Technical College of the Lowcountry

**SOUTH CAROLINA STATE
BUDGET AND CONTROL BOARD
ACCOUNTABILITY REPORT**

2008-2009

Agency Name: Technical College of the Lowcountry
Date of Submission: September 15, 2009
Agency Director: Thomas C. Leitzel, Ph.D.
Agency Contact Person: Camille Myers
Agency Contact's Telephone Number: 843-525-8359

Contents

SECTION I—EXECUTIVE SUMMARY

1.1 Organization's stated vision and mission
[Published: http://www.tcl.edu/About_Us/mission.asp]

Vision
The Technical College of the Lowcountry will be the premier academic institution — visionary, vibrant and valued — engaged in leading the region to economic prosperity by providing innovative workforce solutions.

Mission
One of sixteen colleges comprising the South Carolina Technical College System, the Technical College of the Lowcountry traces its origin to the Mather School founded in 1868. The college is a comprehensive, public, two-year institution dedicated to serving the diverse educational needs of the rural counties of Beaufort, Colleton, Hampton, and Jasper. The College annually serves approximately 8,500 credit and continuing education students, a mix of traditional, non-traditional, full-time, and part-time.

The Technical College of the Lowcountry provides quality, affordable academic and technical programs leading to Associate Degrees, Diplomas, and Certificates in an environment fostering excellence in teaching and learning. The College prepares graduates with knowledge and skills for transfer to senior colleges and universities and for careers in computer technology, industrial technology, engineering technology, occupational technology, business, health sciences, and public service.

The College serves as an effective partner in the economic and human resource development of the Lowcountry. As an open admissions institution, the Technical College of the Lowcountry offers over 70 academic, transfer, and specialized programs. Offerings include developmental education; arts and sciences; career development; specialized, contract courses tailored for specific businesses and industries; and continuing education to meet the workforce needs of the Lowcountry. In addition to responding to local and regional needs of the area, the College recognizes that state, national, and international issues affect the lives of the citizens of the Lowcountry and responds to these issues appropriately.

In support of its educational programs and services the College offers comprehensive student development services to all who seek to better their lives through education. In an atmosphere of shared values, the College encourages creativity, innovation, and resourcefulness among its students, faculty, staff, and administrators. With a commitment to excellence, the Technical College of the Lowcountry creates a positive, student-centered environment. The College empowers individuals by enabling them to learn and to develop throughout their lifetimes.

Reaffirmed by the TCL Commission, October 4, 2008
Adopted by the TCL Commission, November 18, 2002
Approved by the Commission on Higher Education, January 9, 2003

1.2 Major Achievements 2008-2009
1) The College welcomed Dr. Thomas C. Leitzel as its new president in September, 2008. (Visit http://www.tcl.edu/About_Us/index.asp .)
2) Vision established in October: The Technical College of the Lowcountry will be the premier academic institution — visionary, vibrant, and valued — engaged in leading the region to economic prosperity by providing innovative workforce solutions.
3) The College's seal was redesigned and unveiled February 27, 2009. (See 7.6.1, page 49)
4) The College revealed its Mace for the first time at the 2009 Commencement ceremony.

5) The College was one of only 20 community and technical colleges nationwide selected by the American Association of Community Colleges (AACC) to participate in the Wal-Mart Workforce and Economic Opportunity Initiative and received an $86,000 grant to partner with its local workforce development community to improve the community's economic prosperity and help people live better. TCL will use the money to jumpstart its own LEED/ green programs including alternative energy.

6) Palmetto Breeze and TCL collaborated to provide transportation for students going to and from the College. Students who qualify for the program, which is based on financial need, are able to ride Palmetto Breeze transit buses on established routes at no cost to the students.

7) In June, the Association of Collegiate Business Schools and Programs (ACBSP) awarded TCL reaffirmation of accreditation of its business school by the ACBSP Associate Degree Board of Commissioners.

8) In Summer 2009, the Associate in Applied Sciences—Radiologic Technology program received reaccreditation from the Joint Review Committee on Education in Radiologic Technology (JRCERT) for a period of eight years, the maximum duration that can be awarded. (See 7.1.2-2, page 33.)

9) The Industrial Technologies booth at the 2008 Beaufort Home and Garden Show won first place for Originality of Theme. The Architectural Design program now includes a course using REVIT software for 3-D design.

10) The College of the Lowcountry received $89,995 grant from USDA Rural Development to establish a Lowcountry Rural Business Hub. The program targets entrepreneurs in rural Beaufort, Colleton, Hampton and Jasper counties. Clients will have free access to business advising, clerical assistance, and networking opportunities with other successful entrepreneurs. Access to computers, copiers, fax machines, scanners, and telephones are to be provided. In addition to offering advising services and facilities, the Hub will offer the FastTrac program as its premier educational tool. (See 7.3.8 p. 46.)

11) The College was awarded $1.1 million grant for Promoting Integrity, Leadership, Academics and cultural Understanding (PILAU)—a new project targeted to improving educational outcomes of African-American males enrolled at TCL and was named for a popular Lowcountry rice dish called pilau (pronounced locally as "per-low"). The two-year project is being funded by a $1.1 million grant from the U.S. Department of Education. PILAU focuses on recruitment and retention of African-American male students. The program began Spring 2008, will incorporate an important connection to Gullah culture through a special portable museum project where Gullah artifacts will be collected and then presented to schools and other public arenas. (See 7.1.5, page 36.)

12) TCL was awarded the Regional Economic Impact Award by the Beaufort Regional Chamber of Commerce during its annual CIVITAS Awards banquet held in January.

13) The Associate in Applied Sciences-Physical Therapist Assistant Program was awarded accreditation by the Commission on Accreditation in Physical Therapy Education on April 29, 2009.

14) TCL's entries in the postcard category of the prestigious National Council for Marketing & Public Relations (NCMPR)Paragon Awards competition were selected as winners in March 2009. TCL received a gold award for its "Get it in gear" post card and bronze for its "Get a job" post card series. More than 80 judges from across the country reviewed over 1,700 entries in this annual competition that recognizes excellence in communications exclusively among two-year colleges. This is the second year in a row that we claimed the first prize (gold) paragon award in the post card division.

1.3 Key Strategic Goals
1) To ensure excellence and value by providing high quality, relevant programs and services to the South Carolina Lowcounty.
2) To assist in the development of a qualified workforce to fulfill the demands of the Lowcountry's expanding and diversifying economy.
3) To acquire the necessary resources to accomplish the mission of the College of the Lowcountry.
4) To expand educational access and attainment in the College's service area

1.**4 Key Strategic Challenges**
   1) Reduction in state funding has placed an increasing burden on all aspects related to College operations and services.
   2) Increased cost of transportation, childcare, food, and other consumer goods have resulted in a burden for the College's students.
   3) The College's physical plant needs significant renovations and upgrades to meet the operational needs of the College. Due to state budget cuts and the lack of capital improvement funding several major projects remain on hold.
   4) The lack of FTE positions has drastically limited the College in hiring a workforce that is required to meet the needs of businesses in the service area, specifically related to program development and expansion and key student services.
   5) Due to the economic downturn, private fundraising is critical to the College's growth.
   6) A surge in College enrollment has presented challenges to provided support services, facilities, and personnel to meet the increased number of students enrolled.

1.5 Use of accountability report to improve organizational performance

TCL has aligned its strategic planning process with the Accountability Report and key College initiatives, such as Achieving the Dream and its Quality Enhancement Program. The Accountability Report is an outcome-based document that provides the College and its stakeholders with a comprehensive report for improvement. The report provides a framework for continuous measurement and improvement for the College and State Technical College System.

SECTION II – ORGANIZATIONAL PROFILE

2.1 Program Offerings
- Allied Health Sciences
- Arts and Sciences
- Business Technologies
- Industrial Technologies
- Continuing Education and Workforce Development

2. 2 Delivery Methods
- Clinic sites
- Cable
- Online and web-based
- Traditional classroom
- One-on-one meetings
- Distance education
- Hybrid classroom
- Teleconferences
- Workshops and seminars

2.3 Educational Services
- Academic advising
- Career counseling
- Financial assistance
- Study skills classes
- Tutoring
- Assessment and evaluation
- Customized workforce development and training
- Job placement
- Early college credit opportunities

2.4 Key Student Segments
- Recent high school graduates
- High school students who take college course through the Early College Credit Opportunity Program (ECCO)
- Non-traditional students ages 25 or older
- Active military and dependents
- Displaced workers

2.5 a. Key Stakeholders and / Market Segments

- Business and industry employers
- Public and private schools and school districts
- Workforce Investment Board
- TCL Foundation, employees, students, and alumni
- Legislative delegation

- Residents of Beaufort, Colleton, Hampton, and Jasper counties of South Carolina

- Local government agencies
- Senior educational institutions
- TCL Commission
- Chambers of commerce

2.5 b. Requirements and Expectations

- Accessible, affordable, innovative, and quality education
- Academically prepared students who might pursue a higher degree
- Student learning and development that will prepare graduates for employment
- Curriculum that will increase opportunities for job advancement through instruction for worker re-training
- Serve as partners with other agencies and organizations to better serve the community

2.6 Student Profile—Fall 2008

Unduplicated undergraduate head count	2,105
FTE	1,267
Part-time enrollment	70%
Female enrollment	72%
Minority enrollment	48%
First-time, fulltime degree-seeking freshmen who received any financial aid	89%
First-time Freshmen (full-and part-time)	22%
Dual Enrollment	9%
Continuing Students	54%
Transient	.03%
Average Age of undergraduates	27
Age Range –Majority of students Enrolled	20 to 24
Lowcountry Residents	96%
South Carolina Residents	97%

2.7 Operating Locations

1) Beaufort Campus-921 Ribaut Road, Beaufort, S.C.
2) New River Campus-100 Community College Drive, Bluffton, S.C
3) The Mungin Center, 54 Tech Circle, Varnville, S.C.

2.8 Employees 2008-2009

Employees by Assigned Positions: number of full-time and part-time staff by faculty status and primary			
Primary functin/occupational activity (mutually exclusive categories)	Full-time	Part-time	Totals
Primarily instruction	48	84	132
Instruction/research/public service	0	0	0
Primarily instruction plus Instruction/research/public service	48	84	132
Primarily research	0	0	0
Primarily public service	0	0	0
Primarily instruction plus Instruction/research/public service plus primarily research plus Primarily public service	48	84	132
Executive/administrative/managerial	5	0	5
Other professionals (support/service)	37	18	55
Technical and paraprofessionals	18	21	39
Clerical and secretarial	19	9	28
Skilled crafts	6	0	6
Service/Maintenance	10	3	13
Totals	**143**	**135**	**278**
Data Source: IPEDS Human Resources Survey 2008-2009 Results			

2.9 Regulatory Environment
1) Association of Collegiate Business Schools and Programs
2) Commission on Accreditation for Physical Therapy and Education
3) Commission on Accreditation of Allied Health Education Programs in Surgical Technology
4) Commission on Colleges of the Southern Association of Colleges and Schools
5) Federal, Regional, and State Agencies
6) Joint Review Committee on Education in Radiologic Technology
7) National Accrediting Commission of Cosmetology Arts and Sciences
8) National Association for the Education of the Young Child
9) National League for Nursing Accrediting Commission in Associate Degree in Nursing
10) National League for Nursing Accrediting Commission in Practical Nursing
11) Paralegal Program of the American Bar Association
12) South Carolina Budget and Control Board
13) South Carolina Commission on Higher Education
14) South Carolina Department of Labor Licensing and Regulations Board of Nursing
15) South Carolina General Assembly
16) U.S. Department of Education

2.10 Governance System
The College is governed by the TCL Area Commission appointed by the Governor upon recommendation of the local legislative delegation. The Commission consists of seven members; four representing Beaufort County and one each from Colleton, Hampton, and Jasper counties. The Commission sets policy and oversees regulatory compliance. The President reports directly to the Commission.

2.11 Key Partners and Suppliers

Partners
1) Area business and industry through representation on advisory boards
2) Area chambers of commerce
3) Area hospitals and healthcare organizations
4) Colleton County Economic Development Council
5) Four county area school boards, districts, home schools families, and private schools
6) Greater Beaufort-Hilton Head Economic Development Partnership
7) Hardeeville Economic Development Office
8) Jasper County Economic Development Office
9) Lowcountry Council of Government (LCCG)
10) Lowcountry Economic Network
11) South Carolina Technical College System Office and the 15 technical colleges
12) Senior institutions
13) Workforce Investment Act (WIA) Board and One-Stop

Suppliers
- BJWSA
- Datatel
- Hargray Communications
- South Carolina Electric & Gas
- Blackboard
- Dell
- Microsoft
- Various Text Book Venders
- Embarq
- Palmetto Electric
- Water Authorities for Beaufort and Jasper counties

2.12 Key competitors

1) Proprietary Institutions with extensive online learning capabilities
2) Private training companies
3) Other regional universities and colleges

Factors for Competitive Success

- Affordable tuition
- Lead economic development partner, developing and training area's workforce
- Quality programs and services meeting student and workforce needs
- Excellent educational value
- Qualified and valued faculty and staff
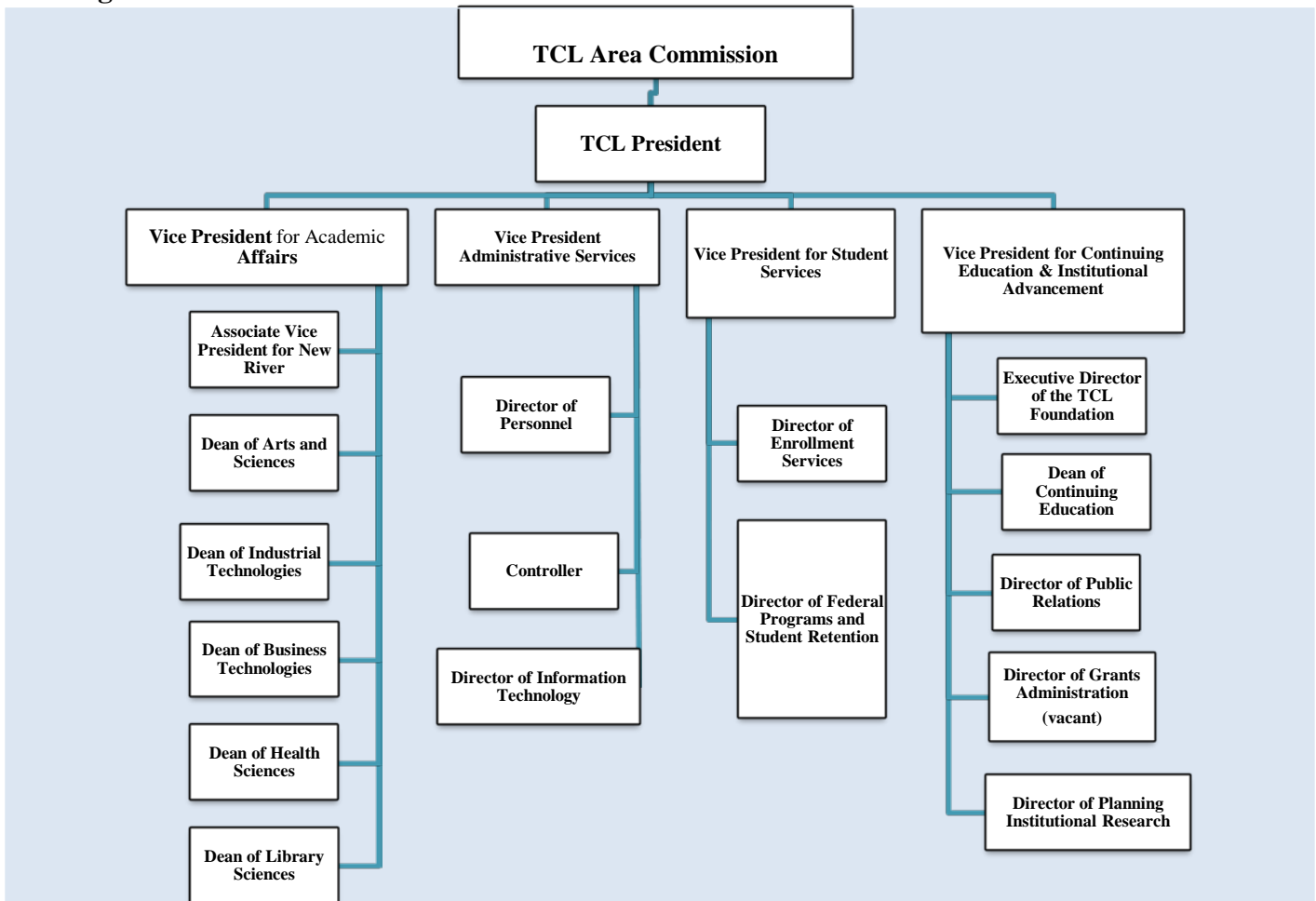- Sound fiscal management

2.13 Key Changes that impact competitive situation

1) Since opening the doors, the TCL New River Campus (NR) enrollment has increased from 254 students in Fall 2006 to 641 in Spring 2009. The NR campus specifically addresses the needs of Southern Beaufort and Jasper counties, which is one of South Carolina's fastest growing regions. This Campus offers courses in each of the four academic divisions and Continuing Education.
2) TCL is offering its students convenient access to more courses by alternative delivery methods, such as online, and teleconferencing.
3) The re-designed Student Service Division provides a higher quality services for prospective and current students while emphasizing "customer service."
4) The low cost of tuition and the various forms of financial aid available, allow a student to attend TCL at a reasonable, affordable investment.

2.14 Performance Improvement Systems

- Academic Leadership Council meetings
- Accountability Reports
- Accreditation Site Visits and Reviews
- Advisory Boards
- Achieving the Dream Initiative
- Employee Performance Management System
- Institutional Committees/Teams
- Institutional Effective Reports
- Instructional Software Assessment Instrument
- Internal Comprehensive Academic Program Review
- National and Professional Licensure Examinations
- Quality Enhancement Plan
- Strategic Leadership Team meetings
- Strategic Planning Process
- Student Learning Outcome Assessment and Evaluation
- System Program Reviews

2.15 Organizational Chart

TCL Area Commission
- TCL President
  - Vice President for Academic Affairs
    - Associate Vice President for New River
    - Dean of Arts and Sciences
    - Dean of Industrial Technologies
    - Dean of Business Technologies
    - Dean of Health Sciences
    - Dean of Library Sciences
  - Vice President Administrative Services
    - Director of Personnel
    - Controller
    - Director of Information Technology
  - Vice President for Student Services
    - Director of Enrollment Services
    - Director of Federal Programs and Student Retention
  - Vice President for Continuing Education & Institutional Advancement
    - Executive Director of the TCL Foundation
    - Dean of Continuing Education
    - Director of Public Relations
    - Director of Grants Administration (vacant)
    - Director of Planning Institutional Research

2.16 Accountability Report Appropriations/Expenditures Chart
Base Budget Expenditures and Appropriations

Major Budget Categories	FY 07-08 Actual Expenditures		FY 08-09 Actual Expenditures		FY 09-10 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 8,727,817	$ 3,806,833		$ 3,009,742		$ 3,129,839
Other Operating	$ 6,334,807					
Special Items	$ 1,208,473	$ 1,208,473		$ 677,229		$ 372,885
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 2,241,703	$ 884,851		$ 778,048		$ 727,492
Non-recurring						
Total	$ 18,512,800	$ 5,900,157	$ -	$ 4,465,019	$ -	$ 4,230,216

2.18 Major Program Areas

Number and Title	Purpose (Brief)	Budget Expenditures	Budget Expenditures	References for Financial Results*
Instructional Programs A, B, & E	The College provides academic and technical programs leading to degrees, diplomas and certificates and prepares graduates for careers in various technical fields or for transfer to sr. institutions.	State: 5,900,157.00 Federal: 1,329,760.00 Other: 11,282,883.00 Total: 18,512,800.00 % of Total Budget: 100%	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	
		State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:	

Below: List any programs not included above and show the remainder of expenditures by source of funds.

