

Technical College of the Lowcountry



SOUTH CAROLINA STATE BUDGET AND CONTROL BOARD ACCOUNTABILITY REPORT

2007-2008

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SECTION I EXECUTIVE SUMMARY

1.1 Organization's stated purpose, mission, and values

Technical College of the Lowcountry Mission

One of sixteen colleges comprising the South Carolina Technical College System, the Technical College of the Lowcountry traces its origin to the Mather School founded in 1868. The College is a comprehensive, **public, two-year 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.

Adopted by the TCL Commission, November 18, 2002

Approved by the Commission on Higher Education, January 9, 2003

Reaffirmed by the TCL Commission, October 4, 2007

1.2 Major Achievements of the 2007-2008 academic year

- 1) TCL's Student Support Services program was recognized as one of the top five SSS grant programs in the United States.
- 2) New certificate programs offered in 2007-2008 included Basic Audio Video Production Technician, Entrepreneurship/Small Business, Culinary Arts, Rough-In Electrician, and Finishing Electrician.
- 3) The first cohorts of students for the Physical Therapist Assistant Program, Associate Degree, started in January 2008.
- 4) The TCL Business Technologies Division received reaffirmation from the Association of Collegiate Business Schools and Programs (ACBSP) on April 24, 2008.
- 5) In March, 2008 the College received notice that the National Accrediting commission of Cosmetology Arts and Sciences (NACCAS) renewed the college's accreditation, with the next renewal being in May 2013, six years from the last anniversary date.

- 6) The TCL Public Relations Department won gold, first place, in the postcard division at the Paragon Awards of the National Marketing and Public Relations Council of the American Association of Community Colleges.
- 7) The Coleman Foundation Grant for the development of an entrepreneurship program continued with additional funding.
- 8) The College's 2007-2008 enrollment FTE (Full-time Enrollment) increased significantly from previous years.
- 9) The College was selected to participate in the Lumnia Foundation's Achieving the Dream: Community Colleges Count initiative in July 2007. In April 2008, the College submitted its proposal and received funding of \$100,000 per year for four years.
- 10) TCL and Colleton County partnered to receive funding for the building of a new Quick Jobs training center for Colleton County. Colleton County applied for and received a Community Development Block Grant for \$1.25 million, and the College and County applied for an Economic Development Grant for \$1.25 million. TCL will operate the facility and focus on Quick Job technical training.
- 11) The Continuing Education and Workforce Development Division received an \$86,000 grant from the S.C. Department of Commerce to offer WorkKeys® job skills assessment of job profiles and workforce to area businesses.
- 12) The College received an \$87,000 grant from the United States Department of Agriculture (USDA) for small business development in rural counties.
- 13) The College hosted five Summer 2008 Academies with 51 students participating who represented nine area high schools in three counties—Beaufort, Hampton, and Jasper.
- 14) The College was selected to facilitate the South Carolina FastTrac program for its four county service area. This program assists small businesses and the USDA grant assist with implementation of this program.

1.3 Key strategic goals for the present and future years

Table 1.3 Strategic Goals

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

1.4. Key strategic challenges (i.e. educational, operational, human resource, financial, and community-related strategic challenges).

- 1) Reduction in state funding has placed an increasing burden on all aspects related to College operations and services.
- 2) The College is experiencing the challenges of replacing key faculty and staff who are retiring. In addition, in 2007-2008, the college had 24 new hires and 21 terminations (Terminations included but not limited to retired personnel.)
- 3) Increased cost of transportation, childcare, food, and other consumer goods have resulted in a burden for the College's students.

- 4) The College's physical plant needs significant renovations and upgrades to meet the operational needs of the College. Due to state budget cuts and the lack of capital improvement funding several major projects remain on hold.
- 5) The lack of FTE positions has drastically limited the College in hiring a workforce that is required to meet the needs of businesses in the service area, specifically related to program development and expansion and key student services.
- 6) Due to the economic downturn, private fundraising is critical to the College's growth.

1.5 How is the accountability report used to improve organizational performance (describe the process and improvements achieved through the accountability report preparation and self-assessment process)? TCL is in the final stages of aligning its strategic planning process with the Accountability Report and key College initiatives, such as Achieving the Dream and its Quality Enhancement Program. The Accountability Report is an outcome-based document that provides the College and its stakeholders with a comprehensive report for improvement. The report provides a framework for continuous measurement and improvement for the College and State Technical College System.

SECTION II ORGANIZATIONAL PROFILE

2.1 Organization's main educational programs, offerings, and services and the primary methods by which these are delivered.

Table 2.1 Program/Offerings	Delivery Methods	Educational Services
Allied Health Sciences	Clinic Sites	Academic Advising
Arts and Sciences	Distance Education	Assessment and Evaluation
Business Technologies	Cable	Career Counseling
Industrial Technologies	Hybrid Classroom	Customized Workforce and Training
Continuing Education & Workforce Development	Online/Web-based	Financial Aid
	Teleconference	Job Placement Services
	Traditional Classroom	Study Skills Classes
	Workshops/Seminars	Tutoring
	One-on-one meetings	

2.2 Key student segments, stakeholder groups, and market segments and their key requirement/expectations

Table 2.2 Student	Stakeholders	Requirements & Expectations
Recent High school graduates	Business and Industry Employers	Accessible, affordable, innovative, and quality education
High School Dual Enrollment	Local Government Agencies	Academically prepared students who may pursue a higher degree
Non Traditional >age 24	Public & Private Schools & School Districts	Student learning and development that will prepare graduates for employment
Active Military & Dependents	Senior Educational Institutions	Responsiveness to the community workforce and development needs
Home Schooled Individuals	Workforce Investment Board	Curriculum that will increase opportunities for job advancement through instruction fro worker re-training.
Displaced Workers		
Market	TCL Commission	To serve as partners with other agencies and organizations to better serve the community.
Residents of Beaufort, Colleton, Hampton, & Jasper counties	TCL Foundation, Employees, Students & Alumni	
Georgia counties--Chatham & Effingham ,	Chambers of Commerce Legislative Delegation	

Figure 2.2.1 shows the student profile for Fall 2007.

2.2 Student Profile Fall 2007 N = 1,893	
Enrollment	1,893
FTE	1,160
Full-time	33%
Part-time	67%
Female	71%
Male	29%
Minority	49%
Non Minority	51%
Active Military	3%
Students on Need Based Financial Aid	79%
First-Time Freshman	23%
Transfer Students	14%
Dual Enrollment	6%
Readmit	56%
Average Age	27
Majority Students Age	18 to 24
Low country Residents	96%
South Carolina Residents	97%

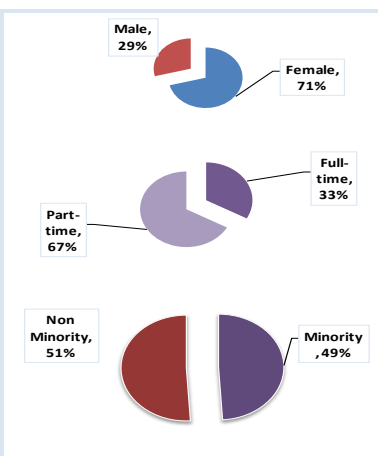


Figure 2.2.2 shows percents for gender, enrollment status, and minority-non minority.

2.3 Operating Locations

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

2. 4 Employees 2007-2008

Table 2.4 Category	Full-time	Part-time	Total
Primarily Instruction	47	79	126
Executive/administrative/managerial	5	1	6
Other professionals (support services)	37	10	47
Technical and paraprofessionals	18	21	39
Clerical and Administrative Support	17	6	23
Skilled crafts	6	0	6
Service Maintenance	10	4	14
Totals	140	121	261

Source: 2007-2008 IPEDS Human Resource Survey

2.5 Regulatory Environment

The College's regulatory environment consists of various local, state, and federal agencies, as well as educational and professional accrediting agencies.

Table 2.5 Federal, Regional, State Agencies
<ul style="list-style-type: none"> Commission on Colleges of the Southern Association of Colleges and Schools South Carolina Budget and Control Board South Carolina Commission on Higher Education South Carolina General Assembly U.S. Department of Education
<ul style="list-style-type: none"> Association of Collegiate Business Schools and Programs Commission on Accreditation of Allied Health Education Programs in Surgical Technology Commission on Accreditation for Physical Therapy and Education Joint Review Committee on Education in Radiologic Technology National Accrediting Commission of Cosmetology Arts and Sciences National League for Nursing Accrediting Commission in Associate Degree Nursing National League for Nursing Accrediting Commission in Practical Nursing Paralegal Program of the American Bar Association South Carolina Department of Labor Licensing and Regulation Board of Nursing

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

2.7 Key Partners and Suppliers (partial listing)

Table 2.7 Key Partners	Key Suppliers
<ul style="list-style-type: none"> Area Business and Industry through representation on advisory boards Area Chambers of Commerce Area hospitals and health care organizations Colleton County Economic Development Council County and City Government Four county area school boards, districts, home school families, private schools Greater Beaufort-Hilton Head Economic Development Partnership Hampton County Economic Development Council Hardeeville Economic Development Office Jasper County Economic Development Office Lowcountry Council of Government (LCOG) Lowcountry Economic Network SCTCS office and the 15 Technical Colleges Senior institutions Workforce Investment Act (WIA) Board and One-Stops 	<ul style="list-style-type: none"> BJWSA Blackboard Datatel Dell Embarq Hargray Communications Microsoft Palmetto Electric South Carolina Electric Gas Water Authorities for Beaufort and Jasper counties Various Text Book Vendors

Table 2.8 Key Competitors
Proprietary Institutions with extensive online learning capabilities
Private training companies
Other regional universities and colleges
Table 2.9 Factors for Competitive Success
Affordable tuition
Excellent educational value
Lead economic development partner, developing and training area's workforce
Qualified and valued faculty and staff
Quality programs and services meeting student and workforce needs
Sound fiscal management

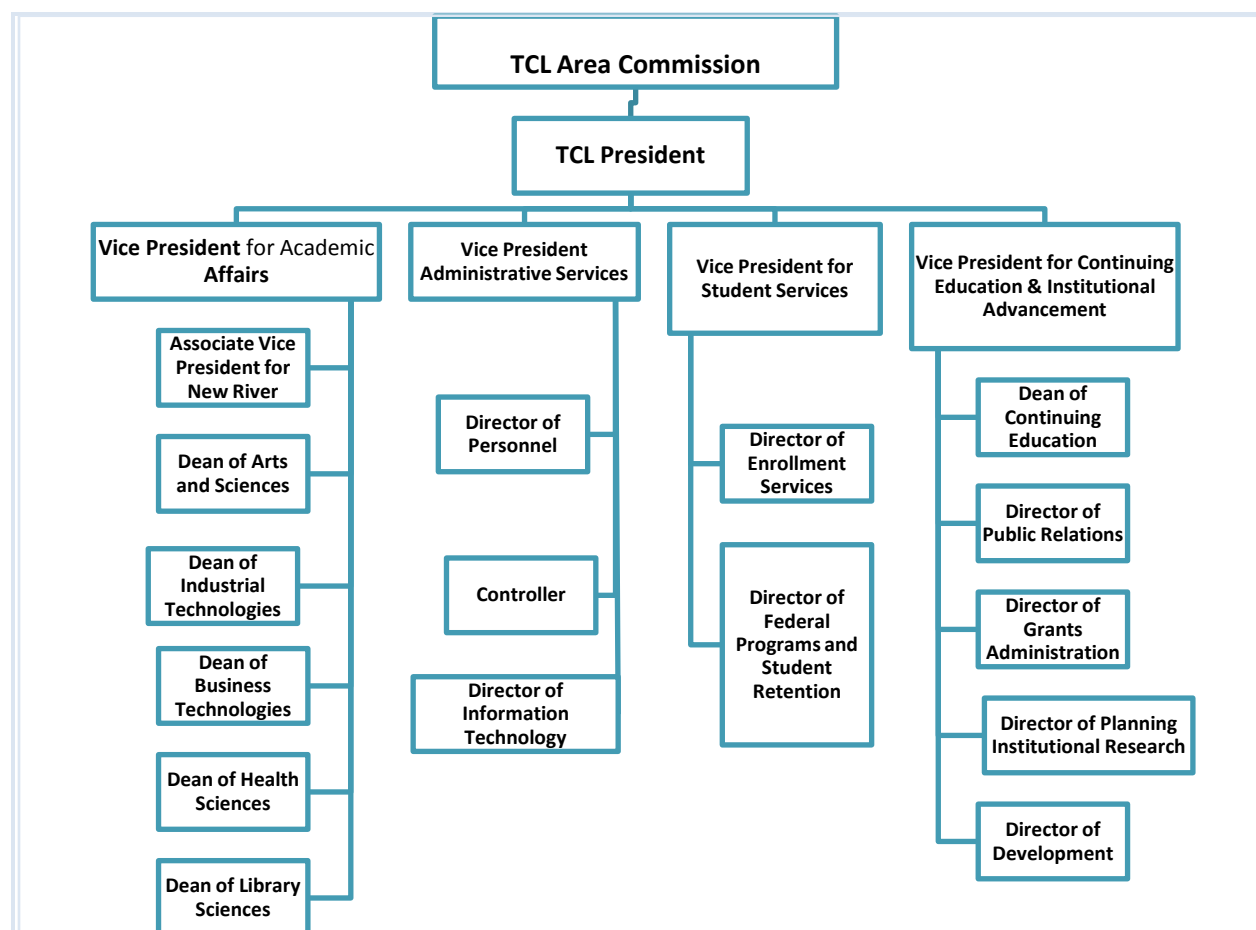
Key Changes that impact competitive situation

- 1) Since opening the doors, the TCL New River Campus (NR) enrollment has increased from 254 students in Fall 2006 to 422 students in Fall 2007. Enrollment in Spring 2008 reached 585 students with 219 students enrolled in Summer 2008. The NR campus specifically addresses the needs of Southern Beaufort and Jasper counties, which is one of South Carolina's fastest growing regions. This Campus offers courses in each of the four academic divisions and Continuing Education.
- 2) The College was selected to participate in Achieving the Dream—a national initiative that supports student learning and success. TCL was one of the four South Carolina technical colleges selected to be a Round-Four participant. The College received an award of a four-year grant (\$100,000 per year) that will aid the College in developing programs and initiatives concentrating on student success.
- 3) TCL is offering its students convenient access to more courses by alternative delivery methods, such as online, cable, and teleconferencing.
- 4) The re-designed Student Service Division provides a higher quality services for prospective and current students while emphasizing "customer service."

Table 2.10 Performance Improvement Systems

Academic Leadership Council meetings	Institutional Effectiveness Reports
Accreditation Site Visits and Reviews	Internal Academic Program Reviews
Achieving the Dream Initiative	National and Professional Licensure Examinations
Advisory Boards	System Program Reviews
Employee Performance Management System	Quality Enhancement Plan
Executive Leadership Council meetings	Strategic Planning Process
Institutional Committees/Teams	Student Learning Outcome Assessment and Evaluation
Various surveys and focus groups of internal and external stakeholders	

2.11 Organizational Chart



2.12 Expenditure/Appropriations

Accountability Report Appropriations/Expenditures Chart Base Budget Expenditures and Appropriations						
Major Budget Categories	FY 05-06 Actual Expenditures		FY 06-07 Appropriations Act		FY 07-08 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	\$ 7,857,367	\$ 3,512,747	\$ 7,570,617	\$ 3,805,414		
Other Operating	\$4,630,718	-	\$ 5,715,227	\$3,761		
Special Items	\$188,897	\$ 188,897	\$ 222,148	\$222,148		
Permanent Improvements			\$100,000	\$100,000		
Case Services						
Distributions to Subdivisions						
Fringe Benefits	\$1,984,298	\$ 816,532	\$1,986,639	\$886,270		
Non-recurring	\$1,541,952	\$1,541,952	\$2,179,042	\$2,179,042		
TOTAL	\$16,203,232	\$6,060,128	\$17,773,673	\$ 7,196,635		

Other Expenditures

SOURCES OF FUNDS	FY 06-07 ACTUAL EXPENDITURES	FY 07-08 ACTUAL EXPENDITURES
Supplemental Bills		
Capital Reserve Funds		\$23,319
Bonds	\$21,200	\$340,590

2.13 Major Program Areas

PROGRAM NUMBER & TITLE	MAJOR PROGRAM AREA PURPOSE	FY 05-06 BUDGET EXPENDITURES		FY 06-07 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 sr. inst.	State	4,368,532	State		
		Federal	1,145,630	Federal		
		Other	8,954,042	Other		
		Total	14,468,204	Total		
		% of Total Budget: 100%		% of Total Budget: 100%		

SECTION III—ELEMENTS OF MALCOLM BALDRIGE CRITERIA

Section III, Category I – Senior Leadership, Governance, and Social Responsibility

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

- 1) In collaboration with the executive leadership council and key stakeholders, the President ensures that the College continually strives to meet the College's mission.
- 2) The President meets weekly with the executive leadership council a) to review policies and procedures, b) to monitor progress related to College's strategic plan and specific initiatives and c) to discuss significant items related to community partnerships.
- 3) The President's executive leadership council includes the Vice President for Academic Affairs; the Vice President for Administrative Services, the Vice President for Continuing Education and Institutional Advancement; and the Vice President for Student Services.
- 4) The vice presidents maintain communication with their staff by relating information from executive meetings including but not limited to monitoring progress of goals and objectives.
- 5) In the fall, the President gave a State of the College speech to the TCL faculty and staff a) to celebrate the past year's accomplishments; b) to reaffirm the College's vision; and c) to promote initiatives for the future.
- 6) The Vice President for Academic Affairs chairs the Academic Leadership Council (ALC). The ALC consists of all academic division deans and monitors academic issues related to strategic planning and daily operations.
- 7) The 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.
- 8) The senior leaders work to ensure that the stakeholders are aware of goals, objectives, and new initiatives.
- 9) To stay abreast of current educational information, the President and senior leaders participate in local, regional, state, and national organizations while cooperating and sharing information with stakeholders.
- 10) The Vice President of Student Services chairs the Student Affairs Leadership Team. The team consist of key division leads who monitor progress on various initiatives, plans, and private recognitions for success.

