Accountability Report Transmittal Form

Agency Name _Technical College of the Lowcountry_____

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Technical College of the Lowcountry

**BUDGET AND CONTROL BOARD
ACCOUNTABILITY REPORT**

2005-2006

TABLE OF CONTENTS

Section I.   Executive Summary
1.1   Organization's stated purpose, mission, and values
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 college 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 and part-time students.

The Technical College of the Lowcountry provides high 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, 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.

1.2   Major Achievements of the 2005-2006 academic year
- The Technical College of the Lowcountry will complete the initial building at the **New River Campus** in time to offer classes by Fall 2006 to serve the growing Hilton Head, Bluffton, Jasper area. TCL plans courses in Arts and Sciences, Industrial Technology, Health Science and Business Technologies.

- In May of 2006 the College submitted a **Substantive Change** proposal related to the opening of the first building on the College's planned New River campus in the Okatie area of Bluffton, S.C. to the Commission on Colleges of the Southern Association of Colleges and Schools (SACS). The proposal was accepted by SACS in August of 2006 without any additional reporting by the College required.

- Three new **Associate Degree programs** were added: Physical Therapist Assistant in Allied Health Science; the Industrial Electronics Technology - Biomedical Pathway in Industrial Technology; and a Paralegal degree in Business Technologies.

- The following **new certificate programs** were initially offered in 2005-2006: Massage Therapy, Basic Video Productions, Criminal Justice and Law, Basic Industrial Systems (Industrial Maintenance), Infant/Toddler Care, and Basic Automotive Servicing (in Summer 2005 at the request of representatives at MCAS-Beaufort and MCRD-Parris Island).

- **Dual Enrollment** was provided at Thomas Heyward Academy, Jasper County High School, Hilton Head High School, Estill High School, TCL-Beaufort (Battery Creek High and Beaufort High Schools), and TCL-Hampton (for Wade Hampton High and Patrick Henry Academy). Two certificate programs were designed specifically for dually enrolled high school students (Liberal Arts Core and Math and English Core).

- The new **Surgical Technology** diploma program, was initiated in Allied Health Science in January 2005 following the completion of a dedicated lab. The program was accredited by the Accreditation of Surgical Technology (AST) in Spring 2006.

- Also in Health Science a new credit program in **Massage Therapy** was approved for initial offering in Fall 2005.

- During the 2003-2004 academic year, TCL implemented a **Quality Enhancement Plan (QEP)** to assess the achievement level of TCL students. The plan has three components: reading and writing skills, mathematics, and computer competency. As the college continued implementation, a QEP Committee became a separate standing institutional committee, effective July 2005.

- Expansion of **cable services** is ongoing with the addition of a 24-hour channel in Hardeeville and service in Varnville, Hampton, Brunson, Ridgeland, Estill, and Walterboro.

- **Continuing Education Workforce Development** offered new programs and partnerships with industry resulting in a 14% increase in contact hours from the 2004-2005 academic year for the four county service area.

1.3   Key strategic goals for the present and future years

- To ensure excellence and value by providing high quality, relevant programs and services to the South Carolina Lowcountry
- To assist in the development of a qualified workforce to fulfill the demands of the Lowcountry's expanding and diversifying economy
- To acquire the necessary resources to accomplish the mission of the Technical College of the Lowcountry
- To expand educational access and attainment in the College's service area

1.4   Barriers:

- During the 2005-2006 academic year, TCL operated with reduced state funding which affected maintenance, personnel and expansion. The current financial climate offers little prospects for improvement in the near future.

- Reduction in state funding has put an increasing burden on students through tuition increases and may limit access for segments of the potential student population.

- In addition reduced funding combined with an increase in enrollment created a strain on the College to maintain the high level of service to the student and the community.

- An aging physical plant has been more difficult to maintain, renovate and meet the operational needs of the College with diminishing funds. Diminishing funds also make it difficult to build new facilities for long range campus development.

- Existing funding limits recruitment and retention of skilled faculty to support the programs of the College while meeting the needs of students and businesses in the service area.

- Funding to maintain and improve the technology needed to deliver instructional programs is also limited.

Opportunities

- An important milepost in the College's achievement of its mission to deliver educational programs to the four county service area will be achieved with the opening of TCL's New River Campus. With the new campus, TCL has the opportunity to more effectively serve the students of Southern Beaufort County and Jasper County with delivery of both credit and non-credit classes, an important development of the workforce needed to serve the region.

  - ➢ Adequate facilities are now available to offer credit and non-credit classes at a location convenient to both Southern Beaufort County and Jasper County.
  - ➢ New programs in Health Sciences can be offered to address the increasing health needs of the aging population of the region.
  - ➢ New and existing Continuing Education programs to support the rapid economic growth of the region can now be offered in the Hilton Head, Jasper, Bluffton and Hardeeville area.

- With the support of Beaufort County through Tax Increment Fiancing (TIF) funds, TCL purchased land for the development of a full-service campus at the New River location and constructed the initial building.

1.5   Use of the Accountability Report

This first Baldrige Accountability Report will serve as a baseline year for subsequent reports by the Technical College of the Lowcountry. The report will provide documentation for continuous measurement and improvement for the State Technical College System and the College. In addition, the report will serve as a framework for

reevaluation of the processes and procedures that govern the College and become a valuable tool to monitor progress.

Section II – Organizational Profile

2.1   Main Educational Programs and Delivery Method
- Allied Health Science   Traditional classes, Clinical settings, Internet
- Arts and Science   Traditional classes, Internet, Distance Learning
- Business Technologies   Traditional classes, Internet, Distance Learning
- Industrial Technology   Traditional classes, Internet, Distance Learning
- Continuing Education   Traditional classes, On site customized Training

2.2   Student Segments
- Traditional Students ages 18 – 24
- Non-Traditional Students ages 25 – 59
- Seniors ages 60 and over
- High School Traditional, ECCO, Home Education
- Military

Stakeholders
- Individuals, Vocational, and Private Schools
- School Districts in the four county service area
- Employer's
- Parents
- General Public
- Senior Educational Institutions
- Work Force Investment Board
- Chambers of Commerce of the four county area

Requirements and Expectations
- Quality education that is both convenient and economical and course work that will transfer to senior institutions.
- For those who wish to continue their education, students that are academically prepared to continue their educational pursuits at the baccalaureate degree level.
- Instruction that will prepare students for immediate employment upon successful completion of required course work.
- An institution that responds to community workforce development needs.
- Courses to improve job advancement opportunities and worker retraining instruction. Expectations of convenient, cost effective, quality instruction and financial assistance.

2.3   Operating Locations
- Main Campus, Beaufort, SC
- New River Campus, Highway 278, in the Bluffton area and in Jasper County, SC
- The Mungin Center, Hampton County, SC

2.4   Accreditation:

- Commission on Colleges of the Southern Association of Colleges and Schools (SACS) to award associate degrees
- National League for Nursing Accrediting Commission in Associate Degree Nursing
- National League for Nursing Accrediting Commission in Practical Nursing
- South Carolina Department of Labor Licensing and Regulation Board of Nursing
- Commission on Accreditation of Allied Health Education Programs in Surgical Technology
- Joint Review Committee on Education in Radiologic Technology
- Association of Collegiate Business Schools and Programs
- National Accrediting Commission of Cosmetology Arts and Sciences
- Paralegal Program of the American Bar Association

2.5 Governance
- South Carolina State Legislature
- State Board for Technical and Comprehensive Education
- TCL Commission from Beaufort, Hampton, Jasper and Colleton Counties
- Commission on Higher Education – governance over all academic programs

2.6 Key Partners and Suppliers
- Low Country Council of Government (LOCOG)
- Workforce Investment Act (WIA) Board
- Four county area school districts, home school families, private schools
- Area Industry through representation on advisory boards for each program area
- Higher Ed-Marketing.com and Consult to the Learning Resources Network (LERN)
- The Proz Group
- Omega Associates, LLC

2.7 Key Competitors
- The University of South Carolina – Beaufort
- Other South Carolina Technical Colleges
- Colleges and universities in southeastern Georgia

2.8 Factors for Success
- At the annual Commission Retreat and during regular meetings, the TCL Commission assists the College in setting strategic goals and assessing progress through the year.
- Advisory Boards are a principal factor in determining the needs of business, industry and the community.
- Community leaders and civic groups meet with the President, the Vice Presidents and the Deans to keep the College informed of changes and needs related to the four county area.
- The Faculty Staff Retreat determines objectives and action items for the Strategic Plan

Key Changes
- TCL will open the New River Campus in Fall 2006 to address the needs of the Hilton Head, Bluffton, Sun City and Jasper County area. Courses in each of the 4 academic divisions will be offered.
- At the Mungin Center, new updated computer equipment has been installed to better serve the needs of Hampton County.

2.9 Strategic Challenges
- The primary challenge facing TCL is maintaining affordable instructional programs with static or declining state funding.
- Funding for the New River Campus has been a challenge that TCL has met with perseverance and sound financial management.
- Financial concerns continue to challenge the College as it maintains salary levels, building, equipment and grounds.
- Outreach to the most rural portions of our four county service are met with increased distance education opportunities
- Human Resources and Finance work to assure that TCL remains competitive and financially viable by comparing categories of salaries with other academic institutions and the area's markets on a rotating five year plan.

2.10 Performance Improvement Systems
- Each year all departments within each division compile an Institutional Effectiveness Report assessing performance of objectives from the Strategic Plan, analyzing results and outlining new initiatives for the coming year.
- TCL also submits the required Institutional Effectiveness Plans to the Commission on Higher Education. This year TCL reported on Developmental Education, Transfers and Major Program Areas.
- For the last two years, the Quality Enhancement Plan assessed the level of Reading and Writing, Mathematics for associate degree students. Trained college personnel assess performance based on a rubric developed by TCL. In 2006-2007 Computer Literacy will be added to the assessment.
- Graduates in the following programs are assessed through national examinations:
  - Allied Health Science – Practical Nursing
  - Allied Health Science – Associate Degree Nursing
  - Radiologic Technology
  - Surgical Technology
  - Cosmetology
  - Heating and Air Conditioning
  - Microsoft Certifications
  - Cisco Certification

2.11 Expenditure/Appropriations

Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 04-05 Actual Expenditures		FY 05-06 Actual Expenditures		FY 06-07 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 7,219,744	$ 3,298,863	$ 7,386,060	$ 3,410,913	$ 7,992,022	$ 3,350,067
Other Operating	$ 1,633,653	$ -	$ 1,998,859	$ -	$ 2,228,087	$ -
Special Items	$ 1,999,870	$ 166,325	$ 3,250,160	$ 153,950	$ 1,875,941	$ 391,506
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 1,774,094	$ 762,816	$ 1,833,125	$ 803,669	$ 1,934,116	$ 800,005
Non-recurring						
Total	$ 12,627,361	$ 4,228,004	$ 14,468,204	$ 4,368,532	$ 14,030,166	$ 4,541,578

Other Expenditures

Sources of Funds	FY 04-05 Actual Expenditures	FY 05-06 Actual Expenditures
Supplemental Bills		
Capital Reserve Funds		
Bonds		$ 21,200

2.12   Major Program Areas

Program Number and Title	Major Program Area Purpose (Brief)	FY 04-05 Budget Expenditures			FY 05-06 Budget Expenditures			Key Cross 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 senior colleges.	**State:**	4,228,004.00		**State:**	4,368,532.00		See 3.2.4
		Federal:	1,303,447.00		**Federal:**	1,145,630.00		
		Other:	7,095,910.00		**Other:**	8,954,042.00		
		Total:	12,627,361.00		**Total:**	14,468,204.00		
		% of Total Budget:		100%	**% of Total Budget:**		100%	
		State:			**State:**			
		Federal:			**Federal:**			
		Other:			**Other:**			
		Total:			**Total:**			
		% of Total Budget:			**% of Total Budget:**			
		State:			**State:**			
		Federal:			**Federal:**			
		Other:			**Other:**			
		Total:			**Total:**			
		% of Total Budget:			**% of Total Budget:**			
		State:			**State:**			
		Federal:			**Federal:**			
		Other:			**Other:**			
		Total:			**Total:**			
		% of Total Budget:			**% of Total Budget:**			

2.13 Organizational Structure

State Board for Technical And Comprehensive Education

TCL Commission from Beaufort/Colleton/Hampton/Jasper Counties

President　- - - - -　**TCL Foundation**

- **Academic Affairs**
  - Arts & Sciences
    - Developmental/College Preparatory Studies
  - Business
  - Health Sciences
    - Nursing
    - Surgical Technology
    - Radiologic
    - Physical Therapy
  - Industrial Technology
  - Instructional Support
  - TCL Hampton-
  - Learning Resources Center
  - Distance Education
    - Electronic Learning
    - Broadcast Services

- **New River Campus**

- **Personnel**
  - Payroll

- **Finance**
  - Accounting
  - Auxiliary Enterprises
  - Property & Inventory Control
  - Procurement
  - Information Technology
    - Computer Labs
  - Physical Plant/Maintenance
    - Housekeeping
    - Security

- **Continuing Education & Institutional Advancement**
  - Grants Administration
  - Research & Planning
  - Public Relations
  - Continuing Education

- **Student Affairs**
  - Director of Enrollment
    - Enrollment Services
    - Recruitment
    - Counseling Services
    - Career Counseling & Job Placement
  - Financial Aid
  - Student
    - Talent Search
    - Upward Bound
    - Special Services

Technical College of the Lowcountry

Section III   Elements of the Malcolm Baldrige Award Criteria
3.1.1   Senior Leadership
The President of TCL, Dr. Anne McNutt, has led the Technical College of the Lowcountry (TCL) for the past 18 years. The President, in collaboration with the TCL Commission, the State Technical College System, the Commission on Higher Education (CHE), and our constituents, formulates the direction and values of the College. Each year the President gives a State of the College speech to the entire TCL faculty and staff to celebrate the past year's accomplishments and to reaffirm the College's vision and initiatives for the future.

