

# TRI-COUNTY COMMUNITY COLLEGE



## INSTITUTIONAL EFFECTIVENESS PLAN

2012 - 2015 FINAL UPDATE

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## **Report on TCCC's Institutional Effectiveness Plan 2012-2015 Goals**

Each goal of the College also functions as an outcome, and different assessment measures are attached to it. These measures are primarily quantitative and data-driven, but individual anecdotal qualitative examples are also important to provide a complete picture of where the College stands in regard to that goal. The goals are ...

The College will:

- provide quality academic programs to our students.
- engage our students in their educational programs, our campus culture, our community, and the world.
- provide a safe, supportive, and effective learning environment.
- maintain or improve enrollment levels by focusing on recruitment, retention, completion, and graduation.
- expand our customer base by developing new programs, increasing our distance education offerings, and reaching out to under-served students in our geographical region.
- lead and support economic development in our service region.
- improve our programs and services by continuous assessment.
- develop and maintain relationships with community partners and local educational institutions.
- support the professional development of all employees.
- fund our operations efficiently and dynamically.

## Quality Academic Programs

Goal # 1: TCCC will provide quality academic programs to our students.

### Quantitative Assessment:

While the goals of the College are not ranked in any order of priority, this goal is the foundation of the work of the College. As such, several different sets of data have been used for assessment:

<b>Measure</b>	<b>Source</b>
Basic Skills Student Progress	NCCCS Performance Measure
GED Diploma Passing Rate	NCCCS Performance Measure
Developmental Student Success Rate in College-Level English Courses	NCCCS Performance Measure
Developmental Student Success Rate in College-Level Math Courses	NCCCS Performance Measure
First Year Progression	NCCCS Performance Measure
Curriculum Student Completion	NCCCS Performance Measure
Licensure and Certification Passing Rate	NCCCS Performance Measure
College Transfer Performance	NCCCS Performance Measure
Transfer Performance in Disciplines	UNC-GA Data
Core Classes Success Rate	Local Data

Much of this data has been collected for the 2012-2015 period from the annual North Carolina Community College System performance measures report. When available, data prior to 2012-2015 is included. Different measures are based on particular cohorts of students; that is why certain columns are labeled with prior years. Whenever possible, measures have been labeled at formative (during the learning process) or summative (at the end of the learning process).

### Performance Measure #1 Basic Skills Student Progress (Formative)

<b>PM 1</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
% Completing Level	27.3%	24.2%	31.6%
System Goal	51.2%	51.2%	51.2%
System Average	41.5%	42.0%	45.1%

### Performance Measure #2 GED Diploma Passing Rate (Summative)

<b>PM 2</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
GED Passing Rate	79.1%	75.6%	79.1%
System Goal	82.0%	82.0%	82.0%

### Performance Measure #3 Developmental Student Success Rate in College-Level English Courses (Both)

<b>PM3</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
% Dev ENG Successful	76.0%	71.0%	75.0%	76.0%	72.9%	72.7%
System Goal				74.9%	74.9%	74.9%
System Average	66.0%	66.0%	65.0%	65.0%	64.3%	62.4%

**Performance Measure #4 Developmental Student Success Rate in College-Level Math Courses (Both)**

<b>PM4</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
% Dev MAT Successful	67.0%	68.0%	53.0%	39.0%	42.6%	47.8%
System Goal				75.4%	75.4%	75.4%
System Average	65.0%	66.0%	66.0%	64.0%	63.6%	63.6%

**Performance Measure #5 First Year Progression (Formative)**

<b>PM5</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
First Year Progression	76.0%	68.0%	65.0%	77.0%	66.7%	71.9%
System Goal				74.6%	74.6%	74.6%
System Average	68.0%	67.0%	67.0%	68.0%	68.3%	67.1%

**Performance Measure #6 Curriculum Student Completion (Both)**

<b>PM6</b>	<b>2003</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2007</b>	<b>2008</b>
% Grad, Trans, or Ret	43.0%	38.0%	36.0%	33.0%	33.1%	39.7%
System Goal				45.6%	45.6%	45.6%
System Average	39.0%	40.0%	39.0%	41.0%	43.0%	43.4%

**Performance Measure #7 Licensure and Certification Passing Rate (Summative)**

<b>PM7</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>	<b>2013-14</b>
Licensure Pass Rate	72.0%	70.0%	87.0%	88.0%	79.5%	67.9%
System Goal				91.7%	91.7%	91.7%
System Average	86.0%	86.0%	87.0%	86.0%	85.0%	83.3%

**Performance Measure #8 College Transfer Performance (Summative)**

<b>PM8</b>	<b>2008-09</b>	<b>2009-10</b>	<b>2010-11</b>	<b>2011-12</b>	<b>2012-13</b>
Transfer Success	86.0%	82.0%	77.8%	92.1%	89.1%
System Goal			93.8%	93.8%	93.8%
System Average	87.0%	88.0%	87.6%	87.8%	87.7%

### Transfer Performance in Disciplines (Summative)

<b>Transfers</b>	<b>English GPA</b>	<b>System</b>	<b>Math Science GPA</b>	<b>System</b>	<b>Science GPA</b>	<b>System</b>	<b>Math GPA</b>	<b>System</b>	<b>Soc Sci GPA</b>	<b>System</b>
2012-13	2.2	2.98			2.49	2.53	2.04	2.48	2.93	2.85
2011-12	2.72	3.03			1.91	2.55	2.2	2.46	2.46	2.85
2010-11	3.19	3.01			2.75	2.25	2.33	2.47	2.91	2.81
2009-10	3.58	3.13	2.38	2.53					2.77	2.76
2008-09	3.67	2.83	2.61	2.33					2.85	2.64
2007-08	2.84	2.82	3.09	2.31					3.08	2.66
2006-07	3.37		2.8						2.6	
2005-06	3.17		2.27						2.09	
2004-05	2.94		3.19						2.65	
2003-04	3.14		2.99						2.91	
2002-03	2.13		1.78						2.2	
2001-02			2.33						2.33	



## TCCC Class Success Rates (Formative)

Course	1997-1998	1998-1999	1999-2000	2000-2001	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	Average	
ACA 111			79.60%	84.67%	81.70%	89.47%	88.64%	90.55%	94.17%	95.46%	92.58%	90.83%	87.50%	91.90%	81.39%	69.74%	76.70%	76.08%	85.69%	
ACA 118											50.00%	88.89%	87.21%	88.52%	81.25%	77.78%	61.11%	90.00%	78.10%	
ACA 122														100.00%	88.73%	84.62%	96.15%	89.26%	91.75%	
CIS 110	75.27%	58.82%	76.87%	74.32%	80.29%	82.46%	77.44%	81.18%	82.35%	67.19%	79.36%	65.48%	64.79%	72.34%	67.74%	63.89%	67.99%	63.84%	72.31%	
CIS 111		88.00%	71.70%	81.37%	75.86%	79.78%	78.29%	78.99%	74.26%	78.00%	86.98%	66.34%	70.07%	68.55%	67.68%	59.74%	45.16%	48.65%	71.73%	
CIS 115												46.15%	81.82%	68.75%	78.57%	71.43%	46.15%	90.00%	68.98%	
COM 110	71.73%	87.88%			86.79%	77.89%	76.83%	83.01%	80.42%	78.30%	72.64%	79.47%	76.60%	82.81%	77.03%	85.32%	83.16%	85.19%	80.32%	
COM 231													85.00%	89.47%	87.50%	100.00%	89.80%	87.32%	89.85%	
ENG 111	71.70%	71.43%	73.82%	73.85%	73.68%	77.30%	74.61%	75.78%	82.86%	73.21%	77.03%	64.20%	76.44%	74.13%	76.22%	80.34%	81.82%	81.28%	75.54%	
ENG 112																			86.57%	86.57%
ENG 113	75.76%	60.48%	74.26%	77.78%	73.60%	63.86%	77.42%	81.37%	78.21%	69.09%	82.86%	70.00%	74.83%	80.99%	73.08%	85.29%	79.72%		75.21%	
ENG 114	69.37%	79.31%	84.85%	86.36%	89.09%	82.76%	81.54%	90.53%	79.49%	77.50%	86.26%	88.57%	81.44%	85.45%	80.11%	85.53%	80.85%	80.91%	82.77%	
ENG 115		89.47%	81.71%	81.71%	88.46%	80.00%													84.27%	
ENG 231												84.21%	100%	97.06%	100.00%	100.00%		96.36%	96.27%	
MAT 110						76.47%	70.83%	93.75%	83.33%	71.43%	100%	100%	86.11%	82.50%	67.86%	58.82%	69.35%	73.00%	79.50%	
MAT 115	69.89%	80.65%	80.85%	74.38%	70.79%	89.15%	67.47%	87.34%	83.67%	77.03%	87.23%	83.87%	79.31%	77.42%	55.56%	42.86%	55.00%	40.00%	72.36%	
MAT 140	80.00%	51.43%	56.25%	71.62%	56.73%	71.43%	72.92%	82.71%	70.00%	64.44%	69.37%	62.50%	66.33%	50.95%	43.91%	51.80%	45.00%		62.79%	
MAT 143																			52.48%	52.48%
MAT 161										60.00%	63.64%	73.68%	70.73%	57.58%	48.08%	66.23%	76.36%	55.17%	63.50%	
MAT 171										52.17%	41.67%	55.26%	48.57%	56.25%	27.78%	62.79%	62.79%	74.19%	53.50%	

### Qualitative Assessment:

Several departments provided the following individual and/or anecdotal examples relating to the institutional goal of providing quality academic programs.

The Distance Learning Department created an online <i>Student Moodle Orientation</i> as well as engaging instructional videos to enable students to successfully participate in online courses.
As noted elsewhere in this report, 1042 or 88% of total students attending TCCC in Fall 2015 were enrolled in Distance Learning internet, hybrid or web enhanced courses.
The Learning Resources Department created a new staff position to provide face-to-face and online support to students enrolled in curriculum courses.
The Learning Resources Department staff collaborated with faculty to develop program specific resource LibApps web pages linking students with resources pertinent to class projects.
The Learning Resources Department staff taught 20 academic instruction sessions to support research assignments during the 2014-2015 academic year.
The Human Services Department used the creation of stress balls and rice socks in the Stress Management class. The class also had a guest speaker from the hospital come and talk about nutrition and stress. In the HSE 110 Introduction to Human Services course, the class had guest speakers from the community such as from DSS, Victims Advocate, Appalachian Community Services, and the Guardian Ad Litem.
Numerous awards were won by the Cosmetology students.
TCCC added two Academic Support Centers, a Writing Center and Math Center, during the 2014-2015 academic year. Almost all programs at the college require a math and English course, so these centers play a role in supporting student success across the board.

### Analysis:

The overall selection of data from the NC Community College System Performance Measures, UNC-GA transfer data, and local student success data indicates that the College does offer quality academic programs with measureable student success. The College's Transfer Student Performance results indicate that TCCC students are very successful after transferring, compared to both native university students and other community college transfers. English composition courses and developmental English courses indicate that students are successful in their TCCC course sequences and that developmental courses prepare students for success. While results from students transferring and taking courses in areas such as English, math, social science, and science vary from year to year, the results are general good.

However, there are three areas of particular concern in the numbers.

