SOUTH CAROLINA
BUDGET AND CONTROL BOARD
ACCOUNTABILITY REPORT

2012-2013

Agency Name: Technical College of the Lowcountry
Date of Submission: September 16, 2013
Agency Director: Gina Mounfield, Ph.D. (Interim President)
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SECTION I—EXECUTIVE SUMMARY

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

Mission

One of sixteen colleges comprising the South Carolina Technical College System, the Technical College of the Lowcountry (TCL) 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 10,000 credit and continuing education students, a mix of traditional, non-traditional, full-time, and part-time.

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

The College serves as an effective partner in the economic and human resource development of the Lowcountry. As an open admissions institution, the Technical College of the Lowcountry offers 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 and Modified by the TCL Commission, October 8, 2009
Modifications Approved by the Commission on Higher Education, November 24, 2009
Reaffirmed by the TCL Commission, October 14, 2010
Reaffirmed by the TCL Commission, October 27, 2011
Reaffirmed by the TCL Commission, October 18, 2012

Major Achievements 2012-2013

Student Learning

- TCL's Massage Therapy, Radiological Technology, Nursing, Surgical Technology, and Physical Therapist Assistant program graduates earned first-time pass rates above the national average on national professional licensure examinations. In addition, the Radiological Technology program graduates have achieved a first-time pass rate of 100% on the national professional licensure examination for eight consecutive years.
- Once again, all of TCL's Cosmetology program graduates passed the Cosmetology Practical Examination on their first attempt.
- TCL named Port Royal resident Jill Egbert and Hilton Head Island resident Jovonn "Butch" Sumter to the S.C. Phi Theta Kappa Academic All-State Team. Sumter was also named a 2013 Coca-Cola Community College Academic Team Bronze Scholar in March, 2013.

Programs and Services

- TCL submitted its compliance certification to Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC) in March, 2013.
- TCL is a member of the South Carolina ACCELERATE (Adult College Completion through E-Learning Resources and Academic Tracks to Employment) Consortium grant awarded by the Department of Labor Trade Adjustment Assistance Community College and Career Training Grants Program (TAACCCT). This project will expand educational and career pathways for adult learners in 17 South Carolina counties, preparing them for high-skill/high-demand occupations in the state's expanding Advanced Manufacturing sector. The project leverages the resources of six technical colleges and Clemson University. The Consortium includes the following technical colleges: Greenville (lead institution), Spartanburg Community, Tri-County, Trident, York, and TCL. Of the total Consortium grant award of more than $14 million, TCL will receive $1,579,383.
- TCL received special funding from the State of South Carolina to fund the Transitioning Military Training Program. This program assists transitioning military members by refining the skills gained through their military service to match the demands of employers throughout the region. The Program includes three no-cost programs for qualified transitioning military members and veterans that grant or lead to nationally recognized certifications.
- In March, the Technical College of the Lowcountry Foundation Inc. was awarded a $50,000 Community Investment Grant from the Community Foundation of the Lowcountry to support the purchase of a high fidelity simulator for health sciences programs.
- Victory Media named TCL a "Military Friendly School 2014" based on the College's demonstrated strong interest in recruiting military students and exemplary efforts to serve military members and their families.

Facilities and Environment

- TCL Area Commission approved the Comprehensive Facility Master Plan on October 18, 2012.
- The $1.2 million Hampton Campus renovation project was completed, and the Campus officially opened on July 10, 2012.
- TCL redesigned the primary vehicular access to the Beaufort campus to better regulate traffic flow and improve pedestrian safety.
- TCL's safety improvements included updates to emergency response plans to ensure campus safety in the event of a fire, major accident or armed attack.
- The College added external and internal lighting, and improved telephone, radio, email, and text messaging communications, including the creation of phone tree and text message alert systems. TCL equipped all parking lots with call boxes and structured its emergency response efforts with Incident Command System and National

Incident Management System response models.

- TCL's Safety, Health, and Business Continuity Committee conducted a mock emergency lockdown exercise on April 18, 2013, to test its emergency response and safety systems. TCL worked in conjunction with Beaufort Police Department, Beaufort Fire Department, and Beaufort County EMS to conduct a real-time drill of an armed attack and hostage situation and to test TCL's coordinated emergency response plans.
- To improve emergency preparedness at TCL, *Emergency Response Guide* flip-charts were posted in every classroom and office at each of the College's locations.
- TCL made significant physical improvements to its campuses to ensure they remain functional and attractive for students, faculty, staff, and visitors. Improvements included landscaping improvements such as planting new live oaks and palms, planting flowers in rotations throughout the year, cleaning and pruning planter beds and use of pine straw instead of mulch. Building and grounds improvements included painting retaining and planter walls and exterior stairs, removal of a deteriorated greenhouse, installation of benches and a picnic table at the New River Campus, installation of new bottle and can recycling receptacles throughout the campuses to decrease litter and encourage recycling efforts, and replacement of soffits and metal roof on the breezeway between Buildings 22 and 23 on the Beaufort Campus. At the Hampton Campus, new landscaping features and an irrigation system ~~was~~ were installed.

Key Strategic Goals

- Create a Portal to the Future
- Capitalize on Valued Partnerships
- Create Vibrant Learning Environments
- Grow and Enhance Resources
- Optimize Access and Success
- Provide an Innovative and Qualified Workforce

Key Strategic Challenges

Operational

- The College has aging facilities that need renovation. The New River Campus' enrollment growth rate of 61% from Fall 2008 to Fall 2012 has put space constraints on the building. The College must continually upgrade its systems and improve processes to meet the needs of growth in its service area.
- Rapid shifts in technology and knowledge-life affect every aspect of the institution's infrastructure and the professional development needs of faculty and staff.

Financial

- From Fall 2008 to Fall 2012, the College's fall enrollment increased by 16% while state appropriations decreased by 27% and county appropriations decreased by 23%. With decreasing state and county funding, TCL will be more dependent on tuition revenue. TCL faced the challenge of 7.5% decrease in enrollment from Fall 2011 to Fall 2012 coupled with decreasing funding.
- While the College faces shrinking county and state funding, it will rely on aggressive enrollment management strategies to increase tuition revenue and seek alternative revenue sources that will allow TCL to continue to provide quality programs and services to its stakeholders.
- The TCL Foundation hosted its first "Building Our Community" Golf Tournament fundraiser in July, 2012.

Human Resources

- While facing the challenges of shrinking funding from the state and county governments along with potential decreases in tuition revenue, the College continues to provide quality programs and services to its stakeholders. In addition, the College held an excellent student-faculty ratio of 16:1 in 2012-2013.
- TCL reorganized its Strategic Leadership Team and Units in support of meeting the challenges of a shrinking budget and filling a vacant Vice President position by consolidating two units (Student Affairs and Enrollment and Marketing) under the Vice President of Student Affairs.
- TCL opens its 2013-2014 academic year in search of a new College President.

Community Related

- The College serves the interests of a diverse community. The population of traditional students (ages 18 to 24 years) has expectations for customized learning and connectedness; non-traditional students want flexible delivery methods and schedules to blend home, work, and college. Applicants come to TCL with a need for college readiness skills. Businesses want flexible, relevant training and consulting services and expect a well-trained workforce.

Use of accountability report to improve organizational performance

TCL's strategic planning process and key initiatives are reported in the Accountability Report. 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 the South Carolina Technical College System.

SECTION II—ORGANIZATIONAL PROFILE

Programs

- Allied Health Sciences
- Arts and Sciences
- Business Technologies
- Continuing Education
- Industrial Technologies

Delivery Methods

- Classroom and laboratory
- Clinical
- Distance learning
- Independent studies
- Internships
- On-the-job
- Workshops and seminars

Educational Services

- Academic advising
- Academic assessment/placement
- Campus life personal counseling
- Career and job placement counseling
- Customized workforce development/training
- Financial aid assistance
- Library/Learning Resource Center
- Loan programs (textbooks, laptops, etc.)
- Study skills classes
- Transfer counseling
- Tutoring (online and on-campus)

Key Student Segment

- Active military and dependents
- Displaced workers
- High school students/Early College Credit Opportunity Program (ECCO)
- Non-traditional students ages 25 years or older
- Recent high school graduates

Key Stakeholders and Market Segments

- Business and industry employers
- Chambers of commerce
- Legislative delegation
- Local government agencies
- Residents of Beaufort, Colleton, Hampton, and Jasper counties of South Carolina
- Senior educational institutions
- TCL Area Commission
- TCL Foundation
- TCL students, alumni, and employees
- Workforce Investment Board

Requirements and Expectations

- Academically prepared students
- Accessible, affordable, innovative, and quality education
- Curriculum that will increase opportunities for job advancement through instruction for worker re-training
- Successful partnerships with other agencies and organizations to better serve the community
- Student learning and development that will prepare graduates for employment
- Student success

Fall 2012 Student Profile

Enrollment

Undergraduate Students	2,434
FTE (Full-time equivalency)	1,405
Student-Faculty Ratio	16:1

Demographics	Students	As a % of Enrollment	Student Groups	Students	As a % of Enrollment
Females	1,718	71%	First-time, Full-time, Degree-seeking, Freshmen	173	7%
Minority	1,049*	45%*	Dual Enrollment (Early College Credit Opportunity)	195	8%
Average Age	28		Students who Received Financial Aid	1,895	78%

Market (4-county service area)

County Residence	Students	As a % of Enrollment	County Residence	Students	As a % of Enrollment
Beaufort County	1,751	72%	Hampton County	173	7%
Colleton County	94	4%	Jasper County	231	10%

Percentages were calculated using enrollment n = 2,434. * Does not include students who were non-resident alien, other, or unknown. Student Financial Aid awards include LIFE, S.C. Lottery, National Guard, Need Based, and PELL.

Operating Locations

Colleton Career Skills Center
1085 Thunderbolt Drive
Walterboro, SC 29488
Tel: 843.538.1613
Fax: 843.538.1660

Hampton Campus
H. Mungin Center
54 Tech Circle
Varnville, SC 29944
Tel: 803.943.4262
Fax: 803.943.5684

Whale Branch Early College High School
169 State Highway S 7-549
Seabrook, SC 29940
Tel: 843.466.2700
Fax: 843.846.6827

Beaufort Campus
921 Ribaut Road
Beaufort, SC 29902
Tel: 843.525.8211
Fax: 843.525.8285

New River Campus
100 Community College Drive
Bluffton, SC 29909
Tel: 843.470.6000
Fax: 843.470.6027

Office of Institutional Research

Employees by Occupational Category as of Fall 2012 (November 1, 2012)			
Occupational Category	**Full-time**	**Part-time**	**FTE Staff**
All Categories	**142**	**170**	**199**
Postsecondary Teachers/Instructional Staff/Instruction	**48**	**108**	**84**
Exclusively credit	*48*	*95*	*80*
Exclusively not-for-credit	*0*	*13*	*4*
Combined credit/not-for-credit	*0*	*0*	*0*
Library and Instructional Support Occupations	**4**	**0**	**4**
Archivists, Curators, and Museum Technicians	*0*	*0*	*0*
Librarians	*2*	*0*	*2*
Library Technicians	*2*	*0*	*2*
Management Occupations	**23**	**3**	**24**
Business and Financial Operations Occupations	**5**	**1**	**5**
Computer, Engineering, and Science Occupations	**5**	**5**	**7**
Community Service, Legal, Arts, and Media Occupations	**17**	**29**	**27**
Service Occupations	**13**	**5**	**15**
Office Administration Support Occupations	**27**	**19**	**33**

Data Source: 2012-2013 IPEDS Human Resources Survey Data Report NOTE: Full-time-equivalent (FTE) staff is calculated by summing the total number of full-time staff and adding one third of the total number of part-time staff. Graduate assistants are not included in the above figures. Many of the FTE figures may be included in the DFR.

Regulatory Environment

- South Carolina Budget and Control Board
- South Carolina Commission on Higher Education
- South Carolina General Assembly
- South Carolina State Board for Technical and Comprehensive Education
- Technical College of the Lowcountry Area Commission
- U.S. Department of Education

Accredited by

- Accreditation Council for Business Schools and Programs (ACBSP)
- Commission on Accreditation in Physical Therapy Education (CAPTE)
- Commission on Accreditation of Allied Health Education Programs (CAAHEP)
- Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC)
- Commission on Massage Therapy Accreditation (COMTA)
- Joint Review Committee on Education in Radiologic Technology (JRCERT)
- National Association for Education of Young Children (NAEYC)
- Accreditation Commission for Education in Nursing (ACEN)

Approved by
- Cosmetology program approved by: South Carolina Department of Labor and Licensing and Regulation (SCLLR)
- South Carolina Department of Labor Licensing and Regulation Board of Nursing (SCLLR)

- Paralegal program approved by: American Bar Association (ABA)
- Veterans Administration (VA)

Governance System

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

Key Partners

- Business and industry through representation on advisory committees
- Chambers of commerce
- County councils
- Hospitals and healthcare organizations
- Municipalities
- Colleton County Economic Development Alliance
- School boards, districts, home school-families, and private schools in the College's 4-county service area
- Hampton County Economic Development Council
- Hardeeville Economic Development Office
- Lowcountry Council of Government
- Lowcountry Economic Alliance
- Senior institutions of higher education
- South Carolina Technical College System Office, the 15 other technical colleges and SCWorks
- Workforce Investment Act Board

Key Suppliers

- Airgas National
- Beaufort-Jasper Water and Sewer Authority
- Blackboard, Inc.
- CenturyLink, Inc.
- Chernoff Newman LLC
- Control Management, Inc.
- Datatel, Inc.
- Dell
- Enterprise Renta-a-Car
- G4S Secure Solutions
- Hargray Communications
- Hewlett Packard Development Company
- Island Travel
- Lowes Company
- Microsoft Corporation
- Palmetto Electric Cooperative
- Republic Services

- South Carolina Electric and Gas
- Staples, Inc.
- The Greenery, Inc.
- Various textbook venders
- Verizon Wireless
- W.W. Grainger
- World Design Marketing
- Xerox Corporation

Key Competitors

- Proprietary institutions with extensive online learning capabilities
- Private training companies
- Other regional universities and colleges

Factors for Competitive Success

- Affordable tuition
- Excellent educational value
- Leadership in economic development partnerships
- Leadership in developing and training the area's workforce
- Open access
- Qualified and valued faculty and staff
- Quality programs and services that meet student and workforce needs
- Sound fiscal management

Key Changes that Impact Competitive Situation

- TCL New River Campus (NR) specifically addresses the needs of southern Beaufort and Jasper counties, which comprise one of South Carolina's fastest growing regions. This Campus offers courses in each of the four academic divisions and continuing education. Since its opening in Fall 2007, New River's enrollment has doubled from 448 to 896 in Fall 2012.
- The Whale Branch Early College High School (WBECHS), in Beaufort County, offers on-site dual enrollment opportunities that enable students to earn both high school and college credentials simultaneously.
- TCL offers its students convenient access to more courses by alternative delivery methods, such as online, hybrid, web enhanced, and web-based video conferencing classes.
- The redesigned enrollment division at TCL provides higher quality services for prospective and current students.
- The enhanced Campus Life program at the Beaufort and New River campuses allows the College to attract traditional students, retain commuter students, and develop meaningful partnerships with local business owners.
- The attainment of U.S. Department of Education Predominately Black Institutions grant programs—PILAU (Promoting Integrity, Leadership, Academics and cultural Understanding) and the Academic Success Assistance Program, (ASAP). These programs support TCL's commitment to offer additional resources and services to African-American students, provide access to resources, such as tutoring services and preparing high school students for college, and to enhance student success.
- The new Colleton Quick Job Center opened in August 2011.
- The College, counties within the College's service area, and Lowcountry Council of Governments have strengthened collaborative efforts in support of providing quality services to the community.
- The College enhanced its financial literacy model to include "Bank Days" presented by local bank representatives
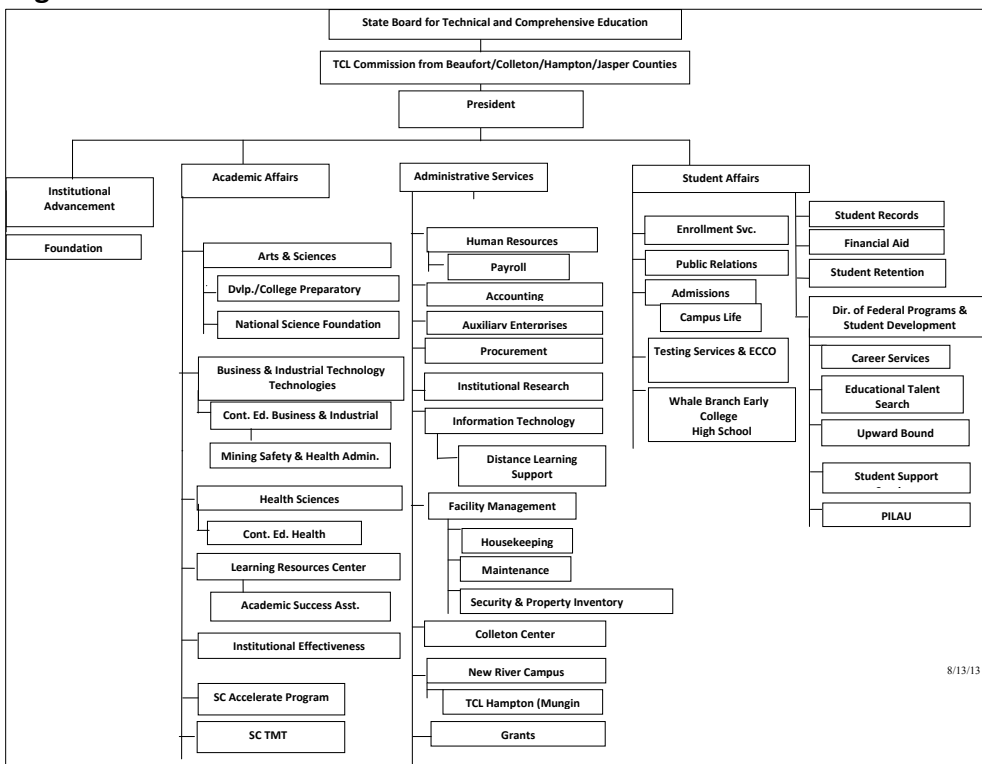
and workshops about federal financial aid.
- The College realigned the organizational structure to better serve the students by centralizing student services, enrollment management, and education and training.