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

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

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

- 1) Oversight of the Technical College of the Lowcountry is under the State Board for Technical and Comprehensive Education, SBTCE, as created under Title 59 of the South Carolina Code of Laws. Section 59-53-910 through 59-53-940 created the 'Beaufort Technical College Area Commission' and the basic operating mechanisms. The College follows guidelines as outlined under SBTCE Policy and Procedures. Instructional Programs, facilities, and other programs are also subject to Commission on Higher Education regulatory authority. In addition, TCL is subject to standard operating procedures, authorizations, and review through various state regulatory agencies under the SC Budget and Control Board including: a) Materials Management Office (Consolidated Procurement Code); b) State Office of Human Resources (Personnel Guidelines); c) Office of State Engineer (Capital Project management); d) State Property Management (Real Property, Leases and related items); and e) State Department of Education (Grants and related areas)
- 2) The College is subject to Compliance Audits from such Federal Agencies as the U.S. Department of Education (Financial Aid and other Grants), Office of Civil Rights, Department of Labor and other agencies that monitor compliance with a variety of applicable Federal laws. Local governance is managed by TCL Commission whose governance is established through the enabling legislation, 59-53-910 through 59-53-940. The Southern Association of Colleges and Schools (SACS) is the regional accreditation agency for the College. Other accreditation organizations accredit specific programs in a variety of instructional areas.
- 3) Fiscal accountability is monitored through an annual external financial audit, a SCTCS audit, and internal financial controls.

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

Opportunities for professional development occur on a regular basis. Funds are budgeted each year for the purpose of faculty and staff development. Faculty and staff attend specific seminars, workshops, classes, and conferences to improve skills, increase knowledge, and understand emerging trends. Internal meetings dedicated to furthering the learning of staff and faculty are held at the beginning of each semester and at various times throughout the semester. Faculty and staff are also encouraged to continue pursue additional education credentials toward terminal degrees. In the spring, a professional development task force conducted a comprehensive faculty and staff survey to identify specific professional development needs. The survey was completed by over 90% of the workforce and a plan has been developed and presented to the executive leadership council for implementation.

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

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

3.1.6 How do senior leaders communicate with, engage, empower, and motivate the entire workforce throughout the organization? How do senior leaders take an active role in reward and recognition processes to reinforce high performance throughout the organization? Senior leaders communicate with faculty and staff using a variety of means, both formal and informal. Regular meetings are held at the department, division, and senior administrative levels. Institutional committees meet on a regular basis and involve faculty and staff at all levels and task forces or ad hoc committees are convened for special initiatives/projects. A monthly employee newsletter is published and distributed electronically. An annual employee recognition event is held and faculty/staff are acknowledged for their years of service to the institution and Faculty of the Year, Staff of the Year, and Administrator of the Year, selected by all employees, are announced. At the State of the College event, the President reviewed past year accomplishments and a campus-wide picnic was held afterward to celebrate. This year the President conducted a series of “listening sessions” for the entire workforce. These small, intimate group meetings provided employees the opportunities to discuss a variety of topics with the President. Through the listening sessions, the president received several new ideas and was able to address concerns that impacted the operations of the institution. The President’s office publishes a quarterly newsletter that is sent to all stakeholders including faculty and staff.

3.1.7 How does your organization evaluate the performance of your senior leaders including the head of the organization, and the governance board/policy making body? How do senior leaders use these performance reviews to improve their own leadership effectiveness and that of the board and leadership system, as appropriate? The President is evaluated annually by the TCL Area Commission. The President evaluates the senior leadership team annually, utilizing the Employee Performance Management System (EMPS). Specific success criteria are outlined in the EMPS related to the strategic plan of the College. The President monitors progress through weekly meetings and written reports. Senior leaders utilize feedback to improve performance and criteria. The Area Commission is appointed by the legislative delegation and individual performance evaluations are not conducted.

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

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

Compliance with accrediting agencies and government entities require consistent review. The College is accredited by the Commission on Colleges Southern Association of Colleges and Schools. This is a rigorous evaluation of the entire college including the financial, educational, and student services areas. Any adverse

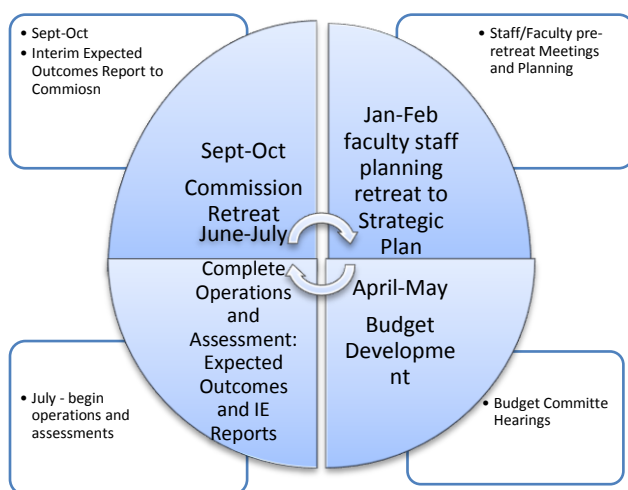
affects of the programs at the college are identified as part of this process and corrected prior to submitting follow-up reports to the organization. In addition a similar process is followed by accrediting agencies for individual programs.

3.1.10 How do senior leaders actively support and strengthen the communities in which your organization operates? Include how senior leaders determine areas of emphasis for organizational involvement and support, and how senior leaders, the workforce, and the organization's students contribute to improving these communities. Senior leaders are actively involved in numerous community activities and organizations. Senior leaders review community activities to ensure College representation and participation throughout the four county area. Community involvement and partnership are prioritized relating to the strategic plan and immediate need. Faculty, staff, and students are involved in various community organizations and services. Student organizations sponsor fundraisers for charity organizations and sponsor service projects. Example areas of community involvement include: Workforce Investment Board, six area chambers of commerce, economic development boards/councils, two home builder associations, United Way, Relay for Life, county leadership groups, charity organizations, and many service organizations.

Section III, Category 2 – Strategic Planning

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

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



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

- A. **Your organization's strengths, weaknesses, opportunities and threats;** TCL's organizational strengths, weaknesses, opportunities and challenges are explored in depth at the area commission and with faculty and staff. Analysis and evaluation of objectives are determined based on identified improvement areas and opportunities. The new Strategic Planning Council will undergo SWOT analysis annually for incorporation into strategic planning discussions.
- B. **Financial, regulatory, and other potential risks;** The Strategic Plan incorporates financial and risk management planning. The Strategic Plan serves as the foundation for budget development. It is essential that strategic planning action items are reflective in the budget planning process. The College's Budget Committee uses the Strategic Plan to establish funding priorities for making decisions during budget hearings, ensuring that institutional initiatives are addressed.
- C. **Shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition:** The College's executive team meets on a weekly basis and monitors trends related to technology, demographics, and markets. This procedure allows the leadership to implement change if needed to stay competitive and maintain necessary services. Program advisory board members provide feedback on business and industry trends and aid the College in maintaining up-to-date technology. The boards also provide important workforce trend information that the College uses to assist in determining course content, new programs and services. The Technology Plan, developed in concert with the Strategic Plan, is reviewed monthly by the Institutional Resource Management Committee (IRM) to allow for change if needed based on collected information related to trends or shifts. Student and community demographics are monitored through the marketing division. Geo-demographic studies are used to garner information on specific target markets. Information is made available to the Enrollment and Marketing Committee for further analysis and action.
- D. **Human resource capabilities and needs:** The College must have the necessary human resources to accomplish its mission. Over the last several years, the College has strategically worked to enhance faculty and staff compensation. While TCL salaries are above average in comparison to other state technical colleges (currently rated number one among SC technical colleges), the College still works to enhance the salary plan in order to retain quality faculty and staff. The lack of state FTE positions limits the College's ability to develop new programs to meet workforce needs in the service area. Faculty members are needed to launch new programs and the cap makes it almost impossible to implement new initiatives.
- E. **Long-term organizational sustainability and organizational continuity in emergencies:** A Business Continuity Plan (BCP) is a part of the over risk management operations of the College and includes a comprehensive emergency management plan. The emergency management plan contains policies, procedures, and guidelines for operations regarding a variety of emergency scenarios including hurricane preparedness and evacuation. The plan is reviewed by the Institutional Resource Management and safety and security committees and the Executive Leadership Council to ensure up-to-date information. The College also maintains close contact with local, state, and federal agencies and organizations regarding emergency management and sustainability planning.
- F. **Your ability to execute the strategic plan:** The strategic planning process is integrated into every aspect of the College. The process includes input from key stakeholders. The input formulates the goals and objectives and action items are developed and executed by the appropriate division. The Strategic Planning Council (SPC) is charged with monitoring progress and solicits feedback from stakeholders and meets regularly to determine needed action.

3.2.2 How do your strategic objectives address the strategic challenges you identified in your Executive Summary? (Section I, Question 4) Strategic objectives specifically address the challenges for additional financial resources to expand and add new programs and the need to recruit and retain qualified faculty and staff. Specific action items have been identified to address these challenges. Capital funding has

been identified as a need for facilities and equipment. The Executive Leadership Council works with various local, state, and national entities to accomplish these objectives.

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

3.2.4 How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans. After the goals and objectives are set at the Commission and with faculty and staff, division work groups compiled action items to accomplish specific objectives. The action items determined the division's work plan for the year. Actions plans are tracked through regular faculty/staff division meetings, institutional effectiveness reports, budget analysis, and through expected outcome reports (preliminary and final). The Executive Leadership Council monitors progress regularly throughout the year ensuring that performance measures are met in final review. A significant part of the College's strategic planning process is to ensure proper resource allocation. As the goals and objectives are developed, resource needs are identified including fiscal and human. As indicated in 3.2.3 the college will implement a dashboard system for continual tracking and monitoring related to the strategic plan.

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

3.2.6 How do you measure progress on your action plan? Key components in the College's assessment and planning are listed below.

- 1) The College planning process is coordinated by the Strategic Planning Council and on a day-to-day basis by the Office of Planning and Research resulting in data driven decisions and demonstrating that TCL is effectively accomplishing its mission.
- 2) TCL follows an internal Comprehensive Academic and Administrative Program Review —a three-year review cycle for all academic programs.
- 3) South Carolina Technical College System requires the College to submit job placement and continuing education data on current graduates to support the annual Academic Program Evaluation Report (APER). TCL relies on employment data from the South Carolina Employment Security Commission and transfer data from the National Student Clearinghouse subsequent enrollment reports. Data submission is based on student level entry, and the information supports Perkins IV reporting. The APER supports the Colleges Comprehensive Academic Review.
- 4) TCL academic program managers pro-actively use the required data on program enrollment, completion, and placement to make course and program changes as needed.
- 5) TCL administers the Community College Survey of Student Engagement (CCSSE) and the Community College Faculty Survey on Student Engagement (CCFSSE) to support assessment and evaluation of the

Colleges programs and services. These surveys measure student and/or faculty perception of student engagement.

- 6) Being a participant in the Achieving the Dream National Initiative, TCL submits and analyses student general file and student term data to support the initiative.
- 7) Reports published by the National Center of Education Statistics Integrated Postsecondary Education Statistics; the South Carolina Commission on Higher Education, and the South Carolina Technical College site are utilized for reporting and comparative analysis. The College also uses the SC Technical College System Enterprise Decision Support System.
- 8) The College administers surveys to its students, graduates, and employers to support accreditation requirements and internal decision-making.

3.2.7 If the organization's strategic plan is available to the public through the organization's internet homepage, please provide an address for that plan on the website. The Strategic Plan can be found at the following web address: http://www.tcl.edu/documents/Strategic%20Plan_2006-2011.pdf

Goal I. To ensure excellence and value by providing high quality, relevant programs and services to the South Carolina Lowcountry	
Objectives and Action Items	Performance Measures
Objective: Develop guidelines to facilitate credit and continuing education course offerings for seamless transition of students into the workplace.	
Action Items:	
1. Develop and administer a needs assessment to determine local business and industry needs in the credit and continuing education areas.	7.1.2
2. Explore the possibility and process of awarding academic credit and continuing education areas.	7.1.2.2 7.2.1
3. Develop experimental continuing education courses for use in determining credit program needs.	7.2.2 7.3.4
4. Develop a plan to recruit students from completed continuing education programs for academic programs.	7.3.5
Objective: Work with division and departmental advisory committees to identify emerging business/industry trends and develop programs to meet local needs.	
Action Items:	
1. Establish an advisory committee for innovation to generate ideas for new programs.	7.2.5
2. Identify grant sources for funding new programs suggested by the advisory committee.	7.2.6 7.6.4
3..Develop at least one new innovative program per academic division.	
Objective: Identify barriers to student success at TCL and develop strategies to remove barriers.	
Action Items:	
1. Survey students to determine the barriers to success at TCL.	7.1.3
2. Facilitate student focus group sessions to determine barriers related to student success.	7.1.4 7.1.5

	7.1.6
3. Conduct an internal audit of institutional policies and procedures to identify barriers and make the necessary recommendations/changes to foster a more “student friendly” process.	7.1.7, 7.2.1 7.1.8 , 7.2.3 7.1.10, 7.2.4
4. Implement data analysis in the form of a retention study to identify variables that relate to student success and failure.	7.1.11, 7.3.4
Objective: Address the need for additional programs, courses, and student services to deliver via conventional and alternate delivery systems.	
Action Items:	
1. With public relations develop a student friendly entry point on the TCL web page to obtain information about registration and new programs at TCL.	7.1.8 7.1.9 7.2.2
2. With the information technology division provide an interactive “chat” room for students seeking additional information for TCL.	7.2.3 7.5.4
3. Develop an online information system to advise transfer students on courses available at TCL and identify courses that are accepted for general education credit.	
4. Explore strategies to streamline TCL’s general education curriculum to match that of senior institutions to enhance the ability of students to transfer.	
5. Use the web site as an advising tool for transfer students by linking the transfer pages from universities that articulate with TCL to the web site.	
6. Identify methods to track the performance of TCL students who graduate or transfer to senior institutions.	
GOAL II. To assist in the development of a qualified workforce to fulfill the demands of the Lowcountry’s expanding and diversifying economy	
Objective: Address the four county service area’s workforce needs.	
Action Items:	
1. Meet regularly and as an active partner with chambers of commerce, economic development boards, county officials, LCOG, and other organizations to facilitate workforce needs of the four county service areas.	7.1.1 7.3.5 7.3.6
2. Locate an office/training space in Colleton County.	
3. Establish new workforce training programs at the Mungin Center in Hampton County.	
4. Work with Jasper County officials to research and determine workforce needs for the projected Port.	
5. Leverage incumbent worker grant funds for needed employer training in the four county service area.	
6. Seek new grant funding for workforce and skill training both credit and continuing education	
Objective: Work to facilitate the transition from high school to college	
Action Items:	
1. Enhance existing summer bridge programs.	7.1.11

2. Expand the dual enrollment program to include more technical programming opportunities at the high school level.	7.1.2 7.6.4
3. Develop high school transition advisory committees composed of counselors, teachers, and high schools students.	7.1.8
4. Enhance the college's conventional orientation and academic advisement programs by adding virtual opportunities.	
5. Market the value and benefits of post secondary education.	
Objective: Serve as a key partner in the Workforce Investment Act (WIA)	
Action Items:	
1. Work with WIA to partner on appropriate grants.	
2. Maintain a position on the WIA board of directors.	7.3.5
3. Facilitate WIA incumbent worker grants for employers in the service area.	7.3.6
Objective: Enhance the College's connections with employers in the four county service area.	
Action Items:	
1. Mobilize the appropriate deans in an organized fashion to meet with local business, military, and industry leaders to promote TCL programs.	7.1.11
2. Invite business, industry, and military leaders to TCL to tour the campus and discuss ways to improve TCL's services.	7.6.4
3. Increase campus visit opportunities for employers.	
4. Market the services of the Job Placement Office.	
5. Increase the number of employer contacts in the Job Placement Office.	
6. Establish an electronic employer newsletter highlighting TCL programs and services for employers and their employees.	
GOAL III. To acquire the necessary resources to accomplish the mission of the Technical College of the Lowcountry	
Objective: Develop partnerships with local businesses and other organizations to leverage financial resources.	
Action Items:	
1. Work with Jasper County to provide additional support needed for the New River Campus.	7.3.1 7.3.2
2. Seek partnerships with local business, military, and industries to leverage appropriate grant opportunities.	7.3.3 7.6.3
3. Work with federal officials to identify additional funding streams to support TCL.	
Objective: Build relationships with local, state, and federal officials to obtain additional funding.	
Action Items:	
1. Maintain regular communication with local, state, and federal officials informing them of TCL needs, new programs and services, and student accomplishments.	7.3.1 7.3.2
2. Work through State Tech Peer Groups to identify and support the state funding priorities of the technical colleges.	7.3.3 7.6.3