1. The success rate of students progressing out of developmental math into the gatekeeper curriculum math course remains low. For the 2016 Performance Measure report (reflecting 2014-2015 data), this measure has been changed to include the success rate of all students in those gatekeeper courses, providing a broader look at student success in introductory math courses.
2. The licensure passing rate does vary from year to year; however, two important programs at the College are a source of concern: Nursing and EMS. Both programs have seen a turnover of personnel in the last half of this cycle, but those situations have been resolved

in 2016. Both programs have instituted plans as part of their overall assessment process (both in annual and program reviews) to increase student success.

- The Region A Nursing Consortium has hired a new director (currently on an interim basis).
  - The new director has worked through the state nursing board process to standardize materials and syllabi, as well as cleaning up policies and procedures.
  - Plans have been made for a new testing and remediation system that is better mapped to the NCLEX state licensing exam.
  - The College has hired a new full time nursing instructor.
  - The EMS Department (which also hosts continuing education courses) has hired a Director of Public Safety and two full time instructors
  - The EMS Department is pursuing national accreditation for its continuing education courses (with curriculum to follow). An on-site visit is schedule for fall 2016.
3. Basic Skills instruction has done an effective job in preparing students for high school equivalency exams, but the progression rate is below expectations. Much of this lack of progression can be attributed to the program's strong presence in what used to termed "compensatory" education. These students gain valuable skills and experience, but their ability to advance academic levels is limited.

## Student Engagement

Goal # 2: TCCC will engage our students in their educational programs, our campus culture, our community, and the world.

### Quantitative Assessment:

As with the previous goal, several different sets of data have been used for assessment for this measure, even though a direct measure of student engagement is difficult to judge. The College has participated in the Community College Survey of Student Engagement (which provides both direct and comparative survey data benchmarked to national norms) twice in the past fifteen years, but did not do so in the time frame covered in this plan. The College plans to participate in the CCSSE in 2017. The data sets here include the extent to which local high school students take TCCC courses while in high school and NCCCS Performance Measure data on progression, retention, and completion:

Measure	Source
Percentages of Local High School Students Attending	Local Data
First Year Progression	NCCCS Performance Measure
Curriculum Student Completion	NCCCS Performance Measure

### Percentages of Local High School Students Attending

Service Area High School	2012-13	2013-14	2014-15
	% enrolled in TCCC Courses (CCP)	% enrolled in TCCC Courses (CCP)	% enrolled in TCCC Courses (CCP)
Andrews High School	9%	13%	19%
Hayesville High School	6%	10%	15%
Hiwassee Dam High School	4%	8%	20%
Murphy High School	11%	12%	15%
Robbinsville High School	12%	16%	24%

### Performance Measure #5 First Year Progression (Formative)

PM5	2008-09	2009-10	2010-11	2011-12	2012-13	2013-14
First Year Progression	76.0%	68.0%	65.0%	77.0%	66.7%	71.9%
System Goal				74.6%	74.6%	74.6%
System Average	68.0%	67.0%	67.0%	68.0%	68.3%	67.1%

### Performance Measure #6 Curriculum Student Completion (Both)

PM6	2003	2004	2005	2006	2007	2008
% Grad, Trans, or Ret	43.0%	38.0%	36.0%	33.0%	33.1%	39.7%
System Goal				45.6%	45.6%	45.6%
System Average	39.0%	40.0%	39.0%	41.0%	43.0%	43.4%

## Qualitative Assessment:

Several departments provided the following individual and/or anecdotal examples relating to the institutional goal of student engagement.

The Distance Learning department developed an aesthetically pleasing Moodle home page populated with Quick Links to campus services.
The Student Computer Support Lab established an interactive online computer support web page to provide students in remote locations with access to support services.
The Library built a series of engaging, mobile-ready web pages to effectively link students with online information resources and downloadable electronic resources.
The Library accommodated an average of 646 visitors each week during the 2014-2015 academic year.
The Library enrolled in an online Ask-the-Librarian chat service to enable students to receive login and research assistance 24/7.
Faculty helped the Nursing and Culinary Arts programs create virtual offices in Moodle where all instructors could access course materials and share other necessary items.
The Human Services program engaged beginning students in the community by hosting guest speakers from the community such as from DSS, Victims Advocate, Appalachian Community Services, and the Guardian Ad Litem program.
The College brought a number of courses, including remedial math to the Snap-On company grounds to serve a cohort of employees.
In 2014, TCCC had its first Fall College Transfer Tour. This event, unlike a similar annual event open to area high schools, was designed specifically for our College Transfer students. Students could meet with representatives from universities to go over transcripts and obtain information about the application process and scholarships. The Student Services division created this event out of a belief that emphasizing the end result of their A.A./A.S. program would help engage students in the College Transfer program and improve retention and completion. The event was well received by both university representatives and students, and a second Fall College Transfer Tour was held in November 2015.
An active Events Committee plans many activities designed to get students involved on campus. These popular activities include star-gazing parties, a Christmas Card art contest, monthly movie nights, and more.
OST 181, OST 289, and OST 286 have assignments that require students to interview various office professionals in their chosen field about a variety of office topics and skills. (Students interviewed individuals such as Helen Kilpatrick and various office personnel at Murphy Medical Center, etc.

## Analysis:

While a direct measure of student engagement is difficult, the various programs of the College do create activities to expose students to real life agencies to prepare them for life beyond their graduation from TCCC. The College works to improve its retention and success rate.

Discussion of this goal as 2015 drew to a close has resulted in the created of a new initiative Start 2 Finish, which involved faculty, staff and administration. Several changes and improvements have come about due to this initiative, focusing on the first year experience:

- The Academic Probation policy was changed to identify students who may be struggling earlier and point them to structured resources, including an ACA 090 course.
- Required ACA courses have been reemphasized, with a mechanism to prevent students from avoiding them until late in the program.

- A mandatory orientation has been established, to be run in summer 2016 for the first time.
- A full time academic advisor position has been advertised.

## Safe, Supportive, and Effective Learning Environment

Goal # 3: TCCC will provide a safe, supportive, and effective learning environment.

### Quantitative Assessment:

Annual safety and facility satisfaction reports are used to provide data for this measure.

Measure	Source
Annual Campus Safety Statistics	Federal Data
Annual Facilities Survey	Local Data

### Annual Campus Safety Statistics

Per the annual federal reporting process, there have been no reported crimes on campus according to federal guidelines during the 2012-2015 time period.

### Annual Facilities Survey

The last available data for the Annual Facilities Survey is from 2015.

Student agreed or strongly agreed that they were ...	% Main Campus	% Graham County Center	% CAT Building	% Early College Students
satisfied with the quality of the classrooms and labs	94.5%	97.7%	95%	96.1%
felt safe and secure	95.1%	97.7%	95%	96.1%
felt the grounds of the main campus were neat, clean , and appealing	97.8%	86.4%	100%	92.3%
satisfied with the quality and accessibility of their campus	97.3%	97.7%	100%	94.8%

### Qualitative Assessment:

Several departments provided the following individual and/or anecdotal examples relating to the institutional goal of providing a safe, secure and effective learning environment.

The Library re-configured Library space to provide group and individual study rooms for students.
The Library enrolled in an online Ask-the-Librarian chat service to enable students to receive login and research assistance 24/7.
The Distance Learning department transitioned to a professional off-site server to reduce LMS downtime and errors.
The Distance Learning department upgraded to the current version of the Moodle LMS in compliance with NCCCS requirements.
The College now employs two security officers.
Dedicated classroom space was set aside for Academic Support Centers, and two large classrooms have been added to the West Building.
Permanent computer stations have been added to most classrooms containing SMART Boards
The College created text alert system in Fall of 2011.
Various security cameras have been installed since 2013.
The campus WiFi system underwent a substantial upgrade in 2014.
Internet connectivity speed for the campus was increased to 100Mbs.

**Analysis:**

All three of the College's campuses have undergone substantial renovations and additions over the past few years, adding instructional space, and great effort has been made to use space effectively while maintaining comfort and safety. In addition, the campus security, safety, and efficiency are all highly rated by students.



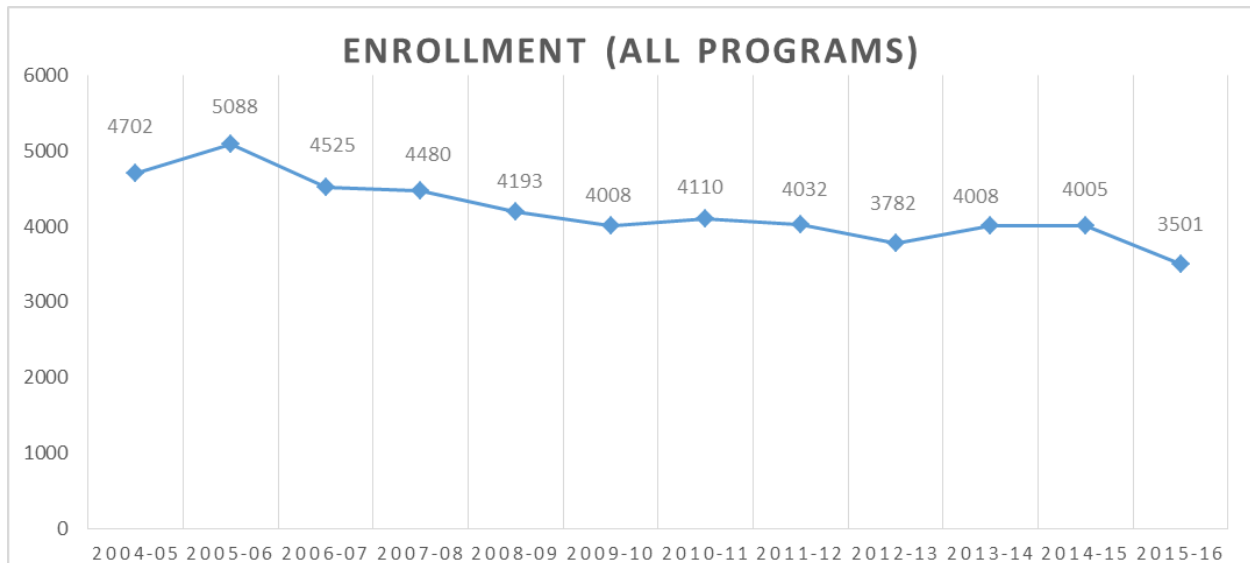
## Enrollment

Goal # 4: TCCC will maintain or improve enrollment levels by focusing on recruitment, retention, completion, and graduation.

### Quantitative Assessment:

Measure	Source
Enrollment, Total and By Program	Local Data
Percentages of Local High School Students Attending	Local Data
Non-CCP Enrollment by High School	Local Data
Percentage of Adult Workforce Students Attending	Local and State Data
Development of cohort programs in local business and industry	College and company data
Creation of multiple entry and exit points in programs implementing certificate, diploma and degree programs	College data

### Enrollment, Total and By Program



### Percentages of Local High School Students Attending

Service Area High School	2012-13	2013-14	2014-15
	% enrolled in TCCC Courses (CCP)	% enrolled in TCCC Courses (CCP)	% enrolled in TCCC Courses (CCP)
Andrews High School	9%	13%	19%
Hayesville High School	6%	10%	15%
Hiwassee Dam High School	4%	8%	20%
Murphy High School	11%	12%	15%
Robbinsville High School	12%	16%	24%

### Non-CCP Enrollment by High School

High School	2012FA	2013SP	2013FA	2014SP	2014FA	2015SP
Murphy High School	211	194	209	192	193	184
Hayesville High School	136	98	109	116	126	117
Andrews High School	135	119	127	105	114	96
Robbinsville High School	128	119	160	158	167	152
Hiwassee Dam High School	71	72	85	79	86	93
<b>Totals</b>	681	602	690	650	686	642

### Percentage of Adult Workforce Students Attending

As of spring 2016, there are approximately 5500 residents of Cherokee, Clay and Graham counties who are 25 or older and who do not have a college degree. However, the number of curriculum students served by the College in that population has declined over the past three years:

#### TCCC Students Over 25

2012-13 - 1043

2013-14 - 868

2014-15 - 675

While this is likely a result of the declining unemployment rate (in the summer of 2016, the local economy was approaching full employment, meaning that anyone able to work, who wanted to work, is generally able to find employment) in our service area, it is an important point of data.