Performance Improvement Systems

- Academic Leadership Council meetings
- Accountability reports
- Accreditation site visits and reviews
- Advisory committees
- Employee Performance Management System
- Environmental scanning process
- Faculty Performance Management System
- Institutional committees/teams
- Institutional effectiveness reports
- Instructional software assessment instrument
- Internal Comprehensive Academic Program Review
- National professional licensure examinations
- Quality Enhancement Plan
- South Carolina Technical College System Program Reviews
- Strategic Leadership Team meetings
- Strategic planning process
- Student Affairs Leadership Team
- Student learning outcome assessment and evaluation
- Strategic Planning Council

Organizational Chart

State Board for Technical and Comprehensive Education

TCL Commission from Beaufort/Colleton/Hampton/Jasper Counties

President

Institutional Advancement
- Foundation

Academic Affairs
- Arts & Sciences
- Dvlp./College Preparatory
- National Science Foundation
- Business & Industrial Technology Technologies
- Cont. Ed. Business & Industrial
- Mining Safety & Health Admin.
- Health Sciences
- Cont. Ed. Health
- Learning Resources Center
- Academic Success Asst.
- Institutional Effectiveness
- SC Accelerate Program
- SC TMT

Administrative Services
- Human Resources
- Payroll
- Accounting
- Auxiliary Enterprises
- Procurement
- Institutional Research
- Information Technology
- Distance Learning Support
- Facility Management
- Housekeeping
- Maintenance
- Security & Property Inventory
- Colleton Center
- New River Campus
- TCL Hampton (Mungin
- Grants

Student Affairs
- Enrollment Svc.
- Public Relations
- Admissions
- Campus Life
- Testing Services & ECCO
- Whale Branch Early College High School
- Student Records
- Financial Aid
- Student Retention
- Dir. of Federal Programs & Student Development
- Career Services
- Educational Talent Search
- Upward Bound
- Student Support
- PILAU

8/13/13

Accountability Report Appropriations/Expenditures Chart						
Base Budget Expenditures and Appropriations						
Major Budget Categories	FY 10-11 Actual Expenditures		FY 11-12 Actual Expenditures		FY 12-13 Appropriations Act	
	Total Funds $	General Fund $	Total Funds $	General Funds $	Total Funds $	General Funds $
Personal Service	9,278,009	2,093,581	9,261,324	1,945,300	9,288,451	2,034,957
Other Operating	11,133,622		9.,207,364		7,928,977	
Special Items	47,984	47,984	52,863	52,863	52,873	52,873
Fringe Benefits	2,468,831	855,124	2,548,814	843,266	2,795,974	612,658
Non-recurring Total			287,026		356,613	

Major Programs					
Program Number /Title	Major Program Area Purpose	FY 11-12 Budget Expenditures $		FY 12-13 Budget Expenditures $	
		State:	3,239,218	State:	3.151.590
		Federal:	2,830,568	Federal:	2,976,703
		Other:	15,287,605	Other:	14,291,595
		Total:	21,357,391	Total:	20,422,888
		% of Total Budget: 100			

SECTION III—ELEMENTS OF MALCOLM BALDRIGE CRITERIA

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

- All members of the Strategic Leadership Team (SLT) work closely with the TCL Area Commission.
- In collaboration with the SLT and key stakeholders, the President ensures that the College continually strives to meet its mission.
- The President meets with the Strategic Leadership Team to review policies and procedures, to monitor progress related to the College's Strategic Plan and specific initiatives, and to discuss significant items related to community partnerships.
- The President's Strategic Leadership Team includes the Vice President for Academic Affairs, the Vice President for Administrative Services, and the Vice President for Student Affairs, and the Director of Institutional Effectiveness.
- The vice presidents maintain communication with their staff by relaying information from SLT meetings, including but not limited to monitoring progress of goals, objectives, and action items.
- The President leads "Friday Connections," a casual forum during which announcements are made and issues are discussed. Employees are given the opportunity to engage in dialogue with the President and Strategic Leadership Team. Each unit gives updates of programs, staff, and faculty accomplishments, and future events.
- Faculty and staff forums are scheduled each semester. These forums provide an opportunity to discuss the College's strategic initiatives and key issues and South Carolina Technical College System news.
- 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.
- The Vice President for Student Affairs chairs the Marketing and Enrollment Management Team (MEMT). This team consists of key division leaders and monitors progress on various initiatives and plans related to enrollment management and marketing.
- The Vice President for Student Affairs chairs the Student Affairs Leadership Team (SALT). This Team consists of

key division leaders and monitors progress on various initiatives and plans related to student services.

- The President and Strategic Leadership Team maintain communication with the College's key suppliers, partners, and community leaders through serving on community and municipal boards, in civic organizations, and through a network of personal contacts.
- The Strategic Leadership Team works to ensure that the stakeholders are aware of goals, objectives, and new initiatives. The SLT members solicit input from stakeholders regarding new ideas and initiatives.
- The President and Strategic Leadership Team participate in local, regional, state, and national organizations while cooperating and sharing information with stakeholders.

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

TCL's Commission, Strategic Leadership Team, Strategic Planning Council, and Office of Institutional Effectiveness share the responsibility of continuously planning, managing, monitoring, and improving the strategic plan to accomplish the college's vision and mission through divisional and/or departmental action plans.

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 community. TCL leaders ensure that policies and procedures are followed and the College is in compliance with local, state, federal, and accreditation regulations and standards.

Oversight of the Technical College of the Lowcountry is under the State Board for Technical and Comprehensive Education (SBTCE) as created under Title 59 of the South Carolina Code of Laws. Section 59-53-910 through 59-53-940 created the Beaufort Technical College Area Commission [currently the Technical College of the Lowcountry 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 South Carolina Commission on Higher Education (SCCHE) regulatory authority. In addition, TCL is subject to standard operating procedures, authorizations, and review through various state regulatory agencies under the South Carolina Budget and Control Board including: a) Materials Management Office (Consolidated Procurement Code), b) State Office of Human Resources (Personnel Guidelines), c) Office of State Engineer (Capital Project management), d) State Property Management (Real Property, Leases and related items), and e) State Department of Education (Grants and related areas)

The College is subject to Compliance Audits from such federal agencies as the U.S. Department of Education (financial aid and other grants), Office of Civil Rights, U.S. Department of Labor, and other agencies that monitor compliance with a variety of applicable federal laws. Local governance is managed by the TCL Area Commission whose governance is established through the enabling legislation, 59-53-910 through 59-53-940. The Commission on Colleges of the Southern Association of Colleges and Schools (SACS-COC) is the regional accreditation agency for the College. Other accreditation organizations accredit specific programs in a variety of instructional areas. Fiscal accountability is monitored through an annual external financial audit, a SCTCS audit, and internal financial controls.

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 staff and faculty professional development are held at the beginning of each semester and at various times throughout the semester. Faculty and staff are also encouraged to pursue additional education credentials.

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

The College is aware of the need to develop future leaders. The College participates in the Graduate Leadership Certificate program coordinated through the South Carolina Technical College System (SCTCS) and in partnership with the University of South Carolina. To date, six individuals have completed the program. The College's Vice Presidents have all completed the Graduate Leadership Certificate program. The College continues to sponsor individuals in this program and other leadership development programs. For example, the College also participates in the South Carolina Technical College System Leadership Academy, a 12-month leadership program designed to prepare current practitioners for future leadership opportunities. In addition, one faculty member has completed the Faculty Academy sponsored by the SCTCS, and the College has nominated additional faculty to participate in the Academy in 2013-2014. Senior leaders promote cross-training within divisions to ensure consistent service and professional development for employees.

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. (See Table 7.5.3 for a list of committees.)
- A monthly employee newsletter is published and distributed electronically.
- An annual employee recognition event is held and faculty/staff are acknowledged for their years of service to the institution and Faculty of the Year, Staff of the Year, and Administrator of the Year, selected by all employees, are announced.
- The College's public relations team publishes *The Daily Splash*, an intranet site regularly updated with TCL news and events. All employees have the *Splash* configured as their default home page.
- The President leads "Friday Connections," which are casual, employee meetings designed to foster open communication.
- Faculty and staff forums are also held to discuss College priorities aligned with the Strategic Plan. The President attends division and department meetings on a regular basis.

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?

Every year, the TCL Area Commission evaluates the President. The President evaluates the senior leadership team annually, utilizing the Employee Performance Management System (EPMS). Specific success criteria are outlined in the EPMS related to the Strategic Plan of the College. The President monitors progress through periodic meetings and written reports. Senior leaders utilize feedback to improve performance and criteria. The TCL Area Commissioners are appointed by the Governor upon recommendation by the local legislative delegation and individual performance evaluations are not conducted.

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 3-year cycle.

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?

TCL's Strategic Plan guides the college toward its vision to be the premier academic institution—visionary, vibrant, and valued—engaged in leading the region to economic prosperity by providing innovative workforce solutions. It outlines goals, objectives, and sub-objectives to ensure desired outcomes.

Prior to initiating new programs or services, the college consults with stakeholders for input that may be cultivated by surveys, focus groups, and other formal and/or informal forums. The college also reviews all regulations and/or policies related to various government agencies and accrediting standards for individual programs. Vice presidents, deans, directors, the Office of Institutional Effectiveness, and the Office of Institutional Research regularly monitor or review current programs, services, and operations (sometimes on a rotating schedule) to ensure sustainability, relevance, and compliance. If problems, issues, or concerns arise, they are addressed in a timely manner. Corrective action may take various forms including policy and/or procedure changes or an in-depth study such as the Environmental Scanning Team Annual Report.

The Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) accredits TCL. Accreditation and reaffirmation involves a rigorous evaluation of the college including its governance, finances, education/training, and student services. A similar process is followed by accrediting agencies for individual programs.

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 service area. Community involvement and partnerships are prioritized relative to the Strategic Plan and immediate needs. Faculty, staff, and students are actively involved in various community organizations and services. Senior leaders serve as board members for a variety of non-profit organizations and regularly attend local government, educational, and civic meetings to gather information and exchange ideas. 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, American Cancer Society Relay for Life, American Diabetes Association, American Heart Association Heart Walk, county leadership groups, charity organizations, and many service organizations. (See Table 7.6.1.)

Category 2—Strategic Planning

1. What is your Strategic Planning process, including key participants, and how does it address strengths, weaknesses, opportunities and threats?

A. **Strengths, weaknesses, opportunities, and threats**
 TCL's organizational strengths, weaknesses, opportunities, and challenges are explored in depth with the TCL Area Commission, Senior Leadership Team, faculty, and staff. Continuous analysis and evaluation processes are encompassed within the Strategic Plan, and the College's objectives are based on identified improvement areas

and opportunities.

B. Financial, regulatory, and other potential risks

The Strategic Plan incorporates financial and risk management planning and serves as the foundation for budget development. 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 Strategic Leadership Team (SLT) monitors trends related to technology, demographics, and markets. This procedure allows the SLT to implement change if needed to stay competitive and maintain necessary services. Program advisory committee members provide feedback on business and industry trends and aid the College in maintaining up-to-date technology. The Committees 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 Information Resource Management Committee (IRM) to allow for change if needed, based on collected information related to trends and any financial 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 Committee for further analysis and recommendations.

D. Human resource capabilities and needs

The College must have the necessary human resources to accomplish its mission. While TCL salaries remain above average in comparison to other state technical colleges, current economic conditions delayed salary increases until FY2013. However, the College has not had to lay-off or furlough employees. Economic conditions and the lack of funding for FTE positions have limited the College's ability to develop new programs.

E. Long-term organizational sustainability and organizational continuity in emergencies

A Business Continuity Plan (BCP) is part of the College's risk management operations and includes a comprehensive Emergency Management Plan (EMP). The EMP contains policies, procedures, and guidelines for operations regarding a variety of emergency scenarios including hurricane preparedness and evacuation. The BCP is reviewed by the Information Resource Management Committee, the Safety, Health, and Business Continuity Committee, and the Strategic Leadership Team to ensure that the information is current. The College also maintains close contact with local, state, and federal agencies and organizations regarding emergency management and sustainability planning.

F. 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 strategic goals, objectives, and action items that are developed and executed by the appropriate division(s). The Office of Institutional Effectiveness and the Strategic Planning Council (SPC) are charged with monitoring progress and soliciting feedback from stakeholders and meets regularly to monitor and measure action item achievement which directly correlates to the College's progress.

2. How do your strategic objectives address the strategic challenges you identified in your Executive Summary?

The College's six (6) strategic goals are 1) Create a Portal to the Future, 2) Capitalize on Valued Partnerships, 3) Create Vibrant Learning Environments, 4) Grow and Enhance Resources, 5) Optimize Access and Success, and 6) Provide an Innovative and Qualified Workforce.

These Strategic Goals with related objectives address each of the issues outlined in Section III, Question 2. Specific action

items are being continually developed to address each of these challenges. The Strategic Leadership Team, the Office of Institutional Effectiveness, and assigned stakeholders implement actions to accomplish the Strategic Goals and Objectives as a risk mitigation of the identified challenges.

3. How do you evaluate and improve your strategic planning process?

Under the guidance of the Strategic Planning Council (SPC), the Director of Institutional Effectiveness manages the progress of TCL's Strategic Plan by monitoring the Strategic Plan three-year updates, the annual revision cycle, and ensuring that divisional and/or departmental action items are in concert with the strategic goals, objectives, and sub objectives. Each of the vice presidents, deans, directors, faculty, and staff are responsible for monitoring of and reporting on their respective strategic action items while the Director of Institutional Effectives provides support, guidance, and oversight of the processes.

Monitoring the Strategic Planning Process includes 1) frequent reviews of all action items, allowing progress measurement, supplemental action item incorporation and modification of action items as appropriate, 2) quarterly formative evaluations, 3) three respective quarterly action item review reports, and 4) a fourth quarter review and the cumulative results from the previous quarterly reviews which lead to the development of the annual action item report, the summative evaluation.

TCL's systematic, ongoing, and integrated reviews are conducted using an internally-developed electronic strategic planning database which allows for progress data entry, tracking, evaluation, and reporting. As action items are identified and strategically disaggregated within the five-year cycle, their corresponding measurable projected results are specified quantitatively or qualitatively. To assist in determining not only the feasibility of an action item, but also its appropriate placement as it relates to the five-year cycle, estimated costs are projected and their respective funding sources are identified. Throughout the year, the status of each action item is updated.

Successful management of TCL depends upon the ability of the Strategic Leadership Team (SLT) to adapt to rapidly changing external environments. TCL's environmental scanning process enables the SLT to understand current and potential changes taking place in the college's internal and external environments. Scanning provides strategic intelligence useful in determining organizational strategies that foster an understanding of the effects of change on the college, which aides in forecasting and brings expectations of change to bear on decision making.

As illustrated in Figure 3.2.3.1, the Environmental Scanning Team researches, collects, analyzes, and reports information pertaining to factors in six macro environments: 1) demographical, 2) economic, 3) educational, 4) political, 5) social, and 6) technological. This Scanning process helps TCL to detect early signs of emerging issues, events, expectations, trends, potential opportunities, and potential pitfalls/threats that may influence the direction of achieving our strategic goals as it relates to the college's current infrastructure, hardware, personnel, and etcetera.

Figure 3.2.3.1 Environmental Scanning Process
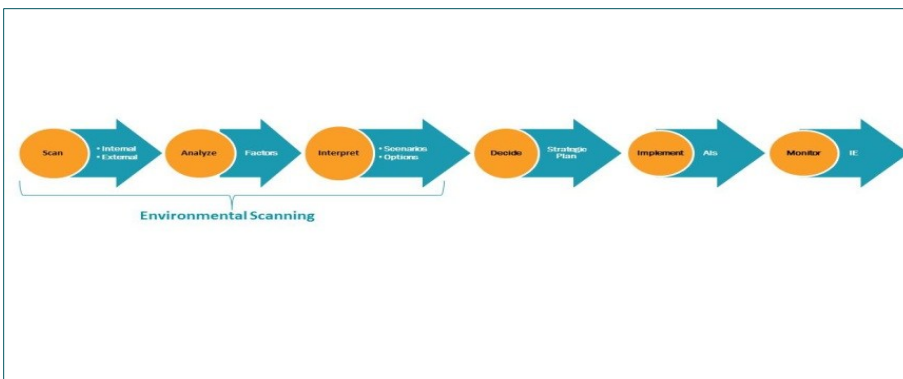
TCL's Strategic Planning Annual Revision Cycle is illustrated in Figure 3.2.3.2 The Strategic Planning Council (SPC) meets in September and February. In October, an annual Commission Planning Retreat is conducted in which the previous fiscal years' Environmental Scanning Team Annual Report is shared and discussed relative to TCL's Strategic Plan. Environmental Scanning Team meetings occur quarterly.

In December, an institutional effectiveness mid-year report is submitted to the President, and then, in the spring, it is submitted to the SPC. In April, budget requests for the next fiscal year's action items are submitted to the Vice President of Administrative Services for consideration. In July, the Environmental Scanning Team Annual Report and the Institutional Effectiveness Annual Action Item Report are created by the Office of Institutional Effectiveness and presented to the SPC.