Remainder of Expenditures:	State: Federal: Other: Total: % of Total Budget:	State: Federal: Other: Total: % of Total Budget:

* Key Cross-References are a link to the Category 7 - Organizational Performance Results. These References provide a Chart number that is included in the 7th section of this document.

SECTION III – ELEMENTS OF MALCOLM BALDRIGE CRITERIA

Category 1—Senior Leadership, Governance, and Social Responsibility

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

1) In collaboration with the Strategic Leadership Team and key stakeholders, the President ensures that the College continually strives to meet the College's mission.
2) The President meets weekly with the Strategic Leadership Team a) to review policies and procedures, b) to monitor progress related to College's strategic plan and specific initiatives, and c) to discuss significant items related to community partnerships.
3) The President's Strategic Leadership Team includes the Vice President for Academic Affairs; the Vice President for Administrative Services; the Vice President for Continuing Education and Institutional Advancement; the Vice President for Student Services; and the Executive Director of the TCL Foundation.
4) The vice presidents maintain communication with their staff by relating information from executive meetings, including but not limited to monitoring progress of goals and objectives.
5) The President regularly holds "Friday Connections," a causal forum in which announcements and issues are discussed. Employees are given the opportunity to engage in dialogue with the President and Strategic Leadership Team.

6) The Vice President for Academic Affairs chairs the Academic Leadership Council (ALC). The ALC consists of all academic division deans and monitors academic issues related to strategic planning and daily operations.
7) The Vice President of Student Services chairs the Student Affairs Leadership Team. The team consists of key division leads that monitor progress on various initiatives, plans, and private recognitions for success.
8) The President and Strategic Leadership Team maintain communication with our key suppliers, partners and leadership in the community through participation and service on community and municipal boards, civic organizations, and a network of personal contacts.
9) The Strategic Leadership Team works to ensure that the stakeholders are aware of goals and objectives, and new initiatives. They solicit input from stakeholders regarding new ideas and initiatives.
10) To stay abreast of current educational information, the President and Strategic Leadership Team participate in local, regional, state, and national organizations while cooperating and sharing information with stakeholders.

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

In the past, the annual Strategic Plan was completed by members of the Executive Committee with input from all College divisions through an annual retreat. Each Vice President was charged with working with College divisions to monitor progress related to the goals and objectives. Specific action items were created and senior leaders monitored the progress through regular staff and faculty meetings. The outcomes related to the action items were documented, and at the end of the year, a completed document was submitted to the TCL Commission for review and progress monitoring. As of April 2008, the College established a Strategic Planning Council comprised of administrators, faculty, staff, and representation from the Commission in order to increase college representation across all functional areas and align planning with significant college initiatives.

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

The senior leaders of TCL exhibit dedication and commitment to the College by their work ethic and vision, which serves as an example to the entire college, the students, and communities that they serve. TCL leaders ensure that policies and procedures are followed and the College is in compliance regarding local, state, federal, and accreditation regulations and standards.

Oversight of the Technical College of the Lowcountry is under the State Board for Technical and Comprehensive Education, SBTCE, as created under Title 59 of the South Carolina Code of Laws. Section 59-53-910 through 59-53-940 created the 'Beaufort Technical College Area Commission' and the basic operating mechanisms. The College follows guidelines as outlined under SBTCE Policy and Procedures. Instructional Programs, facilities, and other programs are also subject to Commission on Higher Education regulatory authority. In addition, TCL is subject to standard operating procedures, authorizations, and review through various state regulatory agencies under the S.C. Budget and Control Board including: a) Materials Management Office (Consolidated Procurement Code); b) State Office of Human Resources (Personnel Guidelines); c) Office of State Engineer (Capital Project management); d) State Property Management (Real Property, Leases and related items); and e) State Department of Education (Grants and related areas)

The College is subject to Compliance Audits from such Federal Agencies as the U.S. Department of Education (Financial Aid and other Grants), Office of Civil Rights, Department of Labor and other agencies that monitor compliance with a variety of applicable Federal laws. Local governance is managed by TCL Commission whose governance is established through the enabling legislation, 59-53-910 through 59-53-940. The Southern

Association of Colleges and Schools (SACS) is the regional accreditation agency for the College. Other accreditation organizations accredit specific programs in a variety of instructional areas.

Fiscal accountability is monitored through an annual external financial audit, a SCTCS audit, and internal financial controls.

3.3.4 How do senior leaders create an environment for organizational and workforce learning?

Opportunities for professional development occur on a regular basis. Funds are budgeted each year for the purpose of faculty and staff development. Faculty and staff attend specific seminars, workshops, classes, and conferences to improve skills, increase knowledge, and understand emerging trends. Internal meetings dedicated to furthering the learning of staff and faculty are held at the beginning of each semester and at various times throughout the semester. Faculty and staff are also encouraged to continue pursue additional education credentials toward terminal degrees.

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

Because of anticipated retirements and growth, the College is aware of the need to development future leaders. The College participates in the Graduate Leadership Certificate program coordinated through the SC Technical College System and conducted by the University of South Carolina. To date, four individuals have completed the program and two are currently enrolled in the program. Of the four that completed the program, two are enrolled in the USC Higher Education Ph.D. program and one has completed their MBA. The College also participates in the SC Technical College System Leadership Seminar, a 12-month leadership program designed for preparing future leaders. Senior leaders promote cross-training within divisions to ensure consistent training. Each office is to have an updated standard operating procedure manual available for reference.

3.1.6 How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization?

Senior leaders communicate with faculty and staff using a variety of means, both formal and informal. Regular meetings are held at the department, division, and senior administrative levels. Institutional committees meet on a regular basis and involve faculty and staff at all levels and task forces or ad hoc committees are convened for special initiatives/projects. A monthly employee newsletter is published and distributed electronically. An annual employee recognition event is held and faculty/staff are acknowledged for their years of service to the institution and Faculty of the Year, Staff of the Year, and Administrator of the Year, selected by all employees, are announced. The President's office publishes a quarterly newsletter that is sent to all stakeholders including faculty and staff. The President also holds regular, causal meetings – Friday Connections- with employees to foster open communication. The President also attends division and department meetings on a regular basis.

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

The President is evaluated annually by the TCL Area Commission. The President evaluates the senior leadership team annually, utilizing the Employee Performance Management System (EMPS). Specific success criteria are outlined in the EMPS related to the strategic plan of the College. The President monitors progress through weekly meetings and written reports. Senior leaders utilize feedback to improve performance and

criteria. The Area Commission is appointed by the legislative delegation and individual performance evaluations are not conducted.

3.1.8 What performance measures do senior leaders regularly review to inform them on needed actions?

The senior leaders consistently review performance measures related to the strategic plan. Each institutional committee is monitored by a vice president to ensure that committee work is meeting its objectives and work plans. The senior leaders review reports published externally and internally that discuss student success, engagement, retention, enrollment and best practices. Program reviews are conducted on a rotating schedule and are reviewed for accreditation and internal assessment and evaluation. All academic programs are reviewed on a three-year cycle.

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

 Prior to initiating new programs or services, the College reviews all regulations and/or policies related to the various government agencies and accrediting standards to ensure compliance. The College also consults appropriate stakeholders for input. Input may be cultivated by surveys, focus groups, and other formal informal gatherings. Current programs, services, and operations are regularly monitored and if problems or concerns arise, they are addressed in a timely manner. Corrective action may take various forms including policy or procedure change or an in-depth study. Program reviews are conducted on a rotating schedule, ensuring sustainability, relevance, and compliance. The strategic plan outlines goals and objectives and specific measures are articulated to ensure desired outcomes.

Compliance with accrediting agencies and government entities require consistent review. The College is accredited by the Commission on Colleges Southern Association of Colleges and Schools. This is a rigorous evaluation of the entire college including the financial, educational, and student services areas. Any adverse affects of the programs at the college are identified as part of this process and corrected prior to submitting follow-up reports to the organization. In addition, a similar process is followed by accrediting agencies for individual programs.

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

 Senior leaders are actively involved in numerous community activities and organizations. Senior leaders review community activities to ensure College representation and participation throughout the four- county area. Community involvement and partnership are prioritized relating to the strategic plan and immediate need. Faculty, staff, and students are involved in various community organizations and services. Student organizations sponsor fundraisers for charity organizations and sponsor service projects. Example areas of community involvement include: Workforce Investment Board, six area chambers of commerce, economic development boards/councils, two home builder associations, United Way, Relay for Life, county leadership groups, charity organizations, and many service organizations.

Category 2—Strategic Planning

3.2.1 What is your Strategic Planning process, including key participants, and how does it address?

TCL has an ongoing, integrated, and institution-wide research-based planning and assessment process, which involves the TCL Area Commission, faculty, staff, and students. Each year a comprehensive, rolling Strategic Plan is developed, which incorporates the college's initiatives to fulfill its mission. The Commission sets institutional goals at its annual retreat each year. A faculty and staff retreat is held to set objectives related to each goal. Action items are determined by division work groups.

The College's Institutional Effectiveness Reports, Expected Outcomes Reports, budget, Technology Plan, Facilities Plan, Program Reviews reflect the results of strategic planning initiatives and assessments of outcomes.

In late Spring 2008, the College determined the need to evaluate its current strategic planning process. After significant research and feedback, it was determined that the current process could be improved to better service the College. A Strategic Planning Council (SPC) was developed with board college representation.   The SPC will meet regularly to establish the goals and objectives and to ensure implementation of desired measurable outcomes.

A. **Your organization's strengths, weaknesses, opportunities and threats:** TCL's organizational strengths, weaknesses, opportunities and challenges are explored in depth at the area commission and with faculty and staff. Analysis and evaluation of objectives are determined based on identified improvement areas and opportunities. The new Strategic Planning Council will undergo SWOT analysis annually for incorporation into strategic planning discussions.

B. **Financial, regulatory, and other potential risks:** The Strategic Plan incorporates financial and risk management planning. The Strategic Plan serves as the foundation for budget development. It is essential that strategic planning action items are reflective in the budget planning process. The College's Budget Committee uses the Strategic Plan to establish funding priorities for making decisions during budget hearings, ensuring that institutional initiatives are addressed.

C. **Shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition:** The College's executive team meets on a weekly basis and monitors trends related to technology, demographics, and markets. This procedure allows the leadership to implement change if needed to stay competitive and maintain necessary services. Program advisory

board members provide feedback on business and industry trends and aid the College in maintaining up-to-date technology. The boards also provide important workforce trend information that the College uses to assist in determining course content, new programs and services. The Technology Plan, developed in concert with the Strategic Plan, is reviewed monthly by the Institution Resource Management Committee (IRM) to allow for change if needed based on collected information related to trends or shifts. Student and community demographics are monitored through the marketing division. Geo-demographic studies are used to garner information on specific target markets. Information is made available to the Enrollment and Marketing Committee for further analysis and action.

D. **Human resource capabilities and needs:** The College must have the necessary human resources to accomplish its mission. Over the last several years, the College has strategically worked to enhance faculty and staff compensation. While TCL salaries are above average in comparison to other state technical colleges (currently rated number one among SC technical colleges), the College still works to enhance the salary plan in order to retain quality faculty and staff. The lack of state FTE positions limits the College's ability to develop new programs to meet workforce needs in the service area. Faculty members are needed to launch new programs and the cap makes it almost impossible to implement new initiatives.

E. **Long-term organizational sustainability and organizational continuity in emergencies:** A Business Continuity Plan (BCP) is a part of the over risk management operations of the College and includes a comprehensive emergency management plan. The emergency management plan contains policies, procedures, and guidelines for operations regarding a variety of emergency scenarios including hurricane preparedness and evacuation. The plan is reviewed by the Institutional Resource Management and safety and security committees and the Strategic Leadership Team to ensure up-to-date information. The College also maintains close contact with local, state, and federal agencies and organizations regarding emergency management and sustainability planning.

F. **Your ability to execute the strategic plan:** The strategic planning process is integrated into every aspect of the College. The process includes input from key stakeholders. The input formulates the goals and objectives and action items are developed and executed by the appropriate division. The Strategic Planning Council (SPC) is charged with monitoring progress and solicits feedback from stakeholders and meets regularly to determine needed action.

3.2.2 How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (Section I, Question 4)

Strategic objectives specifically address the challenges for additional financial resources to expand and add new programs and the need to recruit and retain qualified faculty and staff. Specific action items have been identified to address these challenges. Capital funding has been identified as a need for facilities and equipment. The Strategic Leadership Team works with various local, state, and national entities to accomplish these objectives.

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

The Strategic Leadership Team continually reviews and monitors the strategic planning process throughout the cycle, ensuring that individual division planning is in concert and that desired results are met. For example, in late spring 2008, a comprehensive analysis of the college's strategic plan and planning process was conducted. The institutional research division researched strategic planning best practices in several community colleges in South Carolina and throughout the U.S. The Strategic Leadership Team reviewed the research and several key changes were made to the strategic planning process to serve the college and its stakeholders better. It was also determined that continual monitoring by the SPC was necessary to ensure that desired outcomes were on target and being met. The college also determined that a dashboard system would

allow for continual monitoring and allow stakeholders to view progress on a continual basis and portions of this system were implemented this year. Under the leadership of the new president, a consultant was retained to assist the college leadership with continued strategic planning.

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

After the goals and objectives are set at the Commission and with faculty and staff, division work groups compiled action items to accomplish specific objectives. The action items determined the division's work plan for the year. Actions plans are tracked through regular faculty/staff division meetings, institutional effectiveness reports, budget analysis, and through expected outcome reports (preliminary and final). The Strategic Leadership Team monitors progress regularly throughout the year ensuring that performance measures are met in final review. A significant part of the College's strategic planning process is to ensure proper resource allocation. As the goals and objectives are developed, resource needs are identified including fiscal and human.

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

The Strategic Plan is organized by goals, objectives, and action items. The five year plan is used to guide the College through all areas of planning. The Strategic Plan is made available via the TCL web site. The Plan is published and made available to all faculty and staff as well as to the community. The newly formed Strategic Planning Council will employ a dashboard system for easy monitoring and communication of the strategic plan and continual progress.

3.2.6 How do you measure progress on your action plan?

Key components in the College's assessment and planning are listed below.
1) The College planning process is coordinated by the Strategic Planning Council and on a day-to-day basis by the Office of Planning and Research resulting in data driven decisions and demonstrating that TCL is effectively accomplishing its mission.
2) TCL follows an internal Comprehensive Academic and Administrative Program Review —a three-year review cycle for all academic programs.
3) South Carolina Technical College System requires the College to submit job placement and continuing education data on current graduates to support the annual Academic Program Evaluation Report (APER). TCL relies on employment data from the South Carolina Employment Security Commission and transfer data from the National Student Clearinghouse subsequent enrollment reports. Data submission is based on student level entry, and the information supports Perkins IV reporting. The APER supports the Colleges Comprehensive Academic Review.
4) TCL academic program managers pro-actively use the required data on program enrollment, completion, and placement to make course and program changes as needed.
5) TCL administers the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey on Student Engagement (CCFSSE) to support assessment and evaluation of the Colleges programs and services. These surveys measure student and/or faculty perception of student engagement.
6) Being a participant in the Achieving the Dream National Initiative, TCL submits and analyses student general file and student term data to support the initiative.
7) Reports published by the National Center of Education Statistics Integrated Postsecondary Education Statistics; the South Carolina Commission on Higher Education, and the South Carolina Technical

College site are utilized for reporting and comparative analysis. The College also uses the SC Technical College System Enterprise Decision Support System.

8) The College administers surveys to it students, graduates, and employers to support accreditation requirements and internal decision-making.

3.2.7 Organization's Strategic Plan

Strategic Plan web address:http://www.tcl.edu/documents/Strategic%20Plan_2006-2011.pdf

Goal I. To ensure excellence and value by providing high quality, relevant programs and services to the South Carolina Lowcountry	
Objectives and Action Items	Performance Measures
Objective: Develop guidelines to facilitate credit and continuing education course offerings for seamless transition of students into the workplace.	
Action Items:	
1. Develop and administer a needs assessment to determine local business and industry needs in the credit and continuing education areas.	7.2.2 7.3.5 7.3.6
2. Explore the possibility and process of awarding academic credit and continuing education areas.	
3. Develop experimental continuing education courses for use in determining credit program needs.	
4. Develop a plan to recruit students from completed continuing education programs for academic programs.	
Objective: Work with division and departmental advisory committees to identify emerging business/industry trends and develop programs to meet local needs.	
Action Items:	
1. Establish an advisory committee for innovation to generate ideas for new programs.	7.6.2 7.6.3 7.6.3
2. Identify grant sources for funding new programs suggested by the advisory committee.	
3..Develop at least one new innovative program per academic division.	
Objective: Identify barriers to student success at TCL and develop strategies to remove barriers.	
Action Items:	
1. Survey students to determine the barriers to success at TCL.	7.1.3 7.2.8, 7.2.4
2. Facilitate student focus group sessions to determine barriers related to student success.	
3. Conduct an internal audit of institutional policies and procedures to identify barriers and make the necessary recommendations/changes to foster a more "student friendly" process.	7.1.4, 7.2.1 7.1.5 7.1.6, 7.3.5 7.5.1
4. Implement data analysis in the form of a retention study to identify variables that relate to student success and failure.	
Objective: Address the need for additional programs, courses, and student services to deliver via conventional and alternate delivery systems.	
Action Items:	
1. With public relations, develop a student friendly entry point on the TCL web page to obtain information about registration and new programs at TCL.	7.1.4 7.1.5
2. With the information technology division, provide an interactive "chat" room for students seeking additional information for TCL.	7.2.1 7.2.2 7.2.4 7.5.2
3. Develop an online information system to advise transfer students on courses available at TCL and identify courses that are accepted for general education credit.	
4. Explore strategies to streamline TCL's general education curriculum to match that of senior institutions to enhance the ability of students to transfer.	
5. Use the web site as an advising tool for transfer students by linking the transfer pages from universities that articulate with TCL to the web site.	
6. Identify methods to track the performance of TCL students who graduate or transfer to senior institutions.	
GOAL II. To assist in the development of a qualified workforce to fulfill the demands of the Lowcountry's expanding and diversifying economy	
Objective: Address the four county service area's workforce needs.	
Action Items:	

Action Item	Reference
1. Meet regularly and as an active partner with chambers of commerce, economic development boards, county officials, LCOG, and other organizations to facilitate workforce needs of the four county service areas.	7.1.1 7.1.2 7.3.6 7.3.7, 7.3.8
2. Locate an office/training space in Colleton County.	
3. Establish new workforce training programs at the Mungin Center in Hampton County.	
4. Work with Jasper County officials to research and determine workforce needs for the projected Port.	
5. Leverage incumbent worker grant funds for needed employer training in the four county service area.	
6. Seek new grant funding for workforce and skill training both credit and continuing education	

Objective: Work to facilitate the transition from high school to college	
Action Items:	
1. Enhance existing summer bridge programs.	7.1.6
2. Expand the dual enrollment program to include more technical programming opportunities at the high school level.	7.1.2
3. Develop high school transition advisory committees composed of counselors, teachers, and high schools students.	7.6.3
4. Enhance the college's conventional orientation and academic advisement programs by adding virtual opportunities.	
5. Market the value and benefits of post secondary education.	

Objective: Serve as a key partner in the Workforce Investment Act (WIA)	
Action Items:	
1. Work with WIA to partner on appropriate grants.	7.3.6 7.3.7, 7.3.8
2. Maintain a position on the WIA board of directors.	
3. Facilitate WIA incumbent worker grants for employers in the service area.	