### Qualitative Assessment:

Several departments provided the following individual and/or anecdotal examples relating to the institutional goal of maintaining or improving enrollment levels, particularly by focusing on student retention.

Community recruitment efforts in July 2015 – faculty and staff set up at four locations in the community to recruit. This effort was spearheaded by Sammi Major and Ronnie Whitener.
A new Student Computer Support lab was created to assist Distance Learning and the Library in the providing traditional and online students with the invaluable technical assistance, guidance and computers necessary to successfully participate in our technology-intense learning environment. The lab logged over 1200 visits the first month of the Fall 2015 semester.
TCCC has improved its efforts to recruit students through social media and web technology: <ul style="list-style-type: none"> <li>• Addition of a Web and Social Media Specialist to step up social media marketing efforts.</li> <li>• Web page redesigned to improve access to applications and student services</li> </ul> The following efforts are aimed at College Transfer retention: <ul style="list-style-type: none"> <li>• Fall College Transfer Tour (details are in narrative under Goal #2)</li> <li>• Creation of checkoff sheets to encourage students to track progress in both the A.A. and A.S. programs</li> </ul>

### **Analysis:**

Enrollment at the College has declined from its highs at the height of the recent recession. That has always been a historical reality for the College; when the economy is bad, enrollment goes up (even though state budgets are often pinched), and when the economy gets better, enrollment stays steady or declines slightly. In particular, the data for this time period indicates that the College's curriculum enrollment has grown in the high schools and with the Early College, but the non-traditional students who have always been a large part of our student population are not attending in the numbers we have seen in past. Reasons may include federal changes to financial aid that have limited lifetime Pell awards and the improvement of the local economy. Whatever the reason, this is an area of concern for the College.

## Expansion

Goal # 5: TCCC will expand our customer base by developing new programs, increasing our distance education offerings, and reaching out to under-served students in our geographical region.

### Quantitative Assessment:

Measure	Source
Distance Learning participation numbers	Local Data
New Program Offerings and Enrollment	Local Data

### Distance Learning Participation Numbers

Seats	Fall 2012	%	Spring 2013	%	Summer 2013	%	Totals 12-13	%
IN	2071	43.98%	2148	49.36%	385	59.88%	4604	47.44%
HY	570	12.10%	532	12.22%	62	9.64%	1164	12.00%
WB	254	5.39%	223	5.12%	22	3.42%	499	5.14%
Total DL	2895	61.48%	2903	66.70%	469	72.94%	6267	64.58%
Total Seats	4709		4352		643		9704	

Students	Fall 2012	%	Spring 2013	%	Summer 2013	%	Totals 12-13	%
IN	975	63.19%	930	63.35%	215	61.08%	2120	63.04%
HY	362	23.46%	344	23.43%	47	13.35%	753	22.39%
WB	134	8.68%	114	7.77%	19	5.40%	267	7.94%
Total DL	1471	95.33%	1388	94.55%	281	79.83%	3140	93.37%
Undup Students	1116	72.33%	1112	75.75%	249	70.74%	2477	73.65%
Total Students	1543		1468		352		3363	

Seats	Fall 2013	%	Spring 2014	%	Summer 2014	%	Totals 13-14	%
IN	2211	48.01%	2044	47.72%	357	53.44%	4612	48.26%
HY	407	8.84%	482	11.25%	36	5.39%	925	9.68%
WB	200	4.34%	239	5.58%	20	2.99%	459	4.80%
Total DL	2818	61.19%	2765	64.56%	413	61.83%	5996	62.75%
Total Seats	4605		4283		668		9556	

Students	Fall 2013	%	Spring 2014	%2	Summer 2014	%3	Totals 13-14	%4
IN	962	63.41%	948	65.61%	191	52.62%	2101	63.19%
HY	268	17.67%	294	20.35%	33	9.09%	595	17.89%
WB	120	7.91%	126	8.72%	16	4.41%	262	7.88%
Total DL	1350	88.99%	1368	94.67%	240	66.12%	2958	88.96%
Undup Students	1090	71.85%	1115	77.16%	230	63.36%	2435	73.23%
Total Students	1517		1445		363		3325	

Seats	Fall 2014	%	Spring 2015	%2	Summer 2015	%3	Totals 14-15	%4
IN	1903	47.56%	1745	48.39%	395	60.96%	4043	48.98%
HY	492	12.30%	464	12.87%	48	7.41%	1004	12.16%
WB	294	7.35%	222	6.16%	17	2.62%	533	6.46%
Total DL	2689	67.21%	2431	67.42%	460	70.99%	5580	67.60%
Total Seats	4001		3606		648		8255	

Students	Fall 2014	%	Spring 2015	%2	Summer 2015	%3	Totals 14-15	%4
IN	852	61.47%	826	64.84%	225	63.56%	1903	63.14%
HY	318	22.94%	285	22.37%	38	10.73%	641	21.27%
WB	138	9.96%	148	11.62%	11	3.11%	297	9.85%
Total DL	1308	94.37%	1259	98.82%	274	77.40%	2841	94.26%
Undup Students	1013	73.09%	985	77.32%	263	74.29%	2261	75.02%
Total Students	1386		1274		354		3014	

DL Participation	2012-13	2013-14	2014-15
Seats	64.58%	62.75%	67.60%
Students	73.65%	73.23%	75.02%

### New Program Offerings and Enrollment

Program	2012-2013	2013-2014	2014-2015
Culinary	0	0	17
Hospitality	0	0	2
Electrical Engineering	1	5	11
Electrical Systems	0	0	2
Industrial Systems	0	0	0

### Qualitative Assessment:

Several departments provided the following individual and/or anecdotal examples relating to the institutional goal of increasing the College's customer base.

The College received a grant that allowed Kelly Hembree to host two Women's Empowerment Initiative. Over 50 women attended the sessions, and learned employability skills, stress management, how to identify potential barriers, self-defense training, and financial literacy. The goal was to reach women who are seeking change (employment) or were in a transition phase of life (stay at home move-workforce or student-workforce). Hembree worked with REACH, Family Resources, DSS, Voc Rehab, and the Health Department, who shared resources. Most of the women who attended were TCCC students.

The College has partnered with AB-Tech on a National Science Foundation grant, which is focused on increasing female enrollment in male-dominated programs.

Distance Learning encouraged enrollment by remote students by uploading TC online course offerings to the Southern Regional Education Board's *Electronic Campus*.

Both the SCS lab and the Library upgraded lab equipment to provide computers, print/scan capabilities and internet access for students and community members who do not have personal access.
The HRD Program has built a relationship with Cherokee, Clay, and Graham DSS to help those who owe back child support obtain employment.
The HRD Program has assisted other government agencies with psychometric testing, and has worked with TCCC's economic development department and local employers to establish effective pre-certification assessments.
TCCC worked with the employees from Stanley Furniture, Coats America and Team industries to provide counseling and training options when the employees were terminated.
TCCC secured grant funding to pay tuition for students enrolling in the machinist Training Program in 2012.

### Analysis:

The College has been successful in the integration of Distance Learning into our existing programs of study where possible. The numbers of students who take online, hybrid or web-enhanced courses shows consistency.

However, the attraction of students to new programs at the College shows both success (Culinary and Electrical Engineering) and failure (Hospitality and Industrial Systems). Discussions with faculty and Student Services personnel indicate that the failures are a combination of marketing/advisement and the demands of the local economy. For example, the establishment of the local casino has, thus far, not resulted in an increased demand for potential employees with hospitality degrees. The College has been heavily involved with training for potential and newly hired employees at the casino, and the demand we anticipated for such skilled workers has not materialized.

## Economic Development

Goal # 6: TCCC will lead and support economic development in our service region.

### Quantitative Assessment:

Measure	Source
Cherokee, Clay and Graham Employee Headcounts	College, workforce and company data
Increased job growth in companies where training programs are taking place	College, workforce and company data
Grant funding raised to support local high growth job sectors	College, workforce and company data
Tri-County Community College Expense Report For Fiscal Years 2012, 2013, 2014, 2015, and 2016	College data
Number of Small Businesses Center Clients	College data

### Cherokee, Clay, and Graham Employee Headcounts

Employer	Oct-05	Nov-06	Apr-07	Jun-07	Oct-07	Jun-08	Jan-09	May-09	Jul-09	Feb-10	Jan-11	Aug-12	May-14	Sep-15	Jul-16	Change
Advanced Digital Cable		60	60	55	50	55	55	59	59	64	77	77	66	66	131	65
Aegis	15	16	16	16	15	16	16	15	16	16	16	18	14	13	13	0
Andrews Truss		40	40	40	45	36	30	29	30	26	18	17	18	25	24	-1
B&C Machine							6	8	10	10	9	5	10	10	9	-1
Cherokee County Government		353	356	385	386	390	360	345	353	383	421	442	460	447	440	-7
Cherokee County Schools			540	544	545	550	545	545	545	518	519	525	496	496	507	11
Coats America	179	140	151	121	105	98	0	0	0	0	0	0	0	0	0	0
Coleman Cable		75	75	98	103	94	78	70	70	50	51	51	55	57	62	5
Corrugated Replacements		86	85	83	65	82	64	65	67	67	75	75	77	85	85	0
IOI	220	222	223	228	233	254	270	360	351	312	360	339	305	223	201	-22
Lidseen		6	6	8	3	5	6	4	4	4	6	5	7	7	7	0
MGM Brakes	230	179	189	188	184	179	165	158	140	122	109	100	87	87	79	-8
MicroAudio Metrics		10	10	10	10	11	11	11	10	10	10	9	4	4	4	0
Moog	354	365	413	416	423	417	412	386	356	342	389	404	407	378	348	-30
Munters		40	49	49	36	37	7	5	3	3	3	3	3	3	3	0
Murphy Medical Center		679	722	722	737	764	745	742	744	738	693	555	498	546	452	-94
Parker and Riechman	50	50	50	46	47	49	47	51	51	48	49	46	46	55	44	-11
Peachtree Industries	45	49	49	49	37	0	0	0	0	0	0	0	0	0	0	0
Snap On Tools	200	205	195	191	181	175	178	180	178	192	235	275	296	294	290	-4
Stanley Furniture		480	200	299	327	313	435	450	450	504	470	330	0	0	0	0
Team	122	181	156	156	173	153	140	83	84	95	89	94	110	160	143	-17
Valley River Casino														737	974	237
Perfect Fit Components											7	7	0	0	0	0
Wal Mart			429	416	433	415	415	439	350	368	335	292	300	300	276	-24
Wells and West		82	82	82	115	75	115	40	32	53	45	47	35	35	35	0

WNC Tool and Die		8	9	10	11	15	0	0	0	0	0	0	0	0	0	0
Totals	1415	3326	4105	4212	4264	4183	4100	4045	3903	3925	3986	3716	3294	4028	4127	99