Figure 3.2.3.2 Annual Strategic Planning Process Cycle 2011-2016
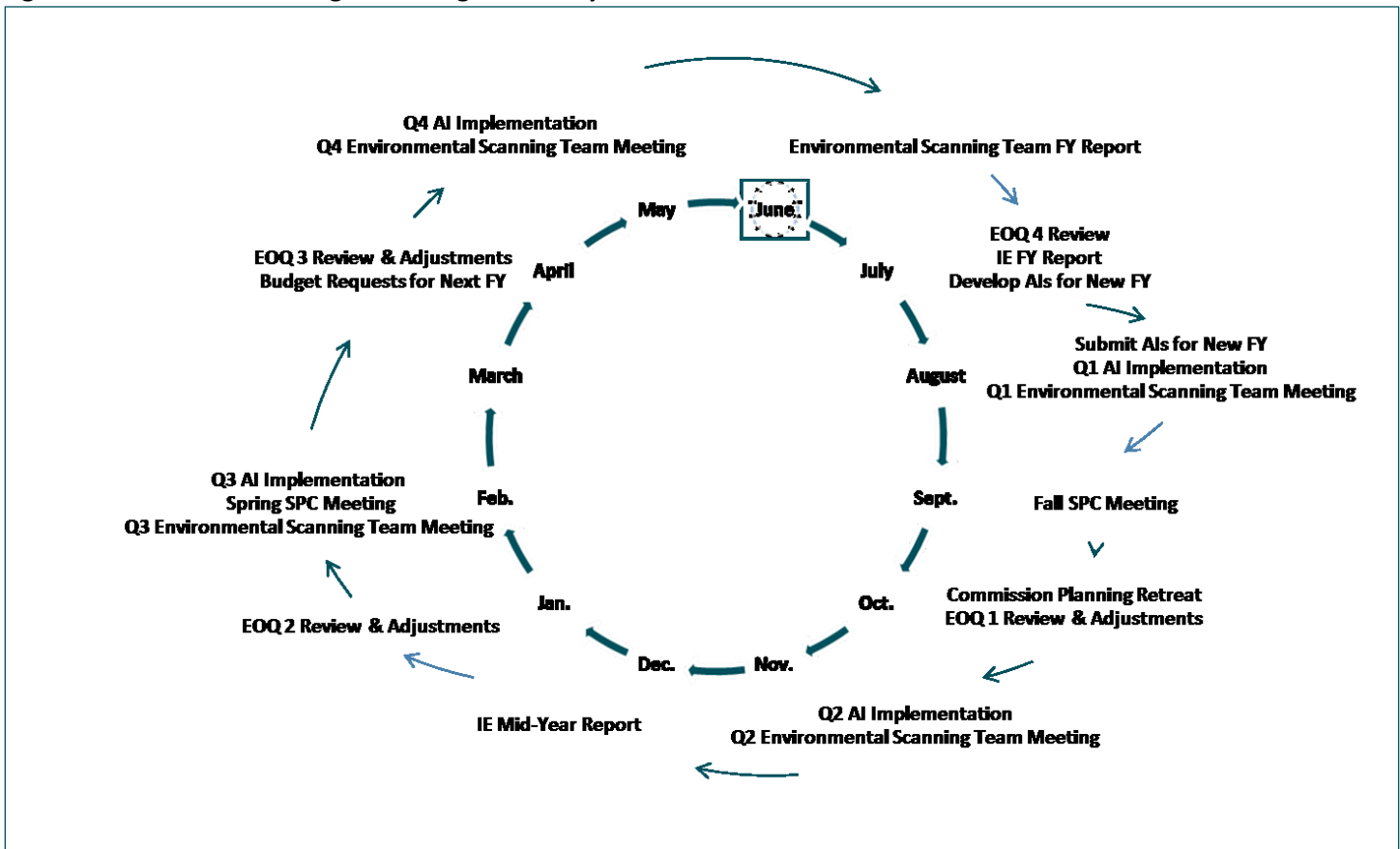
4. How do you develop and track action plans that address your key strategic objectives? Include how you allocate resources to ensure the accomplishment of your action plans.

The action items are synonymous with each division's and/or department's implementation plan for the fiscal year. Action items are tracked through regular faculty and staff divisional meetings, quarterly institutional effectiveness action item review reports, and frequent budget analysis. All action items have stakeholders identified who are responsible for implementation by predetermined and self-identified target dates with measurable expectations.

Academic Affairs, Administrative Services, Arts and Science, Business Technologies, the Foundation, Health Sciences, Industrial Technologies, Institutional Effectiveness, Institutional Research, the Learning Resource Center, Marketing and Enrollment Management, Student Affairs, and the Strategic Leadership Team develop action items for the new fiscal year to support fruition of the goals, objectives, and sub-objectives in TCL's Strategic Plan in July. Those action items are submitted to the Office of Institutional Effectiveness in August. While awaiting feedback from the Office of Institutional

Effectiveness as it relates to alignment with the strategic plan and measurability, implementation begins and continues throughout the fiscal year. Feedback is provided in response to each divisional and/or departmental action item plan review prior to the development of each quarterly report.

Ensuring proper resource allocation within the constraints of overall availability is vital to the strategic planning process. The strategic plan serves as the foundation for budget development. It is essential that action items are reflective in the budget planning process.

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

The President takes the strategic plan directly to community stakeholders to solicit feedback and input. Upon approval by the commission, TCL's Strategic Plan is made available via the college's web site. The plan is published as *The Compass* and is accessible to all faculty and staff as well as other stakeholders in the community. Each division's and/or department's action item plans are available via the respective vice president, dean, director, or through the Office of Institutional Effectiveness.

6. How do you measure progress on your action plan?

TCL measures the progress of each action item quarterly and in relation to the quantitative and/or qualitative measurable projected result (MPR) specified in each division's and/or department's action item plan. Quantitative results are measured relative to the specified percentage of achievement or progress toward the MPR. Similarly, qualitative results are measured relative to the degree of real and/or perceived achievement toward the MPR. In addition, qualitative results may require justification.

7. Organization's Strategic Plan 2010-2015

Technical College of the Lowcountry Strategic Plan 2010-2015	
Core Values are Learning, Integrity, Service, Excellence, Stewardship, and Diversity.	
Strategic Goal 1: Create a Portal to the Future.	
Statement: The future belongs to the innovators. At Technical College of the Lowcountry, innovation is the key to the future.	
Objectives: • Develop an environmental scanning analysis plan to incorporate trends into the development and revision of college programs • Develop institutional key performance indicators • Successful completion of SACS reaffirmation	7.1.1, 7.1.2,7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.7,7.1.8, 7.1.9, 7.1.10, 1,7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.3.1,7.3.2, 7.3.3, 7.3.6,7.3.7, 7.5.4, 7.6.1, 7.6.2
Strategic Goal 2: Capitalize on Valued Partnerships	
Statement: TCL will be visible in the community and respond to efforts aimed at promoting the economic vitality through quality services and innovative programs.	
Objectives: • Strengthen engagement and partnerships with external business, community, and political stakeholders • Build economic development alliances within the community and region	7.5.2, 7.5.4, 7.6.1

Technical College of the Lowcountry Strategic Plan 2010-2015	
Strategic Goal 3: Create Vibrant Learning Environments	
Statement: Learning anchors all of TCL's activities. Teaching excellence, through traditional and non-traditional means, is critical to developing knowledge, skills, and affect in learners.	
Objectives: • Expand alternative delivery methods of the College's services and instruction that are qualitatively equivalent to the traditional delivery methods • Document processes that are repetitive, critical, and influence services and instructional delivery to students. Determine repetitive and critical practices that are undocumented and incorporate written processes to improve communication • Cultivate and promote college-wide collaboration and communication by establishing a framework for responding to major changes • Develop comprehensive plan to increase students selecting and completing awards in Science, Technology, Engineering, and Mathematics (STEM) programs	7.1.1, 7.1.2,7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.7,7.1.8, 7.1.9, 7.1.10, , 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5,7.3.1, 7.3.2, 7.3.3, 7.3.6, 7.3.7, 7.4.3, 7.5.1, 7.5.4, 7.6.1
Strategic Goal 4: Grow and Enhance Resources	
Statement: A focus on fiscal stewardship and operating efficiencies will guide our data-driven decision making as we advance our mission. As traditional means of support decline, we will deliberately emphasize non-traditional resource development.	
Objectives: • Grow and diversify the college's funding sources. Develop and move towards a fully self-sustaining financial model • Improve technological infrastructure • Implement first phase of the comprehensive facility master plan • Invest in professional development for faculty and staff • Determine development needs to support college and individual growth • Create individualized professional development plans	7.3.4,7.3.5, 7.3.8, 7.3.9, 7.3.10, 7.3.11, 7.4.2,7.5.3, 7.6.1
Strategic Goal 5: Optimize Access and Success	
Statement: Access, success, and affordability are TCL's defining hallmarks. We will help students define their educational goals and develop pathways goal achievement.	
Objectives: • Each student will have a defined educational plan • Increase graduation rates by five percentage points • Develop and implement a comprehensive marketing and enrollment plan for Credit Programs • Expand co-curricular activities related to student learning and development	7.1.1, 7.1.2,7.1.3, 7.1.4 7.1.5,7.1.6, 7.1.7,7.1.8, 7.1.9, 7.1.10, 7.2.1, 7.2.2, 7.2.3, 7.2.4, 7.2.5, 7.3.1, 7.3.2, 7.3.3, 7.3.5,7.3.6, 7.3.7, 7.5.2, 7.5.4
Strategic Goal 6: Provide an Innovative and Qualified Workforce	
Statement: Our mission and vision command a devotion to regional economic development.	
Objectives: • Establish the Enterprise Campus. • Offer programs which align with emerging workforce opportunities in our region	7.1.3, 7.1.4, 7.1.5, 7.1.6,7.1.7,7.1.8, 7.1.9, 7.1.10, 7.4.1, 7.5.2

Category 3—Student, Stakeholder, and Market Focus

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?**

   - TCL uses a variety of methods to measure the changing needs of the community, current and prospective students, population trends, and the educational environment of the four-county service area.
   - TCL regularly employs environmental scans and uses various tools to gather data from business and industry partners regarding workforce needs.
   - The College continuously communicates with students to gain feedback on course offerings and student needs. Course evaluations, surveys, and informal and formal discussions with student organizations are examples of various methods used to communicate with students.
   - The College utilizes the services of 19 academic program advisory committees, which are comprised of business and industry representatives 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 in determining enrollment trends and market segments.

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

   - To remain current with changing needs and expectations, the College maintains communication with student and stakeholder groups. The communication takes the form of focus group sessions, surveys, informal and formal discussions, and observations.
   - The College's leadership committees analyze workplace, social, socioeconomic, and higher education trends to allow the College to make decisions related to enrollment. Studies are performed that assist the College in determining the current economic and educational needs of the four-county area, such as:
     - Specific program needs assessments are conducted in order to provide an in-depth analysis for new programs. These studies provide critical information that is analyzed and used for decision-making.
     - Division deans communicate regularly with Academic Advisory Committee members to solicit feedback and monitor trends related to specific program areas.

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, Academic Advisory Committee sessions, alumni information, and employer feedback provide information about the types of programs and services needed and revisions and/or adjustments necessary for improving and enhancing existing programs and services. Data are dispersed to the Strategic Planning Council and appropriate divisions for inclusion in the strategic planning process.

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, and the information collected is used for academic program evaluation, faculty performance reviews, and program and service assessment and evaluation.
   - 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 and divisional and individual reports.

- Student, 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.
- The College administers the Community College Survey of Student Engagement (CCSSE) during the spring semesters. This survey collects satisfaction information pertaining to support services at TCL.

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.

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

Category 4—Measurements, Analysis, and Knowledge Management

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. 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 are used, the College uses internal and external recommendations. Internally, senior leaders, faculty, and staff participate in the selection processes, as do 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 departments of Institutional Research and Information Technology work cooperatively with other functional areas to support their needs for assessing and evaluating performance outcomes.

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?

- Each division and department conducts assessments and evaluations to support institutional effectiveness and decision-making.
- The TCL Area Commission, President, and senior leaders analyze outcomes and recommend action to improve the implementation of the Strategic Plan.
- The Strategic Planning Council is also charged with monitoring and guiding analysis for continuous improvement based on the Strategic Plan.
- 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.

- The Vice President for Student Affairs utilizes a variety of internal and external tools to collect and analyze data/information related to students, including the Community College Survey of Student Engagement and a variety of other surveys and focus groups.
- Industry and Business market surveys and other relative information are utilized by the Vice President of Academic Affairs to determine program needs as well as regular meetings with industry/business representatives.
- The Vice President for Student Affairs analyzes enrollment and marketing data regularly to ensure market data are current and relevant and presented to the Enrollment Management Committee and senior leadership for use in decision-making.

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

Organizational performance on key measures is presented in Category 7. Measurements are reported comparing performance over time or compared with other colleges. College assessment and evaluation remains current. The College uses measurements aligned with federal, state, and local governments and/or private agencies reporting criteria, including but not limited to agencies and organizations supporting IPEDS, CHEMIS, SCTCS EDSS, College Board Surveys, and SACS-COC. The College utilizes best practices and adopts measurements to support the specific needs of the College.

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?

- Information related to student learning is used by the Vice President for Academic Affairs and the division deans to make decisions related to course offerings, teaching methods, and advisement.
- The SUMMA collect feedback on student satisfaction from each class. The results are carefully evaluated by the division deans who make appropriate recommendations for improvement in teaching methodology to the faculty.
- Reports, specific demographics, and other key data are maintained on the College's server for easy access by Departments.
- The Office of Institutional Research routinely distributes key information for analysis and discussion. The directors are available to meet with members of the academic community to assist with analysis.

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

All data requests are managed by the Office of Institutional Research of the College. This Department meets regularly with vice presidents and divisional deans regarding data and information. The College shares information with various stakeholders. Students participate in a number of surveys, and the results are posted on the website.

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

- TCL uses the Datatel Information System, which is maintained and monitored daily by the Information Technology Division.
- Input is validated by the system and further analyzed for accuracy by the Director of Institutional Research and the South Carolina Technical College System.
- Security is provided by a series of passwords and screen-level security.
- The College's policies, procedures, and practices ensure that confidential information is protected.
- Reports are made available by the Director of Institutional Research by being placed on TCL's internal server.
- A variety of real-time institutional reports is accessible to College employees via "Report Manager"- a dashboard

system.

- Enrollment Management dashboards are available to key administrators and staff to support decision-making related to marketing, recruitment, enrollment, and retention. In addition, these dashboards support assessment, evaluation, and reporting efforts related to special programs such as the Early College Credit (ECCO) and the PILAU grant program.
- Faculty, staff, and administrators submit requests to the Office of Institutional Research or the Information Technology Division, appropriately.
- Requests for data are reviewed in order to ensure that the information being requested is useful and pertinent.

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

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

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

Organizational knowledge is shared through each division and through a variety of meeting formats available for faculty and staff. The College employs a variety of electronic avenues for information sharing including an electronic campus-wide daily news bulletin, "The Daily Splash," all-employee emails, and a posting of relevant information on a server with full access offered to all employees.

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

Category 5—Workforce Focus

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

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?

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

Work is assigned by the President, based on the integrated Strategic Plan, to each of the four academic divisions, Continuing Education, Student Affairs 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 each 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.

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

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

TCL uses electronic mail extensively to communicate and to serve as a record in communication. In addition, the College utilizes its "Everyone Server" to provide information access to all employees. Monthly employee newsletters are sent via email and a daily news bulletin is published on an intranet site. The web site is used for updating internal and external stakeholders. Any relevant communication from the regulatory agencies and other organizations is distributed to appropriate employees. Faculty and staff forums are held each semester to address key College priorities and for dialogue of issues facing the College and higher education. "Friday Connections" was implemented by the President for a casual exchange of information with the purpose of open dialogue and to highlight College news.

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-stage 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.

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 the University of South Carolina. Several employees have completed the program and are continuing their studies in the Ph.D. 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 in their careers. In addition, the College provides professional development funding for staff and faculty to attend conferences, seminars, and workshops to further skills and knowledge. The Strategic Leadership Team encourages faculty and staff to 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.

5. How does your development and learning system for leaders address the following?

A. Developmental of personal leadership attributions
   Internal seminars and workshops are held to assist employees in developing leadership skills. College employees participate in the South Carolina Technical College System's Leadership Academy. Professional development goals are identified for employees and opportunities are offered as resources are available.

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. Vice Presidents communicate and discuss organizational philosophies, operations, and key initiatives to division and department heads. The Human Resources Department conducts a comprehensive orientation for new employees.

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 venues to disseminate information regarding ethical practices.

D. Core competencies, strategic challenges, and accomplishment of action plans
The College's mission and vision statements and the Strategic Plan are widely distributed and discussed among faculty and staff. The leadership of the Strategic Planning Council represents a broad spectrum of the College community and is expected to communicate and discuss challenges and accomplishments to ensure continual dialogue.

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

- Staff and faculty capacity needs and staffing levels are evaluated and monitored by the Vice President for Administration with input from the Strategic Leadership Team and division deans; however, as stated previously, one of the most serious challenges the College faces is the lack of funds for human resource capacity building. The enrollment increases have resulted in serving larger number of students while budget cuts have hindered hiring additional full-time faculty and staff. In addition, staff workloads have increased greatly with no additional compensation due to economic conditions.
- The College uses the Employee/Faculty Performance Management System for assessment of workforce capability and competencies. Planning documents include key competencies needed for excellent performance.

7. How do you recruit, hire, and retain new employees?

Recruiting and hiring activities are coordinated by the College's Office of Human Resources 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 job vacancy, 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 Office of Human Resources. Once hired, the new employee receives an overall orientation and the supervisor provides the position and division orientation. 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.

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

The Academic Leadership Council recommends faculty professional development activities around key issues related to the Strategic Plan. 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 address how the employee utilizes new skills and knowledge and they incorporate into their position.

9. How do you evaluate the effectiveness of your workforce and leaders training and development systems?

Faculty and staff training and professional development are included in the employees' performance management documents and are evaluated as part of the employees' performance evaluations. Together, the supervisor and

employee determine professional development activities. The supervisor monitors and evaluates the employee's progress and the effectiveness of the training as related to the position.

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

Various surveys have noted that stakeholders find TCL staff to be 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 as funding is available.

11. What formal and/or informal assessment methods and measures do you use to obtain information on workforce well-being, satisfaction, and motivation?

Surveys, focus groups, and other methods are used to assess faculty and staff satisfaction. The President visits division meetings to solicit feedback from faculty and staff. The President established "Friday Connections" and staff forums to facilitate casual discussion concerning the College's key initiatives and priorities.

12. How do you use workforce satisfaction assessment findings to identify and determine priorities for improvement?

As stated in 3.5.8, assessments are communicated to the TCL Area Commission, Strategic Leadership Team, institutional committees, including the Academic Leadership Committee, and analyzed for inclusion into the strategic planning process.

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

- TCL's Safety, Health, and Business Continuity Committee was established to assist the College with maintaining a safe and healthy campus environment. The College provides information on safety, health, and wellness programs through various sources, including the College web site, employee newsletter and electronic bulletin, 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 part of their orientation. The State Emergency Operation Plan is also available in both electronic and hard copy. Physical plant and security staff constantly monitor the campuses to maintain a safe physical environment for faculty, staff, and students.
- *Emergency Response Guide* flip-charts are posted in every classroom and office at each of the College's locations.
- The Strategic Leadership Team reviews College safety and emergency plans. In addition, best practices in higher education are discussed regularly with College personnel regarding safety, crisis, and emergency preparedness.

Category 6—Process Management

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?

- 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.
- Accreditation standards are considered in developing core competencies.
- Core competencies include the following: a) relevant curriculum offerings b) developmental and general

education c) quality instruction in business, health sciences, and industrial technologies d) continuing education and workforce development offerings and e) comprehensive student support services.

- The core competencies relate directly to the College's mission as a comprehensive, public, two-year institution dedicated to serving diverse educational needs of its service area communities.

The core competencies are used as a foundation when developing and planning institutional activities.

2. What are your organization's key work processes?

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

3. 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 that directly relate to the increase in student knowledge to further the goals and mission of the College. Key stakeholders determine processes for a) curriculum design, b) instruction, c) delivery methods, d) advising, e) registration, and f) career counseling.