Objective: Support and partner with the TCL Foundation to ensure a successful capital campaign.		
Action Items:		
1. Actively participate in the planning, promotion, and implementation of the TCL Capital Campaign.	7.3.1	7.3.2 7.3.3
2. Identify and provide data on facility and program needs that can be the basis for the Foundation’s campaign funding objectives.	7.3.3	
Objective: Work to obtain funding through private and public grant opportunities.		
Action Items:		
1. Identify College programs and services for grant funding; coordinate efforts internally and externally with community partnerships.	7.2.6	7.3.1 7.3.2 7.3.3
2. Maintain contact with appropriate grant agencies, private and public, to ensure timely and quality submissions.	7.3.1	
3. Ensure data is maintained and analyzed to support grant opportunities.	7.3.2	
Objective: Develop strategies for increasing faculty and staff compensation.		
Action Items:		
1. Monitor legislative action regarding state funded employee salary increases and identify additional increases permitted using local funds.	7.4.1	7.4.2 7.4.3 7.4.4 7.4.5
2. Revise the Salary Plan to reflect an equitable method of application of salary increase for TCL faculty and staff.	7.4.2	
3. Give high priority to identifying resources through savings in expenditures or by obtaining additional revenue to fund the salary plan.	7.4.3	
	7.4.4	
Objective: Devise strategies to recruit and retain qualified faculty and staff.		
Action Items:		
1. Build upon the Education and Economic Development Act (EEDA) grant funded initiatives to recruit and train adjuncts for dual enrollment courses by expanding the identified successful strategies to other adjuncts and new full time instructors.	7.4.1	7.4.2 7.4.3 7.4.5
	7.4.2	
	7.4.3	
	7.4.5	
2. Hold recruiting sessions for adjunct faculty for credit and non-credit offerings.		
GOAL IV. To expand educational access and attainment in the college’s service area		
Objective: Create/develop a continuous presence (physical/virtual) in each county of the College’s service area.		
Action Items:		
1. Increase the number of visits to area high schools and One Stops.	7.3.4	7.5.4
2. Increase attendance/participation at community meetings.	7.5.4	
3. Increase membership/active participation in community organizations.		
4. Enhance marketing of the College’s virtual and alternative services.		
5. Begin utilization of the Speaker’s Bureau.		

6. Develop dual enrollment programs in Colleton County and expand the dual enrollment programs in Hampton, Beaufort, and Jasper counties.	
Objective: Promote the utilization of TCL's programs and services.	
Action Items:	
1. Promote/market the benefits and value of the College's programs and services.	7.2.1
	7.2.2
2. Seek or create opportunities to engage the College's programs and services with existing community programs and services.	7.2.3
3. Develop a program to solicit and assist existing businesses with problem solving or product development using the TCL facilities and personnel.	
4. Develop a comprehensive, integrated enrollment and marketing plan for promotion of programs and services.	
Objective: Develop new partnerships and enhance existing partnerships with business and industry, public and private non-profit organizations and governmental entities.	
Action Items:	
1. Increase on campus recruitment opportunities for employers.	
2. Continue to recruit from the business community, members to serve on advisory committees.	7.1.11
	7.6.4
3. Work with the Chambers of Commerce from each county to identify potential partnerships.	7.3.5
4. Conduct campus tours for the business community.	
5. Continue work with the WIA and One Stops.	
6. Develop new partnerships with the Center for Accelerated Technology and Training (CATT) enhance existing partnerships.	
Objective: Develop, nurture and enhance partnerships with public, private and home education systems.	
Action Items:	
1. Increase the level of peer to peer contacts within each educational system.	7.2.1
2. Promote TCL student accomplishments.	7.2.2
3. Promote the availability and utilization of TCL's career planning services.	7.2.3
4. Begin the registration of all home school dually enrolled students through the office of the dual enrollment coordinator.	
Objective: Improve the College's educational support systems.	
Action Items:	
1. Enhance front-end counseling services.	
2. Enhance academic advisement services.	7.2.1
	7.2.2
3. Implement early academic intervention strategies.	7.2.3
4. Expand tutoring services to include evening and weekend services and all campus locations.	

Section III, Category 3 - Student, Stakeholder, and Market Focus

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

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

3.3.2 How do you keep your listening and learning methods current with changing student and stakeholder needs and expectations (including educational programs, offerings, and service features)? How do you determine the relative importance of the expectations to these groups' decisions related to enrollment? To remain current with changing needs and expectations the College maintains communication with both student and stakeholder groups. The communication takes the form of focus group sessions, surveys, informal and formal discussions and observations. Enrollment Management analyzes feedback from the changing trends in the workplace, society, and higher education to allow the College to make decisions related to enrollment. The following example studies assisted in determining the current economic and educational needs of the four county area:

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

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

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

3.3.4 How do you determine student and stakeholder satisfaction and dissatisfaction and use this information to improve? Student and stakeholder satisfaction information is gathered using a variety of surveying methods.

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

3.3.5 How do you build positive relationships to attract and retain students and stakeholders, to enhance student performance, and to meet and exceed their expectations for learning?

Indicate any key distinctions between different student and stakeholder groups. Positive relationships are developed through continuous and strategic communications with students and stakeholders. Positive relations are also developed by providing excellent customer service, accurate and timely information and prompt response to requests. As part of the Achieving the Dream initiative, the college identified three major goals (priorities) related to student success. The priorities are 1) aware of and access to College and providing a seamless student intake process 2) developmental education; and 3) faculty development.

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

Section III, Category 4 - Measurement, Analysis and Knowledge Management

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

3.4.2 How do you select, collect, align, and integrate data/information for analysis to provide effective support for decision making and innovation throughout your organization? The analysis of information is evaluated by each division of the college.

- 1) The TCL Commission, President and senior leadership analyzed the outcomes and recommend action to improve the implementation of the Strategic Plan. Currently, this responsibility has shifted to the Strategic Planning Council.

- 2) The Vice President for Academic Affairs and the Academic Leadership Council analyze internal and external measures of student learning outcomes and make appropriate changes to improve each area assessed.
- 3) The Vice President for Student Services utilizes a variety of internal and external tools to collect and analysis data/information related to students including the Community College Survey of Student Engagement and a variety of other surveys and focus groups.
- 4) Industry and Business market surveys and other relative information are utilized by the Vice President of Academic Affairs and Vice President for Continuing Education to determine program needs as well as regular meetings with industry/business representatives.

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

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

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

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

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

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

3.4.6 How do you translate organizational performance review findings into priorities for continuous improvement? TCL uses data to support decisions and provide a knowledge base to determine strategic priorities, to alter policy and procedure and direct budget resources to continuously improve the education of students and to better serve the service area.

3.4.7 How do you collect, transfer, and maintain organizational and employee knowledge (knowledge assets)? How do you identify and share best practices? Organizational knowledge is shared through each of the division. The President gave a State of the College speech to outline the priorities and achievements of the past year and the vision for the future.

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

Section III, Category 5 - Workforce Focus

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

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

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

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

3.5.2 How do you achieve effective communication and knowledge/skill/best practice sharing across departments, jobs, and locations? College’s institutional committee structure enables systemic communication at TCL. Meeting weekly, the Executive Leadership Committee comprised of the President and Vice Presidents disseminate information and communicate best practices to division chairs and through the various committees.

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

3.5.3 How does your workforce performance management system, including feedback to and from individual members of the workforce, support high performance work and contribute to the achievement of your action plans? A planning document, aligned with the strategic plan, is prepared by the employee and his/her supervisor. The planning documents are reviewed annually; however, supervisors use the document as a guide in advising and feedback to support high performance.

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

3.5.5 How does your development and learning system for leaders address the following:

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

3.5.6 How do you assess your workforce capability and capacity needs, including skills, competencies, and staffing levels? The College uses the Employee/Faculty Performance Management System for assessment of workforce capability and competencies. Planning documents include key competencies need for excellent performance. Capacity needs are discussed along with strategic planning.

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

3.5.7 How does your workforce education, training and development address your key organizational needs? How do you encourage on the job use of new knowledge and skills? An extensive faculty and staff survey was conducted this year to solicit feedback regarding professional development. The professional development committee reviewed the survey and made key recommendation to senior leaders. In addition, the Academic Leadership Council recommends faculty professional development activities around key issues related to the Strategic Plan. Professional development activities are directly linked to College goals. Many faculty and staff communicate the knowledge and skills learned through various conferences and training activities by conducting internal workshops for other employees. For example, a faculty member sent to Microsoft training for a new application may then in turn offer a series of workshops to other employees. Evaluation of professional development is included within the employee's performance planning documents. Employee performance success criteria addresses how the employee utilizes new skills and knowledge and how it is incorporated into their position.

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

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

3.5.10 What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation? Surveys, focus groups, and other means are used to gauge faculty and staff satisfaction. The College conducted an extensive climate survey to gauge satisfaction as well as determining improvement areas. The president conducted a series of "listening sessions" throughout the year to solicit feedback from faculty and staff.

3.5.11 How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement? As stated in 3.5.8, assessments are communicated to the Area Commission, Executive Leadership Council, institutional committees including the Academic Management Committee and analyzed for inclusion into the strategic planning process.

3.5.13 How do you maintain a safe, secure, and healthy work environment? (Include you workplace preparedness for emergencies and disasters) The College has a standing Safety Committee established for 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, employee newsletter, and student publications.

The College publishes an Emergency Preparedness Plan which is made available both in hard copy and in electronic format. All faculty and staff are required to read this plan as a part of their orientation. The State Emergency Operation Plan is also available in both electronic and hard copy. Physical plant and Security staff constantly monitors the campuses to maintain a safe physical environment for faculty, staff and students. The Executive Leadership Council reviews College safety and emergency plans at least bi-annually and best

practices from other institutional of higher education are discussed regularly with College personnel regarding safety, crisis, and emergency preparedness. For example, the Executive Leadership Council instructed the Safety Committee to review the College safety and emergency plans in light of recent national events on College campuses. The committee recommended that a phone paging alert system be installed that would reach all buildings at all three campus locations. This was initiated as well as other recommendations including a text messaging system. This summer the college engaged an independent consultant to advise the college on improving its current safety and security systems.

Section III, Category 6 - Process Management

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

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

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

3.6.1 How do you determine and what are (list) your key learning-centered processes that deliver your educational programs, offerings, and student services? TCL identifies learning processes as those that directly relate to the increase in student knowledge to further the goals and mission of the college. The following processes are determined by key stakeholders: a) curriculum design; b) instruction; c) delivery methods; d) advising; e) registration; and f) career counseling.

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

3.6.4 How do you incorporate organizational knowledge, new technology, cost controls, and other efficiency and effectiveness factors, such as cycle time, into process design and delivery? To serve student needs for the delivery of course material, the college has increased its use of WebCT and other electronic methods of teaching. The College makes extensive use of the committee structure for developing and

implementing organizational knowledge, exchanging ideas and disseminating ideas. The implementation of the Quality Enhancement Plan (QEP) has resulted in improved student learning and improved methods of teaching.

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

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

3.6.6 What are your key support processes, and how do you evaluate, improve and update these processes to achieve better performance? Key support processes include strong marketing efforts, a student success management system that results in good graduation rates for programs and a finance organization that provides funding for maintaining existing programs and developing new programs.

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

3.6.7 How does your organization ensure that adequate budgetary and financial resources are available to support your operations? How do you determine the resources needed to meet current budgetary and financial obligations, as well as new initiatives? Budgetary and financial resources are provided by tuition and state and local allocations. These resources are managed by the Finance Division at the college. Increases in tuition over the last several years have provided increases in the overall operating budget.

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

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

SECTION III, CATEGORY 7 – PERFORMANCE RESULTS

Data sources. Data sources include 1) the South Carolina Technical Education Dashboard, and Enterprise Decision Support Systems (EDSS); 2) the National Center of Education Statistics Integrated Postsecondary Education Data Systems; 3) South Carolina Commission on Higher Education Institutional Effectiveness and Performing Funding Reports; and 5) the Technical College of the Lowcountry data and information management system.

College's Peer Group—College included are the South Carolina Technical College System Level 2 technical colleges: a) Aiken Technical College; b) Carolina Central; c) Orangeburg-Calhoun Technical College; and d) Technical College of the Lowcountry.

7.1 Performance Levels and Trends for Key Measures on Student Learning

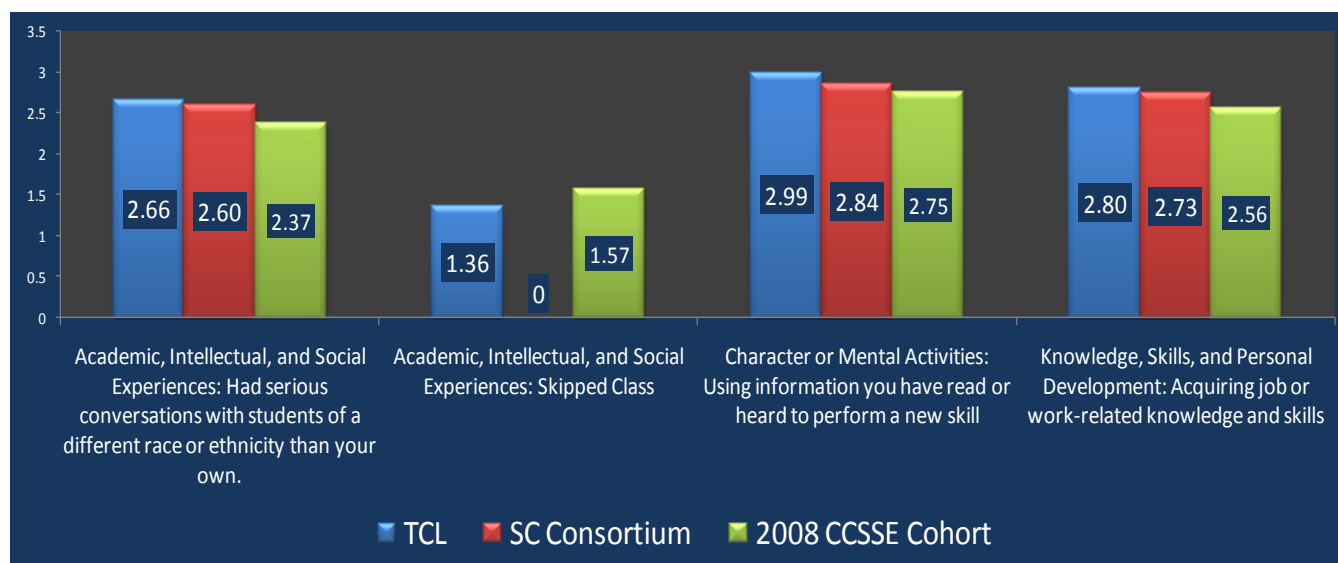
7.1.1 Student Engagement.

The College administered the Community College Survey of Student Engagement in Spring 2007 and Spring 2008. Survey results showed no significant changes from Spring 2007 to Spring 2008. Below shows the 2008 Benchmark Summary that compares TCL to the South Carolina Consortium and the 2008 CCSSE Cohort. The 2008 CCSSE cohort was comprised of 585 colleges across 48 states. The S.C.

Technical College of the Lowcountry and South Carolina Consortium				
Student Learning: All Students				
Benchmark	TCL	Comparison Group Statistics		
			Consortium	2008 CCSSE Cohort
Active and Collaborative Learning	50.5	Benchmark Score	50.9	50.0
		Score Difference	-0.3	0.5
Academic Challenge	52.4	Benchmark Score	52.7	50.0
		Score Difference	-0.3	2.4
Student Effort	52.3	Benchmark Score	50.8	50
		Score Difference	1.5	2.3
Student-Faculty Interaction	53.0	Benchmark Score	54.4	50.0
		Score Difference	-1.4	3.0
Support for Learners	52.9	Benchmark Score	53.5	50.0
		Score Difference	-0.1	2.9

Source: CCSSE 2008 Benchmark Summary. Benchmark Score: Each benchmark score was computed by averaging the cores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighted mean across all students is 50 and the standard deviation across all participating students is 25. Institutions' benchmark scores are computed by taking the weighted average of their students' standardized scores. Score Difference: The result of subtracting the comparison group scored (same size colleges or 2008 CCSSE Cohort) from you college's score on each benchmark.