In addition to the president, senior leadership of the College includes: the Vice President for Academic Affairs, the Vice President for Finance, the Vice President for Continuing Education, and the Vice President for Student Services. Under the leadership of the TCL Commission, the President with input from the Vice Presidents has formulated the internal policies and procedures to create a vibrant and effective educational environment. Policies and Procedures, which are periodically reviewed and revised when necessary, form the organizational structure of the College.

Weekly the President chairs the Executive Committee, which consists of the Vice Presidents joined by the Associate Vice President for New River and the Executive Director of the TCL Foundation and invited members of the faculty or administration. Members of the Executive Committee chair or participate in every committee of the College.

Strategic Planning is a collaborative process beginning with goals that are directed by the TCL Commission and completed with objectives and action items set by the faculty and staff during our annual retreat. The Strategic Plan is the lynchpin for the Institutional Effectiveness cycle, which is outlined in Section III, Category 2.

The President and senior leadership 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. To stay abreast of current educational information, the President and senior leadership participate in regional, state and national organizations, cooperating and sharing information with other educational institutions.

3.1.2   Legal and Ethical Behavior
The senior leadership of TCL exhibits dedication and commitment to the College by their work ethic and vision, which serves as an example to the entire college and the students and communities that they serve.

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 Colleges 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 SC Budget and Control Board including:

- Materials Management Office (Consolidated Procurement Code)
- State Office of Human Resources (Personnel Guidelines)
- Office of State Engineer (Capital Project management)
- State Property Management (Real Property, Leases and related items)
- State Department of Education (Grants and related areas)

The College is subject to Compliance Audits from such Federal Agencies as the US 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 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.

3.1.3 Focus on Action
The Expected Outcomes document, which addresses each objective and action item in the Strategic Plan is completed each year by members of the Executive Committee. The completed document is submitted to the TCL Commission.

3.1.4 Environment for Organizational, Faculty, and Staff Learning
Opportunities for professional development of faculty and staff occur on a regular basis. 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. Topics have included: better teaching techniques, improved advising, use of the student information system and student retention strategies. The organizational opportunities for learning occur during regular meetings of the various members of the organization.

3.1.5 Succession Planning
Because of the age range and years of service of current employees, there is an ongoing need for succession planning. Plans are underway to develop future leaders from within the institution by encouraging staff and faculty to continue their education and to participate in various leadership opportunities across the state.

3.1.6 Communicate, Empower and Motivate Faculty and Staff. Reward and Recognition
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. An employee newsletter with news and events is published monthly and distributed electronically. An annual employee recognition event takes place where 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 is announced.

3.1.7 Evaluation of Performance of Senior Leaders
All senior leaders are evaluated by their supervisors. The President is evaluated by the commission. The President in turn evaluates all employees who report directly to her. This information is used as part of the college evaluation process and plans for improvement are developed by the individuals for any area of the evaluation that does not meet expectations.

3.1.8 Address Adverse Impacts of Programs, Services, and Operations – Key Compliance
The College is accredited by the Southern Association of Colleges and Schools, the Commission on Colleges. 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 ifs followed by accrediting agencies for individual programs.

3.1.9 Support and Strengthen Communities.
Senior leaders are actively involved in numerous community activities. Areas of emphasis are determined by the senior leaders by interfacing with community members at these functions. In addition, each program area at the College has an active advisory committee whose members advise the program heads on programmatic changes and areas for community service.

3.2. Strategic Planning
3.2.1 Strategic Planning Process
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.
   a) TCL's organizational strengths, weaknesses, opportunities and challenges are explored in depth at the area commission and faculty and staff retreats. Using the SWOT analysis, objectives are determined based on identified improvement areas and opportunities. Institutional Effectiveness reports also address each department's strengths, weaknesses, opportunities and challenges, which are in turn incorporated into the formal strategic plan.
   b) The Strategic Plan incorporates financial and risk management planning. The Strategic Plan serves as the foundation for budget development. Budget planning forms call for specific reference to initiatives. 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) The Technology Plan, developed in concert with the Strategic Plan, ensures proper budgeting and allocation in relation to technology needs. In-depth analysis regarding student and community demographics and market trends are presented and discussed at the commission and faculty and staff retreats.
   d) Sustainability planning is under review.
   e) The Strategic Plan, a guide to making College decisions, serves as a tool to set priorities.

3.2.2 Evaluation of the Strategic Plan
The first evaluation of the progress relating to the Strategic Plan is an information analysis. In September, prior to the Commission Retreat, key administrators and faculty responsible for implementing initiatives for the academic year review the current year's Expected Outcomes document, noting key accomplishments or key concerns during the first three months of the fiscal year. The commission reviews the completed Expected Outcomes document from the previous year to ensure that the institution is on track with initiatives. The Commission's guidance could, of course, result in mid-year changes or additional initiatives for the following year, or both.

At the end of the academic year, the faculty and staff produce a final Expected Outcomes document. The Expected Outcomes document, complete with measurements set forth in the planning document, are presented to the Commission. The results of that assessment, the analysis presented for the current academic year, and other discussion items form the foundation for the succeeding Strategic Plan.

3.2.3 and 3.2.4 Strategic Plan Goals/Objectives and Action Items

Instruction		
Supported Organization Goal/Objectives	Related FY 05-06 Key Action Plan/Initiatives	Cross References for Performance Measures
Goal I. To ensure excellence and value by providing high quality, relevant programs and services to the South Carolina Lowcountry		7.1.1, 7.1-3
A. Deliver exemplary credit instruction	1. Provide an appropriate blend of programs and credit courses offered in the college service area via alternative delivery systems	7.1-5, 7.1-6, 7.1-7, 7.1-8, 7.1-9, 7.1-10
	1. Assess continuing student needs for on-line course offerings 2. Review emerging strategies for alternative course delivery methods 3. Evaluate the need for course offerings to be delivered via alternative delivery methods 4. Improve infrastructure for cable and other alternative delivery services 5. Align courses offered with the appropriate curriculum delivery method	7.5-5 7.5-6
	2. Identify unique learning needs of each target population in the college service area	7.2-3
	1. Implement program offerings appropriate for target populations 2. Implement delivery systems appropriate for each target population 3. Identify emerging target populations: 4. Based on attrition and retention studies, develop special curricular options for student advisement and subsequent registration to ensure success 5. Develop an academic mentoring program to promote success for students on probation and for students enrolled in two or more developmental education (DE) courses 6. Collaborate with Public Relations to develop, implement and evaluate marketing tools appropriate to the identified target populations	7.2-1 7.2-2 7.2-4 7.2-5 7.2-8
	3. Build upon successful program offerings	
	1. Expand selected programs based on identified needs including dual enrollment and health science programs 2. Eliminate programs based on program reviews, evaluation and analyses 3. Develop a long range action plan to address identified needs which cannot be met during the first year of the strategic plan 4. In support of the QEP, continue reading/writing assessment and begin implementation of basic mathematics assessment process	7.1-2 7.1-11
B. Offer outstanding non-credit instruction	1. Increase the use of technology in providing distance education and on-line course offerings: 2. Strengthen the Advisory Board with new membership and quarterly meetings, using the Board to assist in identifying program needs and to promote CEWD services 3. Develop health-service related courses as required by local organizations and health professionals-dietary aids, activities professional, and add more Certified Nursing Assistant courses	7.5-4 7.5-5 7.5-6

	4. Develop industry/business-specific course offerings: Command Spanish in new areas, Workplace English related to safety training, and child care programs 5. Expand the Culinary Arts Program with more community offerings 6. Develop a series of workshops for adjunct instructors 7. Coordinate with the academic division to provide complementary offerings especially with the industrial technology division 8. Market and enhance WorkKeys program to businesses for pre-employment and assessment, profiling and training	
C. Provide exemplary services	1. Evaluate gains for students following enrollment in the reading and math academies 2. Implement the ESL programs based on needs assessment 3. Provide onsite and virtual academic and library services 4. Provide onsite and virtual career counseling services 5. Expand and enhance on-line advising and student services 6. Expand the implementation of Web Advisor to include additional student groups 7. Phase in on-line orientation 8. Expand student services for evening students 9. Develop and distribute a Financial Aid Fact Book 10. Enhance strategies to retain students placed on academic probation	7.5-2 7.3-3 7.6-6
GOAL II. To assist in the development of a qualified workforce to fulfill the demands of the Lowcountry's expanding and diversifying economy		7.6-1, 7.6-4
A. Address the needs of the area's constantly changing workplace	1. Develop course offerings, workshops and seminars in the four county area 2. Partner with Chambers of Commerce, non-profits, and other business organizations to meet workforce needs 3. Implement public safety training SLED levels I & II 4. Implement new automotive-related training courses 5. Evaluate current programs and make necessary changes on a quarterly basis 6. Coordinate with the economic development associations at local and state levels to address Lowcountry workforce needs	7.5-5 7.6-4
B. Work to facilitate the transition from high school to college	1. Each term provide enhanced campus visits, college information sessions, and college orientations for high school graduates 2. Provide such support for incoming recent high school graduates as career and personal counseling, access to financial aid resources, academic advisement, and student activities 3. Evaluate transitional programs and services by conducting surveys, observations and focus groups and make appropriate changes 4. Develop and enhance student activities to include: career camps, a mentoring program, and support groups 5. Develop and implement a transitional program for students with disabilities	7.2-6 7.2-7 7.5-1
C. Serve as a key partner in the Workforce Investment Act (WIA)	1. Have a representative on the Workforce Investment Act Board 2. Assist employers with WIA grants for incumbent worker training 3. Assist One-Stops with WorkKeys Assessment and training 4. Serve as a training area for WIA grant recipients	7.5-3

D. Enhance the College's links with employers	1. Work with local employers to assess needs for workforce development 2. Interview employers to determine business-specific workforce needs 3. Serve on various Chambers of Commerce committees relating to workforce and small businesses 4. Enhance on-campus recruitment by employers and the referral of students through collaborative efforts/activities of academic divisions and the Job Placement Office 5. Conduct surveys of employers and partners to assess their satisfaction with existing partnerships and services 6. Create an Employer Link section to the TCL web page	7.5-4
GOAL III. To acquire the necessary resources to accomplish the mission of the Technical College of the Lowcountry		
A. Garner financial resources and use them effectively	1. Seek state, local, tuition, grant, and private funding sufficient to meet the college's financial needs 2. Work closely with the TCL Foundation to facilitate fundraising activities 3. Review and revise the Financial Plan to reflect the impact of appropriations and change in campus locations in Southern Beaufort County 4. Monitor revenue and expenditure trends during the year, making adjustments to the operating budget 5. Monitor the CHE and legislative activities to improve financial planning for contingencies that may impact current and the next-year budget 6. Evaluate the potential budgetary impact of the Governor's Initiatives relating to Higher Education with regard to consolidation of resources and expenditure changes 7. Analyze bookstore operations and services with respect to establishing a balance between serving the needs of the students while maintaining a profitable, competitive operation	7.3-1 7.3-2 7.3-3 7.3-4 7.3-5 7.3-6 7.3-7 7.3-8 7.3-9 7.3-10
B. Devise strategies to recruit and retain quality faculty and staff	1. Monitor the application files for the college faculty and staff vacancies 2. Review methods for faculty and staff recruitment and revise as appropriate 3. Develop and implement a professional faculty and staff development program (to include diversity, customer service, use of technology, etc.) 4. Monitor the employee recognition system and revise as appropriate	7.4-1 7.4-2 7.4-3 7.4-3a
C. Develop strategies for increasing faculty and staff salaries to a competitive level	1. Review and compare the college's salary ranges to those within the Technical College system and in the private sector 2. Review college salaries and revise the college's salary plan as appropriate 3. Increase salaries appropriately in accordance with legislative action and available funding	7.4-3b
D. Enhance the physical plant through renovations, acquisition and new construction	1. Develop preliminary plans for renovations to Buildings 15 and 16, in accordance with the Facilities Master Plan 2. Develop campus and facility plans for a new center to serve Southern Beaufort County and Jasper County 3. Implement landscaping, signage, and the bluff stabilization projects as funding permits 4. Investigate the feasibility of creating student gathering areas with outdoor furniture at different campus locations 5. Implement Building 8 Renovation Project as funding permits 6. Address needs of records storage space and resolve related archive issues	7.6-3
E. Strengthen the capability of the College's Management Information Systems	1. Complete the annual revision of the Technology Plan maintaining its clear links to the budget and strategic plan 2. Update campus technology with available funding as specified in the Technology Plan 3. Develop a plan to address data linkages and other technology needs for the new campus in Southern Beaufort County 4. Explore options and develop a plan for e-mail services for TCL students 5. Upgrade servers in MIS in accordance with the Technology Plan 6. Provide professional development activities for cross-training MIS staff with distance learning staff 7. Implement Phase II of the Datatel On-line Purchase Requisition System to achieve at least 50% use of the process	7.5-2

	8. Implement MIS user training on Datatel and other applications 9. Study merits of "Point of Sale Software" for the college bookstore	
F. Refine institutional research capacity	1. Support the campus-wide QEP process with leadership and technical support 2. Working with IE peers and the need for Performance Indicator data, develop and implement a systematic process for assessing employer satisfaction 3. Enhance the office's capability for developing statistical projections regarding enrollment, probation, and retention 4. Complete the development of a report repository for the college 5. Explore alternate formats for the college's Fact Book	7.1-10 7.2-1 7.2-2
G. Expand the application of emerging technology	1. Perform a cost/feasibility study on implementing emerging technology 2. Explore emerging technologies for possible use in open labs and student kiosks 3. Begin conversion of educational production and distribution equipment from analog to digital 4. Expand on-line registration 5. Explore Datatel administrative applications and begin implementation where feasible	7.5-2
H. Educate the public about the college's value to the community	1. Define the needs of target groups and use research data to identify key messages and strategies for delivering those messages 2. Maintain timely communication that meets the needs of the target groups and uses language and formats appropriate for particular audiences 3. Use diverse media and creative messaging, a range of electronic, print, outdoor and direct-mail media with varied messages for different constituencies 4. Enhance relations with media, going beyond the daily stream of news releases, offering innovative story lines and developing new relationships with national media to support the quality recognition of the college 5. Expand internal communications, coordinating messages via electronic, print, and personal communication, and using the branding concept to develop promotional materials 6. Refine and enhance the college's web resources	7.2-3 7.2-4 7.5-4
GOAL IV. To expand educational access and attainment in the college's service area		7.5-7
A. Enhance awareness among business and industry of the college's capability	1. Develop public relations material related to business and industry as to how the college can enhance workforce development 2. Partner with CATT to enhance awareness of E-Zone opportunities with industry 3. Enhance on-campus recruitment by employers and the referral of students through collaborative efforts/activities of academic divisions and the Job Placement Office 4. Conduct surveys of employers and partners to assess their satisfaction with existing partnerships and services 5. Create an Employer Link section to the TCL web page	7.2-1 7.2-2 7.2-4
B. Promote additional access for underserved populations	1. Review and revise enrollment targets as necessary 2. Use cross-training to ensure that student services personnel enhance access 3. Evaluate recruitment strategies and revise as necessary 4. Using research results from underserved population groups, design financial aid awareness programs to address the needs of these groups	7.2-2b

