6-5-1.

Budget Approval. The Area Commission approves each phase in the TTC budget development process. For each phase of the budget, college staff provide the commissioners with the proposed budget and supporting materials for their consideration. The Area Commission approves the County, Proposed and Revised Budgets as reflected in its minutes.

Budget	Area Commission Packet	Area Commission Minutes
County Budget	March 26, 2019	May 28, 2019
Proposed Budget	May 28, 2019	July 23, 2019
Revised Budget	December 3, 2019	January 28, 2020

Section 13: Financial and Physical Resources

13.3

Financial responsibility

The institution manages its financial resources in a responsible manner.

Judgment

☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

Trident Technical College (TTC) manages its financial resources in a responsible manner. The college's strong financial position is the result of sound planning and budgeting processes, diverse revenue sources, careful and conservative expenditure of funds, and highly qualified and experienced team members.

Net Position

Over the last three years, unrestricted net position for the college, excluding the impact of pension and other postemployment benefits (OPEB), increased 16%. Overall net position declined in 2018 due to the implementation of Governmental Accounting Standards Board (GASB) Statement No. 75, *Accounting and Reporting for Postemployment Benefits Other Than Pensions.* The cumulative effect of this statement implementation decreased unrestricted net position by $76 million. The total investment in capital assets increased 61% due to the construction projects, including the South Carolina Aeronautical Training Center, renovation of Building 500, and the purchase of a building located in Summerville, South Carolina.

Net Position				
	2017	**2018**	**2019**	**% Change from FY17-19**
Invested in capital assets, net of related debt	$93,314,713	$115,812,946	$150,245,728	61%
Restricted for expendable	22,837,927	31,594,192	30,593,945	34%
Unrestricted:				
College excluding Pension/OPEB	30,967,009	29,698,659	35,793,258	16%
Pension/OPEB Impact	(85,039,068)	(165,375,917)	(164,509,701)	-93%
Unrestricted - Enterprise Campus Authority	16,148	16,148	16,148	0%
Total Net Position	**$62,096,729**	**$11,746,028**	**$52,139,378**	**-16%**

Revenue

As shown in the table below, the college's main sources of revenue include student tuition and fees, state appropriations, county appropriations, auxiliary enterprises, and federal grants and contracts.

Source of Funds				
REVENUE *(in thousands)*	**2017**	**2018**	**2019**	**% Change from FY17-FY19**
Operating Revenues				
Student tuition and fees (net of scholarship allowances)	$38,210	$35,797	$32,552	-15%
Federal grants and contracts	537	368	269	-50%
State grants and contracts	13,344	13,922	15,897	19%
Nongovernmental grants and contracts	819	733	928	13%
Sales and service of educational activities	103	96	128	24%
Auxiliary enterprises (net of scholarship allowances)	5,906	5,106	4,901	-17%
Other operating revenues	120	28	32	-74%
Total Operating Revenues	**$59,039**	**$56,049**	**$54,705**	**-7%**
Non-Operating Revenues				
State appropriations	20,743	19,741	20,583	-1%
County appropriations	11,746	12,305	12,756	9%
Investment income	18	78	623	3,413%
Federal grants and contracts	24,854	23,255	22,989	-8%
State grants and contracts	1,241	676	787	-37%
Other non-operating revenues	538	686	703	31%
Total Non-Operating Revenues	**$59,140**	**$56,742**	**$58,442**	**-1%**
Capital grants and gifts	400	6,000	1,000	150%
County capital appropriations	1,296	3,671	13,423	936%
State capital appropriations	3,354	14,916	24,430	628%
Federal capital grant	330	1,543	127	-62%
Total Capital Grants, Gifts, and Appropriations	**$5,379**	**$26,130**	**$38,980**	**625%**
Total Revenues	**$123,558**	**$138,922**	**$152,127**	**23%**

Student Tuition and Fees. Tuition and fees have decreased 15% over the last three years due to enrollment declines. Tuition rate increases have been equal to the Higher Education Price Index for the past several years.

Headcount and FTE Enrollment				
	Fall 2016	**Fall 2017**	**Fall 2018**	**% Change 2016-2018**
Headcount	13,561	13,271	12,148	-10.4%
FTE Enrollment	8,280	8,301	7,428	-10.3%
Credit Hour Tuition	$171.84	$177.00	$183.55	6.8%

Tuition and Fees				
Academic Year	Tri-County Tuition and Fees Per Credit Hour	Registration Fee Per Semester	Annual Cost per Full-Time Student	% Increase
2018-2019	$183.55	$16.83	$4,438.86	3.7%
2017-2018	$177.00	$16.23	$4,280.46	3.0%
2016-2017	$171.84	$15.76	$4,155.68	2.1%

State Appropriations. Revenues from state appropriations remained stable from fiscal year 2017 to fiscal year 2019.

County Appropriations. County appropriations have increased 9% over the last three years. These funds are provided by the three counties (Berkeley, Charleston, and Dorchester) in the college's service area through a property tax millage. County appropriations provide stable support for expenses related to the operations and maintenance of campus facilities.

Auxiliary Enterprises. Auxiliary enterprise revenues are derived primarily from the college's bookstore. Revenue is tied to student enrollment and has decreased 17% due to declining enrollments.

Federal Grants and Contracts. Operating revenues from federal grants and contracts declined 50% due to reductions in college work-study earnings. Non-operating revenues from federal grants and contracts represent financial aid awards as well as other federal grants. These revenues declined 8% overall due to trends in enrollment.

Investment Income. The college began participating in the State Treasurer's Local Government Investment Pool during fiscal year 2019. This resulted in an increase in investment earnings. The college does not depend on an endowment or the Trident Technical College Foundation for operating income.

Capital Appropriations, Gifts and Grants. The largest share of the increase in total revenues relates to this category. Capital appropriations represent reimbursements from the state capital reserve funds and Charleston County for the South Carolina Aeronautical Training Center (SCATC) construction costs. The U.S. Department of Commerce (shown as federal capital grant) provided a $2 million grant to support construction of the SCATC.

Expenses

Supporting the college's core mission of education and training (instruction) continues to be the largest expense by function. Even though this expense has declined over the past three years, the relative percentage of the total has remained stable.

Use of Funds				
EXPENSES *(in thousands)*	2017	2018	2019	% Change from FY17-FY19
Operating Expenses by Function				
Instruction	$39,847	$40,202	$37,254	-7%
Academic support	8,887	9,489	8,692	-2%
Student services	11,236	11,654	11,195	0%

Use of Funds				
EXPENSES *(in thousands)*	2017	2018	2019	% Change from FY17-FY19
Operating Expenses by Function				
Operation and maintenance of plant	10,220	10,089	13,383	31%
Institutional support	13,792	13,804	15,175	10%
Scholarships (net of scholarship allowances)	17,138	15,523	14,084	-18%
Auxiliary enterprises	7,387	6,415	5,658	-23%
Depreciation	6,771	5,983	6,199	-8%
Total Operating Expenses	**$115,278**	**$113,159**	**$111,640**	**-3%**
Non-Operating Expenses				
Interest expense	140	117	94	-33%
Total Non-Operating Expenses	**$140**	**$117**	**$94**	**-33%**
Total Expenses	**$115,418**	**$113,276**	**$111,734**	**-3%**

Debt

TTC has incurred reasonable debt in the past for capital projects, land purchases and major equipment purchases. The college's current debt is scheduled to be paid off by August 2022 and consists of a bank note originated in July 2012 to finance construction of the Nursing and Science building. The college does not use a line of credit or debt for operations.

Planning and Budgeting

The college employs a Budget Director who reports directly to the Vice President for Finance and Administration. The Budget Director provides oversight to the budget planning and development process, solicits input from appropriate college personnel and ensures that the college adheres to all TTC and State Board for Technical and Comprehensive Education (SBTCE) policies and procedures regarding budgets. The budgeting process is described in Section 13.2.

Contingency Funding. The annual budget includes a line item for contingency, and as required by the State Board for Technical and Comprehensive Education (SBTCE) Policy 7-2-102, the college maintains a revolving fund of at least 30 days' operating funds. At the end of 2019, 4.7 months of operating funds were on hand.

Quality and Experience of Team Members

Key personnel responsible for financial management at the college include the Vice President for Finance and Administration, the Director of Finance, and the Budget Director. Together they have over 55 years of experience in higher education financial management and 43 years of experience in other businesses and industries.

Section 13: Financial and Physical Resources

13.4

Control of finances

The institution exercises appropriate control over all its financial resources.

Judgment
☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

Trident Technical College (TTC) exercises appropriate control over all its financial resources.

Control Environment
Through its core values, goals and policies, TTC establishes the tone supporting a strong control environment. Senior level management and employees demonstrate commitment to integrity and ethical behavior.

- Integrity and accountability are core values in the overall mission statement.

- The Area Commission Executive Parameters, TTC policies 2-11-0 Budgeting, 2-12-0 Financial Condition, and 2-13-0 Asset Protection provide direction to protect and control financial resources.

- All employees are aware of the South Carolina State Ethics Commission - Rules of Conduct, which is the first item in the Employee Handbook and the Conflict of Interest Policy (TTC Policy 8-9-0).

Finance department staff members perform finance activities, such as financial reporting, grants accounting, student receivables, accounts payable, payroll and the business office (Finance and Administration Organizational Chart).

Control Activities
TTC controls financial resources through various operating procedures. The college's administrative software, Ellucian Colleague, integrates the finance, purchasing, student, registration and personnel systems.

Budget Controls
The Area Commission establishes the college's annual budget. Monitoring of budget to actual expenditures takes place at the department and division level. The college divides budget oversight responsibilities, including restricted funding, among its division vice presidents. The vice presidents may delegate a portion of these responsibilities to their department managers, academic deans and supervisors (i.e., budget administrators) as they deem necessary. Each department or budgeting unit is responsible for the monthly actual to budget review. Per the college's Budget Administrator Responsibility Procedure (TTC Procedure 6-6-1), every budgeted account is assigned a budget administrator. The budget administrator monitors the account's available budget balance and ensures the accuracy of the recorded transactions. Oversight is provided by the individual's supervisor and, ultimately, by the individual's division vice president. Budget administrators monitor

budgets through the Ellucian Colleague Finance system. Transfers between budget accounts must be approved by the vice president or the President (TTC Procedure 6-5-1).

Budget monitoring is also provided by the Area Commission. The financial statements package contains a year-to-date actual to a year-to-date budget, which management reviews for reasonableness on a monthly basis. The budget-to-actual report is provided to the Area Commission's Finance Committee at each of its regularly scheduled bi-monthly meetings. The report compares year-to-date expenditures to the amounts budgeted. After its review, the committee votes to recommend the report to the TTC Area Commission as an information item. The Area Commission then votes to receive the information at each of its bi-monthly meetings (Area Commission Packet, March 26, 2019; Area Commission Packet, July 23, 2019).

In addition, the Ellucian Colleague system will not generate a check request voucher or a requisition if a sufficient budget is not available.

Purchasing Controls
Trident Technical College has a centralized purchasing office to ensure that effective buying practices and economy of resources and procedures are in place to manage this process. Employees, managers, and purchasing officials use Jaggaer (TTC's procurement system) to manage requisitions. Employees identify a general ledger account with each requisition to fund the purchase. The general ledger account number entered and the requestor's access restrictions within the Colleague security profile determine authorization for the expenditure. Managers must approve all requests. Encumbrances are recorded in the enterprise system.

The following TTC policies and procedures outline procedures for purchasing:

TTC Policy 10-1-0, Contractual Agreements
TTC Procedure 10-1-2, Contracts
TTC Procedure 10-2-1, Purchasing Authority
TTC Procedure 10-2-2, Purchase Requisition/Specification
TTC Procedure 10-2-3, Purchase Requisition, Order Processing
TTC Procedure 10-2-5, Purchases, Vendors' Invoices for Bookstore
TTC Procedure 10-2-8, Purchasing Card Program

The Procurement department converts the requisition into a purchase order by following the competitive pricing procedures defined in the South Carolina Consolidated Procurement Code.