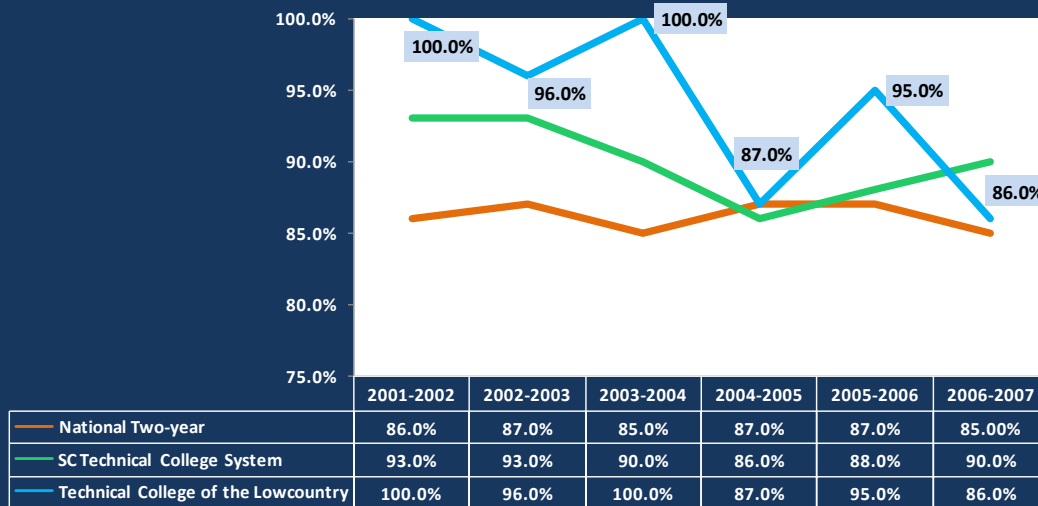
Consortium was comprised of South Carolina technical colleges as follows: 1) Aiken; 2) Horray-Georgetown; 3) Midlands; 4) Technical College of the Lowcountry; and 5) York. Comparing TCL to the 2008 CCSSE Cohort, TCL had a significantly higher mean score in Academic Challenge, Student Effort, Student-Faculty Interaction, and Support for Learners. Figure 7.1.2.1 Community College Survey of Student Engagement 2008 Benchmark Summary for Active and Collaborative Learning, Academic Challenge, Student Effort, Student – Faculty Interaction, and Support for Learners. Figure 7.1.2.2 shows the 2008 CCSSE results whereas a significant difference in the mean scores between the cohorts existed.



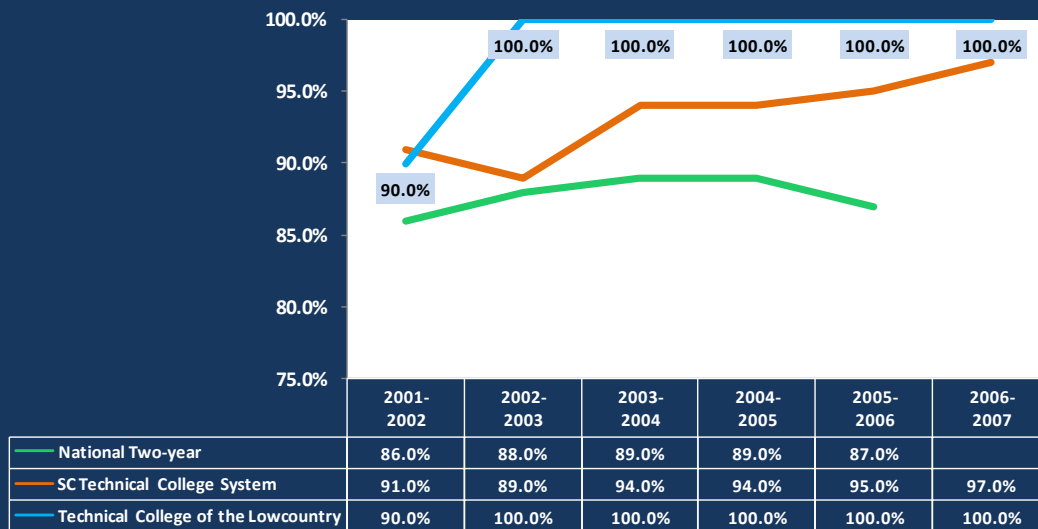
7.1.2 National Professional Examinations Pass Rates –First Attempts

Figures for 7.1.2 show the pass rates for first attempts on national professional examinations. This dashboard displays the percentage of students passing licensure exams. The data are taken from the South Carolina Commission on Higher Education publication –*A Closer Look at Public Higher Education in South Carolina*. For each year reported, the pass rate is based on examinations taken between April 1 and March 31. Data are included from national results where available. Exam pass rates are based on first-time test takers. National Professional Examination Pass Rates measure student- learning outcomes, and the pass rates are used in accreditation efforts, academic program reviews, and a variety of reporting on grant implementation. See Figure 7.1.2

Associate Degree in Nursing--National Council Examination Pass Rates on First Attempt Six-Year Trends

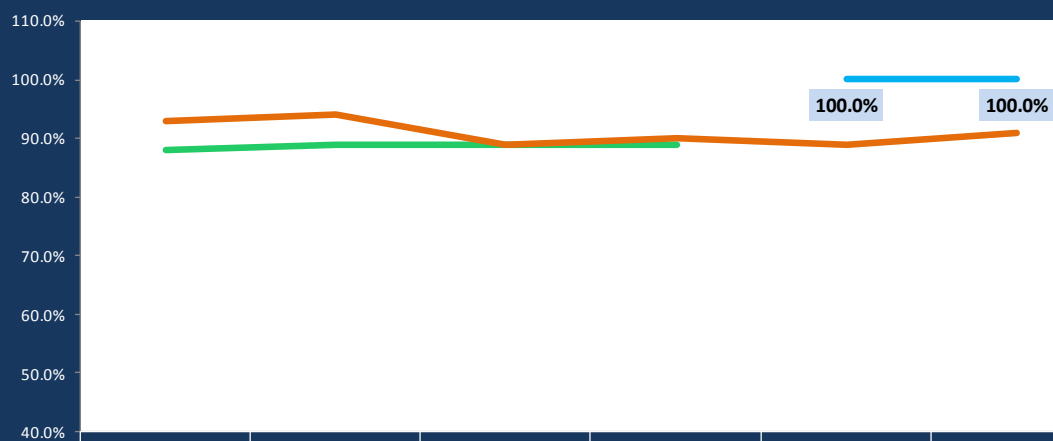


LPN--National Council Examination Pass Rates for First Attempts Six-Year Trend



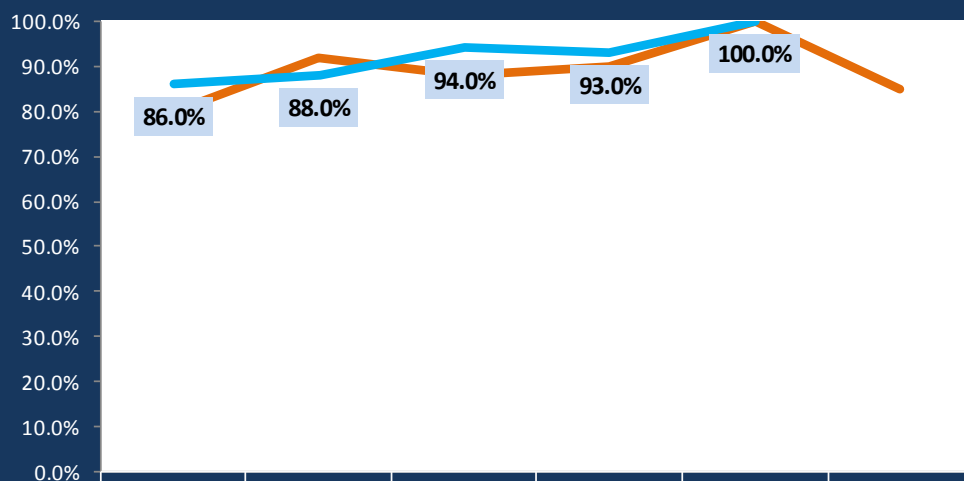
7.1.2 National Professional Examinations Pass Rates –First Attempts (cont.)

Radiography Examination (ARRT) Pass Rates for First Attempts Six-Year Trends



National Two-year	88.0%	89.0%	89.0%	89.0%		
SC Technical College System	93.0%	94.0%	89.0%	90.0%	89.0%	91.0%
Technical College of the Lowcountry					100.0%	100.0%

**Cosmetology-Cosmetology Examination
Pass Rates on First Attempt Six-Year Trends**



SC Technical College System	80.0%	92.0%	88.0%	90.0%	100.0%	85.0%
Technical College of the Lowcountry	86.0%	88.0%	94.0%	93.0%	100.0%	

7.1.3 Successful Grade Distribution for TCL and Peer Colleges.

Fall 2007 Grade Distribution	Successful Completion (A,B, or C)		D		F		Other		W/WF/WP	
	Headcount	% Grade	Headcount	% Grade	Headcount	% Grade	Headcount	% Grade	Headcount	% Grade
Peers										
Aiken Technical College	5844	72.57%	343	4.26%	399	4.95%	147	1.83%	1,320	16.39%
Central Carolina Technical College	5989	68.17%	434	4.94%	963	10.96%	39	0.44%	1,361	15.49%
Orangeburg-Calhoun Technical	4925	61.98%	426	5.36%	646	8.13%	556	7.0%	1,393	17.53%
Technical College of the Low	3872	69.92%	276	4.98%	560	10.11%	143	2.58%	687	12.41%

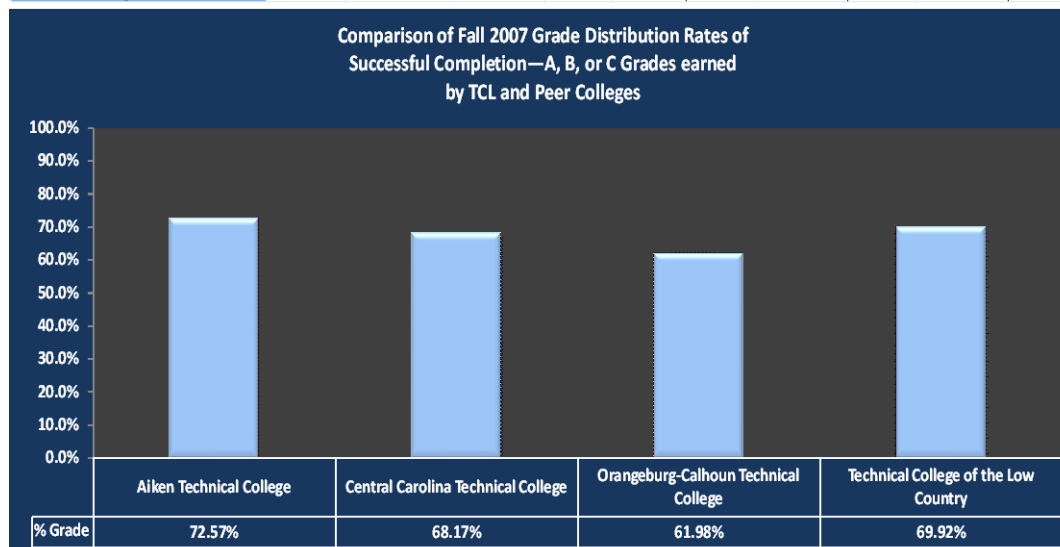
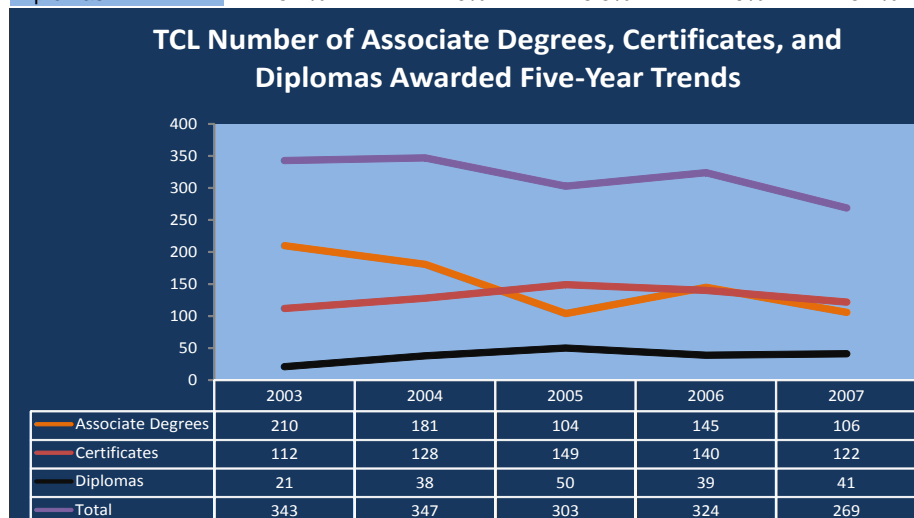


Figure 7.1.3 shows Fall 2007 grade distribution for TCL and Peer Colleges. The chart shows successful completion grade distribution—grades A, B, or C. Data Source: South Carolina Technical College System Education Data Support System.

7.1.4 Associate Degrees, Certificates, and Diplomas Awarded at TCL.

TCL Number of Associate Degrees, Certificates, and Diplomas Awarded Five-Year Trends					
Awards	2003	2004	2005	2006	2007
Associate Degrees	210	181	104	145	106
Certificates	112	128	149	140	122
Diplomas	21	38	50	39	41
Total	343	347	303	324	269
TCL Awards as a Percent of Total Awards Five Year Trends					
Awards	2003	2004	2005	2006	2007
Associate Degrees	61.2%	52.2%	34.3%	44.8%	39.4%
Certificates	32.7%	36.9%	49.2%	43.2%	45.4%
Diplomas	6.1%	11.0%	16.5%	12.0%	15.2%



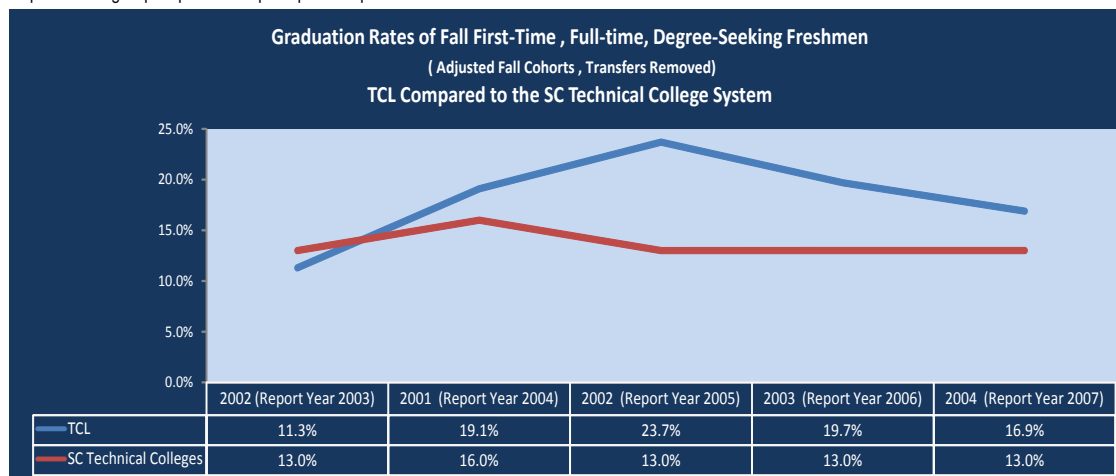
Completion data show student success, and measuring the number of awards earned assists the College in making decisions related to academic program assessment and evaluation and institutional effectiveness. Figure 7.1.4 shows the number of awards by level—associate degrees, certificates, and diplomas. The chart below shows the trends for the number of awards from 2003 to 2007. In addition, the shows awards as a percentage of total number of awards by level. Data Source: South Carolina Technical College System Enterprise Decision Support System.

7.1.5 TCL Graduation Rates for Fall Cohorts for IPEDS Reporting Years 2003 to 2007.

Fall Cohorts	Students in Fall Cohort	Students who completed within 150%	Students who transferred-out	Graduation Rate	Adjusted GRS Cohort less transfers	Graduation Rate (transfers removed)
2002 (Report Year 2003)	145	16	3	11.0%	142	11.3%
2001 (Report Year 2004)	108	18	14	16.7%	94	19.1%
2002 (Report Year 2005)	176	36	24	20.5%	152	23.7%
2003 (Report Year 2006)	188	29	41	15.4%	147	19.7%
2004 (Report Year 2007)	157	14	74	8.9%	83	16.9%

Data Source: The National Center for Education Statistics (NCES), Integrated Postsecondary Education Data System (IPEDS)
Statistical data and Information on Postsecondary Institutions Peer Analysis System, Retrieved on August 14, 2008, from <http://nces.ed.gov/ipedsas/dataReportOptions.asp>.

Figure 7.1.5 shows the graduation rates for the adjusted fall cohorts of first-time, full-time, degree-seeking freshmen (transfer removed) for IPES reporting years 2003 to 2007.



Graduation Rates represent the number of fall GRS cohort students who graduate within 150 percent of their degree program (associate degree, certificate, or diploma).