C. Increase outreach in the local high schools	1. Review and increase targeted growth goals for dual and early college enrollments 2. Evaluate the effectiveness of current high school student recruiting strategies and revise to enhance the effectiveness 3. Evaluate and revise marketing/recruitment strategies directed at all high school students 4. Assign staff to recruitment activities based on the enrollment management plan 5. Make available current course offerings and schedule information on the college website 6. Evaluate the effectiveness of current services provided through TRIO programs and GEAR UP 7. Increase the number of students served by the TRIO programs who enroll at TCL	7.2-6 7.2-7 7.2-6
D. Expand the college's marketing program	1. Develop a marketing strategy with Research and Planning support by 2. Continue to utilize the college's Marketing Committee and offer training sessions for the committee in order to enhance their role in institutional marketing 3. Ensure that the college's marketing plan is comprehensive, addressing various target groups and encompassing the college's service area	
E. Provide increased opportunities for military and military family members	1. Enhance the Advisory Committee's ability to assist in the identification of educational needs in promoting the college 2. Assess the effectiveness of the Open House/Information Sessions and revise strategies as needed 3. Conduct focus groups and use the feedback information to revise recruitment and service strategies 4. Highlight enlisted personnel and their families via success stories 5. Promote on-line courses	7.5-4 7.5-5
F. Raise awareness among families of the value of education	1. Partner with Student Services to research family education interests and concerns in various areas including financial aid, advising, and career preparation 2. Develop strategic initiatives to be incorporated into the overall college marketing plan related to marketing to families 3. Coordinate internal communication in order for college employees to better relay the college's messages to a variety of audiences	

3.2.5 Develop and Track Action Plans – Allocate Expenses

After the goals and objectives are set at the Commission and faculty and staff retreats, division work groups compile action items to accomplish specific objectives. The action items determine 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 Executive Committee monitors progress regularly throughout the year ensuring that performance measures are met in final review.

3.2.6 Communicate Objectives and Action Items

The Strategic Plan is made available via the TCL web site and published document to all faculty and staff as well as to the community.

3.2.7 Measure Progress

There are three key major components in the College's assessment and planning process model that monitor measured progress. The College planning process is coordinated by the Assessment and Evaluation Committee 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. The Institutional Effectiveness Reports are submitted annually by each academic and primary administrative unit. Each report, using a standard template format, identifies the specified self-assessment activities that are carried out by the program or unit, the results of the assessment activities, the programmatic changes made as a result of assessment will be addressed as needed. Program reviews are required by the South Carolina Technical College System annually. TCL academic program managers pro-actively use the required data on program enrollment, completion, and placement to make course and program changes as needed.

Performance Indicators as required in Act 359 of South Carolina Code of Law (1996) required the college to be assessed on 20 separate indicators of performance including strategic planning, mission statement development, and a series of other areas that assist with evaluation. TCL has achieved an "Exceed" rating from 2001-2002 until the present.

3.2.8 Address Strategic Challenges

Financial concerns dominate College challenges. Therefore, one of major goals of the strategic plan is acquiring necessary funds to meet the College's mission. Continual decline in state funding has resulted in little or no resources to expand current programs, establish new programs, and remain competitive regarding salaries. Although the College relies heavily on distance education offerings to serve a rural area Technology funding is limited.

3.2.9 Internet Address

The Strategic Plan can be found at the following web address:
http://www.tcl.edu/documents/Strategic%20Plan_2006-2011.pdf

3.3. Customer Focus
3.3.1 Key Customers and Stakeholders
TCL uses a variety of methods to measure the changing needs of the community, prospective students, population trends, and educational environment of our four county service area.

- TCL regularly conducts environmental surveys that poll the business community and members of the general public regarding course offerings and community needs.
- There is ongoing communication with the current student population to gain feedback on course offerings and student needs through the Student Government Association, which meets bi-monthly.
- The College also utilizes the services of program advisory groups made of business people and employers who provide guidance and direction regarding trends in their business or industry.
- The College conducts an analysis of its enrollment data and attends state regional and national conferences relating to trends in higher education.

3.3.2 Keeping Current with Changing Nneeds

To remain current with changing needs and expectations the College maintains continuous 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 outsourced studies assisted in determining the current economic and educational needs of the four county area:

- A Geodemographic Study of the Credit and Non-Credit, Open Enrollment Marketing Potential at Technical College of the Lowcountry prepared by Aaron P. Donsky, Sr. Consultant, Higher Ed-Marketing.com and Consult to the Learning Resources Network (LERN) to identify population trends that match the mission of TCL to facilitate marketing and assure that the needs of each identified population segment are addressed.
- Educational/Training Needs Assessment prepared by Proz studied the workforce development needs of the four county area.
- A study of the Economic Impact of the Technical College of the Lowcountry on Beaufort, Colleton, Hampton and Jasper Counties was prepared by Omega Associates, LLC.

3.3.3 Keeping Services and Programs Relevant and Providing Continuous Improvement
Trend data gathered through enrollment analysis, program reviews, advisory group sessions and community 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.

Grants are an important component of the operating capacity of TCL. The Director of Grants assembles teams to research, apply and administer grants that extend the scope of the College and enable TCL to offer improving service to the community.

3.3.4   Measuring Satisfaction
Student and stakeholder satisfaction information is gathered through program surveys, course surveys, graduation surveys, employer surveys and event surveys. Additional formal and informal communications, electronic, personal, or incidental along with observations, provide data that point to challenges and opportunities in the College administration of its programs and services.

After each credit class, students complete a survey, the Survey of Student Opinion of Instruction (SUMMA), to determine how well the instructor met the student needs and expectations. The results are forwarded to each division dean and the Vice President for Academic Affairs.

3.3.5   Building Positive Relationships
Positive relationships are developed through continuous and strategic communications with student and stakeholder groups. Positive relations are also developed by providing excellent customer service, accurate and timely information and prompt response to requests and the changing needs of both.

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 stakeholder group the service is generally their perception of the end product or the College's responsiveness to their request or need. However, both groups seek ways to improve the quality of life for the individual and the community at large.

3.4. Measurement, Analysis and Review
3.4.1 Selecting Operations, Processes and Systems to Measure Student Learning

Both internal and external recommendations determine which operations, processes, and systems to measure.

- A key measure of continual processes and systems is the Expected Outcomes created by the members of the Executive Committee to document accomplishments related to objectives and action items outlined in the Strategic Plan.
- The Assessment and Evaluation Committee and the Academic Management Committee request reports related to course completion, grades, retention, and graduation awards earned.
- The Quality Enhancement Plan measures degree seeking student achievement in reading, writing, mathematics, and computer competency.
- The Survey of Student Opinion of Instruction (SUMMA) provides feedback for evaluation by the division deans on the quality of instruction provided.
- Grant awards are monitored to assure that TCL takes advantage of opportunities afforded by private foundations, the state of South Carolina and the Federal Government.
- Externally, the Integrated Post Secondary Education Data System (IPEDS) reports provide information relating to pass rates on National Examinations, graduation and transfer rates, and system comparisons.

3.4.2 Use of Analysis

The analysis of information is evaluated by each division of the college.

- The TCL Commission, President and Executive Committee analyze the Expected Outcomes document and recommend action to improve the implementation of the Strategic Plan.
- The Vice President for Academic Affairs and the Academic Management Committee analyze internal and external measures of student learning and make appropriate changes to improve each area assessed.

3.4.3 Key Measures

Organization performance on key measures is presented in Category 7. Measurements are reported comparing performance over time or compared with other colleges.
Student learning is measured by comparing the following results over time:
- Pass rates on national examinations
- Graduation rate
- Transfer rate
- Student achievement is also noted in the Quality Enhancement Plan (QEP)

IPEDS provides a comparison with the achievement levels of students at other colleges in the State Technical College System and other similar colleges in the USA. Comparisons include:
- Graduation rate
- Enrollment

- Transfer rate
- Retention

3.4.4 Selecting Information in Decision Making
- The Expected Outcomes document points out strengths and weaknesses, which are used reconsider priorities and to update the strategic plan.
- 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.
- The SUMMA surveys of student satisfaction for each class are carefully evaluated by the division deans who make appropriate recommendations for improvement in teaching method to the faculty.
- The President reviews the IPEDS results and shares this information with the TCL Commission.

3.4.5 Data Integrity, Accuracy, Security and Availability
- TCL uses the Datatel System, which is maintained and monitored daily by the Information Technology Division.
- Input is validated by the system and further analyzed for accuracy by the Director of Research and the State Technical College System.
- Security is provided by a series of passwords and screen level security.
- Reports are made available by the Director of Institutional Research and placed on the TCL internal server.

3.4.6 Translating Finding into Priorities
Data driven decisions provide the knowledge base to order priorities, to create the next year's strategic plan, to alter policy and procedure and direct budget resources to continuously improve the education of our students and to better serve our four county area.

3.4.7 Management of Organizational Knowledge
Organizational knowledge is shared through each of the division deans to the faculty, through the various administration levels through committee meetings and the annual faculty staff retreat. Each year the President gives a State of the College speech to outline the priorities and achievements of the past year and the vision for the future.

3.5. Faculty and Staff
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 Organization and Management of Work
Supervisors develop a planning stage document for each employee, which is reviewed and modified if necessary each year, to meet the strategic goals of the College. Each employee is formally evaluated based on the 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 conducted by each employer's supervisor.

Work is assigned by the President 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 his or her efforts to find innovative solutions.

3.5.2 Cooperation, Initiative, Empowerment and Innovation
We employ a richly diverse faculty and staff to promote and encourage innovation and initiative. Our faculty and staff compliment our student population in gender and ethnicity.
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3.5.3 Effective Communication across the College
Communication is driven by our committee structure. The Executive Committee, consisting of the President and Vice Presidents meets each week to disseminate information and communicates best practices to others.

TCL uses Email extensively to communicate and to serve as a record in communication. Monthly employee newsletters are sent via email. Any relevant communication related that arrives from the Federal or State government is sent to employees as soon as it arrives by Human Resources.

3.5.4 Performance Management System
Our performance management system is our evaluation process, which relates to our Strategic Plan and the Planning Stage document prepared for each employee. Weekly committee meetings discuss and make recommendations to the Executive Committee when policy or procedural changes are contemplated.

3.5.5 Succession Planning
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. New positions are posted internally and externally. Internal candidates are urged to apply. Demographic graphs

show that 42% of TCL employees are African American compared to 30% African Americans in South Carolina.

3.5.6   Faculty and Staff Education and Training
The Academic Management Committee recommends professional development activities around key issues related to Strategic Plan. An example is the recent training sessions for all faculty related to advising and sessions on Datatel, the college record system for both faculty and staff conducted at the beginning of each academic year.

Instructional Technology conducts additional training each semester for qualified faculty and staff who participate in the Quality Enhancement Plan, which assesses student performance using rubrics design to monitor progress in writing, mathematics and computer capability.

The Director of Research conducts training each year for all authors of the Institutional Effectiveness reports required by the Commission of Higher Education and TCL's internal IE reporting requirements.

3.5.7   Faculty and Staff Motivation
The evaluation process is linked to monetary incentives in the form of raises for the future. Some professional development funds are available to faculty and staff for pursuing educational goals.

3.5.8   Safe, Secure and Healthy Environment
The College has a standing Safety Committee established for the purpose of 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 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 staff and Security constantly monitor the campuses to maintain a safe physical environment for faculty, staff and students. Periodic surveys are also completed to assess student, faculty and staff level of concern for safety and security issues at the College.

3.5.9   Assessment Methods for Faculty and Staff
The faculty and staff satisfaction assessment process is under review.

3.5-10 Priorities for Improvement from faculty and staff assessment
Human Resources and the Vice President for Finance analyze salary ranges to remain competitive with other academic institutions and the local market, insuring financial viability and equity.

3.6   Process Management
3.6-1 Key Learning Centered Processes
TCL identifies learning processes as those that directly relate to the increase in student knowledge to further the goals and mission of the college. From the academic divisions of the college the following processes are included: Curriculum design and educational effectiveness as measured by the QEP.

In addition, Allied Health Science, Business Technologies, and Industrial Technology work closely with each Advisory Board to ensure that curriculum contains up-to-date skills needed in the workplace.

3.6-2 Incorporating Input from students, faculty, staff, stakeholders
To acquire input from stakeholders, TCL commissioned a survey to determine how 287 Beaufort, Jasper, Colleton and Hampton County business and government agencies responded to the Technical College of the Lowcountry's workforce training. Twenty percent of those surveyed have hired a TCL graduate, and they have a 94 percent satisfaction rate with the hire. TCL will focus on the fact that 17 percent of the respondents currently have workforce needs that TCL can immediately address. Advice for program improvement is solicited from the advisory committees for each program area.

3.6-3 Incorporating New Technology
To serve student needs for the delivery of course material, the college has increased its use of WebCT 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.

3.6-4 Key Performance Measures
Key performance measures for the academic programs at the college include graduation rates, student improvements on writing skills as measured by the QEP, improvements in WorkKeys test scores and other national examinations for professional programs.

3.6-5 Evaluating Learning Centered Processes
For each program an institutional effectiveness report is completed yearly to evaluate the progress of the students in the program. This information in conjunction with results from national exams is used to formulate improvements for all divisions. The QEP Committee evaluates the process used to assess writing samples on an annual basis.

