SOUTH CAROLINA STATE
BUDGET AND CONTROL BOARD
ACCOUNTABILITY REPORT

2009-2010

Agency Name: Technical College of the Lowcountry
Date of Submission: September 15, 2010
Agency Director: Thomas C. Leitzel, Ph.D.
Agency Contact Person: Camille Myers
Agency Contact's Telephone Number: 843-525-8359

Contents

Section I—Executive Summary

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

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

Mission

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

1.2 Major Achievements 2009-2010

- The Wildy Memorial Garden, honoring the historic Mather School, was unveiled on July 25, 2010.
- TCL's Radiologic Technology program announced a perfect pass rate — for the fifth year in a row — on the American Registry of Radiologic Technologists (ARRT) certification exam.
- TCL held its first convocation.
- The Hampton County Chamber of Commerce presented TCL the 2010 Business of the Year Award during the Chamber's annual meeting on January 21, 2010. (Read article: http://www.hamptoncountyguardian.com/news/chamber-honors-phillips-tcl)
- The TCL Job Placement Office, the Community Foundation of the Lowcountry, and the Hilton Head Island - Bluffton Chamber of Commerce partnered to offer a free online job board at www.lowcountryjobs.org.
- TCL received a $593,000 federal grant from the U.S. Department of Education for "Project BAAM"—a program designed to improve the Basic, Advanced and Applied Mathematics skills of African-American students.
- PILAU—Promoting Integrity, Leadership, Academics and cultural Understanding was named the Gold Award Recipient of the 2009 Terry O'Banion Shared Journey Exemplary Practice Award by the National Council on Student Development (NCSD). The Terry O'Banion Award is awarded each year to programs that are deemed outstanding because they are highly innovative and for modeling best practices in the field.
- TCL industrial technology faculty and students immersed a turbine in the Beaufort River in order to create energy from the changing tides. TCL designed and built the tidal generator, which successfully generated 60 watts per hour at full tide.
- The Technical College of the Lowcountry earned accreditation from the National Association for the Education of Young Children (NAEYC) Commission on Early Childhood Associate Degree Accreditation.
- TCL, Santee Cooper and Palmetto Electric Cooperation dedicated a 20-kilowatt solar array at the TCL New River Campus, making it one of the largest solar installations in the state.
- TCL received top honors in the prestigious 2010 National Council for Marketing & Public Relations (NCMPR) Paragon Awards competition. TCL received a gold award for its "Finding a Good Job Is Tough" print advertisement series and a silver award for its "Finding a Good Job Is Tough" radio advertisement series. This marks the third year in a row that TCL has claimed a first-place gold paragon award.
- TCL was awarded the Regional Economic Impact Award by the Beaufort Regional Chamber of Commerce during its annual CIVITAS Awards banquet.
- The TCL Foundation established the Teaching Collection consisting of fine art, antiques, artifacts, and memorabilia donated to the college in order to facilitate student and faculty learning, research, and curriculum development.
- Ground was officially broken on March 29 for the Colleton County QuickJobs Center in Walterboro. The training center, which is scheduled to open in 2011, will be operated by TCL in partnership with Colleton County. The 23,000-square-foot building is being funded by the S.C. Department of Commerce, the federal Economic Development Act, Colleton County, and TCL. The facility will house a multi-tiered classroom with Internet and video conferencing technology, four training labs, and four other classrooms, giving it flexibility to meet a variety of training needs for the Colleton County workforce.
- TCL was one of six South Carolina technical colleges named as an Energy Efficiency Training Center specializing in weatherization training programs.

1.3-1 Key Strategic Goals
1. Create a "Future Forward" vision
2. Create vibrant learning environments
3. Capitalize on valued partnerships
4. Optimize access and success
5. Grow and enhance resources
6. Provide innovative and qualified workforce

1.3-2 Key Institutional Values
1. Learning
2. Integrity
3. Service
4. Excellence
5. Stewardship
6. Diversity

1.3 Key Strategic Challenges

A community that invests in its people is a community that ensures its future. As the community's college in Beaufort, Colleton, Hampton and Jasper counties, the Technical College of the Lowcountry serves the community every day through innovative programs, excellent instruction, and active partnerships. The College's impact is multifaceted – serving as a catalyst in the economic development activities of our community; providing an affordable, accessible, and quality education to the people of our region; providing local businesses with consultation and workforce training; and serving as a vehicle for the betterment of a community that is diverse, growing and ever changing.

- ***Shrinking State Funding.*** In the last four years, the state has decreased funding support by 36%. The College must develop alternative means of revenue if it is to continue at its current quality level and grow necessary programs for regional economic development.
- ***Increased Enrollment.*** The College's head count enrollment increased significantly in the last four years – 52% and FTE at 56%- and the trend is predicted to continue.
- ***Stretched Human Resources.*** As enrollment has increased, faculty and staff full-time position have not grown to keep pace with the increase.
- ***Technological Changes and Shortened Knowledge Life.*** Rapid shifts in technology and knowledge-life affect every aspect of the institution's infrastructure, and in particular, the professional development needs of faculty and staff.
- ***Increasing Competition.*** Both private and public institutions offer similar and new programs in our region. TCL must respond quickly and offer programs that are relevant to our community's future needs. Individuals may chose from a number of online degrees from both private and public institutions.
- ***Learning.*** The College recognizes that it serves the interests of a diverse community. The population of traditional students (ages 18 to 24 years) is increasing. These students have expectations for customized learning and connectedness. Non-traditional students want flexible delivery methods and flexible schedules to blend home, work, and college. They come to us with a need for college readiness skills. Businesses want flexible, relevant training and consulting services and expect a well-trained workforce.
- ***Infrastructure.*** The College has aging facilities that need renovation. Significant growth in the New River/Bluffton area has put space constraints on the one building. We must continually upgrade our systems and improve our process to meet the needs of growth in our service area.

1.4 Use of accountability report to improve organizational performance

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

Section II – Organizational Profile

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

2. 2 Delivery Methods
- Classroom
- Online
- Internships
- One-on-one meetings
- On-the-job Training
- Workshops/Seminars

2.3 Educational Services
- Academic advising
- Assessment and evaluation/placement
- Career counseling / job placement
- Customized workforce development and training
- Early College Credit Opportunities
- Financial aid assistance
- Study skills classes
- Tutoring

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

2.5 a. 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 Commission
- TCL Foundation
- TCL students, alumni, and employees
- Workforce Investment Board

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

2.6 Student Profile—Fall 2009

		% of Enrollment
Enrollment		
Unduplicated undergraduate head count	2,565	
FTE (full-time equivalency)	1,610	
Part-time enrollment	1,614	63%
Demographics		
Female enrollment	1.839	72%
Minority enrollment	1,217	*49%
Average Age of undergraduates	Age 28	
First-time, full-time, freshmen	272	11%
First-time, part-time, freshmen	329	13%
Students Receiving Financial Aid		
First-time, Freshmen receiving any financial aid		89%
Students receiving any financial aid	2,065	81%
Students receiving need based financial aid	1,557	61%
Residency		
Beaufort County residents	1,886	73.5%
Colleton County residents	120	4.6%
Hampton County residents	213	8.3%
Jasper County residents	203	7.9%
College service area residents	2,422	94%
South Carolina residents	2,446	95%

* Percent was calculated using enrollment n = 2,497 (Does not include non-alien resident, other, or unknown.)

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

2.8 Employees 2009-2010

Primary function / occupation activity as of November 1st

	Full-time	Full-time PY	Part-time	Part-time PY	Total for 2009	Total for 2008	Total for 2007	Total for 2006	Total for 2005
Primarily Instruction	48	48	90	84	138	132	126	106	104
Primarily research	0		0		0	0	0	0	0
Primarily Public Service	0		0		0	0	0	0	0
Executive/administrative/managerial	5	5	0	0	5	5	6	6	5
Other professionals (support Services)	35	37	3	18	38	55	47	41	43
Technical and paraprofessionals	18	18	33	21	51	39	39	35	40
clerical and secretarial	20	19	15	9	35	28	23	22	20
Skilled crafts	6	6	0		6	6	6	6	5
Service/maintenance	7	10	4	3	11	13	14	14	18
Total	**139**	**143**	**145**	**135**	**284**	**278**	**261**	**230**	**235**

(PY = Previous Year) Data Source: National Center of Education Statistics, Integrated Postsecondary Education Data System Human Resources Survey Reports

2.9 Regulatory Environment
- South Carolina Budget and Control Board
- South Carolina Commission on Higher Education
- South Carolina General Assembly
- U.S. Department of Education

Accredited by:
- Association of Collegiate Business Schools and Programs (ACBSP)
- Commission on Colleges of the Southern Association of Colleges and Schools
- Joint Review Committee on Education in Radiologic Technology
- National Association for Education of Young Children (NAEYC) Commission on Early Childhood Associate Degree Accreditation
- National League for Nursing Accrediting Commission (NLN)
- Physical Therapist Assistant Program Commission on Accreditation in Physical Therapy Education
- South Carolina Department of Labor Licensing and Regulation Board of Nursing
- Surgical Technology Program Commission on Accreditation of Allied Health Education Programs (CAAHEP)