7.1.6 Success Rates of First-time, Full-time, Degree-Seeking Undergraduates

Peer Group	2003 2000 Fall Cohort	2004 2001 Fall Cohort	2005 2002 Fall Cohort	2006 2003 Fall Cohort	2007 2004 Fall Cohort
Aiken Technical College	32.9%	36.5%	30.3%	37.8%	43.4%
Central Carolina Technical College	32.5%	36.1%	31.8%	34.7%	32.5%
Technical College of the Lowcountry	22.8%	36.1%	38.1%	36.2%	26.8%
SC Technical College System	40.5%	40.6%	37.9%	37.3%	37.0%

Includes Certificate, Diploma, and Associate Degree Seekers

Data Sources: SC CHEMIS system

Calculations consider students that transferred within South Carolina and students still enrolled at same institution as of fall.

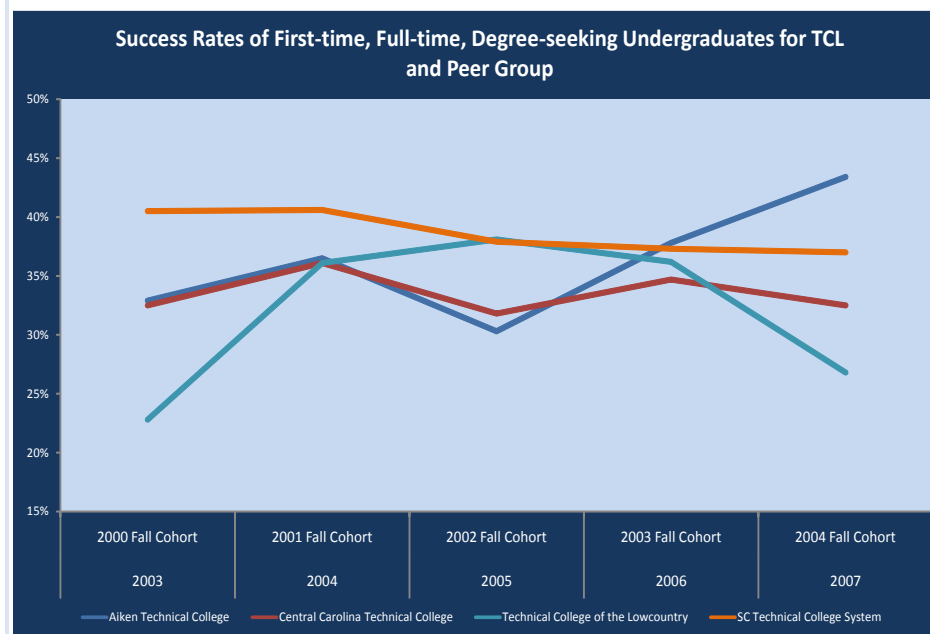


Figure 7.1.6 shows the success rates of fall cohorts comprised of students who were first-time, full-time, degree-seeking undergraduates. The rate is calculated by dividing the number of cohort students who a) transferred to an institution within South Carolina; b) who were still enrolled; and c) who graduated within the IPEDS 150% criteria by the adjusted number of fall cohort students.

7.1.7 Student Progression Rates of TCL Compared to SC Technical College System Cohorts

TCL 2003 - 2006 Cohort Student Progression Rate of First-time, Full-time Degree-Seeking Students Compared to the SC Technical College System

	Cohort	Graduated	Transferred	Progression
Technical College of the Lowcountry	188	29	23	42.50%
SC Technical College System	10,306	1197	1,593	49%

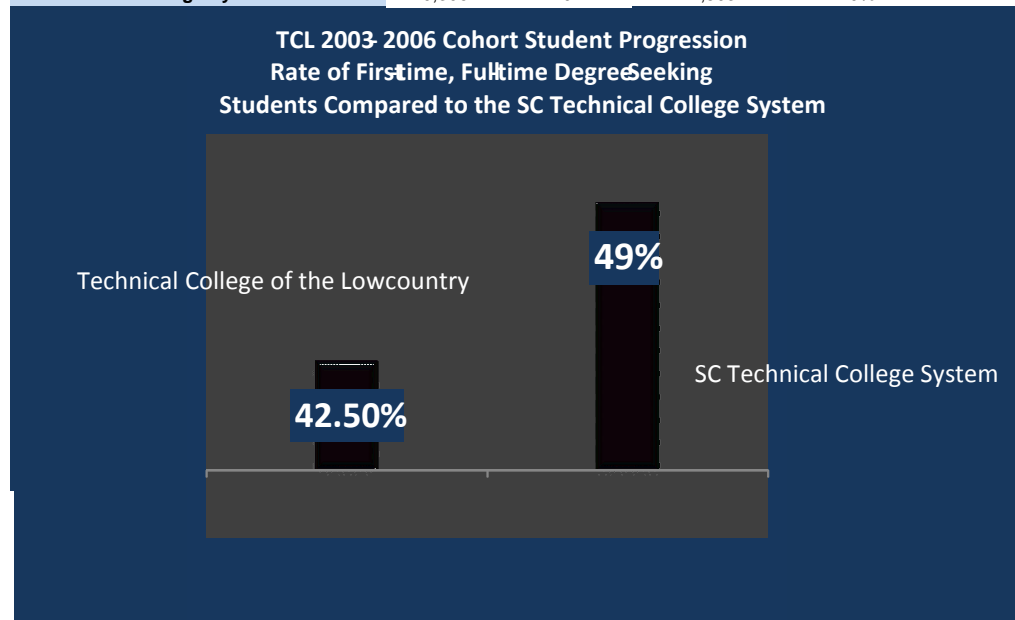


Figure 7.1.7 shows student progression rates of TCL's first-time, degree-seeking students. The transferred student data includes only those students who were South Carolina residents and who transferred to a South Carolina higher education institution.

Data Source: South Carolina Commission on Higher Education Management Information Systems.

7.1.8 TCL Students who applied, who were accepted, and who enrolled at South Carolina Senior Institutions for the First Time.

The following information supports the College's institutional effectiveness

Rates of TCL First-time Fall 2007 Students Who Applied, Who were accepted, and Who Enrolled at Senior Institutions in South Carolina

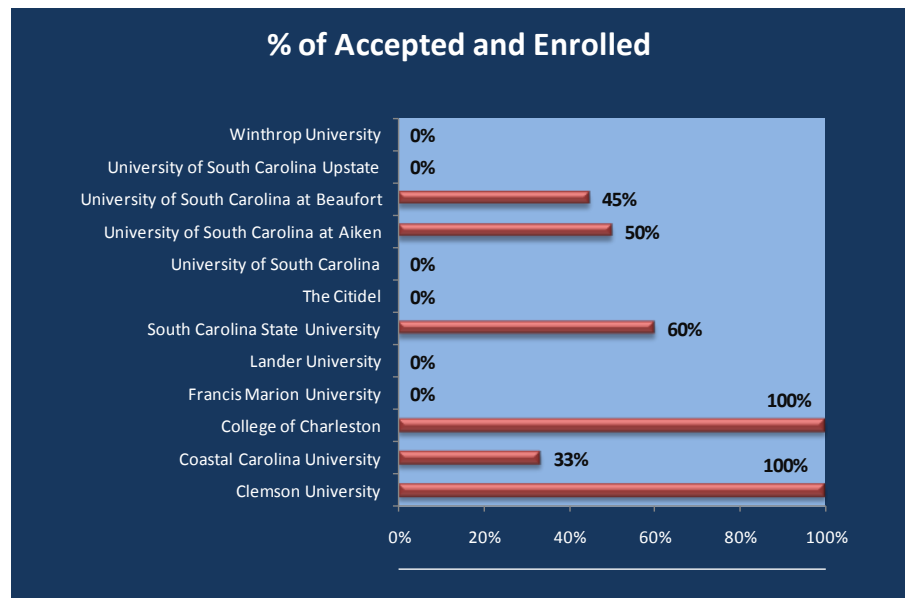
Senior Institutions	% of Accepted and Enrolled	Applied	Accepted	Enrolled
Clemson University	100%	3	3	3
Coastal Carolina University	33%	3	3	1
College of Charleston	100%	5	2	2
Francis Marion University	0%	2	2	0
Lander University	0%	2	2	0
South Carolina State University	60%	6	5	3
The Citadel	0%	0	0	0
University of South Carolina	0%	2	2	0
University of South Carolina at Aiken	50%	9	4	2
University of South Carolina at Beaufort	45%	59	47	21
University of South Carolina Upstate	0%	3	0	0
Winthrop University	0%	0	1	0

reporting to the South Carolina Commission on Higher Education, and the data is provided by the senior institution. The majority of TCL students transfer to the University of South Carolina at Beaufort, and 86% of TCL students who applied at USCB were accepted while only 44.6% of those students who were accepted, enrolled. Nearly 76% of TCL students who applied at South Carolina

universities or colleges were accepted while less than half (45.1%) enrolled. In addition, of the TCL students who applied (79) at the University of South Carolina institutions, 48.1% were accepted (38/79) and only 32.9% enrolled (21/79). Above Figure 7.1.8.1 shows TCL 2003-2006 cohort of students who applied, who were accepted, and who enrolled at South Carolina Senior Institutions for the first-time. The chart shows the percentage of those students who were accepted and enrolled in Senior Institutions.

7.1. 8.2 TCL Students who applied, who were accepted, and who enrolled at South Carolina Senior Institutions for the First Time (cont.)

Figure 7.1.8.2 shows the percent of TCL students who were accepted and enrolled at South Carolina senior institutions.



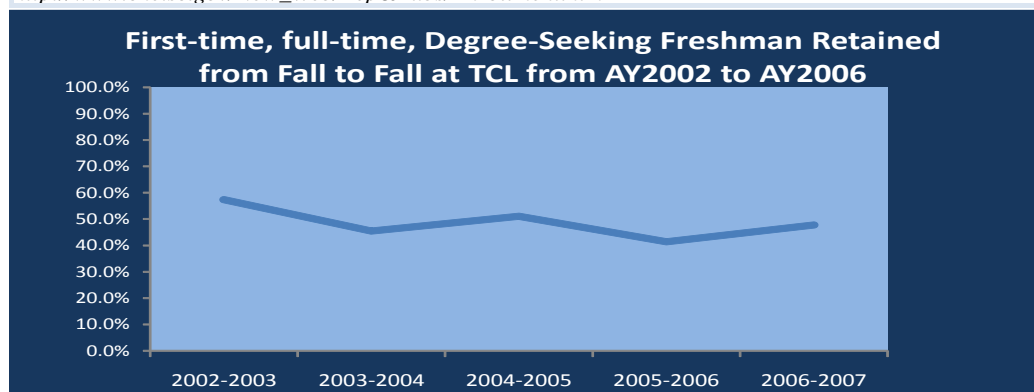
7.1.9 Fall-to-Fall Retention Rates of First-time, Full-time, Degree-Seeking Freshmen

First-time, full-time, Degree-Seeking Freshman Retained from Fall to Fall at TCL from AY2002 to AY2007			
Academic Years	Fall Enrolled	Fall Retained	Retention Percentage
2002-2003	108	62	57%
2003-2004	176	80	45%
2004-2005	188	96	51%
2005-2006	157	65	41%
2006-2007	138	66	48%
2007-2008 NA as of 08/25/08	na	na	na

Source: S.C. Commission of Higher Education
http://www.che.sc.gov/New_Web/Rep&Pubs/Enrollment.htm

Figure 7.1.9 shows the fall-to-fall retention rates of TCL's first-time, full-time, degree-seeking freshmen.

Date Source: South Carolina Technical College System Education Data Support System



7.1.10 Fall-to-Fall Retention of Minority Undergraduates with SC Citizenship.

Fall Enrolled Yr. -Retained Fall yr.	TCL	SC Technical College System
Enrolled Fall 2003-Retained Fall 2004	50.3%	36.8%
Enrolled Fall 2004-Retained Fall 2005	51.9%	36.2%
Enrolled Fall 2005-Retained Fall 2006	53.5%	30.8%
Enrolled Fall 2006-Retained Fall 2007	53.1%	35.4%

Data Source: S.C. Commission of Higher Education Performing Funding Reports
http://www.che.sc.gov/New_Web/Rep&Pubs/Perf_Fund.htm

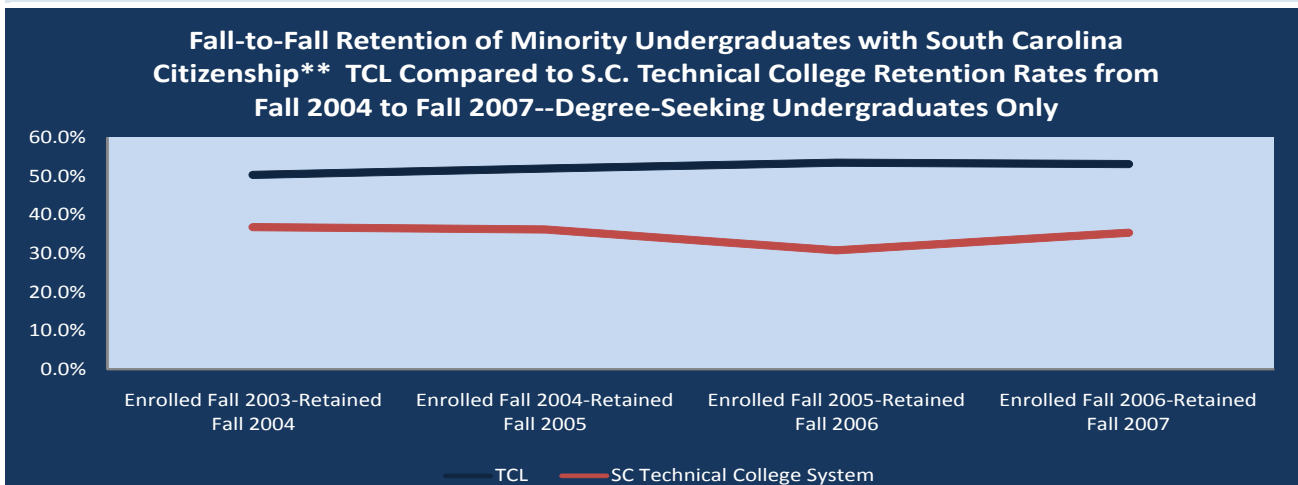


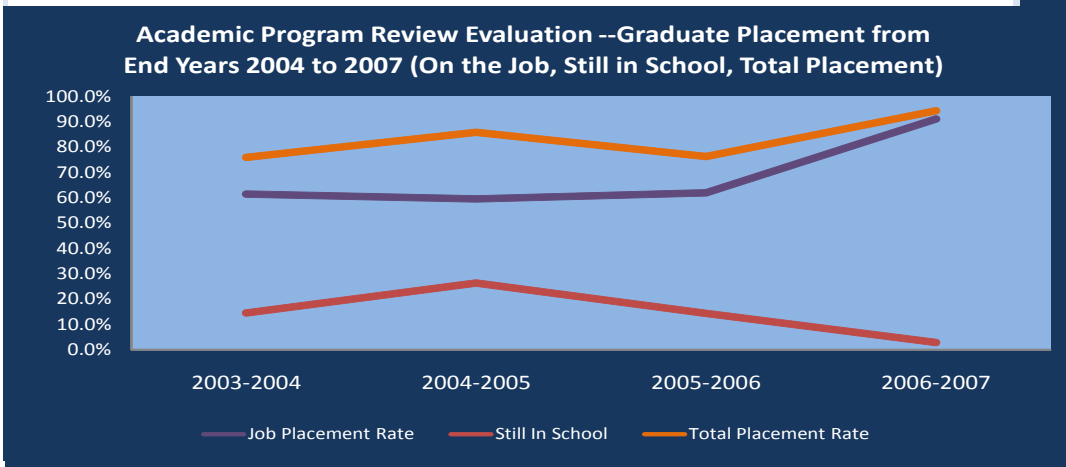
Figure 7.1.10 shows the fall-to-fall retention of minority degree- seeking undergraduates with South Carolina Citizenship** TCL is compared to S.C. Technical College. Minority includes African American, American Indian, Asian, and Hispanic students. Data Source: South Carolina Technical College System Enterprise Decision Support System.

7.1.11 Graduate Placement Rates.

Graduates attaining employee in their field of study demonstrates student success. Figure 7.1.11 shows the graduate placement – on job and in school – rates from 2003-2004 to 2006-2007. Data Source: South Carolina Technical College System Academic Program Evaluation Review Reports; SC Employment Security Commission Employment Tracking Data Reports.

Academic Program Review Evaluation --Graduate Placement from End Years 2004 to 2007 (On the Job, Still in School, Total Placement)			
	Job Placement Rate	Still In School	Total Placement Rate
2003-2004	61.4%	14.5%	75.9%
2004-2005	59.5%	26.3%	85.8%
2005-2006	61.9%	14.3%	76.2%
2006-2007	91.0%	2.8%	94.3%

Data Source: South Carolina Technical College System Academic Program Review Evaluation Reports on Graduate Placement



7.2 Performance levels and trends for key measures on student and stakeholder satisfaction and dissatisfaction

7.2.1 Student Opinion of Instruction. The College administers the SUMMA Information Systems, Inc., Survey of Student Opinion of Instruction to students in all classes every fall, spring, and summer to evaluate instruction. The survey asks the student to indicate his/her level of agreement using a 5-point scale from Strongly Disagree to Strongly Agree. For the purpose of this report, the 33 inquires were categorized using the following five factors: 1) student learning; 2) instructor-Student Interaction; 3) instruction; 4) evaluation; and 5) objectives. A high rate of agreement to the factors in the SUMMA means that the students, as a group, were satisfied with faculty and instruction at TCL. Results elicit agreement rates averaging 90% and higher for the past five years. See Figure 7.2.1.