The following management levels are programmed into the Sciquest Ellucian Colleague system for approving requisitions:

Department heads, non-deans, non-directors – up to $9,999
Deans, directors, grant administrators – up to $99,999
Vice presidents – up to $999,999
President – greater than $999,999

Purchasing Cards
The college authorizes certain employees to use a purchasing card as a convenience to the employee, the college and its vendors. At a minimum, the purchasing card allows the cardholder to purchase supplies with a total value of $500 or less. Procedures are in place to manage and control this process (TTC Procedure 10-2-8; Purchasing Card Program Manual).

All purchases are reviewed and approved by the employee's manager and the departmental purchase card liaison. The cardholder may use the card for official college purchases only. Bank of America issues the purchasing card in the cardholder's name. The State of South Carolina emblem and the phrases "For Official Use Only" and "Trident Technical College" are clearly indicated on the purchasing card. Cardholders must attend a training session before they receive a purchasing card. The Purchasing Card Program Manual clearly outlines the terms and conditions of purchasing card use.

The State of South Carolina requires Bank of America to block certain types of vendors from purchasing card use. Bank of America blocks these transactions at the point-of-sale level. These transactions include, but are not limited to, travel expenses, registration fees, entertainment, gift cards, professional services or cash transactions.

Payment/Expenditure Controls
For regular purchase orders, the Ellucian Colleague system performs a three-way match between the purchase order, receiving and the invoice. The three-way match compares the quantity ordered, the quantity received and the quantity billed. If the quantities received and billed agree, the invoice is paid. The system will not allow Accounts Payable to create a voucher unless receiving is posted. The three-way match ensures that amounts posted to expense represent goods or services received. Procurement and Accounts Payable Procedures Manual is in place to govern this process, along with the TTC Procedure 6-6-2.

To ensure that disbursements are paid to the appropriate suppliers, the Accounts Payable/Student Refunds Manager reviews all check copies and invoices. The Director of Finance approves any checks over $10,000. Additionally, any checks greater than $100,000 require additional approval by the Vice President for Finance and Administration or the President. Their initials on the check beside the printed signatures note approval. TTC Procedure 6-9-1 defines who has authority to sign checks (Required Levels of Approval for Cash Disbursements).

Check Requests
Check requests require approval by the budget administrator and/or supervisor. Allowable check requests include petty cash reimbursements, professional development registrations, academic accreditations, continuing education licenses, continuing education instructor contract payments, subscriptions, student stipends and childcare expenses allowed under grants, employee benefits, and memberships.

Cash Management
Amounts due the college are paid in cash, by check or with currently accepted charge cards, and managed according to TTC Procedure 6-3-1, and TTC Procedure 6-14-1. Business offices are located on three campuses (Thornley [Main], Palmer and Berkeley), with an additional location for the Continuing Education and Economic Development division on Thornley Campus (Main) and a cashier at the Mount Pleasant campus. Business office cashiers issue receipts for all payments received. Business office cashiers adhere to the Business Office Procedure Manual. Funds are deposited daily or at least weekly, depending on the location. Cashiers are responsible for their collections and balance their collections to system generated transactional reports. In addition to the business offices, the Finance department (Central Office) receives and deposits funds. Personnel who handle cash are bonded for $100,000.

Petty Cash
TTC has authorized petty cash funds in the Business offices on three campuses as well as in Continuing Education and Economic Development. Petty cash funds are used to handle

emergency purchases and purchases which must be paid for immediately. Individual petty cash transactions are limited to $50. The custodian of the fund is responsible for the fund and its safekeeping. The Internal Auditor audits petty cash funds periodically. (TTC Procedure 6-1-3)

Investments
The college's deposits and investments are governed by the South Carolina Code of Laws, Section 11-9-660, Investment of Funds and TTC Procedure 6-7-1. Investments are limited to obligations of the United States and its agencies, obligations of the State of South Carolina and its political subdivisions, collateralized or federally insured certificates of deposits, and collateralized repurchase agreements. Beginning in January 2019, the college's investments are exclusively held by the State Treasurer in the Local Government Investment Pool. Investment transactions occur by wire transfer. The Vice President for Finance and Administration authorizes all investment transactions. Processing investment transactions requires input from both the Director of Finance and the Cash Manager as dual administrators.

Travel
The college maintains control over all TTC employee travel expenditures. An accounts payable clerk audits each travel reimbursement form for compliance with TTC Procedure 6-1-2.

Auxiliary Income
Expenditure of auxiliary income funds is in accordance with TTC Policy 6-15-0, Expenditure of Auxiliary Income and TTC Procedure 6-15-1.

Federal Funds
Grant awards are made to the institution, not to an individual project director; therefore, TTC assumes full responsibility for ensuring that all funds received through the award are used for the purposes and intent outlined in the conditions of the contractual agreement.

Once all applicable parties sign a grant award agreement, the agreement becomes a legally binding contract. This contract is based on the grant proposal, as well as the statutes, regulations, policies, and procedures of the funding agency. Grants and contracts carry administrative responsibilities involving strict accountability. Development, Grants Accounting, and Procurement staff provide appropriate training to project directors to assist them in fulfilling their obligations. Project directors must familiarize themselves with all pertinent regulations and contact the Development department if they have questions.

The purpose of grants management is to ensure that the college meets all terms and conditions of a grant award, both programmatically and financially. Grants management processes comply with the applicable statutes, regulations, policies, and procedures. The project director is primarily responsible for managing the grant. The project director's supervisor, the Grants Accountant, and the Development department provide administrative support. Together these parties ensure that grant projects have successful outcomes and achieve their goals.

Expenditures of federal funds are made in accordance with TTC Procedure 6-5-2.

It is essential that sound management practices and prudent fiscal policies be followed in administering grant programs. The Development department and the Grants Accountant provide oversight in the management of grants and contracts; however, the successful operation of the program is primarily the responsibility of the project director.

The project director's vice president has ultimate responsibility for project oversight and reports any project challenges to the President. Vice presidents communicate regularly with project directors to support effective grants administration and to ensure vice presidents remain aware of project standing.

In the event that a project director does not exercise primary responsibility for, and/or is not administering the grant in accordance with the granting agency's or the college's written policies, procedures, and regulations, the project director's vice president will report the status of the project to the President with recommended action. If the lapse in responsibility is of a financial nature, the Grants Accountant will report the situation to the Director of Finance and the project director's supervisor. If the situation is not corrected, the Director of Finance will notify the Vice President for Finance and Administration and the vice president to whom the project director reports. Additionally, the Director of Finance may request a consultation with the Internal Auditor.

Physical Resources
The college follows capitalization guidelines established by the State of South Carolina. (SBTCE Policy 4-5-101 and SBTCE Procedure 4-5-101.1) The college capitalizes movable personal property with a unit value in excess of $5,000 and a useful life in excess of two years. The Inventory Coordinator is responsible for recording all data on equipment, tagging and inventorying annually. TTC maintains information on equipment in the Ellucian Colleague Fixed Asset module. The Finance department reconciles the fixed asset information to the general ledger. The responsibility for control of equipment is shared throughout the college. The equipment inventory accountability and control system for the college is documented in TTC Procedure 10-0-2.

Section 13: Financial and Physical Resources

13.5

Control of sponsored research/external funds

The institution maintains financial control over externally funded or sponsored research and programs.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) maintains financial control over externally funded or sponsored research and programs.

All the controls described in section 13.4 apply to externally funded programs, which are accounted for separately as restricted funding.

TTC Processes
TTC processes for strategic grant planning and proposal development ensure that the college's grant programs are consistent with the college's mission (TTC Procedure 9-1-1). TTC maintains strict financial control over externally funded programs. The college employs a Grants Accountant, who reports to the Director of Finance and is responsible for accounting for grant funds awarded to the college. The project director is primarily responsible for managing the grant. The project director's supervisor, the Grants Accountant, and the Development department provide administrative support. Together these parties ensure that grant projects have successful outcomes and achieve their goals.

The college requires a start-up meeting for all externally funded projects, bringing together the project director, the appropriate vice president (or designee), the Grants Accountant, Development department staff and other department representatives as needed. The meeting ensures that all personnel with responsibility for expenditure and oversight of grant funds are aware of all purchasing, hiring and reporting requirements.

TTC Procedure 6-5-2 governs the expenditure and control of federal funds and specifies that the project director will follow all college procurement and fiscal procedures. The project director is responsible for the accuracy of all documentation submitted to the Development department for inclusion in required annual and interim reports. The Grants Accountant serves in a secondary review capacity to the project director in monitoring the propriety of grant expenditures. The Grants Accountant reviews accounting records to detect obvious errors of account coding, improper expenditures, and expenditures in expired grants.

If a project director does not exercise primary responsibility for, and/or is not administering the grant in accordance with the granting agency's or the college's written policies, procedures, and regulations, the project director's vice president will report the status of the project to the President with recommended action. If the lapse in responsibility is of a financial nature, the Grants Accountant will report the situation to the Director of Finance and the project director's supervisor. If the situation is not corrected, the Director of Finance will notify the Vice President for Finance and Administration and the vice president

to whom the project director reports. Additionally, the Director of Financial Services may request a consultation with the Internal Auditor.

Auditors' Reports
Independent certified public accountants, Elliott Davis, LLC, audited the financial statements of the college for fiscal years ending June 30, 2017 and 2018. Independent certified public accountants, Mauldin & Jenkins, audited the financial statements of the college for fiscal year ending June 30, 2019. The independent auditors issued the following reports related to federal expenditures.

Independent Auditor's Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with Government Auditing Standards: in all three fiscal years, the independent auditors did not identify any deficiencies in internal controls over financial reporting.

Independent Auditor's Report on Compliance for Each Major Federal Program and on Internal Control Over Compliance Required by the Uniform Guidance: in all three fiscal years, the independent auditors reported that the college complied, in all material respects, with the compliance requirements, and they did not identify any deficiencies in internal control over compliance that they consider to be a material weakness.

Schedule of Findings and Questioned Costs: there were no financial statement findings for all three years. There were no federal awards findings or questioned costs for fiscal years 2017 and 2019. In fiscal year 2018, the auditors reported four federal awards findings. These findings were resolved as noted in the 2019 audit report.

These reports are included in the Federal Compliance Section (2017, 2018, 2019) of the college's Comprehensive Annual Financial Report.

TTC collects the maximum allowable indirect cost on federal grants and contracts to which indirect costs may be charged. With some exceptions, the college retains 80% of indirect cost recoveries and returns 20% to the State of South Carolina's General Fund.

Section 13: Financial and Physical Resources

13.6

Federal and state responsibilities

The institution (a) is in compliance with its program responsibilities under Title IV of the most recent Higher Education Act as amended and (b) audits financial aid programs as required by federal and state regulations. In reviewing the institution's compliance with these program responsibilities under Title IV, SACSCOC relies on documentation forwarded to it by the U.S. Department of Education.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) complies fully with Title IV program responsibilities of the 1998 Higher Education Amendments. The U.S. Department of Education reauthorized TTC's Title IV Program Participation Agreement in April, 2017. The agreement is valid until March 31, 2022. TTC submitted its most recent Fiscal Operations Report and Application to Participate (FISAP) in September 2019.

As part of TTC's annual financial audit, the independent auditor audits the college's compliance with the applicable requirements for each of its federal programs as described in the Uniform Guidance. The independent auditor identified the student financial aid cluster as a major federal program. In each of the three most recent audits, the independent auditor reported that the college has complied, in all material respects, with the requirements for its major programs. These reports are included in the Federal Compliance Section of the college's Comprehensive Annual Financial Report (CAFR), (2019, 2018, and 2017). Elliott Davis, LLC, audited fiscal years 2018 and 2017, and Mauldin & Jenkins audited fiscal year 2019.