Objective: Enhance the College's connections with employers in the four county service area.	
Action Items:	
1. Mobilize the appropriate deans in an organized fashion to meet with local business, military, and industry leaders to promote TCL programs.	7.1.6 7.6.3
2. Invite business, industry, and military leaders to TCL to tour the campus and discuss ways to improve TCL's services.	
3. Increase campus visit opportunities for employers.	
4. Market the services of the Job Placement Office.	
5. Increase the number of employer contacts in the Job Placement Office.	
6. Establish an electronic employer newsletter highlighting TCL programs and services for employers and their employees.	

GOAL III. To acquire the necessary resources to accomplish the mission of the Technical College of the Lowcountry	
Objective: Develop partnerships with local businesses and other organizations to leverage financial resources.	
Action Items:	
1. Work with Jasper County to provide additional support needed for the New River Campus.	7.3.1, 7.3.2
2. Seek partnerships with local business, military, and industries to leverage appropriate grant opportunities.	7.3.3, 7.3.4
3. Work with federal officials to identify additional funding streams to support TCL.	
Objective: Build relationships with local, state, and federal officials to obtain additional funding.	
Action Items:	
1. Maintain regular communication with local, state, and federal officials informing them of TCL needs, new programs and services, and student accomplishments.	7.3.1, 7.3.2 7.3.3, 7.3.4
2. Work through State Tech Peer Groups to identify and support the state funding priorities of the technical colleges.	
Objective: Support and partner with the TCL Foundation to ensure a successful capital campaign.	
Action Items:	
1. Actively participate in the planning, promotion, and implementation of the TCL Capital Campaign.	7.3.1, 7.3.2

2. Identify and provide data on facility and program needs that can be the basis for the Foundation's campaign funding objectives.	7.3.3, 7.3.4
Objective: Work to obtain funding through private and public grant opportunities.	
Action Items:	
1. Identify College programs and services for grant funding; coordinate efforts internally and externally with community partnerships.	7.3.1, 7.3.2 7.3.3, 7.3.4
2. Maintain contact with appropriate grant agencies, private and public, to ensure timely and quality submissions.	
3. Ensure data is maintained and analyzed to support grant opportunities.	
Objective: Develop strategies for increasing faculty and staff compensation.	
Action Items:	
1. Monitor legislative action regarding state funded employee salary increases and identify additional increases permitted using local funds.	7.4.1 7.4.2 7.4.3 7.4.5
2. Revise the Salary Plan to reflect an equitable method of application of salary increase for TCL faculty and staff.	
3. Give high priority to identifying resources through savings in expenditures or by obtaining additional revenue to fund the salary plan.	
Objective: Devise strategies to recruit and retain qualified faculty and staff.	
Action Items:	
1. Build upon the Education and Economic Development Act (EEDA) grant funded initiatives to recruit and train adjuncts for dual enrollment courses by expanding the identified successful strategies to other adjuncts and new full time instructors.	7.4.1 7.4.2 7.4.3 7.4.4 7.4.5
2. Hold recruiting sessions for adjunct faculty for credit and non-credit offerings.	
GOAL IV. To expand educational access and attainment in the college's service area	
Objective: Create/develop a continuous presence (physical/virtual) in each county of the College's service area.	
Action Items:	
1. Increase the number of visits to area high schools and One Stops.	7.3.5 7.5.2
2. Increase attendance/participation at community meetings.	
3. Increase membership/active participation in community organizations.	
4. Enhance marketing of the College's virtual and alternative services.	
5. Begin utilization of the Speaker's Bureau.	
6. Develop dual enrollment programs in Colleton County and expand the dual enrollment programs in Hampton, Beaufort, and Jasper counties.	
Objective: Promote the utilization of TCL's programs and services.	
Action Items:	
1. Promote/market the benefits and value of the College's programs and services.	7.2.1, 7.2.4 7.5.1
2. Seek or create opportunities to engage the College's programs and services with existing community programs and services.	
3. Develop a program to solicit and assist existing businesses with problem solving or product development using the TCL facilities and personnel.	
4. Develop a comprehensive, integrated enrollment and marketing plan for promotion of programs and services.	
Objective: Develop new partnerships and enhance existing partnerships with business and industry, public and private non-profit organizations and governmental entities.	
Action Items:	
1. Increase on campus recruitment opportunities for employers.	

2. Continue to recruit from the business community, members to serve on advisory committees.	7.3.6 7.3.7 7.3.8
3. Work with the Chambers of Commerce from each county to identify potential partnerships.	
4. Conduct campus tours for the business community.	
5. Continue work with the WIA and One Stops.	
6. Develop new partnerships with the Center for Accelerated Technology and Training (CATT) enhance existing partnerships.	
Objective: Develop, nurture and enhance partnerships with public, private and home education systems.	
Action Items:	
1. Increase the level of peer to peer contacts within each educational system.	7.2.1 7.2.2, 7.2.4 7.5.1
2. Promote TCL student accomplishments.	
3. Promote the availability and utilization of TCL's career planning services.	
4. Begin the registration of all home school dually enrolled students through the office of the dual enrollment coordinator.	
Objective: Improve the College's educational support systems.	
Action Items:	
1. Enhance front-end counseling services.	7.2.1, 7.2.4 7.5.1
2. Enhance academic advisement services.	
3. Implement early academic intervention strategies.	
4. Expand tutoring services to include evening and weekend services and all campus locations.	

Category 3—Student, Stakeholder, and Market Focus

3.3.1 How do you identify the student and market segments your educational programs will address? How do you determine which student and market segments to pursue for current and future educational programs, offerings, and services?

1) TCL uses a variety of methods to measure the changing needs of the community, current and prospective students, population trends, and educational environment of the four county service area.
2) TCL regularly conducts surveys that poll business and industry partners regarding workforce needs.
3) The College continuously communicates with the current student population to gain feedback on course offerings and student needs. Course evaluations, surveys, informal and formal discussion with student organizations e.g. student government, are various methods that are used to communicate with students.
4) The College utilizes the services of program advisory boards comprised of business and industry representative who provide guidance and direction regarding trends in their business or industry related to workforce needs. The College continuously conducts analysis of enrollment data and regional demographic information aid in determining enrollment trends and market segments.

3.3.2   How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment?

To remain current with changing needs and expectations the College maintains communication with both student and stakeholder groups. The communication takes the form of focus group sessions, surveys, informal and formal discussions and observations. Enrollment Management analyzes feedback from the changing

trends in the workplace, society, and higher education to allow the College to make decisions related to enrollment. The following example studies assisted in determining the current economic and educational needs of the four county area:

1) Data from a Geo-demographic Study of Credit and Non-Credit Marketing Potential, specific to TCL, is used to identify population trends that match the mission of TCL. The study is used as a framework for marketing and recruitment plans.
2) Specific program needs assessments are conducted in order to provide an in-depth analysis for new programs. The studies provided critical information that was analyzed and used for decision making.
3) Industry/business roundtables are conducted with stakeholders to access immediate and future programs needs. Areas of concentration included health services, utility and development infrastructure, law enforcement, and construction trades.
4) Division deans communicate regularly with advisory board members to solicit feedback and monitor trends related to specific program areas.

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

Qualitative and quantitative data gathered through enrollment analysis, program reviews, advisory board sessions, alumni information and employer feedback provide information about the types of programs and services that are needed as well as programs and services that need revision and/or adjustments. Data is dispersed to the strategic planning council and appropriate divisions for inclusion in the strategic planning process.

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

Student and stakeholder satisfaction information is gathered using a variety of surveying methods.

1) The College conducts surveys to collect the student's opinion of instruction by using the SUMMA Information Systems, Inc., Survey of Student Opinion of Instruction tool. Using a five-point scale of agreement, students indicate their level of agreement on 50 items pertaining to instruction in a specific course. SUMMA is administered every fall, spring, and summer semester in all courses during class. SUMMA Information Systems, Inc., processes, analyzes, and provides hard and electronic copies of comprehensive summaries, divisional, and individual reports.
2) Graduate and employer satisfaction surveys are conducted to support external and internal reporting including but not limited to the academic program reviews, accreditation, and a variety of grant reporting.
3) The College administers the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey of Student Engagement during the spring semesters. This survey collects satisfaction information pertaining to support services at TCL.

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

Positive relationships are developed through continuous and strategic communications with students and stakeholders. Positive relations are also developed by providing excellent customer service, accurate and timely information and prompt response to requests. As part of the Achieving the Dream initiative, the college identified three major goals (priorities) related to student success. The priorities are 1) aware of and access to

College and providing a seamless student intake process 2) developmental education; and 3) faculty development.

The key difference between student and stakeholder groups is the receipt of service. For student groups the service is more personal because they interact with different departments of the College on a regular basis. For the community stakeholders the service is generally their perception of the product, a trained and well qualified workforce, or the College's responsiveness to their request or need.

Category 4—Measurement, Analysis, and Knowledge Management

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

The College is required to measure, assess, and evaluate specific student-learning outcomes to federal, state, and local government agencies and private organizations. The College adheres to the reporting criteria. In addition, the College is required to assess and evaluate outcomes that are pertinent to the implementation of a variety of grants. To help determine which operations, processes, and systems used, the College uses internal and external recommendations. Internally, senior leaders, faculty, and staff participate in the selection processes as members of institutional committees and project teams. The comprehensive strategic planning processes are instrumental in determining measurements and tools for tracking outcomes. In addition, the Office of Planning and Research and the Information Technology Department work cooperatively with other functional areas to support their needs for assessing and evaluating performance outcomes.

3.4.2 How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization?

The analysis of information is evaluated by each division of the college.
1) The TCL Commission, President and senior leadership analyzed the outcomes and recommend action to improve the implementation of the Strategic Plan. Currently, this responsibility has shifted to the Strategic Planning Council.
2) The Vice President for Academic Affairs and the Academic Leadership Council analyze internal and external measures of student learning outcomes and make appropriate changes to improve each area assessed.
3) The Vice President for Student Services utilizes a variety of internal and external tools to collect and analysis data/information related to students including the Community College Survey of Student Engagement and a variety of other surveys and focus groups.
4) Industry and Business market surveys and other relative information are utilized by the Vice President of Academic Affairs and Vice President for Continuing Education to determine program needs as well as regular meetings with industry/business representatives.

3.4.3 How do you keep your measures current with educational service needs and directions?

Organization performance on key measures is presented in Category 7. Measurements are reported comparing performance over time or compared with other colleges. Using measurements aligned with federal, state, and local government and private agencies reporting criteria including but not limited to agencies and organizations supporting IPEDS, CHEMIS, SCTECH EDSS, College Board Surveys, SACS Accreditation, and Achieving the Dream Initiative, the College assessment and evaluation remains current. The College utilizes "best practices" and adopts measurements to support the specific needs of the College.

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

1) Information related to student learning is used by the Vice President for Academic Affairs and the division deans to make decisions related to course offerings, teaching methods, and advisement.
2) The SUMMA surveys of student satisfaction for each class are carefully evaluated by the division deans who make appropriate recommendations for improvement in teaching methodology to the faculty.
3) Reports, specific demographics, and other key data are maintained on the college server for easy access by departments.
4) The institutional research department routinely distributes key information for analysis and discussion. The director is available to meet with members of the academic community to assist with analysis.

3.4.5   How do you make needed data and information available? How do you make them accessible to your workforce, students, and stakeholders?

All data requests are managed by the Institutional Research and Planning department of the College. The IRP department meets regularly with vice president and divisional deans regarding data and information. The College shares information with various stakeholders and visa versa in order for other agencies to be able to use workforce development data. Students participate in a number of surveys and results are posted on the website.

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

1) TCL uses the Datatel Information Systems, which is maintained and monitored daily by the Information Technology Division.
2) Input is validated by the system and further analyzed for accuracy by the Director of Planning and Institutional Research and the South Carolina Technical College System.
3) Security is provided by a series of passwords and screen level security.
4) The College's policies, procedures, and practices ensure that confidential information is protected.
5) Reports are made available by the Director of Institutional Research by being placed on the TCL's internal server.
6) A variety of real-time institutional reports are accessible to College employees via "Report Manage"- a dashboard system.
7) Faculty, staff, and administrators may request needed information by submitting a request to the Office of Planning and Institutional Research or the Information Technology Division, appropriately.
8) Requests for data are reviewed in order to ensure that the information being requested is useful and pertinent.

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

TCL uses data to support decisions and provide a knowledge base to determine strategic priorities, to alter policy and procedure and direct budget resources to improve continuously the education of students and to better serve the service area.

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

 Organizational knowledge is shared through each of the division. The President gave a State of the College speech to outline the priorities and achievements of the past year and the vision for the future.

Best practices and other related material are identified and shared on a continual basis. SCTCS peer groups provide a variety of information that is share throughout the College. College leaders ensure that employees attend relative conferences, workshops, and meetings to identify best practices from other community colleges and bring the material and knowledge back to their individual departments and/or to others in the college community. Best practices are discussed at strategic Leadership Team, Academic Leadership Council, Student Affairs Leadership Team and other institutional committee and division meetings.

Category 5—Workforce Focus

TCL is committed to supporting the faculty and staff insuring that their efforts are focused on the mission of the College to provide exemplary educational opportunities to the population of our four county service area.

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

To meet the strategic goals of the College, supervisors develop a planning stage document for each employee, which is reviewed and modified each year. Each employee is formally evaluated based on his or her respective planning stage document. Although state regulations define salary ranges and compensations for TCL employees, salary increases are adjusted in accordance with performance, documented by yearly evaluations.

Work is assigned by the President, based on the strategic plan, to each of the four academic divisions, continuing education, student services and the other administrative divisions, empowering the divisions to complete each task as they see fit. Work is, in turn, distributed to the faculty and staff based on the planning document for that employee and their area of expertise. Division heads share resources and encourage cooperation interdepartmentally and between the major divisions. Individuals are supported in their efforts to find innovative solutions.

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

College's institutional committee structure enables systemic communication at TCL. Meeting weekly, the Strategic Leadership Team comprised of the President and Vice Presidents disseminate information and communicate best practices to division chairs and through the various committees.

TCL uses electronic mail extensively to communicate and to serve as a record in communication. In addition, the College utilizes its Everyone Server to provide efficiently information to all employees. Monthly employee newsletters are sent via email. The President publishes a quarterly newsletter that is sent to all internal and external stakeholders. The web site is used to for updating internal and external stakeholders. Any relevant communication from the regulatory agencies and other organizations is distributed to appropriate employees.

3.5.3 How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans?

A planning document, aligned with the strategic plan, is prepared by the employee and his/her supervisor. The planning documents are reviewed annually; however, supervisors use the document as a guide in advising and feedback to support high performance.

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

Since many jobs in academia depend on one's educational level, each member of the faculty and staff is encouraged to further his or her education. TCL is an active participate in the SCTCS Leadership Certificate program conducted through University of South Carolina. Several employees have completed the program and are continuing their studies in the PhD program. A 12-month Leadership Program was sponsored for technical college employees. This program concentrates on leadership and management skills for employees wanting to progress with their careers. In addition, the College provides professional development funding for staff and faculty to attend conferences, seminars, and workshops to further skills and knowledge. The Strategic Leadership Team encourages faculty and staff to communication career goals and works to mentor those seeking promotion. All position openings are posted internally and employees are encouraged to seek promotions when appropriate. In spring 2008, the college conducted an extensive survey to faculty and staff to solicit feedback related to professional development activities.

3.5.5 How does your development and learning system for leaders address the following:
   a. **Development of personal leadership attributes:** Internal seminars and workshops are held to assist employees in developing leadership skills. For example, a seminar was developed and delivered for emerging leaders that focused on leadership styles and effective leadership attributes.
   b. **Development of organizational knowledge:** Faculty and staff handbooks are available for all employees and serve as informational resources for all employees. College policies and procedures are available for reference and resource. Vice Presidents communicate and discuss organizational philosophies, operations, and key initiatives to division and department heads.
   c. **Ethical practices:** Employee handbooks and policies and procedures are available to all employees. Senior leaders ensure that employees are aware of local, state, and federal regulations. Seminars and workshops also serve as avenues to ensure information regarding ethical practices.
   d. **Core competencies, strategic challenges, and accomplishment of action plans:** The College's mission and values statement as well as the strategic plan is widely distributed and discussed among faculty and staff. The leadership of the strategic planning council represents a board spectrum of the college community and is expected to communicate and discuss challenges and accomplishments to ensure continual dialogue.

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

The College uses the Employee/Faculty Performance Management System for assessment of workforce capability and competencies. Planning documents include key competencies need for excellent performance. Capacity needs are discussed along with strategic planning.

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

Recruiting and hiring activities are coordinated by the college's personnel office under the supervision of the Vice President for Administrative Services. Hiring procedures follow State Board Policy 8-7-100 & 8-7-100.1. The college abides by all state and federal employment regulations and is an equal opportunity employer. Upon approval of a new position or filling of a vacancy is determine, the position is posted and advertised internally and externally. A selection committee is appointed by the president and the committee screens applications from the applicant pool. Top candidates are contacted for interviews by the selection committee. Offers for employment are extended by the personnel office. Once hired, the new employee receives an overall orientation with personnel department and it is the supervisor's responsibility to orient the employee to their position and division. Supervisors are encouraged to work closely with a new employee by providing feedback and to assist the employee in assimilation into the college's culture.

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

The Academic Leadership Council recommends faculty professional development activities around key issues related to the Strategic Plan. Professional development activities are directly linked to College goals. Many faculty and staff communicate the knowledge and skills learned through various conferences and training activities by conducting internal workshops for other employees. For example, a faculty member sent to Microsoft training for a new application may then in turn offer a series of workshops to other employees. Evaluation of professional development is included within the employee's performance planning documents. Employee performance success criteria addresses how the employee utilities new skills and knowledge and how it is incorporated into their position.

3.5.9 How do you evaluate the effectiveness of your workforce and leaders training and development systems? Faculty and staff training and professional development are included in the employees' performance management document and are evaluated as part of the employees' performance evaluation. The supervisor and employee together determine professional development activities. The supervisor monitors and evaluations the employee's progress and the effectiveness of the training as related to their position.

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

Various surveys have been noted that stakeholders find the TCL staff dedicated to the mission of the College and enjoy working to serve students as they pursue their career paths. Faculty and staff accomplishments are recognized formally and informally. The employee/faculty performance management process is linked to monetary incentives in the form of raises if funding is available. Professional development funds are available to faculty and staff for pursuing educational goals.

3.5.11 What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation? Surveys, focus groups, and other means are used to gauge faculty and staff satisfaction. The College conducted an extensive climate survey to gauge satisfaction as well as determining improvement areas. The president visited division meetings to solicit feedback from faculty and staff. The president's office conducted a short, but effective survey to solicit staff and faculty feedback on a variety of subjects.

3.5.12   How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement? As stated in 3.5.8, assessments are communicated to the Area Commission, Strategic

Leadership Team, institutional committees including the Academic Leadership Committee and analyzed for inclusion into the strategic planning process.

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

The College has a standing Safety Committee established for assisting the College with maintaining a safe and healthy campus environment. The College provides information on safety and health and wellness programs through various sources including the College web site, employee newsletter, and student publications.

The College publishes an Emergency Preparedness Plan, which is made available both in hard copy and in electronic format. All faculty and staff are required to read this plan as a part of their orientation. The State Emergency Operation Plan is also available in both electronic and hard copy. Physical plant and Security staff constantly monitors the campuses to maintain a safe physical environment for faculty, staff and students.