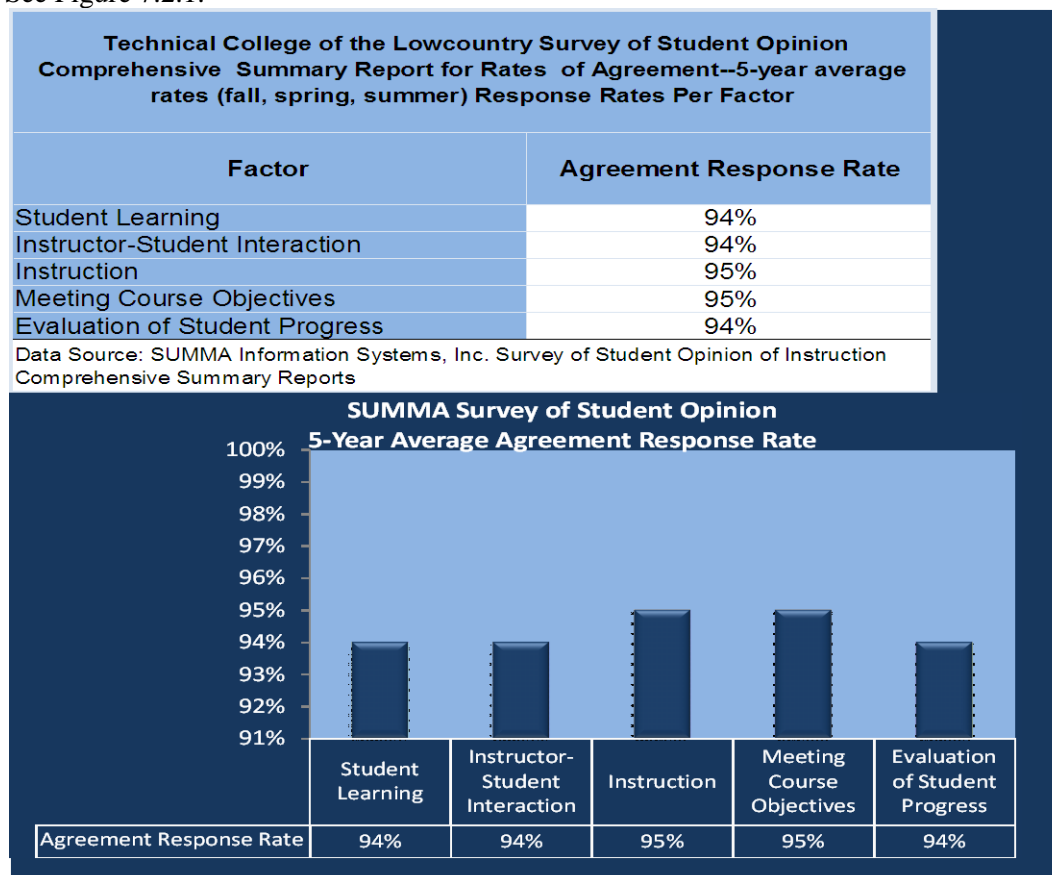


Figure 7.2.1 SUMMA Information Systems, Inc., Survey of Student Opinion of Instruction Comprehensive Summary Report : 5-Year Average 2003-2008 Rates of Agreement by Factor

7.2.2 Survey of Student Opinion of Instruction Agreement Rates

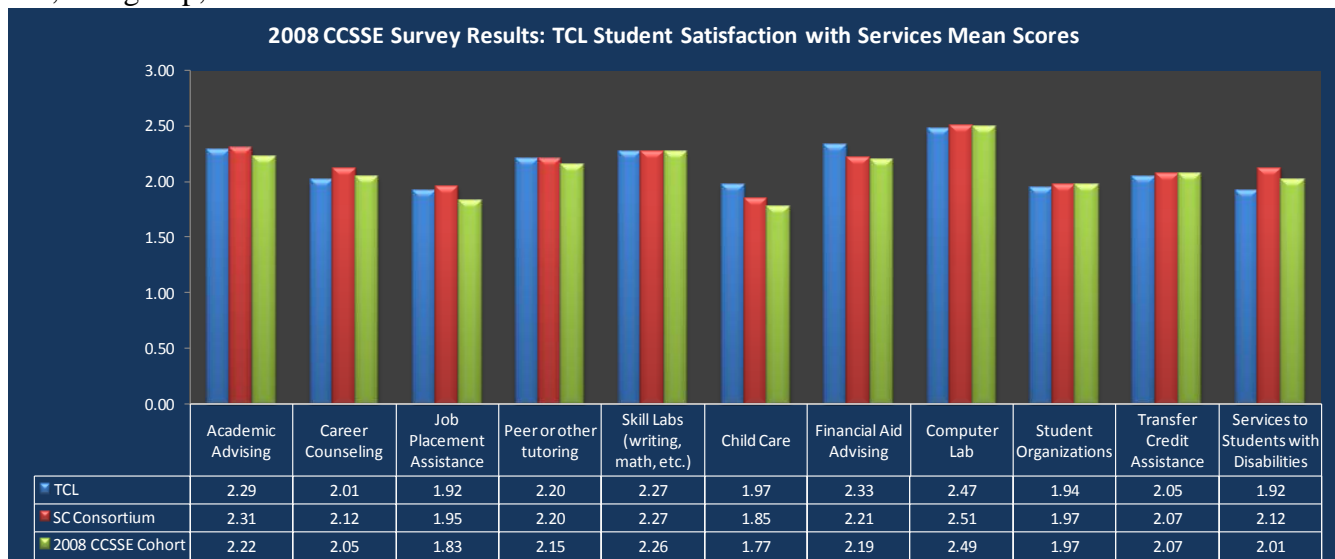
Technical College of the Lowcountry Survey of Student Opinion Comprehensive Summary Report for Fall 2007, Spring 2008, and Summer 2008 Response Rates of Agreement				
Inquiries	2007-2008			
	FA07	SP08	SU08	Average
Clarity and audibility of the instructor's speech are excellent.	97.8%	97.9%	99.2%	98.3%
Contents of the assignments contribute to my understanding of the subject.	97.3%	97.6%	98.1%	97.7%
Requirements of the course were explained adequately.	96.1%	97.5%	96.3%	96.6%
Instructor's presentation often causes me to think in depth about this subject.	94.4%	94.8%	94.6%	94.6%
Instructor has adequate means for evaluating my learning.	95.5%	96.2%	97.5%	96.4%
Methods being used for evaluating my work are reasonable.	95.3%	96.6%	96.9%	96.3%
Adequate opportunities are provided by the instructor for me to ask questions.	96.9%	97.9%	97.5%	97.4%
Instructor is teaching the course material or skills clearly.	96.0%	96.0%	95.7%	95.9%
Instructor seems to be well prepared.	97.5%	96.6%	95.8%	96.6%
Instructor seems to care about my learning.	95.5%	96.2%	96.9%	96.2%
Course appears to have been carefully planned.	95.3%	96.5%	98.1%	96.6%
Course objectives are being achieved.	96.6%	97.3%	98.1%	97.3%
During the term, I looked forward to attending this class.	90.5%	91.8%	89.8%	90.7%
The effort I put into this course is as much as in other courses.	94.0%	95.5%	97.5%	95.7%
Course objectives have been expressed clearly.	97.4%	97.3%	97.5%	97.4%
Instructor demonstrates a personal commitment to high standards of professional confidence.	96.7%	97.0%	96.9%	96.9%
Instructor provides useful feedback on student progress.	92.7%	93.6%	91.6%	92.6%
I am learning much.	95.4%	95.7%	96.9%	96.0%
Out-of-class assignments are challenging.	90.6%	90.5%	90.9%	90.7%
Instructor supervises and helps in new experiences without taking over.	95.3%	95.9%	95.7%	95.6%
Instructor relates underlying theory to practice.	96.9%	97.1%	97.5%	97.2%
Overall, I rate this instructor a good teacher.	96.2%	96.4%	96.9%	96.5%
Examinations cover material or skills emphasized in this course.	95.9%	96.4%	98.0%	96.8%
Time allowed to complete exams is adequate.	96.6%	96.8%	97.4%	96.9%
Examination questions are phrased clearly.	93.7%	94.2%	96.2%	94.7%
Textbooks contribute to my understanding of the subject.	93.6%	94.4%	98.0%	95.3%
Classroom activities are well planned.	96.9%	97.5%	98.0%	97.5%
Clinical experiences, or laboratory, meet my learning needs for this course.	95.2%	95.4%	95.0%	95.2%
Instructor explains or illustrates lab or clinical techniques clearly.	96.0%	97.4%	97.0%	96.8%
Pre-laboratory assignments (assigned readings and exercises) contributes to my understanding of laboratory experiments.	96.0%	95.3%	94.8%	95.4%
Laboratory contributes to my understanding of the subject.	95.8%	95.0%	95.5%	95.4%
Laboratory manual adequately explains the procedures to be followed in the laboratory.	94.9%	94.1%	93.1%	94.0%
Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory.	94.1%	94.0%	94.6%	94.2%
My perception of the teaching method used in this course is a combination of discussion, lecture, and demonstration.	57.1%	55.1%	56.8%	56.3%

Source: SUMMA Information Systems, Inc., Survey Comprehensive Summary Reports

Figure 7.2.2 shows the TCL frequency rates for inquiries in the SUMMA Information Systems, Inc., Survey of Student Opinion of Instruction Comprehensive Summary Report : Fall 2007, Spring 2008, and Summer 2008 Frequency Rates of Agreement. In addition, the three semester average is shown. The frequency rates are the sum of the frequency rates for the responses a) Strongly Agree, b) Agree, and c) Somewhat Agree.

Data Source: SUMMA Information Systems, Inc. Comprehensive Summary of TCL's Survey of Student Opinion for the fall, spring, and summer semesters 2007-2008.

7.2.3 Student Satisfaction with TCL Services. The 2008 CCSSE asked TCL students to indicate their level of satisfaction with TCL services. Figure 7.2.3 shows the mean scores of student satisfaction. As the mean nears 3.00, student satisfaction of the service increases. A mean score of 2.00-3.00 indicates that, as a group, students were satisfied with the service.



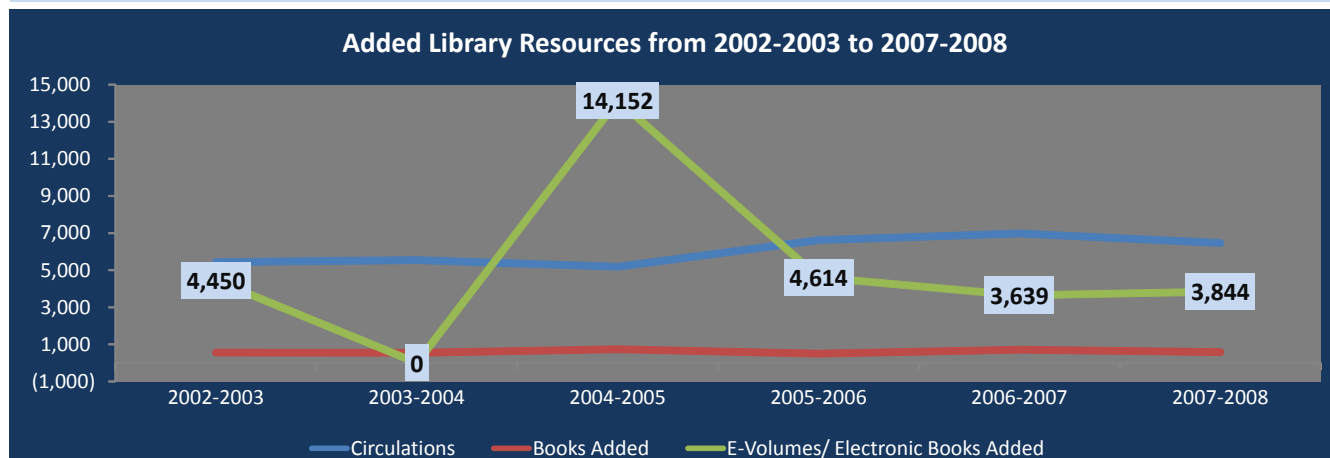
7.2.4 Survey of Associated Degree in Nursing Graduate. A survey of the 2006-2007 graduates of the Associate Degree in Nursing was conducted to collect information on the quality of instruction. This information supports accreditation of the nursing program. Figure 7.2.6 shows the frequency rates of “Excellent” and “Above Average” responses.

2006-2007 Associate Degree in Nursing Graduate Survey Instruction Number of Graduates Available = 44 Number of Respondents = 11 Response Rate: 25% (11/44)		Excellent & Above Average Frequency Rates
Quality of classroom instruction at TCL		100%
Quality of clinical instruction at TCL		100%
Quality of online instruction at TCL		100%
Preparation to take NCLEX-RN		90.9%

Figure 7.2.4 shows 2006-2007 Associate Degree in Nursing Graduate Survey of Instruction frequency rates for responses “Excellent” and “Above Average.”

7.2.8 Library Resources Added. To support student learning, TCL continuously assesses its library resources. Figure 7.2.8 shows the number of added resources from 2002-2003 to 2007-2008.

Added Library Resources from 2002-2003 to 2007-2008							Total Added
	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	
Circulations	5,430	5,544	5,187	6,617	6,972	6,465	36,215
Books Added	560	556	739	503	712	580	3,650
E-Volumes/ Electronic Books Added	4,450	0	14,152	4,614	3,639	3,844	30,699
Total Added	10,440	6,100	20,078	11,734	11,323	10,889	70,564



7.3 Performance levels for key measures on budgetary and financial performance, including measure of cost containment, as appropriate

7.3.1 Core Expenses As a Percent of Total Operating Expenses

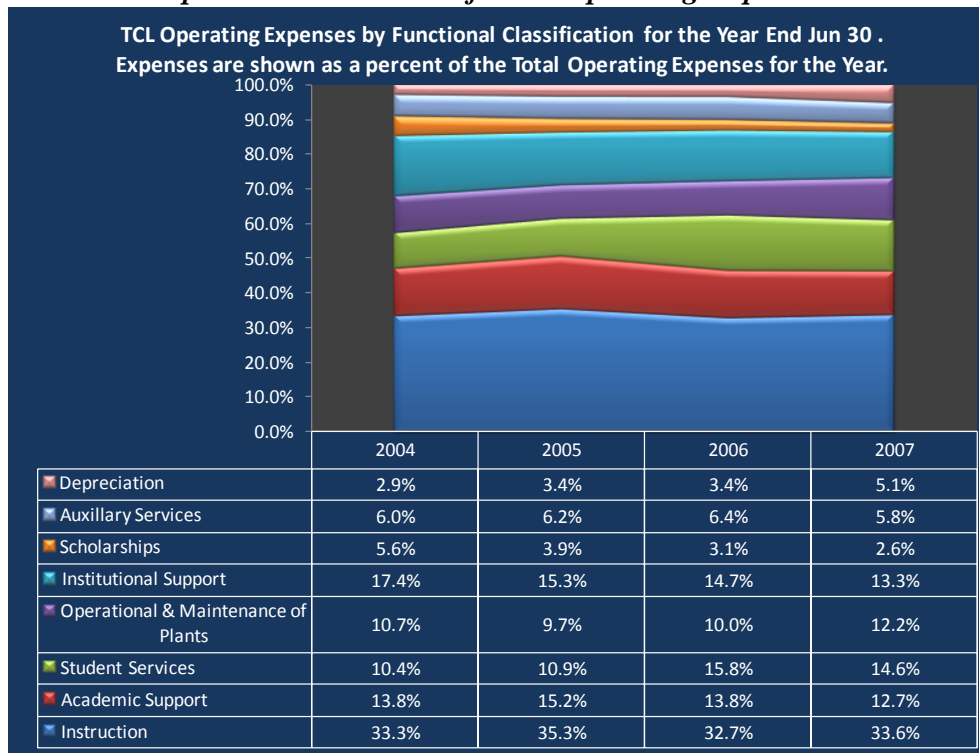


Figure 7.3.1 Summary of Operating Expenses by Functional Classification for the Year End June 30 as a Percentage of Total Operating Expenses

Data Source: *Technical College of the Lowcountry Annual Financial Reports and the NCES IPEDS surveys.*

7.3.2 Operating and Non Operating Revenues for Fiscal Year

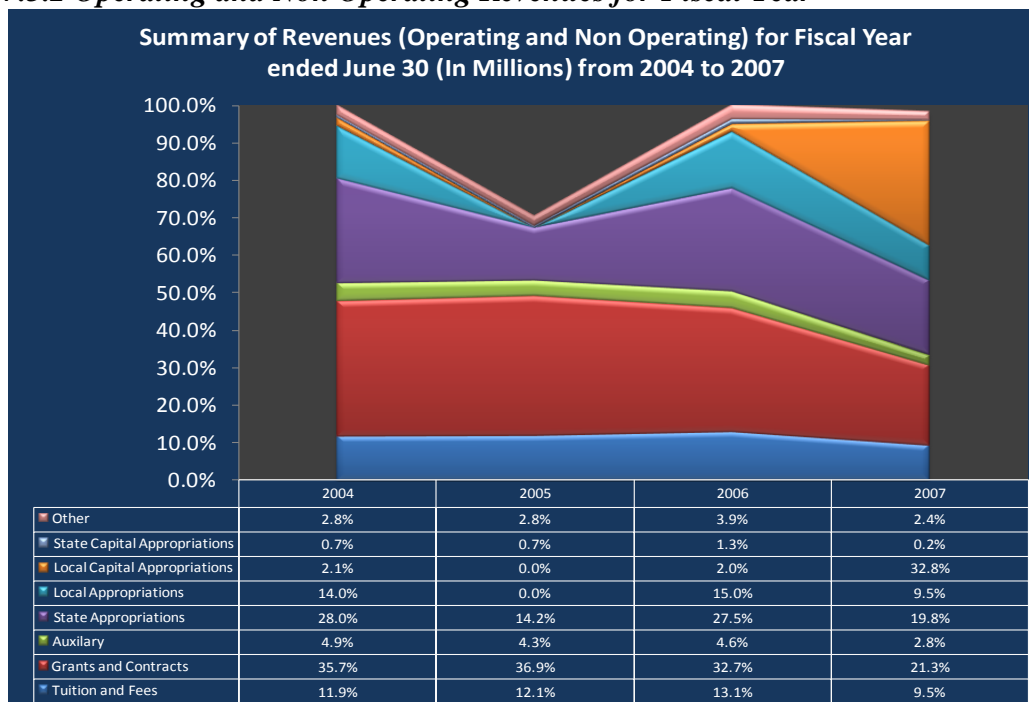


Figure 7.3.2 shows the percentage operating and non operating revenues in millions from 2004 to 2007.