For fiscal year 2018, the independent auditor, Elliott Davis, LLC, identified deficiencies in internal control over compliance that they considered to be significant deficiencies, but not material weaknesses. The instances of non-compliance for the student financial aid programs are described in the Schedule of Findings and Questioned Costs included in the Federal Compliance Section of the college's Comprehensive Annual Financial Report, (2018). In all cases, the college was in agreement with the audit findings, immediately took action to correct the student records that were affected and put procedures in place to prevent future occurrences. The table below summarizes the findings and resolution for the past three fiscal years:

Fiscal Year Finding Number	Finding	Resolution
2017	None	N/A
2018-003	Incorrect determination of a student's enrollment status	Developed procedures to review student eligibility
2018-004	Incorrect calculation of the portion of unearned aid to be returned for a number of students who withdrew from the college during the 2017-2018 fiscal year (incorrect days attended or incorrect institutional changes)	Developed procedures to automate to the extent possible and the develop standard templates for the days attended
2019	None	N/A

The TTC Financial Aid office works to ensure that all students are aware of educational aid availability and have equal opportunity to apply for any form of educational assistance. The Financial Aid office makes this information available on TTC's website, in the catalog, in the student portal and in the Student Handbook. Financial Aid officers provide individual counseling and service on a walk-in basis and make these services available via telephone and email in order to serve students taking courses at off-site locations or through distance education. The Financial Aid office communicates regularly with all current and prospective students about financial assistance through letters and emails. In addition, TTC hosts financial aid awareness workshops on campus, in area high schools, and for community organizations.

State Scholarships
TTC administers various state scholarships in compliance with the State Board for Technical and Comprehensive Education (SBTCE) Policy 3-2-307 and Procedure 3-2-307.1. Independent auditors, Mauldin & Jenkins, audited the college's compliance with these requirements for the fiscal year ended June 30, 2019, related to the college's State Lottery Assistance Program. The previous audit was performed by Elliott Davis, LLC for the fiscal year ended June 30, 2018. In both cases auditors reported that the college complied with these requirements.

Section 13: Financial and Physical Resources

13.7

Physical resources

The institution ensures adequate physical facilities and resources, both on and off campus, that appropriately serve the needs of the institution's educational programs, support services, and other mission-related activities.

Judgment
☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

Trident Technical College (TTC) has four campuses: the 168-acre suburban Thornley (Main) Campus in North Charleston, the 6.18-acre urban Palmer Campus in downtown Charleston, the 35-acre rural Berkeley Campus in Moncks Corner, and the 2-acre urban Mount Pleasant Campus in the East Cooper area. Located on these four campuses are 29 buildings with a total of 1,268,775 square feet valued at $354,264,332 in replacement cost: 24 buildings on the Thornley (Main) Campus, one on the Palmer Campus, three on the Berkeley Campus and one on the Mount Pleasant Campus.

The college owns, operates and maintains all facilities on the Thornley (Main), Palmer and Berkeley campuses. The college leases, operates and maintains the Mount Pleasant Campus (Lease Agreement). In addition, TTC offers courses at a number of off-site locations. The college leases the facility at its St. Paul's Parish (Lease Agreement) site in Hollywood from Metal Trades, Inc. and provides maintenance and operations support for this facility, mostly by contract. The college also offers classes at the Dorchester County QuickJobs Training Center (Lease Agreement) in St. George. Although the facility is owned by Dorchester County, the college provides maintenance and operations support through a cooperative agreement with the county. TTC offers dual credit courses at Wando High School, West Ashley High School and other 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. The owners of the facilities provide all the maintenance and operations support at these off-site locations.

(Please note Building Data Summary Fall 2018 documentation included as a source document does not include Building 1000, which opened in Fall 2019 for a total of 29 buildings. Building 1000 has 161,105 gross square feet and a replacement cost of $51,500,000, which are included in the figures above.)

Building Floor Plans
Thornley (Main) Campus
100 Building, General Education
200 Building, Business Technology
300 Building, Math and Science
400 Building, Robotics Welding
410 Building, Student Center
420 Building, Orientation Center
430 Building, Student Services
500 Building, Communications Technology

Building Floor Plans
Thornley (Main) Campus
510 Building, Learning Resources Center
600 Building, Facilities Management Deliveries
610 Building, Warehouse
620 Building, Horticulture
630 Building, Health Sciences
640 Building, Annex
700 Building, Industrial and Engineering Technology
800 Building, Industrial and Engineering Technology
900 Building, Administration
910 Building, Continuing Education
920 Building, Complex for Economic Development
940 Building, North Rivers Commerce Center
950 Building, Bookstore and Industrial Training
960 Building, Construction Training Lab
970 Building, Nursing and Science
1000 Building, SC Aeronautical Training Center
Berkeley Campus
6100 Building, Main Building
6400 Building, Veterinary Technology
6500 Building, Aircraft Hangar
Mount Pleasant Campus
9100 Building
Palmer Campus
8100 Building
Sites
Dorchester County QuickJobs Training Center
St. Paul's Parish Center

A photo tour of these facilities provides a brief overview of TTC's campuses, sites and buildings.

Adequacy of Facilities
Capacity. TTC has adequate facilities to support its programs and services and takes steps to ensure the efficient and effective use of these facilities. The college reports facilities data to the South Carolina Commission on Higher Education (CHE), which produces reports for facilities use. The Capacity/Enrollment Ratio Report provides the ratio of assignable square footage of instructional and library space to full-time equivalent student enrollment. TTC's Fall 2018 ratios are 1.23 at the Berkeley Campus, 1.93 at the Thornley (Main) Campus, and 2.38 at the Palmer Campus. The Square Feet of Academic/Support Facilities Per FTE Student Report shows that TTC's ratio for Fall 2018 was 92.53. These ratios compare favorably to those of South Carolina technical colleges of comparable size and indicate that there is still capacity for moderate growth in existing programs with existing facilities.

Capacity Indicator	Trident Technical College	Midlands Technical College	Greenville Technical College
Capacity to Enrollment	1.61	2.07	1.53
Square Feet of Academic / Support Facilities per FTE Student	92.53	100.42	142.83

Condition. TTC has adequate facilities to support its programs and services and ensures that the condition of facilities is appropriate to meet the college's needs. The Facilities Management department, its operations and maintenance processes, and periodic inspection reporting procedures function to maintain TTC facilities in good condition.

Facilities Management Department

TTC ensures adequate facilities maintenance and management through employment of highly qualified and skilled staff who provide operations oversight and maintenance to the college's facilities and resources. Facilities Management is under the direction of the Director of Facilities Management, an experienced engineer and is supported by a Capital Project Manager, an Energy Manager, two Buildings and Grounds Managers, a Wayfinding and Space Utilization Coordinator, an Inventory and Control Manager and a Shipping and Receiving Manager. The Energy Manager and the Capital Project Manager are also engineers. The Director of Facilities Management reports to the Vice President for Finance and Administration, a professional engineer with over 37 years of facilities management experience.

The in-house building maintenance workforce for Thornley (Main) Campus includes the supervisor, two electricians, two plumbers, seven general maintenance mechanics, one carpenter, one lead general maintenance mechanic, one locksmith and one painter. The Palmer Campus has two general maintenance mechanics and the Berkeley Campus has two general maintenance mechanics who handle the building maintenance and the landscape maintenance. The building maintenance workforce on Thornley (Main) Campus takes care of the maintenance requirements at the St. Paul's Parish and St. George sites. One of the general maintenance mechanics from the Palmer Campus takes care of the maintenance needs at the Mount Pleasant Campus with back up from the Thornley (Main) Campus maintenance workforce. The landscape maintenance workforce and the janitorial workforce has one manager. The landscape maintenance workforce includes one lead landscape maintenance person, three other landscape maintenance staff members and one automotive/equipment mechanic. The janitorial staff has one daytime supervisor, 11 day porters and two floor technicians; the evening janitorial staff has one supervisor, one lead floor technician, five floor technicians and 12 general cleaners. The shipping and receiving workforce includes one supervisor, who also handles all surplus property and schedules set ups, break down and moves. There are also two mail carriers and one receiving staff member. There are two temporary employees to handle deliveries, set ups, break downs and moves.

Operations and Maintenance of Facilities

TTC operates and maintains its facilities with an efficient and effective combination of an in-house workforce and a variety of service contracts for all campuses and sites. A small, capable workforce is maintained in-house to complete routine repairs and small projects, perform preventive maintenance on buildings and equipment, and respond to urgent and safety-related repairs. The college has a number of service contracts for the operation and maintenance of larger and more complex systems and equipment. More extensive repair

work and renovations are handled through the state procurement process. TTC hires architects and engineers to prepare plans and specifications for very large projects that require a competitive bidding process through the state's procurement processes.

Maintaining the college's appearance, cleanliness and recycling is also provided by in-house workforce and small service contracts. The in-house workforce includes all day porters and the evening janitorial services on the Thornley (Main) Campus. The goal is to eventually bring all janitorial services to an in-house workforce.

Work Orders
Facilities Management uses a contracted web application, WebTMA, to manage its work order system. All TTC departments have access to the system and can enter work requests and check statuses as needed. A phone number is also provided for emergencies or when web access is not convenient. Maintenance staff are available from 6:30 a.m. to 5:00 p.m., and at least one staff member is on campus until 10:00 p.m. to handle emergencies during evening classes. Emergencies after 10:00 p.m. are reported to Public Safety, and staff are called as necessary.

Facilities Management also manages TTC's preventive maintenance work through WebTMA. WebTMA houses a schedule for preventive maintenance work and generates work orders that are completed by the mechanics/technicians.

Service Contracts
TTC manages the maintenance and operation of several key systems through service contracts. These contracts include preventive maintenance and repairs as appropriate.

System	Contractor	Contract
HVAC systems	Johnson Controls	X
Energy management and control system	Palmetto Controls	X
Closed loop and cooling tower water treatment	Cascade Water Services	X
Elevator maintenance	Charter Elevator Carolina	X
Fire alarm and sprinkler systems	Fire Control Systems of Charlotte	X
Generator maintenance	Generator Services	X
Kitchen hood cleaning and repair	Kamco Enterprises	X
Parking lot lighting repair	Atlantic Electric	X
Parking lot sweeping	Accusweep Services and Hy-Tech Property Services	X
Pond maintenance	The Lake Doctors	X

Funding
Funding for facilities operations and maintenance is provided by property tax millage from the three counties in the college's service area (County Budget, FY 2019-2020). Funding for capital projects is provided by student capital fees, grants, and state funds. The college does not currently have a capital campaign.

Inspection and Reporting Procedures
Facilities are inspected for maintenance and safety deficiencies annually. The Environmental Health and Safety (EHS) Manager with Public Safety performs a safety audit to check the effectiveness of college policy and procedures in maintaining classrooms, chemical storage, safety equipment and laboratories (Classroom Safety Audit Report 2016). The audit report

is distributed to all college divisions so that departments can correct deficiencies and implement corrective actions. The EHS Manager follows up to ensure deficiencies are corrected in a timely manner. Faculty and staff are encouraged to report safety hazards to Facilities Management and/or Public Safety. Facilities Management has an online system to report maintenance issues. Facilities personnel also periodically inspect facilities for potential hazards.

Every three years the Facilities Management maintenance mechanics and engineer conduct a thorough inspection of each building and produce a comprehensive condition report that summarizes the condition of each building (Building Condition Survey Fall 2017). Facilities Management reports the results of this survey to the South Carolina Commission on Higher Education and uses the report as the basis for planning repair and restoration projects. Based on the inspections, TTC assigns a condition code to each building on a scale of 1–100 (Building Data Summary 2018). The report indicates that TTC's facilities are generally well-maintained and in good repair. Twenty-five of the 29 facilities (82.7%) have a score of 80 or above, indicating that these facilities are in satisfactory condition. Only three buildings have scores between 70 and 79, indicating a need for 20%-30% restoration work. One building, the 940 Building, has a score of 65 due to roofing problems. However, that roof was replaced in 2012, and a section of the building was renovated in 2013 and 2016. These building condition improvements were not reflected in the 2017 survey correctly. The next Building Condition Survey is scheduled for 2020; the code for Building 940 will be updated at that time.