The Strategic Leadership Team reviews College safety and emergency plans at least bi-annually and best practices from other institutional of higher education are discussed regularly with College personnel regarding safety, crisis, and emergency preparedness. For example, the Strategic Leadership Team instructed the Safety Committee to review the College safety and emergency plans in light of recent national events on College campuses. As a result, the College has implemented a phone paging alert system along with a text messaging system. The phone paging alert system was installed this system in all buildings at the three campus locations. In addition, to help maximize safety and security on campus, the College has arranged for a member of the Beaufort City Police Department to join TCL's security team to provide security on the Beaufort campus from Monday to Friday, 2 to 10 p.m.

Category 6—Process Management

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

1) TCL's core competencies are determined by collecting information and feedback from key stakeholders (students, faculty, staff, local employers, and community leaders) to refine course offerings, delivery formats, and schedules.
2) Accreditation standards are also considered in developing core competencies.
3) Core competencies include the following: a) relevant curriculum offerings (developmental and general education along with business and industrial technologies, health sciences, and continuing education and workforce offerings); b) quality instruction; and c) comprehensive student support services.
4) The core competencies relate directly to the College's mission as a comprehensive, public, two-year institution dedicated to serve diverse educational needs of its service area communities.
5) The core competencies are used as a foundation to strategically plan the institution's activities and develop action plans.

3.6.2 What are your organization's key work processes?

The College's key work processes are defined in the areas of academic, financial, student services, continuing education, and institutional advancements. The strategic plan drives the action items of each division. The vice president responsible for each area works with staff and faculty ensure that the priorities established are implemented and expected outcomes are obtained.

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

 TCL identifies learning processes as those that directly relate to the increase in student knowledge to further the goals and mission of the college. The following processes are determined by key stakeholders: a) curriculum design; b) instruction; c) delivery methods; d) advising; e) registration; and f) career counseling.

3.6.3 How do you incorporate input from students, faculty, staff, stakeholders, suppliers, and partners for determining your key work process requirements?

To acquire input from stakeholders, TCL conducted several major industry/business roundtables. Stakeholders representing Beaufort, Jasper, Colleton and Hampton County business and industry attended a series of roundtable discussions that centered on immediate and future needs of the business areas. The roundtables resulted in new program offerings in credit and continuing education. Advice for program improvement is solicited from the advisory committees and employers for each program area. The College conducts a series of surveys and focus groups to ascertain workforce and student input on key work processes.

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

To serve student needs for the delivery of course material, the college has increased its use of WebCT, added Blackboard, and other electronic methods of teaching. The College makes extensive use of the committee structure for developing and implementing organizational knowledge, exchanging ideas and disseminating ideas. The implementation of the Quality Enhancement Plan (QEP) has resulted in improved student learning and improved methods of teaching.

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

Administrative, Academic, and Student Service programs are assessed and evaluated. Data analysis and research are coordinated through the Office of Planning and Institutional Research. Administrative and academic program reviews are on-going. Each division is reviewed and evaluated as to its respective focus and recommendations are submitted for discussion and implementation.

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

Key support processes include strong marketing efforts, a student success management system that results in good graduation rates for programs and a finance organization that provides funding for maintaining existing programs and developing new programs.

Because the basic outcome is delivery of education programs to students in the service area, all other departments of the College function to directly or indirectly support that objective. This may be as direct support to instruction through materials, facilities, financial services or to students as counseling, tutoring, food services or other support. In addition to the established evaluation processes through the reporting structure and personnel processes, support services are also evaluated through administrative program reviews. .

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

Budgetary and financial resources are provided by tuition and state and local allocations. These resources are managed by the Finance Division at the college. Increases in tuition over the last several years have provided increases in the overall operating budget.

TCL uses a budget process that includes a Budget Committee and extensive involvement with college personnel in developing budget needs for support of the various educational programs, support functions, facilities and institutional needs. The president, commission members and other College administrators are actively involved in seeking funds from all available sources to support the programs of the College. The strategic planning process and institutional effectiveness efforts establish specific initiatives whose funding requirements flows into the budget planning process.

The Budget Committee develops the annual budget based on priorities identified in the planning process and makes the budget recommendations to the President and in turn, to the TCL Commission. Decisions on tuition rates and other controllable fee rates are made based on available funding from other sources, the identified budget operating requirements and initiatives that need or are required to be implemented.

Category 7—Organizational Performance Results

Data sources. Data sources for this report includes a) the South Carolina Technical Education System Dashboard and the Enterprise Decision Support Systems (EDSS); b) the National Center of Education Statistics Integrated Postsecondary Education Data Systems reports; c) South Carolina Commission on Higher Education Institutional Effectiveness and Performing Funding Reports; and d) the Technical College of the Lowcountry data and information management system reports.

Technical College of the Lowcountry Peer Groups. TCL has established two peer groups for comparison: 1) the South Carolina Technical College System Peer Group Level 2 (SCTCS PGL2) and 2) the National Center of Education Statistics Integrated Postsecondary Education Data System (IPEDS) Comparison Peer Group (IPEDS CPG).

South Carolina Technical College System Peer Group for TCL
The following colleges comprise TCL's South Carolina Technical College System Level 2 Peer Group based on undergraduate enrollment head count in the 1,000 to 4,000 range: a) Aiken Technical College; b) Carolina Central Technical College; c) Orangeburg-Calhoun Technical College; and d) Technical College of the Lowcountry.

National Center of Education Statistics Integrated Postsecondary Education Data System (IPEDS) Comparison Peer Group for TCL

1. Arkansas Northeastern College, Blytheville, Arkansas
2. Blue Ridge Community and Technical College, Martinsburg, West Virginia
3. Blue Ridge Community College, Flat Rock, North Carolina
4. Blue Ridge Community College, Weyers Cave, Virginia
5. Carteret Community College, Morehead City, North Carolina
6. Chattahoochee Valley Community College, Phenix City, Alabama
7. College of the Albemarle, Elizabeth City, North Carolina
8. Haywood Community College, Clyde, North Carolina
9. Louisiana Technical College, Acadian Campus, Crowley, Louisiana
10. North Arkansas College, Harrison, Arkansas
11. North Georgia Technical College Clarksville, Georgia

12. Ogeechee Technical College, Statesboro, Georgia
13. Orangeburg Calhoun Technical College, Orangeburg, South Carolina
14. Phillips Community College of the University of Arkansas, Helena, Arkansas
15. Piedmont Technical College, Greenwood , South Carolina
16. Southeast Arkansas College, Pine Bluff, Arkansas
17. Southwest Mississippi Community College, Summit, Mississippi
18. Valdosta Technical College, Valdosta, Georgia
19. West Georgia Technical College, Lagrange, Georgia
20. Wilson Community College, Wilson, North Carolina

The IPEDS CPG colleges have similar characteristics including but not limited to the following: a) public, 2-year institutions; b) located in the Southeast geographical region of the United States; c) degree-granting; d) associate degree as the highest degree granted; e) undergraduate Fall 2007 enrollment range of 1,000 to 4,000 with the exceptions of Piedmont Technical College, Blue Ridge Community College of Weyers Cave, and Louisiana Technical College-Acadian Campus; f) cost of attendance; and/ or g) financial assistance awards to first-time, full-time, degree-seeking freshmen as of Fall 2007.

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

Key Measures. The Technical College of the Lowcountry (TCL) uses several key measures for student learning and improvements in student learning as follows: a) Community College Survey of Student Engagement Benchmark Scores which measure the student's perception of their participation in their educational experience; b) grade distribution, c) pass rates for national examinations; d) number of awards conferred; e) graduation rates of first-time, full-time, degree-seeking freshmen at 150% of their program time; f) success rates of first-time, full-time, degree-seeking undergraduates for 2-year institutions; g) student progression rates; h) fall-to-fall retention rates for a variety of cohorts; i) graduate job and in-school placement rates; and j) Instructional Performance Systems Incorporated's instructional software assessment instrument (IPSI) ; and k) the Southern Association for Colleges and Schools (SACS) Quality Enhancement Plan.

IPSI. In addition to the key measures above, TCL adopted IPSI— Instructional Performance Systems Incorporated's instructional software assessment instrument—to support institutional effectiveness as it relates to curriculum development and management and student learning outcomes in Spring 2009. **IPSI "creates an aligned curriculum**: What is planned is taught, what is taught is learned, and what is learned is tested. Hence, there is a perfect match among the three functions of curriculum and instruction."[1] As of the beginning of Fall 2009, TCL is in the first stage of IPSI with more than 80 courses developed with course content.

For TCL, IPSI offers a multifaceted solution for a complex problem. IPSI software guides users, monitors the users' decisions, and aggregates these decisions across the curriculum and instructional functions of planning, delivering, and evaluating. IPSI seeks to (1) document and communicate the intended content, (2) encourage relevant and aligned delivery of the intended content, and (3) insure effective and efficient evaluation of the delivered content. Accordingly, curriculum and instruction alignment and accountability evolves. The software provides a common platform regardless of level or discipline. The IPSI six software components are (1) produce a syllabus, (2) create delivery plans, (3) develop test items and tests, (4) administer/score/analyze objective test items, (5) track students, and (6) perform meta-analysis of curriculum and instruction decisions. [2]

---

[1] Retrieved from http://www.ipsiep.com/ipsiep/Portals/0/50Reasons.pdf on June 2, 2009.

[2] Retrieved from : http://www.ipsiep.com/ipsiep/Portals/0/StateCIGenericProposal.pdf on June 2, 2009.

In addition, IPSI enables assessment options. The ultimate purpose of an assessment is to make judgments. In learning assessment, the judgment usually relates to the proficiency attained for intended content. If this is the case, criterion-referenced testing is desirable. Norm-referenced assessment is useful for comparing your learners with externally defined learners. Difficulties of both approaches may reside in the communication of the content criteria, the delivery of the instruction, or the testing. With IPSI, the content, delivery and evaluation are aligned through expert systems employed to ensure infrastructure quality. The electronic technology under-girding IPSI promotes rapid collection of data and feedback of results. IPSI can be the tool for implementation of criterion and/or norm referenced testing. The ultimate result is the isolation of strengths and deficiencies among the intent, delivery and evaluation. [3]

SACS QEP. The Southern Association for Colleges and Schools (SACS) reaffirmation requirements, the TCL developed its Quality Enhancement Plan (QEP) *Improving Student Learning Through Direct Assessment Processes* measures as applicable for the reporting period. This reports provides tables and chart comparing TCL to its peer institutions in the South Carolina Technical College System and nationally when data was available and comparable.

7.1.1. Community College Survey of Student Engagement Benchmark Scores

The college uses the Community College Survey of Student Engagement (CCSSE) benchmark scores as key measure for improving student learning based on the student's perception of their engagement—an indicator of students investing in meaningful educational practices by measuring the amount of time and energy students spend. Using CCSSE Benchmarks, the college is able to compare itself to other small colleges and CCSSE Cohorts. Trend data were used for decision-making to support institutional effectiveness and student learning. The five (5) CCSSE Benchmarks were : 1) Active and Collaborative Learning, 2) Academic Challenge, 3) Student Effort; 4) Student Effort; and 5) Support for Learners. [Read more about CCSSE and student engagement at http://www.ccsse.org .]

Figure 7.1.1-1 shows CCSSE Benchmark Scores for CCSSE 2007, 2008, and 2009 results and the differences between the scores of the South Carolina Technical College System Consortium and the CCSSE Cohorts. The

Benchmark Scores : All Students	TCL Benchmark Scores			South Carolina Technical College Consortium (Score Difference from TCL Scores)			CCSSE Cohorts (Score Difference from TCL Scores)		
Benchmarks	2007	2008	2009	2007	2008	2009	2007	2008	2009
				n = 6	n = 5	n = 6	n = 525	n = 585	n = 633
Active and Collaborative Learning	49.3	50.5	47.9	-0.50	-0.40	-0.40	-0.70	0.50	-2.10
Academic Challenge	53.0	52.4	52.1	1.30	-0.30	1.00	3.00	2.40	2.10
Student Effort	49.0	52.3	48.9	-2.60	1.50	-3.90	-1.00	2.30	-1.10
Student-Faculty Interaction	52.2	53.0	50.4	-1.50	-1.40	0.00	2.20	3.00	0.40
Support for Learners	54.9	52.9	53.2	2.00	-0.60	2.10	4.90	2.90	3.20

Source: CCSSE 2007, 2008, and 2009 Benchmark Summary. Benchmark Score: each benchmark score was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full-and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores. Score Difference: The result of subtracting the comparison group score (same size college of 2008 CCSSE cohort) from your college's score on each benchmark. The items listed are significant at p< .001 with an effect size greater than or equal to .2.

2009 South Carolina Technical College System Consortium: 1) Aiken Technical College, 2) Horry-Georgetown Technical College, 3) Midlands Technical College, 4) Technical College of the Lowcountry, 5) Tri-County Technical College, and 6) York Technical College. Comparing TCL to the South Carolina Technical College Consortium, TCL

---

[3] Retrieved from : http://www.ipsiep.com/ipsiep/Portals/0/StateCIGenericProposal.pdf on June 2, 2009.

benchmark scores were significantly better for benchmarks Academic Challenge and Support for Learners; however, TCL benchmarks scores show drop slightly from 2007 to 2009. Benchmark scores for Active and Collaborative Learning, Student Effort, and Student-Faculty Interaction increased slightly in 2008. Comparing TCL to the 2009 CCSSE Cohort of 633 institutions, TCL was significantly higher in Academic Challenge and Support for Learners.

7.1.2   National Professional Examinations Pass Rates –First Attempts

The College supports several professional examinations for accredited and non-accredited programs. Professional exams included the following:1) National Council Licensure Exam (NCLEX Practical Nurse); 2) National Council Licensure Exam (NCLEX Registered Nurse (ADN); 3) Radiography Exam, ARRT; 4) Surgical Technologist National Certifying Examination; and 5) Industry Competency Exam (ICE).

Figure 7.1.2-1 Reported National Professional Examinations Pass Rates from April 1, 2008 through March 31, 2009

Reported National Professional Examinations Pass Rates from April 1, 2008 through March 31, 2009	
Cosmetology Exam	100%
National Council Licensure exam—Practical Nursing	83%
National Council Licensure Exam—Associate Degree in Nursing	94%
Radiography Exam—AART	100%
Surgical Technologist National Certifying Examination	85.8%

Figure 7.1.2-2 National Professional Examinations Pass Rate of First Attempts: Trends (2001-2002 through 2008-2008)

National Professional Examinations Pass Rate of First Attempts: Trends (2001-2002 through 2008-2008)				
Period	Associate Degree in Nursing		Radiography Exam AART	
2001-2002	24/24	100%		
2002-2003	26/27	96%		
2003-2004	32/32	100%		
2004-2005	34/39	87%		
2005-2006	38/40	95%	11/11	100%
2006-2007	38/44	86%	11/11	100%
2007-2008	na	na	12/12	100%
Totals	192/206	93.2%	34/34	100%

7.1.3 Awards Conferred in 2007-2008

In 2007-2008, nearly 51% of the awards conferred were associate degrees.

2007-2008 TCL Percentages Awards   (n = 294)

Diplomas 13.4%
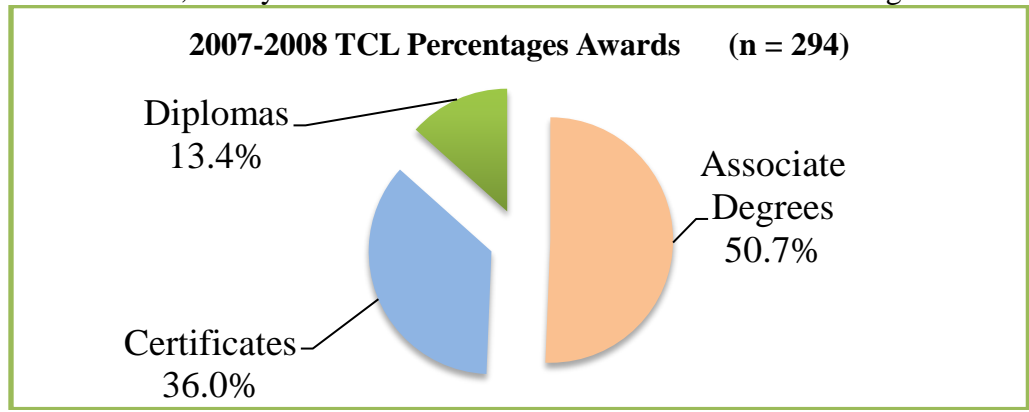Associate Degrees 50.7%
Certificates 36.0%

Figure 7.1.3-1 shows the associate degrees, certificates, and diplomas as a percentage of the total number of awards for 2007-2008 (294). Data Source: South Carolina Commission on Higher Education, Data were retrieved from the following link: http://www.che.sc.gov/New_Web/Rep&Pubs/Completions.htm

Figure 7.1.3-2 shows an increase percentage of associate degrees awarded from 2005-2006 at 43.2% to 50.7% in 2007-2008. Data Source: South Carolina Commission on Higher Education, Data were retrieved from the following link: http://www.che.sc.gov/New_Web/Rep&Pubs/Completions.htm
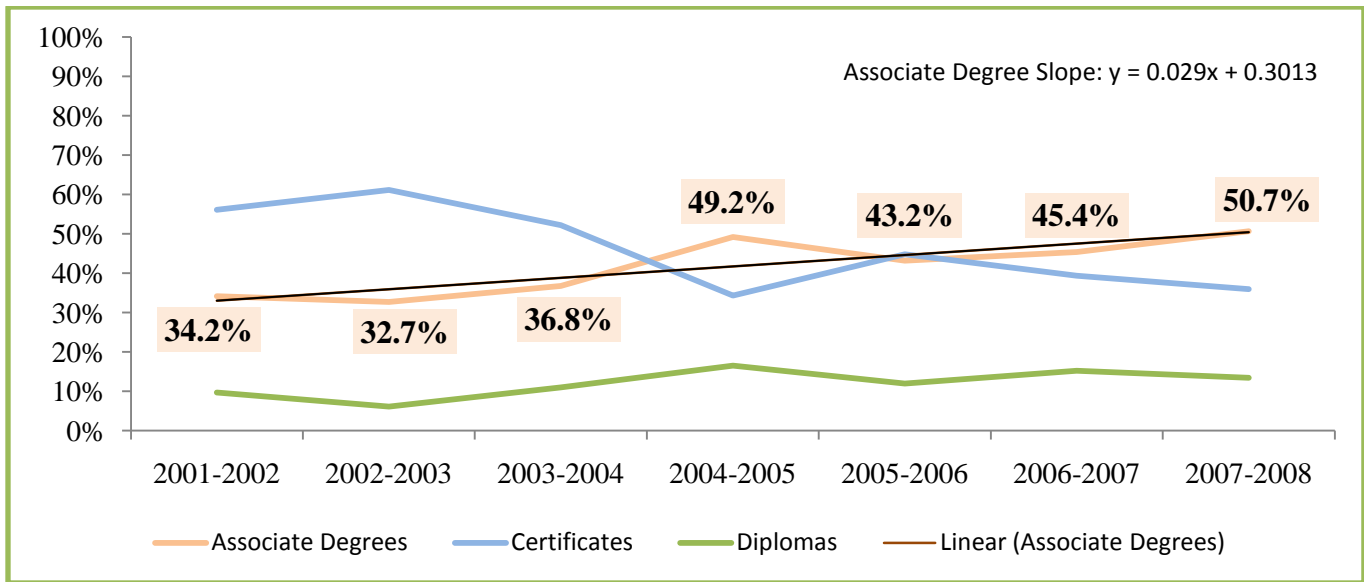
Figure 7.1.3-3 Program Evaluation - Graduates Summary By College and Level

Academic Year	Technical College of the Lowcountry	Aiken Technical College	Carolina Central Technical College	Orangeburg-Calhoun Technical College
2001-2002	310	501	426	347
2002-2003	343	524	351	358
2003-2004	347	531	460	419
2004-2005	303	544	483	450
2005-2006	324	633	406	488
2006-2007	269	565	470	546
2007-2008	294	636	580	450

South Carolina Technical College System Peer Group Level Two: Academic Program Evaluation - Graduates Summary By College and Level 2001-2002 to 2007-2008

**Data Source: South Carolina Technical College System :
https://www.sctechsystem.com/viewreports/showreport.aspx?fldname=PEReports&rptname=GradsByInstLevel2**

TCL IPEDS Comparison Peer Group Institutions Total Awards for 206-2007: Percentages of Associate Degrees and Certificates/ or one year of less than one year		2006-2007		
Unit ID	Institutions	Total Awards	Associate Degrees	Certificates/or one or less than one year
107327	Arkansas Northeastern College	291	69.4%	30.6%
446774	Blue Ridge Community and Technical College	329	50.8%	49.2%
198039	Blue Ridge Community College Weyers Cave	478	87.9%	12.1%
198039	Blue Ridge Community College, Flat Rock	228	63.6%	36.4%
198206	Carteret Community College	270	57.0%	43.0%
101028	Chattahoochee Valley Community College	247	83.0%	17.0%
197814	College of the Albermarle	448	42.4%	57.6%
198668	Haywood Community College	409	56.7%	43.3%
107460	North Arkansas College	382	62.6%	37.4%
140678	North Georgia Technical College	938	8.0%	92.0%
366465	Ogeechee Technical College	827	0.1%	89.4%
218487	Orangeburg Calhoun Technical College	546	47.3%	52.7%
107619	Phillips Community College of the University of Arkansas	314	49.4%	50.6%
218520	Piedmont Technical College	1,154	42.5%	57.5%
107637	Southeast Arkansas College	425	44.5%	55.5%
176354	Southwest Mississippi Community College	407	67.1%	32.9%
217712	Technical College of the Lowcountry**	273	44.7%	55.3%
141255	Valdosta Technical College	787	11.1%	88.9%
141228	West Georgia Technical College	688	9.4%	90.6%
199953	Wilson Community College	389	52.4%	47.6%

Data Source: National Center for Education Statistics IPEDS Data Center Institution Data Reports for 2006-2007 Completions. **Note that the difference in the total number of awards conferred in 2006-2007 was due to IPEDS reporting period occurring prior to the close of South Carolina Commission on Higher Education reports.