Memberships:
- American Association of Community Colleges (AACC)
- American Council on Education (ACE)
- Servicemembers Opportunity College (SOC)

Approved by:
 Paralegal program approved by: American Bar Association (ABA)

2.10 Governance System

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

2.11 Key Partners and Suppliers

Partners
- Area business and industry through representation on advisory committee
- Area chambers of commerce
- Area hospitals and healthcare organizations
- Colleton County Economic Development Council
- Four county area school boards, districts, home school-families, and private schools
- Hampton County Economic Development Council
- Colleton County Economic Alliance
- Hardeeville Economic Development Office
- Jasper County Economic Development Office
- Lowcountry Council of Government (LCOG)
- Lowcountry Economic Network
- South Carolina Technical College System Office and the 15 other technical colleges
- Senior institutions of Higher Education
- Workforce Investment Act (WIA) Board and One-Stops

Suppliers
- Blackboard
- Datatel
- Dell
- Embarq
- Hargray Communications
- Microsoft
- Palmetto Electric
- South Carolina Electric & Gas
- Various text book venders

2.12 Key competitors

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

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

2.13 Key Changes that impact competitive situation

1) Since opening the doors, the TCL New River Campus (NR) enrollment has increased from 254 students in Fall 2006 to 864 in Spring 2010—a 240% increase. The NR campus specifically addresses the needs of Southern Beaufort and Jasper counties, which is one of South Carolina's fastest growing regions. This Campus offers courses in each of the four academic divisions and Continuing Education.
2) TCL is offering its students convenient access to more courses by alternative delivery methods, such as online and teleconferencing classes.
3) The re-designed Student Service division provides higher quality services for prospective and current students while emphasizing "customer service."
4) The low cost of tuition and the various forms of financial aid available allow students to attend TCL at a reasonable, affordable investment.

2.14 Performance Improvement Systems

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

2.1.5 Organizational Chart
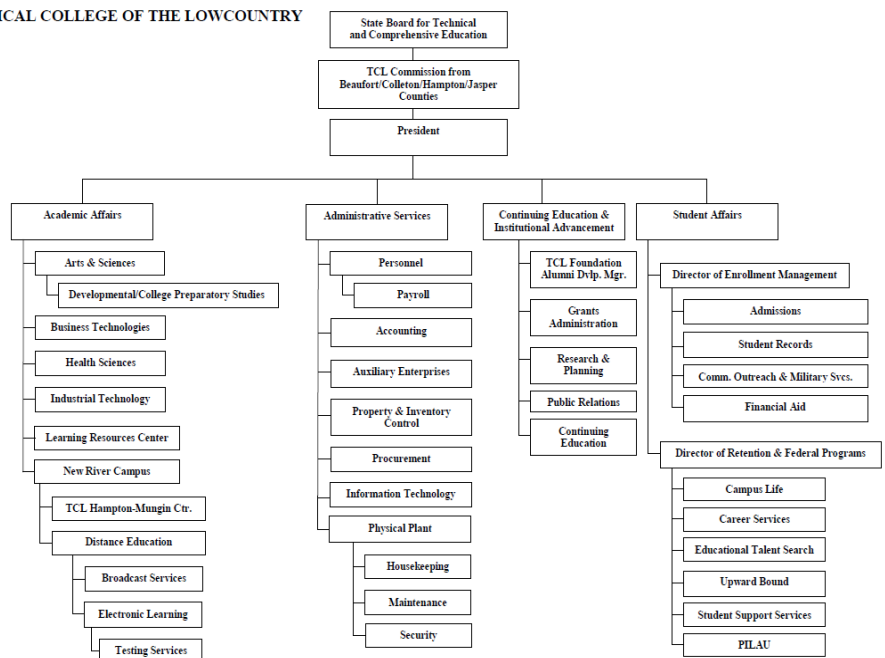
2.16 Accountability Report Appropriations/Expenditures Chart

Base Budget Expenditures and Appropriations

Major Budget Categories	FY 08-09 Actual Expenditures		FY 09-10 Actual Expenditures		FY 10-11 Appropriations Act	
	Total Funds	General Funds	Total Funds	General Funds	Total Funds	General Funds
Personal Service	$ 9,010,179	$ 3,009,742		$ 2,801,566		$ 2,292,650
Other Operating	$ 7,294,815					
Special Items	$ 658,868	$ 658,868		$ 398,584		$ 121,150
Permanent Improvements						
Case Services						
Distributions to Subdivisions						
Fringe Benefits	$ 2,389,380	$ 778,048		$ 723,448		$ 591,186
Non-recurring						
Total	$ 19,353,242	$ 4,446,658	$ -	$ 3,923,598	$ -	$ 3,004,986

2.18 Major Program

Program Number and Title	Major Program Area Purpose (Brief)	FY 08-09 Budget Expenditures			FY 09-10 Budget Expenditures			Key Cross References for Financial Results*
Instructional Programs A, B, & E	The College provides academic and technical programs leading to degrees, diplomas and certificates and prepares graduates for careers in various technical fields or for transfer to sr. institutions.	State:	4,446,658.00		State:			
		Federal:	1,742,906.00		Federal:			
		Other:	13,163,860.00		Other:			
		Total:	19,353,242.00		Total:			
		% of Total Budget:		100%	% of Total Budget:			

Section III – Elements of Malcolm Baldrige Criteria

Category 1—Senior Leadership, Governance, and Social Responsibility

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

1) In collaboration with the Strategic Leadership Team (SLT) and key stakeholders, the President ensures that the College continually strives to meet the College's mission.
2) The President meets weekly with the Strategic Leadership Team 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.
3) The President's Strategic Leadership Team includes the Vice President for Academic Affairs, the Vice President for Administrative Services, the Vice President for Continuing Education and Institutional Advancement, the Vice President for Student Affairs, and the Executive Director of the TCL Foundation.
4) The vice presidents maintain communication with their staff by relating information from SLT meetings, including but not limited to monitoring progress of goals and objectives.
5) The President regularly holds "Friday Connections," a causal forum in which announcements and issues are discussed. Employees are given the opportunity to engage in dialogue with the President and Strategic Leadership Team. Each unit gives updates of programs, staff and faculty accomplishments, and future events.
6) Faculty and staff forums are scheduled each semester to discuss strategic initiatives, state technical college system news, and are open for discussion for key issues.
7) 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.
8) The Vice President of Student Affairs chairs the Student Affairs Leadership Team (SALT). The team consists of key division leaders who monitor progress on various initiatives, plans, and private recognitions for success.
9) The President and Strategic Leadership Team maintain communication with the College's key suppliers, partners and leadership in the community through participation and service on community and municipal boards, in civic organizations, and through a network of personal contacts.
10) The Strategic Leadership Team works to ensure that the stakeholders are aware of goals, objectives, and new initiatives. They solicit input from stakeholders regarding new ideas and initiatives.
11) To stay abreast of current educational information, the President and Strategic Leadership Team participate in local, regional, state, and national organizations while cooperating and sharing information with stakeholders.

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

In April 2008, the College established a Strategic Planning Council (SPC) comprised of administrators, faculty, staff, and representation from the Commission in order to increase college representation across all functional areas and align planning with significant college initiatives. Since the establishment of the SPC, regular

meetings are conducted to ensure continuous development of the strategic plan. In February 2010, SPC met and created a new framework for the College's strategic plan including adopting six new strategic foci developed at the TCL Commission retreat. Subsequent meetings were held in the Spring and Summer focused on developing goals. Each division is charged with developing a measurable action plan.

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

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

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

The College is subject to Compliance Audits from such Federal Agencies as the U.S. Department of Education (Financial Aid and other Grants), Office of Civil Rights, Department of Labor and other agencies that monitor compliance with a variety of applicable Federal laws. Local governance is managed by TCL Commission whose governance is established through the enabling legislation, 59-53-910 through 59-53-940. The Southern Association of Colleges and Schools (SACS) is the regional accreditation agency for the College. Other accreditation organizations accredit specific programs in a variety of instructional areas.

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

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

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

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

The College is aware of the need to develop future leaders. The College participates in the Graduate Leadership Certificate program coordinated through the S.C. Technical College System and conducted by the University of

South Carolina. To date, four individuals have completed the program and two are currently enrolled in the program. The College's Vice Presidents have all completed the Graduate Leadership Certificate program. One has completed her Ph.D., two are currently in a Ph.D. program, and the other completed a MBA. The College continues to sponsor individuals in the program. The College also participates in the S.C. Technical College System Leadership Seminar, a 12-month leadership program designed for preparing future leaders. Senior leaders promote cross training within divisions to ensure consistent training and provides professional development to employees.