Planning for Adequate Facilities and Resources
TTC plans extensively to ensure that facilities and resources are available to meet the requirements of its educational programs, services and mission-related activities. Every year, the President's cabinet approves permanent improvement and construction/renovation projects for the coming year. These permanent improvement and construction/renovation projects become part of the Capital Projects Plan presented to the Area Commission annually to address facilities maintenance, permanent improvements and information technology. The Capital Projects Plan's objective is to coordinate the funding, staffing and other resources necessary to complete significant projects over the next five years. The permanent improvements and maintenance projects from the Capital Projects Plan are also incorporated into the Comprehensive Permanent Improvement Plan (CPIP), which is submitted annually to the state as a funding request. The college's long-term planning includes a facilities maintenance plan, which outlines a 20-year schedule for major building maintenance projects. The 20-year Facilities Maintenance Plan includes the 5-year capital maintenance and improvement projects.

TTC also develops and updates a facilities Master Plan to ensure the long-range development of facilities to meet the needs of the college and the community. A Master Plan was developed in 1987 to guide facilities development on the Thornley (Main), Palmer and Berkeley Campuses to the year 2000. The projects identified in this plan were largely completed, and a new Master Plan was developed in 1996. This plan focused on development of the Thornley (Main) Campus and on expansion immediately to the north on land and facilities known as the Wetterau property, acquired in 1994. Having implemented most of the planning ideas developed in this Master Plan, the college developed a Site Development Plan in 1999 for expansion of the Thornley (Main) Campus further to the north on 33 acres of undeveloped property known as the CPW property, which was acquired by the college in 1993. Based on this plan, TTC began major construction on roads, utilities, and site work on this property in 2017, and began construction of the 161,000 square feet South Carolina Aeronautical Training Center in 2018. Because construction of this facility was completed in November 2019, an updated Site Master Plan has been developed to

identify locations for additional facilities on this property. This plan shows locations for five additional facilities for growth and expansion of the college in the coming years. It also shows an updated location for the eventual replacement of Building 900.

The construction and renovation projects completed during the last decade illustrate that the college's focus on facilities planning has been in direct support of ensuring adequate facilities and resources that appropriately serve the needs of the educational programs, support services, and mission-related activities (TTC Construction/Renovation Projects 2000-2019).

Information Technology Infrastructure and Distance Learning
TTC has a sound information technology infrastructure that provides secure storage and ready access to critical college data and supports its academic program offerings, including its distance learning offerings. TTC maintains a publicly accessible wireless network on all campuses and sites for faculty, staff and students. The college provides on-campus internet access through two 1-gigabit internet connections. Berkeley and Palmer campuses are connected to the Thornley (Main) Campus via multiple 1-gigabit wide area network connections. The Mount Pleasant campus is connected to the Thornley (Main) Campus via a 100-Mb connect. The St. Paul's Parish site is connected to the Thornley (Main) Campus via a 50-Mb connect, and the St. George site is connected to the Thornley (Main) Campus via a 100-Mb connection. All office and lab computers enjoy a one-gigabit high-speed network connection.

All critical application systems operate in either load balanced or clustered data center environments to ensure availability and fail over. TTC has taken steps to virtualize most data center applications to reduce space requirements, energy costs and maintenance costs while improving the level of service to faculty and students. TTC is moving datacenter applications to the cloud as funding and opportunities arise. TTC has identified a yearly funding source that is used to replace and upgrade obsolete network and datacenter equipment across the college. TTC continues to collaborate with the Cisco Corporation to maintain state-of-the-art IT networking and datacenter equipment, and voice and wireless services across all campuses and sites.

TTC delivers online instructional content to students through the BrightSpace (D2L) learning management system (LMS). The LMS is a cloud-hosted integrated learning platform, which enables students from any location to log on and accomplish their course work at any time of day or night. Students enrolled in online or hybrid courses use the LMS to access course content, communicate with classmates, and complete their assessments. Also, every traditional course offered at TTC has the option to use the D2L learning management system, which streamlines instructional services and reduces costs.

D2L is designed with redundancy so that software patches and hardware maintenance require little or no downtime. Cloud-hosting for D2L is provided in one of two facilities, with the other acting as off-site backup storage and the primary location for business continuity. D2L databases and content storage are redundantly backed up daily at a secondary location for data recovery purposes. D2L cloud-hosting services also provide hardware and software maintenance and upgrades on a monthly schedule with little to no disruption of service. In the event of an emergency, TTC provides instructions to faculty and students on the appropriate measures needed to access the cloud-hosted data.

The Distance Learning department offers classroom lecture capturing and video streaming services. These services enable instructors to distribute video webcasts to traditional

and online students. Recorded lectures can be viewed through the use of the learning management system (D2L) or published online using the TTC video server and other cloud-hosted options.

Control of Facilities and Resources
TTC exercises strict control over its facilities and resources in order to meet the needs of educational programs and mission-related activities. Use of facilities by outside groups is governed by TTC Policy 7-4-0 and TTC Procedure 7-4-1. Equipment, from purchasing through use to disposal, is coordinated through efficient policies and procedures as well as state laws and regulations.

Purchasing. Purchasing of equipment is governed by the State Fiscal Accountability Authority Procurement Code. The college has a number of policies and procedures in place that establish purchasing authority and require recording of purchases in the inventory system:

TTC Policy 10-1-0, Contractual Agreements
TTC Procedure 3-1-2, Wireless Communication Device Eligibility and Usage
TTC Procedure 10-1-2, Contracts
TTC Procedure 10-2-1, Purchasing Authority
TTC Procedure 10-2-2, Purchase Requisition/Specification
TTC Procedure 10-2-3, Purchase Requisition, Order Processing
TTC Procedure 10-2-5, Vendors' Invoices for Bookstore
TTC Procedure 10-2-8, Purchasing Card Program

TTC has a centralized purchasing system that operates under the management of the Director of Procurement and Risk Management, who reports directly to the Vice President for Finance and Administration. The State Fiscal Accountability Authority conducts a compliance audit of TTC's purchasing system every 2½ years. As a result of the latest audit in February 2019, the Authority granted TTC a three-year certification, which is the allowable maximum. This certification authorizes TTC to make purchases in five categories. The Authority increased the college's authorized limits for the supplies and services and information technology categories, evidence of the Authority's high level of confidence in the purchasing control systems at TTC.

Inventory. The South Carolina Technical College System (SCTCS) requires the college to maintain an inventory and fixed asset system as defined in the State Board for Technical and Comprehensive Education (SBTCE) policies and procedures (SBTCE Policy 4-5-101 and SBTCE Procedure 4-5-101.1). The 4-5-101 policy was last revised in November 2017; the 4-5-101.1 procedure followed with a revision in January 2018. The college has policies and procedures to manage its inventory (TTC Policy 2-13-0 and TTC Procedure 10-0-2). The Facilities Management department has responsibility for inventory control processes. Items over $2,500 are tagged and inventoried annually. The department uses Ellucian to record inventory data. Department personnel conduct the annual inventory using hand scanners. Prior to the end of the fiscal year, a 100% physical inventory review must be completed for equipment valued over $5,000 and a minimum of 10% physical inventory review must be completed for equipment valued at $2,500 or greater and up to $5,000. The Inventory Annual Report demonstrates that the inventory process has identified more than 96% of the college's equipment inventory value in each of the last three fiscal years. The current equipment inventory lists more than 10,306 items valued at over $46 million. Fixed assets are reconciled annually to the accounting records and general ledger accounts, as documented in the Comprehensive Annual Financial Report (CAFR 2019), (note 5-Capital

Assets, page 42).

Disposal. The college follows guidelines provided by SCTCS for property disposal (SBTCE Procedure 4-5-101.1).

Risk Management. TTC maintains sufficient insurance to protect the plant, property and equipment owned or leased by the college. The Director of Procurement and Risk Management oversees TTC's risk management program. The college maintains insurance coverage as described in the table below. Unless otherwise noted, the insurer is the South Carolina Insurance Reserve Fund.

Type	The Limit / Coverage	Deductible
Auto Comprehensive and Collision	Based on value per vehicle	$500
Auto Liability	$1,000,000 combined single limit $1,000 medical each person	n/a
Data Processing	$19,500	$1,000
Building and Personal Property	Buildings and contents (except data processing) - includes earthquake and flood protection - includes boiler and machinery coverage	$1,000
Garage Liability	$100,000 per location	n/a
Inland Marine (Movable Equipment)	Based on value per item - coverage for movable equipment (e.g. film equipment) - coverage for equipment of others TTC is required to insure	$500
Inland Marine (Golf Carts)	Based on value per item. Limit one occurrence: $119,077	2% w/ $500 minimum per occurrence
Medical Professional Liability	$300,000/$600,000	n/a
Tort Liability	$600,000 per occurrence $15,000 prepaid legal	n/a
Honesty Bond*	$100,000	n/a
Student Accident**	$5,000	n/a
*Arthur Gallager **The Hartford		

Section 13: Financial and Physical Resources

13.8

Institutional environment

The institution takes reasonable steps to provide a healthy, safe, and secure environment for all members of the campus community.

Judgment
☑ Compliance ☐ Non-Compliance ☐ Partial Compliance

Narrative

Trident Technical College (TTC) takes reasonable steps to provide a healthy, safe and secure environment for all members of the campus community. The college has assigned principle administrative responsibility for a safe and secure environment to the Public Safety department. The Director of Public Safety reports directly to the Vice President for Finance and Administration.

Safety and Security

TTC engages in proactive safety and security planning to prepare for emergencies, keeps a staff of Public Safety officers on all campuses, and has a system for emergency communication. An Emergency Plan, which is updated yearly, provides guidelines and processes for planning and responding to campus emergencies, and is published on the website.

Every academic year TTC engages in multiple tabletop security exercises in which Public Safety staff present scenarios to cabinet and other key personnel to test their response readiness, including one session focused specifically on hurricane preparedness, held just prior to the start of hurricane season. During the 2018-2019 academic year Public Safety also conducted 56 fire drills, which included drills at all campuses, and held two active shooter presentations conducted by the Mission First Group.

Public Safety staffing at Thornley (Main) Campus includes a minimum of two officers at all times; Palmer Campus has two officers between 6:30 a.m. and 10:30 p.m.; Berkeley Campus has two officers between 6:30 a.m. and 10:30 p.m., and Mount Pleasant Campus has one officer between 10:00 a.m. and 6:00 p.m. While no officers are staffed at the Hollywood site or the St. George site, the college maintains agreements with law enforcement departments in the two municipalities to patrol the sites (Charleston County Sheriff Police Department and Saint George Police Department).

For immediate communication to students, faculty and staff in the case of emergencies, TTC uses the Emergency Alert System (EAS), which can send detailed text and/or voice messages to anyone who has registered in the system. Currently over 75% of enrolled students are registered with EAS.

Environmental Health and Safety. The college employs a full-time Environmental Health and Safety (EHS) manager who reports to the Director of Public Safety and who oversees the college's safety and environmental programs. The director's responsibilities include

management and disposal of the college's hazardous and infectious waste streams; inspections of safety equipment, classrooms, laboratories, shops and cranes; investigations of indoor quality issues, chemical spills, workplace injuries, and safety violations; and compliance with state and federal regulations on safety and environmental issues. The director is assisted by the academic deans, department managers, laboratory and shop managers and physical plant personnel who have local oversight of the environmental and safety operations within their laboratories, shops, and classrooms. The Environmental Health, Safety and Security Committee also helps to promote the safety and security of the campus community. This group, which meets quarterly, has responsibility for addressing safety concerns from the campus community, reviewing safety policies and procedures (Comprehensive Environmental, Health and Safety Manual) and promoting a safe workplace.