## Increased Job Growth in Companies Where Training Programs Are Taking Place

### Cherokee County

- **Casino**
  - We have put 769 people through the information sessions at the casino and 382 have completed pre hire training. We are the only organization in our area that has the capacity to work on the recruitment for this many people. Right now 81% of the people interested in these jobs are from NC with 19% being from Tennessee and Georgia. Without having a training facility from this area, we would be losing all of these employment opportunities to facilities in North Ga and Eastern Tenn.
- **Snap on**
  - 2009-2010 CTP project for \$62,577 created 20 new jobs
  - 2012-2014 Golden leaf Machinist Program \$55,000 created 33 new jobs and increased wages for 50 employees by \$2.00 per hour
  - 2014-2015 CTP project for \$28,085 for creation of 25 new jobs also leveraged a \$400,000 waterline and internet grant
- **Team**
  - 2008-2009 CTP Project for \$197,340 created investment of over \$4,000,000 in new equipment
  - 2010-2011 CTP project for \$31,504
  - 2015-2016 CTP project for \$45,210 creating 25 new jobs and investing \$3,000,000 in equipment
  - New hire recruitment and training programs that have currently worked with over 75 people. Each of these jobs pay an average wage of \$14 per hour
- **Moog**
  - 2010-2011 CTP Project for \$55,715
  - 2013-2014 CTP Project for 36,762
- **Coats America**
  - In 2008 Coats America closed their doors which signaled the end of the textile industries in Cherokee County. At this time there
- **Project Awesome:** This was the amount of money committed to Project Awesome by the governor. This was in return for the creation of 321 new jobs with an average annual wage of \$33,766.00
  - Community College Training Assistance \$449,400
  - Job Development Investment Grant \$3,200,000
  - Sales Tax Exemption on M&E Purchases \$278,875
  - DOT Industrial Access Program TBD



- DWS (On-the-Job Training) \$423,250
- State Programs to Fund Public Infrastructure TBD

#### Clay County

Projects were completed with the following organizations:

- **Drake Industries**
- **B & C machine**
- **Coleman Cable**
- **Advanced Digital Cable**
- **EDC plan Development**
- **Technique Bridge and Crown**
- **Golf Course Analysis**

#### Graham County

Projects were completed with the following organizations:

- **Stanley Furniture**
- **Tides and Times**
- **EDC Plan**
- **Fontana power Board**
- **Stecoah Incubator**
- **Tree House Cabins**
- **The Hub**

### Grant Funding

Since 2013, over \$2 million dollars in grant funds have been secured for the College, including funds for new training spaces, professional development, and other academic needs.

## Tri-County Community College Expense Report For Fiscal Years 2012, 2013, 2014, 2015, and 2016

Category	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	Total
Local General Expense	\$ 869,095	\$ 953,005	\$ 976,510	\$ 963,830	\$ 1,168,685	\$ 4,931,125
Payroll	\$ 4,985,990	\$ 5,093,280	\$ 5,082,180	\$ 5,080,715	\$ 5,192,580	\$ 25,434,745
Contracted Services	\$ 241,180	\$ 263,195	\$ 222,180	\$ 219,230	\$ 315,615	\$ 1,261,400
Other Cost	\$ 175,615	\$ 160,725	\$ 175,970	\$ 180,745	\$ 181,305	\$ 874,360
Financial Aid	\$ 4,427,925	\$ 5,117,060	\$ 4,544,810	\$ 3,046,515	\$ 2,574,225	\$ 19,710,535
Construction	\$ -	\$ 76,015	\$ 615,645	\$ 1,670,390	\$ 341,710	\$ 2,703,760
<b>Total</b>	<b>\$10,699,805</b>	<b>\$11,663,280</b>	<b>\$11,617,295</b>	<b>\$11,161,425</b>	<b>\$ 9,774,120</b>	<b>\$ 54,915,925</b>

### Number of Small Businesses Center Clients

ANNUAL REPORT	# New Businesses	# Jobs Created	# Entrepreneurship Events	# Event Attendees	# Clients Counseled	# Counseling Hours
2012-2013	4	14	27	128	77	196.46
2013-2014	15	37	46	179	64	205.73
2014-2015	12	67	37	271	69	227.18
2015-2016	20	66	43	249	66	231

### Qualitative Assessment:

Several departments provided the following individual and/or anecdotal examples relating to the institutional goal of economic development.

The College worked on Economic and Workforce Development with our Culinary/Hospitality Golden LEAF grant.
The Library collaborated with the Career Center to provide resume tools and study materials to potential employees.
Distance Learning collaborated with Continuing Education to deliver online courses to the community.
There are TCCC representatives on local economic boards (except Clay County, which has scrapped and revamped theirs). There are also TCCC representatives on local Chamber of Commerce boards.
TCCC personnel met with local industries (TEAM, Snap On, and Moog) to begin the process of creating cohorts to meet the educational needs of those employers and their employees.
TCCC personnel meet with regional plant managers on a quarterly basis.

TCCC personnel work with the 3 county EDC directors on completion of all “Requests for Proposals” for companies seeking to move to the area and on providing information to prospective business owners.
TCCC has held joint job fairs with the counties, Chambers and SEIDA (South East Industrial development Association) annually for the past 5 years.
TCCC has worked with our partners at the Division of Workforce Solutions to hold company specific job fairs for Bojangles, Harrah’s Casino, Team Industries and Appalachian Community Services.
TCCC has worked with Team, Moog and Snap On to obtain grant funding for training Machinists in order to grow their business.
TCCC has assisted all three counties on developing their Economic Development Comprehensive plans.
TCCC is currently working with MMC to extend their healthcare services to Clay County.
TCCC has assisted in writing multiple grants for infrastructure improvement.
TCCC has assisted Clay county in completing a feasibility study for building a new motel in Hayesville.
TCCC has created a Hospitality Association in Cherokee County to meet the needs that they would be facing once the casino opened.
TCCC provides quarterly updates to all of our partners on company employee counts.
The TCCC Small Business Center Director won a state award for her work in the local community, the Business Success Story – Most Impact Award.

**Analysis:**

Over the course of this time period, the involvement of the College in the economic development and industry training activities of the service area has increased substantially. In fact, in 2016, Cherokee County and the College contracted to use the economic development department of the College as the economic development arm of the county government.

Through the award of financial aid, its role as a major Cherokee County employer, and the amount that goes back into the local community through construction and other contracted services, the day to day operation of the College is a major economic benefit to the area.

In addition, the Small Business Center of the College has been a great resource for the community and, in fact, received a statewide award for its work.

## Assessment and Improvement

Goal # 7: TCCC will improve our programs and services by continuous assessment.

### Quantitative Assessment:

<b>Measure</b>	<b>Source</b>
Current Status of Program and Annual Reviews for Curriculum Programs	Local Data
Course Evaluations	Local Data
Satisfaction Survey Data – Student Services 2015, Facilities 2015	Local Data

### Current Status of Program and Annual Reviews

<b>Program of Study</b>	<b>Program Review -- Three Year Cycle Status</b>	<b>Detailed Assessment Report (DAR) -- Annual Cycle Status</b>
College Transfer	2014-2015 -- Reworked to include the development of the new AA and AS degrees following the new statewide articulation agreement as well as state placement testing changes	DAR 2015
Accounting	2012-2013	DAR 2015
Automotive Systems Technology	2013-2014	DAR 2015
Business Administration	2012-2013	DAR 2015
Computer Information Technology and Web Technologies	2012-2013	DAR 2015
Computer Integrated Machining	2013-2014	DAR 2015
Cosmetology, Cosmetology Instructor and Esthetics	2013-2014	DAR 2015
Criminal Justice	2013-2014	DAR 2015
Culinary Arts and Hospitality Management	New Programs -- First scheduled program review in 2016-2017	DAR 2015  SLO has been established for first year, but second year classes have not been taught. Additional SLOs will be established this year.
Early Childhood and School Age Education	2012-2013	DAR EDU 2015 and DAR EDU - School Age 2015
Electrical Engineering, Electrical Systems Technology and HVAC	New Programs -- First scheduled program review in 2015-16	DAR 2015 -- SLOs have been established during first cycle of degree program, but no data collected as of this time.
Emergency Medical Science	2014-2015 program review canceled in lieu of national accreditation process, which is ongoing as of 9/1/15	Existing SLOs and measures have been scrapped as a part of national accreditation process. New measures will be put into place during 2015-2016.
Human Services, HS; Social Work, and HS: Animal Assisted Interactions	2014-2015	DAR HSE 2015, DAR HSE SW 2015 and DAR HSE AAI 2015

Industrial Systems Technology	New Program -- First scheduled program review in 2017-2018	New Program -- No annual reporting SLOs established at this time
Medical Assisting	2014-2015	DAR MED 2015
Nursing	2014-2015	DAR NUR 2015
Office Administration, Medical Office Administration and Legal	2013-2014	DAR OA 2015 and DAR OA Medical Office 2015
Therapeutic Massage	First scheduled program review in 2015-2016	DAR MTH 2015
Welding	2014-2015	DAR WLD 2015

### Sample Assessment Results and Improvements

Here are some sample results from the annual assessments or the program review process:

Department	Cycle	Data	Action Plan	Improvement(s)	Results of Improvement
<b>Accounting and others</b>	Program Review 2012-2013	Declining enrollment	Create a marketing / recruitment plan	<p>Accounting was one of several programs (including Automotive and Cosmetology) who expressed concerns about enrollment.</p> <p>This was addressed with a specific marketing plan for these departments, new recruiting materials and display boards, new campus-wide events for high school students/parents and for general public, the hiring of a recruiter/high school liaison, promotion of dual enrollment classes for high school students, and the posting of a job opening for a second recruiter focused on non-traditional students.</p>	<p>For Fall Semester 2015, overall enrollment is down around 4% (comparable to other schools in the system). However, dual enrollment of high school students has increased by 15%. Still, individual program enrollments in many of the affected programs continue to be below expectations.</p> <p>The College is now participating in a National Science Foundation grant to increase the number of women in technical programs, and this will be a point of emphasis for the second recruiter being hired.</p>
<b>Accounting</b>	Program Review 2012-2013	Use of spread sheets in ACC	Move exposure to spreadsheets up in the ACC program	<p>Two steps have been taken in increasing the students' exposure to spreadsheets.</p> <p>First, in Fall Semester 2014, a spreadsheet assignment was tested in ACC 140. The instructor noted, "The students in this class were asked to complete a payroll project and to make their spreadsheets from scratch. I have observed that the students need to learn better spreadsheet skills in order to be productive employees in the accounting field. This project was intended to give them the opportunity to use their skills in a similar manner as they might in the workplace. The students did very well on this project and did work to learn things about spreadsheets that they did not know before this project. These students made grades in the range of 85 - 95 and there were 5 students in this category. There was a 0 for one student who failed to submit the payroll project. I believe that the students learned new skills with</p>	<p>New course will be taught for the first time in Spring 2016.</p> <p>2015-2016 data will be collected to analyze the effect of this change.</p>

<p>spreadsheets and also made an important connection between accounting and having a good understanding of why they need to know how to use them well in the accounting field."</p> <p>Based on that experience, the following changes to the Accounting program of study were submitted and approved by the Academic Affairs Committee on 3/13/15: Removal of CTS 130 Spreadsheets and replacing it with ACC 149 Introduction to Accounting Spreadsheets.</p>					
<b>Computer Information Technology</b>	Program Review 2012-2013	Advisory Committee suggestions on national certifications	Create Testing Center and map program of study to national certification exams	<p>Space was renovated, and the Testing Center was built and then nationally certified by Spring 2014.</p> <p>Staffing issues were resolved by the end of Fall 2014.</p> <p>Computer Information Technology program was mapped to national certifications in Summer 2015.</p> <p>Entering students for Fall 2015 are now under the new program and certification map.</p>	First exams will be given in Fall Semester 2015.
<b>College Transfer</b>	Program Review 2014-2015	Academic Support Centers	Create new Academic Support Center	<p>The Guided Studies department was disbanded. The English Department welcomed the developmental English and academic success areas under its umbrella, and developmental math found a home in the Math Department.</p> <p>An academic dean is now assigned to developmental faculty—the Dean of Humanities, Social Sciences, and Public Service Technologies for English and academic success faculty and the Dean of Math, Science, and Allied Health for the math faculty.</p> <p>Developmental English was moved to a dedicated classroom/lab in McSwain Annex 152, the same building in which most English courses meet.</p> <p>Developmental math moved to a dedicated classroom/lab in West 106B, just down the hall from the classrooms where curriculum math classes meet.</p> <p>Support hours have increased steadily, with each lab now being open 20 hours per week in Fall 2015.</p>	<p>DWFI rates for English and Math courses will be checked for Fall Semester.</p> <p>NCCCS Performance Measures data will be monitored for the transition year of 2014-2015.</p>
<b>College Transfer</b>	Program Review 2014-2015	New Comprehensive Articulation Agreement (CAA)	Promote the new CAA to faculty advisers and students	The Marketing Department created brochures clearly delineating the new requirements for the College Transfer program. These brochures are available at the Harper Help Desk in Student Services, and advisers	College transfer performance measure data (student success after one year at a university) has not yet been collected for 2014-2015 graduates.