3.6-6 Key Support Processes
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 the annual Intuitional Effectiveness Process.

3.6-7 Ensuring Resources
Budgetary and financial resources are provided by tuition and state 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.

Section III   Category 7
7.   Organizational Performance Results
Organizational Performance is illustrated by trends over time as well as comparisons to
National Norms and our Peers. For this report all peer comparisons derive data from the
Integrated Postsecondary Education Data System (IPEDS).

7.1   Key Measures of Student Learning
7.1-1   National Exams Results
National examinations validate achievement of students who graduate from TCL. Our
Nursing programs have excellent pass rates with 100% the practical nursing program and
95% for the Associate Degree program. Students took the Radiologic Technology exam
for the first time in August 2005 earning 100% each year.

Industrial Technology programs include Heating and Air Conditioning, Cosmetology and
Microsoft and Cisco certifications. All of the computer certification programs have 100%
pass rate. Years when the exam was not given are shown as 'na'. Figure 7.1-1 illustrates
the success of TCL graduates who passed the exam on the first attempt for the last 5
years.

Percent Passing on the First Attempt					
	2002	**2003**	**2004**	**2005**	**2006**
Practical (PN) Nursing	100%	100%	100%	100%	100%
Associate Degree (ADN) Nursing	90%	96%	100%	87%	95%
Radiologic Technology	na	na	na	100%	100%
Heating and Air Conditioning AIR Ice Exam	na	100%	100%	82%	na
Cosmetology	75%	100%	100%	94%	100%
A+ Core Certification	na	100%	100%	100%	100%
A+ Operating System	na	100%	100%	100%	100%
Network + Certification	na	na	100%	100%	100%
Microsoft 70-210 Professional MCP	na	na	100%	100%	100%
Cisco Certified Network Associate	na	na	100%	100%	100%

7.1-2   Transfers
As stated in the mission: The College prepares graduates with knowledge and skills for
transfer to senior colleges and universities. To accomplish this, there is a statewide
articulation agreement approving 86 courses for transfer within the South Carolina
system. Also, the Technical College of the Lowcountry (TCL) has articulation
agreements with nine private colleges or universities in South Carolina and 14 out–of–
state four year institutions.

Figure 7.1-2 Semester Hours Available for Transfer to Senior Colleges or Universities

Division	Semester Hours
Arts, Humanities and Social Science	46 – 48
Business Administration	46 – 51
Engineering	33
Science and Mathematics	51 – 53
Teacher Education	38 – 39
Nursing	60

7.1-3   TCL Transfers to Colleges and Schools Nationwide

According to the National Clearinghouse since 2001, TCL students have transferred to schools in 49 states. Figure 7.1-3 shows students who transferred to school throughout the US by the last year they were in attendance at TCL.

Figure 7.1-3 Transfers to Nationwide Colleges and Universities
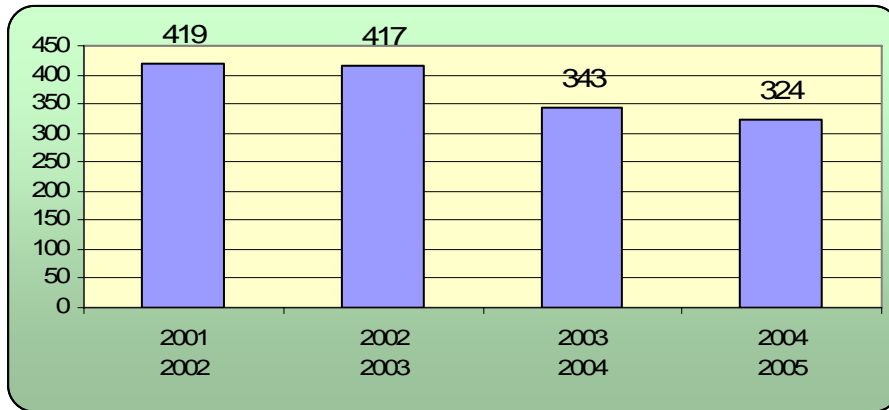
7.1-4   Transfer Rates to SC Schools

Figure 7.1-4 shows the percent of students who transfers to colleges and universities in South Carolina according to the SC State Technical System.

Figure 7.1-4   Transfer Rates to SC Schools
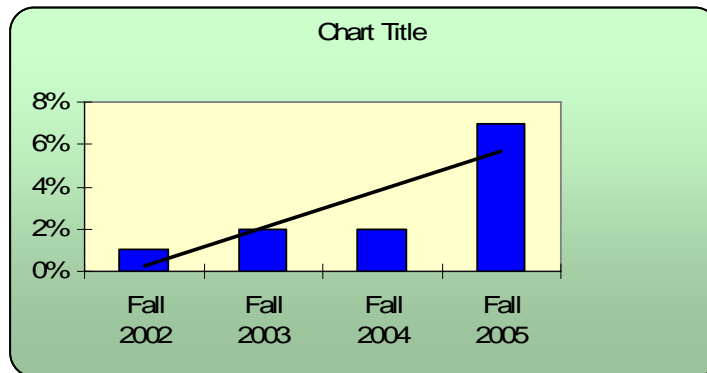
7.1-5 Transfer Rate Peer Group Comparison

IPEDS calculates the transfer rate as a percentage of the fall cohort of First Time, Full Time Freshmen who are degree seeking. Figure 7.1-5 illustrates the fact that for 2005 the transfer rate of TCL was the 6.8%, the same as the peer group mean for SC Technical Colleges with an unduplicated yearly enrollment of less than 5,000 students.

Figure 7.1-5 Transfers of First Time, Full Time, Degree Seeking Freshmen

	Initial Cohort	Transfers	
TCL	176	12	6.8%
Peer Group Mean	300	21	6.8%

7.1-6 GPA of Transfer Students

TCL measures the success of students who transfer to in–state institutions through the review of data provided by the SC State Technical College System. Grade point average (GPA) is available for all institutions except the Medical University of South Carolina. TCL students did well with an average GPA of .17 points higher than students who began as first time freshmen in each college or university listed. Figure 7.1-6 lists the average GPA of TCL students at each institution compared to the average GPA of freshmen for each institution.
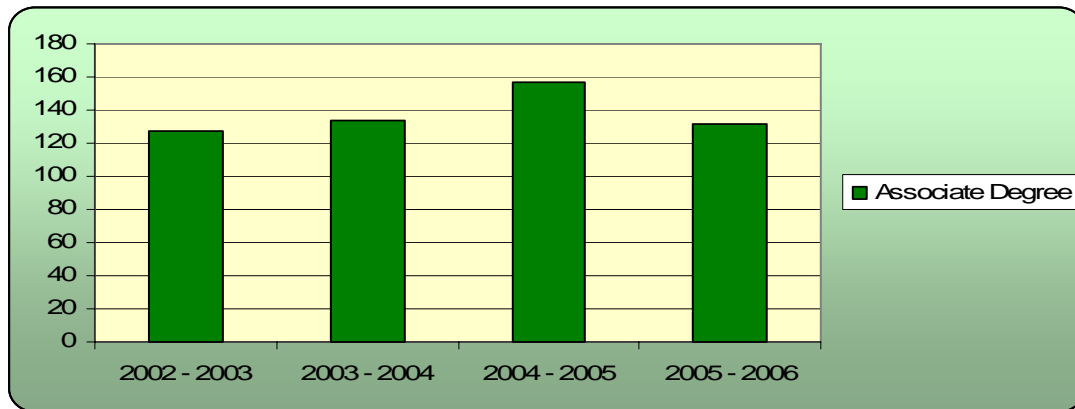
Figure 7.1-6 Performance of Transfer Students

Grade Point Average					
	Number of TCL Students	**Mean GPA of TCL Students**	**Freshmen in the Senior Institution**	**Mean GPA of Senior Institution Freshmen**	**Difference**
Clemson	1	3.08	13223	2.88	0.2
Col of Charleston	3	2.38	6621	2.97	-0.59
SC State	2	2.4	2804	2.45	-0.05
USC-B	12	3.03	1032	2.75	0.28
USC-C	1	3.89	16421	2.88	1.01
Totals	**19**	**2.96**	**40101**	**2.79**	**0.17**

7.1-7 Awards

Figure 7.1-7 charts the awards for the last 4 academic years. Associate degrees generally mirror the enrollment from the previous year.
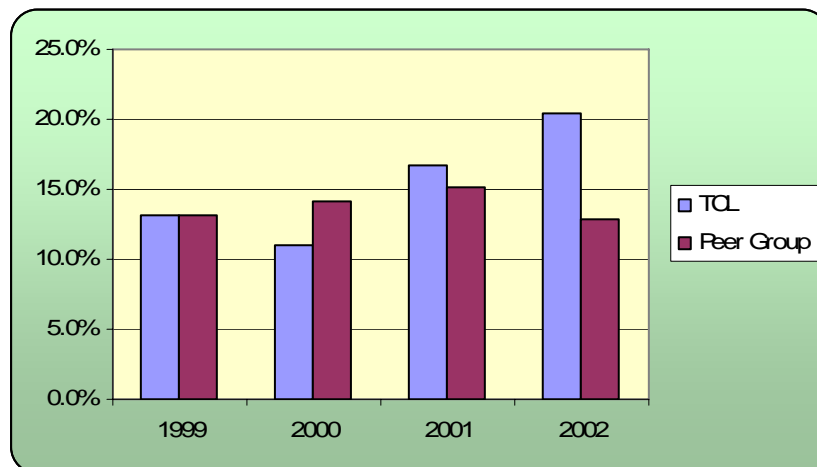
Figure 7.1-7 Associate Degrees

Chart showing Associate Degree counts:
- 2002 - 2003: ~127
- 2003 - 2004: ~134
- 2004 - 2005: ~158
- 2005 - 2006: ~131

Legend: ■ Associate Degree

7.1-8   Peer Comparison for Completions

IPES defines the completion rate using an initial Fall cohort of students who are first time, full time, degree seeking freshmen. Success is measured by those who finish a diploma, certificate or Associate Degree in 150% of the time of the program. In the case of an Associate Degree, this is 3 years. Figure 7.1-8 shows the completion rate of TCL compared to the rate of the 15 other technical colleges.

Figure 7.1-8 Completion Rate for First Time, Full Time Degree Seeking Freshmen

Chart comparing TCL and Peer Group completion rates:
- 1999: TCL ~13.2%, Peer Group ~13.2%
- 2000: TCL ~11.0%, Peer Group ~14.2%
- 2001: TCL ~16.7%, Peer Group ~15.1%
- 2002: TCL ~20.4%, Peer Group ~12.9%

Legend: ■ TCL ■ Peer Group

7.1-9 Classroom Performance

Figure 7.1-9 charts the percent of students who earned an A, B, or C in credit courses over a 4 year period for each division. Classroom grade performance has increased over the years in Health Science and remained stable in the other 3 divisions. Student success is consistent between divisions ranging from 70% to 90%.

Figure 7.1-9 Percent of Students who earned an A, B, or C by Division
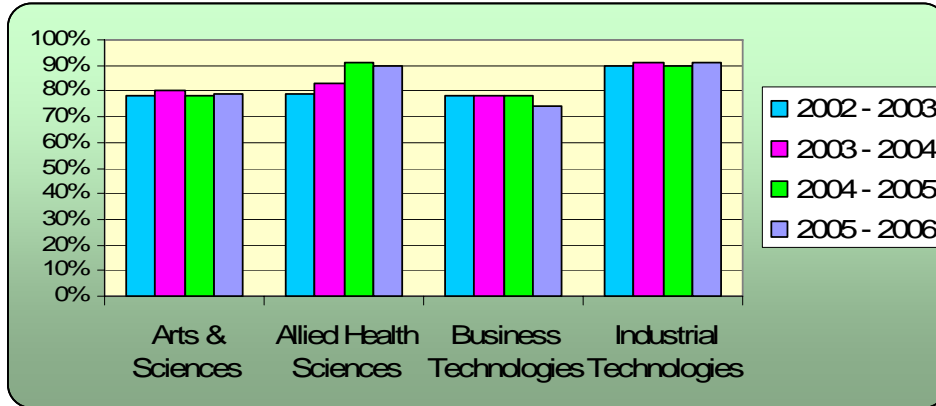
7.1-10 Percent of Students Passing by Student Status

Student success in coursework, defined as earning an A, B, or C, is charted in Figure 7.1-10. First time freshmen and students who transferred to TCL received grades approximately 20% higher than continuing students. Dual enrollment success after the 2002 – 2003 academic year remains high and has slightly increased to over 90%.

Figure 7.1-10 Student Success by Status
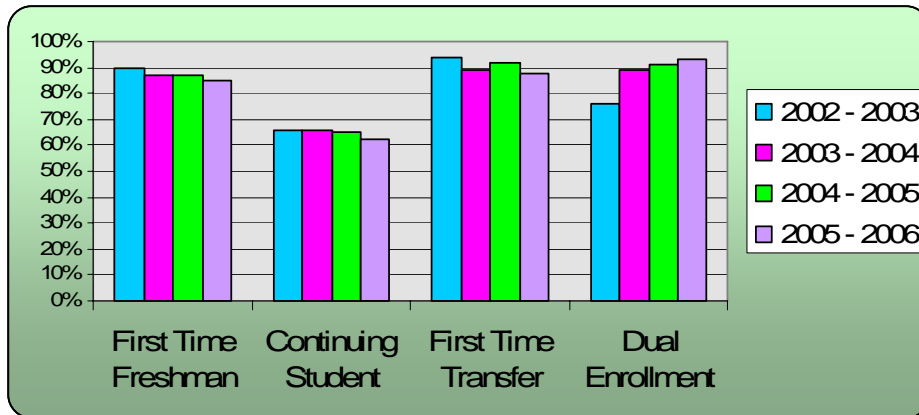
7.1-11 Quality Enhancement Plan

The Quality Enhancement Plan assessment was initiated during the 2003-2004 academic year. The QEP utilizes two external measures: CAAP (Collegiate Assessment of Academic Progress) to assess reading/writing skills levels and WorkKeys® to measure skill levels in mathematics. Figure 7.1-11 summarizes the data for each measure. QEP results from eighty-nine different writing samples had an overall mean of 46.98 which is in the range of adequate according to the rubric developed for the assessment.