Health and Wellness. The college is committed to educating the campus population on a variety of health-related topics via various delivery methods, including, but not limited to, free HIV/STI screenings; access to the college's The Intertech Group Wellness Center; health and wellness challenges; personal fitness evaluations and trainings; fitness and wellness posters and classes, which include yoga, barre, dance, total body conditioning, and beginner fitness; presentations on stress reduction, and community fairs.

Reporting Safety and Security Issues. The college has several methods for students, faculty and staff to report safety issues, including campus emergencies. Phone numbers for the Public Safety department and the EHS manager as well as Emergency Quick Reference Guides are posted on campus; emergency call boxes are located throughout campus; students can report issues through Student Cabinet meetings, and faculty and staff can report concerns through the Facilities Management Work Order System.

The college also publishes Clery Act data and all procedures related to emergencies, including response, evacuations and drills, on the TTC website.

Trident Technical College has no open or closed investigations by the U.S. Department of Education's Office of Civil Rights concerning possible violations alleging sexual violence since our last reaffirmation.

Section 14: Transparency and Institutional Representation

14.1

Publication of accreditation status

The institution (a) accurately represents its accreditation status and publishes the name, address, and telephone number of SACSCOC in accordance with SACSCOC's requirements and federal policy and (b) ensures all its branch campuses include the name of that institution and make it clear that their accreditation is dependent on the continued accreditation of the parent campus.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) publishes its accreditation status in accordance with the guidelines provided by the Southern Association of Colleges and Schools Commission on Colleges. To ensure that the information is available both in hard copy and online, TTC publishes the college's institutional accreditation information in various documents, including, but not limited to the online catalog and the college's website.

The college's published statement reads, "Trident Technical College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Trident Technical College. The Commission on Colleges should be contacted only if there is evidence that appears to support the college's significant non-compliance with a requirement or standard."

Trident Technical College does not have branch campuses.

Section 14: Transparency and Institutional Representation

14.2

Substantive change

The institution has a policy and procedure to ensure that all substantive changes are reported in accordance with SACSCOC's policy.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) regularly notifies SACSCOC of possible substantive changes in accordance with the substantive change policy. TTC's recent changes fall into one of three categories: new programs, new degree structure or new sites.

To maintain compliance with substantive changes, TTC has three procedures, Procedure 4-1-1 SACSCOC Substantive Changes, Procedure 13-0-3 New Curriculum Programs, and Procedure 13-0-10 Closing Academic Programs. Each policy is designed to ensure that no lapse of notification to SACSCOC occurs.

As stated in TTC Procedure 4-1-1:

- The institutional liaison will monitor course offerings at existing sites and ensure the President, vice presidents and appropriate personnel are aware of those locations nearing the next threshold for notification.
- The President, vice presidents or their designees will notify the institutional liaison of planned changes in the college's educational offerings that may require substantive change notification or approval.
- For each change identified as substantive, the supervising vice president will assign responsibility to appropriate divisional personnel to work with the institutional liaison to complete the required materials for submission (e.g., prospectus and letters).
- The President will send completed substantive change documents to SACSCOC.

The table below includes all substantive changes since 2010, to include 25-49% notifications, prospectuses, letters, program closures and new program development. The table also includes general correspondence for reference. As the letters show, TTC has submitted all documents for substantive change, and SACSCOC has approved all requests for substantive change. A list of substantive changes can also be found in Substantive Changes, Part 2.

			Substantive Change and Notification Correspondence Between TTC and SACSCOC
(01)	April 16, 2010	TTC	**New Site:** Wando High School prospectus.
(02)	August 16, 2010	SACSCOC	**New Site:** Wando High School approved.
(03)	February 14, 2011	TTC	**Closing Programs:** Notification of terminated programs.
(04)	March 2, 2011	SACSCOC	**Closing Programs:** Approved.
(05)	April 27, 2011	TTC	**New Site:** Mount Pleasant Campus modified prospectus.
(06)	June 10, 2011	SACSCOC	**New Site:** Mount Pleasant Campus approved.
(07)	June 1, 2011	TTC	**New Site:** Medical University of South Carolina modified prospectus.
(08)	June 28, 2011	SACSCOC	**New Site:** Medical University of South Carolina approved.
(09)	August 18, 2011	TTC	**New Site:** Mount Pleasant Campus notification.
(10)	October 12, 2011	SACSCOC	**New Site:** Mount Pleasant Campus accepted notification. Requested prospectus.
(11)	September 30, 2011	TTC	**New Site:** Mount Pleasant Campus prospectus.
(12)	November 7, 2011	SACSCOC	**New Site:** Mount Pleasant Campus requested additional information.
(13)	November 22, 2011	TTC	**New Site:** Mount Pleasant Campus additional information.
(14)	February 2, 2012	SACSCOC	**New Site:** Mount Pleasant Campus approved.
(15)	November 30, 2011	TTC	**New Site:** Summerville Site at Trolley Road 25-49% notification and offering >50%.
(16)	January 4, 2012	SACSCOC	**New Site:** Summerville Site at Trolley Road accepted notification.
(17)	January 27, 2012	TTC	**New Site:** Summerville Site at Trolley Road prospectus.
(18)	May 9, 2012	SACSCOC	**New Site:** Summerville Site at Trolley Road accepted.
(19)	March 5, 2012	TTC	**New Site:** Ashley Ridge High School 25-49% notification.
(20)	March 14, 2012	TTC	**New Site:** Ashley Ridge High School corrected notification and prospectus.
(21)	June 26, 2012	SACSCOC	**New Site:** Ashley Ridge High School accepted.
(22)	March 29, 2012	TTC	**New Program:** Fitness Specialist Certificate notification. **Closing Programs:** Submitted notification.
(23)	June 7, 2012	SACSCOC	**New Program:** Fitness Specialist Certificate requested prospectus. **Closing Programs:** Requested additional information.
(24)	July 16, 2012	TTC	**Closing Programs:** Submitted additional information.
(25)	August 8, 2012	SACSCOC	**Closing Programs:** Approved.
(26)	August 14, 2012	TTC	**Closing Programs:** Notification of terminated programs.
(27)	November 1, 2012	SACSCOC	**Closing Programs:** Approved.
(28)	August 23, 2012	TTC	**New Site:** Berkeley, Military Magnet and St. John's High Schools 25-49% notification.
(29)	November 5, 2012	SACSCOC	**New Site:** Berkeley, Military Magnet and St. John's High Schools accepted.

			Substantive Change and Notification Correspondence Between TTC and SACSCOC
(30)	November 6, 2012	TTC	**New Site:** Naval Weapons Station 25-49% notification and offering >50%.
(31)	February 26, 2013	SACSCOC	**New Site:** Naval Weapons Station accepted.
(32)	January 28, 2013	TTC	**New Program:** Fitness Specialist Certificate prospectus.
(33)	October 4, 2013	SACSCOC	**New Program:** Fitness Specialist Certificate requested additional information.
(34)	October 17, 2013	TTC	**New Program:** Fitness Specialist Certificate submitted additional information.
(35)	November 21, 2013	SACSCOC	**New Program:** Fitness Specialist Certificate approved.
(36)	July 31, 2013	TTC	**Closing Programs:** Submitted notification.
(37)	October 9, 2013	SACSCOC	**Closing Programs:** Approved.
(38)	November 21, 2013	TTC	**New Site:** Dorchester County QuickJobs Training Center 25-49% notification.
(39)	January 22, 2014	SACSCOC	**New Site:** Dorchester County QuickJobs Training Center accepted.
(40)	March 31, 2014	TTC	**New Site:** Fort Dorchester and Summerville High Schools prospectuses.
(41)	July 24, 2014	SACSCOC	**New Site:** Fort Dorchester High School approved.
(42)	July 24, 2014	SACSCOC	**New Site:** Summerville High School approved.
(43)	April 30, 2014	TTC	**Closing Programs:** Submitted notification.
(44)	July 10, 2014	SACSCOC	**Closing Programs:** Approved.
(45)	August 12, 2015	TTC	**New Site:** St. Paul's Parish 25-49% notification.
(46)	November 20, 2015	SACSCOC	**New Site:** St. Paul's Parish accepted.
(47)	June 9, 2015	TTC	**Closing Programs:** Submitted notification.
(48)	October 26, 2015	SACSCOC	**Closing Programs:** Approved.
(49)	September 1, 2015	TTC	**New Site:** St. John's Christian Academy prospectus.
(50)	February 8, 2016	SACSCOC	**New Site:** St. John's Christian Academy accepted.
(51)	November 2, 2015	TTC	**Closing Site:** Summerville Site at Trolley Road notification.
(52)	February 11, 2016	SACSCOC	**Closing Site:** Summerville Site at Trolley Road accepted.
(53)	February 10, 2016	TTC	**Closing Programs:** Submitted notification.
(54)	June 22, 2016	SACSCOC	**Closing Programs:** Approved.
(55)	March 18, 2016	TTC	**Closing Site:** Medical University of South Carolina notification.
(56)	August 4, 2016	SACSCOC	**Closing Site:** Medical University of South Carolina approved.
(57)	June 26, 2016	TTC	**Closing Programs:** Submitted notification.
(58)	September 27, 2016	SACSCOC	**Closing Programs:** Approved.
(59)	November 22, 2016	TTC	**New Sites:** Goose Creek, Palmetto Scholars Academy and R.B. Stall High School 25-49% notification.
(60)	February 22, 2017	SACSCOC	**New Sites:** Goose Creek, Palmetto Scholars Academy and R.B. Stall High School accepted.

			Substantive Change and Notification Correspondence Between TTC and SACSCOC
(61)	December 1, 2016	TTC	**New Site:** Berkeley Electric Cooperative modified prospectus.
(62)	March 6, 2017	SACSCOC	**New Site:** Berkeley Electric Cooperative approved.
(63)	December 15, 2016	TTC	**New Site:** Dorchester County QuickJobs Training Center prospectus
(64)	June 26, 2017	SACSCOC	**New Site:** Dorchester County QuickJobs Training Center approved.
(65)	December 15, 2016	TTC	**New Site:** College of Charleston prospectus.
(66)	June 26, 2017	SACSCOC	**New Site:** College of Charleston approved.
(67)	January 18, 2017	TTC	**New Site:** Woodlands High School 25-49% notification.
(68)	May 3, 2017	SACSCOC	**New Site:** Woodlands High School accepted.
(69)	April 10, 2017	TTC	**Closing Programs:** Submitted notification.
(70)	September 14, 2017	SACSCOC	**Closing Programs:** Approved.
(71)	May 1, 2017	TTC	**New Site:** Oceanside Collegiate Academy 25-49% notification.
(72)	January 25, 2018	SACSCOC	**New Site:** Oceanside Collegiate Academy accepted.
(73)	May 1, 2017	TTC	**New Site:** St. John's High School prospectus.
(74)	October 2, 2017	SACSCOC	**New Site:** St. John's High School approved.
(75)	May 15, 2017	TTC	**New Site:** St. Paul's Parish prospectus.
(76)	October 30, 2017	SACSCOC	**New Site:** St. Paul's Parish approved.
(77)	June 12, 2017	TTC	**New Site:** Oceanside Collegiate Academy prospectus.
(78)	November 16, 2017	SACSCOC	**New Site:** Oceanside Collegiate Academy approved.
(79)	November 15, 2017	TTC	**New Site:** James Island Charter High School 25-49% notification.
(80)	March 8, 2018	SACSCOC	**New Site:** James Island Charter High School accepted.
(81)	May 2, 2018	TTC	**New Site:** Cane Bay and Stratford High School 25-49% notification.
(82)	July 31, 2018	SACSCOC	**New Site:** Cane Bay and Stratford High School accepted.
(83)	July 24, 2018	TTC	**Closing Programs:** Submitted notification.
(84)	November 12, 2018	SACSCOC	**Closing Programs:** Approved.
(85)	July 30, 2018	TTC	**New Site:** Cross and Garrett High Schools 25-49% notification.
(86)	November 12, 2018	SACSCOC	**New Site:** Cross and Garrett High Schools accepted.
(87)	March 5, 2019	TTC	**Closing Programs:** Submitted.
(88)	July 19, 2019	SACSCOC	**Closing Programs:** Accepted.
(89)	March 25, 2019	TTC	**Closing Site:** Pinewood Preparatory School notification.
(90)	July 5, 2019	SACSCOC	**Closing Site:** Pinewood Preparatory School accepted.
(91)	June 24, 2019	TTC	**New Site:** Dorchester Campus prospectus.
(92)	November 8, 2019	SACSCOC	**New Site:** Dorchester Campus approved.
(93)	September 16, 2019	TTC	**New Site:** T-Mobile 25-49% notification.