				<p>distribute them as they meet with advisees.</p> <p>The Marketing Department also created a new check-off sheets for the A.A. and A.S. degrees.</p> <p>A chart comparing the former College Transfer programs with the new program was distributed to faculty.</p> <p>A single faculty member is dedicated to teaching ACA 122 sections to provide consistency in information. She has updated all resources to reflect the new College Transfer requirements.</p>	
<b>College Transfer</b>	Program Review 2014-2015	Adviser Consistency and Accuracy	Training for all advisers, especially in College Transfer	<p>Advising training was conducted November 7, 2014, based on feedback from the Fall 2014 registration period. An advisor manual was distributed that included essential information about placement, accessing catalog years, etc.</p>	New student cohorts have been identified for Fall 2015, and each student will be tracked for their progress and retention.
<b>College Transfer</b>	Annual Cycle	Student Knowledge of Documentation SLO -- Documentation Test Measure	Add supplemental readings for areas of concern.	Supplemental readings from <i>Writing from Sources</i> about the differences between quotations with separation, integrated quotations, and interrupted quotations were added to ENG 111 materials.	ENG 111 Fall 2015 results will be analyzed.
<b>Medical Assisting</b>	Annual	Poor student performance on OST 148 Insurance Forms assignment	Change Non-graded Assessment to Graded Assessment in OST 148	The assignment was changed to a graded assignment for Fall 2012, and the results improved dramatically.	<u>Medical Assisting DAR Report 2015</u> [Page: 4]
<b>Medical Assisting</b>	Annual	Poor student performance on OST 148 Insurance Forms assignment	Evaluate utility of OST 148 course	<p>The medical world is slowly digitizing, and this particular skill is going to be "gone" in a matter of a year at most. All information in an electronic medical record travels to the CMS 1500 without administrative interference, so perhaps this goal and measure should be revised. Faculty from Medical Assistant and Medical Office Administration will meet with the instructor of this course to determine the future needs of their programs in this area.</p> <p>Paper forms were used until Spring 2013, when the department transitioned to the Amazing Charts software. Student performance has been improved due to the lack of typographical errors and blank fields, and the students are being better prepared for the workplace. New diagnostic codes are also being utilized. The course is still a valuable course, and the move to a software-based instruction has been positive.</p>	<u>Medical Assisting DAR Report 2015</u> [Page: 4]

<b>Nursing</b>	Annual and Program Review	Need for improvement in Nursing Process scores and patient prioritization	Create Full Nursing Sim Lab	<p>Although one piece of Nursing Sim equipment has been purchased (the Sim Man), a fully functioning Sim Lab with multiple patients would be a great addition to the program of study. The lab could be use for nursing simulations to better prepare students for clinical and work experiences as well as to reinforce those clinical experiences.</p> <p>To address this concern, a dedicated space functioning as a Sim Lab with multiple patients, including a birth simulator have been established. A part time simulation director/coach has been hired. A budget amount of \$50,000 (some of which is recurring) was requested and approved for this project.</p>	<p><u>Nursing DAR 2015</u> [Page: 14]</p> <p>NCLEX exams for May 2016 graduates will be the first indication of the success of this project.</p>
<b>Office Administration and Medical Office Administration</b>	Annual	OST 134 Document Creation assessment results not meeting target	Document Pre/Post Revised Instruction Materials	Additional lecture time focusing on letter elements will be included in the Moodle course schedule. Documents will undergo peer review at required meetings in order to emphasize correct document structure and formatting.	<p><u>OA DAR 2015</u> [Page: 8]</p> <p>Over the course of several cycles, assessment results have steadily improved.</p>
<b>Welding</b>	Annual	The percentage of students passing industry exams, particularly the UA-22, has declined.	Instructor Certification Renewal and Additional Certification	<p>The instructor's CWI will need to be renewed by the end of the summer. In addition, the instructor has trained for and is seeking to become a Certified Welding Educator with the American Welding Society.</p> <p>Funds were provided for the training and certification exams.</p>	<p><u>WLD DAR 2015</u></p> <p>Instructor is now a <u>Certified Welding Inspector and Certified Welding Educator</u>.</p>
<b>Welding</b>	Annual	The percentage of students passing industry exams, particularly the UA-22, has declined.	Add another full time Welding Instructor	<p>With increases in enrollment and the increasing demands of industry and employers, it has become more difficult for one full time instructor and two part time assistants to cover the welding shop and insure that students are progressing, especially in their introductory classes.</p> <p>A second full time instructor was hired during the 2013-2014 academic year (recurring cost approximately \$40,000).</p>	<p><u>WLD DAR 2015</u></p> <p>Passing rates have increased from a low of 67% to the current rate of 100%.</p>



## Course Evaluations

	n	Tot	Pct	Difficult material understandable	Learned in this course	Instructor effectiveness	Respected student opinions and ideas	Utilized time effectively	Communicated subject well	Class met regularly
2016 Tot	1555	3404	46%	4.2	4	4.1	4.4	4.3	4.3	4
2016 Spr	1555	3404	46%	4.2	4	4.1	4.4	4.3	4.3	4
2015 Tot	3231	7529	43%	4.2	4.1	4.1	4.4	4.3	4.3	4.1
2015 Fal	1792	3758	48%	4.1	4	4	4.4	4.2	4.2	4
2015 Spr	1439	3771	38%	4.3	4.1	4.2	4.5	4.4	4.4	4.2
2014 Tot	3265	8568	38%	4.1	4	4	4.4	4.3	4.3	4.2
2014 Fal	1571	4110	38%	4.2	4.1	4.1	4.5	4.4	4.4	4.2
2014 Spr	1694	4458	38%	4	3.9	3.9	4.4	4.2	4.2	4.2
2013 Tot	3733	9641	39%	4.1	4	4	4.4	4.3	4.3	4.4
2013 Fal	1991	4814	41%	4.1	4	4	4.4	4.3	4.3	4.4
2013 Spr	1742	4827	36%	4.1	4	4	4.4	4.3	4.3	4.4
2012 Tot	4422	12679	35%	4.2	4	4.1	4.4	4.4	4.3	4.2
2012 Fal	1943	5678	34%	4	3.9	3.9	4.4	4.3	4.2	4.4
2012 Spr	2479	7001	35%	4.2	4.1	4.2	4.5	4.5	4.4	4

## Satisfaction Survey Data – Student Services 2015

**"Overall, I am satisfied with the accessibility and quality of the Student Success Center" - 2015**

Answer Options	Response Percent	Response Count
Strongly Agree	41.5%	78
Agree	54.3%	102
Disagree	3.7%	7
Strongly Disagree	0.5%	1

**Satisfaction with Admissions Office / Harper Help Desk - 2015**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
<b>Very Satisfied</b>	73.2%	139
<b>Somewhat Satisfied</b>	16.8%	32
<b>Somewhat Dissatisfied</b>	2.1%	4
<b>Very Dissatisfied</b>	2.6%	5
<b>Not Applicable/ Don't Know</b>	5.3%	10

**Satisfaction with Financial Aid Office - 2015**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
<b>Very Satisfied</b>	65.8%	125
<b>Somewhat Satisfied</b>	17.4%	33
<b>Somewhat Dissatisfied</b>	2.1%	4
<b>Very Dissatisfied</b>	1.6%	3
<b>Not Applicable/ Don't Know</b>	13.2%	25

**Satisfaction with Registrar's Office - 2015**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
<b>Very Satisfied</b>	61.6%	117
<b>Somewhat Satisfied</b>	14.7%	28
<b>Somewhat Dissatisfied</b>	1.1%	2
<b>Very Dissatisfied</b>	1.6%	3
<b>Not Applicable/ Don't Know</b>	21.1%	40

**Satisfaction with Testing Center – 2015**

<b>Answer Options</b>	<b>Response Percent</b>	<b>Response Count</b>
<b>Very Satisfied</b>	59.5%	113
<b>Somewhat Satisfied</b>	17.9%	34
<b>Somewhat Dissatisfied</b>	1.1%	2
<b>Very Dissatisfied</b>	2.1%	4
<b>Not Applicable/ Don't Know</b>	19.5%	37

## Annual Facilities Survey 2015

Student agreed or strongly agreed that they were ...	% Main Campus	% Graham County Center	% CAT Building	% Early College Students
satisfied with the quality of the classrooms and labs	94.5%	97.7%	95%	96.1%
felt safe and secure	95.1%	97.7%	95%	96.1%
felt the grounds of the main campus were neat, clean , and appealing	97.8%	86.4%	100%	92.3%
satisfied with the quality and accessibility of their campus	97.3%	97.7%	100%	94.8%

### Qualitative Assessment:

The Library embedded satisfaction surveys into departmental web pages.
All Learning Resources web pages were analyzed for ADA compatibility and updated accordingly.
Learning Resources conducted an extensive survey of faculty/staff professional development needs in 2012.
Informal feedback from faculty revealed a need for advisor training and an advising manual. Faculty-wide advising training sessions and an advising manual were provided in Fall 2014.
The START Committee was formed to improve retention efforts. Results of this committee include a revised Academic Probation policy and a new plan for a first-year experience program.
The College has undergone several technological upgrades in the areas of student information and communication: 1) Datatel Server Upgrade/Migration July 2015 and 2) Email Server Upgrade/Migration August 2015.

### Analysis:

The College's processes for annual and triennial reviews have provided a strong foundation of assessment and improvement as evidenced by the Detailed Assessment Reports. Surveys of Student Services and the student course evaluations are also a good tool for assessment and improvement. The program review process is being spread to all the departments of the College, and that should provide all areas of the College with an opportunity to assess both administrative and student learning outcomes and use that data for program and departmental improvement.

## Partnerships

Goal # 8: TCCC will develop and maintain relationships with community partners and local educational institutions.