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

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

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

The President is evaluated annually by the TCL Area Commission. The President evaluates the senior leadership team annually, utilizing the Employee Performance Management System (EPMS). Specific success criteria are outlined in the EPMS related to the strategic plan of the College. The President monitors progress through weekly meetings and written reports. Senior leaders utilize feedback to improve performance and criteria. The Area Commission is appointed by the legislative delegation and individual performance evaluations are not conducted.

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

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

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

The College's strategic plan guides planning at the College. Prior to initiating new programs or services, the College reviews all regulations and/or policies related to the various government agencies and accrediting

standards to ensure compliance. The College also consults appropriate stakeholders for input. Input may be cultivated by surveys, focus groups, and other formal/informal gatherings. Current programs, services, and operations are regularly monitored and if problems or concerns arise, they are addressed in a timely manner. Corrective action may take various forms including policy or procedure change or an in-depth study. Program reviews are conducted on a rotating schedule, ensuring sustainability, relevance, and compliance. The strategic plan outlines goals and objectives and specific measures are articulated to ensure desired outcomes. The strategic plan is designed to allow for flexibility, allowing for any corrective change due to adverse impact or change based on environmental scanning.

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

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

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

Category 2—Strategic Planning

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

TCL has an ongoing, integrated, and institution-wide research-based planning and assessment process, which involves the TCL Area Commission, faculty, staff, and students.   The Commission set a new set of strategic foci for the institution during their Fall 2009 Commission Retreat. In February, 2010 the strategic planning council began work on creating goals for the six new statements of focus. Work continued in the spring and summer and a new plan, The Compass, was developed and adopted by the Council.

Integrated Strategic Planning Timeline

Spring 2008	September 2008	October 2008	January 2009	February 2009
• Strategic Planning Concil (SPC) Formed	• Dr. Tom Leitzel arrives at TCL	• Commission Retreat • New Vision Statement	• Pend Armistead work with SPC	• Pend Armistead provides feedback

Summer 2009	Fall 2009	February 2010	Spring 2010	Fall 2010	Fall 2010	January 2011
• President Charged SLT evaluate • Programs (AA, CE) • Systems (SS, ADM) • Community Awareness	• SLT drafts ISP Integrated Strategic Plan • TCLCommission Retreat • ISP Goals & Core Values	• SPC worked on objectives	• SLT Work	• SPC meets to Review	• Divisions work on Action Plans	• Report on Actions Plans • Start 5-year Plan

A. **Your organization's strengths, weaknesses, opportunities and threats:**
   TCL's organizational strengths, weaknesses, opportunities and challenges are explored in depth at the area commission and with faculty and staff. Analysis and evaluation of objectives are determined based on identified improvement areas and opportunities.

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

C. **Shifts in technology, student and community demographics, markets, student and stakeholder preferences, and competition:**
   The College's Strategic Leadership Team meets on a weekly basis and monitors trends related to technology, demographics, and markets. This procedure allows the leadership to implement change if needed to stay competitive and maintain necessary services. Program advisory committee members provide feedback on business and industry trends and aid the College in maintaining up-to-date technology. The boards also provide important workforce trend information that the College uses to assist in determining course content, new programs, and services. The Technology Plan, developed in concert with the Strategic Plan, is reviewed monthly by the Institution Resource Management Committee (IRM) to allow for change if needed, based on collected information related to trends 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 have delayed salary increases for two years. However, the college has not had to lay-off or furlough employees as of September 2010 economic conditions and the lack of state FTE positions have limited the College's ability to develop new programs to meet workforce needs in the service area.

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

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

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

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

The Strategic Plan has six focus areas. Those focus areas with underpinning goals, address each of the issues outlined in Section I, Question 4. Specific action items have been identified to address these challenges. The Strategic Leadership Team works with all stakeholders to accomplish our goals.

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

The Strategic Planning Council is charged with monitoring the strategic planning progress. The Strategic Leadership Team also continually reviews and monitors the strategic planning process, ensuring that individual division planning is in concert and that desired results are met. Action items are measured for success and monitoring of those measures is the responsibility of not only the SPC but also individual division chairs, faculty and staff. Regular review allows division to see progress and/or allows for corrective action if needed.

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

The action items determined the division's work plan for the year. Action plans are tracked through regular faculty/staff division meetings, institutional effectiveness reports, budget analysis, and monitored by the Strategic Planning Council. The Strategic Leadership Team monitors progress regularly throughout the year ensuring that performance measures are progressing. A significant part of the College's strategic planning process is to ensure proper resource allocation.

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

The Strategic Plan is made available via the TCL web site. The Plan is published and made available to all faculty and staff as well as to the community. At present, the College is developing a dashboard system for easy monitoring and communication of the strategic plan and continual progress. The President takes the strategic plan directly to community stakeholders, soliciting feedback and input. The plan is published and distributed widely, as it is the compass for College programs and services.

3.2.6 How do you measure progress on your action plan?

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

3.2.7 Organization's Strategic Plan

Technical College of the Lowcountry Strategic Plan 2010-2015	
The Compass	
	Category 7 Index
Strategic Focus: 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.	
Goals: • **Position TCL as the region's premier academic institution** • **Establish TCL as a leading partner in the region's economic development** • **Become a data driven institution, using evidence as the foundation for all decision making** .	7.1.1, 7.1.2 7.1.3, 7.1.4 7.1.5, 7.2.1 7.2.2, 7.2.3 7.2.4, 7.3.1 7.3.2, 7.3.5 7.3.6, 7.3.7 7.4.2, 7.4.3 7.5.0, 7.6.1 7.6.2, 7.6.3

Strategic Focus: 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.	
Goals: • **Expand and fortify business, individual, and educational partnerships** • **Provide relevant workforce solutions**	7.1.5 , 7.3.6 7.3.7, 7.5.1 7.3.6, 7.3.7 7.6.1
Strategic Focus: 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.	
Goals: • **Amplify technology, instruction and services across the institutional units** • **Support emerging trends indentified by our community** • **Expand extra- and co-curricula opportunities for students**	7.1.1, 7.1.4 7.1.5, 7.2.1 7.2.2, 7.2.4 7.3.1, 7.3.2 7.3.5, 7.3.6 7.3.7, 7.5.1, 7.6.1, 7.6.2
Strategic Focus: 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.	
Goals: • **Diversify TCL's funding sources** • **Strengthen TCL's human resource capacity** • **Provide for sustainability and growth** • **Fortify TCL's technology capacity**	7.3.1, 7.3.2 7.3.4 , 7.3.5 7.3.6, 7.3.7 7.4.1, 7.4.2 7.4.3, 7.6.1 7.6.2, 7.6.3
Strategic Focus: 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.	
Goals: • **Assure that each student has defined educational goals and a pathway to reach those goals** • **Develop institutional accountability standards equal to or exceeding national standards for community colleges.** • **Ensure academic rigor**	7.1.1, 7.1.2 7.1.3, 7.1.5 7.2.1, 7.2.2 7.2.4, 7.4.2, 7.5.1, 7.5.2 7.6.1, 7.6.2
Strategic Focus: Provide an Innovative and Qualified Workforce	
Statement: Our mission and vision command a devotion to regional economic development.	
Goals: • **Define the core workforce infrastructure needs** • **Forecast workforce trends and quality of life issues** • **Respond to workforce and community needs**	7.3.5, 7.3.6 7.3.7, 7.4.1 7.4.2, 7.4.3 7.6.2

Category 3—Student, Stakeholder, and Market Focus

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

1) TCL uses a variety of methods to measure the changing needs of the community, current and prospective students, population trends, and educational environment of the four-county service area.
2) TCL regularly employs environmental scans using various tools to gather data from business and industry partners regarding workforce needs.
3) The College continuously communicates with the current student population to gain feedback on course offerings and student needs. Course evaluations, surveys, informal and formal discussion with student organizations, e.g. student government, are various methods that are used to communicate with students.
4) The College utilizes the services of program advisory committee 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 aid in determining enrollment trends and market segments.

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

To remain current with changing needs and expectations, the College maintains communication with student and stakeholder groups. The communication takes the form of focus group sessions, surveys, informal and formal discussions, and observations. The College leadership and committees analyze changing trends in the workplace, society, and higher education to allow the College to make decisions related to enrollment. The following example studies assisted in determining the current economic and educational needs of the four-county area:
1) Data from a Geo-demographic Study of Credit and Non-Credit Marketing Potential, specific to TCL, is used to identify population trends that match the mission of TCL. The study is used as a framework for marketing and enrollment planning.
2) Specific program needs assessments are conducted in order to provide an in-depth analysis for new programs. The studies provide critical information that is analyzed and used for decision-making.
3) Industry/business roundtables are conducted with stakeholders to access immediate and future programs needs. Areas of concentration include-health services, utility and development infrastructure, law enforcement, and construction trades.
4) Division deans communicate regularly with advisory committee members to solicit feedback and monitor trends related to specific program areas.