		Substantive Change and Notification Correspondence Between TTC and SACSCOC	
(94)	December 18, 2019	SACSCOC	**New Site:** T-Mobile accepted.
(95)	November 7, 2019	TTC	**New Sites:** Charleston School of the Arts, N. Charleston High School and Philip Simmons High School 25-49% notification.
(96)	Pending	SACSCOC	**New Sites:** Charleston School of the Arts, N. Charleston High School and Philip Simmons High School accepted. Pending Response.
(97)	December 11, 2019	TTC	**New Program:** Commercial Truck Driver Training prospectus.
(98)	Pending	SACSCOC	**New Program:** Commercial Truck Driver Training. Pending Approval.

		General Correspondence Between TTC and SACSCOC	
(99)	March 8, 2010	TTC	**Substantive Change Process Procedure:** Submitted.
(100)	March 25, 2010	SACSCOC	**Substantive Change Process Procedure:** Received.
(101)	July 8, 2010	SACSCOC	**Substantive Change Process Procedure:** Review complete.
(102)	March 17, 2010	TTC	**New Certificate Programs:** Similar to those currently offered.
(103)	April 5, 2010	SACSCOC	**New Certificate Programs:** Accepted.
(104)	December 9, 2010	TTC	**Changes to Certificate Programs:** Submitted changes.
(105)	January 18, 2011	SACSCOC	**Changes to Certificate Programs:** Requested additional information.
(106)	March 28, 2011	TTC	**New Certificate Programs:** Similar to those currently offered.
(107)	May 6, 2011	SACSCOC	**New Certificate Programs:** Notification accepted.
(108)	January 20, 2012	SACSCOC	**Bosch Corporation:** Verification.
(109)	July 18, 2013	TTC	**New Certificate Programs:** Similar to those currently offered.
(110)	October 24, 2013	SACSCOC	**New Certificate Programs:** Notification accepted.
(111)	July 1, 2013	TTC	**Mount Pleasant Campus:** Address change (not change in location).
(112)	September 17, 2013	SACSCOC	**Mount Pleasant Campus:** Notification accepted.
(113)	April 17, 2014	SACSCOC	**Certificate Programs:** Verification of embedded certificates.
(114)	August 28, 2015	TTC	**Term Length:** Notification of term length change (no significant change).
(115)	November 25, 2015	SACSCOC	**Term Length:** Notification accepted.
(116)	December 7, 2016	TTC	**Accreditation Liaison:** Notification of new SACSCOC liaison.
(117)	December 15, 2016	SACSCOC	**Accreditation Liaison:** Notification accepted.
(118)	April 9, 2018	TTC	**Oceanside Collegiate Academy:** Notified moving location but still serving the same geographic area.

General Correspondence Between TTC and SACSCOC			
(119)	August 13, 2018	SACSCOC	**Oceanside Collegiate Academy:** Notification accepted.
(120)	August 13, 2018	TTC	**Thornley Campus:** Submitted notification of campus name change.
(121)	August 24, 2018	SACSCOC	**Thornley Campus:** Notification accepted.

Section 14: Transparency and Institutional Representation

14.3

Comprehensive institutional reviews

The institution applies all appropriate standards and policies to its distance learning programs, branch campuses, and off-campus instructional sites.

Judgment
☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College (TTC) applies all appropriate standards to its distance learning programs and off-campus instructional sites. TTC does not have branch campuses.

In the development of its Compliance Certification, TTC included analysis of the entire institution, which includes the following:

- All students, both full- and part-time, taking credit courses at any TTC instructional site, including high school students and students taking distance learning courses.
- All credit programs, including associate degrees, diploma programs and certificate programs.
- All faculty, both full- and part-time, at any instructional site and teaching face-to-face, hybrid or online courses, including those employed at area high schools contracted to teach for TTC.
- All modes of instructional delivery, including face-to-face, online and hybrid instruction.
- All terms, including semesters, seven-week terms, Maymester and summer terms.
- All locations, including four campuses, two permanent instructional sites, numerous area high schools, and other instructional sites.

In particular, this review is based on data from and analysis of all areas of the college in the following sections of the Compliance Certification:

- 6. Faculty: TTC's response in all sections is based on all TTC full-time and part-time faculty, wherever they teach, whatever delivery modalities they use and however they are contracted.

- 8. Student Achievement: TTC's response in all sections is based on all full-time and part-time students enrolled in any TTC credit course regardless of delivery method or instructional site.

- 11. Library and Learning/Information Services: TTC's response describes resources and services available to all students at all instructional sites, including area high schools and students taking courses via distance learning modalities.

- 12. Academic and Student Support Services: TTC's response analyzes the availability of services to all students in all TTC credit courses, including students taking courses

via distance learning modalities and students taking courses at area high schools and other off-campus sites.

- 13. Financial and Physical Resources: TTC's response describes the physical resources and institutional environment of every campus, site or location at which the college offers credit courses.

TTC has a single governing board (Area Commission) that oversees all aspects of college policy and assigns to the President and cabinet responsibility for the entire institution, including distance and off-campus educational offerings. Management of instruction, student support and faculty development for all locations and instructional delivery types falls under one of the cabinet members, as shown.

Section 14: Transparency and Institutional Representation

14.4

Representation to other agencies

The institution (a) represents itself accurately to all U.S. Department of Education recognized accrediting agencies with which it holds accreditation and (b) informs those agencies of any change of accreditation status, including the imposition of public sanctions. (See SACSCOC's policy "Accrediting Decisions of Other Agencies.")

Judgment

☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) is the only accrediting body that accredits Trident Technical College (TTC) as an institution. The college has many program-specific accreditations but does not have or seek any other institutional accreditation.

TTC publishes its accreditation status in accordance with the guidelines provided by the SACSCOC. To ensure the information is available both in hard copy and online, TTC publishes the college's institutional accreditation information in the TTC Catalog and on the college's website (Web Page Print to PDF).

The college's published statement reads, "Trident Technical College is accredited by the Southern Association of Colleges and Schools Commission on Colleges to award associate degrees, diplomas and certificates. Contact the Commission on Colleges at 1866 Southern Lane, Decatur, Georgia 30033-4097 or call 404-679-4500 for questions about the accreditation of Trident Technical College. The Commission on Colleges should be contacted only if there is evidence that appears to support the college's significant non-compliance with a requirement or standard."

The matrix below lists all agencies that accredit programs at TTC and displays the most recent date of review. No program has had accreditation terminated, nor have any programs withdrawn accreditation. A review of documentation submitted to the accrediting agencies indicates an accurate portrayal of the institution at the time of submission. The accrediting agencies do not request the same descriptive information; therefore, the attached documentation will be different for each program. In cases of program accreditation, TTC has attached relevant sections of the most recent self-study and the most recent letter confirming accreditation. In cases of licensure only, there is no self-study, only confirmation of licensure renewal.

Accreditation / Approval Agency	Instructional Program	Last Review	Negative Action Taken?	Descriptive Statement / Agency Letter
Accreditation Council for Occupational Therapy American Occupational Therapy Association	Occupational Therapy Assistant	June 2016	No	ACOTE
Accrediting Commission American Culinary Federation Foundation	Culinary Arts Technology	September 2016	No	ACFEF
	Baking and Pastry	September 2016	No	
American Bar Association Standing Committee on Paralegals and Approval Commission	Paralegal	September 2012	No	ABA
American Society of Health-System Pharmacists	Pharmacy Technician	June 2016	No	ASHP
Accreditation Council for Business Schools and Programs	Accounting Administrative Office Technology Computer Technology General Business Management	November 2011	No	ACBSP
Commission on Accreditation for Respiratory Care	Respiratory Care	April 2016	No	CoARC
Commission on Accreditation in Physical Therapy Education American Physical Therapy Association	Physical Therapist Assistant	March 2014	No	CAPTE
Commission on Accreditation of Allied Health Education Programs Committee on Educational Programs for the Emergency Medical Services Professions	Emergency Medical Technology	February 2018	No	CAAHEP
Commission on Accreditation of Allied Health Education Programs Curriculum Review Board American Association of Medical Assistants Endowment	Medical Assisting	September 2014	No	CAAHEP

Accreditation / Approval Agency	Instructional Program	Last Review	Negative Action Taken?	Descriptive Statement / Agency Letter
Accrediting Commission for Programs in Hospitality Administration	Hospitality and Tourism	February 2016	No	ACPHA
Commission on Dental Accreditation American Dental Association	Dental Hygiene Expanded Duty Dental Assisting	February 2018	No	CODA
Committee on Veterinary Technician Education and Activities of the American Veterinary Medical Association	Veterinary Technology	June 2019	No	AVMA
Council for Standards in Human Service Education	Human Services	June 2019	No	CSHSE
Federal Aviation Administration (Licensure)	Aircraft Maintenance Technology	January 2016	No	FAA
Joint Review Committee on Education in Radiologic Technology	Radiologic Technology	November 2014	No	JRCERT
National Accrediting Agency for Clinical Laboratory Sciences	Medical Laboratory Technology	October 2015	No	NAACLS
National Association for the Education of Young Children	Early Care and Education	March 2019	No	NAEYC
National League for Nursing Accrediting Commission, Inc.	Nursing (ADN) Nursing (PN)	February 2012	No	NLNAC
South Carolina Board of Cosmetology (Licensure)	Cosmetology	June 2018	No	SC LLRSC LLR
	Nail Technology Esthetics	June 2018	No	

Section 14: Transparency and Institutional Representation

14.5

Policy compliance

The institution complies with SACSCOC's policy statements that pertain to new or additional institutional obligations that may arise that are not part of the standards in the current *Principles of Accreditation*.

Judgment

☑ Compliance   ☐ Non-Compliance   ☐ Partial Compliance

Narrative

Trident Technical College's Accreditation Liaison maintains a file of communications from SACSCOC pertaining to any policy revisions or new policies. The Accreditation Liaison also checks the SACSCOC website regularly for any revisions or new policies.