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

- The College participates in community and civic organization meetings, such as the chambers of commerce meetings, and conducts a series of surveys and focus groups to ascertain workforce and student input on key work processes. Advice for program improvement is solicited from the advisory committees and employers for each program area.
- TCL conducts surveys and evaluations following New Student Orientation (NSO). Participants and event staff provide feedback which is incorporated into the planning and execution of subsequent NSOs.
- TCL conducts a comprehensive survey of non-returning students in support of collecting feedback to improve TCL's programs and services.
- TCL conducts an institutional graduate satisfaction and follow-up survey annually. The information collected supports decision-making to improve programs and services.
- TCL conducts several departmental surveys to collect feedback on customer services, products, and activities.

5. 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?

The College uses the Strategic Plan to guide leadership in efficiency and effectiveness. All identified action items in the Strategic Plan are measured, assessed, and evaluated; when needed, improvement plans are developed and implemented. A variety of checks and balances help ensure efficiency and effectiveness and continuous improvement.

6. How do you systematically evaluate and improve your work processes?

All College division programs and services are assessed and evaluated. Prescribed measures in the Strategic Plan provide essential data for decision-making. Data analysis and research are coordinated through the Department of Institutional Research. Administrative and academic program reviews are ongoing. Each division is reviewed and evaluated as to its respective focus, and recommendations are submitted for discussion and implementation.

7. 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 promotes student success, 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 College departments function to directly or indirectly support an objective. This support may be direct support to instruction through materials, facilities, financial services or to students as counseling, tutoring, 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.

8. 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 TCL's Administrative Services Division. Increases in tuition over the past several years have helped to offset declining allocations.

TCL uses a budget process based on the Strategic Plan that includes extensive involvement with College personnel in developing budget needs for support of the various educational programs, support functions, facilities, and institutional needs. The President, Area Commission members, and other College administrators are actively involved in seeking funds from all available sources to support the College programs.

The strategic planning process and institutional effectiveness efforts establish specific initiatives with funding requirements that flow into the budget planning process. The annual budget is developed based on priorities identified in the planning process. The College Annual Budget Planning Process steps are as follows:

1. Administrative Services prepares a preliminary budget and disseminates it to the Vice Presidents.
2. The Vice Presidents distribute the preliminary budgets to their departments.
3. Individual departments make recommendations and suggest changes to the preliminary budget.
4. Each department forwards a final draft department budget to their Vice President.
5. The Strategic Leadership Team (SLT) reviews, revises, and approves a final budget.
6. The SLT forwards the final budget to the TCL Area Commission.
7. The TCL Area Commission reviews and approves College's Annual Budget.

Category 7—Organizational Performance Results

Data Sources and Reporting Systems

The Technical College of the Lowcountry retrieves data reports from several reporting systems sponsored by national, regional, state, and local agencies/organizations. In addition to Datatel, the College relies on the South Carolina Department of Employment and Workforce, the National Student Clearinghouse, the South Carolina Department of Commerce, SC DASH, and the U.S. Census Bureau as data resources.

Reporting systems include the Community College Survey of Student Engagement (CCSSE reports), National Center of Education Statistics Integrated Postsecondary Education Data Systems reports (NCES IPEDS), South Carolina Technical

College System (SCTCS) Factbook Live and the Enterprise Decision Support System (EDSS), South Carolina Commission on Higher Education (SCCHE) Institutional Effectiveness and Performance Funding Reports, South Carolina Technical Education System (SCTCS) , Southern Regional Education Board (SREB), SUMMA Information Systems, Inc., *Student Opinion of Instruction Survey* , and Technical College of the Lowcountry (TCL) data and information management system reports. For national and regional comparisons, TCL uses data reports from the NCES IPEDS, SREB, and CCSSE reports. For state and local comparisons, TCL uses SCTCS and SCCHE reports.
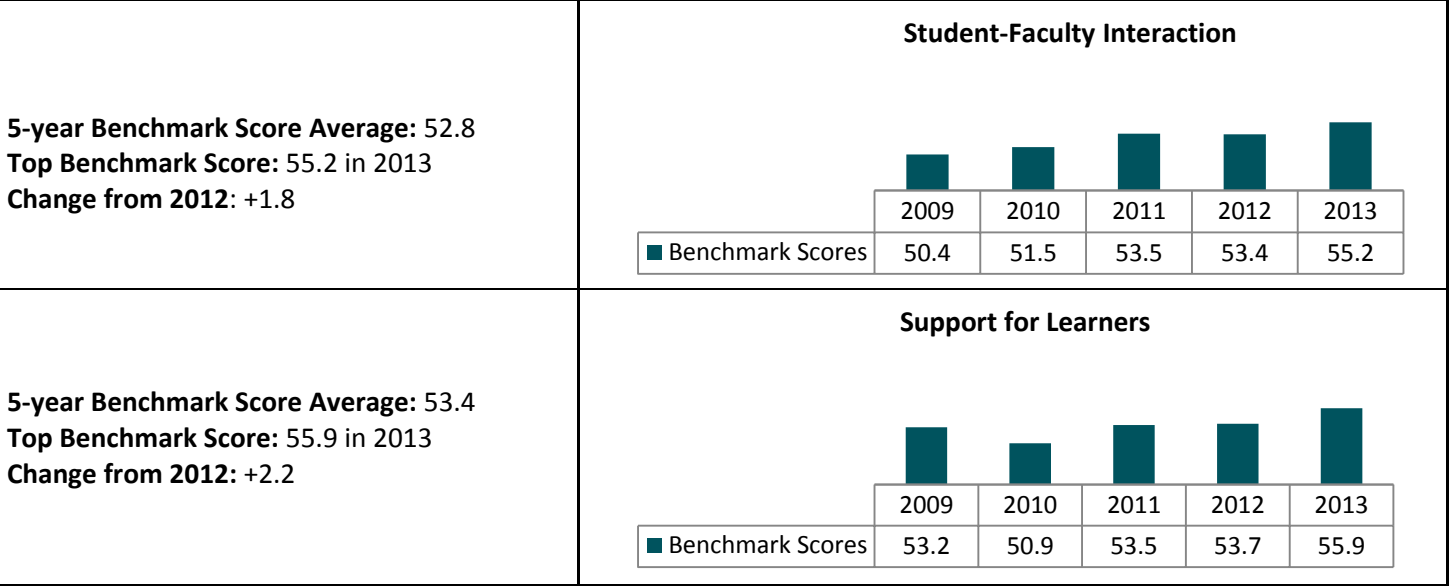
7.1 What are your performance levels and trends for your key measures on student learning, and improvements in student learning? How do your results compare to those of your competitors and comparable organizations?

The College evaluates student learning and improvements in student learning by examining key measures related to student persistence, retention, and success. The following key measure and trend data are presented in this section: 1) CCSSE Benchmark Scores, 2) student persistence and retention rates, 3) program completions (awards/graduates), 4) national professional licensure first-time pass rates, 5) graduation rates, 6) success rates, 7) graduate placement rates, and 8) unemployment rates.

7.1.1 Key Measure: Community College Survey of Student Engagement Benchmark Scores Trends 2009 - 2013

Benchmark scores are standardized so that the weighed mean across all students is 50 and the standard deviation across all participating students is 25.

5-year Benchmark Score Average: 51.1
Top Benchmark Score: 53.0 in 2012
Change from 2012: -0.5

Academic Challenge

	2009	2010	2011	2012	2013
■ Benchmark Scores	47.9	50.8	51.5	53.0	52.5

5-year Benchmark Score Average: 49.5
Top Benchmark Score: 52.4 in 2009
Change from 2012: +0.5

Active and Collaborative Learning

	2009	2010	2011	2012	2013
■ Benchmark Scores	52.4	50.4	48.4	47.9	48.4

5-year Benchmark Score Average: 53.7
Top Benchmark Score: 58.2 in 2013
Change from 2012: +3.8

Student Effort

	2009	2010	2011	2012	2013
■ Benchmark Scores	48.9	53.8	53.4	54.4	58.2

7.1.1 Key Measure: Community College Survey of Student Engagement Benchmark Scores Trends 2009 - 2013

Benchmark scores are standardized so that the weighed mean across all students is 50 and the standard deviation across all participating students is 25.

5-year Benchmark Score Average: 52.8
Top Benchmark Score: 55.2 in 2013
Change from 2012: +1.8

Student-Faculty Interaction

	2009	2010	2011	2012	2013
■ Benchmark Scores	50.4	51.5	53.5	53.4	55.2

5-year Benchmark Score Average: 53.4
Top Benchmark Score: 55.9 in 2013
Change from 2012: +2.2

Support for Learners

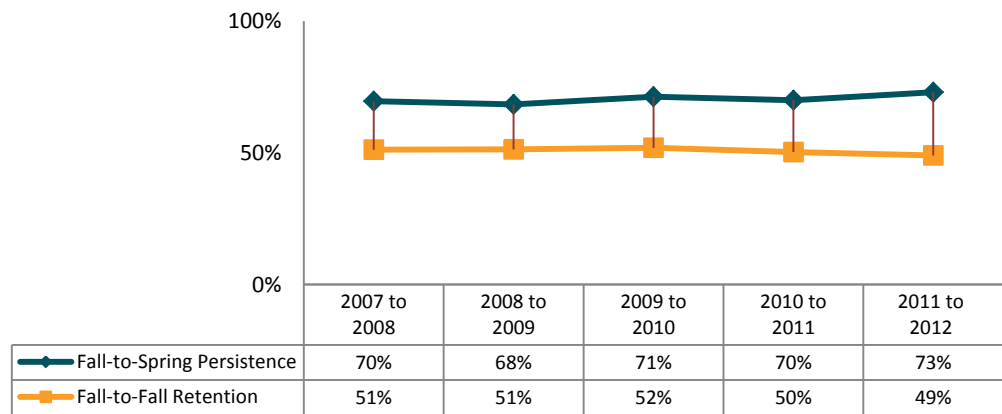|	2009	2010	2011	2012	2013
■ Benchmark Scores	53.2	50.9	53.5	53.7	55.9

7.1.2 Key Measures: Fall-to-Spring Persistence and Fall-to-Fall Retention Rates
 TCL compared to SCTCS Peers 2007/2008 - 2011/2012

- The persistence and retention rates for TCL students varied slightly over the past five years.
- The gap between persistence and retention rates ranged between 17-24 percentage points.
- Fall-to-Spring Persistence of all students increased from 70% for the Fall 2007 cohort to 73% for the Fall 2011 cohort.

All Students

Top Rates for Fall Cohorts:
Persistence: Fall 2011 at 73%
Retention: Fall 2009 at 52%

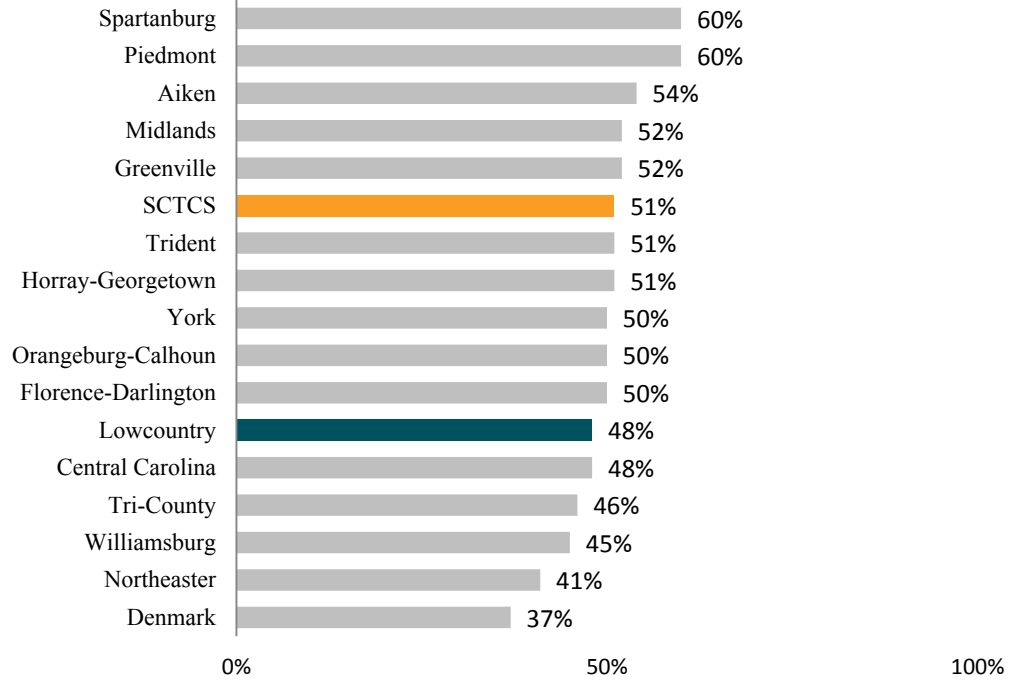|	2007 to 2008	2008 to 2009	2009 to 2010	2010 to 2011	2011 to 2012
Fall-to-Spring Persistence	70%	68%	71%	70%	73%
Fall-to-Fall Retention	51%	51%	52%	50%	49%

7.1.2 Key Measures: Fall-to-Spring Persistence and Fall-to-Fall Retention Rates TCL compared to SCTCS Peers 2007/2008 - 2011/2012

IPEDS Fall-to-Fall Retention Rates of the <u>Fall 2012 First-time, Full-time, Degree-Seeking Freshmen</u>

TCL Compared to South Carolina Technical College System Peers

TCL's retention rate was only three (3) percentage points below South Carolina Technical College System's rate. TCL and Central Carolina's rates ranked sixth among the 16 Colleges.

College	Rate
Spartanburg	60%
Piedmont	60%
Aiken	54%
Midlands	52%
Greenville	52%
SCTCS	51%
Trident	51%
Horray-Georgetown	51%
York	50%
Orangeburg-Calhoun	50%
Florence-Darlington	50%
Lowcountry	48%
Central Carolina	48%
Tri-County	46%
Williamsburg	45%
Northeaster	41%
Denmark	37%

7.1.3 Key Measure: Completions Trends—Awards Conferred from 2008-2009 to 2012-2013 (Reporting Period: July 1 to June 30)

5-year Average: 430
Top Year for Awards: 2011-2012
Awards Conferred Growth Rate from 2008-2009 to 2012-2013: 18%

	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
■ Awards	360	447	448	474	425
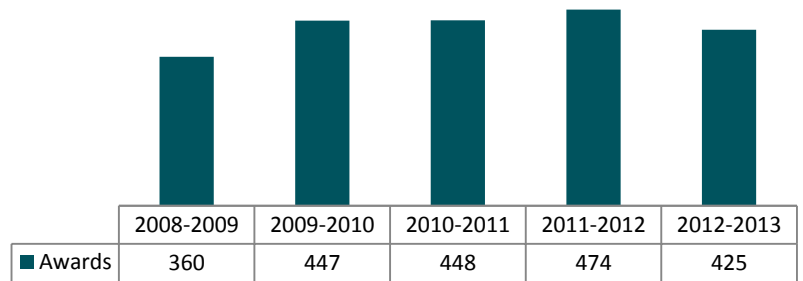
7.1.4 Key Measure: Completions Trends—Number of Graduates from 2008-2009 to 2012-2013 (Reporting Period: July 1 to June 30)

5-year Average: 321
Top Year for Graduates: 2011-2012
Graduates Growth Rate from previous 2008-2009 to 2012-2013: 10%

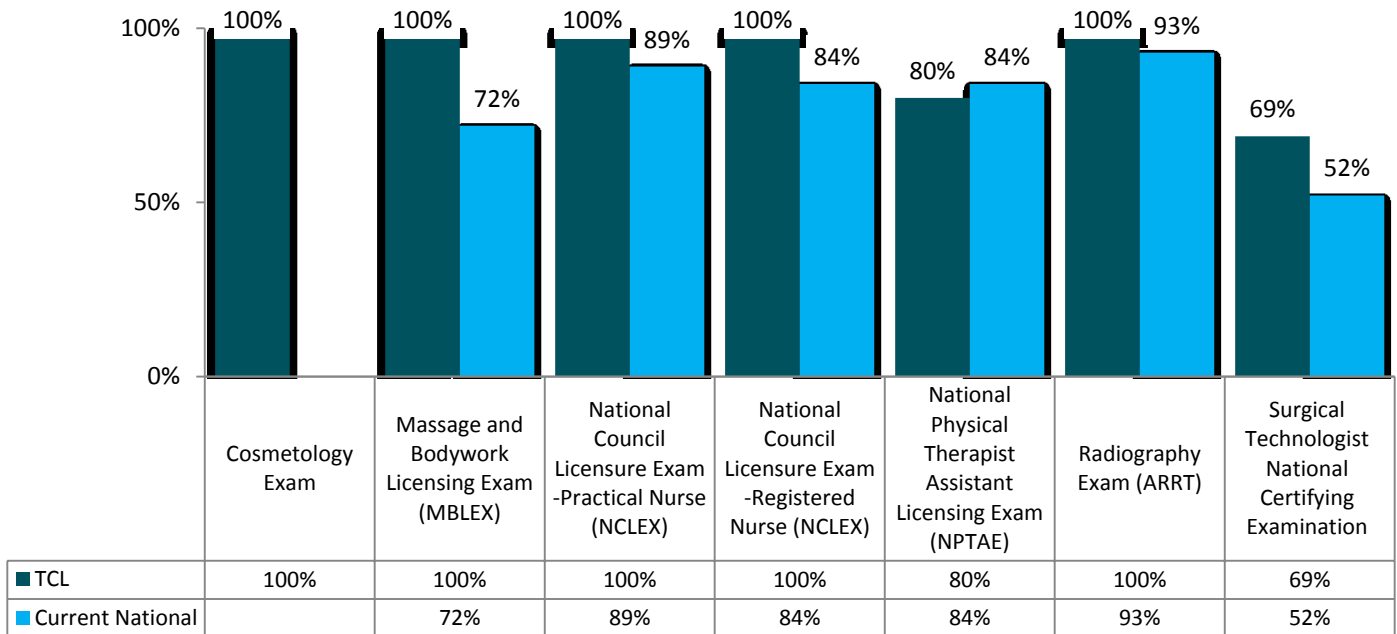|	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
■ Graduates	288	317	341	344	318
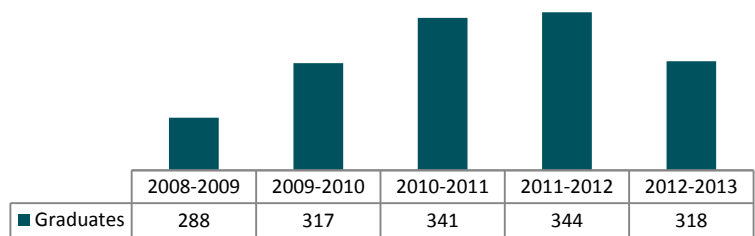
7.1.5 Key Measure: TCL Compared to National First-Attempt Pass Rates of National Professional Licensure Examinations April 1, 2012-March 31, 2013

2012-2013 First-Attempt Pass Rates

- TCL's Massage Therapy, Radiological Technology, Nursing, Surgical Technology, and Physical Therapist Assistant program graduates earned first-time pass rates above the national average on national professional licensure examinations. In addition, the Radiological Technology program graduates have achieved a first-time pass rate of 100% on the national professional licensure examination for eight consecutive years.
- Once again, TCL's Cosmetology program graduates passed the Cosmetology Practical Examination on their first attempt.