Technical College of the Lowcountry

Figure 7.1-11 Quality Enhancement Plan Results for the Past 2 Years

Mean WorkKeys®	2003 2004	2004 2005
Expected	4.25	4.25
TCL	4.8	5.3

Mean Scores CAAP	2003 2004	2004 2005
National	62.5	62.3
TCL	61.5	60.1

Writing Sample Results	2003 2004	2004 2005
Met standard	56	77
Failed to meet standard	44	23
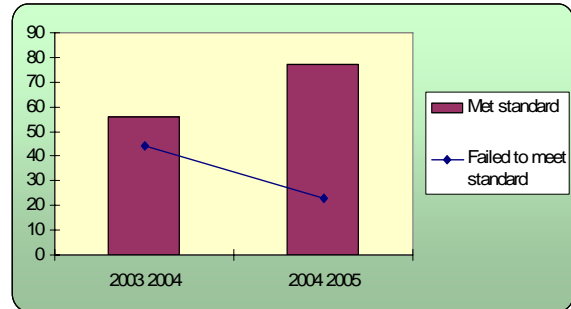
7.2 Student and Stakeholder Satisfaction

7.2-1 Unduplicated Enrollment Trends

Figure 7.2-1 shows how many students TCL served over a 12-month period (the unduplicated headcount) for the last 5 years. Enrollment decreased from a high in the 2001 – 2002 academic year until 2004 - 2005. During those 4 years, active military enrollment decreased by 58% because of deployment after September 11. Enrollment began to increase again in the 2005 – 2006 academic year.
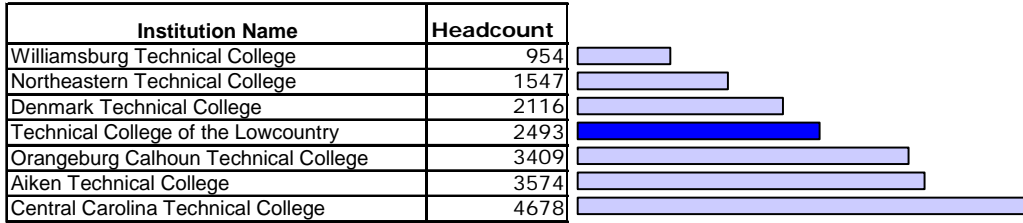
Figure 7.2-1 Unduplicated Headcount by Academic Year
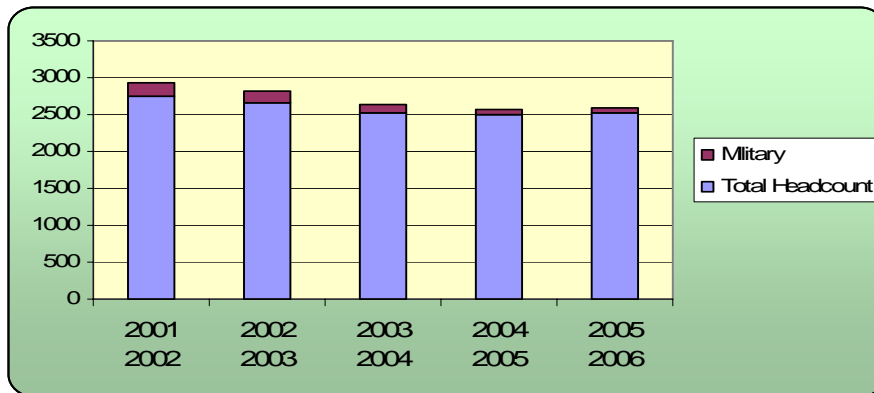
7.2-2 Enrollment Comparison

The unduplicated headcount during the 2005-2006 academic year ranks TCL 3rd out of the 7 South Carolina technical colleges with less than a 5,000 unduplicated yearly headcount.
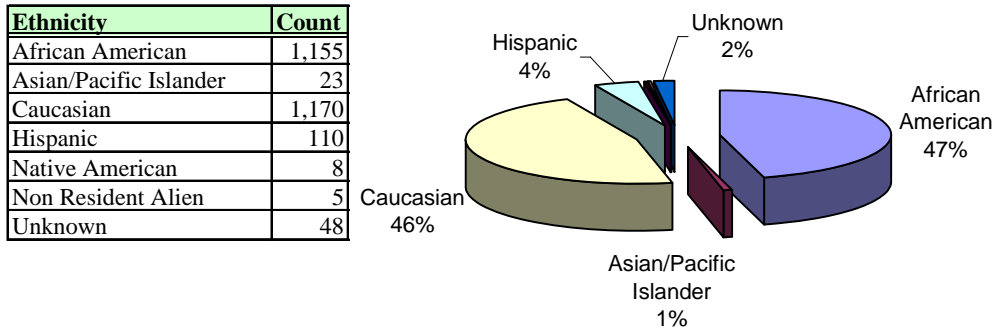
Figure 7.2-2 Unduplicated Headcount of the 7 Technical Colleges Peer Group

Institution Name	Headcount
Williamsburg Technical College	954
Northeastern Technical College	1547
Denmark Technical College	2116
Technical College of the Lowcountry	2493
Orangeburg Calhoun Technical College	3409
Aiken Technical College	3574
Central Carolina Technical College	4678

7.2-3 Ethnicity Diversity

TCL supports our diverse community by actively recruiting all segments of the population of our four county service area. We continue to strive to serve all ethnic groups including our growing Hispanic population. Figure 7.2-3 illustrates enrollment by ethnicity for the 2005-2006 academic year.

Figure 7.2-3 Enrollment by Ethnicity

Ethnicity	Count
African American	1,155
Asian/Pacific Islander	23
Caucasian	1,170
Hispanic	110
Native American	8
Non Resident Alien	5
Unknown	48

7.2-4 Ethnic Diversity Peer Comparison

TCL has a 10% higher student population of African Americans and a 16% lower Caucasian population than the Peer Group Median. The Hispanic population, growing quickly in the coastal South Carolina area is 3% higher at TCL compared to the Peer Group Median.
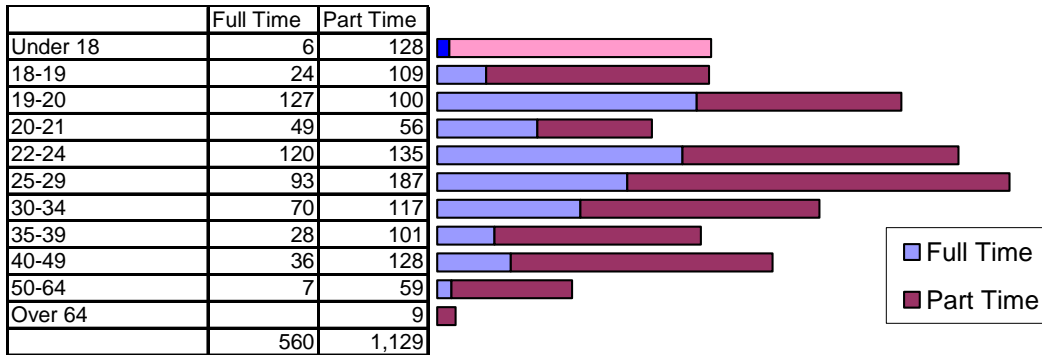
Figure 7.2-4 Ethnic Percentage of Peer Group

	TCL	Comparison group median
White, non-Hispanic	46%	62%
African American	47%	36%
Hispanic	4%	1%
Islander	1%	0%
unknown	2%	1%
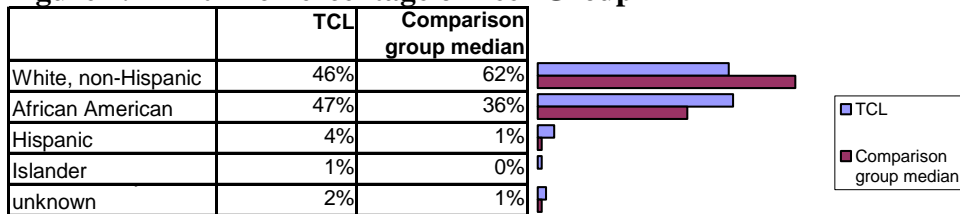
7.2-5 Enrollment Age Range

Our students can be described as primarily an adult population, who work and attend college on a part time basis. As illustrated by Figure 7.2-5 TCL serves twice as many part time as full time students, with a mean age of 26 years. During the 2005-2006 academic year 66 students enrolled within 12 months of high school graduation.

Figure 7.2-5   Students by Age and Student Load for Fall 2005

	Full Time	Part Time
Under 18	6	128
18-19	24	109
19-20	127	100
20-21	49	56
22-24	120	135
25-29	93	187
30-34	70	117
35-39	28	101
40-49	36	128
50-64	7	59
Over 64		9
	560	1,129

7.2-6   Dual Enrollment 5 years

TCL has enjoyed a successful partnership with the various school districts in the service area as evidenced by the increase in the Dual Enrollment program over the last 5 years. For Fall 2005 in 14 classes, 92% successfully completed. For Spring 2006 in 15 classes, 91% completed. Thirteen students earned certificates in General Education, 3 earned the General Education certificate, and 1 earned the Liberal Arts Core certificate.

Figure 7.2-6 Dual Enrollment
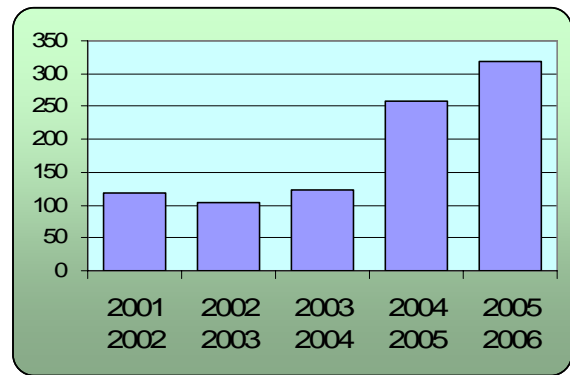
7.2-7   Programs for high school students

Programs for underserved students of the local high schools provide an important link to higher education and are supported by TCL through partnerships with grants listed in Figure 7.2-7

Figure 7.2-7 Number of Students

Educational Talent Search	800
Upward Bound	63
Upward Bound Initiative	20
Student Support Services	150

7.2-8 Retention Rates Over the Last 3 Years

IPEDS retention rates, measured from fall to fall show an increase from fall 2003 until fall 2004 but declined from fall 2004 to fall 2005. Retention rates for full time students are 13% higher than rates for part time students. TCL is addressing this challenge with a new tutoring center with expanded hours, which opened in Fall 2005 and new initiatives in developmental education.
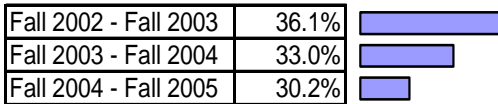
Figure 7.2-8a Full Time Retention   **Full Time Peer Comparison**
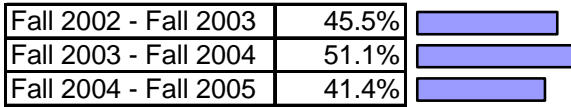
Fall 2002 - Fall 2003	45.5%
Fall 2003 - Fall 2004	51.1%
Fall 2004 - Fall 2005	41.4%

Institution Name	Percentage
Technical College of the Lowcountry	41%
Peer Group Mean	51%

Part Time Peer Comparison

Figure 7.2-8b Part Time Retention

Fall 2002 - Fall 2003	36.1%
Fall 2003 - Fall 2004	33.0%
Fall 2004 - Fall 2005	30.2%

Institution Name	Percentage
Technical College of the Lowcountry	30%
Peer Group Mean	36%

7.2-9   Wages of TCL Graduates

ETRACK, the Employment Security Commission system to track quarterly earnings of graduates of public institutions recorded the success of 690 TCL graduates over the last 5 years who are presently working in South Carolina. Figure 7.2-9 shows the number of students by wage category.

Figure 7.2-9 Wage Categories of TCL Graduates
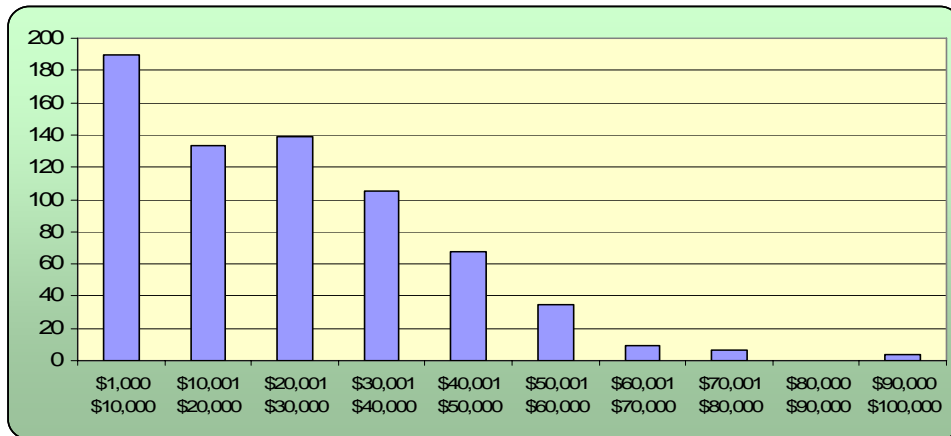
7.3 Budgetary, Financial and Market

7.3-1   As illustrated by Figure 7.3-1, the College's annual unrestricted operating budget has increased as TCL has increased services to the four county area and with the increasing cost of doing business. State support with allocation dollars has not kept pace, leaving a widening gap each year and a drastic negative impact with the state budget cuts in 2003.   A small improvement has occurred but even still, the 2006 state allocation is at approximately the same level as the 1998 allocation without any adjustment for changes in CPI. Even with implementation of cost savings measures, the College has been forced to seek additional funding sources to support its programs.