Part 4. Institutional Summary Form

Institutional Summary

INSTITUTIONAL SUMMARY FORM
PREPARED FOR COMMISSION REVIEWS

Southern Association of Colleges and Schools Commission on Colleges

GENERAL INFORMATION

Name of Institution Trident Technical College

Name, Title, Phone number, and email address of Accreditation Liaison

James "Dub" Green
Associate Vice President, Planning and Accreditation
(843) 574-6774
Dub.Green@tridenttech.edu

Name, Title, Phone number, and email address of Technical Support person for the Compliant Certification

Ella Agrest
(843) 574-6986
Web Developer, Enterprise Services
Ella.Agrest@tridenttech.edu

 IMPORTANT:

Accreditation Activity (check one):

☐ Submitted at the time of Reaffirmation Orientation
☒ Submitted with Compliance Certification for Reaffirmation
   Submitted with Materials for an On-Site Reaffirmation Review
   Submitted with Compliance Certification for Fifth-Year Interim Report
   Submitted with Compliance Certification for Initial Candidacy/Accreditation Review
   Submitted with Merger/Consolidations/Acquisitions
   Submitted with Application for Level Change

Submission Date of this completed document: February 26, 2020

EDUCATIONAL PROGRAMS

1. Level of offerings (check all that apply)

☒ Diploma or certificate program(s) requiring less than one year beyond Grade 12
☒ Diploma or certificate program(s) of at least two but fewer than four years of work beyond Grade 12
☒ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent designed for transfer to a baccalaureate institution
☒ Associate degree program(s) requiring a minimum of 60 semester hours or the equivalent not designed for transfer
     Four or five-year baccalaureate degree program(s) requiring a minimum of 120 semester hours or the equivalent
     Professional degree program(s)
     Master's degree program(s)
     Work beyond the master's level but not at the doctoral level (such as Specialist in Education)
     Doctoral degree program(s)
     Other (Specify) _____

2. Types of Undergraduate Programs (Check all that apply)

☒ Occupational certificate or diploma program(s)
☒ Occupational degree program(s)
☒ Two-year programs designed for transfer to a baccalaureate institution
     Liberal Arts and General
     Teacher Preparatory
     Professional
     Other (Specify) _____

GOVERNANCE CONTROL

Check the appropriate governance control for the institution:

☐   Private *(check one)*

     ☐   Independent, not-for-profit
            Name of corporation OR
            Name of religious affiliation and control:

     ☐   Independent, for-profit *
            If publicly traded, name of parent company:

☒   Public state * *(check one)*

     ☐   Not part of a state system, institution has own independent board
     ☐   Part of a state system, system board serves as governing board
     ☐   Part of a state system, system board is super governing board, local governing board has delegated authority
     ☒   Part of a state system, institution has own independent board

* If an institution is part of a state system or a corporate structure, a description of the system operation must be submitted as part of the Compliant Certification for the decennial review. See Commission policy "Reaffirmation of Accreditation and Subsequent Reports" for additional direction.

INSTITUTIONAL INFORMATION FOR REVIEWERS

1. History and Characteristics

Provide a <u>brief</u> history of the institution, a description of its current mission, an indication of its geographic service area, and a description of the composition of the student population. Include a description of any unusual or distinctive features of the institution and a description of the admissions policies (open, selective, etc.). If appropriate, indicate those institutions that are considered peers. Please limit this section to one-half page.

Trident Technical College (TTC) is a public, two-year, multi-campus community college that provides quality education and promotes economic development in Berkeley, Charleston and Dorchester counties in coastal South Carolina. The college has changed dramatically over the past 55 years. In 1964, the Berkeley-Charleston-Dorchester Technical Education Center was established as part of a statewide system founded by Gov. Ernest F. Hollings to meet the education and training needs of the citizens of South Carolina. The center opened with two buildings and 226 students. Today, TTC serves more than 30,000 curriculum and continuing education students each year on four campuses: the Thornley (Main) Campus in suburban North Charleston, the Palmer Campus in downtown Charleston, the Mount Pleasant Campus east of the Cooper, and the rural Berkeley Campus outside of Moncks Corner. Most recently, the college has developed additional rural sites in Charleston and Dorchester Counties that provide greater accessibility to residents of those areas. The past decade has also seen a significant enrollment increase in TTC's dual credit program serving area high schools.

TTC serves as a catalyst for personal, community, and economic development by empowering individuals through education and training. An open-door institution of higher education and one of the largest institutions in the state, TTC serves traditional and nontraditional curriculum students who have a wide variety of educational goals, from personal enrichment to career development to university transfer. The curriculum includes programs in arts and sciences, aeronautical studies, agriculture, business, computer technology, engineering technology, health sciences, hospitality, industrial technology, and public service. Trident Technical College 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.

Fall 2019 student population:

58% white / 40% minority / 2% unknown

61% female / 39% male

37% full-time / 63% part-time

Average age: 25

Fall 2019 enrollment was 12,351.

2. List of Degrees

List all degrees currently offered (A. S., B.A., B.S., M.A., Ph.D., for examples) and the majors or concentrations within those degrees, as well as all certificates and diplomas. For each credential offered, indicate the number of graduates in the academic year previous to submitting this report. Indicate term dates.

Does the institution offer any credit, non-credit, or pathways English as a Second Language (ESL) programs? If yes, list the programs.

Degrees Offered	Number of Graduates (SU18, FA18, SP19)
Associate Degrees	
Associate in Arts	219
Associate in Science	196
Associate in Applied Science	
Accounting	19
Administrative Office Technology	23
Aircraft Maintenance Technology	13
Baking and Pastry Arts	16
Business Administration	47
Civil Engineering Technology	0
Commercial Graphics	32
Computer Technology	54
Criminal Justice	34
Culinary Arts Technology	29
Cybersecurity	N/A
Dental Hygiene	20
Early Care and Education	22
Electronics Engineering Technology	7

Degrees Offered	Number of Graduates (SU18, FA18, SP19)
Emergency Medical Technology	3
General Technology-Air Conditioning and Refrigeration Mechanic	10
General Technology-Automotive Technology	7
General Technology-Avionics Maintenance Technology	7
General Technology-Cosmetology	10
General Technology-Electrical Line Worker	0
General Technology-Engineering Design Graphics	6
General Technology-Expanded Duty Dental Assisting	3
General Technology-Fitness Specialist	4
General Technology-Electrician: Industrial and Construction	0
General Technology-Industrial Maintenance	6
General Technology-Machine Tool Technology	8
General Technology-Mechatronics	1
General Technology-Medical Assisting	9
General Technology-Pharmacy Technician	5
General Technology-Welding	4
Health Information Management	10
Homeland Security Management	9
Horticulture Technology	10
Hospitality and Tourism Management	20
Human Services	23
Management	55
Mechanical Engineering Technology	3
Media Arts Production	16
Medical Laboratory Technology	10
Network Systems Management	42
Nursing – ADN	215
Occupational Therapy Assistant	17
Paralegal	25
Physical Therapist Assistant	19
Radiologic Technology	16
Respiratory Care	11
Veterinary Technology	10

Degrees Offered	Number of Graduates (SU18, FA18, SP19)
Diploma Programs	
Expanded Duty Dental Assisting	12
Medical Assisting	8
Pharmacy Technician	5
Practical Nursing (PN)	15
Certificates	
Advanced Air Conditioning and Refrigeration Mechanics	3
Advanced Automation – Mechatronics	0
Advanced Culinary Arts	0
Advanced Emergency Medical Technician	1
Advanced Film Production	0
Air Conditioning/Refrigeration Mechanics	20
Aircraft Assembly Technology	23
Aircraft Maintenance Airframe	7
Aircraft Maintenance General	7
Aircraft Maintenance Powerplant	8
Arboriculture Management	0
Architectural Drafting	2
Art Foundations	0
Athletic Field Maintenance	1
Automotive Servicing	14
Avionics Maintenance Technology	7
Baking and Pastry	20
Basic CNC Operations	0
Basic Digital Production	0
Basic Electronic Journeyman I	0
Basic Industrial Work Skills	1
Basic Machining and CNC Fundamentals	7
Beverage Service Essentials	0
Bookkeeping	21
Business Applications Solutions Specialist	17
Cake Decorating	NA
Child Care Management	1

Degrees Offered	Number of Graduates (SU18, FA18, SP19)
Cisco Certified Network Associate	12
Civil Drafting	2
Civil Engineering Transfer - The Citadel	7
CompTIA Systems Specialist	16
Computer Aided Design I	8
Computer Aided Design II	3
Computer Animation	5
Computer Graphics	1
Construction Engineering Transfer - The Citadel	0
Construction Management	5
Cosmetology	16
Culinary Arts	19
Cybersecurity	3
Database Administrator	2
Dietary Manager	0
Digital Marketing Communications	0
Digital Media Software	0
Digital Photography	1
Early Childhood Development	3
Edible Crops	1
Electrical Drafting	3
Electric Line Worker – Advanced	0
Electric Line Worker – Third Class	24
Electrical Engineering Transfer - The Citadel	11
Electrician: Automated Controls	19
Electrician: Construction	2
Electrician: Industrial	0
Engineering Assistant-Engineer Pathway	0
Engineering Assistant-Technician Pathway	0
Emergency Medical Technician	3
Enterprise Network Administrator	2
Esthetics	18
Event Management	13

Degrees Offered	Number of Graduates (SU18, FA18, SP19)
Facilities Maintenance	0
Film Production	1
Fitness Specialist	1
Food and Beverage Operations	12
Gas Metal Arc Welding Fundamentals	4
Golf Course Maintenance	0
Horticultural Sustainability	2
Hotel Operations	12
Illustration	2
Industrial Mechanic	39
Infant and Toddler Development	0
International Business	0
Internet Programming	3
Introduction to Arc Welding	0
Introduction to Automotive Serving	0
Introductory University Studies	45
Landscape Design	3
Landscape Management	0
Leadership Development	4
Linux Systems Administration	4
Mechanical Drafting	1
Mechanical Engineering Transfer - The Citadel	6
Medical Office Specialist	17
Microcomputer Programming	3
Microsoft Network Solutions Associate	4
Multimedia Design	0
Nail Technology	8
Network Security	13
Online Media Production	0
Paralegal	3
Paramedic	0
Pharmacy Technician	0
Photography	0

Degrees Offered	Number of Graduates (SU18, FA18, SP19)
Post Production	1
Pre-Nursing	75
Production Technology	0
Professional Accountancy	12
Professional Writing	7
Radio Production	0
School-Age and Youth Development	0
Small Business/Entrepreneurship	3
Social Media Design	0
Special Education	0
Surveying	1
Tax Preparer	5
University Studies	0
Virtualization and Cloud Computing	0
Website Design	0
Welding Gas Metal Arc and Flux Cored Arc	2
Welding Gas Tungsten Arc	5
Welding Shielded Metal Arc	2

3. Off-Campus Instructional Locations and Branch Campuses

List **all approved off-campus instructional locations** where 25% or more credit hours toward a degree, diploma, or certificate can be obtained primarily through traditional classroom instruction. Report those locations in accord with the Commission's definitions and the directions as specified below.