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

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

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

Student and stakeholder satisfaction information is gathered using a variety of surveying methods, and the information collected is used for Academic Program Evaluation, faculty performance reviews, and program and services assessment and evaluation.

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

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

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

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

Category 4—Measurement, Analysis, and Knowledge Management

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

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

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

The analysis of information is evaluated by each division of the college.
1) The TCL Commission, President and senior leadership 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 planning 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.
2) 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.
3) Industry and Business market surveys and other relative information are utilized by the Vice President of Academic Affairs and Vice President for Continuing Education to determine program needs as well as regular meetings with industry/business representatives.
4) Enrollment and marketing data are analyzed regularly to ensure market data are current and relevant and presented to the enrollment committee and senior leadership for use in decision-making.

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

Organization performance on key measures is presented in Category 7. Measurements are reported comparing performance over time or compared with other colleges. The College assessment and evaluation remains current , and it 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, SCTECH EDSS, College Board Surveys, SACS Accreditation, and Achieving the Dream Initiative. The College utilizes "best practices" and adopts measurements to support the specific needs of the College.

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

- Information related to student learning is used by the Vice President for Academic Affairs and the division deans to make decisions related to course offerings, teaching methods, and advisement.
- The SUMMA surveys 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 server for easy access by departments.
- The institutional research department routinely distributes key information for analysis and discussion. The director is available to meet with members of the academic community to assist with analysis.

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

All data requests are managed by the Institutional Research and Planning (IRP) department of the College. The IRP department meets regularly with vice presidents and divisional deans regarding data and information. The College shares information with various stakeholders and vice versa in order for other agencies to be able

to use workforce development data. Students participate in a number of surveys and results are posted on the website.

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

- TCL uses the Datatel Information Systems, 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 Planning and 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.
- Faculty, staff, and administrators may request needed information by submitting a request to the Office of Planning and Institutional Research or the Information Technology Division, appropriately.
- Requests for data are reviewed in order to ensure that the information being requested is useful and pertinent.

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

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

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

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

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

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 employees and their area of expertise. Division heads share resources and encourage cooperation interdepartmentally and between the major divisions. Individuals are supported in their efforts to find innovative solutions.

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

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 to all employees. Monthly employee newsletters are sent via email and a daily email bulletin. The President publishes a quarterly newsletter that is sent to all internal and external stakeholders. 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" were implemented by the President for a casual exchange of information with the purpose of open dialogue and to highlight College news.

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

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

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

Since many jobs in academia depend on one's educational level, each member of the faculty and staff is encouraged to further his or her education. TCL is an active participant in the SCTCS Leadership Certificate program conducted through University of South Carolina. Several employees have completed the program and are continuing their studies in the 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 with their careers. In addition, the College provides professional development funding for staff and faculty to attend conferences, seminars, and workshops to further skills and knowledge. The Strategic Leadership Team encourages faculty and staff to 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.

3.5.5 How does your development and learning system for leaders address the following:
   a. **Development of personal leadership attributes:** Internal seminars and workshops are held to assist employees in developing leadership skills. College employees participate in the S.C. Technical College System's Leadership Academy. Professional development goals are identified for employees and opportunities made available 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 and resource. Vice Presidents communicate and discuss organizational philosophies, operations, and key initiatives to division and department heads. A comprehensive orientation is conducted for new employees administered through the human resources office.
   c. **Ethical practices:** Employee handbooks and policies and procedures are available to all employees. Senior leaders ensure that employees are aware of local, state, and federal regulations. Seminars and workshops also serve as avenues to ensure information regarding ethical practices.
   d. **Core competencies, strategic challenges, and accomplishment of action plans:** The College's mission and values statement as well as the strategic plan 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.

3.5.6 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 significant student enrollment increase has resulted in a large amount of students to serve, with little full-time faculty and staff increase. Therefore, staff workloads have increased significantly 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.

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

Recruiting and hiring activities are coordinated by the college's personnel office under the supervision of the Vice President for Administrative Services. Hiring procedures follow State Board Policy 8-7-100 & 8-7-100.1. The college abides by all state and federal employment regulations and is an equal opportunity employer. Upon approval of a new position or job a 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 personnel office. Once hired, the new employee receives an overall orientation with personnel department and it is the supervisor's responsibility to orient the employee to his/her position and division. Supervisors are encouraged to work closely with a new employee by providing feedback and to assist the employee in assimilation into the college's culture.

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

The Academic Leadership Council recommends faculty professional development activities around key issues related to the Strategic Plan. 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 how it is incorporated into the position.

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

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

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

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

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

Surveys, focus groups, and other means are used to gauge faculty and staff satisfaction. The President visits division meetings to solicit feedback from faculty and staff. The President established "Friday Connections" to facilitate casual discussion, Faculty, and Staff forums for dialogue concerning key college initiatives, and priorities.

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

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

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

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

The Strategic Leadership Team reviews College safety and emergency plans at least bi-annually and best practices from other-institutions of higher education are discussed regularly with College personnel regarding safety, crisis, and emergency preparedness.

Category 6—Process Management

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

- 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- a) relevant curriculum offerings (developmental and general education along with business and industrial technologies, health sciences, and continuing education and workforce offerings); b) quality instruction; and c) comprehensive student support services.
- The core competencies relate directly to the College's mission as a comprehensive, public, two-year institution dedicated to serve diverse educational needs of its service area communities.
- The core competencies are used as a foundation to plan strategically the institution's activities and to develop action plans.

3.6.2 What are your organization's key work processes?

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

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

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

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

The College participates in community and civic organizations 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.   For example, to acquire input from stakeholders, TCL conducted several major industry/business roundtables in 2008-2009. Stakeholders representing Beaufort, Jasper, Colleton and Hampton County business and industry attended a series of roundtable discussions that centered on immediate and future needs of the business areas. The roundtables resulted in new program offerings in credit and continuing education.

Recently, to collect feedback on TCL's intake processes, the college hired a consultant who conducted student focus groups, and to assess the campus climate, the consultant conducted a survey of all employees and faculty, staff, and student interviews. The results were reported, and the findings have been used to improve student intake services.

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

The College's Strategic Plan is designed as a map to guide leadership in efficiency and effectiveness. The action plans of each division are monitored, evaluated, accessed, and improvement plans are determined based on this process. A variety of checks and balances are in place to aid in maintaining efficiency and effectiveness and to drive improvement.

3.6.5 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 Office of Planning and 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.

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

Key support processes include strong marketing efforts, a student success management system that 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 departments of the College function to directly or indirectly support that objective. This may be as direct

support to instruction through materials, facilities, financial services or to students as counseling, tutoring, food services or other support. In addition to the established evaluation processes through the reporting structure and personnel processes, support services are also evaluated through administrative program reviews.

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

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

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

Category 7—Organizational Performance Results

Data sources
The Technical College of the Lowcountry retrieves data reports from a several reporting systems sponsored by national, state, and local agencies/organizations. In addition, the college relies on its information system for retrieval of institutional data, the South Carolina Employment Security Commission employment data, the National Student Clearinghouse subsequent student enrollment data, and the South Carolina Department of Commerce and the US Census Bureau for population and demographic data.

Reporting Systems

• South Carolina Technical Education System (SCTCS) Dashboard/Enterprise Decision Support Systems (EDSS)
• National Center of Education Statistics Integrated Postsecondary Education Data Systems reports (NCES IPEDS)
• Southern Region Education Board (SREB);
• South Carolina Commission on Higher Education (SCHHE) Institutional Effectiveness and Performing Funding Reports
• Technical College of the Lowcountry data and information management system reports
• Community College Survey of Student Engagement (CCSSE)Reports
• Achieving the Dream (ATD) Initiative data submission

Comparison groups
For national and regional comparisons, TCL uses data reports from the NCES IPEDS, SREB, ATD, and CCSSE reports. For state and local comparisons, TCL uses SCTCS, ATD, and SCCHE reports. The following colleges comprise TCL's South Carolina Technical College System Level 2 Peer Group based on

undergraduate enrollment head count in the 1,000 to 4,000 range: a) Aiken Technical College b) Carolina Central Technical College c) Orangeburg-Calhoun Technical College and d) Technical College of the Lowcountry.

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?

7.1.1   Community College Survey of Student Engagement Benchmark Scores

The college uses the Community College Survey of Student Engagement (CCSSE) benchmark scores as a key measure for improving student learning based on the student's perception of their engagement—an indicator of students investing in meaningful educational practices by measuring the amount of time and energy students spend. Using CCSSE Benchmarks, the college is able to compare itself to other community colleges that comprise the CCSSE Cohort. [Read more about CCSSE and student engagement at http://www.ccsse.org .]

Figure 7.1.1 shows CCSSE Benchmark Scores for CCSSE 2007, 2008, 2009, and 2010 results and the differences between TCL and the CCSSE Cohort benchmark scores. The 2010 data show that TCL scored significantly above the CCSSE Cohort mean for all benchmarks—notably for Student Effort and Student – Faculty Interaction. When looking at trend data, TCL results show an increase in scores from 2007 to 2010 for Academic Challenge and Student Effort.