**Figure 7.3-1   Comparison of State Operations Allocation to Total Budget from All Sources**
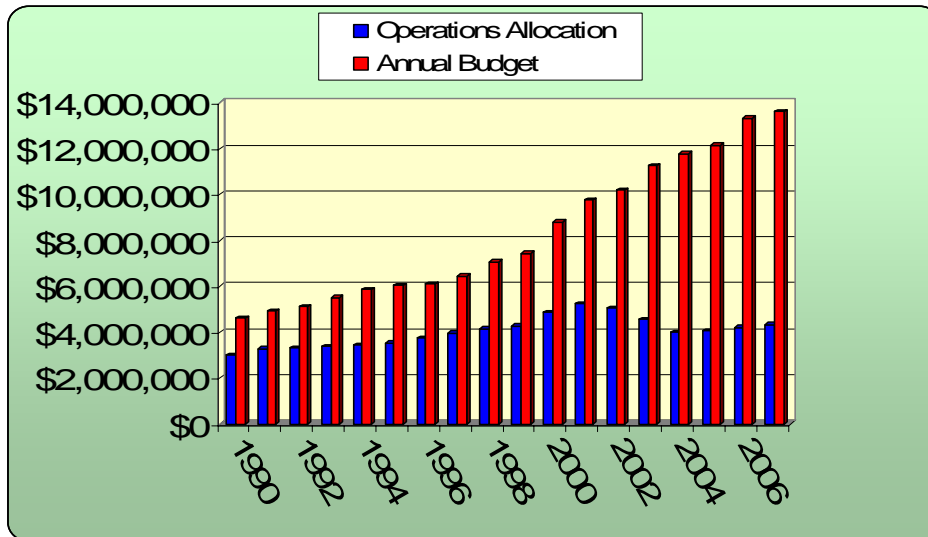
7.3-2   State Allocation and Student Revenue

With moderate success with cost savings measures and with seeking alternate funding sources, the College has still been forced to pass the cost on to the students. Figure 7.3-2 shows the amount of support from State Allocation and the amount supported by student tuition and fees as compared to total unrestricted expenditures for the past five year period. As state funding of the budget has declined, tuition and fee revenues have increased through tuition and fee rate changes. Grants and local support have also increased over the past five years to help offset the declining state appropriations and allow the College to continue to fund essential educational programs.

The impact on student cost over the period has been significant.

Figure 7.3-2   Comparison of Funding from State Allocation and Student Revenues to Annual Expenditures
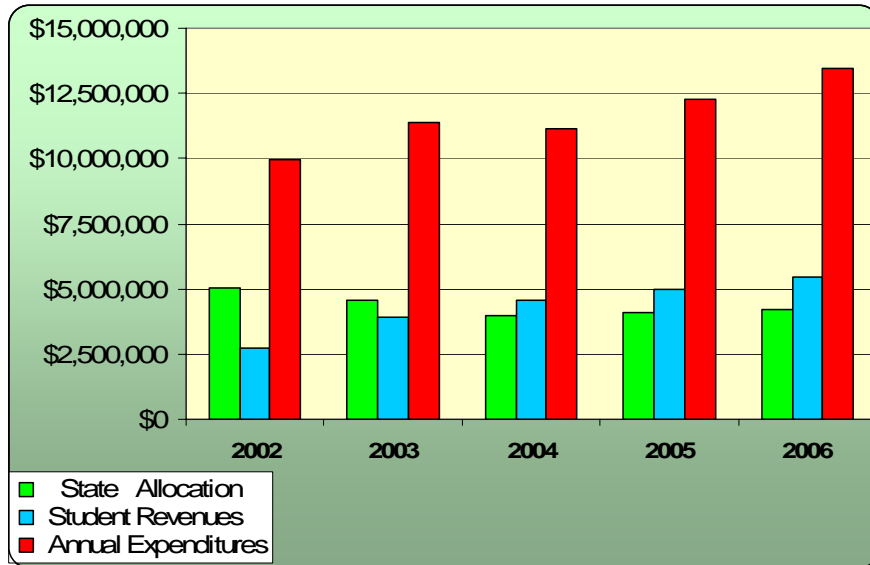
7.3-3   Pell Grants

Through implementation of the Lottery Scholarship Program, in- state students have received some relief from the increasing costs of education. This benefit is limited to the students who either do not qualify for Pell grants or only partially qualify based on family income level. As Figure 7.3-3 indicates, the maximum annual Pell award has been eroded by the increase in tuition cost, leaving fewer dollars available to support such student costs as books, supplies, child care and other expenses necessary to allow access to education by this group of students.

Figure 7.3-3 Base Pell Available to Pay Student Tuition & Fees and Books
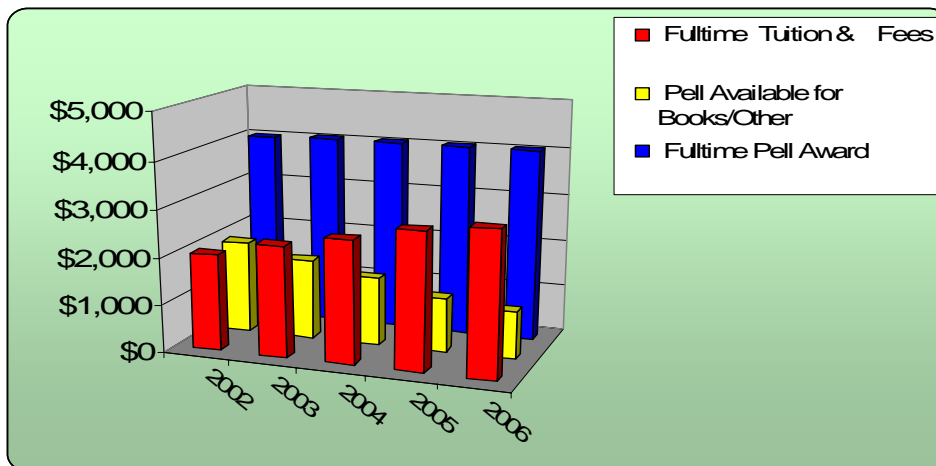
7.3-4 Tuition Rate Comparison
Figure 7.3-4 shows comparisons of the annual tuition cost for TCL students with a
selected IPEDS Peer Group of 13 two-year public colleges of similar size and educational
functions. The data shown is for fiscal years 2003, 2004, and 2005, the latest available.
TCL students do not fair as well as students at the peer group institutions.

Figure 7.3-4 TCL Tuition and Required Fees as Compared to IPEDS Peer Colleges
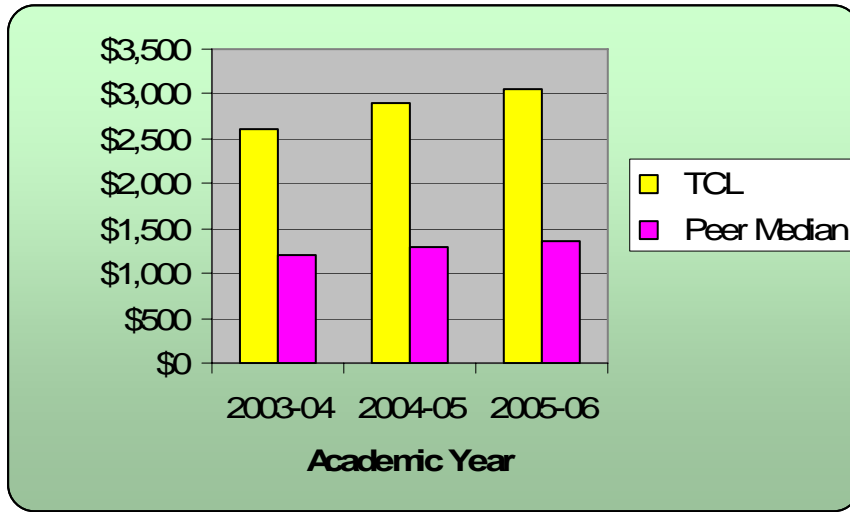
7.3-5   Financial Aid
According to IPEDS, financial aid to TCL students has increased over the last 5 years
because of additions to the Pell grant awards, the South Carolina State Lottery, the Life
Scholarships, the South Carolina Needs Based Grants as well as the growth of the Dual
Enrollment. Figure 7.3-5 charts total financial aid administered by the College from
Federal and State sources over the last 5 years.

Figure 7.3-5   Financial Aid
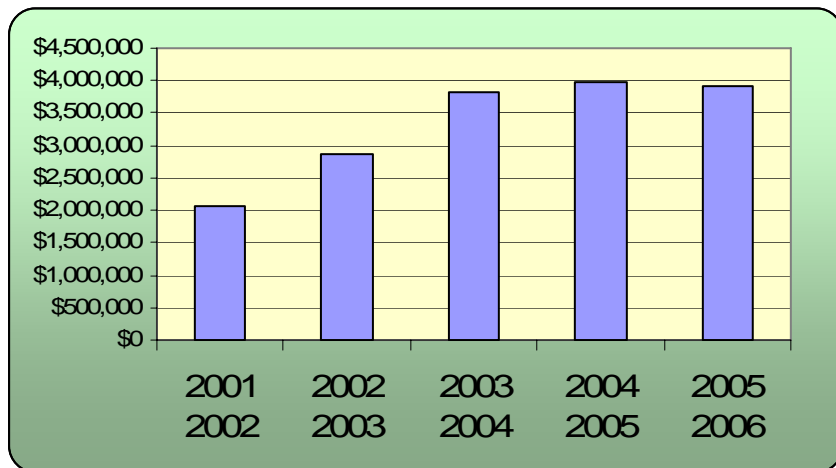
7.3-6 Financial Aid for First Time Full Time Degree/Certificate Students
Figure 7.3-6 shows comparisons of TCL students with a selected IPEDS Peer Group of
13 two-year public colleges of similar size and educational functions. The data shown is
for fiscal year 2005, the latest available.

**Figure 7.3-6   Percentage of First Time, Full Time, Degree/Certificate Seeking
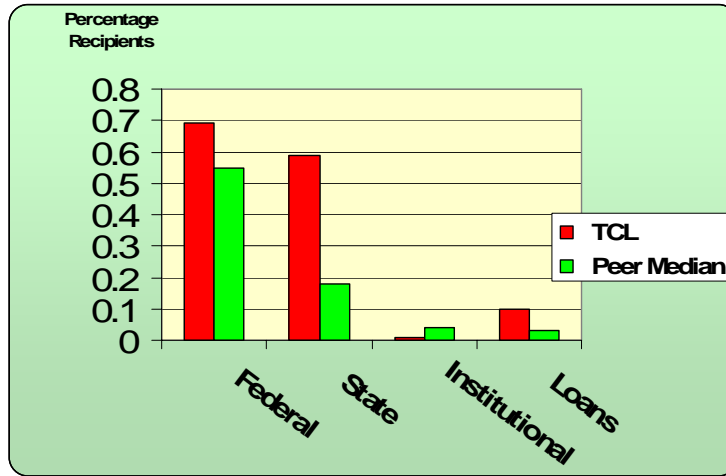Students Receiving Financial Aid by Type**

Figure 7.3-7   TCL Tuition Compared to IPEDS Peer Group
Figure 7.3-7 shows the comparison of TCL's required annual tuition and fees for a full
time in-state student to those of the IPED's Peer Group of other two-year public colleges.
As the graph indicates, SC students are required to manage considerably higher tuition
and fee expenses than the students attending the Peer Group Institutions.
The increasing costs in the coastal area of SC combined with lower allocations from the
State of SC have driven increases tuition for the last 3 years, but held it constant for the
current year.

Figure 7.3-7   TCL

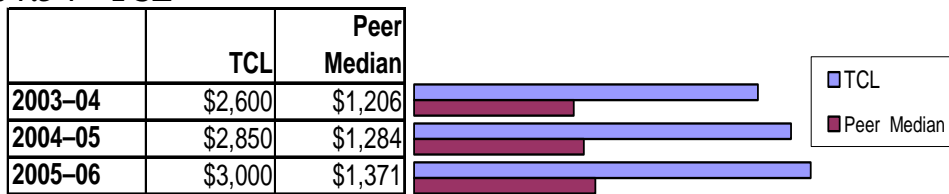|	TCL	Peer Median		
2003–04	$2,600	$1,206		
2004–05	$2,850	$1,284		
2005–06	$3,000	$1,371		

Figure 7.3-8 Students assisted with Pell or Lottery Funding
The implementation of lottery funding has assisted only students in the middle income range. Students in the low-income bracket who depend largely on Pell grants for meeting the educational cost have not benefited since the tuition cost is covered by Pell. As discussed earlier, these students have fewer funds to support the cost of their education due to fixed grants and larger tuition costs. Figure 7.3-8 shows the distribution of these distinct groups of students receiving and/or Lottery money. Only 341 students receiving Pell also received Lottery money during the last academic year.

7.3-8 Distribution of Lottery and Pell Awards Fall 2005, Spring 2006, and Summer 2006
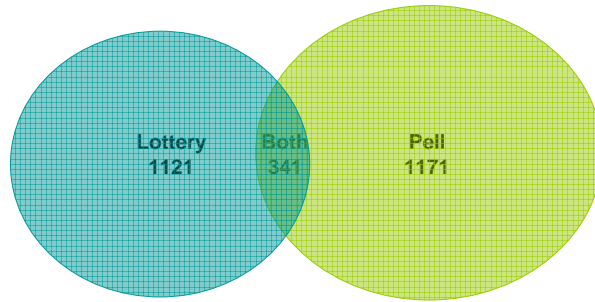
7.3-9 Core Revenues
Figure 7.3-9 shows the comparison of IPEDS core revenues from all sources between the College and the Peer Group of 13 colleges for fiscal year 2005. The comparison indicate a significant variance in funding sources between the College and the Peer Institutions, particularly with support from state sources and reveal some of the underlying factors affecting costs and access to TCL educational programs. It also indicated other funding sources that have assisted in bridging the funding deficits.