Figure 7.1.3-4 shows TCL IPEDS Comparison Group number of total awards, percentage of associate degrees, and percentage of certificates or one or less than one year awards for 2006-2007.

Data Source: **http://nces.ed.gov/ipeds/datacenter/Default.aspx**

UnitId	Institution name	2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007
446774	Blue Ridge Community and Technical College				0	135	167
198039	Blue Ridge Community College	106	81	43	68	164	145
231536	Blue Ridge Community College	286	379	371	418	389	420
198206	Carteret Community College	95	145	157	162	148	154
101028	Chattahoochee Valley Community College	253	222	183	197	227	205
197814	College of the Albemarle	147	172	157	165	193	190
198668	Haywood Community College	176	169	232	234	229	232
160560	Louisiana Technical College-Acadian Campus	29	38	46	26	8	
107460	North Arkansas College	204	195	214	199	256	239
140678	North Georgia Technical College	42	70	72	102	72	75
366465	Ogeechee Technical College	26	82	95	74	112	88
218487	Orangeburg Calhoun Technical College	199	217	218	239	260	258
107619	Phillips Community College of the University of Arkansas	143	133	172	176	199	153
218520	Piedmont Technical College	397	473	551	491	459	490
107637	Southeast Arkansas College	131	145	175	168	160	189
176354	Southwest Mississippi Community College	297	316	333	313	295	273
217712	Technical College of the Lowcountry	106	112	128	149	140	122
141255	Valdosta Technical College	15	35	36	52	57	87
141228	West Georgia Technical College	24	36	42	67	57	65
199953	Wilson Community College	120	127	145	158	184	204

Associate Degrees Conferred: TCL's IPEDS Comparison Peer Group 6-year Trend Data (July 1 to June 30)

Data Source: National Center of Education Statistics IPEDS Completions: http://nces.ed.gov/ipeds/datacenter/Default.aspx

Figure 7.1.3-5 shows TCL IPEDS Comparison Group members and the total number of associate degrees conferred from 2001-2002 to 2006-2007.
Data Source: Retrieved from **http://nces.ed.gov/ipeds/datacenter/Default.aspx**

7.1.4   Student Retention

Student retention is a key measure at TCL. Examining data that shows enrollment patterns of a variety of cohorts allows the college to identify further assessment needs to improve retaining students until completion of their highest educational goal.

7.1.4.1 Fall-to-fall Retention Rates of First-time, Full-time, Degree-seeking Freshmen

Figure 7.1.4 shows the fall cohort of first-time, full-time, degree-seeking freshmen fall-to-fall retention rates. The Adjusted Cohort is the total number of students in the Fall Cohort minus Exclusions. An exclusion is any student who died or was severely disabled; served in the armed forces (including those called to active duty); any student who left to serve with a foreign aid service of the foreign government; or any student who left to serve in an official church mission. The Retention Rate calculation is as follows: the sum of the number of graduates plus the number of students retained divided by the difference of the Fall Cohort minus Exclusions.

Figure 7.1.4.1-1 Fall-to-fall Retention Rates of TCL First-time, full-time, degree-seeking freshmen
Data Source: South Carolina Commission on Higher Education

Fall-to-Fall	Fall Cohort	Exclusions	Graduates	Adjusted Fall Cohort	Retained and Not Graduated	Fall-to-Fall Retention Rate
Fall 2003 to Fall 2004	188	0	9	188	87	51.1%
Fall 2004 to Fall 2005	157	0	3	157	62	41.4%
Fall 2005 to Fall 2006	138	0	2	138	64	47.8%
Fall 2006 to Fall 2007	179	0	3	179	90	52.0%
Fall 2007 to Fall 2008	165	0	7	165	76	50.3%

Fall-to-fall Retention Rates of TCL First-time, full-time, degree-seeking freshmen
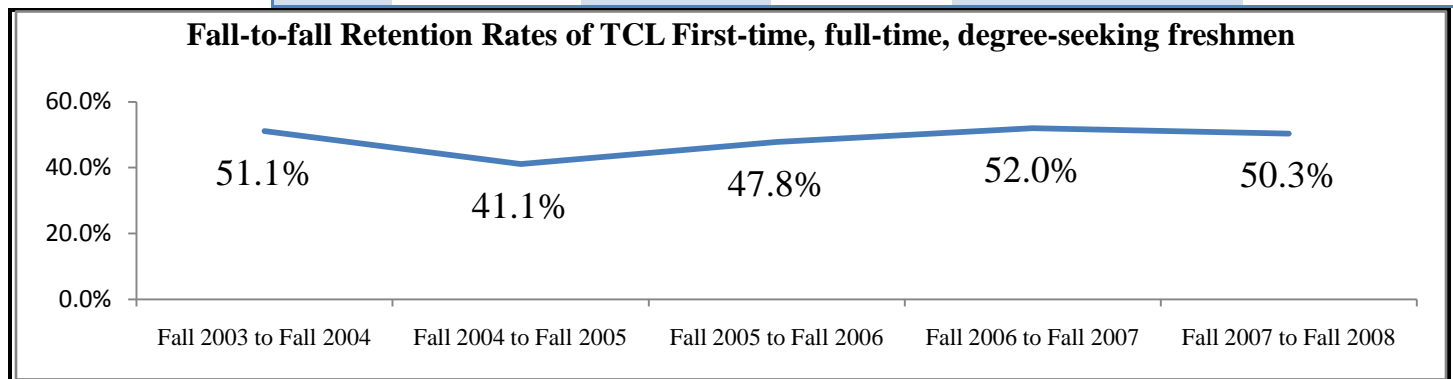
Figure 7.1.4.1-2 graphs the fall-to-fall retention rates of TCL's first-time , full-time, degree-seeking freshmen.

7.1.4.2 Fall-to-fall Retention Rates of Minority Undergraduates with S.C. Citizenship

Fall-to-Fall Retention Rates of Minority Undergraduates with S.C. Citizenship is a key measure for TCL because approximately half of the college's enrollment is minority—African American, American Indian, Asian, and Hispanic students, according to CHEMIS data reports. For the past three reporting periods, TCL's retention rate for this group has declined from 53.5% to 48.2% while enrollment has remained steady at approximately 48 to 49%. To increase retention of minority students, TCL started developed PILAU- a program designed to enhance the college experience for African American male students.
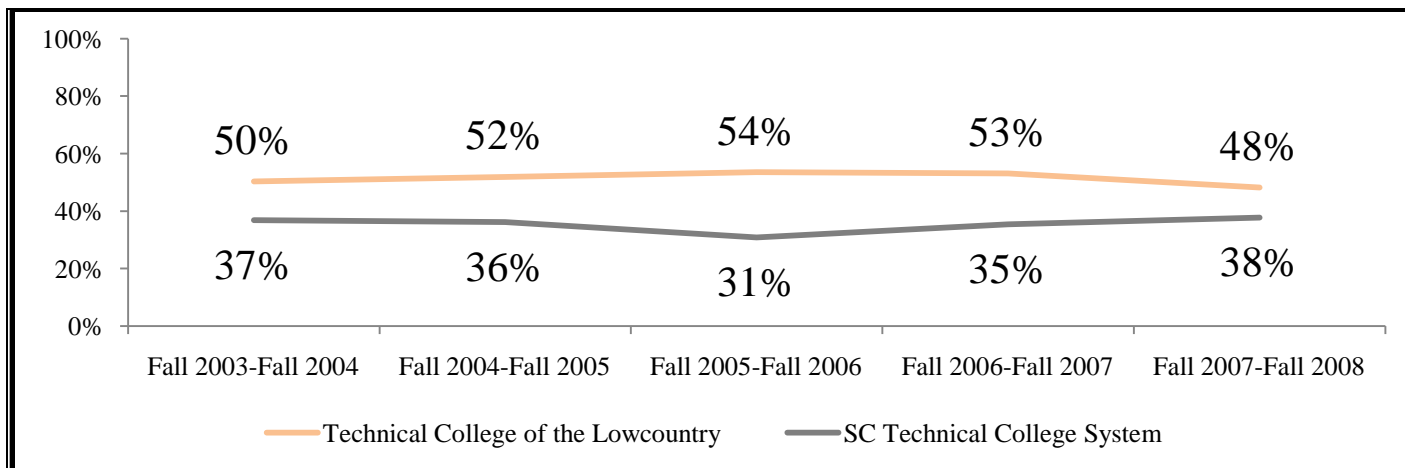
Figure 7.1.4.2 shows the fall-to-fall retention rates of minority undergraduates with South Carolina Citizenship for TCL and the South Carolina Technical College System from Fall 2003 to Fall 2007. Data Source: S.C. Commission of Higher Education, Performance Funding Reports—retrieved from www.che.sc.gov/New_Web/Rep&Pubs/Perf_Fund.htm .

7.1.5 Spring 2009 to Fall 2009 Retention of PILUA Program Participants

PILAU— Promoting Integrity, Leadership, Academics and cultural Understanding (PILAU)—a new project targeted to improving educational outcomes of African-American males enrolled. The program began Spring 2008, with 81 PILAU participants. Of these participants, 61% were retained in Fall 2009.

Figure 7.1.5 shows the Spring 2008 to Fall 2009 retention data for PILAU participants.

PILAU Cohort 1	Adjusted Cohort (Cohort 1 minus Exclusions)	Graduates	Retained & (Did not confer an award anytime during Spring 2009 to Summer 2009)	Retention Rate (total number of graduates plus retained divided by the total number of Adjusted Cohort 1)
81	80	4	45	61%

7.1.6 Graduate Placement Rates

TCL uses the South Carolina Commission on Higher Education Academic Program Evaluation Report data for graduate placement rates to assess student learning. While graduate placement includes when a graduate was still enrolled at TCL or another institution of higher education, job placement is a key measure to help assess TCL's performance as it relates to student learning. TCL graduate job placements rates jumped from 62% for 2005-2006 graduates to 91% for 2006-2007 graduates, and then, dropped to 83% for 2007-2008 graduates. These rates were affected by a) use of employment tracking data obtained from the South Carolina Employment Security Commission and improved internal tracking of graduates and b) the economic downturn and a shrinking job market.

Academic Program Evaluation Report for Graduate Placement from 2003-2004 through 2007-2008			
Academic Year	On Job	In School	Graduate Placement Rate
2003-3004	64%	15%	79%
2004-2005	60%	26%	86%
2005-2006	62%	14%	76%
2006-2007	91%	3%	94%
2007-2008	83%	11%	94%

Figure 7.1.6 Data Source: Data Source: South Carolina Technical College System Academic Program Evaluation Reports for CHEMIS reporting.(South Carolina Commission on Higher Education)

7.1.7 QEP: The Southern Association for Colleges and Schools (SACS) reaffirmation Quality Enhancement Plan (QEP) *Improving Student Learning Through Direct Assessment Processes*

7.1.7.1 *QEP Assessment Plan.* As part of the Southern Association for Colleges and Schools (SACS) reaffirmation requirements, the Technical College of the Lowcountry's developed its Quality Enhancement Plan (QEP) *Improving Student Learning Through Direct Assessment Processes*,. The premise of the QEP, derived and refined from many discussions with campus committees, councils, and the campus-wide retreat, is that student learning is affected by the total learning environment, and this environment can be enhanced by everyone at the College.
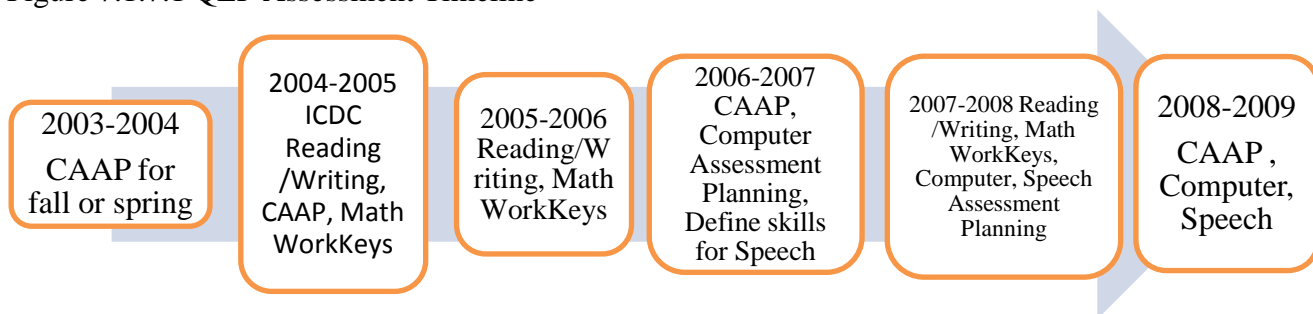
The objectives of the QEP are as follows: 1) to enhance the quality of associate degree graduates; 2) to increase the level of professionalism exhibited by associate degree graduates; 3) to increase retention rates in courses and programs; 4) to increase graduation rates; 5) to increase attention paid by programs to the application of the skills outlined by the Institutional Competencies with the resulting demonstration of these skills throughout the program of study ; 6) to develop a culture within the College that values assessment; and 7) a succinct list of the initial goals and intended outcomes of the QEP.

The major goals of the QEP are as follows: 1) to implement a cohesive assessment process utilizing direct assessment of student work to assess the skill level of associate degree graduates in academic areas outlined by the Institutional Competencies, and 2) to have associate degree graduates demonstrate an acceptable skill level in academic areas outlined by the Institutional Competencies.

These goals were to be realized in two phases addressing: 1) skills in reading/writing, fundamental mathematics, basic use of computers, and oral communication, elements of the first Institutional Competency, and 2) proficiency in problem solving and critical thinking, acquisition and use of information, and working with a variety of technologies, the second, third, and fourth Institutional Competencies respectively.

TCL's Institutional Competencies outline those skills that associate degree graduates are expected to demonstrate the following: 1) proficiency in the basic academic skills in reading and writing, oral communication, fundamental mathematical skills and the basic use of computers; 2) proficiency in problem solving and critical thinking; 3) the ability to acquire and use information; and 4) the ability to work with a variety of technologies.
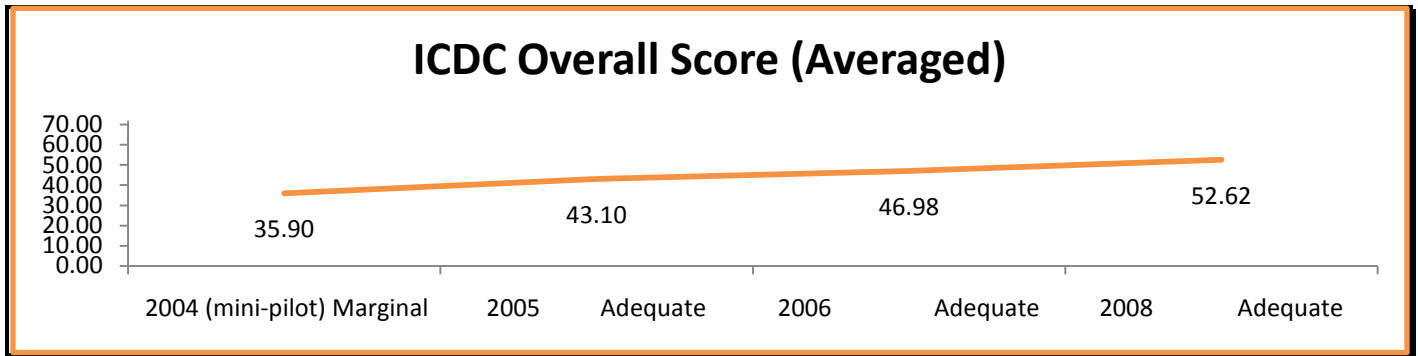
Figure 7.1.7.1 QEP Assessment Timeline

| 2003-2004 CAAP for fall or spring | 2004-2005 ICDC Reading/Writing, CAAP, Math WorkKeys | 2005-2006 Reading/Writing, Math WorkKeys | 2006-2007 CAAP, Computer Assessment Planning, Define skills for Speech | 2007-2008 Reading/Writing, Math WorkKeys, Computer, Speech Assessment Planning | 2008-2009 CAAP , Computer, Speech |

7.1.7. 2 *Reading and Writing ICDC*. The Institutional Competency Assessment focuses on the reading and writing skills. Using two assessment tools to measure the students' abilities, the QEP will measure the students' abilities in reading and writing skills. The standardized test is being administered in upper level classes and student-writing samples are collected from each program and assess by independent evaluators. To facilitate the evaluation of the writing samples, a cross-team developed and refined the rubric used in the assessment of student writing samples. As a result of this assessment activity, instructors routinely distribute the rubrics and

competencies to students to clarify the assessment process. The students have been receptive to these expectations on assignments. This improvement has been most notable in the area of reading and writing, the initial focus of the QEP. The average score has increased from 35.9 (marginal) in 2004 to 52.62 (adequate) in 2008. The results show a significant improvement in the proficiency in reading and writing skills of those students graduating. The average now falls into the high adequate range.

Figure 7.1.7.2 shows the outcomes of the Writing Sample ICDC. A score from zero to nine was "Poor" ; 10 to 36 was "Marginal,"; 37 to 54 was "Adequate,"; and 55 to 72 was "Outstanding."

ICDC Overall Score (Averaged)

	2004 (mini-pilot) Marginal	2005 Adequate	2006 Adequate	2008 Adequate
Score	35.90	43.10	46.98	52.62

7.1.7.3 *Collegiate Assessment of Academic Proficiency (CAAP) Writing Skills Tests*
These improvements are substantiated by the results seen on the most recent CAAP writing skills test. As noted below TCL degree students who participated in the assessment (as a group) have improved upon scores on the objective assessment. QEP institutionalization of the QEP emphasis was evident with improved ICDC overall scores and the increase in CAAP scores.