Figure 7.1.1

CCSSE Benchmark Scores	TCL				CCSSE Cohorts (difference between TCL scores and CCSSE standardized score of 50.00))			
Survey administered Spring Semester	2007	2008	2009	2010	2007	2008	2009	2010
n = HC N = participating institutions	n = 418	n = 442	n = 425	n = 417	N = 535	N = 585	N = 633	N = 658
Academic Challenge	49.30	50.50	47.90	50.80	-0.70	0.50	-2.10	0.8 0
Active and Collaborative Learning	53.00	52.40	52.40	50.4 0	3.00	2.40	2.40	0.40
Student Effort	49.00	52.30	48.90	53.80	-1.00	2.30	-1.10	3.80
Student -Faculty Interaction	52.20	53.00	50.40	51.50	2.20	3.00	0.40	1.50
Support for Learners	54.90	52.90	53.20	50.9 0	4.90	2.90	3.20	0.90

Data source: CCSSE Benchmark data report. Benchmark Score: Each benchmark scores was computed by averaging the scores on survey items that comprise that benchmark. To compensate for disproportionately large numbers of full-time students in the sample, all means used in the creation of the benchmarks are weighted by full- and part-time status. Benchmark scores are standardized so that the weighed mean across all students is 50 and the standard deviation across all participating students is 25. Institutions ' benchmark scores are computed by taking the weighted average of their students' standardized scores. If the absolute value of the difference between TCL and another cohort is greater than or equal to .2 when p-value = 0.01, the difference is significant.

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

Figure 7.1.2-1 Reported National Professional Examinations Pass Rates of First-time Examinees from April 1, 2009 through March 31, 2010. Data Source: South Carolina Commission on Higher Education Institutional Effectiveness Reporting.

National Professional Examinations Pass Rates of First-time Examinees Reported for April 1, 2009-March 31, 2010	Number of Examinees	Number of First-time Examinees	Number of first-time Examinees who passed	% of first-time Examinees Passing
Cosmetology Exam	20	20	20	100%
National Council Licensure Exam -Practical Nurse (NCLEX)	9	9	9	100%
National Council Licensure Exam -Registered Nurse (NCLEX)	40	40	38	95%
National Physical Therapist Assistant Licensing Exam (PTA)	7	7	6	86%
Radiography Exam (ARRT)	12	12	12	100%
*Surgical Technologist National Certifying Examination	10	10	3	30%
Data Source: S.C. Commission on Higher Education 2010 Institutional Effectiveness Report				

*Recent reports show that the pass rate for the Surgical Technologist National Certifying Examination has improved, and this rate will be reported in the 2010-2011 Accountability Report.

Figure 7.1.2-2 National Professional Examinations Pass Rate of First-time Examinees: Trends (2001-2002 through 2009-2010) Data Source: South Carolina Commission on Higher Education Institutional Effectiveness Reporting.

National Professional Examinations Pass Rates of First-time Examinees Reported for April 1-March 31	National Council Licensure Exam -Registered Nurse (NCLEX)			Radiography Exam (ARRT)		
	Number of First-time Examinees	Number of first-time Examinees who passed	% of first-time Examinees Passing	Number of First-time Examinees	Number of first-time Examinees who passed	% of first-time Examinees Passing
2001-2002	24	24	100%			
2002-2003	27	26	96%			
2003-2004	32	32	100%			
2004-2005	39	34	87%			
2005-2006	40	38	95%	11	11	100%
2006-2007	44	38	86%	11	11	100%
2007-2008	52	45	87%	12	12	100%
2008-2009	47	44	94%	13	13	100%
2009-2010	40	38	95%	12	12	100%
Total (all reporting periods)	345	319	92%	59	59	100%
Data Source: S.C. Commission on Higher Education 2010 Institutional Effectiveness Report						

7.1.3   Completions

Completions of a degree, certificate, or diploma program is a key measure of student learning and is represented by the number of graduates and awards conferred from July 1 to June 30 of each academic year along with the percentage of associate degree awards and graduation rates.

7.1.3-1 Graduates and Awards Conferred

From AY2004-2005 to AY2008-2009, the number of awards conferred increased by nearly 19%, while the number of graduates increased by 26%. In the past three years, the number of awards conferred has increased by 30% while the number of graduates has increased by 40%. Figure 7.1.3-1 shows the total number of awards and graduates from AY 2004-2005 to AY 2008-2009.

Academic Year	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
Total Awards	303	324	273	294	360
Total Graduates	229	236	205	244	288

7.1.3-2 Associate degrees, Certificates, and Diplomas Awarded

Figure 7.1.3-2 shows awards by level as a percentage of total awards conferred for each academic year starting with 2004-2005. The data show a slight increase in the percentage of associate degrees awarded in 2004-2005 compared to 2008-2009. Data Source: South Carolina Commission on Higher Education, Data were retrieved from the following link: http://www.che.sc.gov/New_Web/Rep&Pubs/Completions.htm

Figure 7.1.3-2 Associate degrees, certificates, and diplomas as a percent of total awards			
AY July 1 –June 30	Associate Degrees	Certificates	Diplomas
2004-2005	49%	34%	17%
2005-2006	43%	45%	12%
2006-2007	45%	39%	15%
2007-2008	51%	36%	13%
2008-2009	51%	34%	16%

7.1.3-3 Comparing TCL Completions to SCTCS Peer Colleges

Figure 7.1.3-3 shows a summary of awards by college comparing TCL to its SCTCS Level 2 Peer Group. The data show a jump of 22% in the number of awards conferred from 2007-2008 to 2008-2009 while peer group member Aiken Technical College increased by 15%; Carolina Central Technical College by 11%, and Orangeburg-Calhoun Technical College by -3%.

| South Carolina Technical College System Peer Group Level Two: Academic Program Evaluation - Graduates Summary By College and Level 2001-2002 to 2008-2009				
Academic Year	Lowcountry	Aiken	Carolina Central	Orangeburg-Calhoun
2004-2005	303	544	483	450
2005-2006	324	633	406	488
2006-2007	273	565	470	546
2007-2008	294	636	580	450
2008-2009	360	732	645	435
Data Source: South Carolina Technical College System : **https://www.sctechsystem.comviewreports/showrport.aspx?fldname=PEReports&rptname=GradsByInstLevel2**				

7.1.3-4 Graduation Rates

Graduation Rates are a key measure of student learning and success. Even though the graduation rates have increased slightly, TCL's total number of awards conferred jumped 32% over three years (from 273 to 360 awards) while the percentage of associate degrees awarded grew by 6%. (See figures 7.1.3-3 and 7.1.3-2 above.)

The graduation rate represents an institution's cohort of first time, full-time degree-seeking freshmen who attended during the fall semester and who were conferred an award within 150% of the program time. At TCL, first time, full-time, degree-seeking freshmen comprise approximately 10% of total fall enrollment excluding dual enrollment. TCL's graduate rates have been slightly below the S.C. Technical College System's; however, TCL's graduation rate has increased from 7% to 8% while the System's graduation rates remained the same at 11%.

The college is reviewing processes that affect the GRS cohort eligibility to ensure that the GRS cohort only includes first time, full-time degree-seeking freshmen due to findings that established GRS cohorts included students who did not meet *all eligibility criteria.* In addition, the College analyzed intake services processes to increase student retention and progression, and the College's Data Standards Team has been tasked to investigate automated evaluation and graduation application processes.

Figure 7.1.3-4 compares Graduation Rates for TCL to the South Carolina Technical College System for two reporting periods.

	Cohort 2005/ Reporting Year 2008	Cohort 2006/ Reporting Year 2009
☐ SC Technical College System	11%	11%
☐ TCL	7%	8%
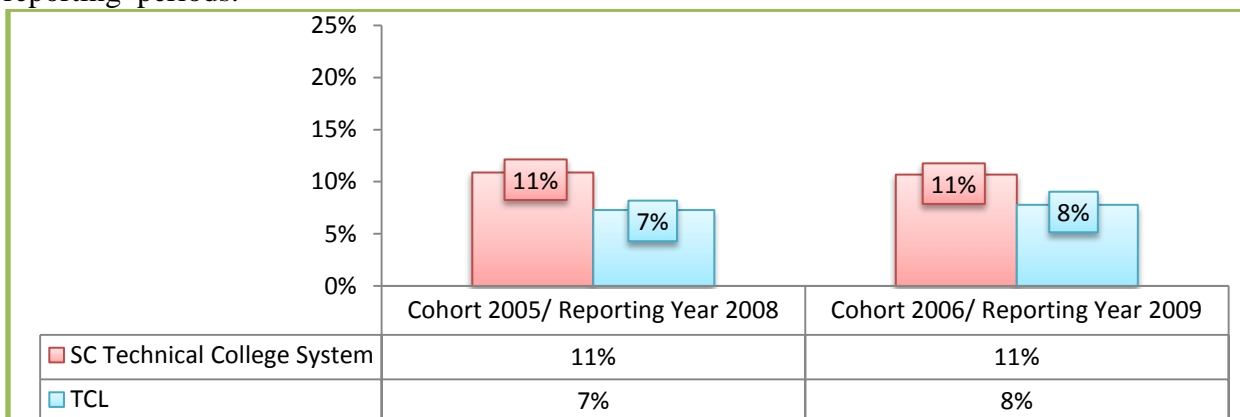
7.1.4   Student Retention

Student retention is a key measure at TCL. Examining data that show enrollment patterns of a variety of cohorts allows the college to identify further assessment needs to improve retaining students until completion of their highest educational goal. Figure 7.1.4.1 shows Fall-to-Fall retention rates of first time, full-time, degree-seeking freshmen. In Figure 7.1.4.1, the data show a steady increase in the retention rates since Fall 2004 with a 15% increase from 41.4% for Fall 2004 to 57.0% for Fall 2008. Comparing TCL to South Carolina Technical College System, TCL's Fall-to-Fall retention rate is slightly higher than the system; however, TCL rates have increased three times more than the System from 2004 to 2008.