7.3.3 Tuition Assistance for Fall 2007

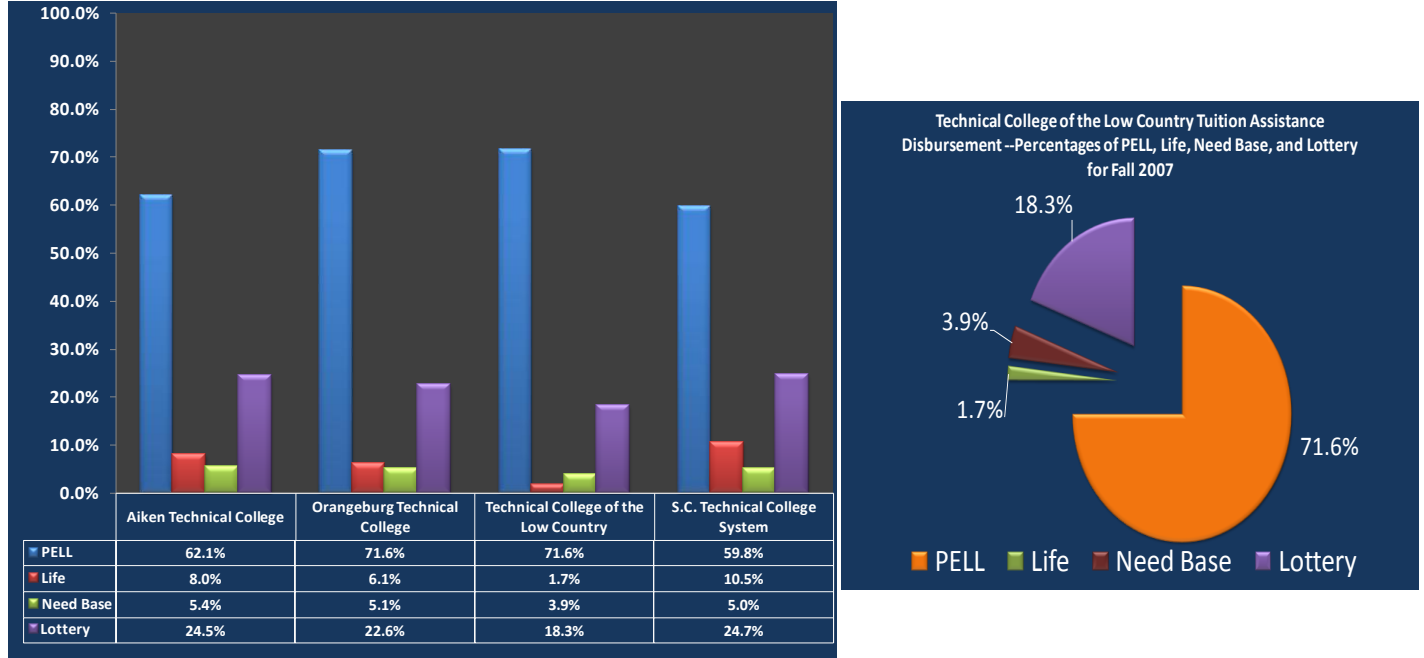
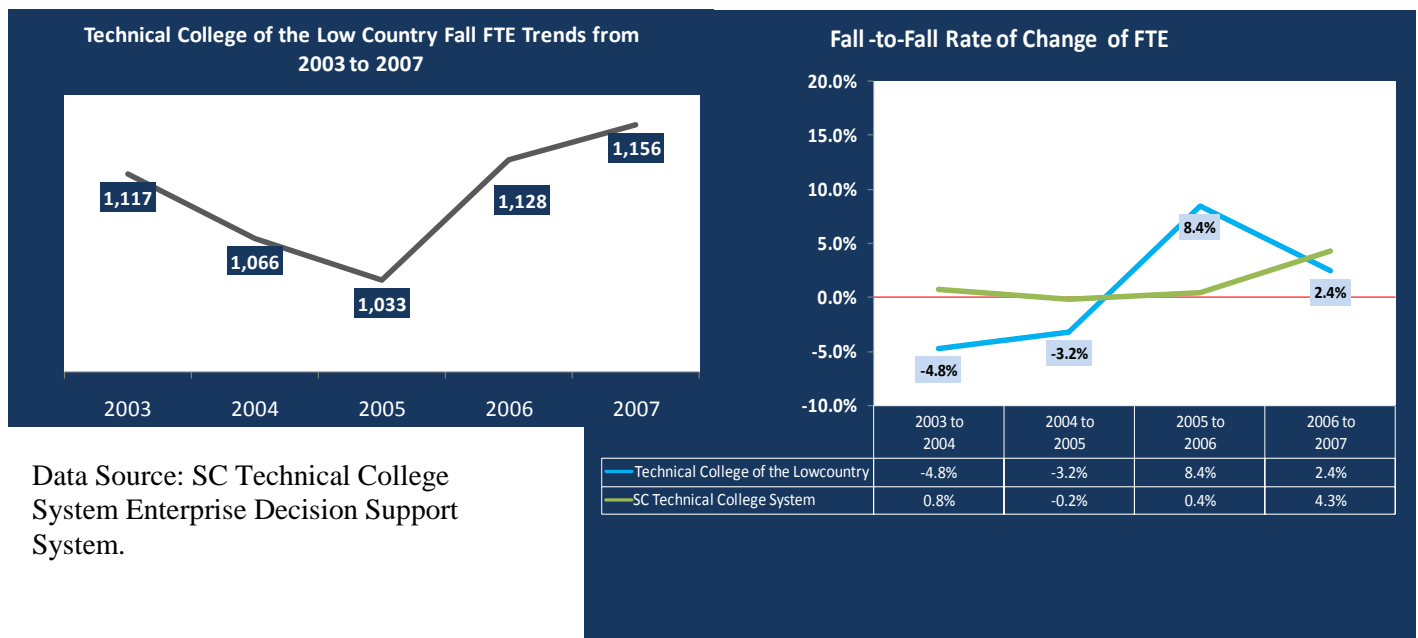


Figure 7.3.3 shows a detail summary of tuition assistance Fall 2007 disbursements—PELL, Life, Need Base, and Lottery—for TCL , Peers, and S.C. Technical College as a percentage of each College's, Peer Group's, and System's total tuition assistance disbursement. In addition, the pie chart shows TCL's Tuition Assistance Disbursement as a percentage of tuition assistance disbursement. Data source: South Carolina Technical College System Enterprise Decision Support System Tuition Assistance Detail Summary.

7.3.4 TCL's FTE for Fall Enrollment. TCL 's rate of change increased significantly from Fall 2005 to Fall 2006 by 8.4%. Even though the FTE rate of change was lower in the following period (2006 to 2007), the rate increased by 2.4%. TCL shows steady increases of fall FTE for three consecutive fall semesters. Figure 7.3.4 charts Fall FTE and Fall-to-Fall Rate of Change of FTE.



7.3.5 Continuing Education and Workforce Development

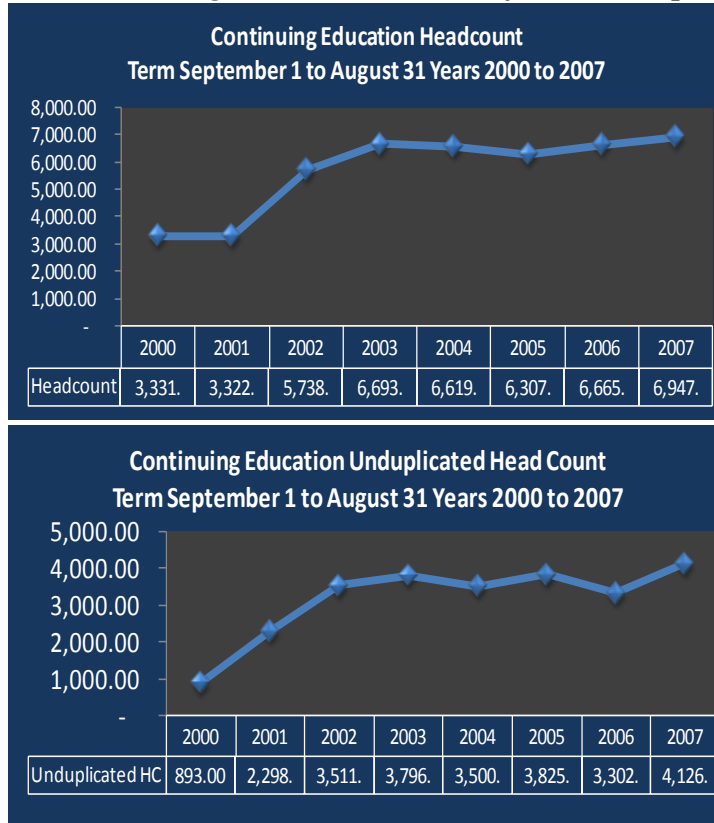
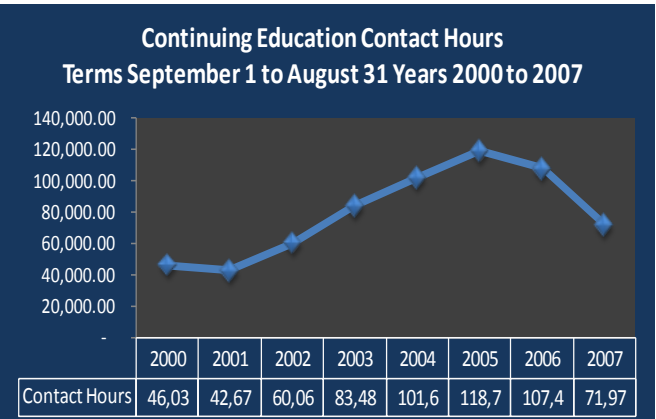


Figure 7.3.5 shows the headcount, unduplicated headcount, and contact hours for the Continuing Education and Workforce Development Division for Term September 1 to August 31 for years 2000 to 2007. Data Source: TCL Information Systems



7.3.6 Revenue Generated from Continuing Education and Workforce Development Services

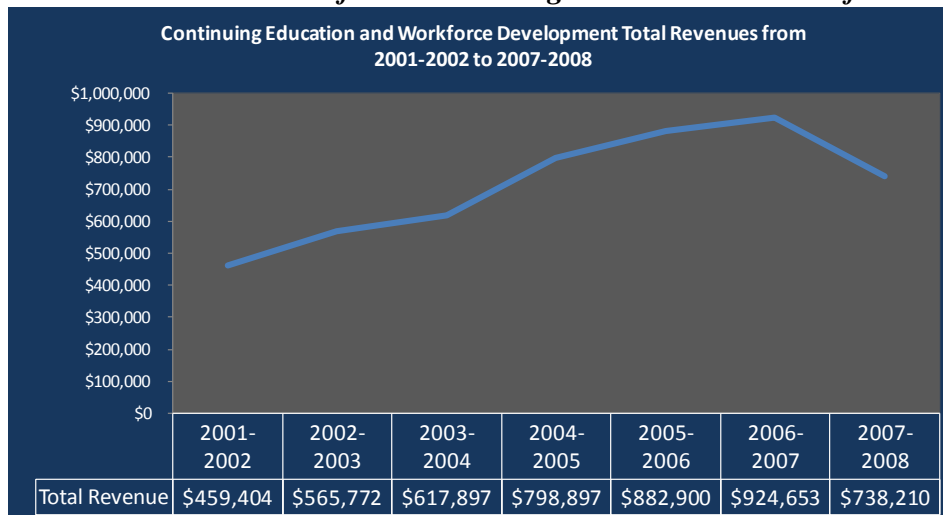


Figure 7.3.6 shows revenue generated from Continuing Education and Workforce Development services provided. From 2002-2003 to 2007-2008. Data Source: TCL Annual Financial Reports

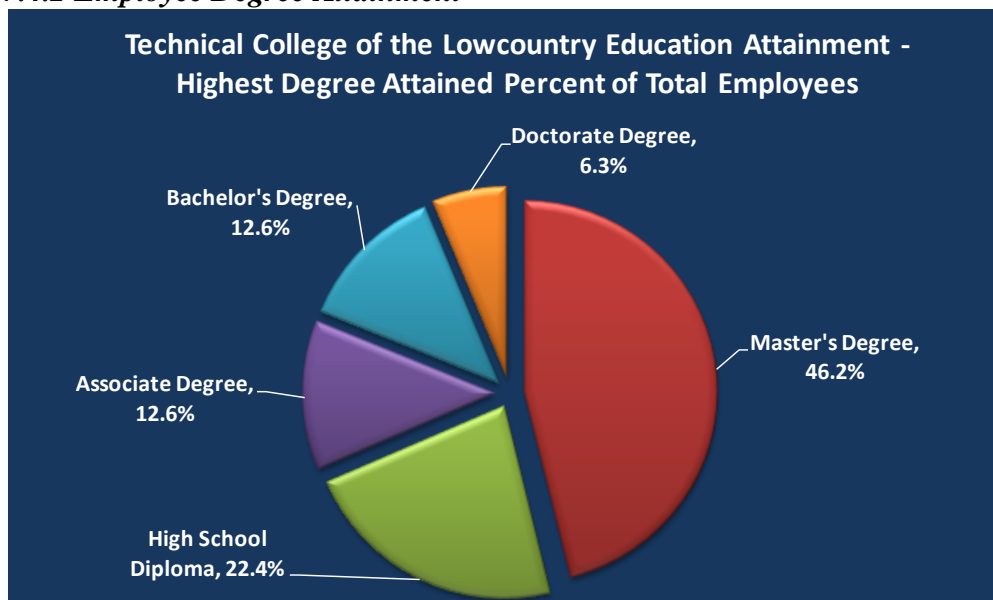
7.4 Performance levels and trends for key measures on work system performance, faculty, and staff learning and development, and faculty and staff well-being, satisfaction, and dissatisfaction.