Figure 7.1.7.3 TCL CAAP Scores Compared to the National Mean CAAP Score

	2005	2007	2009
National Mean CAAP Score	62.30	62.20	62.00
TCL Mean CAAP Score	60.10	59.30	62.50

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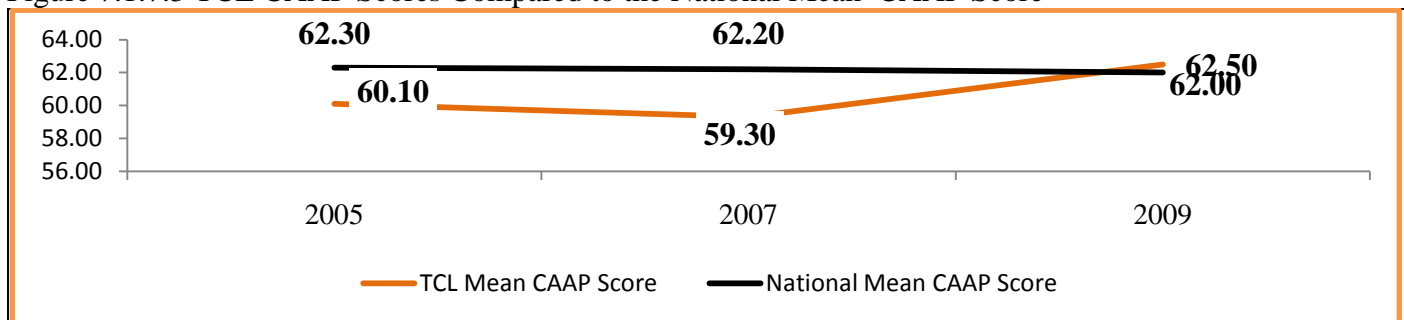
7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

7.2 *Key measures.* TCL key measures on student satisfaction includes the following: 1) *Community College Survey of Student Engagement* mean scores of satisfaction for Support Services; 2) SUMMA Information Systems, Inc., *Student Opinion of Instruction* agreement rates; 3) *Library User Survey* satisfaction means scores for the Learning Resources Center material, services, facilities and equipment, and staff; and 4) *Graduate Survey* satisfaction mean scores of educational experience at TCL and TCL services and activities.

7.2.1 TCL Student Satisfaction of Support Services (CCSSE 2009) Key Findings

- Using 2009 CCSSE Cohort data, students attributed relatively high importance to academic advising and career counseling, CCSSE Cohort data show that 35% to 51% of students rarely or never take advantage of those services.
- At TCL, of the 269 students who considered Academic Advising/Planning as very important; 202 or 75% of the students rarely or never used this service. However, of the students who indicated that Academic Advising/Planning was very important and used these services often, 79% were very satisfied with this service.
- CCSSE cohort data show that the highest levels of dissatisfaction were expressed with 1) job placement assistance, 2) career counseling, 3) financial aid advising. However, at TCL, students were somewhat satisfied with all of the support services.

Figure 7.2.1 2009 TCL CCSSE Mean Scores of Satisfaction of Support Services
1 = Dissatisfied, 2 = Somewhat Satisfied, 3 = Very Satisfied. A score of 2.00 or higher indicates Satisfaction. As the score nears 3.00, the level of satisfaction increase to "Very Satisfied."

7.2.2 Student Satisfaction with Instruction

TCL administers the SUMMA Information Systems, Inc., Student Opinion of Instruction to students in all course sections each semester. This survey collects student opinion as it relates to the following areas: a) evaluation of student progress, b) instruction, c) instructor-student interaction, and d) meeting course objectives, and e) student learning using 34 agreement statements. An agreement rate above 90% indicates student satisfaction. Overall, students, as a group, were satisfied with the five areas of instruction at TCL for the past six academic years.

Figure 7.2.2-1 shows the agreement rates derived from the Survey of Student Opinion of Instruction from 2003-2004 through 2008-2009. Data Source: SUMMA Information Systems, Inc., Survey of Student Opinion of Instruction Comprehensive Summary Reports
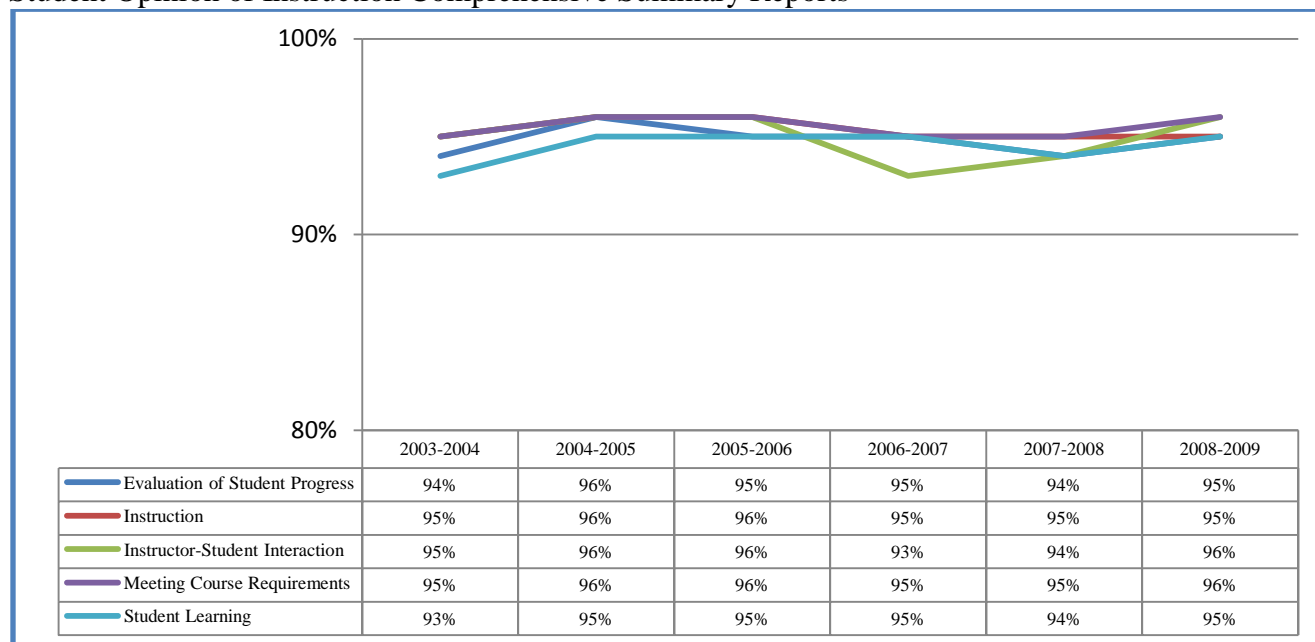

	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Evaluation of Student Progress	94%	96%	95%	95%	94%	95%
Instruction	95%	96%	96%	95%	95%	95%
Instructor-Student Interaction	95%	96%	96%	93%	94%	96%
Meeting Course Requirements	95%	96%	96%	95%	95%	96%
Student Learning	93%	95%	95%	95%	94%	95%

Figure 7.2.2-2 shows the survey statements of agreement for Fall 2008 and Spring 2009 along with a seven –year average.

SUMMA Information Systems, Inc., Survey of Student Opinion Comprehensive Summary Report 2008-2009			
No. Items	FA08	SP09	7-year Average
1 The clarity and audibility of the instructor's speech are excellent.	97.2%	97.3%	97.25%
2 The contents of the assignments contribute to my understanding of the subject.	96.4%	96.6%	96.24%
3 The requirements of the course (projects, papers, exams, ect.)were explained adequately.	96.4%	96.3%	95.59%
4 The instructor's presentation often causes me to think in depth about this subject.	93.4%	92.8%	93.46%
5 The instructor has adequate means for evaluating my learning.	94.9%	95.1%	94.49%
6 The methods being used for evaluating my work (such as test, projects, ect.) are reasonable.	95.0%	95.3%	94.48%
7 Adequate opportunities are provided by the instructor for me to ask questions.	94.9%	96.5%	95.84%
8 The instructor is teaching the course material or skills clearly.	96.5%	94.8%	94.80%
9 The instructor seems to be well prepared.	95.5%	96.4%	95.14%
10 The instructor seems to care about my learning.	95.8%	95.4%	94.99%
11 The course appears to have been carefully planned.	90.4%	96.0%	94.45%
12 Course objectives are being achieved.	95.1%	96.1%	95.39%
13 During the term, I looked forward to attending this class.	97.2%	90.3%	91.06%
14 Compared with other courses on this level caring an equal amount of credit, the effort I put into this course is as much as in other courses.	96.8%	95.5%	94.29%
15 Course objectives have been expressed clearly.	92.5%	96.3%	95.95%
16 The instructor demonstrates a personal commitment to high standards of professional competence.	94.2%	96.5%	95.47%
17 The instructor provides useful feedback on student progress (identifying strengths and weaknesses).	91.3%	92.2%	92.25%
18 In this course, I am learning much.	95.0%	94.0%	94.39%
19 The out-of-class assignments are challenging.	96.1%	90.0%	92.01%
20 The instructor supervises and helps in new experiences without taking over.	95.5%	95.2%	94.49%
21 The instructor relates underlying theory to practice.	95.7%	95.9%	95.28%
22 Overall, I rate this instructor a good teacher.	93.1%	94.9%	94.61%
23 Examinations cover material or skills emphasized in this course.	96.0%	95.8%	94.72%
24 The time allowed to complete exams is adequate.	96.5%	96.6%	96.72%
25 Examination questions are phrased clearly.	93.8%	93.6%	93.78%
26 The textbooks contribute to my understanding of the subject.	93.5%	94.2%	93.98%
27 This course is practical and useful to those students for whom it was specifically planned.	94.2%	96.8%	95.84%
28 The clinical experiences, or laboratory, meet my learning needs for this course.	93.9%	93.9%	93.29%
29 The instructor explains or illustrates laboratory or clinical techniques clearly.	94.1%	93.1%	93.47%
30 Pre-laboratory assignments (assigned readings and exercises) contributes to my understanding of laboratory experiments.	94.1%	94.9%	93.97%
31 The laboratory contributes to my understanding of the subject.	94.4%	94.8%	93.29%
32 The laboratory manual adequately explains the procedures to be followed in the laboratory.	93.4%	94.4%	92.94%
33 Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory.	93.0%	94.5%	92.69%
34 My perception of the teaching method used in this course is: combination of lecture, demonstration, and discussion.	55.8%	53.7%	56.81%

7.2.3 Student Satisfaction with Learning Resources Center (LRC)

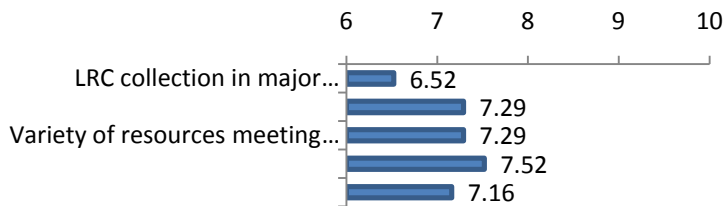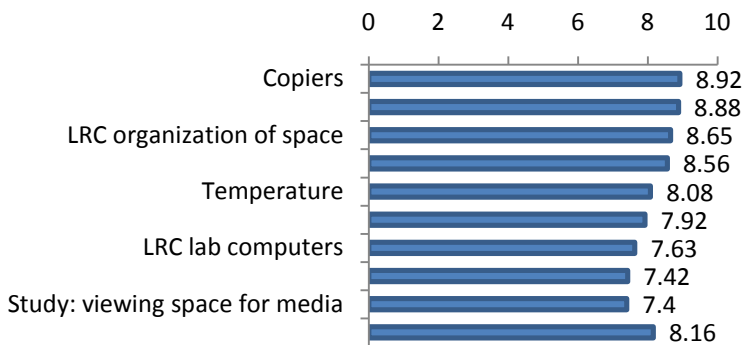**Figure 7.2.3-1 Satisfaction with LRC Materials Mean Scores**

Category	Score
LRC collection in major...	6.52
	7.29
Variety of resources meeting...	7.29
	7.52
	7.16

Figure 7.2.3-2 Satisfaction with LRC Services Mean Scores

Category	Score
Copiers	8.92
	8.88
LRC organization of space	8.65
	8.56
Temperature	8.08
	7.92
LRC lab computers	7.63
	7.42
Study: viewing space for media	7.4
	8.16

In Spring 2009, The college administered the *Library User Survey* to measure student satisfaction with the Learning Resources Center (LRC) to support the South Carolina Commission on Higher Education annul Institutional Effectiveness Report. Student were asked to rate their level of satisfaction using a scale of one to ten. As the rate nears ten, the level of satisfaction increases to "Very Satisfied." A mean score of 6.00 or higher indicates that students, as a group, were satisfied. Overall, as a group, students who used the LRC indicated they were satisfied with materials (7.16), services (7.46), facilities and equipment (8.16) and LRC staff (8.61). TCL strives for student satisfaction while continuously seeking ways to improve upon providing the materials, services, facilities, and equipment to support the user's educational experiences. Data Source: TCL Spring 2009 Library User Survey of Students results.

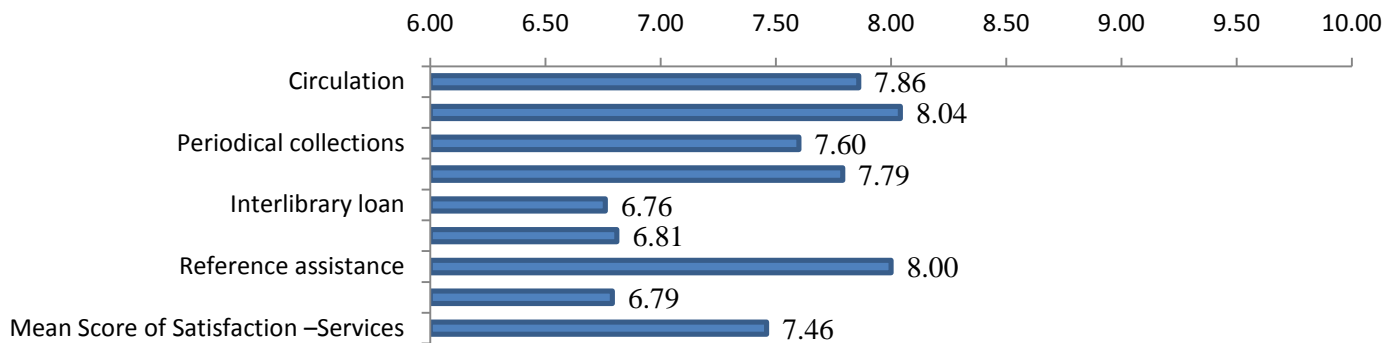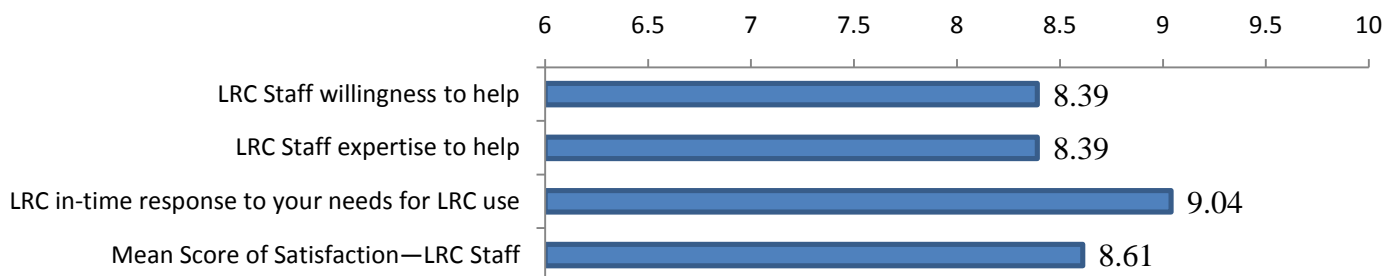**Figure 7.2.3-3 Satisfaction with LRC Facilities and Equipment Mean Scores**

Category	Score
Circulation	7.86
	8.04
Periodical collections	7.60
	7.79
Interlibrary loan	6.76
	6.81
Reference assistance	8.00
	6.79
Mean Score of Satisfaction –Services	7.46

Figure 7.2.3-4 Satisfaction with LRC Staff Mean Scores

Category	Score
LRC Staff willingness to help	8.39
LRC Staff expertise to help	8.39
LRC in-time response to your needs for LRC use	9.04
Mean Score of Satisfaction—LRC Staff	8.61

7.2.4 Graduate Satisfaction with TCL Services and Activities

TCL Experience	Satisfaction Mean Score	
Major program of study	8.40	
Instruction in major program of study	8.15	
Instruction in general education courses	7.92	
Instruction in major required courses	8.34	
Overall educational experience	8.30	
Appearance of classrooms		8.31
Appearance of labs		8.09
Instructional equipment		8.15
Instructional supplies		7.88
Availability of required courses		8.03
Availability of elective courses		8.20
Availability of computers outside the classroom		8.18
Availability of Internet access outside the classroom		8.24
Availability of technology needed for coursework other than computers and Internet		8.05
Communication about changes in academic program		7.83
Communication about changes in course schedule		7.61
Academic Advisement provided by your advisor		8.15
Academic Advisement provided by your instructors		8.41
Library resources in TCL's Learning Resources Center		8.28
Library Resources Center orientations		7.86
Library Resources Center computer lab		7.96
Overall admissions process		7.73
Overall registration process		7.77
Financial aid services		7.73
Career placement services		6.61
Student counseling services		7.00
New student orientation		7.06
Student activities on campus		6.16
Student Government		6.04
Parking facilities		6.47
Food services (vending machines)		6.14
Campus security services		6.89
Overall safety on campus		7.47
Campus bookstore		6.55
Cashier		7.8
Availability of administrators if requested (President, vice presidents, department chairs, directors, deans…)		7.49

Figure 7.2.4 Graduate Satisfaction with Educational Experience at TCL

In January 2009, TCL conducted an Alumni Follow-up Survey of all graduates who completed their program from July 1, 2006 through June 30, 2008. Of the available graduates (480), 120 participated in the survey eliciting a 25% response rate. As a group, 89% of the graduates indicated that they would attend TCL again if they "had to do it all over again," while 86% indicated they would enroll in the same program. On a scale of one to ten, graduates were asked to rate their level of satisfaction with TCL. A mean score of 6.00 or higher indicates graduate satisfaction. As a mean score nears 10.00, the level of satisfaction increases. As a group, TCL graduates were satisfied with their Educational Experience at TCL and all of the services and activities offered.