Figure 7.1.4-1 Fall-to-Fall Retention Rates of TCL First-time, full-time, degree-seeking freshmen

Fall-to-Fall Retention Rates	Enrolled Fall [col a]	Exclusions* [col b]	Graduated with Cert/Dipl/Assoc Academic Year [col c]	Adjusted Fall Cohort	Fall Retained & Not Graduated [col d]	Retention Percentage [col (c+d)/(a-b)]	South Carolina Technical College System
Fall 04 to Fall 05	157	0	3	157	62	41.4%	50.0%
Fall 05 to Fall 06	138	0	2	138	64	47.8%	49.6%
Fall 06 to Fall 07	179	0	3	179	90	52.0%	51.5%
Fall 07 to Fall 08	165	0	7	165	76	50.3%	51.9%
Fall 08 to Fall 09	186	0	6	186	100	57.0%	55.0%

Data Source: S.C. Commission on Higher Education Higher Education Data Reports retrieved from
http://www.che.sc.gov/New_Web/Rep&Pubs/Enrollment.htm
*Exclusions –active military, deceased, church missionary

7.1.4-2 Fall-to-Fall Retention Rates of Minority Undergraduates with S.C. Citizenship

Fall-to-Fall Retention Rates of Minority Degree-Seeking Undergraduates with S.C. Citizenship is a key measure for TCL because approximately half of the college's enrollment is minority—African American, American Indian, Asian, and Hispanic students, according to CHEMIS data reports. For the last four reporting periods, TCL's retention rate for this group has fluctuated slightly between 48% and 54%. From 2004 to 2008, the retention rate dropped by 1%. Comparing TCL to the System, TCL's retention rates for the past five periods have hovered between 10 and 23 percent higher than the System's. (See Figure 7.1.3-3.) In addition, PILAU, TCL's program to improve our capacity to serve African American Males (AAM), who are predominately low-income students reported a 58% Spring 2009-to-Spring 2010 retention rate for its participants who joined in Spring 2009. Non PILAU AAM had a retention rate of 38%. See Figure 7.1.4-2 .

Figure 7.1.4-2 Comparison of the Spring 2009-to-Spring 2010 retention rates of PILAU and Non PILAU African American students
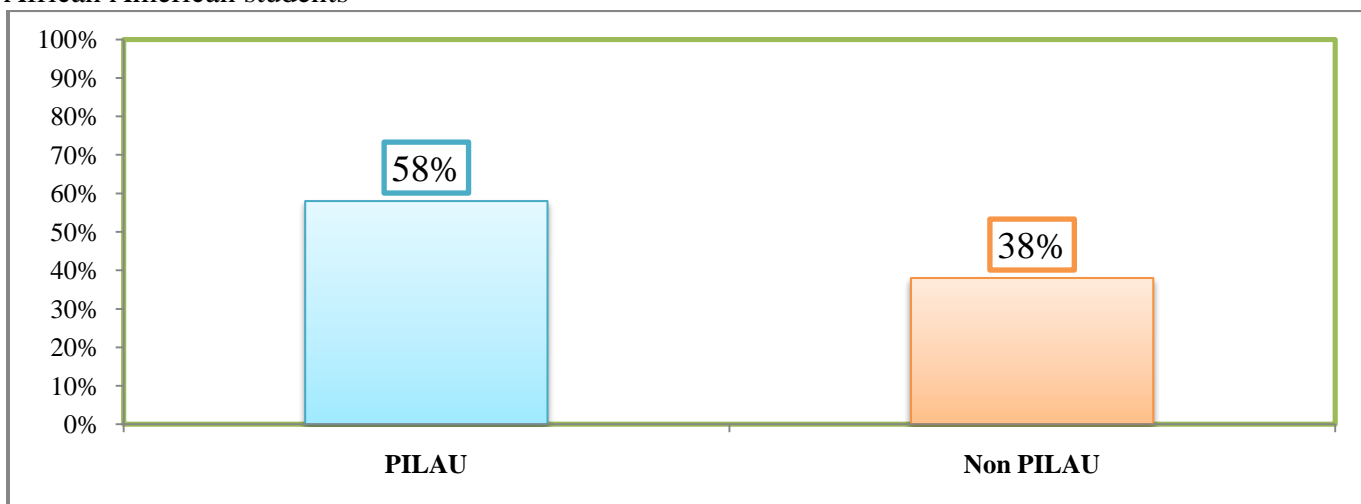
Figure 7.1.4-3 shows the Fall-to-Fall retention rates of minority degree-seeking undergraduates with South Carolina Citizenship for TCL and the South Carolina Technical College System from Fall 2004 to Fall 2008. Data Source: S.C. Commission of Higher Education, Performance Funding Reports—retrieved from www.che.sc.gov/New_Web/Rep&Pubs/Perf_Fund.htm .

Figure 7.1.4-3 ☐ Technical College of the Lowcountry   ☐ SC Technical College System
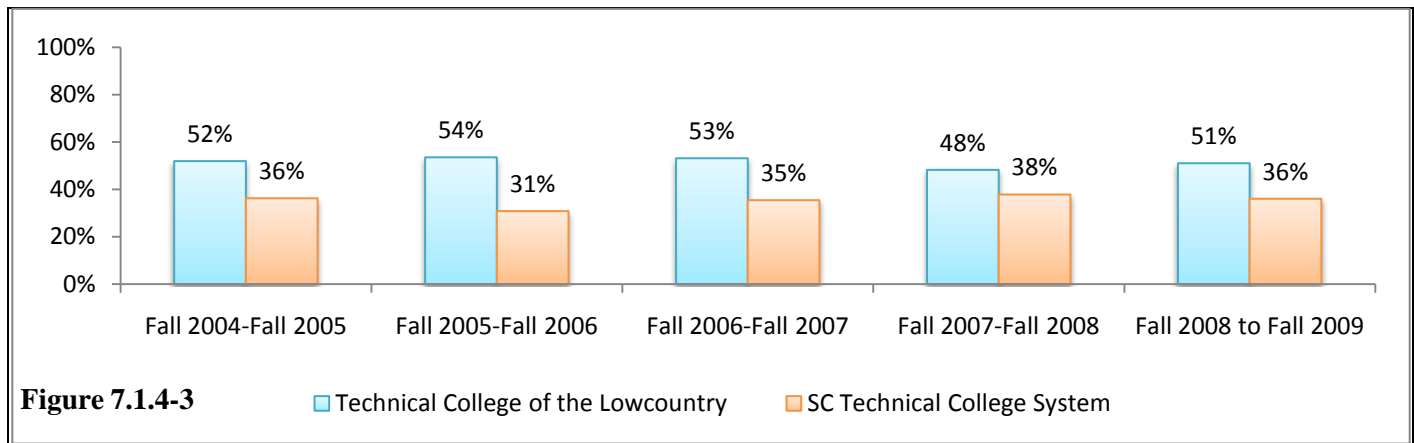
7.1.5 Graduate Placement Rates

TCL uses the South Carolina Commission on Higher Education Academic Program Evaluation Report data for graduate placement rates to assess student learning. Job placement is a key measure to help assess TCL's performance as it relates to student learning. TCL graduate job placement rates have decreased from 91% for 2006-2007 graduates to 81% for 2008-2009 graduates. The decrease in job placement rates may be attributed to the economic downturn and a shrinking job market.

Academic Year July 1 to June 30	On Job	In School	Graduate Placement Rate
2004-2005	60%	26%	86%
2005-2006	62%	14%	76%
2006-2007	91%	3%	94%
2007-2008	83%	11%	94%
2008-2009	81%	10%	91%

Figure 7.1.5 Data Source: South Carolina Technical College System Academic Program Evaluation Reports for CHEMIS reporting.(South Carolina Commission on Higher Education)

7.1   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?