### Quantitative Assessment:

Measure	Source
Percentages of Local High School Students Attending	Local Data
Increased Job Growth in Companies Where Training Programs Are Taking Place	College, workforce and company data

### Percentages of Local High School Students Attending

Service Area High School	2012-13	2013-14	2014-15
	% enrolled in TCCC Courses (CCP)	% enrolled in TCCC Courses (CCP)	% enrolled in TCCC Courses (CCP)
Andrews High School	9%	13%	19%
Hayesville High School	6%	10%	15%
Hiwassee Dam High School	4%	8%	20%
Murphy High School	11%	12%	15%
Robbinsville High School	12%	16%	24%

### Increased Job Growth in Companies Where Training Programs Are Taking Place

Cherokee County

- **Casino**
  - We have put 769 people through the information sessions at the casino and 382 have completed pre hire training. We are the only organization in our area that has the capacity to work on the recruitment for this many people. Right now 81% of the people interested in these jobs are from NC with 19% being from Tennessee and Georgia. Without having a training facility from this area, we would be losing all of these employment opportunities to facilities in North Ga and Eastern Tenn.
- **Snap on**
  - 2009-2010 CTP project for \$62,577 created 20 new jobs
  - 2012-2014 Golden leaf Machinist Program \$55,000 created 33 new jobs and increased wages for 50 employees by \$2.00 per hour
  - 2014-2015 CTP project for \$28,085 for creation of 25 new jobs also leveraged a \$400,000 waterline and internet grant
- **Team**
  - 2008-2009 CTP Project for \$197,340 created investment of over \$4,000,000 in new equipment

- 2010-2011 CTP project for \$31,504
- 2015-2016 CTP project for \$45,210 creating 25 new jobs and investing \$3,000,000 in equipment
- New hire recruitment and training programs that have currently worked with over 75 people. Each of these jobs pay an average wage of \$14 per hour
- **Moog**
  - 2010-2011 CTP Project for \$55,715
  - 2013-2014 CTP Project for 36,762
- **Coats America**
  - In 2008 Coats America closed their doors which signaled the end of the textile industries in Cherokee County. At this time there
- **Project Awesome:** This was the amount of money committed to Project Awesome by the governor. This was in return for the creation of 321 new jobs with an average annual wage of \$33,766.00
  - Community College Training Assistance \$449,400
  - Job Development Investment Grant \$3,200,000
  - Sales Tax Exemption on M&E Purchases \$278,875
  - DOT Industrial Access Program TBD
  - DWS (On-the-Job Training) \$423,250
  - State Programs to Fund Public Infrastructure TBD

Clay County

Projects were completed with the following organizations:

- **Drake Industries**
- **B & C machine**
- **Coleman Cable**
- **Advanced Digital Cable**
- **EDC plan Development**
- **Technique Bridge and Crown**
- **Golf Course Analysis**

Graham County

Projects were completed with the following organizations:

- **Stanley Furniture**
- **Tides and Times**
- **EDC Plan**
- **Fontana power Board**
- **Stecoah Incubator**

- **Tree House Cabins**
- **The Hub**

### Qualitative Assessment:

Several departments provided the following individual and/or anecdotal examples relating to the institutional goal of creating and maintaining strong community partnerships.

<p>The Vice President for Business and Finance has strengthened our partnerships with the community by serving in the following capacities:</p> <ol style="list-style-type: none"> <li>1. President of the NC Association of Community College Business Officers (ACCBO) for the calendar year 2015. Attended two ACCBO conferences since June 2014. ACCBO exists to provide bi-annual opportunities for its members to attend a variety of sessions designed to address continuing education needs and changing conditions within the community college system.</li> <li>2. Board Member and past Chairman of Industrial Opportunities Inc. (IOI). TCCC and IOI partner in providing educational opportunities to mentally and physically disabled individuals in our community and service region.</li> <li>3. Board Member of Hurlburt Johnson Homeless Shelter. The homeless shelter provides housing to disadvantaged individuals in or community and introduces them to TCCC's learning opportunities according to their level of need.</li> <li>4. Board Member United Way of Cherokee and Clay Co. United way works with a number of local business partners such as REACH, HAVEN, local churches and food pantries, Family Resources, Hands of Hope, etc. United way raised \$35,000 this fiscal year to provide funding to these various agencies.</li> <li>5. Board Member Hiwassee Valley Pool and Wellness Center (HVPWC). The pool and wellness center offers special membership scholarships to deserving individuals and students based on need and their desire to improve their health and wellbeing. This community partner seeks to increase health awareness by offering a variety of classes regarding aerobic training, aquatics, strength conditioning, nutrition, etc.</li> <li>6. Board member NC Shriners Association. The local Shriners organization has provided medical care at no cost to over 35 local individuals who had suffered from severe burn trauma, birth defects, injury, etc.</li> </ol>
AAI 220 class visited the nursing home at Murphy Medical Center with our dogs to provide animal assisted activities to the residents and practice our animal handling skills. April 2015.
There have been a number of community recruitment efforts each year.
Each semester, the College hosts a meeting with local high school officials (superintendents, principals, counselors, and DLAs).
The College hosts several annual events for local school systems, including College Day and the Children's Theatre.
Specific classes are added to the schedule each semester to accommodate high school students and local school calendars.
The Library aided local author, Ann Woodford, with research to document her new book on local history.
The Human Services program has guest speakers from the community such as from DSS, Victims Advocate, Appalachian Community Services, and the Guardian Ad Litem.
Career and College Readiness partners with the WIOA Youth program.
In Spring 2015, the academic deans and vice president attended a Western Carolina University event to discuss WCU's education programs and how to advise students planning to transfer to WCU to major in education.
The College hosted a meeting with the NC Economic Development Partnership of North Carolina that allowed each of the counties to present to the statewide developers.
TCCC staff are working with Career and Technical Education Directors for each County school system, along with Southwestern Workforce Development to apply for Certified pathways form the high school, to TCCC to WCU.

### **Analysis:**

The College does much with local partners, whether local high school, employers, or local governments. Whether in long term endeavors such as curriculum offerings to high school students or one time activities with local employers, the College takes its role in our service area as an educational institution and an economic development engine very seriously.

Partnerships always need to be tended to make sure that relationships are strengthened and that new opportunities and challenges can be faced with local partners.

## Professional Development

Goal # 9: TCCC will support the professional development of all employees.

### Quantitative Assessment:

<u>Measure</u>	<u>Source</u>
Annual Report of All Professional Development	Local data

### Annual Report of All Professional Development

The following is a partial list of the professional development activities of the College's employees during 2014-2015; it provides a good sense of the variety of professional development activities undertaken.

<b>Faculty or Staff Member</b>	<b>Activities</b>
Cody Anderson, Learning Management Systems Administrator	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop Professional Development Day each spring and fall semesters
Peggy Anderson, Technical Assistant for Technology	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop
Roarke Arrowood, Director of Foundation and Coordinator of Institutional Advancement	10/14 Seminar by the Grant Training Center 04/15 Title IX Training, Workshop 05/15 Graduated from the year-long NC Community College Leadership Program. This rigorous (slight-embellishment) program had monthly sessions focused on topics specific to our positions within the community college system. 06-07/15 Attended two grant-related "Skill Builder" Sessions by the Cherokee Preservation Foundation 09/15 TCCC E-mail/Office 365 Workshop
M.L. Bagwell, Continuing Education Specialist	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop
Sallie Baker, Executive Assistant to the President and Director of Human Resources	09/14 Workshop/Training on Clery Act, Title IX, SaVE Act 04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop
Lee Beal, Director of Enrollment Management	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop
Doug Bishop, Faculty member	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop Professional Development Day each spring and fall semesters
Steve Browning, Faculty member	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop Professional Development Day each spring and fall semesters
Shannon Bryant, Curriculum Records and Reporting Specialist	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop
Charles Carey, Faculty member	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop Professional Development Day each spring and fall semesters
Jason Chambers, Dean of Planning and Research	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop
Allen Denny, Faculty member	2014 Rapid Deployment Instructor Training 08/14 NC Criminal Justice Standard's School Directors Conference 04/15 Solo Active Shooter Response Training 04/15 Title IX Training, Workshop



	09/15 NC Criminal Justice Standard's School Directors Conference 09/15 TCCC E-mail/Office 365 Workshop Professional Development Day each spring and fall semesters
Katie Dockery, Financial Aid Technician	11/14 NCASFAA 2014 FA Fall Conference 02/15 Challenging Your Cohort Default Rate 03/15 New NC State Grant System (Phase 1) 04/15 Title IX Training, Workshop 05/15 2015 FA Spring Regional Meeting 06/15 New NC State Grant System (Phase 2) 09/15 FA Updates and Upcoming Patches 09/15 TCCC E-mail/Office 365 Workshop 10/15 2015 FA Fall Regional Meeting 10/15 Ability to Benefit Training for Career Pathways Programs 10/15 NCSEAA/CFI New State Grant Portal Training 11/15 NCASFAA 2015 FA Fall Conference
Robi Elliott, IT Technician and NCIH Coordinator	10/14 Fall IIPS Conference 02/15 Mitel Phone Admin Training LVL 1 04/15 Title IX Training, Workshop 05/15 Spring ACCBO Conference 07/15 Summer IIPS Conference 09/15 TCCC E-mail/Office 365 Workshop
Greta Farmer, Faculty member	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop Professional Development Day each spring and fall semesters
Michael Foley, Systems Administrator Back up	07/15 Etrieve Training 08/15 Datatel Colleague Admin 08/15 Datatel Programming Fundamentals 09/15 TCCC E-mail/Office 365 Workshop 10/15 Datatel Envision Process Handling Training 10/15 Datatel Environment Cloning 12/15 Datatel Research Fundamentals
Tracey Foster, Office Assistant	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop
Susan Fowler, Faculty member	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop Professional Development Day each spring and fall semesters
Butch Freeman, Faculty member	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop Professional Development Day each spring and fall semesters
Lindi Gentry-Lechelt, Faculty member	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop Professional Development Day each spring and fall semesters
Robin Gibson, Faculty member	11/14 WCU's Community College Instructor's Conference 08/14 Moodle 2.6 Features Update Training 10/14 System Office Conference, Raleigh, NC 04/15 Title IX Training, Workshop 08/15 Moodle Update Training 09/15 TCCC E-mail/Office 365 Workshop Professional Development Day each spring and fall semesters
Bo Gray, Vice President for College and Community Initiatives	09/14 Workshop/Training on Clery Act, Title IX, SaVE Act 04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop
Randy Guyette, Systems Administrator/ Data Base Manager	2014-2015 System Office Updates (Monthly) 2014-2015 Rapid 7 Web Training (Security & PCI Compliance 7/9 Multiple Before Usually Monthly)