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

7.3.1 Core Expenses as a Percent of Total Operating Expenses
Of the total operating expenses, functional category Instruction was the larger percentage at 31.5% followed by Institutional Support at 13.8%. Percentages for each functional category includes compensation, benefits, scholarships, supplies and services, utilities, and depreciation as applicable.
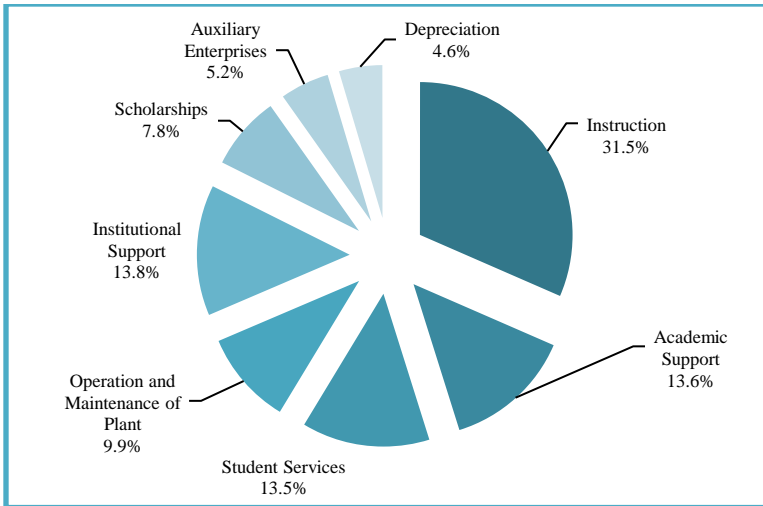
Figure 7.3.1 Core Expenses as a Percent of Total Operating Expenses : Summary of Operating expenses by functional classification for the year ended June 30, 2008.
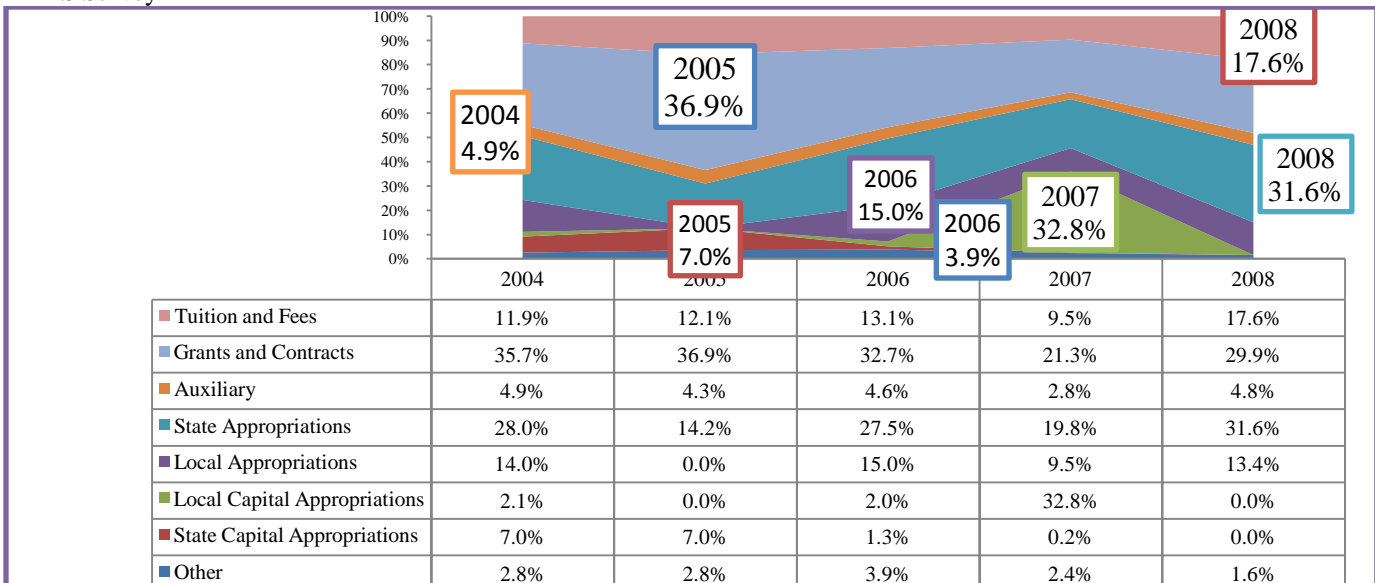
Total Operating Expenses
N = $18,512,800

Data Source: Technical College of the Lowcountry Annual Financial Reports for the year ended June 30, 2008, page 30. and the NCES IPEDS Survey

7.3. 2 Operating and Non Operating Revenues for Fiscal Year as a Percentage of Total Revenues A large portion of the revenue included I the Grants and Contracts category represents student financial assistance, which is used to pay tuition and fees for students to attend the college. An approximation of tuition and fees paid from this source of funds has been recognized as a reduction of tuition and fees in the form of scholarships allowances in order to eliminate duplication of revenue.
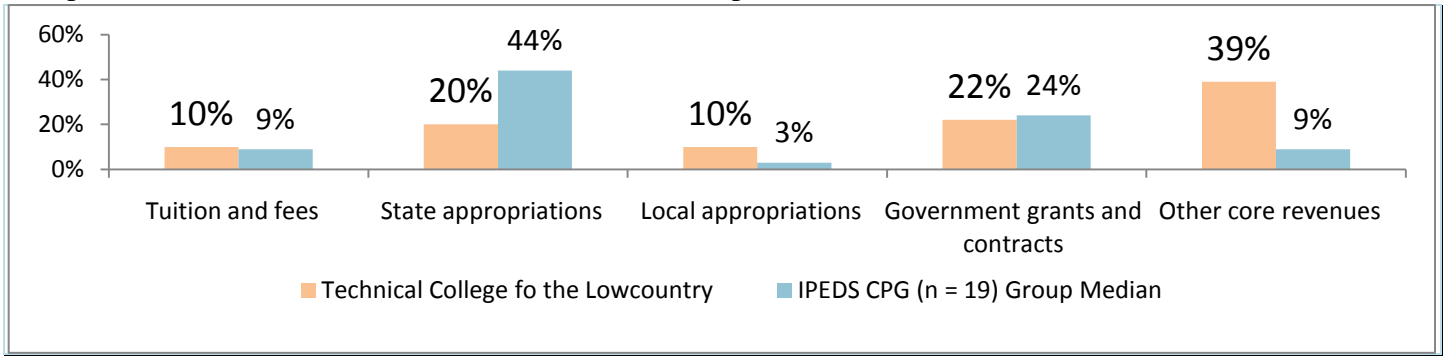
Figure 7.3.2-1 shows the end year at which the percentage of the specific revenue was the largest from 2004 through 2008. As a percent of the total revenue, Tuition and Fees (17.6%) and State Appropriations (31.6%) were the largest for end year 2008.

Revenue	Year with largest percent	Percent
Tuition and Fees	2008	17.6%
Grants and Contracts	2005	36.9
Auxiliary	2004	4.9%
State Appropriations	2008	31.6%
Local Appropriations	2006	15.0%
Local Capital Appropriations	2007	32.8%
State Capital Appropriations	2005	7.0%
Other	2006	3.9%

Figure 7.3.2-1 Operating and Non Operating Revenues for Fiscal Year as a Percentage of Total Revenues Five-Year Trend (Fiscal Year Ended June 30) Data Source: Technical College of the Lowcountry Annual Financial Reports and the NCES IPEDS Survey

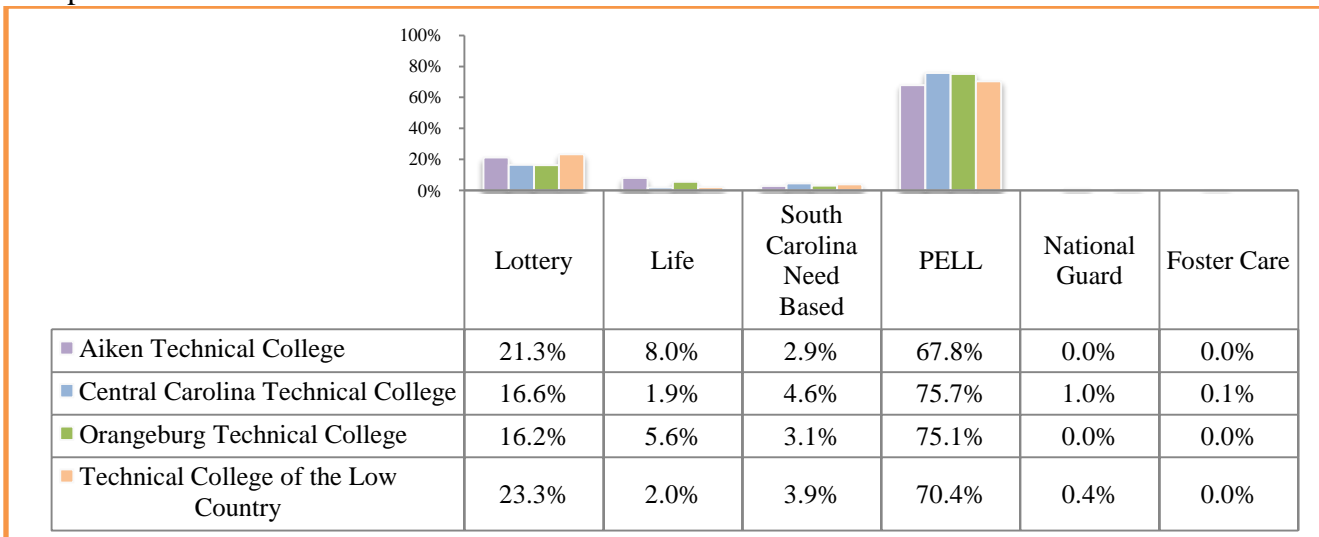|	2004	2005	2006	2007	2008
Tuition and Fees	11.9%	12.1%	13.1%	9.5%	17.6%
Grants and Contracts	35.7%	36.9%	32.7%	21.3%	29.9%
Auxiliary	4.9%	4.3%	4.6%	2.8%	4.8%
State Appropriations	28.0%	14.2%	27.5%	19.8%	31.6%
Local Appropriations	14.0%	0.0%	15.0%	9.5%	13.4%
Local Capital Appropriations	2.1%	0.0%	2.0%	32.8%	0.0%
State Capital Appropriations	7.0%	7.0%	1.3%	0.2%	0.0%
Other	2.8%	2.8%	3.9%	2.4%	1.6%

7.3.2-2 Percent distribution of core revenues, by source: Fiscal year 2007. TCL Compared to IPEDS CPG Group Median. Data Source: NCES IPEDS Feedback Reports

Legend:
- Technical College fo the Lowcountry
- IPEDS CPG (n = 19) Group Median

Source	Technical College fo the Lowcountry	IPEDS CPG (n = 19) Group Median
Tuition and fees	10%	9%
State appropriations	20%	44%
Local appropriations	10%	3%
Government grants and contracts	22%	24%
Other core revenues	39%	9%

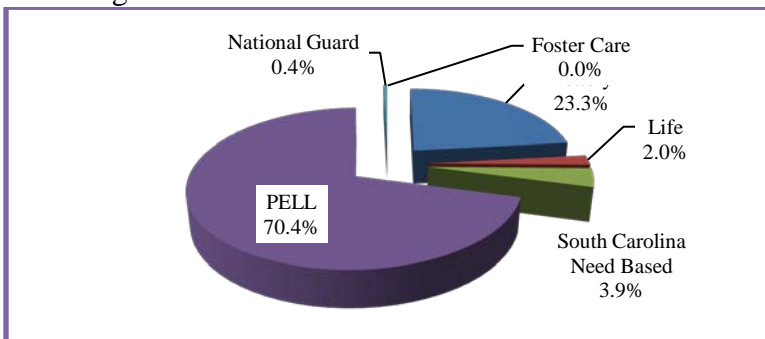## 7.3.3 Tuition Assistance for Fall 2008

Of the tuition assistance offered at TCL, 74.3% disburse was in PELL or South Carolina Need Bases assistance while only 2.0% was of Life Scholarships. TCL disburses the highest percentage of lottery assistance compared to its S.C. Technical College System Peer Group Level 2.

Figure 7.3.3-1 Fall 2008 Tuition Assistance Disbursements for South Carolina Technical College System Peer Group Level 2 Institutions.

	Lottery	Life	South Carolina Need Based	PELL	National Guard	Foster Care
Aiken Technical College	21.3%	8.0%	2.9%	67.8%	0.0%	0.0%
Central Carolina Technical College	16.6%	1.9%	4.6%	75.7%	1.0%	0.1%
Orangeburg Technical College	16.2%	5.6%	3.1%	75.1%	0.0%	0.0%
Technical College of the Low Country	23.3%	2.0%	3.9%	70.4%	0.4%	0.0%

Data Source: South Carolina Technical College System EDSS. Retrieved on September 8, 2009, from
https://edss.sctechsystem.com/EdssWeb/Eng/Secured/Reports/RunReport.aspx?ReportSId=LTA012&ReportName=EDSS-ST-LTA012+Disbursement+By+Reporting+Year+and+Semester

Figure 7.3.3-2 Technical College of the Lowcountry Fall 2008 Tuition Assistance Disbursements as a Percentage of the Total Tuition Assistance Disbursement for the College (n = $2,050,030.83)

Data Source: South Carolina Technical College System EDSS. Retrieved on September 8, 2009, from
https://edss.sctechsystem.com/EdssWeb/Eng/Secured/Reports/RunReport.aspx?ReportSId=LTA012&ReportName=EDSS-ST-LTA012+Disbursement+By+Reporting+Year+and+Semester

7.3.4 Comparing TCL to IPEDS Comparison Group Median –Financial Aid 2006-2007

Comparing TCL to its IPEDS Comparison Group, TCL percentage of federal grants awarded to full-time, first-time, degree-seeking undergraduate students is slightly less than the Group's median. However, TCL's percentage of state and local grants awarded was significantly higher than the group's median.

7.3.4.1 Percent of full-time, first time, degree/certificate- seeking undergraduate students receiving financial aid, by type of aid: 2006-2007.
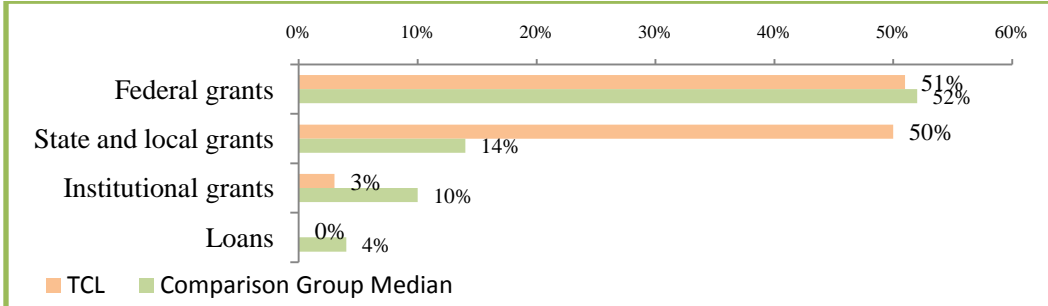

Figure 7.3.4.1
Data Source: U.S. Department of Education, National Center for Education Statistics Integrated Postsecondary Data System Spring Student Financial Aid Report 2006-2007.

7.3.5 TCL's FTE for Fall Enrollment

TCL's FTE for fall enrollment has steadily increased each fall semester showing a 22.6% growth from Fall 2005 to Fall 2008. From Fall 2008 compared to Fall 2007, TCL experienced a 9.6% increase in FTE.

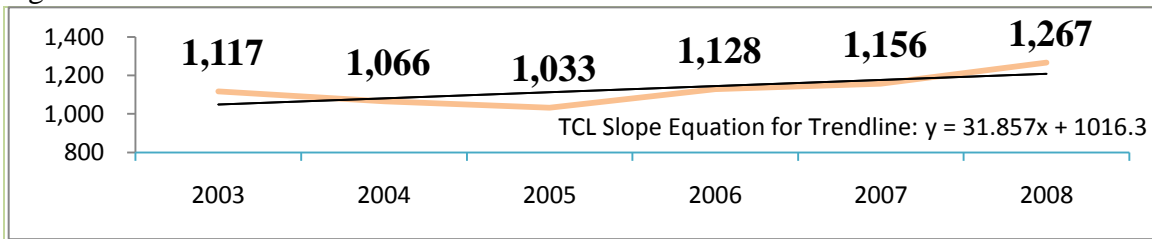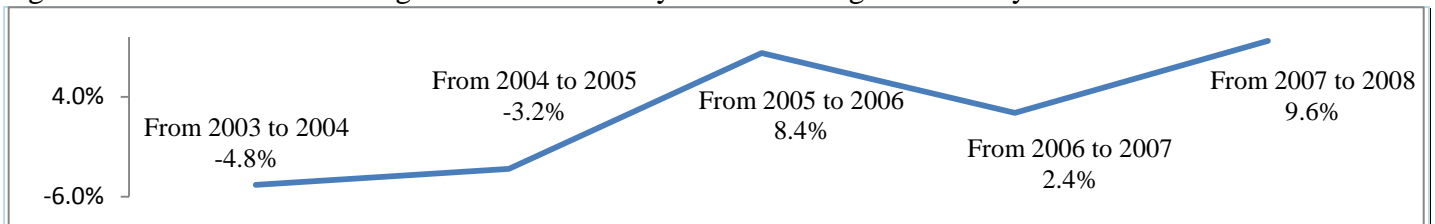Figure 7.3.5-1 shows FTE Fall Enrollment Trends from 2003 to 2008.

Figure 7.3.5-2 Technical College of the Lowcountry Rate of Change in FTE 5-year Trend

7.3.6 Continuing Education and Workforce Development
Figure 7.3.6-1 and Figure 7.3.5-2 shows the head count enrollment for Continuing Education and Workforce Development non-credit course from 2000-2001 fiscal year August 1 through July 31, Fall, Spring, and Summer. Data Source: Datatel Headcount/FTE reports retrieved on September 10, 2009.
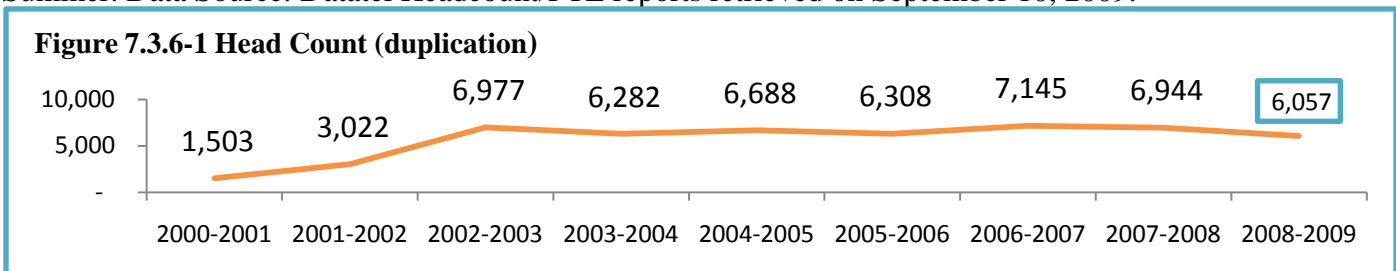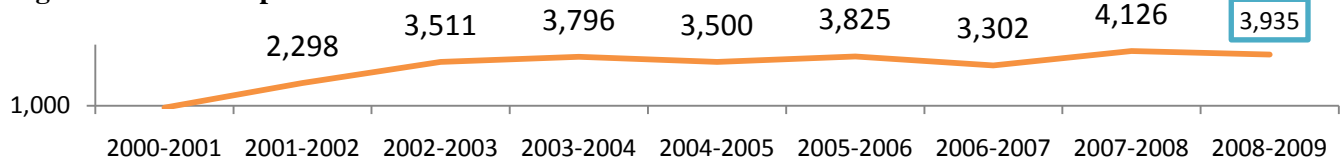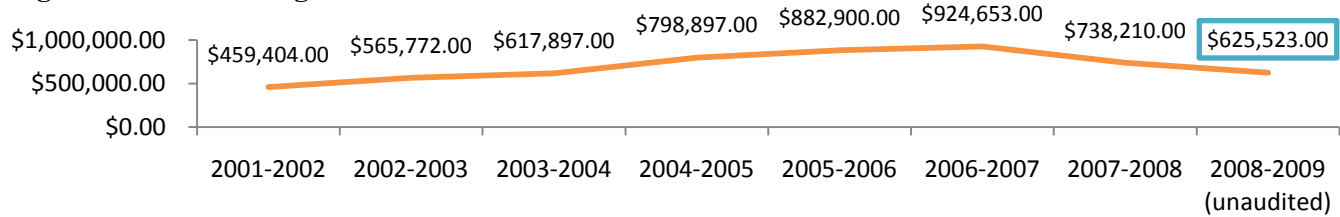

Figure 7.3.6-1 Head Count (duplication)

45

Figure 7.3.6-2 Unduplicated Head Count

	2,298	3,511	3,796	3,500	3,825	3,302	4,126	3,935

1,000

2000-2001 2001-2002 2002-2003 2003-2004 2004-2005 2005-2006 2006-2007 2007-2008 2008-2009

7.3.7 Revenue Generated from Continuing Education and Workforce Services
Revenue for Continuing Education and Workforce dropped for the second year due to the economic downturn.