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

7.2.1 TCL Student Satisfaction of Support Services (CCSSE 2010) Key Findings

The 2010 CCSSE results indicated that TCL students were satisfied with academic advising, career counseling, financial aid advising, job placement assistance, skills labs, peer or other tutoring, and the computer labs while TCL students placed a relatively high importance on academic advising (2.55) and

financial aid advising (2.53) while a less importance was placed student organizations (1.86). Furthermore, TCL students, as a group, rarely/never (mean score below 1.50) use career counseling, job place assistance, student organizations, and services for people with disabilities. All other support services listed were used sometimes (mean scores between 1.51 and 1.99) EXCEPT Financial aid advising (2.05). As the mean score approaches 3.00, the frequency, satisfaction, or importance increases to "Uses Often," Very Satisfied" or "Very Important". See Figures 7.2.1-1 and 7.2.1-2.

Figure 7.2.1-1 2010 CCSSE Results	Frequency	Satisfaction	Importance
Academic advising/planning	1.76	2.21	2.55
Career counseling	1.42	2.00	2.29
Job placement assistance	1.38	1.95	2.10
Peer or other tutoring	1.65	2.17	2.12
Skill labs (writing, math, etc.)	1.84	2.32	2.22
Financial aid advising	2.05	2.34	2.53
Computer lab	1.96	2.42	2.31
Student organizations	1.43	1.94	1.82
Transfer credit assistance	1.57	1.95	2.12
Services for people with disabilities	1.29	1.94	1.97

Figure 7.2.1-2 show TCL CCSSE Satisfaction Mean Scores : Student Support Services (2007-2010) 1 = Dissatisfied, 2 = Somewhat Satisfied, 3 = Very Satisfied. A score of 2.00 or higher indicates Satisfaction. As the score approaches 3.00, the level of satisfaction increases to "Very Satisfied."

TCL CCSSE Cohort Year	2007	2008	2009	2010	4-year average
number of respondents	418	442	425	417	428
Academic advising/planning	2.31	2.29	2.20	2.21	2.25
Career counseling	2.14	2.01	2.01	2.00	2.04
Financial aid advising	2.37	2.33	2.27	2.34	2.33
Services to students with disabilities	1.96	1.92	1.86	1.94	1.92
Job placement assistance	1.98	1.92	1.88	1.95	1.93
Skills labs	2.36	2.27	2.33	2.32	2.32
Peer or other tutoring	2.25	2.20	2.27	2.17	2.22
Computer lab	2.54	2.47	2.48	2.42	2.48
Student organizations	1.96	1.94	1.95	1.94	1.95

7.2.2 Student Satisfaction with Instruction

TCL administers the SUMMA Information Systems, Inc., Student Opinion of Instruction to students in all course sections each semester. This survey collects student opinion as it relates to the following areas: a) evaluation of student progress, b) instruction, c) instructor-student interaction, d) meeting course objectives, and e) student learning using 33 agreement statements. An agreement rate above 90% indicates student satisfaction. Overall, students, as a group, were satisfied with the five areas of instruction at TCL for the past six academic years.

Figure 7.2.2-1 shows the agreement rates derived from the Survey of Student Opinion of Instruction from 2004-2005 through 2009-2010. Data Source: SUMMA Information Systems, Inc., Survey of Student Opinion of Instruction Comprehensive Summary Reports.
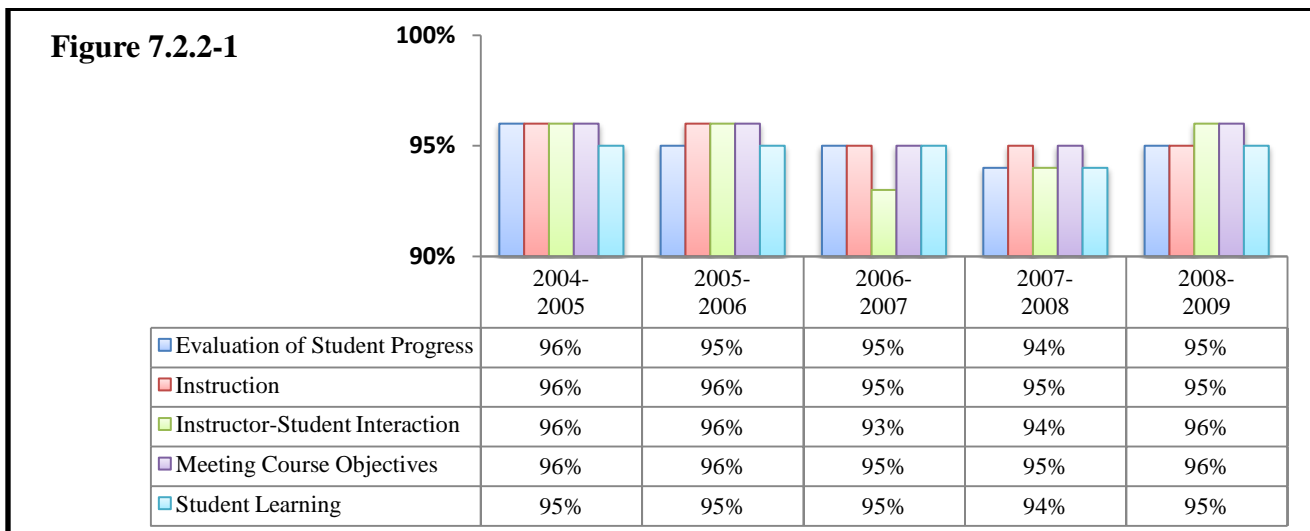
Figure 7.2.2-1

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

Figure 7.2.2-2 shows student evaluation of course and instruction agreement rates for Fall 2009 and Spring 2010.

No.	Items	Fall 2009	Spring 2010
1	The clarity and audibility of the instructor's speech are excellent.	98%	98%
2	The contents of the assignments contribute to my understanding of the subject.	97%	97%
3	The requirements of the course (projects, papers, exams, ect.)were explained adequately.	97%	97%
4	The instructor's presentation often causes me to think in depth about this subject.	94%	95%
5	The instructor has adequate means for evaluating my learning.	96%	96%
6	The methods being used for evaluating my work (such as test, projects, ect.) are reasonable.	96%	96%
7	Adequate opportunities are provided by the instructor for me to ask questions.	97%	97%
8	The instructor is teaching the course material or skills clearly.	96%	97%
9	The instructor seems to be well prepared.	97%	97%
10	The instructor seems to care about my learning.	96%	96%
11	The course appears to have been carefully planned.	96%	97%
12	Course objectives are being achieved.	97%	97%
13	During the term, I looked forward to attending this class.	91%	91%
14	Compared with other courses on this level caring an equal amount of credit, the effort I put into this course is as much as in other courses.	95%	95%
15	Course objectives have been expressed clearly.	97%	98%
16	The instructor demonstrates a personal commitment to high standards of professional competence.	97%	98%
17	The instructor provides useful feedback on student progress (identifying strengths and weaknesses).	93%	93%
18	In this course, I am learning much.	95%	95%
19	The out-of-class assignments are challenging.	91%	91%
20	The instructor supervises and helps in new experiences without taking over.	95%	96%
21	The instructor relates underlying theory to practice.	96%	97%
22	Overall, I rate this instructor a good teacher.	96%	97%

No.	**Figure 7.2.2-2 Continued** Items	Fall 2009	Spring 2010
23	**Examinations cover material or skills emphasized in this course.**	96%	96%
24	**The time allowed to complete exams is adequate.**	96%	96%
25	**Examination questions are phrased clearly.**	93%	94%
26	**The textbooks contribute to my understanding of the subject.**	93%	94%
27	**This course is practical and useful to those students for whom it was specifically planned.**	97%	97%
28	**The clinical experiences, or laboratory, meet my learning needs for this course.**	95%	95%
29	**The instructor explains or illustrates laboratory or clinical techniques clearly.**	95%	94%
30	**Pre-laboratory assignments (assigned readings and exercises) contributes to my understanding of laboratory experiments.**	95%	95%
31	**The laboratory contributes to my understanding of the subject.**	95%	95%
32	**The laboratory manual adequately explains the procedures to be followed in the laboratory.**	95%	94%
33	**Equipment and materials needed to perform the laboratory experiments are organized and readily available for use during the laboratory.**	94%	94%

7.2.3 Student Satisfaction with Learning Resources Center (LRC)

All students who participated in LRC literacy information sessions during the Fall 2009 and Spring 2010 semesters were asked to complete an evaluation. Using a scale of 1 to 10, students rated how much they will use the LRC support services and how much the services will help them as a student. As the mean score nears 10, the students' perception of the how much they will use the specific learning resources increases.

Students, as a group, who took advantage of the LRC literacy information sessions indicated that they will use the resources and the resources offered to support student learning. Figure 7.2.3 shows the mean scores and the evaluation items.