Note: National rates are not available for cosmetology exams.

	Cosmetology Exam	Massage and Bodywork Licensing Exam (MBLEX)	National Council Licensure Exam -Practical Nurse (NCLEX)	National Council Licensure Exam -Registered Nurse (NCLEX)	National Physical Therapist Assistant Licensing Exam (NPTAE)	Radiography Exam (ARRT)	Surgical Technologist National Certifying Examination
TCL	100%	100%	100%	100%	80%	100%	69%
Current National		72%	89%	84%	84%	93%	52%

7.1.6 Key Measure: Graduates of Accredited Health Sciences Programs Trends from 2008 - 2009 to 2012 - 2013 (Reporting Period: July 1 to June 30)

All of TCL's 2012-2013 Health Science programs were accredited by a national, regional, and/or state organizations
(Preliminary data not verified by SC CHE for academic year 2012-2013.)

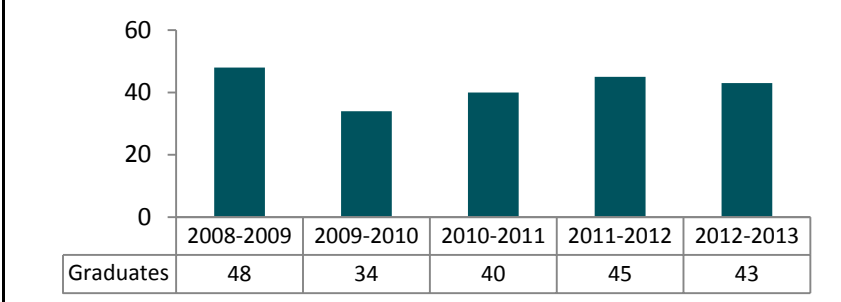**Certificate of Applied Sciences in Massage Therapy**

TCL's Certificate of Applied Science in Massage Therapy was the first and only massage therapy program in South Carolina to earn a specialized program accreditation from the Commission on Massage Therapy Accreditation (COMATA).
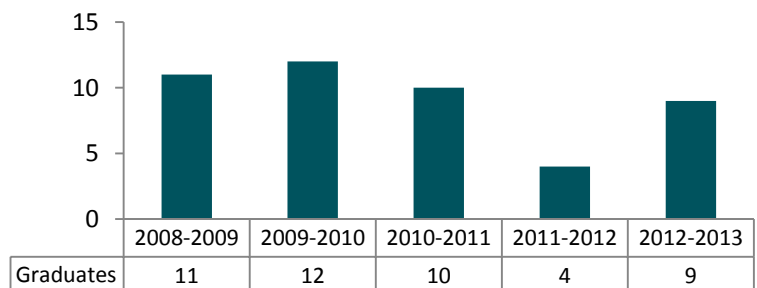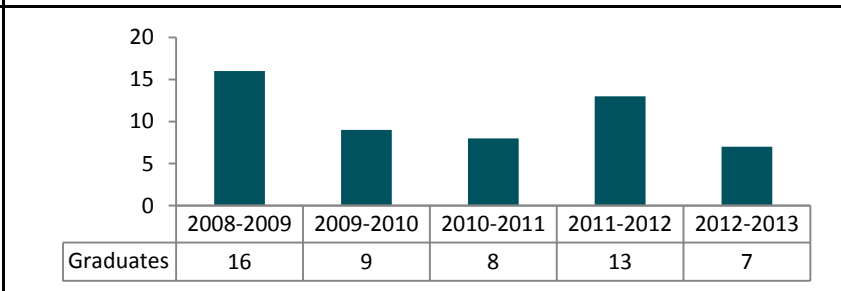
	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Graduates	11	12	10	4	9

7.1.6 Key Measure: Graduates of Accredited Health Sciences Programs Trends from 2008 - 2009 to 2012 - 2013 (Reporting Period: July 1 to June 30)

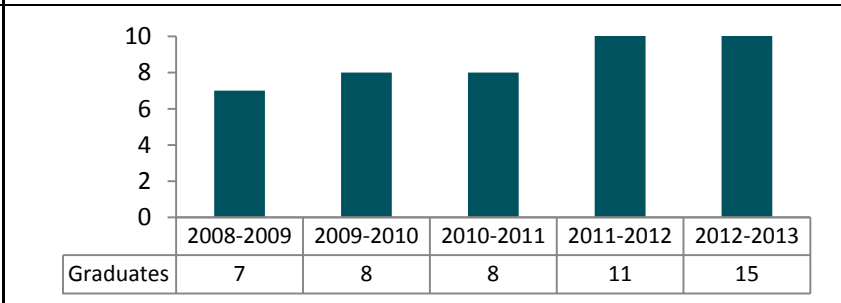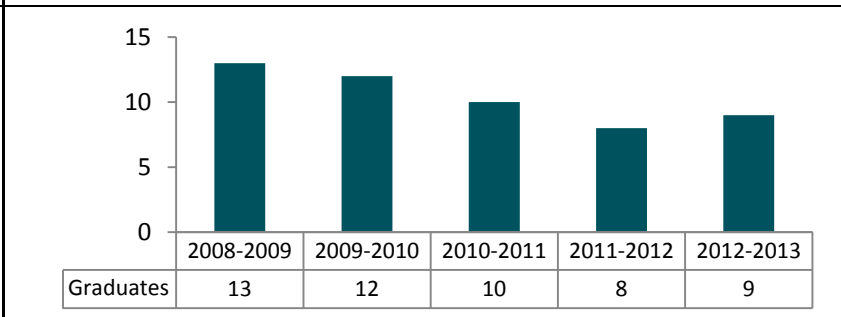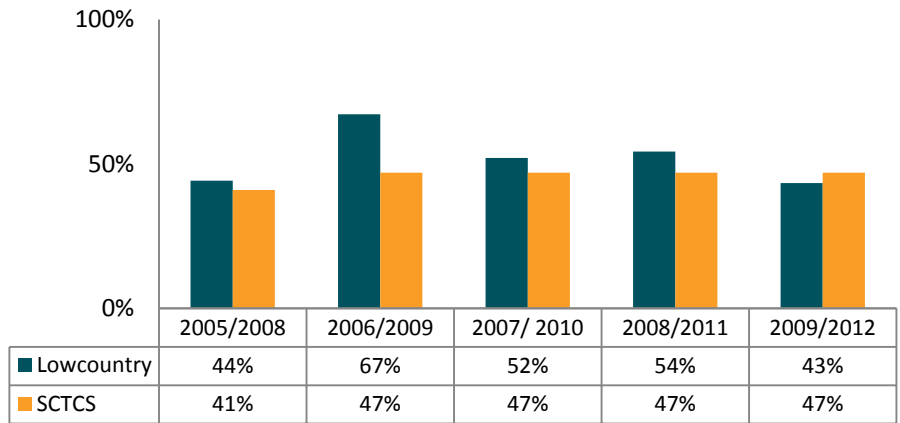|	
Associate of Applied Sciences in Nursing In 2008-2009, TCL adjusted the cap size for the entering student class for the nursing program from 56 to 40 students twice a year.	**Graduates** |	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
---	---	---	---	---	---
Graduates	48	34	40	45	43	
Diploma of Applied Sciences in Practical Nursing		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
---	---	---	---	---	---
Graduates	16	9	8	13	7	
Associate of Applied Sciences in Physical Therapist Assistant Since the Program's first class of graduates was conferred in May 2009 with seven (7) graduates and by 2012-2013, the class size has more than doubled.		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
---	---	---	---	---	---
Graduates	7	8	8	11	15	
Associate of Applied Sciences in Radiologic Technology For seven (7) consecutive years, all graduates in the Radiologic Technology program passed the national professional licensure examination on first attempt.		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
---	---	---	---	---	---
Graduates	13	12	10	8	9	
Diploma of Applied Sciences in Surgical Technology The number of Surgical Technology graduates has grown by 30% since 2008-2009.		2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
---	---	---	---	---	---
Graduates	10	10	13	10	13	
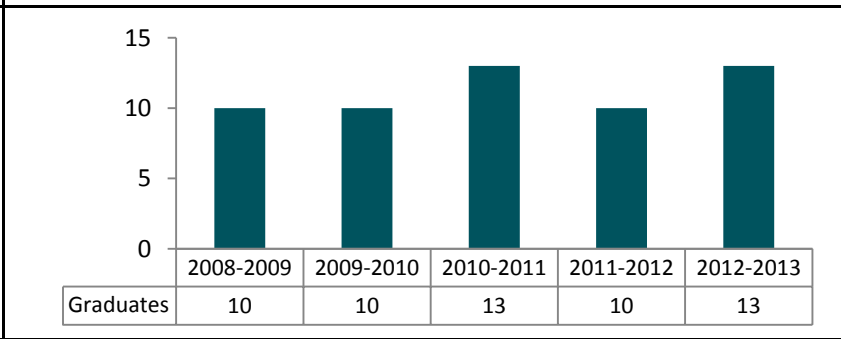
7.1.7 Key Measures: TCL's Success Rates and Graduation Rates of <u>First-time</u>, <u>Full-time Degree-seeking Freshmen</u> Trends (Percentages truncated)

Success Rates Trend

Success Rate: Percentage of GRS Cohort students who graduated within 150%, transferred to a university or college, and/or who were still enrolled.
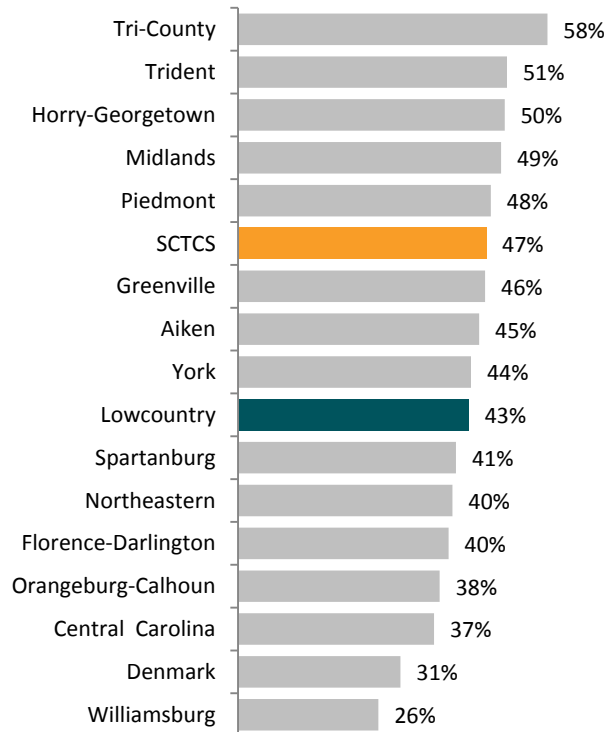
Top Year for Success Rate: 2006/2009 at 67%

TCL held steady above the SCTCS Success Rates for four consecutive periods.

	2005/2008	2006/2009	2007/ 2010	2008/2011	2009/2012
Lowcountry	44%	67%	52%	54%	43%
SCTCS	41%	47%	47%	47%	47%

SCTCS Peer Colleges 2009/2012 Success Rates

TCL current Success Rate ranks 10th among 16 South Carolina peer colleges. Joining 10 other peer colleges, TCL falls slightly below the SCTCS's rate of 47%.
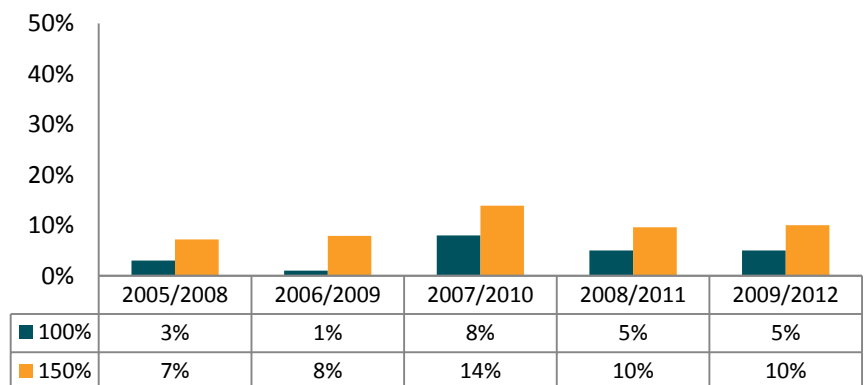
College	Rate
Tri-County	58%
Trident	51%
Horry-Georgetown	50%
Midlands	49%
Piedmont	48%
SCTCS	47%
Greenville	46%
Aiken	45%
York	44%
Lowcountry	43%
Spartanburg	41%
Northeastern	40%
Florence-Darlington	40%
Orangeburg-Calhoun	38%
Central Carolina	37%
Denmark	31%
Williamsburg	26%

Graduation Rates Trend

Graduation Rates: Percentage of GRS Cohort that graduate within 100%/ 150% of program normal time.

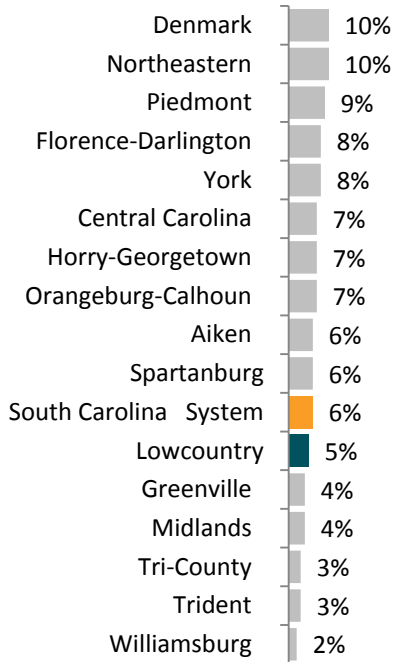**Top Year for Graduation 100% Rate:** 8% in 2010

Top Year for Graduation 150% Rate: 14% in 2010

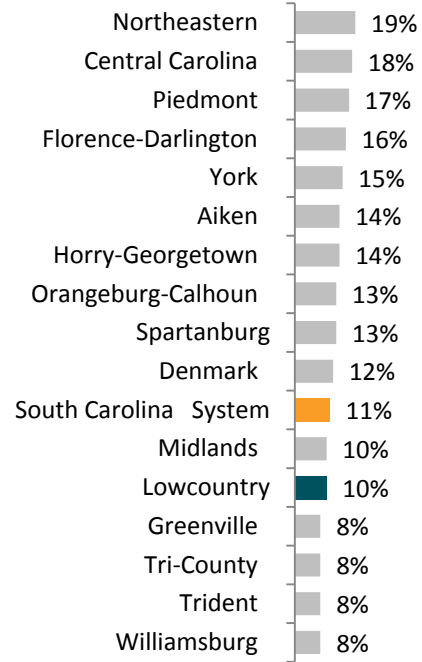|	2005/2008	2006/2009	2007/2010	2008/2011	2009/2012
100%	3%	1%	8%	5%	5%
150%	7%	8%	14%	10%	10%

7.1.8 Key Measures: Graduation Rates for South Carolina Technical College System Colleges 100% and 150% and Graduation Rates 2009/2012 (Percentages truncated)
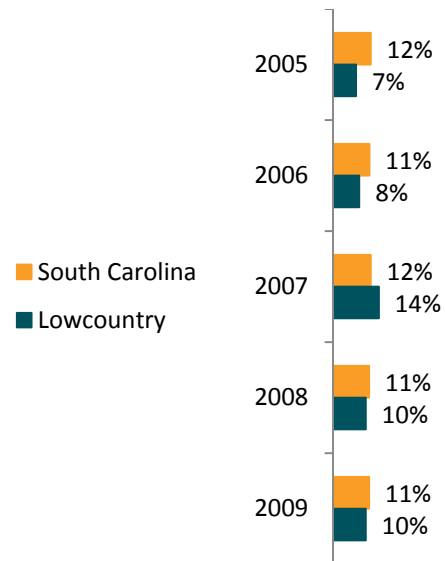
2009 Cohort 100% Graduate Rates

College	Rate
Denmark	10%
Northeastern	10%
Piedmont	9%
Florence-Darlington	8%
York	8%
Central Carolina	7%
Horry-Georgetown	7%
Orangeburg-Calhoun	7%
Aiken	6%
Spartanburg	6%
South Carolina System	6%
Lowcountry	5%
Greenville	4%
Midlands	4%
Tri-County	3%
Trident	3%
Williamsburg	2%

2009 Cohort 150% Graduate Rates

College	Rate
Northeastern	19%
Central Carolina	18%
Piedmont	17%
Florence-Darlington	16%
York	15%
Aiken	14%
Horry-Georgetown	14%
Orangeburg-Calhoun	13%
Spartanburg	13%
Denmark	12%
South Carolina System	11%
Midlands	10%
Lowcountry	10%
Greenville	8%
Tri-County	8%
Trident	8%
Williamsburg	8%

Technical College of the Lowcountry compared to the South Carolina Technical College System 150% GRS Rate Trends
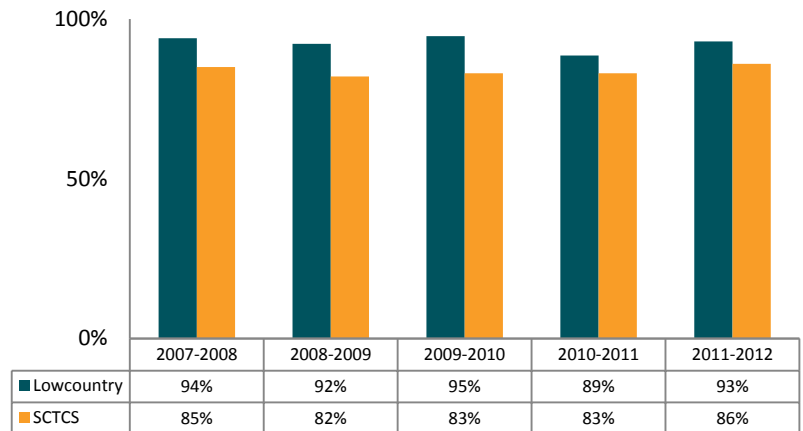
National Center for Education Statistics
Graduation Rates within 150% of normal time at public, 2-year postsecondary institutions for South Carolina compared to the Technical College of the Lowcountry Cohort Year 2005 to Cohort Year 2009.