**Figure 7.3.7 Continuing Education and Workfoce Services Revenue**

| $459,404.00 | $565,772.00 | $617,897.00 | $798,897.00 | $882,900.00 | $924,653.00 | $738,210.00 | $625,523.00 |

$1,000,000.00
$500,000.00
$0.00

2001-2002 2002-2003 2003-2004 2004-2005 2005-2006 2006-2007 2007-2008 2008-2009 (unaudited)

7.3.8 Continuing Education and Workforce Development FASTTRAC 2008-2009

FASTTRACT Venture	Period	Enrolled	Graduated	Percent Completed
New Venture	March 3 – May 5, 2009	12	10	83%
Growth Venture	May 12-July 21, 2009	15	15	100%
Growth Venture	May 14-July 23, 2009	15	12	80%

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

7.4.1 Number of Employees at TCL by Category: IPEDS Human Resources Component 2007-2008 & 2008-2009

Figure 7.4.1 shows the percent of employees by category for 2008-2009 and the previous and current full-time and part-time numbers of employees by category. The data show an increase of 6.5% in the number of total employees from the previous year to the current. Of the employees employed, 51% were employed full-time while 49% were employed part-time. Of the increase in the number of employees (17), 82% or 14 out 17 were hired part-time.


n= 278
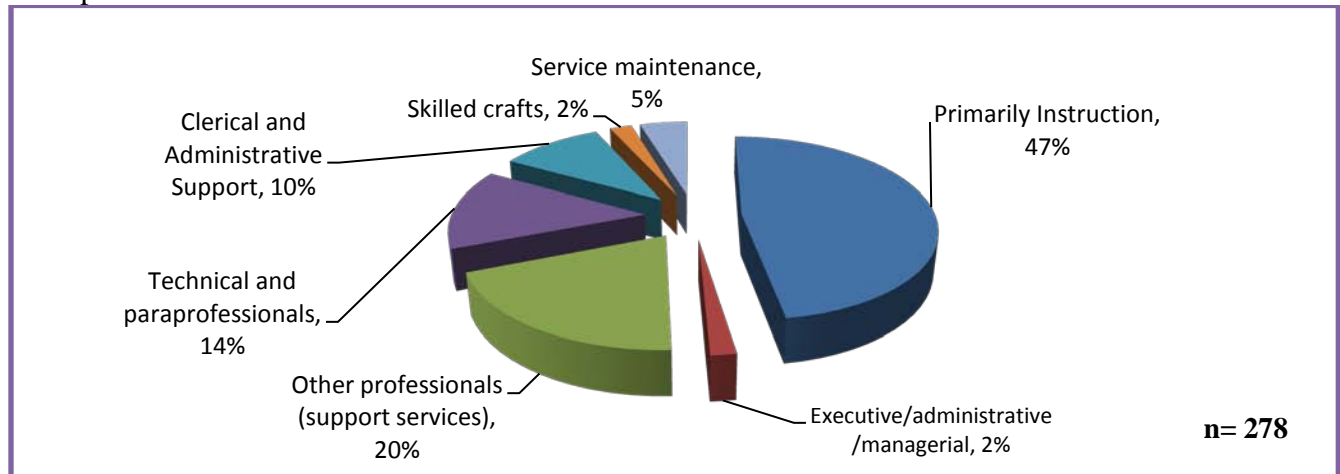
Category	Previous Full-time	Current Full-time	Previous Part-time	Current Part-time	Previous Total	Current Total
Primarily Instruction	47	48	79	84	126	132
Executive/administrative/managerial	5	5	1	0	6	5
Other professionals (support services)	37	37	10	18	47	55
Technical and paraprofessionals	18	18	21	21	39	39
Clerical and Administrative Support	17	19	6	9	23	28
Skilled crafts	6	6	0	0	6	6
Service maintenance	10	10	4	3	14	13
Totals	**140**	**143**	**121**	**135**	**261**	**278**

7.4.2 Full-time Equivalent Staff by Assigned Position

Using TCL's IPEDS Comparison Peer Group (excluding Piedmont Technical College, North Georgia Technical College, and Ogeechee Technical College), the chart below compares TCL's the number of full-time equivalent staff by assigned position to its peers. TCL has 24% less instructional research/public service staff than the average number of its Peers.

Figure 7.4.2 Number of FTE Staff by Assigned Position
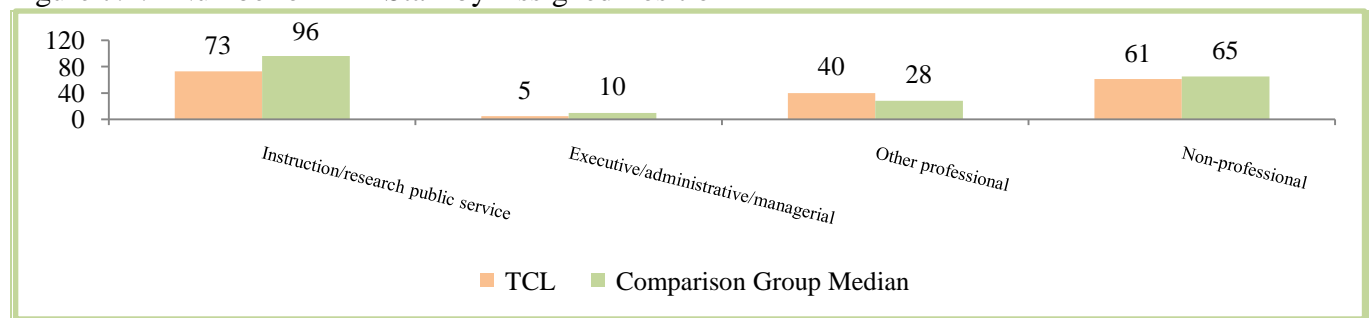
Data Source: U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Data Systems

7.4.3 Employee Degree Attainment

Of TCL employees, 54% hold a master's or as their highest degree attained. Figure 7.4.3 shows the percentages by highest degree attained and the number of employees per degree.
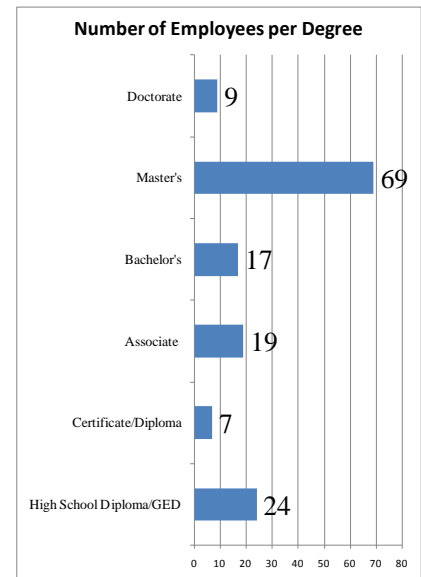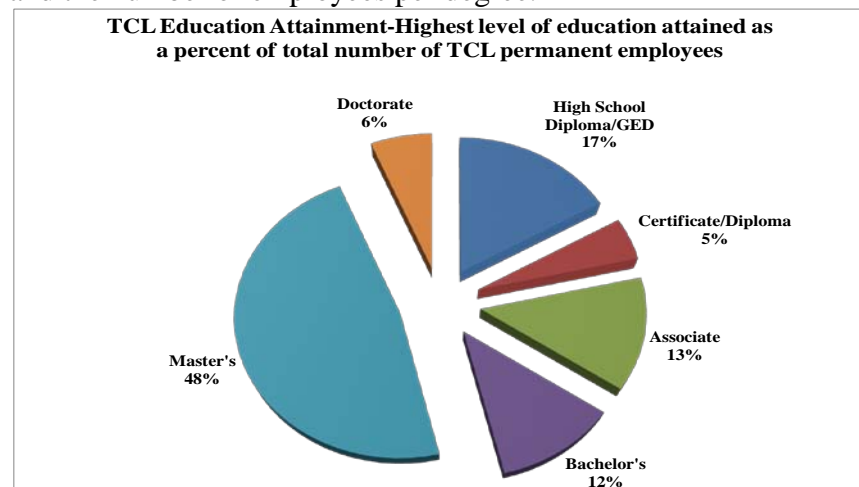
7.4.4 Minority Faculty and Staff

The data shows a slight drop in the percentage of minority faculty and staff employed by TCL; however, comparing TCL to the South Carolina Technical College System, TCL was the same in 2008. Comparing TCL to Peer Group Level 2 institutions, TCL has one of the smaller percentages followed by Central Carolina. Figure 7.4.4 compares the percentages of minority faculty and staff of the South Carolina Technical College Peer Group Level 2 institutions.

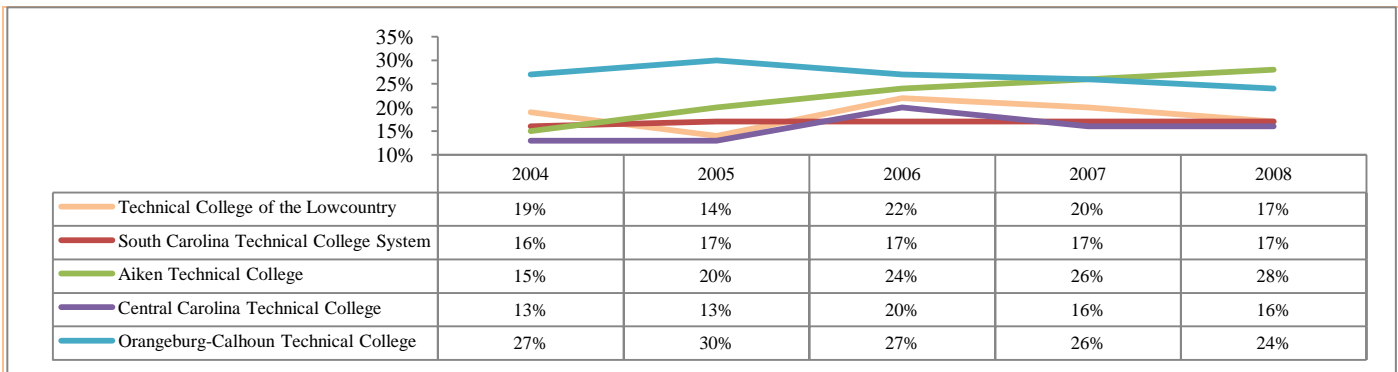|	2004	2005	2006	2007	2008
Technical College of the Lowcountry	19%	14%	22%	20%	17%
South Carolina Technical College System	16%	17%	17%	17%	17%
Aiken Technical College	15%	20%	24%	26%	28%
Central Carolina Technical College	13%	13%	20%	16%	16%
Orangeburg-Calhoun Technical College	27%	30%	27%	26%	24%

Figure 7.4.4 Data Source: South Carolina Commission on Higher Education Performance Funding Reports. Retrieve from http://www.che.sc.gov/New_Web/Rep&Pubs/Per_Fund/PFData.htm.

7.4.5 Employee Opinion Questionnaire

In Fall 2008, the *Employee Opinion Questionnaire* was conducted in two phases. The first phase invited all employees to answer three open-ended questions: 1) What do you like best about your job at TCL" 2) "What do you like least about your job at TCL?" and 3) "What is the most realistic change that should be made to improve TCL?" Outcomes from this questionnaire included but are not limited to 1) increased communication between the Senior Leadership Team through campus wide information sessions, such as the Friday Connections, and 2) enhancing communication of TCL current events and updates via *Splash,* a web page showing current events and updates prompted when employees turn on their computers. The responses to each of these questions were categorized into themes, and then, the top ten themes were indentified using the choice frequency rates. In the second phase, using the top ten themes for each question, all employees were invited to identify a first, second, and third choice from the top ten themes for each of the same three questions.

Figure 7.4.5 Employee Opinion Questionnaire Top Three

Question	First	Second	Third
What do you like best about your job?	Making a difference	Students (interaction)	Variety of my job responsibilities
What do you like least about your job at TCL?	Poor communication	Poor internal customer service	too much bureaucracy (red tape)
What is the most realistic change that should be made to improve TCL?	Improve internal and external customer service	improve communication	streamline work processes

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

7.5.1 Student Perception of TCL Support Services

As a group, students indicated satisfaction with academic advising, career counseling, skills labs, financial aid advising, computer labs, and transfer assistance services or activities.

Figure 7.5.1 2009 TCL CCSSE Mean Scores for Support Services: Frequency, Satisfaction, and Importance

Support Services	Frequency	Satisfaction	Importance
Academic advising/planning	1.75	2.20	2.51
Career counseling	1.43	2.01	2.24
Job placement assistance	1.35	1.88	2.06
Peer or other tutoring	1.56	2.27	2.09
Skills labs	1.77	2.33	2.14
Child care	1.32	1.94	1.74
Financial aid advising	2.01	2.27	2.52
Computer lab	1.98	2.48	2.34
Student organizations	1.38	1.95	1.83
Transfer credit assistance	1.60	2.12	2.17
Services to students with disabilities	1.28	1.86	1.97
As the mean nears 3.00, the frequency increases to Often; the level of satisfaction increase to Very Satisfied; or the level of importance increases to Very Important.	Often = 3.00	Very Satisfied = 3.00	Very Important = 3.00

7.5.2 WebAdvisor and Online Registration: Students who registered online as a percent
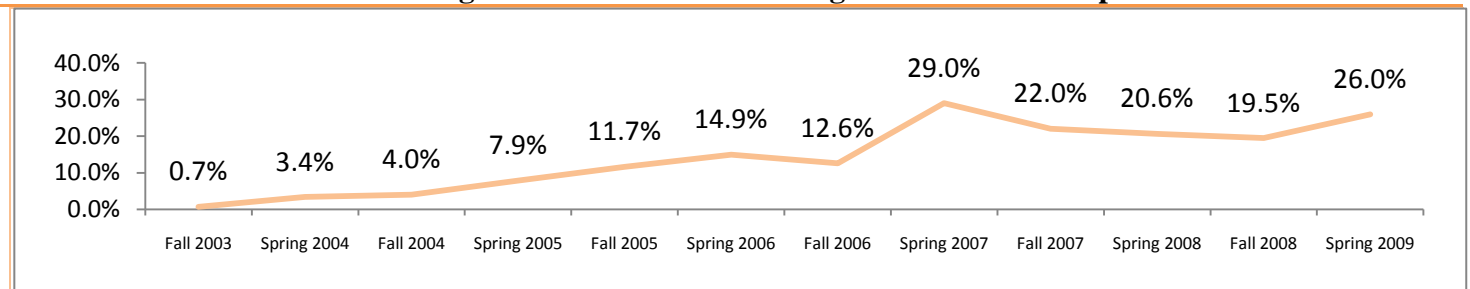
Semester	Number of students who registered online	Total unduplicated headcount enrollment	Percent of enrollment who registered online
Fall 2003	12	1,688	0.7%
Spring 2004	56	1,654	3.4%
Fall 2004	68	1,688	4.0%
Spring 2005	132	1,671	7.9%
Fall 2005	197	1,689	11.7%
Spring 2006	241	1,615	14.9%
Fall 2006	228	1,814	12.6%
Spring 2007	497	1,712	29.0%
Fall 2007	417	1,893	22.0%
Spring 2008	376	1,821	20.6%
Fall 2008	413	2,118	19.5%
Spring 2009	559	2,154	26.0%

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

7.6.1 The College Seal

The font style used for "Technical College of the Lowcountry" evokes a sense of technology. The date of 1868 represents the establishment of the Mather School, while 1968 is significant as this is when the College was dedicated to the state of South Carolina. The marsh grass signifies the Lowcountry beauty that surrounds the College's facilities. It also symbolizes life, growth and vibrancy – traits valued by the College. TCL's important heritage is further depicted through the historical symbol of the Mather School bell tower, which provides a foundation for the College's strong academic environment that is represented by the open book of learning. At the forefront of the seal, the crest depicts several major symbols. First is the lamp of learning, symbolizing our continued commitment to education. The four waves offer another symbol of our coastal environment and represent the four counties we are equally dedicated to serving: Beaufort, Colleton, Hampton and Jasper.

7.6.2 Academic Program Accreditation

2008-2009, TCL was accredited by

1. National League for Nursing Accrediting Commission
2. South Carolina Department of Labor Licensing and Regulation Board of Nursing
3. Joint Review Committee on Education in Radiologic Technology
4. National Accrediting Commission of Cosmetology Arts and Sciences
5. Commission on Accreditation of Allied Health Education Programs Surgical Technology Program)
6. Commission on Accreditation in Physical Therapy Education of the American Physical Therapy Association

7.6.3 Institutional Committees

Institutional Committees	Procedure	TCL Members	Student Members	Non-voting members
Alcohol and Other Drug Program Review	2-1-201.1.18	7	0	0
Curriculum	2-1-201.1.2	17	1	4
Enrollment Management	2-1-201.1.5	15	1	0
Information Resource Management	2-1-201.1.4	13	0	0
Quality Enhancement Plan	2-1-201.1.17	29	1	1
Safety & Business Continuity	2-1-201.1.15	12	1	1
Strategic Planning Council	2-1-201.1.19	25	0	0

7.6.4 Crime on Campus Reports

Criminal Offenses - On campus

Criminal offense	Total criminal offenses on campus		
	2005	2006	2007
a. Murder/Non-negligent manslaughter	0	0	0
b. Negligent manslaughter	0	0	0
c. Sex offenses - Forcible	0	0	0
d. Sex offenses - Non-forcible (Include only incest and statutory rape)	0	0	0
e. Robbery	0	0	0
f. Aggravated assault	0	0	2
g. Burglary	4	0	1
h. Motor vehicle theft	0	0	0
i. Arson	0	0	0

Criminal Offenses - Public Property

Criminal offense	Total criminal offenses on public property		
	2005	2006	2007
a. Murder/Non-negligent manslaughter	0	0	0
b. Negligent manslaughter	0	0	0
c. Sex offenses - Forcible	0	0	0
d. Sex offenses - Non-forcible (Include only incest and statutory rape)	0	0	0
e. Robbery	0	0	0
f. Aggravated assault	0	0	0
g. Burglary	0	0	0
h. Motor vehicle theft	0	0	0
i. Arson	0	0	0

Caveat:

Arrests - On campus

Law Violation	Total arrests on campus		
	2005	2006	2007
a. Illegal weapons possession	0	0	0
b. Drug law violations	2	0	0
c. Liquor law violations	0	0	0

Disciplinary Actions - On campus

Law Violation	Number of persons referred for Disciplinary Action on campus		
	2005	2006	2007
a. Illegal weapons possession	0	0	0
b. Drug law violations	0	0	0
c. Liquor law violations	0	0	0

The Technical College of the Lowcountry values the safety and security for its students, employees, and communities. TCL has been committed to providing a safe and secure environment y taking action. The college conducted an assessment and evaluation of campus security in 2007-2008, and since has installed security cameras on campus; added a text messaging alert system; installed a campus-wide emergency notification intercom system and emergency telephones; enabled inside securing of classroom doors; enabled electronic / computerized security of exterior doors; refurbished doors; added lighting; and partnered with the local law enforcement agency in hiring a police officer to provide campus security in the evening. TCL report crime on campus to the U.S. Department of Education Office of Postsecondary Education annually. Figure 7.6.4 shows the crime report data submitted for the past there years (2005, 2006, 2007) for January 1 through December 31. TCL publishes this data at