	<p>2014-2015 Unitrends Webinars on backups virtualizations (Monthly)</p> <p>01/15 Coal Fire Training Seminar WPCC</p> <p>02/15 Fortinet NSE-1 (Network Security Expert) certification</p> <p>03/15 Coal Fire Webinar</p> <p>04/15 Title IX Training, Workshop</p> <p>07/15 Etrieve Training</p> <p>08/15 Datatel Colleague Admin</p> <p>08/15 Datatel Programming Fundamentals</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p> <p>10/15 IIPS</p> <p>10/15 Datatel Envision Process Handling Training</p> <p>10/15 Datatel Environment Cloning</p>
Julia Hall, Payroll/Accounting Technician	<p>04/15 Title IX Training, Workshop</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p>
Byron Hampton, Maintenance	04/15 Title IX Training, Workshop
Lisa Hardin, Coordinator of Non-Curriculum Records and Reports	<p>08/14 IPS conference</p> <p>08/14 CE Registration Webinar</p> <p>08/14 CE ICR webinar</p> <p>09/14 Academic Records Webinar</p> <p>04/15 Title IX Training, Workshop</p> <p>04/15 Curriculum Mgmt Webinar</p> <p>07/15 IIPS Conference</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p>
Tonya Harris, Cashier/Accounting Technician	<p>04/15 Title IX Training, Workshop</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p>
Kelly Hembree, Coordinator of Career Services Center and HRD Program	<p>04/15 Title IX Training, Workshop</p> <p>HRD hosted two Women's Empowerment Initiatives (03/15 and 09/15). The goal was to reach women who are seeking change (employment) or were in a transition phase of life (stay at home move-workforce or student-workforce). REACH, Family Resources, DSS, Voc Rehab, and the Health Department all came to share resources.</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p>
Melvin Hicks, Maintenance	04/15 Title IX Training, Workshop
Rick Hincke, Faculty member	<p>04/15 Title IX Training, Workshop</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p> <p>Professional Development Day each spring and fall semesters</p>
Lee Ann Hodges, Dean of Humanities, Social Science, and Public Service	<p>09/14 Web Attendance Training</p> <p>10/14 Reverse Transfer Training at Southwestern Community College</p> <p>03/15 NCCCI Western Regional Meeting at Cleveland Community College</p> <p>04/15 Title IX Training, Workshop</p> <p>04/15 Distance Learning Workshop with Dr. Jeff Butterfield</p> <p>04/15 Meeting with WCU officials on transfer opportunities</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p> <p>Professional Development Day each spring and fall semesters</p>
Deb Hogan, Faculty member	<p>04/15 Title IX Training, Workshop</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p> <p>Professional Development Day each spring and fall semesters</p>
Kim Holloway, Faculty member	<p>2014-2015 NC OST/OA/MOA Instructors Group Member</p> <p>08/14 Cengage Learning OST 131 Online Training in Keyboarding Pro</p> <p>08/14 Moodle 2.6 Features Update Training</p> <p>10/14 System Office Conference, Raleigh, NC (including a special meeting of OA/MOA Instructors)</p> <p>04/15 Title IX Training, Workshop</p> <p>08/15 Moodle Update Training</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p>

	Professional Development Day each spring and fall semesters
Ginger Hubbard, Payroll and Purchasing Specialist	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop
Holly Hyde, Registrar Curriculum	07/14 TCCC Showcase 09/14 Golf Tournament 09/14 2 Webinars (IPEDS) 01/15 Faculty Training Sessions, Flex Account Meeting, Help Desk Ticket Meeting with Systems Office 03/15 Job Fair, National Student Loan Clearinghouse Reporting Meeting, Open House/What's Next, Help Desk Ticket Meeting with SME/Subject Matter Expert 04/15 Help Desk Ticket Meeting with Systems Office, SME and Ellucian Developers, Academic Honors Banquet 04/15 Title IX Training, Workshop 05/15 Help Desk Ticket Meeting 06/15 Enrollment Management & Data Communication Meeting 07/15 Summer IIPS Conference, NCLOR Webinar, Gainful Employment Webinar 09/15 TCCC E-mail/Office 365 Workshop
Angie Jaco, Coordinator of College and Career Readiness Program	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop Adult Education Specialty Certificate - STAR Reading 02/14 Basic Skills Plus Webinar 02/14 LINC'S Learning Disabilities and Accommodations 03/14 TCCC Open House 05/14 LEIS Data Training 06/14 TCCC ABE Staff Development/Training 07/14 TCCC ABE Staff Development/Training 07/14 NCCC Performance partnership Summit 10/14 Adult Education Specialty Certificate - STAR Reading 01/15 LEIS Data Conversion Webinar 02/15 LEIS Training Webinar Data Conversion 02/15 Basic Skills Roundtable 03/15 ConEd Roundtable 03/15 Women's Conference 04/15 Basic Skills Roundtable 04/15 TABE Administrator Training 04/15 Title IX Training, Workshop 04/15 Basic Skills Update Webinar 05/15 ConEd Roundtable 06/15 LEIS Webinar/Training 07/15 NCCC Performance partnership Summit 08/15 WIOA Wednesday Strategic & Operational Planning 08/15 WIOA Wednesday Services to Out-of-School Youth 09/15 WIOA Wednesday Services to Individuals with Disabilities 09/15 XLYE Data Training Webinar 09/15 VR Partnerships for Students with Disabilities Webinar 09/15 WIOA Wednesday WIOA Title II – The 13 Considerations and NC Content Standard 09/15 Western Region Directors Meeting WIOA Update 09/15 TCCC E-mail/Office 365 Workshop 09/15 WIOA Wednesday Core Programs Operations – Partnerships with NCWorks Career Centers 09/15 WIOA Wednesday English Literacy/Civics Education 10/15 WIOA Wednesday WIOA Title II – The 13 Considerations and NC Content Standards

	10/15 WIOA Wednesday WIOA Core Programs – Alignment Strategies 10/15 WIOA Wednesday Unified Plan - Updates 10/15 Transitions Academy Webinar 11/15 NCCCS Compliance Review Update 11/15 ESL Certification Training/Webinar
Jim Jenkins, Evening Enrollment Management Coordinator	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop
Kathryn Jenkins, Director of the Small Business Center	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop
Amy Johnson, Faculty member	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop Professional Development Day each spring and fall semesters
Phil Jones, Faculty member	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop Professional Development Day each spring and fall semesters
Ry Kaylor, Faculty member	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop Professional Development Day each spring and fall semesters
Helen Kilpatrick, Human Resources Assistant	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop 10/15 Fall ACCBO Conference
Linda Kressal, Dean of Learning Resources	07/14 Moodle 2.6 New Features Update Workshop 07/14 iPad Tips and Tricks, Lynda.com 04/15 Jeff Butterfield – Instruction for Special Populations, Seminar 04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop 09/15 ADA Compliance and Web Accessibility Webinar 09/15 Tips & Tricks for Microsoft Excel 2013, Webinar 09/15 How to protect the freedom to read in your library
Brian Lambert, Maintenance	04/15 Title IX Training, Workshop
Joan Ledford, Faculty member	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop Professional Development Day each spring and fall semesters
Pauline Ledford, Faculty member	09/14 on line con ed class for license renewal 10/14 Icon Shears Class 02/15 Ashville Salon Centric Hair cutting class 04/15 Title IX Training, Workshop 08/15 Milady's webnar - Core Values for The Hairdresser 08/15 Redken class -Color and Foil Placement 09/15 Attended Regional Competition Haywood Community College Professional Development Day each spring and fall semesters
Suzann Ledford, Faculty member	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop Professional Development Day each spring and fall semesters
Lisa Long, Director of Community Outreach	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop
Samantha Major, Coordinator of Recruitment and Retention	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop
Keith Marcus, Faculty member	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop Professional Development Day each spring and fall semesters
Melissa Mariano, Security Officer	04/15 Title IX Training, Workshop 09/15 TCCC E-mail/Office 365 Workshop
Gina McCabe, Faculty member	10/14 Recruiting for STEM This is a webinar done by an organization called Women Tech Educators (for teachers who have females in STEM classes)

	<p>11/14 Retention for STEM This is a webinar done by an organization called Women Tech Educators (for teachers who have females in STEM classes)</p> <p>4/15 Learning Styles This is a webinar done by an organization called Women Tech Educators (for teachers who have females in STEM classes)</p> <p>04/15 Title IX Training, Workshop</p> <p>06/15 Cisco Academy Routing and Switching -- This was an online webinar teaching us the needs for lab set up of Cisco Routers and Switches for NET 125 changes that are coming</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p>
Kathy McConnell, Enrollment Management Technician	<p>04/15 Title IX Training, Workshop</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p>
Janet McDougall, Computer Technician	<p>04/15 Title IX Training, Workshop</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p>
Rachel McLean, Coordinator Library Services	<p>03/14 NCCCLRA Conference, Wilmington NC</p> <p>04/14 Serving ESL and Non-English Speaking Patrons in the Library</p> <p>05/14 Datatel/Informer Staff Training</p> <p>05/14 EasyBib and Research Ready webinar</p> <p>10/14 Late Nite Labs</p> <p>11/14 Learn Simple Searching Tips for Sirsi</p> <p>11/14 Introducing the NEW ProQuest Flow!</p> <p>11/14 10 Must-Have Skills for Today's Library Director</p> <p>02/15 Designing Assignments for Information Literacy and Library Instruction</p> <p>02/15 EzProxy- Statistics/Security</p> <p>04/15 Title IX Training, Workshop</p> <p>04/15 Workshop with Dr. Jeff Butterfield- Instruction for Special Populations</p> <p>06/15 LibGuides 2.0 Training (Central Carolina Community College)</p> <p>06/15 How to Run Your Library Like a Startup</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p> <p>09/15 Web seminar: What's New on ProQuest</p> <p>09/15 New Collections and Titles from Credo</p> <p>10/15 Webinar: Book Display Widgets for ebrary Academic Complete</p>
Rose Moberly, Faculty member	<p>04/15 Title IX Training, Workshop</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p> <p>Professional Development Day each spring and fall semesters</p>
Donnie Morrow, Learning Management Systems Technician	<p>04/15 Title IX Training, Workshop</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p>
Tim Nicholson, Coordinator of Facility Services	<p>04/15 Title IX Training, Workshop</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p>
Jason Outen, Director of Computing and Information Technology	<p>Spring 14 ACCBO Conference</p> <p>10/14 IIPS Conference</p> <p>Summer 14 SaS training</p> <p>Summer 14 Colleague Administrator Basics training</p> <p>04/15 Title IX Training, Workshop</p> <p>08-09/15 TCCC Email Migration Workshops</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p> <p>10/15 IIPS Conference</p> <p>Attend Monthly System Office Updates since 2012</p> <p>Attend Monthly Community College System CIO meeting since Feb 2014</p>
Judy Owenby, Purchasing Agent	<p>04/15 Title IX Training, Workshop</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p>
Diane Owl, Director of Financial Aid	<p>07/14 2014 Summer IIPS Conference</p> <p>09/14 FA Updates (Programs and Student Services)</p> <p>10/14 Foreign National Taxation &amp; Immigration Compliance</p> <p>11/14 NCASFAA 2014 FA Fall Conference</p>

	<p>12/14 VA Education Service  01/15 Gainful Employment Reporting to NSLDS  02/15 FA-CU Using Degree Audit to Calculate Financial Aid  02/15 Challenging Your Cohort Default Rate  02/15 FA Federal Updates  02/15 FA Annual Setup (Day 1)  03/15 FA Annual Setup (Day 2-4)  03/15 New NC State Grant System (Phase 1)  03/15 2015 Atlanta RPO VA Conference  04/15 Title IX Training, Workshop  05/15 2015 FA Spring Regional Meeting  06/15 New NC State Grant System (Phase 2)  09/15 Golden LEAF Grants Management  09/15 FA Updates and Upcoming Patches  09/15 TCCC E-mail/Office 365 Workshop  10/15 2015 FA Fall Regional Meeting  10/15 Ability to Benefit Training for Career Pathways Programs  10/15 NCSEAA/CFI New State Grant Portal Training  11/15 NCASFAA 2015 FA Fall Conference  11/15 Return to Title IV Aid (R2T4) Financial Aid and Business Officers  11/15 Interpreting the GE Completers List  11/15 How to Submit a Challenge to the GE Completers List</p>
Robin Panter, Faculty member	<p>04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop  Professional Development Day each spring and fall semesters</p>
Karina Passmore, Workforce Coordinator	<p>04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop</p>
Robert Payne, Enrollment Management Specialist	<p>04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop</p>
Jason Penley, Faculty member	<p>04-05/14 LU 72 for advanced mig  06-07/14 LU 72 for Orbital welding  04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop  Professional Development Day each spring and fall semesters</p>
Matt Pressley, Maintenance	<p>04/15 Title IX Training, Workshop</p>
Tipper Pressley, Web and Social Media Specialist	<p>04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop</p>
Deb Raper, Coordinator and Instructor, CNA	<p>04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop</p>
Kathy Rathbone, Faculty member	<p>04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop  Professional Development Day each spring and fall semesters</p>
Dulcie Riffle, Faculty member	<p>04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop  Professional Development Day each spring and fall semesters</p>
Robby Rivers, Security	<p>04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop</p>
Jason Roberts, Maintenance	<p>04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop</p>
Sherry Robertson, Controller	<p>04/14 eCommerce Conference  07/14 Lessons Learned from Recent Cyber Attacks Webinar  09/14 Community College Financial Institute Basic Training  10/14 Foreign National Tax and Immigration Compliance Conference  10/14 Internal Controls Over Compliance  10/14 ACCBO Fall Conference</p>