Legend:
- South Carolina
- Lowcountry

Year	South Carolina	Lowcountry
2005	12%	7%
2006	11%	8%
2007	12%	14%
2008	11%	10%
2009	11%	10%

7.1.9 Key Measure: Graduate Placement Rates Trends 2007-2008 to 2012-2013 (Percentages truncated)

Comparing the Technical College of the Lowcountry to the South Carolina Technical College System (SCTCS) Graduate Placement Rates from 2007-2008 to 2011-2012
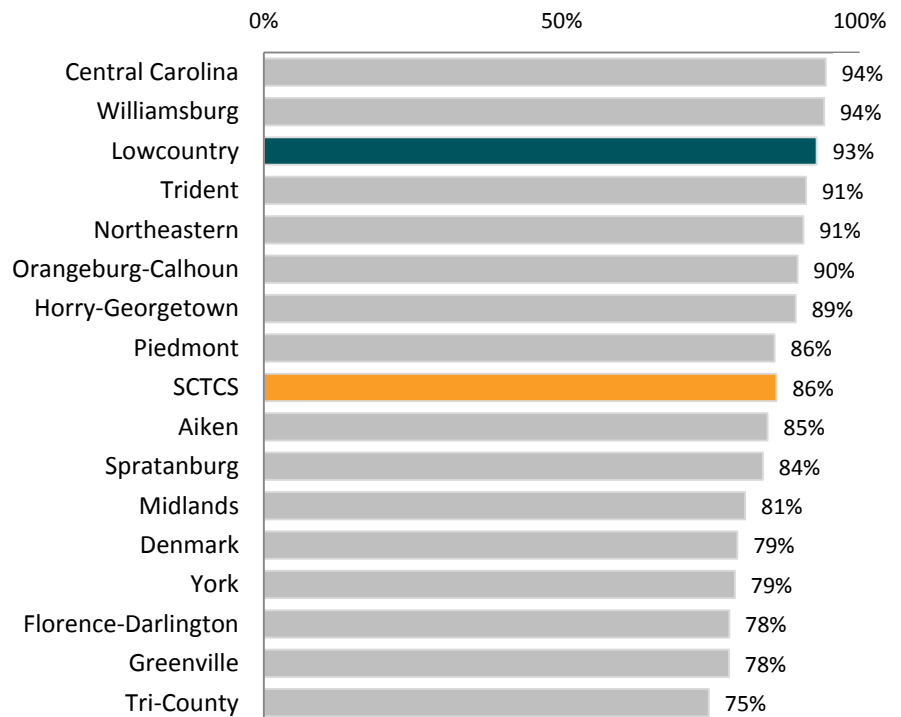
The Technical College of the Lowcountry placement rates were above SCTCS rates from **2007-2008 to 2011-2012**.

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012
Lowcountry	94%	92%	95%	89%	93%
SCTCS	85%	82%	83%	83%	86%

**2011-2012 Graduate Placement Rates**

Comparing the Technical College of the Lowcountry to the South Carolina Technical College System (SCTCS) Colleges :

The Technical College of the Lowcountry placement rates were above 13 of the other 15 SCTCS colleges current graduate placement rates.

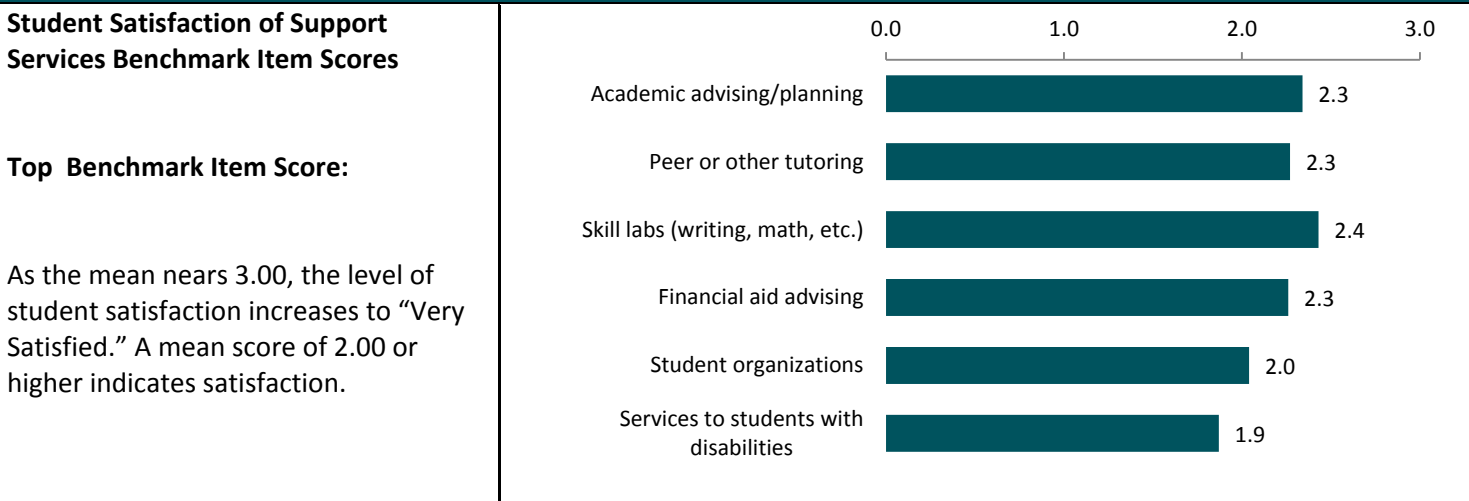| College	Rate
Central Carolina	94%
Williamsburg	94%
Lowcountry	93%
Trident	91%
Northeastern	91%
Orangeburg-Calhoun	90%
Horry-Georgetown	89%
Piedmont	86%
SCTCS	86%
Aiken	85%
Spratanburg	84%
Midlands	81%
Denmark	79%
York	79%
Florence-Darlington	78%
Greenville	78%
Tri-County	75%

7.1.10 Key Measure: South Carolina Unemployment Rates for Service Area Counties as of June 1 2012 and 2013 (Percentages truncated)

South Carolina unemployment rate was 8.1% as of June, 2013 while national unemployment was 7.8%

	Beaufort	Colleton	Hampton	Jasper
2012	9%	12%	13%	9%
2013	8%	11%	12%	8%
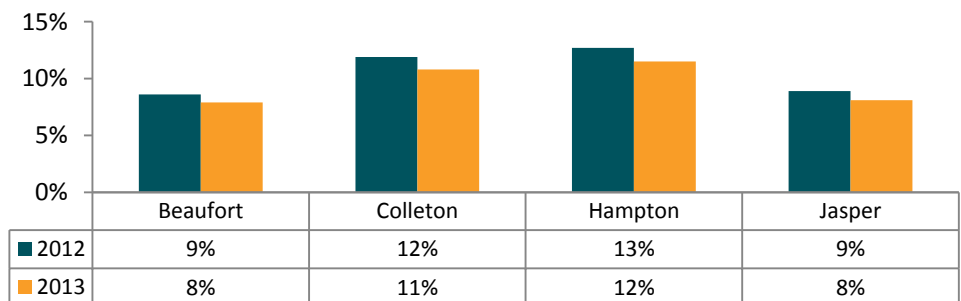
7.2 What are your performance levels and trends for your key measures on student and stakeholder satisfaction and dissatisfaction? How do your results compare with competitors and comparable organizations?

7.2.1 Key Measure: 2013 CCSSE Student Satisfaction of College's Student Support Services

Student Satisfaction of Support Services Benchmark Item Scores

Top Benchmark Item Score:

As the mean nears 3.00, the level of student satisfaction increases to "Very Satisfied." A mean score of 2.00 or higher indicates satisfaction.

	Score
Academic advising/planning	2.3
Peer or other tutoring	2.3
Skill labs (writing, math, etc.)	2.4
Financial aid advising	2.3
Student organizations	2.0
Services to students with disabilities	1.9

7.2.2 Key Measure: Student Opinion Course Instruction Trends Fall 2008 – Fall 2012

Fall Survey of Student Opinion of Instruction Scores (SUMMA)

As a group, students were satisfied with the following components of instruction: course evaluation, course instruction, instructor-student Interaction, instruction meeting course objectives, and student learning at TCL. As the agreement score nears 5.0, the level of agreement increases to Strongly Agree. A score of 4.0 or greater indicates satisfaction.

Mean Scores for Instruction	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Evaluation of student progress	4.4	4.4	4.4	4.4	4.3
Instruction	4.4	4.4	4.4	4.4	4.4
Instructor-student interaction	4.5	4.5	4.5	4.5	4.5
Meeting course objectives	4.4	4.4	4.4	4.4	4.3
Student learning	4.3	4.4	4.3	4.3	4.3
Overall	**4.4**	**4.4**	**4.4**	**4.4**	**4.4**

7.2.3 Key Measure: Graduate Satisfaction Survey Results Trends (2010-2011 and 2011-2012) (Previous and Current Results Comparisons) (Percentages truncated)

As the satisfaction mean score nears 5.0, the level of satisfaction increases to very satisfied. A mean score of 3.5 or greater indicates satisfaction.

	Percent Satisfied						Satisfaction Mean Score	
	2010-2011			2011-2012			2010-2011	2011-2012
Description	Satisfied	Very Satisfied	Total Satisfied	Satisfied	Very Satisfied	Total Satisfied		
Instruction	27%	50%	77%	39%	45%	84%	4.2	4.2
Student/Administrative Services	23%	43%	66%	36%	31%	67%	3.9	3.8
Library /Learning Resources Center	31%	57%	88%	36%	43%	79%	4.5	4.1
All Services	**27%**	**50%**	**77%**	**37%**	**40%**	**77%**	**4.2**	**4.0**

7.2.4 Key Measure: Non-Returning Student Satisfaction Survey Results Trends Fall 2011 and Fall 2012 cohorts) (Previous and Current Results Comparisons)

As the satisfaction mean score nears 5.0, the level of satisfaction increases to very satisfied. A mean score of 3.5 or greater indicates satisfaction. (Percentages truncated)

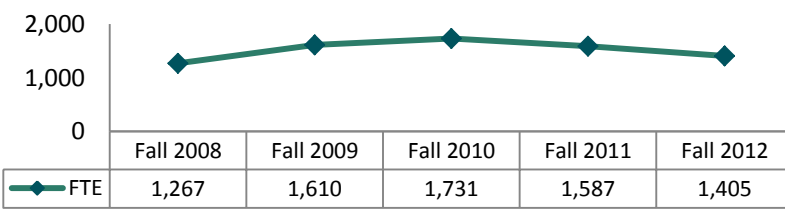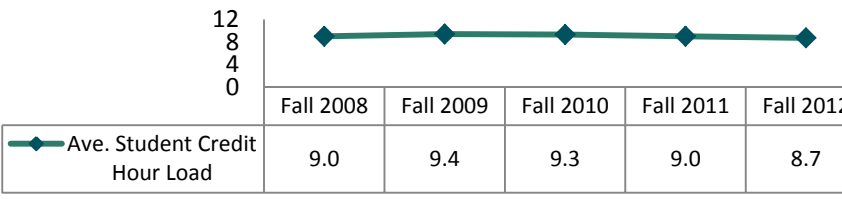| | Percent Satisfied | | | | | | Satisfaction Mean Score | |
| | Fall 2011 to Spring 2012 | | | Fall 2012 to Spring 2013 | | | Fall 2011 to Spring 2012 | Fall 2012 to Spring 2013 |
Description	Satisfied	Very Satisfied	Total Satisfied	Satisfied	Very Satisfied	Total Satisfied		
Instruction	43%	35%	78%	31%	57%	88%	3.6	4.4
Student/Administrative Services	48%	33%	81%	32%	57%	89%	3.6	4.4
Library /Learning Resources Center	40%	44%	84%	35%	62%	97%	3.8	4.5
All Services	**44%**	**37%**	**81%**	**32%**	**59%**	**91%**	**3.7**	**4.4**
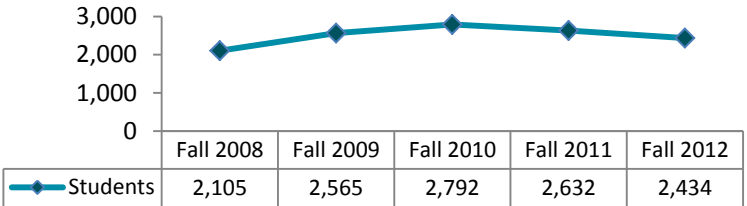
7.2.5 Key Measure: 2012-2013 Student Satisfaction of Library/Learning Resources Center Survey Results

As the satisfaction mean score nears 10.0, the level of satisfaction increases to very satisfied. A mean score of 8.0 or greater indicates satisfaction. **(Percentages truncated)**

| | Percent Satisfied | | | Satisfaction Mean Score |
Description	Satisfied	Very Satisfied	Total Satisfied	
Materials	21%	49%	70%	8.4
Services	21%	51%	72%	8.4
Facilities and Equipment	22%	52%	74%	8.4
Information Literacy & Instruction	24%	53%	77%	8.6
Staff	21%	66%	87%	9.1
Overall	**22%**	**54%**	**76%**	**8.6**

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

7.3.1a Key Measures: Fall Enrollment, FTE, and Growth Rates Trends

Growth in Fall Enrollment Students from 2007 to 2011

From 2008 to 2012, TCL grew by 16%.
Top Enrollment: Fall 2007 at 2,792

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Students	2,105	2,565	2,792	2,632	2,434

Fall Full-time Equivalence (FTE)

FTE increased by 11% from Fall 2008 to Fall 2012.

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
FTE	1,267	1,610	1,731	1,587	1,405

Fall Average Student Credit Hour Load

The average student credit hour load decreased by 3% from Fall 2008 to Fall 2012.

	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
Ave. Student Credit Hour Load	9.0	9.4	9.3	9.0	8.7

## 7.3.1b Key Measures: Fall Enrollment, FTE, and Growth Rates Trends

Growth in New River Campus Enrollment since Fall 2007

Since the New River Campus opened its doors in Fall 2007 with 448 students, the number of distinct students attending at least one class at New River has doubled. The rate of growth was slower from Fall 2011 to Fall 2012 showing an increase of 7% after a drop from Fall 2010 to 2011 of nearly 12%.

	Fall 2007	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
■ Students	448	558	813	946	834	896
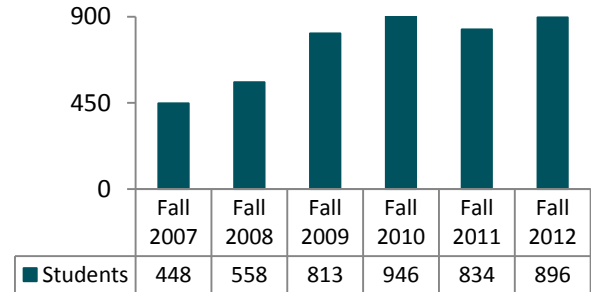
7.3.1c Key Measures: Number of Distinct TCL Students attending classes at Whale Branch Early College High School (Fall and Spring Semester Enrollment)

From the first semester of Fall 2010 to Summer 2013, 214 TCL students have attended at least one class at Whale Branch Early College High School.

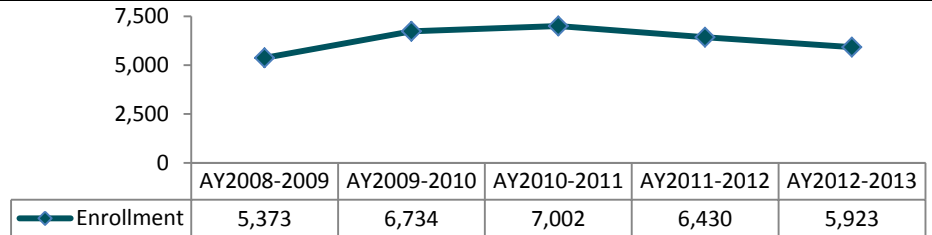|	Fall 2010	Fall 2011	Fall 2012	Spring 2011	Spring 2012	Spring 2013
■ TCL Students	13	99	85	41	61	57
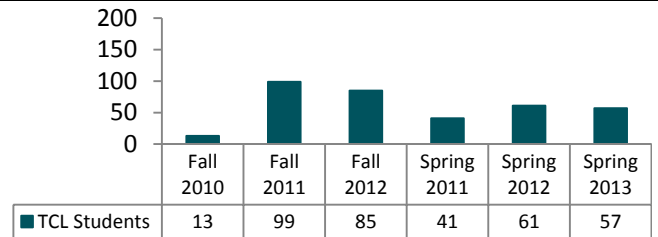
7.3.2 Key Measures: Annualized Enrollment, Credit Hours Delivered, and Average Student Credit Hour Load Trends (Fall, Spring, and Summer)

From 2008-2009 to 2012-2013, TCL maintained a 5-year average of 8.6 student credit hour load. For fall semesters, the average number of attempted credit hours has held steady at 9 credit hours per student since Fall 2008.
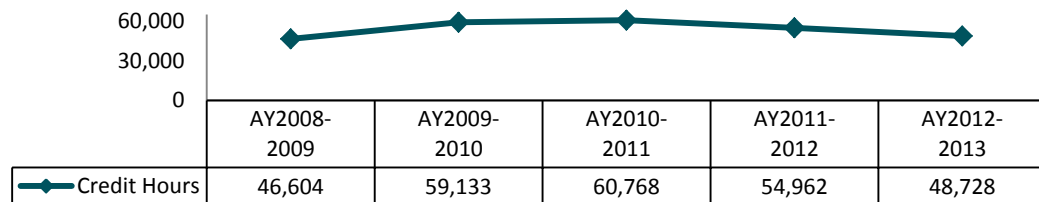
Annualized Enrollment

5-Year Average: 6,292
Change: 10%

	AY2008-2009	AY2009-2010	AY2010-2011	AY2011-2012	AY2012-2013
◆ Enrollment	5,373	6,734	7,002	6,430	5,923

Annualized Credit Hours

5-Year Average: 54,039
Change: 5%

	AY2008-2009	AY2009-2010	AY2010-2011	AY2011-2012	AY2012-2013
◆ Credit Hours	46,604	59,133	60,768	54,962	48,728