Table 1: Off-campus instructional sites—a site located geographically apart from the main campus at which the institution offers **50 % or more** of its credit hours for a diploma, certificate, or degree. This includes high schools where courses are offered as part of dual enrollment. For each site, provide the information below**. The list should include only those sites reported to and approved by SACSCOC**. Listing unapproved sites below does not constitute reporting them to SACSCOC. In such cases when an institution has

initiated an off-campus instructional site as described above without prior approval by SACSCOC, a prospectus for approval should be submitted immediately to SACSCOC.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Berkeley Campus	1001 S. Live Oak Drive Moncks Corner, SC 29461	TTC initially accredited in 1974		Associate in Arts Associate in Science Associate in Applied Science: Veterinary Technology Diploma in Applied Science: Cosmetology Certificates in Applied Science: Cosmetology Esthetics Nail Technology	Yes
Mount Pleasant Campus	1125 John Dilligard Lane Mt. Pleasant, SC 29464	Oct. 12, 2011	Spring 2012	Associate in Arts Associate in Science Associate in Applied Science: General Business	Yes
		Feb. 2, 2012	Fall 2011	Certificate in Applied Science: Microcomputer Business Applications	Yes

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)

Palmer Campus	66 Columbus Street Charleston, SC 29403	TTC initially accredited in 1974		Associate in Arts
				Associate in Science
				Associate in Applied Science:
				   Emergency Medical Technology
				
				Certificates in Applied Science:
				   Esthetics
				    Advanced Culinary Arts
				    Advanced Baking and Pastry
					Yes

First Baptist School	48 Meeting Street Charleston, SC 29401	Dec. 18, 2009	Fall 2006	Associate in Arts Associate in Science Certificate in Applied Science: Pre-Nursing	Yes
West Ashley High School	4060 Wildcat Blvd. Charleston, SC 29407	Dec. 18, 2009	Spring 2005	Associate in Arts Associate in Science Certificate in Applied Science: Pre-Nursing	Yes
Wando High School	1000 Warrior Way Mt. Pleasant, SC 29466	Aug. 16, 2010	Fall 2010	Associate in Arts Associate in Science	Yes

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Robert Bosch, LLC	8101 Dorchester Road Charleston, SC 29418	Jan. 20, 2012		Certificate in Applied Science: Basic Machining and CNC Fundamentals	Yes
Ashley Ridge High School	9800 Delmar Highway Summerville, SC 29485	June 26, 2012	Fall 2012	Associate in Arts Associate in Science	Yes
Fort Dorchester High School	8500 Patriot Blvd. Charleston, SC 29420	July 24, 2014	Summer 2014	Associate in Arts Associate in Science	Yes
Summerville High School	1101 Boone Hill Road Summerville, SC 29483	July 24, 2014	Summer 2014	Associate in Arts Associate in Science	Yes
St. John's Christian Academy	204 W. Main Street Moncks Corner, SC 29461	Feb. 8, 2016	Spring 2016	Associate in Arts Associate in Science	Yes
Berkeley Electric Cooperative	551 Rembert Dennis Blvd Moncks Corner, SC 29461	March 6, 2017	Summer 2017	Certificate in Applied Science Electrical Line Worker - Advanced	Yes
College of Charleston	66 George Street Charleston, SC 29424	June 26, 2017	Fall 2017	Associate in Arts Associate in Science	Yes
Dorchester County QuickJobs Training Center	5164 E. Jim Bilton Blvd. St. George, SC 29477	June 26, 2017	Fall 2017	Associate in Arts Associate in Science	Yes

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by SACSCOC	Date Implemented by the institution	Educational programs offered (specific degrees, certificates, diplomas) with 50% or more credits hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
St. John's High School	1518 Main Road Johns Island, SC 29455	Oct. 2, 2017	Spring 2018	Associate in Arts Associate in Science	Yes
St. Paul's Parish	5231 Highway 165 Hollywood, SC 29449	Oct. 30, 2017	Spring 2018	Associate in Arts Associate in Science	Yes
Oceanside Collegiate Academy	580 Faison Road Mt. Pleasant, SC 29466	Nov. 16, 2017	Spring 2018	Associate in Arts Associate in Science	Yes
Dorchester Campus	10055 Dorchester Road Summerville, SC 29485	Nov. 8, 2019	Spring 2020	Associate in Arts Associate in Science Certificate in Applied Science: Air Conditioning and Refrigeration Mechanics	Yes

Table 2: Off-campus instructional sites at which the institution offers **25-49%** of its credit hours for a diploma, certificate, or degree—including high schools where courses are offered as dual enrollment. **Note: institutions are required to notify SACSCOC in advance of initiating coursework at the site.** For each site, provide the information below.

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by *SACSCOC*	Date Implemented *by the institution*	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Berkeley High School	406 West Main Street Moncks Corner, SC 29461	Nov. 5, 2012	Spring 2013	Associate in Arts Associate in Science	Yes
Military Magnet High School	2950 Carner Avenue Charleston, SC 29405	Nov. 5, 2012	Spring 2013	Associate in Arts Associate in Science	Yes
Naval Weapons Station	1661 Redbank Road Bldg 302/Room 121 Goose Creek, SC 29445	Feb. 26, 2013	Spring 2013	Associate in Arts Associate in Science Associate in Applied Science: Criminal Justice	Yes

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by *SACSCOC*	Date Implemented *by the institution*	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Goose Creek High School	1137 Redbank Road Goose Creek, SC 29445	Feb. 22, 2017	Spring 2017	Associate in Arts Associate in Science	Yes
Palmetto Scholars Academy	7499 Dorchester Road N. Charleston, SC 29418	Feb. 22, 2017	Spring 2017	Associate in Arts Associate in Science	Yes
R.B. Stall High School	3625 Ashley Phosphate Road N. Charleston, SC 29418	Feb. 22, 2017	Spring 2017	Associate in Arts Associate in Science	Yes
Woodland High School	4128 Highway 78 Dorchester, SC 29437	May 3, 2017	Spring 2017	Associate in Arts Associate in Science	Yes
James Island Charter High School	1000 Fort Johnson Road Charleston, SC 29412	March 8, 2018	Spring 2018	Associate in Arts Associate in Science	Yes
Cane Bay High School	1624 State Road Summerville, SC 29483	July 31, 2018	Spring 2019	Associate in Arts Associate in Science	Yes
Stratford High School	951 Crowfield Blvd. Goose Creek, SC 29445	July 31, 2018	Spring 2019	Associate in Arts Associate in Science	Yes

Name of Site	Physical Address (street, city, state, country) Do not include PO Boxes.	Date Approved by *SACSCOC*	Date Implemented *by the institution*	Educational programs offered (specific degrees, certificates, diplomas) with 25-49% credit hours offered at each site	Is the site currently active? (At any time during the past 5 years, have students been enrolled and courses offered? If not, indicate the date of most recent activity.)
Cross High School	1293 Old Highway 6 Cross, SC 29436	Nov. 12, 2018	Fall 2018	Associate in Arts Associate in Science	Yes
Garrett Academy of Technology	2731 Gordon Street N. Charleston, SC 29405	Nov. 12, 2018	Fall 2018	Associate in Arts Associate in Science	Yes
T-Mobile Call Center	8571 Rivers Avenue N. Charleston, SC 29406	December 18, 2019	Spring 2020	Associate in Applied Science, Management	Yes
Charleston County School of the Arts	5109-B W. Enterprise Street N. Charleston, SC 29405	Pending Acknowledgment	Spring 2020	Associate in Arts Associate in Science	Yes
North Charleston High School	1087 E. Montague Avenue N. Charleston, SC 29405	Pending Acknowledgment	Spring 2020	Associate in Arts Associate in Science	Yes
Philip Simmons High School	3080 River Village Drive Charleston, SC 29492	Pending Acknowledgment	Spring 2020	Associate in Arts Associate in Science	Yes

4. Distance and Correspondence Education

Provide an initial date of approval for your institution to offer distance education. Provide a list of credit-bearing educational programs (degrees, certificates, and diplomas) where 50% or more of the credit hours are delivered through distance education modes. For each educational program, indicate whether the program is delivered using synchronous or asynchronous technology, or both. For each educational program that uses distance education technology to deliver the program at a specific site (e.g., a synchronous program using interactive videoconferencing), indicate the program offered at each location where students receive the transmitted program. Please limit this description to one page, if possible.

Distance and Correspondence Education

In 1997, TTC was one of the 16 South Carolina technical colleges that participated in a system-wide substantive change for distance learning. After an on-site review, the Southern Association of Colleges and Schools Commission on Colleges approved participating institutions for distance education programs. Currently, eight associate degrees and 23 certificates can be completed entirely via distance learning, and an additional 14 programs have at least 50% of the coursework available in distance learning format. The college now offers coursework via distance education in many academic disciplines. Generally, students taking online courses reside in the college's service area; however, online courses are not restricted to local residents. *The following list includes current program offerings with >50% of coursework available in electronic format: (* = 100%)*

Associate Degree Programs

Associate in Arts*
Associate in Science
Associate in Applied Science
Accounting*
Administrative Office Technology*
Computer Technology*
Criminal Justice*
Business Administration*
Homeland Security Management*
Hospitality and Tourism Management

Human Services
Management*

Certificates

Beverage Service Essentials
Bookkeeping*
Business Applications Solutions Specialist*
Cisco Certified Network Associate
CompTIA Systems Specialist*
Cybersecurity*
Database Administrator *
Digital Marketing Communications *
Digital Media Software
Enterprise Network Administrator*
Event Management *
Food and Beverage Operations
Hotel Operations*
International Business*
Internet Programming*
Introductory University Studies*
Leadership Development*
Linux System Administration*
Medical Office Specialist*
Microcomputer Programming*
Microsoft Network Solutions Associate*
Multimedia Design
Network Security
Pre-Nursing
Professional Accountancy*
Professional Writing *
School-Age and Youth Development
Small Business/Entrepreneurship*
Social Media Design
Tax Preparer*
University Studies*
Virtualization and Cloud Computing*
Web Site Design

5. Accreditation

(1) List all agencies that currently accredit the institution and any of its programs and indicate the date of the last review by each.

Accreditation / Approval Agency	Instructional Program	Last Review	Negative Action Taken?	Descriptive Statement / Agency Letter
Accreditation Council for Occupational Therapy Education American Occupational Therapy Association	Occupational Therapy Assistant	June 2016	No	**ACOTE**
Accrediting Commission American Culinary Federation Foundation	Culinary Arts Technology	September 2016	No	**ACFEF**
	Baking and Pastry	September 2016	No	
American Bar Association Standing Committee on Paralegals and Approval Commission	Paralegal	September 2012	No	**ABA**
American Society of Health-System Pharmacists	Pharmacy Technician	June 2016	No	**ASHP**
Accreditation Council for Business Schools and Programs	Accounting Administrative Office Technology Computer Technology General Business Management	November 2011	No	**ACBSP**
Commission on Accreditation for Respiratory Care	Respiratory Care	April 2016	No	**CoARC**

Accreditation / Approval Agency	Instructional Program	Last Review	Negative Action Taken?	Descriptive Statement / Agency Letter
Commission on Accreditation in Physical Therapy Education

American Physical Therapy Association | Physical Therapist Assistant | March 2014 | No | **CAPTE** |
| Commission on Accreditation of Allied Health Education Programs

Committee on Educational Programs for the Emergency Medical Services Professions | Emergency Medical Technology | February 2018 | No | **CAAHEP** |
| Commission on Accreditation of Allied Health Education Programs

Curriculum Review Board American Association of Medical Assistants Endowment | Medical Assisting | September 2014 | No | **CAAHEP** |
| Accrediting Commission for Programs in Hospitality Administration | Hospitality and Tourism | February 2016 | No | **ACPHA** |
| Commission on Dental Accreditation

American Dental Association | Dental Hygiene

Expanded Duty Dental Assisting | February 2018 | No | **CODA** |
Committee on Veterinary Technician Education and Activities of the American Veterinary Medical Association	Veterinary Technology	June 2019	No	**AVMA**
Council for Standards in Human Service Education	Human Services	June 2019	No	**CSHSE**
Federal Aviation Administration (Licensure)	Aircraft Maintenance Technology	January 2016	No	**FAA**
Joint Review Committee on Education in Radiologic Technology	Radiologic Technology	November 2014	No	**JRCERT**
National Accrediting Agency for Clinical Laboratory Sciences	Medical Laboratory Technology	October 2015	No	**NAACLS**

Accreditation / Approval Agency	Instructional Program	Last Review	Negative Action Taken?	Descriptive Statement / Agency Letter
National Association for the Education of Young Children	Early Care and Education	March 2019	No	**NAEYC**
National League for Nursing Accrediting Commission, Inc.	Nursing (ADN) Nursing (PN)	February 2012	No	**NLNAC**
South Carolina Board of Cosmetology (Licensure)	Cosmetology	June 2018	No	**SC LLR**
	Nail Technology Esthetics	June 2018	No	**SC LLR**

6. Relationship to the U.S. Department of Education

Indicate any limitations, suspensions, or termination by the U.S. Department of Education in regard to student financial aid or other financial aid programs during the previous three years. Report if on reimbursement or any other exceptional status in regard to federal or state financial aid.

TTC has no limitations, suspensions or terminations by the U.S. Department of Education.