7.4.1 Employees at TCL

Category	Full-time	Part-time	Total
Primarily Instruction	47	79	126
Executive/administrative/managerial	5	1	6
Other professionals (support services)	37	10	47
Technical and paraprofessionals	18	21	39
Clerical and Administrative Support	17	6	23
Skilled crafts	6	0	6
Service Maintenance	10	4	14
Totals	140	121	261

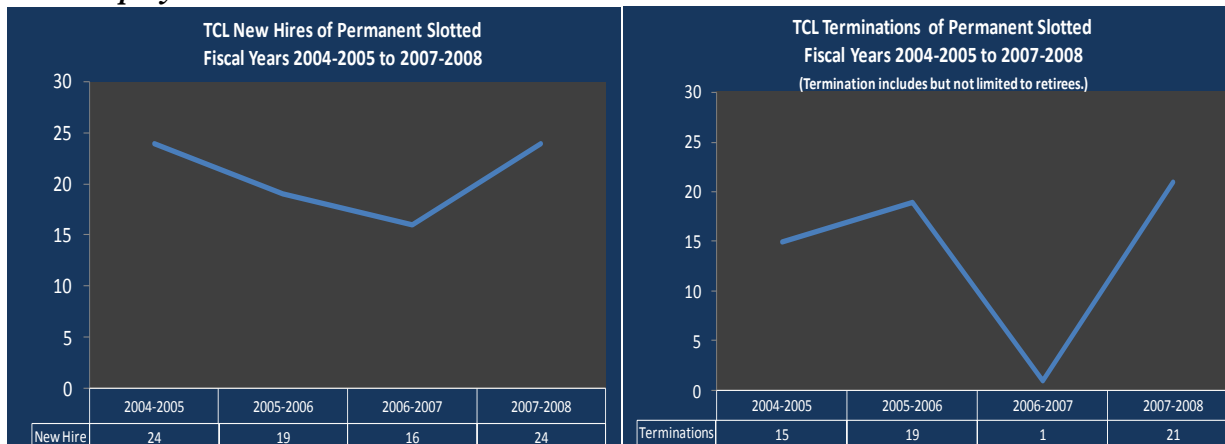
Source: 2007-2008 IPEDS Human Resource Survey

7.4.2 Employee Degree Attainment

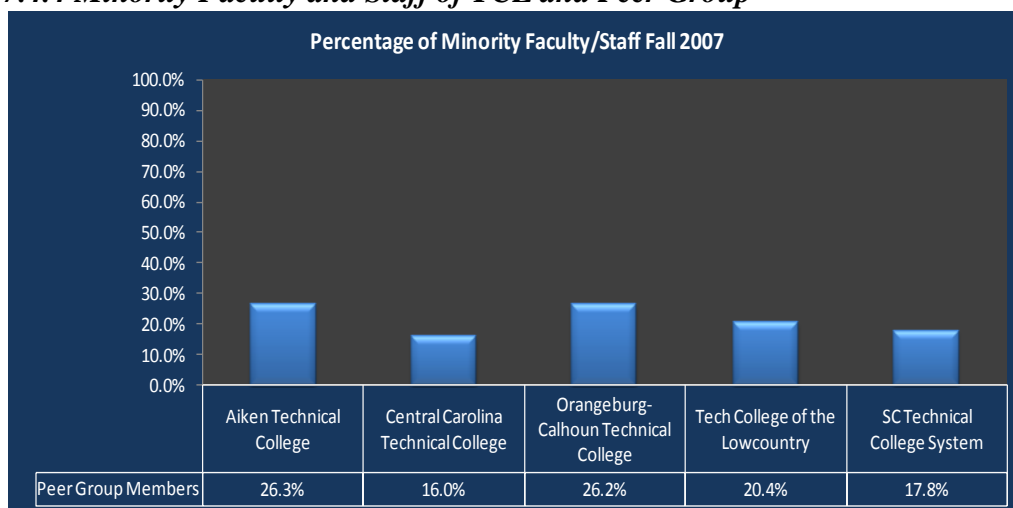


Highest degree attained by full-time, permanent employees as of August 31, 2008

7.4.3 Employment—New Hires and Terminations

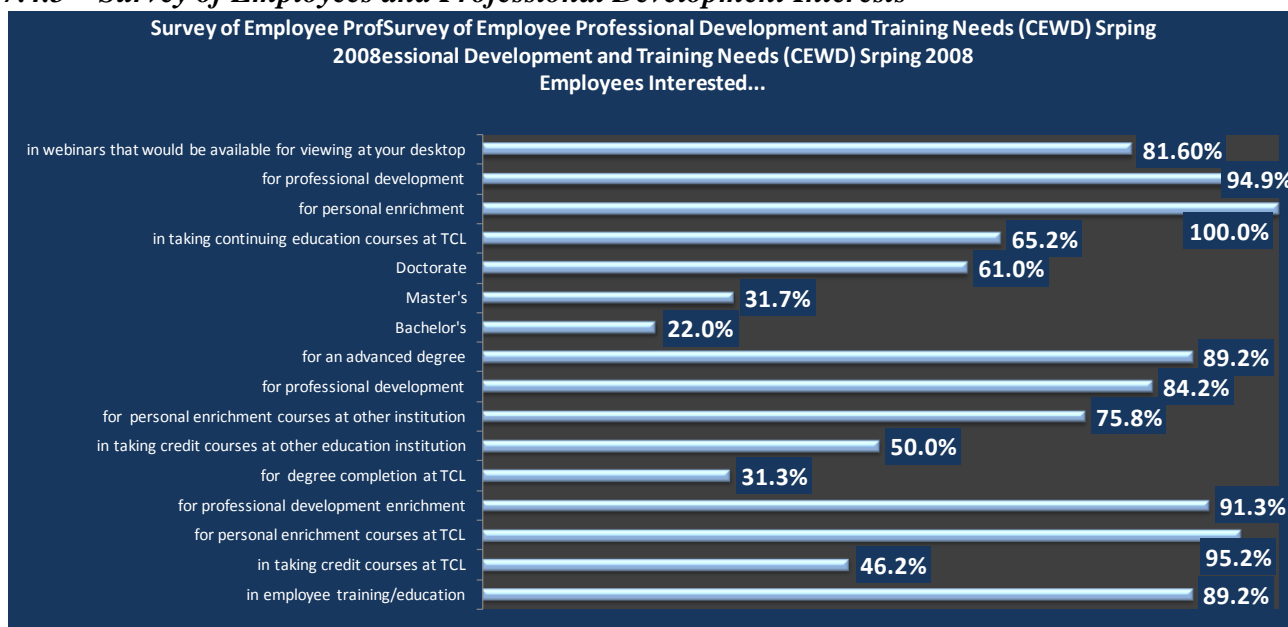


7.4.4 Minority Faculty and Staff of TCL and Peer Group



Faculty are defined as "all headcount faculty who teach one or more credit courses in the fall semester, excluding graduate students." *Not in File - Faculty/Staff taught a course but not reported in Faculty file. Data Source: SC Commission on Higher Education Performance Funding Report 8-C4 as of 08/26/08

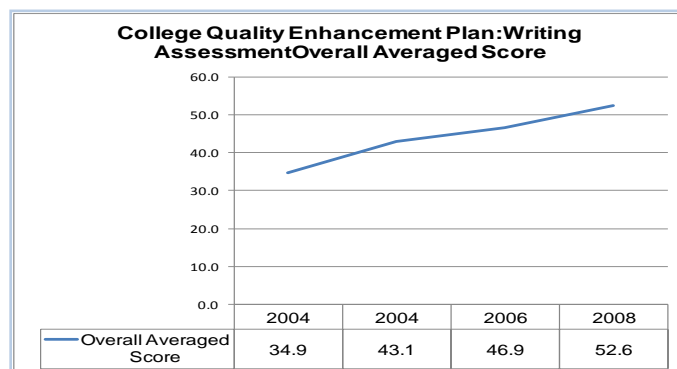
7.4.5 Survey of Employees and Professional Development Interests



7.5 Performance levels and trends for your key measures of organizational effectiveness/operational efficiency, learning-centered and support process performance.

7.5.1 Quality Enhancement Plan.

Assessment—The Institutional Competency Assessment focuses on the reading and writing skills. Using two assessment tools to measure the students' abilities, the QEP will measure the students' abilities in reading and writing skills. The standardized test is being administered in upper level classes and student-writing samples are collected from



each program and assessed by independent evaluators. To facilitate the evaluation of the writing samples, a cross-team developed and refined the rubric used in the assessment of student writing samples. The rubric was field tested in Fall 2003 and has been used to assess a larger sample of student writing in Spring 2004, Spring 2006, and Spring 2008. The writing samples are scored, and using the following scale, an overall averaged score is generated: 0 to 9 = Poor; 10 to 36 = Marginal; 37 to 54 = Adequate; or 55 to 72 = Outstanding. In Spring of 2008, 76 writing samples were evaluated, and the overall averaged score was 52.6. The averaged scores ranged from 35 to 72 while actual scores ranged from 17 to 72. Only samples with three or more evaluations were included in the average.

7.5.2 Student's Perception of TCL Support Services: Importance

Support Services	TCL	SC Consortium	2008 CCSSE Coh
Academic advising/planning	2.55	2.60	2.51
Career Counseling	2.27	2.33	2.28
Job placement assistance	2.08	2.14	2.02
Peer or other tutoring	2.13	2.15	2.10
Skills Lab	2.17	2.20	2.19
Childcare	1.72	1.80	1.74
Financial aid advising*	2.60	2.57	2.38
Computer lab	2.35	2.46	2.44
Student organizations	1.80	1.88	1.83
Transfer credit assistance	2.20	2.27	2.24
Services to students with disabilities	1.98	2.14	2.04

Figure 7.5.2.1 shows the 2008 CCSSE results for Student's use of student support services mean scores. As the score nears 3.00, the students use the services more often. The table compares TCL mean scores to the SC Consortium and the 2008 CCSSE Cohort. (* indicates a significant difference between TCL and one of the cohorts.

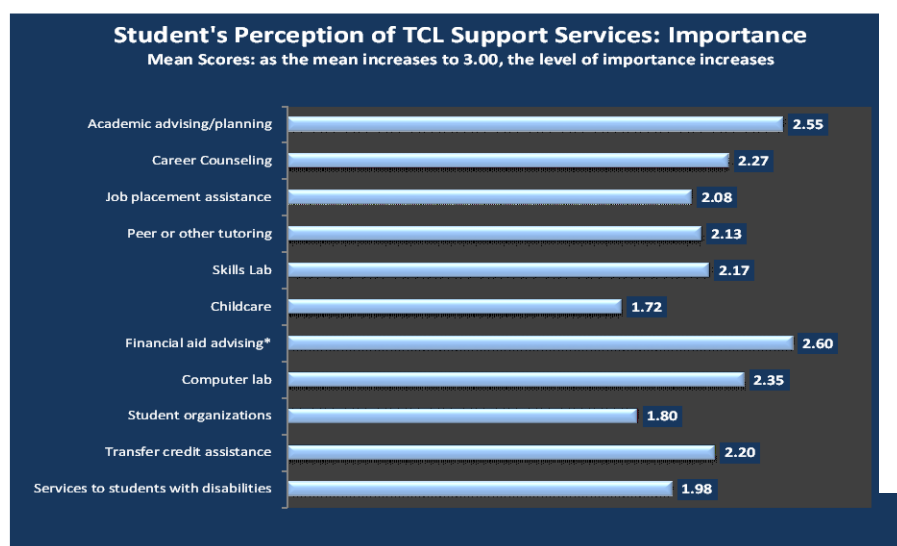


Figure 7.5.2.2 graphs the mean scores for TCL.

7.5.3 Semester Hours Available for Transfer to Senior Colleges or Universities.

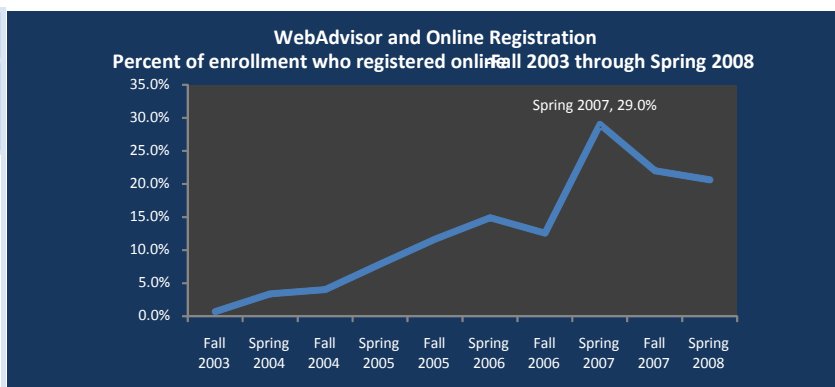
Division	Semester Hours
Arts, Humanities and Social Science	46 – 48
Business Administration	46 – 51
Engineering	33
Science and Mathematics	51 – 53
Teacher Education	38 – 39
Nursing	60

The College prepares graduates with knowledge and skills for transfer to senior colleges and universities. The statewide articulation agreement approving 86 courses for transfer within the South Carolina system. TCL has articulation agreements with 9 South Carolina private colleges and universities and 14 out-of-state four-year institutions.

Figure 7.5 Semester Hours Available for Transfer to Senior Colleges or Universities

7.5.4 WebAdvisor and Online Registration

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



7.6 Performance levels for your key measures related to leadership and social responsibility

7.6.1 Accreditation of Academic Programs. Figure 7.6.1 shows the academic program and accreditation agency

Program	Accreditation Agency
Associate Degree Nursing (ADN) Degree	National League for Nursing Accrediting Commission & South Carolina Department of Labor and Licensing and Regulation Board of Nursing
Computer Technology Degree	Accrediting Council for Business Schools and Programs
Cosmetology Diploma	National Accrediting Commission of Cosmetology Arts & Sciences
General Business Degree	Accrediting Council for Business Schools and Programs
General Business Degree - Fire Service Administration	
General Business Degree - Golf Instruction & Management	
General Business Degree - Hospitality/Tourism Management	
General Business Degree - Law Enforcement/Security Management	
Massage Therapy Certificate	Commission on Massage Therapy Accreditation
Office Systems Technology Degree	Accrediting Council for Business Schools and Programs
Paralegal Degree	American Bar Association, Commission on Colleges of the Southern Association of Colleges and Schools, Accrediting Council for Business Schools and Programs
Physical Therapist Assistant Degree	Commission on Accreditation in P.T. Education of the American P.T. Association
Practical Nursing (PN) Diploma	National League for Nursing Accrediting Commission
Radiologic Technology Degree	Joint Review Committee on Education in Radiologic Technology
Surgical Technology	Commission on Accreditation of Allied Health Education Programs

7.6.2 Safety and Security.

2007-2008 Safety and Security Actions at TCL
Conducted an assessment and evaluation of campus security
Installed security cameras in computer labs, three buildings, and on campus
Added text messaging alert system
Installed emergency notification intercom system throughout campuses
Installed emergency telephones throughout campuses
Enabling inside securing of classroom doors
Electronically securing the exterior doors using computers
Refurbishing sidewalks for safety

Figure 7.6.2 shows actions steps the College has taken to ensure safety and security on campus.

7.6.3 Expenditures-Federal Assistance. Figure 7.6.3 shows TCL Federal Assistance Expenditures as a percent of the total Federal Assistance Expenditures from 2004 to 2007 along with a four-year average. Data Source: Technical College of the Lowcountry Annual Financial Reports.

Expenditures: Federal Assistance 4-Year Average (Percent of total Federal Assistance Expenditures)					
Federal Grantor	2004	2005	2006	2007	4-Year Average
Federal PELL Grant Program	66.70%	64.90%	63.80%	65.60%	65.25%
Upward Bound	8.40%	9.60%	11.10%	9.10%	9.55%
Talent Search	7.70%	8.40%	8.70%	8.30%	8.28%
Student Support Services	5.90%	7.00%	7.20%	7.00%	6.78%
Perkins III	3.90%	3.40%	2.80%	3.00%	3.28%
PTFP Grant	0.00%	0.00%	0.40%	2.40%	0.70%
Federal Work Study	1.90%	2.00%	2.20%	2.00%	2.03%
Mine Safety Health and Safety Administration	0.00%	0.00%	0.00%	1.10%	0.28%
Federal Supplemental Education Opportunity Grant	1.90%	2.20%	3.40%	0.80%	2.08%
Workforce Investment Act-Workforce Development	0.00%	0.00%	0.00%	0.40%	0.10%
Bio-Tech Bridge Initiative/Mentor Links	0.00%	0.00%	0.10%	0.20%	0.08%
Workforce Incentive Grant-WorkKeys	0.00%	0.00%	0.00%	0.20%	0.05%
First Steps--Early Childhood Development	0.10%	0.00%	0.10%	0.10%	0.08%
Gear Up	2.10%	2.50%	0.10%	0.00%	1.18%
FIPSE/Congressional Grant	0.60%	0.00%	0.00%	0.00%	0.15%
Compassion Capitol Fund Demonstration Program	0.70%	0.00%	0.00%	0.00%	0.18%

7.6.4 Institutional Committees/Teams and Advisory Boards. Figure 7.6.4 shows the number of members on each advisory board and the number of institutions represented by members of each advisory board. In addition, it shows the number of TCL employees who participate on each organization committee/team.

Advisory Board	Members	Institutions	Organization Committees and Teams	No. of Participants
Administrative Office Technology	14	13	Academic Management	10
Associate of Arts and Sciences	15	15	Achieving the Dream Core Team	6
Automotive	13	13	Achieving the Dream Data Team	10
Beaufort/Jasper Continuing Education	15	15	Achieving the Dream Steering Committee	7
Building and Construction	8	8	Admissions	9
Civil Engineering Technology	12	12	Alcohol & Other Drug Program Review (est	7
Computer Assisted Design	8	8	Americans with Disabilities Act (ADA)	13
Computer Technology	19	18	Appeals Committee for Probation & Suspen	6
Cosmetology	5	5	Assessment and Evaluation Team	12
Criminal Justice	24	21	Budget Planning	9
Electronics	9	9	Curriculum	16
General Business	19	18	Data Collection Committee (formed 2/06)	11
Hampton/Colleton Continuing Education	15	15	Enrollment Management	18
HVAC	16	16	Executive	5
Massage Therapy	8	8	Federal Programs Advisory	12
Nursing	13	13	Financial Aid and Scholarship	10
Paralegal	21	18	Information Resource Management	18
Physical Therapy Assistant	16	16	Professional Development	9
Radiologic Technician	15	8	Quality Enhancement Plan (QEP)	29
Surgical Technology	15	9	Safety	9
			Special Events	11
			Student Appeals	8