Annualized Average Student Credit Hour Load

5-Year Average: 8.6
Change: -0.5

	AY2008-2009	AY2009-2010	AY2010-2011	AY2011-2012	AY2012-2013
◆ Annualized Ave. Student Credit Hours Load	8.7	8.8	8.7	8.5	8.2
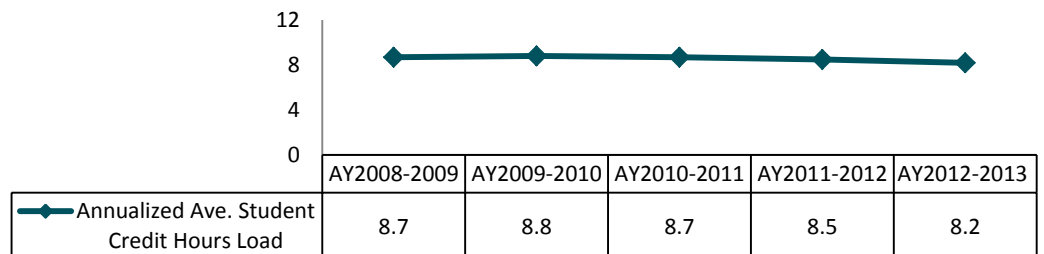
7.3.3 Key Measures: Annualized Continuing Education Enrollment

Continuing Education Enrollment (July 1-June 30)

Distinct Students
Top Year: 2009-2010 at 4,070
Percent Change: -38%

Course Enrollment
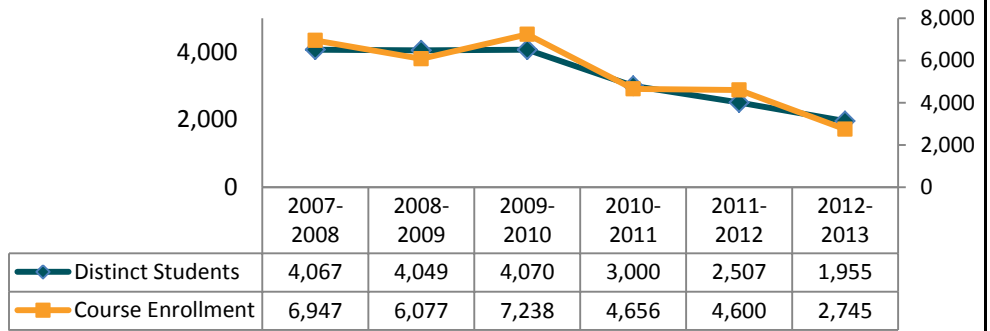**Top Year:** 2009-2010 at 7,238
Percent Change: -34%

	2007-2008	2008-2009	2009-2010	2010-2011	2011-2012	2012-2013
Distinct Students	4,067	4,049	4,070	3,000	2,507	1,955
Course Enrollment	6,947	6,077	7,238	4,656	4,600	2,745

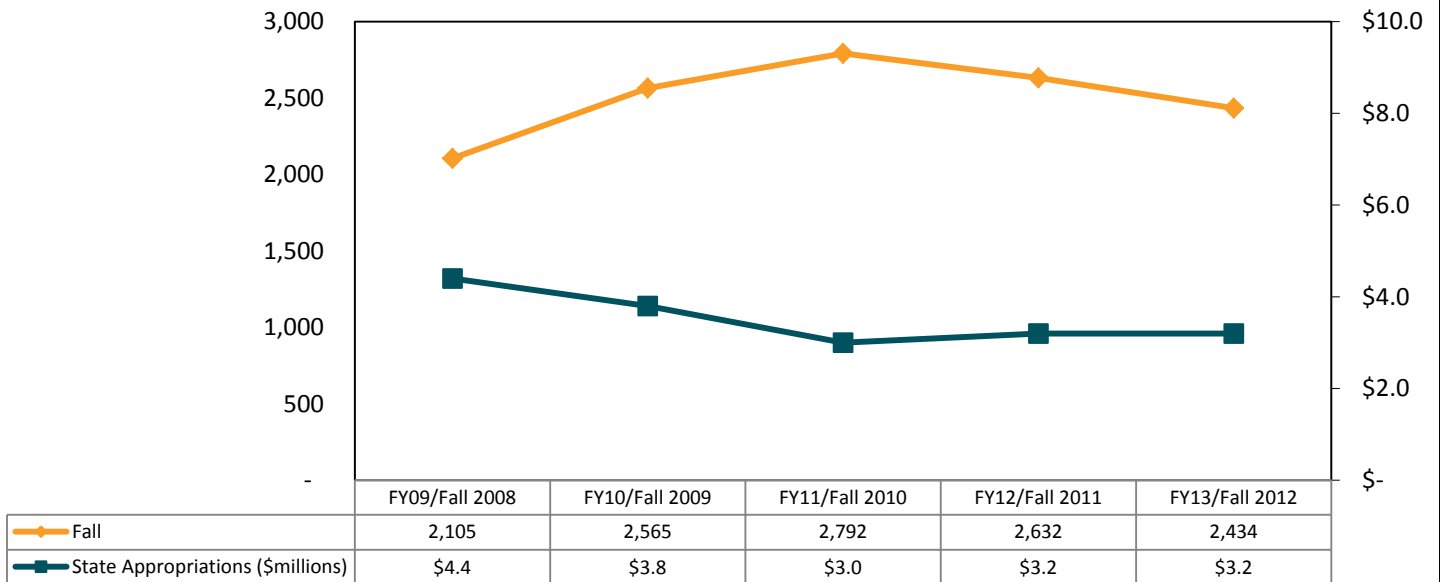## 7.3.4 Key Measure: Cost Containment—Fall Enrollment Growth Compared to Shrinking State Appropriations Trends
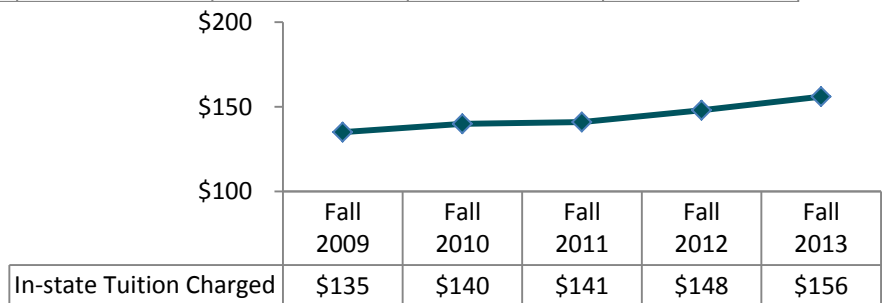
State Appropriations and Fall Enrollment Trends since Fall 2008

TCL has maintained its quality of services and programs while State Appropriations decreased from $4.4 million in FY2009 to $3.2 in FY2013, a 27% decrease while TCL's fall enrollment grew by 16% from Fall 2008 to Fall 2012.

|	FY09/Fall 2008	FY10/Fall 2009	FY11/Fall 2010	FY12/Fall 2011	FY13/Fall 2012
Fall	2,105	2,565	2,792	2,632	2,434
State Appropriations ($millions)	$4.4	$3.8	$3.0	$3.2	$3.2

Increases of In-Service Area per Credit Hour Tuition

TCL has increased its in-state per credit hour tuition by only 16% from 2009 to 2012 while combined state and county appropriations have decreased by 25.4%

	Fall 2009	Fall 2010	Fall 2011	Fall 2012	Fall 2013
In-state Tuition Charged	$135	$140	$141	$148	$156

7.3.5 Key Measure: Percentage of Students that Received PELL Awards Trends

From Fall 2011 to Fall 2012, the percentage of undergraduates receiving PELL disbursements shrunk by 11 percentage points while enrollment shrunk by nearly 7.5%.
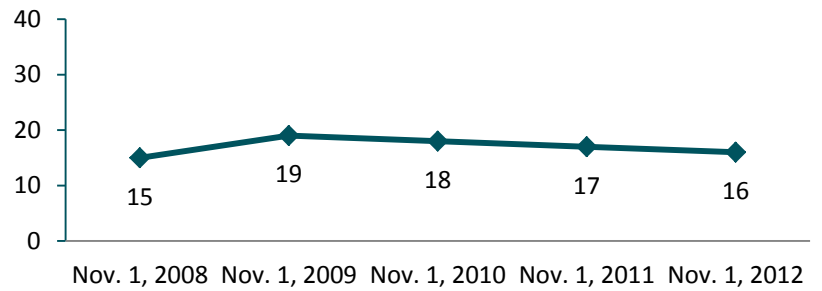
	Fall 2008	Fall 2009	Fall 2010	Fall 2011	Fall 2012
■ % of Students who received PELL Grants	46%	57%	65%	63%	53%
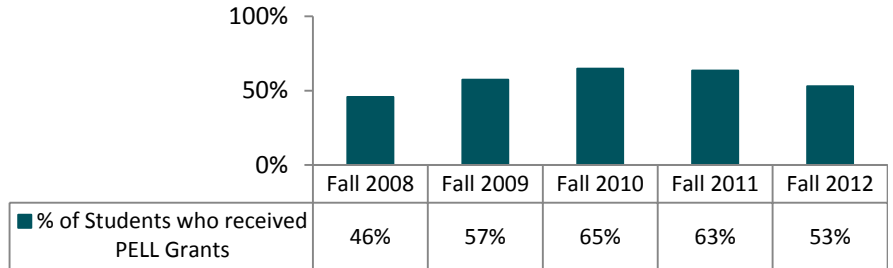
7.3.6 Key Measure: Student-Faculty Ratios Trends (November 1)
Technical College of the Lowcountry and IPEDS Peer Group Comparison
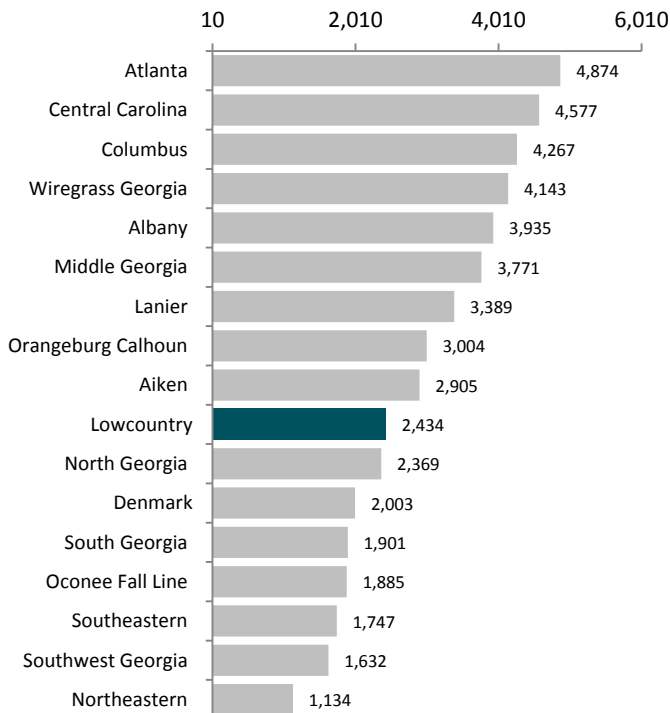
TCL Student-Faculty Ratio Trends
Lowest Student-Faculty Ratio: 15:1, November 1, 2008

Fall Term	Head Count
Fall 2008	2,105
Fall 2009	2,565
Fall 2010	2,792
Fall 2011	2,632
Fall 2012	2,434

Student-Faculty ratio line chart: Nov. 1, 2008 = 15; Nov. 1, 2009 = 19; Nov. 1, 2010 = 18; Nov. 1, 2011 = 17; Nov. 1, 2012 = 16
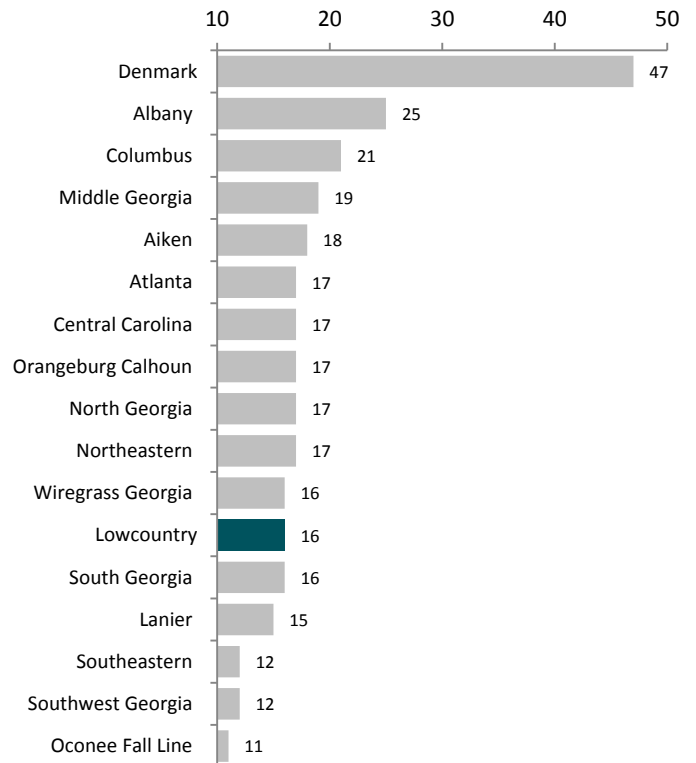
Comparing TCL to IPEDS Peer Colleges in South Carolina and Georgia
Student-Faculty Ratios and Fall 2012 Undergraduate Enrollment

Undergraduate Enrollment

College	Enrollment
Atlanta	4,874
Central Carolina	4,577
Columbus	4,267
Wiregrass Georgia	4,143
Albany	3,935
Middle Georgia	3,771
Lanier	3,389
Orangeburg Calhoun	3,004
Aiken	2,905
Lowcountry	2,434
North Georgia	2,369
Denmark	2,003
South Georgia	1,901
Oconee Fall Line	1,885
Southeastern	1,747
Southwest Georgia	1,632
Northeastern	1,134

Student-to-Faculty Ratio

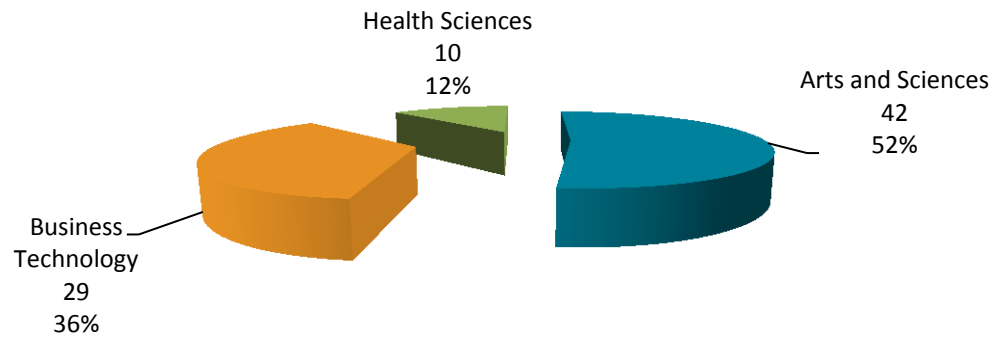| College	Ratio
Denmark	47
Albany	25
Columbus	21
Middle Georgia	19
Aiken	18
Atlanta	17
Central Carolina	17
Orangeburg Calhoun	17
North Georgia	17
Northeastern	17
Wiregrass Georgia	16
Lowcountry	16
South Georgia	16
Lanier	15
Southeastern	12
Southwest Georgia	12
Oconee Fall Line	11

42

7.3.7 Key Measure: Distance Education—Fall Online Course Section Offerings

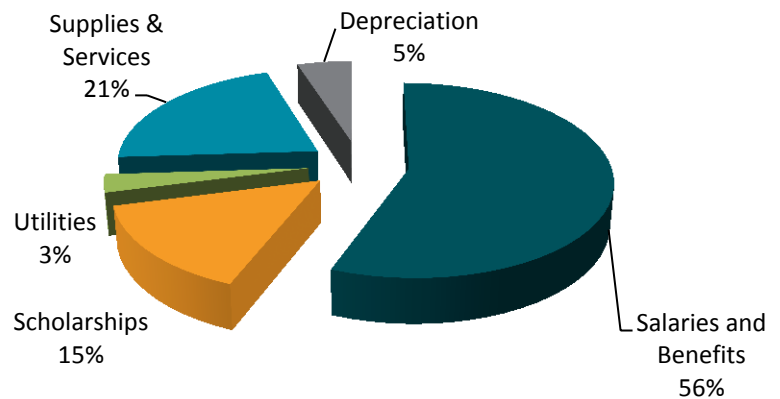| **Fall Online Course Section Offerings Trends** TCL offered 37% more online course sections in Fall 2013 compared to Fall 2009.	