	<p>12/14 2014 Professional Ethics and Conduct Webinar  01/15 PCI Vendor Transition Regional Meeting  04/15 Title IX Training, Workshop  05/15 Understanding Improper Payments  05/15 ACCBO Spring Conference  06/15 Governmental Accounting and Financial Management Update for 2015  07/15 SACS Summer Conference  09/15 Members in Business and Industry Fall Conference  09/15 TCCC E-mail/Office 365 Workshop  09/15 Leading Change  10/15 Enterprise Performance Management Update  10/15 ACCBO Fall Conference  11/15 Title IV Refund Training  11/15 2015 Professional Ethics and Conduct Webinar  12/15 SACS Annual Meeting</p>
Scott Sherrill, Executive Dean of Vocational and Business Technologies	<p>10/14 Reverse Transfer Training at Southwestern Community College  04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop  Professional Development Day each spring and fall semesters</p>
Greg Spencer, Faculty member	<p>04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop  Professional Development Day each spring and fall semesters</p>
Dotie Stafford-Ortega, Marketing and Communication Specialist	<p>04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop</p>
Robin Stevenson, Non-Curriculum Records and Reporting Specialist	<p>04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop</p>
Ray Swanson, Faculty member	<p>04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop  Professional Development Day each spring and fall semesters</p>
Kathy Temple, Faculty member	<p>2014 Earned Certificate in Multicultural and Transnational Literatures from The Graduate School of East Carolina University (ECU)  04/15 Title IX Training, Workshop  04/15 Jeff Butterfield – Instruction for Special Populations, Seminar  09/15 TCCC E-mail/Office 365 Workshop  Professional Development Day each spring and fall semesters</p>
William Trotter, Faculty member	<p>10/14 NCCCS Instructors conference  04/15 Jeff Butterfield – Instruction for Special Populations, Seminar  04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop  10/15 Smart Board training  Professional Development Day each spring and fall semesters</p>
Bill Vespasian, Vice President for Business and Finance	<p>04/15 Title IX Training, Workshop  09/15 TCCC E-mail/Office 365 Workshop  President of the NC Association of Community College Business Officers (ACCBO) for the calendar year 2015. Attended two ACCBO conferences since June 2014. ACCBO exists to provide bi-annual opportunities for its members to attend a variety of sessions designed to address continuing education needs and changing conditions within the community college system.</p> <p>Board Member and past Chairman of Industrial Opportunities Inc. (IOI). TCCC and IOI partner in providing educational opportunities to mentally and physically disabled individuals in our community and service region.</p> <p>Board Member of Hurlburt Johnson Homeless Shelter. The homeless shelter</p>

	<p>provides housing to disadvantaged individuals in or community and introduces them to TCCC's learning opportunities according to their level of need.</p> <p>Board Member United Way of Cherokee and Clay Co. United way works with a number of local business partners such as REACH, HAVEN, local churches and food pantries, Family Resources, Hands of Hope, etc. United way raised \$35,000 this fiscal year to provide funding to these various agencies.</p> <p>Board Member Hiwassee Valley Pool and Wellness Center (HVPWC). The pool and wellness center offers special membership scholarships to deserving individuals and students based on need and their desire to improve their health and wellbeing. This community partner seeks to increase health awareness by offering a variety of classes regarding aerobic training, aquatics, strength conditioning, nutrition, etc.</p> <p>Board member NC Shriners Association. The local Shriners organization has provided medical care at no cost to over 35 local individuals who had suffered from severe burn trauma, birth defects, injury, etc.</p> <p>Past President of ACCBO (Association of Community College Business Officers). Attend professional development training twice per year.</p> <p>2014-2015 Member of system wide Community College Tuition Study committee.</p>
Pam White, Assistant to the VP for Business and Finance	<p>04/15 Title IX Training, Workshop</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p>
Ronnie Whitener, Faculty member	<p>10/14 Reverse Transfer Training at Southwestern Community College</p> <p>04/15 Title IX Training, Workshop</p> <p>04/15 Meeting with WCU officials on transfer opportunities</p> <p>07/15 Community Recruitment activity</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p> <p>Professional Development Day each spring and fall semesters</p>
Skip Wiedner, Faculty member	<p>04-05/14 LU 72 for advanced mig</p> <p>06-07/14 LU 72 for Orbital welding</p> <p>04/15 Title IX Training, Workshop</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p> <p>Professional Development Day each spring and fall semesters</p>
Charlene Wood, Assistant to the President for GCC	<p>04/15 Title IX Training, Workshop</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p>
Stephen Wood, Vice President for Instruction	<p>09/14 Workshop/Training on Clery Act, Title IX, SaVE Act</p> <p>10/14 Reverse Transfer Training at Southwestern Community College</p> <p>03/15 Annual Joint Academic/Student Development Admin meeting</p> <p>04/15 Title IX Training, Workshop</p> <p>04/15 Meeting with WCU officials on transfer opportunities</p> <p>09/15 TCCC E-mail/Office 365 Workshop</p> <p>10/15 Meeting with Golden Leaf officials about potential grant</p> <p>Professional Development Day each spring and fall semesters</p> <p>Quarterly call-in or Skype meeting with the system office and other CAOs</p>
Paul Worley, Director of Economic and Workforce Development	<p>09/15 TCCC E-mail/Office 365 Workshop</p> <p>10/15 Meeting with Golden Leaf officials about potential grant</p>



### Qualitative Assessment:

Several departments provided the following individual and/or anecdotal examples relating to the institutional goal of encouraging the professional development of all staff and faculty.

<b>Distance Learning</b> created an online <i>Faculty Tutorials</i> Moodle course to assist instructors to create a course from beginning to end and use Moodle throughout the semester.
<b>Learning Resources</b> initiated a subscription to an online computer skills instruction service for faculty and staff.
<b>Distance Learning</b> provided multiple workshops to update online instructor's technology and online course design skills.
<b>Library</b> staff conducted workshops for faculty and staff to introduce the ability to embed streaming media into Moodle online courses and new mobile applications enabling the download of electronic, books, audios and magazines.
<b>Professional Development</b> arranged professional speakers to update faculty and staff on <i>Moodle Course Development, ADA Compliance, Instruction for Special Populations, Blended Learning and Teaching</i> and more.
Faculty and staff are very well informed of training opportunities. The Dean of Learning Resources is committed to finding low-cost and effective training opportunities especially in the area of distance learning. Grant funds were obtained to host training sessions with Dr. Jeff Butterfield, a distance learning specialist, in Spring 2015. Multiple Moodle workshops are also available each semester. Advisor training was provided in Fall 2014, which included Datatel tools that many faculty were not previously aware of.

### Analysis:

The College has always been a strong advocate for and supporter of professional development for all its employees, including both faculty and staff. This support focuses on updating knowledge in the particular academic field, updating skills for a particular position, and keeping up with changes and best practices in the North Carolina Community College System.

Both the financial and the administrative support for professional development have been a hallmark of the College.

## Efficient and Dynamic Funding

Goal # 10: TCCC will fund our operations efficiently and dynamically.

### Quantitative Assessment:

Measure	Source
TCCC Expense Report for Fiscal Years 2012, 2013, 2014, 2015, and 2016	Local and State Data
Grant Funding	Local Data

### Tri-County Community College Expense Report For Fiscal Years 2012, 2013, 2014, 2015, and 2016

Category	2011/2012	2012/2013	2013/2014	2014/2015	2015/2016	Total
Local General Expense	\$ 869,095	\$ 953,005	\$ 976,510	\$ 963,830	\$ 1,168,685	\$ 4,931,125
Payroll	\$ 4,985,990	\$ 5,093,280	\$ 5,082,180	\$ 5,080,715	\$ 5,192,580	\$ 25,434,745
Contracted Services	\$ 241,180	\$ 263,195	\$ 222,180	\$ 219,230	\$ 315,615	\$ 1,261,400
Other Cost	\$ 175,615	\$ 160,725	\$ 175,970	\$ 180,745	\$ 181,305	\$ 874,360
Financial Aid	\$ 4,427,925	\$ 5,117,060	\$ 4,544,810	\$ 3,046,515	\$ 2,574,225	\$ 19,710,535
Construction	\$ -	\$ 76,015	\$ 615,645	\$ 1,670,390	\$ 341,710	\$ 2,703,760
<b>Total</b>	<b>\$10,699,805</b>	<b>\$11,663,280</b>	<b>\$11,617,295</b>	<b>\$11,161,425</b>	<b>\$ 9,774,120</b>	<b>\$ 54,915,925</b>

### Grant Funding

Since 2013, over \$2 million dollars in grant funds have been secured for the College, including funds for new training spaces, professional development, and other academic needs.

### Qualitative Assessment:

Several departments provided the following individual and/or anecdotal examples relating to the institutional goal of dynamic funding for the College and its operations.

Tri County Community College funds its operating activities primarily from State and Local resources. The College succeeds in ensuring that student and instructor needs are met regarding educational supplies, equipment, facilities, etc. The accomplishment of this goal is achieved by effectively monitoring revenue and expense streams, seeking and obtaining other sources of funding and prioritizing needs based requests.
We have used grants as a method to expand and renovate our facilities, develop new programs and initiatives, and to provide helpful resources to our community. When we look to grow our institution, we look first to grants, not our local taxpayers.
The Learning Resources department developed paperless procedures to manage all purchasing functions.
The Library digitized college yearbooks and catalogs to save space and provide wider access to college archival materials.

## Analysis:

Since the College derives the bulk of its operating funds from NCCCS FTE funding, the overall budget of the College has declined over the past couple of years. This decline is attributable to:

1. A decline in the number of curriculum program FTE due to a lower student headcount and a decline in student course loads. As discussed earlier, this decline has been influenced by the local economy as well as changes to the federal financial aid regulations, which has limited the amount of Pell Grant funding students can receive in their lifetime. Retention and completion are also issues to be considered here. The College understands the importance of retaining existing students and having them complete in addition to attracting new students.
2. The NCCCS has adopted a Tier-based FTE funding model. Courses in certain high-cost/high demand areas earn the College more per FTE. While the College has, for its size, a good mix of program tiers, the fact that a majority of the courses offered are general education courses means that the overall amount the College earns for its FTEs has declined under the Tier-based system.
3. While the College experienced a burst of Continuing Education activity for its pre-hire classes for Harrah's Casino, continuing education FTEs (including Basic Skills) have been stagnant overall.