Figure 7.3-9 Percent Distribution of Core Revenues by Funding Source Compared to IPEDS Peer Group

Technical College of the Lowcountry
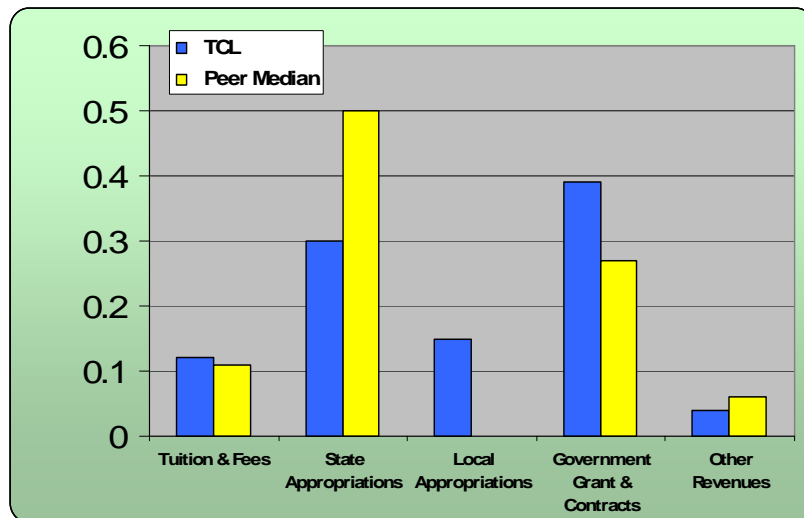
7.3-10 Core Expenses per FTE Enrollment

Figure 7.3-10 compares the College's core expenses per FTE student by functional area to the median cost of the Peer Group. The College compare favorable with it's peer group in funding of the instructional programs, academic support and student support, but appears to be under-funding physical plant. The College's higher academic support is in part a result of a comprehensive distance education program.

Data shown is IPEDS data for fiscal year 2005.

Figure 7.3-10 Core Expenses per FTE Enrollment, by Function Compared to IPEDS Peer Group
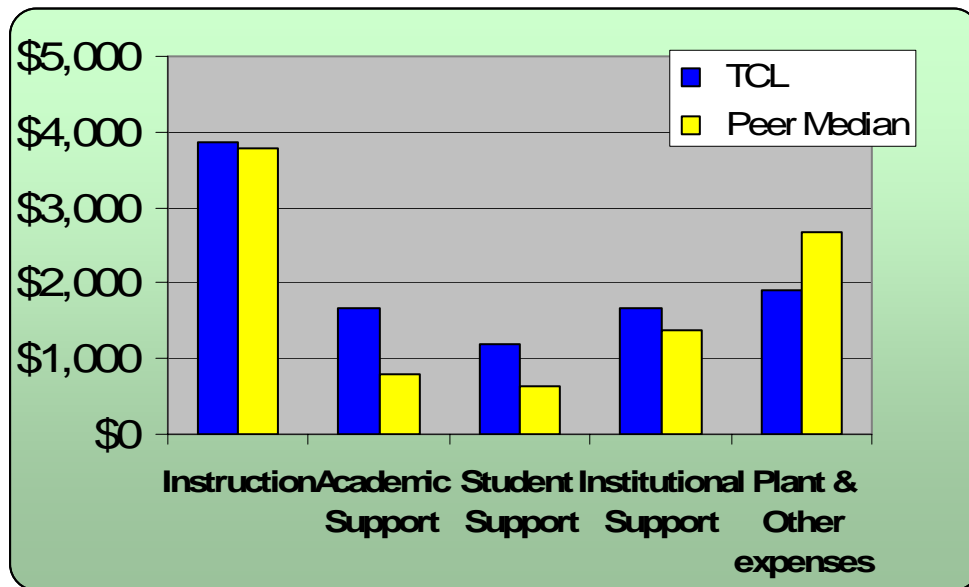
7.4   Work System Performance
7.4-1   Employee Stability
A survey of the college's turnover rate for the past 5 years has been completed and revealed that 2003-04 had the lowest turnover rate for the five-year period with an attrition total of 14, which includes termination of employment or retirement. Note that promotions and transfers have increased for the last 4 years in Figure 7.4-1.

Figure 7.4-1

	2001 2002	2002 2003	2003 2004	2004 2005	2005 2006
New Hires	26	22	11	24	18
Promotion/Transfers	0	1	3	3	4
Attrition	21	16	14	17	18
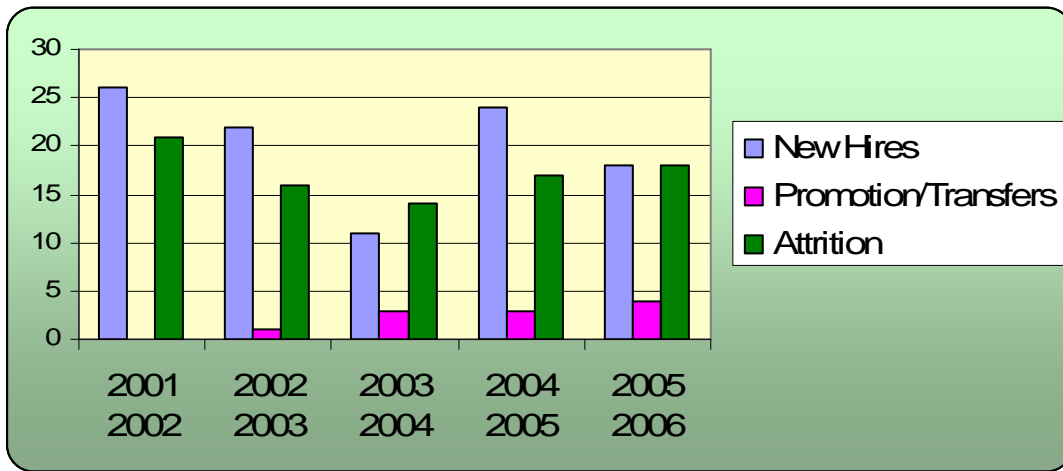
7.4-2   Employee Diversity
As an equal opportunity employer, TCL is committed to gender and racial diversity. As of the November 2005 IPEDS report, Figure 7.4-2 demonstrates the demographics of our 135 full time and 100 part time employees.

Figure 7.4-2   Employee Demographics

Women	African American	47	
	Asian/Pacific	0	
	Hispanic	3	
	Caucasian	91	
Men	African American	22	
	Asian/Pacific	1	
	Hispanic	1	
	Caucasian	70	

7.4-3   Employees by Age
TCL has an experienced workforce with a median age from 50-54. TCL supports employees who wish to continue their education within the College or in pursuit of a Batchelor's, Masters or Doctorate degree.
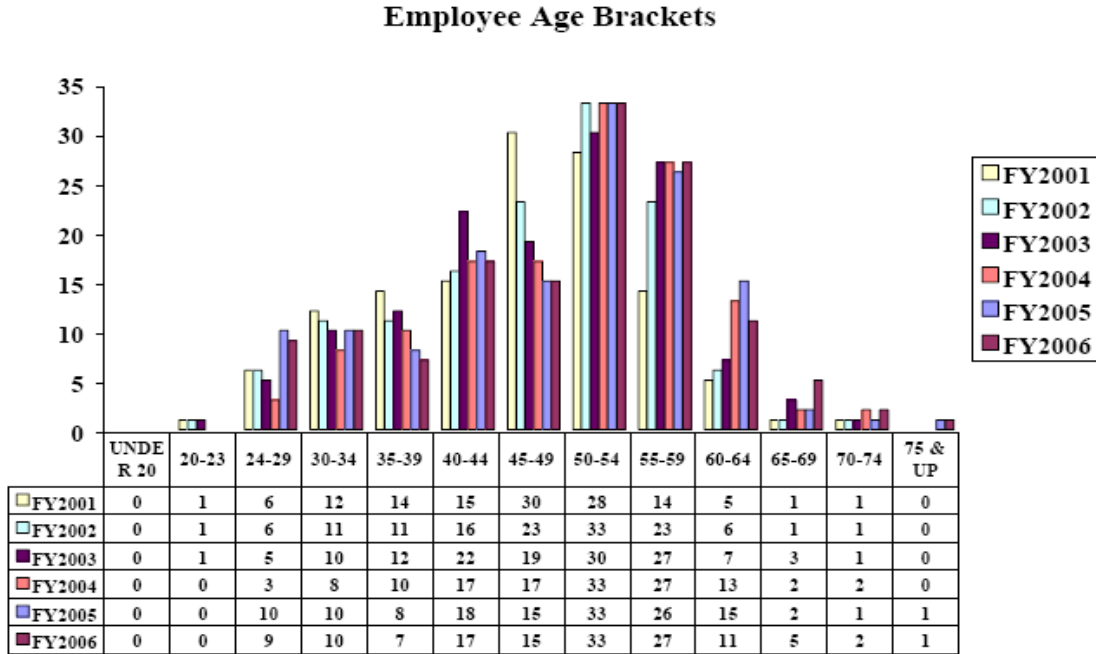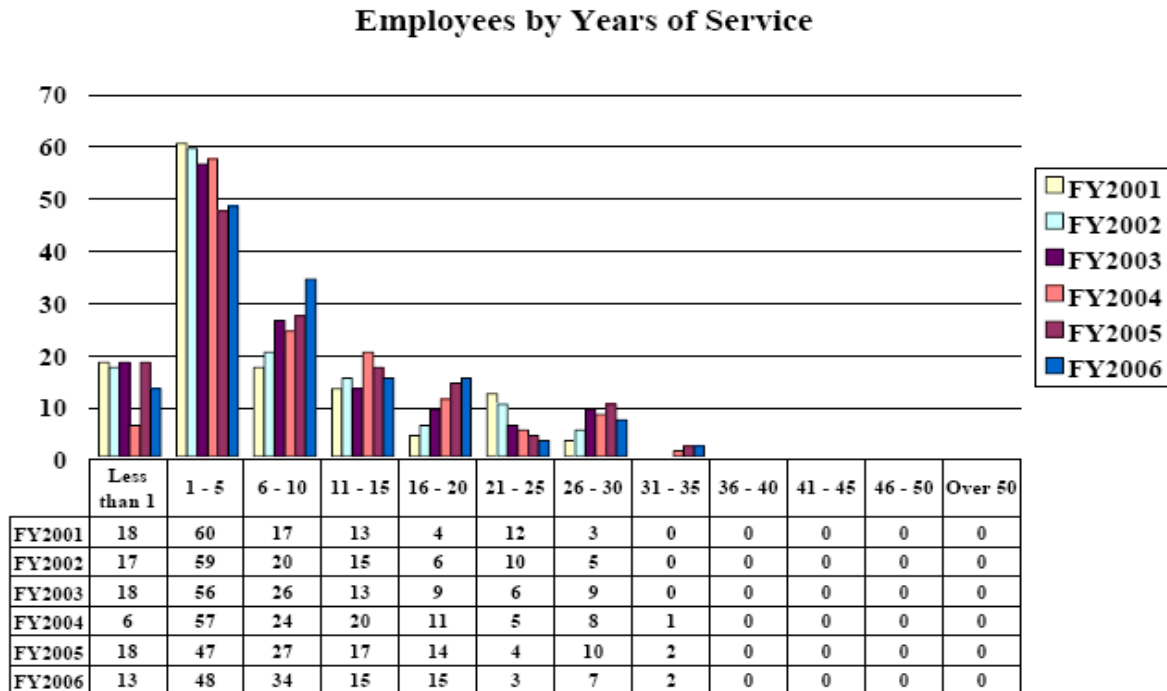
Figure 7.4-3a

Employee Age Brackets

	UNDER 20	20-23	24-29	30-34	35-39	40-44	45-49	50-54	55-59	60-64	65-69	70-74	75 & UP
FY2001	0	1	6	12	14	15	30	28	14	5	1	1	0
FY2002	0	1	6	11	11	16	23	33	23	6	1	1	0
FY2003	0	1	5	10	12	22	19	30	27	7	3	1	0
FY2004	0	0	3	8	10	17	17	33	27	13	2	2	0
FY2005	0	0	10	10	8	18	15	33	26	15	2	1	1
FY2006	0	0	9	10	7	17	15	33	27	11	5	2	1

Figure 7.4-3b Employee by Years of Service

Employees by Years of Service

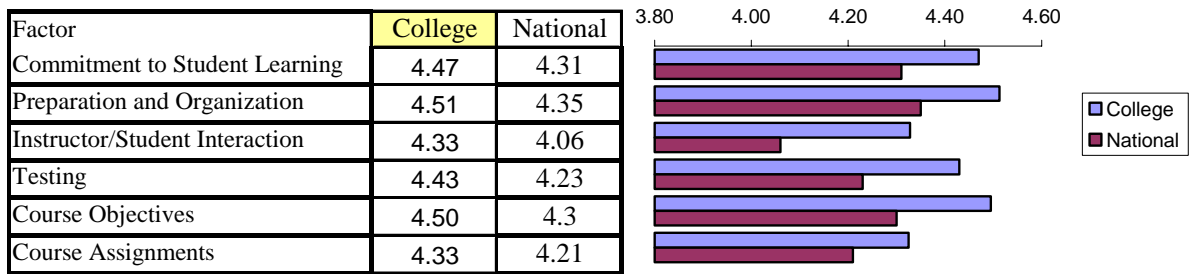|	Less than 1	1 - 5	6 - 10	11 - 15	16 - 20	21 - 25	26 - 30	31 - 35	36 - 40	41 - 45	46 - 50	Over 50
FY2001	18	60	17	13	4	12	3	0	0	0	0	0
FY2002	17	59	20	15	6	10	5	0	0	0	0	0
FY2003	18	56	26	13	9	6	9	0	0	0	0	0
FY2004	6	57	24	20	11	5	8	1	0	0	0	0
FY2005	18	47	27	17	14	4	10	2	0	0	0	0
FY2006	13	48	34	15	15	3	7	2	0	0	0	0

7.5   Organizational Efficiency

7.5.1   Student Opinion of Instruction

SUMMA Information Systems Inc. summarizes results from the Survey of Student Opinion of Instruction completed each term in each class. The report uses a scale from five to one where five indicates "strongly agree" and one indicates "strongly disagree." The College's scores exceeded the national mean in six key factors. Figure 7.5-1 is the summary of the factors for TCL and the national sample (n>1,000,000).
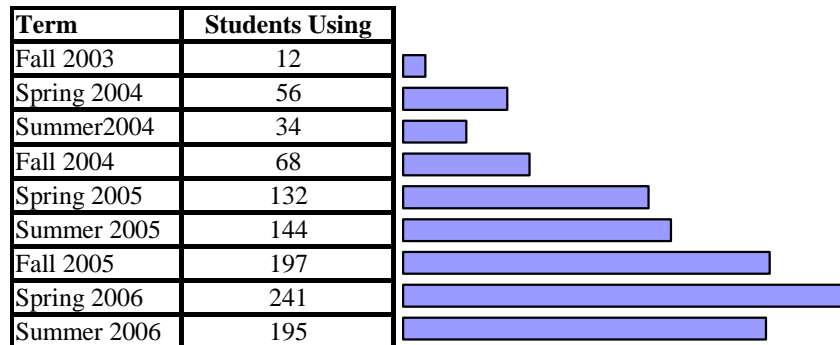
Figure 7.5-1 Factor Analysis of Student Opinion of Instruction

Factor	College	National
Commitment to Student Learning	4.47	4.31
Preparation and Organization	4.51	4.35
Instructor/Student Interaction	4.33	4.06
Testing	4.43	4.23
Course Objectives	4.50	4.3
Course Assignments	4.33	4.21

7.5.2   Use of WebAdvisor

WebAdviser was instituted in Fall 2003 to offer internet information and online registration. Use of WebAdvisor has grown dramatically. With over 70,000 page requests in May 2006, students have clearly become aware of the availability of the system. Page requests reflect all types of requests made of the system – registration, payment, schedule lookups, grade lookups, etc. Figure 7.5-2 shows student use of WebAdvisor for online registration.