	Fall 2009	Fall 2010	Fall 2011	Fall 2012
■ Course Section Offerings	59	67	75	88
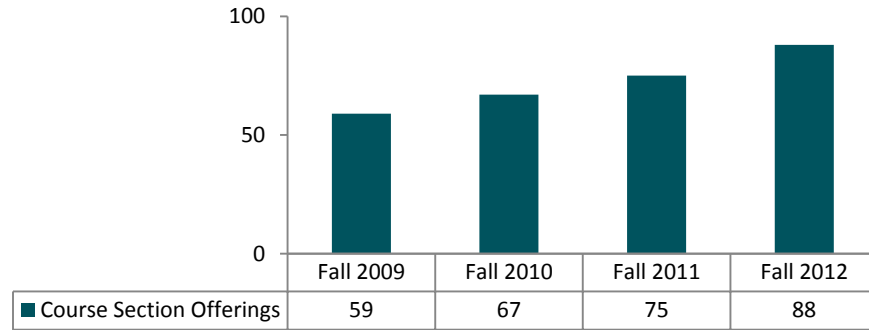
Fall 2012 Online Course Section Offerings by Division

Health Sciences
10
12%

Arts and Sciences
42
52%

Business Technology
29
36%

7.3.8 Key Measure: Operating Expenses
(These financial data provided for Fiscal Year End June 30, 2013 are preliminary.)

Operating Expenses as a percentage of total operating expenses Fiscal Year End June 30, 2013

Total Operating Expenses: $21.4 million

Supplies & Services
21%

Depreciation
5%

Utilities
3%

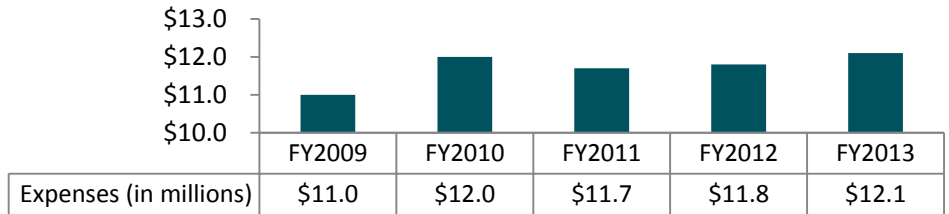Scholarships
15%

Salaries and Benefits
56%

7.3.9 Key Measure: Trends of Operating Expenses –Salaries and Benefits, Utilities, and Scholarships Trends
**(These financial data provided for Fiscal Year End June 30, 2013 are preliminary.)**

| **Salaries and Benefits** (To support instruction, academic support, student services, institutional support, and auxiliary enterprises)					
		FY2009	FY2010	FY2011	FY2012	FY2013
Expenses (in millions)	$11.0	$12.0	$11.7	$11.8	$12.1

| **Utilities** (Utilities for operation and maintenances of plant and auxiliary enterprises.)					
		FY2009	FY2010	FY2011	FY2012	FY2013
Expenses (in thousands)	$513	$538	$558	$569	$607
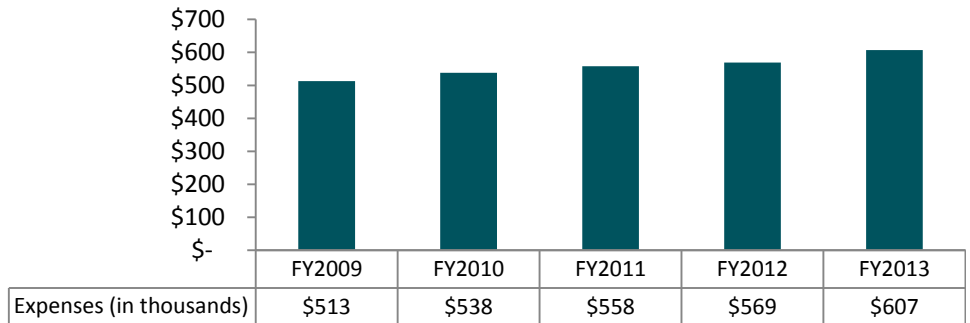
Scholarships & Fellowships (The College receives scholarships for books and stipends along with non-governmental grants that were used to support College programs, such as scholarships.)					
		FY2009	FY2010	FY2011	FY2012	FY2013
Expenses (in millions)	$1.9	$3.3	$4.0	$3.8	$3.2
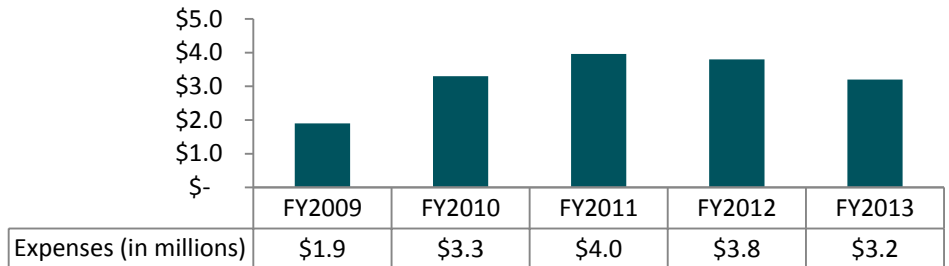
7.3.10 Key Measures: FY2013 Operating Revenues as a Percent of Total Operating Revenue
(Preliminary fiscal data)

Total Operating Revenue: $10.2 million

Largest Percentage of Operating Revenu: Grants and Contracts at 48%

Grants and Contracts 48%
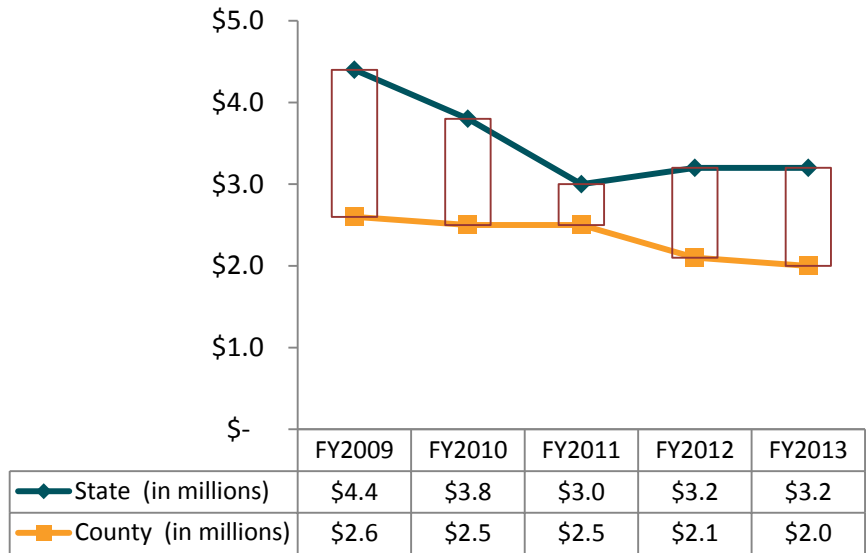Auxiliary 10%
Other 3%
Tuition & Fees 39%
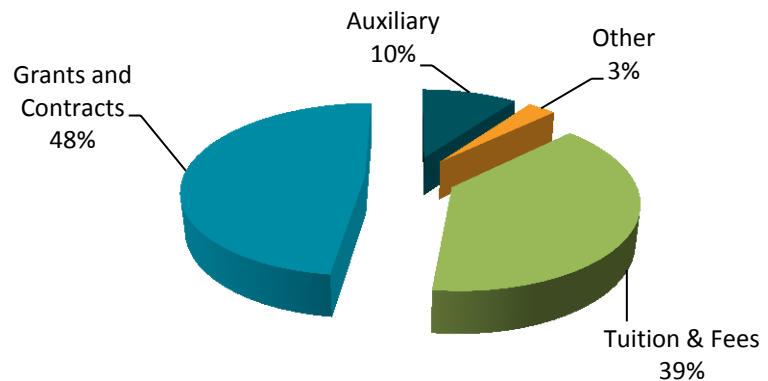
7.3.11 Key Measure: Non-operating Revenues- State and County Appropriations (FY2013 are preliminary.)

Non-operating Revenue: State and County Appropriations Fiscal Year End for 2009 to 2013

Lowest FY for State Appropriations:
FY2011 at $3.0 million

Lowest FY for County Appropriations:
FY2013 at $2.0 million

Rate of Change: FY 2009 to FY2013
State: -27%
County : -23%

|	FY2009	FY2010	FY2011	FY2012	FY2013
State (in millions)	$4.4	$3.8	$3.0	$3.2	$3.2
County (in millions)	$2.6	$2.5	$2.5	$2.1	$2.0

Non-operating Revenue: <u>Combined</u> State and County Appropriations Fiscal Year End for 2009 to 2013

Lowest FY:
FY2013 at $5.2 million

Highest FY: FY2009 at $7.0 million

Rate of Change FY 2009 to FY2013: -26%

	FY2009	FY2010	FY2011	FY2012	FY2013
State plus County (in millions)	$7.0	$6.3	$5.5	$5.3	$5.2
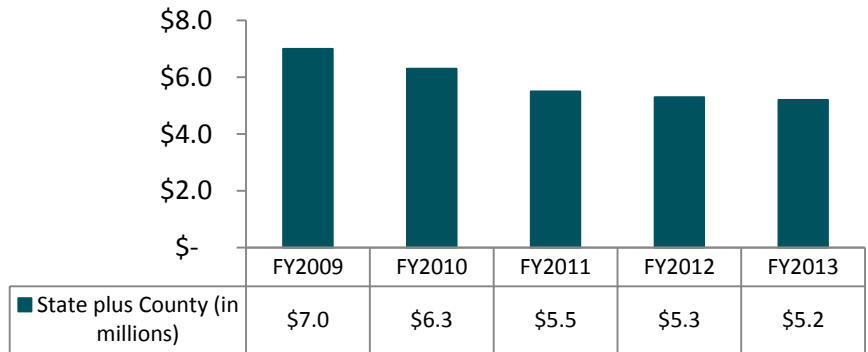
7.4 What are your performance levels and trends for your key measures of workforce engagement, workforce satisfaction, the development of your workforce, including leaders, workforce retention, and workforce climate including workplace health, safety, and security?

7.4.1 Key Measure: Growth in Workforce—2012-2013 Number of Full-time Employees by Assigned Positions as of November 1, 2012

| Occupation	HC	%
Postsecondary Teachers/Instructional Staff/Instructors	48	34%
Library and Instructional Support Occupations	4	3%
Management Occupations	23	16%
Business and Financial Operations Occupations	5	4%
Computer, Engineering, and Science Occupations	5	4%
Community Service, Legal, Arts, and Media Occupations	17	12%
Service Occupations	13	9%
Office Administration Support Occupations	27	19%
Total number of employees	142	100%

All Employees

From 2008 to 2012, TCL increased its workforce by 12% by growing the part-time segment by 26%.

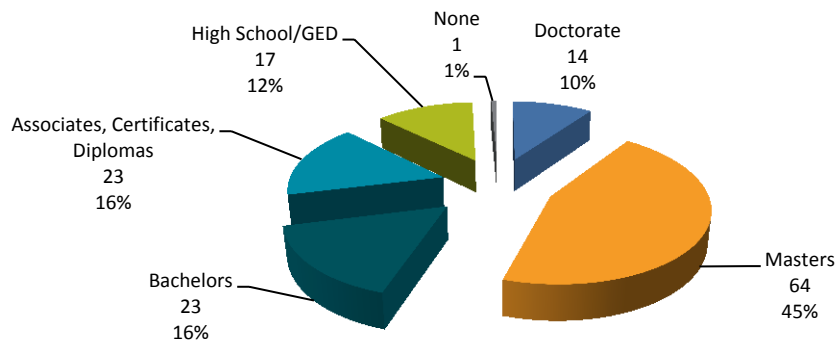However, TCL's workforce shrunk by 2% from the previous year.

	2008	2009	2010	2011	2012
■ Employees	278	284	311	317	312
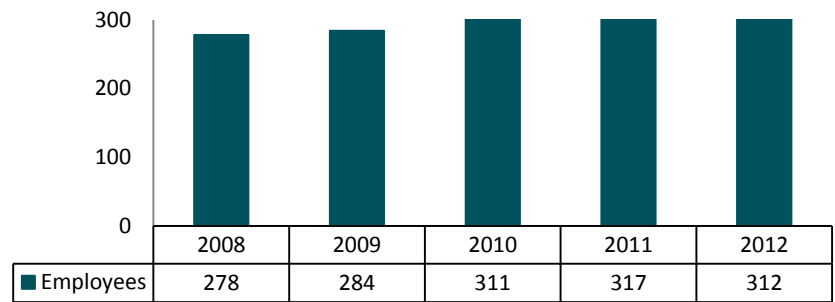
Employees by Full-time and Part-time

With a shrinking budget, TCL has maintained a strong workforce by growing the part-time workforce and maintaining the number of full-time employees at 2008 capacity.

	2008	2009	2010	2011	2012
Full-time	143	139	136	134	142
Part-time	135	145	175	183	170
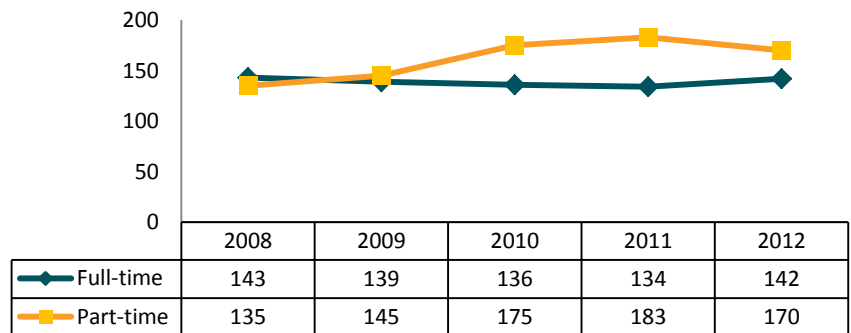
7.4.3 Key Measure: Number of Full-time Employees per Highest Degree Earned as of November 1, 2012

The majority (55%) of TCL's 142 full-time employees have earned a master or doctorate degree.

High School/GED
17
12%

None
1
1%

Doctorate
14
10%

Associates, Certificates, Diplomas
23
16%

Masters
64
45%

Bachelors
23
16%

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

7.5.1 Curriculum Development and Assessment

Instructional Performance Assessment Instrument ©IPSI provides basic software tools to track course content goals and course level student learning outcomes. As of end of June, 2013, TCL completed three phases on implementing IPSI. In 2010 -2011, all courses had IPSI syllabi, and those syllabi were posted on the TCL website. Faculty completed a review of courses to determine if all course content had been taught, if any had been removed, and if any new content was

included. Faculty also reviewed whether each content goal was evaluated.

Furthermore, faculty reflected on the overall performance of the class and developed a plan for making changes if warranted by the student outcomes. Phase III Program Level Evaluation was implemented in several areas and will become an embedded part of program review over the next program review cycle. The program advisory committees are actively involved in this work of review and feedback of course content goals.

7.5.2 Academic Advisory Committees

One of the most important missions of the College is to provide technical, career-oriented programs in response to defined needs of the community it serves. The nature of such programs demands a close, cooperative relationship between the College and local industry, business, and government. To foster this relationship, the College maintains an advisory committee for each of its associate degree and diploma programs/clusters and distinct certificate programs not associated with a degree or diploma program—a total of 19 committees.

These committees are able to provide essential contributions because their membership represents employers and other community members who are respected and recognized as authorities in their fields. The presence of functioning advisory committees enables the educators to develop career education programs based on real needs of the community. In addition, these committees consider feedback from faculty, students, employees, and alumni in addition to information from accrediting bodies or other external sources in their review of the academic programs. Public confidence and improved educational programs can be secured when the experiences and counsel of responsible citizens are solicited and acted upon by the institution.

7.5.2 Key Measure: Academic Advisory Committees	
Academic Programs	
Administrative Office Technology	Electronics
Arts & Sciences (Transfer)	General Business
Building Construction Technology	HVAC
Civil Engineering	Massage Therapy
Computer Aided Design (CAD)	Nursing
Computer Technology	Paralegal
Cosmetology	Physical Therapist
Criminal Justice	Radiologic Technology
Culinary Arts	Surgical Technology
Early Childhood Education	

7.5.3 Institutional Committees

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.

7.5.3 Key Measure: Institutional Committees and Members				
Institutional Committees	**Procedure**	**TCL**	**Student**	**Non-voting**
Alcohol and Other Drug Program Review	2-1-201.1.18	7	0	0
Curriculum	2-1-201.1.2	13	1	1
Enrollment Management	2-1-201.1.5	16	1	0
Information Resource Management	2-1-201.1.4	13	0	0
Safety, Health, & Business Continuity	2-1-201.1.15	10	0	0
Strategic Planning Council	2-1-201.1.19	25	0	0

7.5.4 SACSCOC Quality Enhancement Plan

TCL's Quality Enhancement Plan (QEP) is the component of the Southern Association of Colleges and Schools (SACS) reaffirmation process that reflects and affirms the commitment of the Commission on Colleges (COC) to enhancing the quality of TCL and to focusing attention on student learning. Core Requirement 2.12 requires, among other things, the development of a QEP that includes an institutional process for identifying key issues emerging from institutional assessment and focuses on learning outcomes and/or the environment supporting student learning and accomplishing the mission of the college.

The QEP is embedded within TCL's ongoing integrated institution-wide planning and evaluation process. The QEP looks toward the future. Comprehensive Standard 3.3.2 mandates that TCL (a) demonstrate institutional capability for the initiation, implementation, and completion of the QEP; (b) involve broad-based institutional constituencies in the development and implementation of the QEP; and (c) establish goals and an assessment plan. These requirements launch a process that will move TCL into a future characterized by the development and/or modification of creative, engaging, and meaningful learning experiences for students as it relates to advising.

Developing a QEP as a part of the SACSCOC reaffirmation process is an opportunity for TCL to enhance overall institutional quality and effectiveness by focusing on an issue—Student Advisement—that the college considers important to improving student learning. In doing so, the following committees, teams, and/or workgroups were established: the QEP Steering Committee, QEP Student Ambassadors Workgroup, QEP Marketing Workgroup, QEP Implementation Team, QEP Professional Development Workgroup, QEP Assessment Team, and the Resource Allocation Workgroup.

During the On-Site Review, which is scheduled for October 29—31, 2013, evaluators will expect our QEP to present a clear and comprehensive analysis of the crucial importance of Student Advisement to TCL. Responding to this reaffirmation requirement provides a stimulus for directing critical and creative energy.

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

7.6.1 Community Engagement

One of the College's strategies in meeting its Key Strategic Goals is to encourage its faculty and staff to be actively engaged in community and professional organizations and serving in leadership roles. In 2012-2013, 93 of TCL's employees were engaged in 87 national, state, and local community and/or professional organizations. Table 7.6.1 shows the number of employees engaged in specific roles.

7.6.1 Key Measure: Engagement in Community and Professional Organizations (July 1, 2012 - June 30, 2013) Sum of percentages will exceed 100% due to multiple responses allowed.		
Active Leadership and Engagement Roles in Organizations (n= 93)	**N**	**%**
Active Leadership Role	28	30%
Active Member	59	63%
Advisory Board Member	6	6%
Campus-wide Support	23	25%
Committee Member	12	13%
Member of the Board of Directors	17	18%
Volunteer	57	61%

7.6.2 Crime on Campus Statistics

7.6.2 Key Measure: Crime On Campus or Off Campus Trends (Beaufort Main Campus, New River Campus, and H. Mungin Center locations only)					
U.S. Department of Education Crime on Campus Reports Criminal Offenses, Arrests, and Hate Crimes Reporting period: January 1 – December 31					
Criminal Offenses	**2008**	**2009**	**2010**	**2011**	**2012**
Murder/Non-negligent manslaughter	0	0	0	0	0
Negligent manslaughter	0	0	0	0	0
Sex offenses - Forcible	0	0	0	0	0
Sex offenses - Non-forcible	0	0	0	0	0
Robbery	0	0	0	0	0
Aggravated assault	0	1	0	0	0
Burglary	1	0	0	0	1
Motor vehicle theft	1	0	0	0	0
Arson	0	0	0	0	0
Arrests	**2008**	**2009**	**2010**	**2011**	**2012**
Weapons: carrying, possessing, etc.	0	0	0	1	0
Drug abuse violations	0	0	0	1	0
Hate Crimes	**2008**	**2009**	**2010**	**2011**	**2012**
	0	0	0	0	0