Figure 7.5.2 Online Registration

| Term	Students Using
Fall 2003	12
Spring 2004	56
Summer2004	34
Fall 2004	68
Spring 2005	132
Summer 2005	144
Fall 2005	197
Spring 2006	241
Summer 2006	195

7.5-3 Grants

For the last 3 years TCL was awarded a greater number of grants each year adding to the services that we have to offer our students. Figure 7.4-3 shows the totals of our own TCL Foundation grants and college grants, which include: BioTech Bridge/MentorLinks, Child Care Block, Congressional Grant, Culinary Arts (food bank), Early Childhood Development, Educational Talent Search, EEDA/Pathways, ITT Grant, Pathways to Success, SC Rural Community Compass, State Technology Grant, Student Support Services, U.S. Dept. of Commerce, and Upward Bound.

Figure 7.5-3 Grants Awarded

	2003 2004	2004 2005	2005 2006
Grants to the College	$1,059,797	$1,084,319	$1,402,088
Grants to the TCL Foundation	$80,000	$85,000	$127,931
Total Awarded	$1,139,797	$1,169,319	$1,530,019
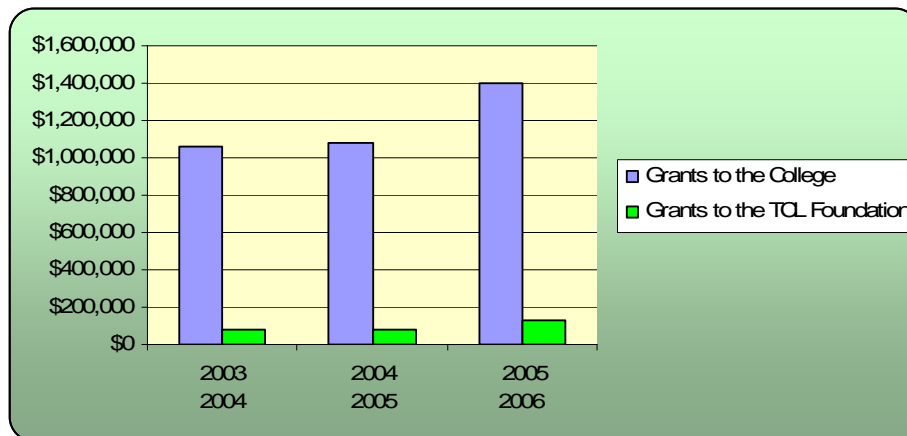
7.5-4 Responsiveness to Stakeholder Needs

Advisory boards provide a vital link between the college and the working world. Each board is comprised of successful individuals and community leader in each program area, who meet with division deans and program directors to review curriculum, suggest improvements and request training.

For example, recently the Heating and Air Conditioning Advisory Board suggested a customer service course that was subsequently added to the HVAC program. Figure 7.5-5 provides a list of our advisory boards.

Figure 7.5-4   Advisory Boards

Advisory Board	Members	Firms
Nursing	13	13
Radiologic Technition	15	8
Surgical Technology	15	9
Physical Therapy Assistant	16	16
HVAC	16	16
Building and Construction	7	7
Civil Engineering Technology	11	11
Cosmetology	5	5
Computer Assisted Design	10	8
Automotive	13	13
Electronics	9	9
Hampton/Colleton Continuing Education	15	15
Beaufort/Jasper Continuing Education	15	15
Criminal Justice	22	16
Paralegal	20	15
General Business	17	15
Office Systems Technology	14	12
Computer Technology	17	15

7.5-5 Distance Learning, Cable and the Internet

Over the last 5 years alternate course delivery methods have extended educational experiences to many individuals in our four county service area. Since 2002, distance learning has decreased. Studies have shown that tradition course delivery is more effective, Figure 7.5-5. However, often courses have an internet component to enrich student interaction and accessibility to online information.
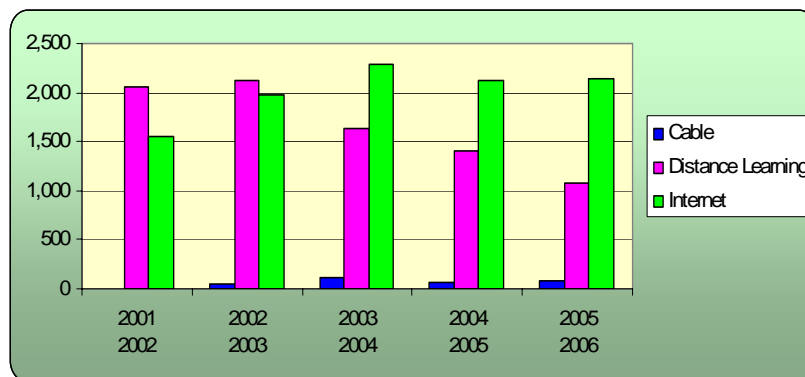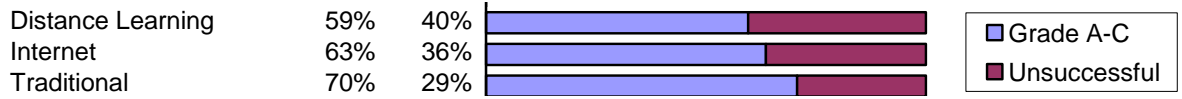
Figure 7.5-5 Alternate Course Delivery

Figure 7.5-6 Comparison of Student Success in Alternative Course Delivery

	Grade A-C	Unsuccessful
Distance Learning	59%	40%
Internet	63%	36%
Traditional	70%	29%

7.5-7 Accreditations

Figure 7.5-7 outlines the accrediting agencies for the programs offered at TCL that require licensure.

Figure 7.5-7 Accreditation Table

ACCREDITING AGENCIES AND AREAS	Program	Fully Accredited Program	Details on Program (if program not fully accredited-do not complete if fully accredited)			Date agency/area added to CHE List
			Year program added at institution	Institution has chosen NOT to seek accreditation for this program	Accredita-tion Expected (if known)	
ASSOCIATION OF COLLEGIATE BUSINESS SCHOOLS AND PROGRAMS	*An institution may be accredited by the ACBSP or the AACSB*					
Business (BUAD) - Associate degree programs in business and business-related fields	X	X				
COMMISSION ON ACCREDITATION OF ALLIED HEALTH EDUCATION PROGRAMS						
Surgical Technologist (ST)	X	X	2004			May 2006
JOINT REVIEW COMMITTEE ON EDUCATION IN RADIOLOGIC TECHNOLOGY						
Radiologic Technology (RAD) - Programs for radiographers (Diploma, associate, baccalaureate programs)	X	X				
NATIONAL ACCREDITING COMMISSION OF COSMETOLOGY ARTS AND SCIENCES						
Cosmetology (COSME) - Postsecondary schools and departments of cosmetology arts & sciences	X	X				
NATIONAL LEAGUE FOR NURSING, INC						
Nursing (PNUR) - Practical nursing programs	X	X				
Nursing (ADNUR) - Associate degree programs	X	X				

7.6 Leadership and Social Responsibility

7.6-1 TCL Committees

The committees of the College provide a voice for the faculty and staff by serving as a vehicle for communication between the faculty and staff and to the leadership of the College. The committee structure guides the daily work of the institution with recommendations for continual improvement. Figure 7.6-1 lists each committee and the number of participants.

Figure 7.6-1 TCL Organizational Committees

Committees	Participants
Executive	5
Academic Management	10
Americans with Disabilities Act (ADA)	13
Admissions	9
Appeals Committee for Probation & Suspension	6
Alcohol & Other Drug Program Review (established 8/06)	5
Assessment and Evaluation	23
Budget Planning	9
Curriculum	15
Enrollment Management	13
Federal Programs Advisory	12
Financial Aid and Scholarship	10
Information Resource Management	18
Professional Development	9
Quality Enhancement Plan (QEP)	28
Safety	7
Special Events	12
Student Appeals	9
Data Collection Committee (formed 2/06)	11

7.6-2   United Way Campaign

Each year TCL employees volunteer to contribute to the United Way. These contributions reflect on campus donations, which do not include private contributions to other charities. Figure 7.6-2 shows money collected for the last 4 years.

Figure 7.6-2 United Way Contributions
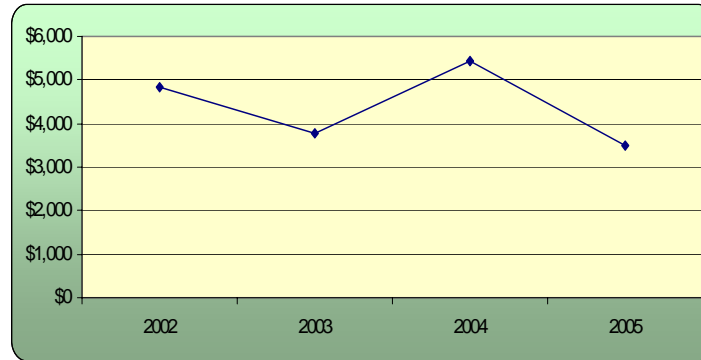
7.6-3 Campus Crime Report

TCL provides a safe and secure environment for students, faculty and staff. Figure 7.6-3 shows the crime report for the last 3 years, which is also posted on the College web site.

Figure 7.6-3 Campus Crime Over the Last 3 Years

Criminal Offenses	2003 2004	2004 2005	2005 2006
Murder/Non-negligent Manslaughter*	0	0	0
Sexual Abuse	0	0	-
Forcible Sex Offenses*	-	-	0
Nonforcible Sex Offences*	-	-	0
Robbery*	-	-	0
Aggravated Assault	0	0	0
Burglary	0	7	4
Motor Vehicle Theft	0	0	0
Arson*	-	-	0
Negligent Manslaughter*	-	-	0
Hate Crimes	0	0	0
Arrests - On-Campus	0	0	0
Disciplinary Actions/Judicial Referrals - On-Campus	0	0	0

7.6-4 Continuing Education and Workforce Development

Continuing Education revenues have increased steadily over the last 5 years. Successful programs in Continuing Education have become academic programs, allowing students to obtain financial aid. Continuing Education works with area industries to develop training for a variety of needs in the community.
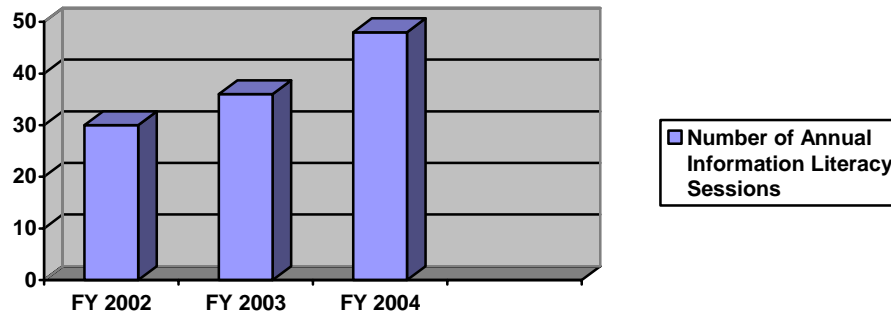
Figure 7.6-4 Total Revenues over the last 5 years
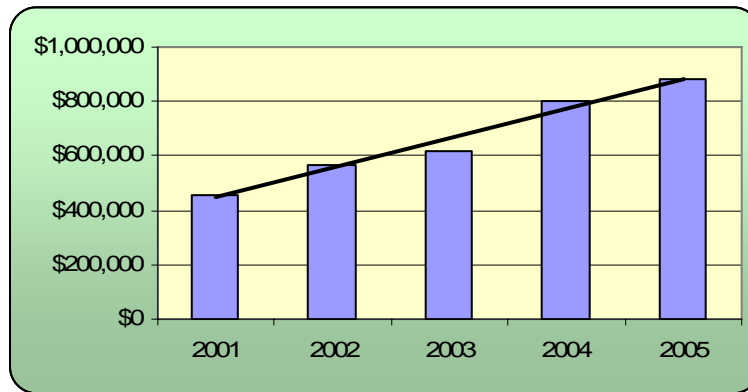
7.6-5 TCL Library

The TCL Library is an increasingly important resource that students must learn to use. Figure 7.6-5 illustrates the informational literacy sessions provided during the last 3 years by the professional library staff to our students.

Figure 7.6-5 Number of Annual Information Literacy Sessions

7.6-6 TCL Library Acquisitions

Figure 7.56-6 shows acquisitions over the last 3 year. Note the increase in electronic books in 2002.

Figure 7.6-6 TCL Library Acquisitions