Evaluation of the Library Resources Center 2009-2010 (fall & spring)	Mean Score
1. Will use an LRC database if required to obtain peer-reviewed articles for an assignment?	8.07
2. Will use the LRC online catalog if required to obtain a book for an assignment?	8.21
3. Will use PASCAL to order a book from another South Carolina Academic Library if the LRC does not have a copy of the book you want?	7.02
4.Will use the LRC electronic book collection?	8.08
a. Will help me complete assignments in this class?	8.85
b. Will help me complete assignments in my other current classes?	8.13
c. Will help me complete assignments in my current program of study?	8.62
d. Will assist me in my ability to locate information outside of my course work?	8.59

7.2.4 Graduate Satisfaction Survey

Graduate satisfaction is a key success measure. Each summer, we conduct a graduate satisfaction survey of our previous graduates by sending invitations for participating in the survey to their email accounts and providing a link to the online survey. . This survey's response rate was nearly 10% of the available 2008-2009 graduates. TCL's 2008-2009 graduates reported a high level of satisfaction with the majority TCL services and activities (mean scores of 7.00 and higher) and their major program of study, instruction in their major program of study, instruction in general education courses, instruction in required courses, and their overall educational experience at TCL. Figure 7.2.4-1 shows the satisfaction mean scores reported by the 2008-2009 graduates. Figure 7.2.4-2 shows satisfaction mean scores for each activity or service. As the mean score nears 10.00, the level of satisfaction increases to "Very Satisfied."

Figure 7.2.4-1 Graduate Satisfaction with major and instruction

9.15	1. Your major program of study at TCL
8.90	2. Your instruction in your major program of study at TCL
8.86	3. Your instruction in your general education courses at TCL
8.80	4. Your instruction in your major required courses at TCL
8.76	5. Your overall educational experience at TCL.

N = 29
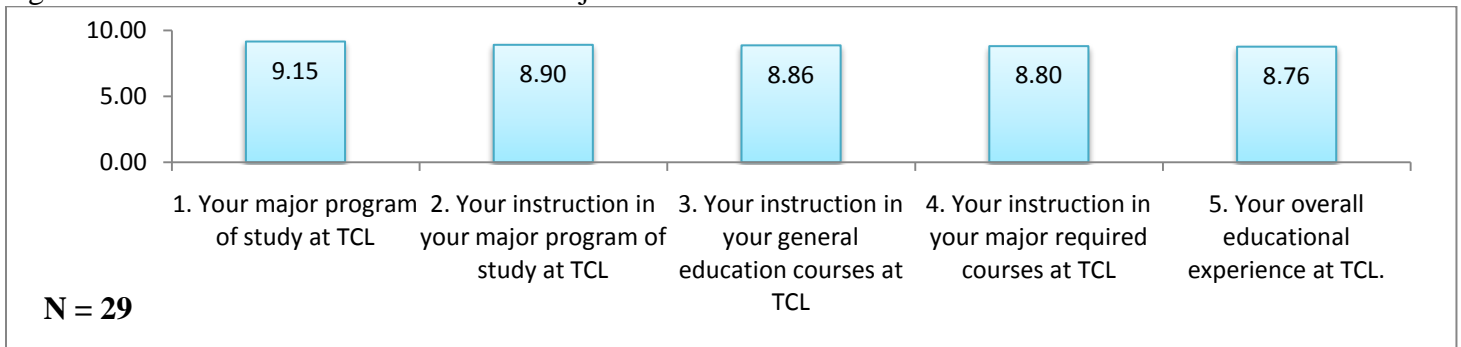
Figure 7.2.4-2 Graduate Satisfaction with TCL services and activities

N= 29

Category	Score
Appearance of classrooms	8.29
Appearance of labs	8.26
Instructional equipment	8.14
Instructional supplies	8.14
Availability of your academic program's required…	8.35
Availability of elective courses	8.95
Availability of computers outside the classroom	9.10
Availability of internet access outside the classroom	8.85
Availability of technology needed for coursework…	8.61
Communication about changes in your academic…	7.53
Communication about changes in your course schedule	7.84
Academic Advisement provided by your Advisor	8.38
Academic Advisement provided by your instructors	8.33
Library resources in TCL's Library Resource Center	8.58
Library Resource Center orientations	7.50
Library Resource Center computer Lab	7.89
Overall admissions process	7.29
Overall registration process	7.50
Financial aid services	7.00
Career placement services	6.06
Student counseling services	6.42
New student orientation	7.41
Student activities on campus	6.53
Student government	6.31
Parking facilities	7.30
Food services (vending machines)	7.30
Campus security services	7.85
Overall safety on campus	8.76
Campus bookstore	7.58
Cashier	8.63

7.2.4-3 Graduate Recommendations

n = 29

Figure 7.2.4-3 Of the TCL 2008-2009 graduates , 95% indicated that they would recommend TCL to someone interested in attending college, while 81% would recommend someone 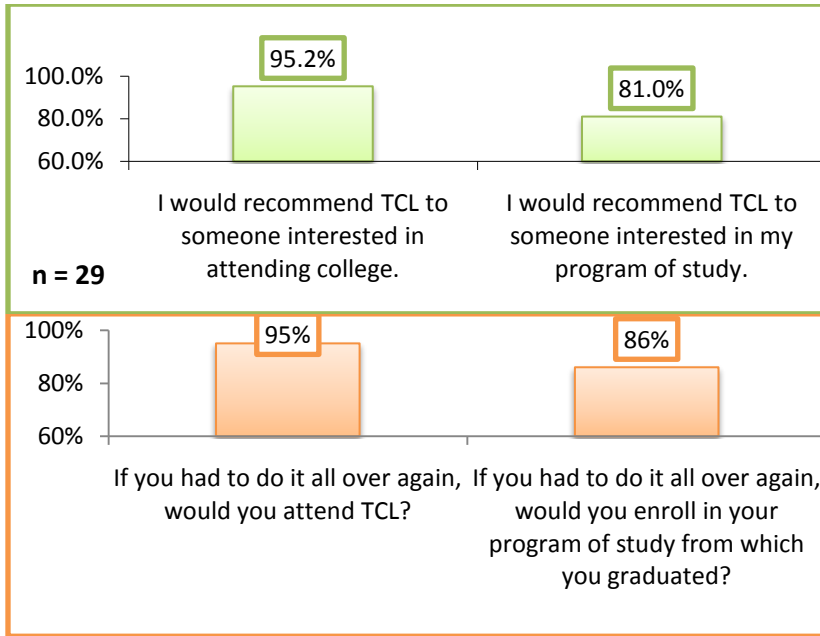interested in their program of study. When graduates were asked if they would attend TCL or enroll in their program of study if they had to do it all over again, as a group, 95% responded that they would attend TCL and 86% responded they would enroll in their program of study.

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

7.3.1 Core Expenses as a Percent of Total Operating Expenses

Of the total operating expenses, functional category Instruction was the larger percentage at 31% followed by Institutional Support and Student Services, both at 14%. Percentages for each functional category include compensation, benefits, scholarships, supplies and services, utilities, and depreciation as applicable.
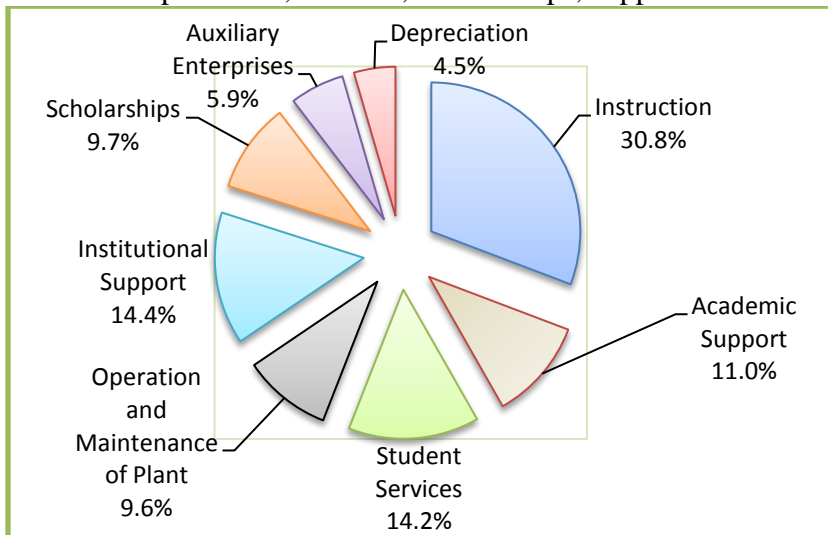

Figure 7.3.1 Core Expenses as a Percent of Total Operating Expenses: Summary of Operating expenses by functional classification for the year ended June 30, 2009.

Total Operating Expenses
N = $19,353,242

Data Source: Technical College of the Lowcountry Annual Financial Reports for the year ended June 30, 2009, page 30.

7.3. 2 Operating and Non Operating Revenues for Fiscal Year as a Percentage of Total Revenues A

large portion of the revenue included in the Grants and Contracts category represents student financial assistance, which is used to pay tuition and fees for students to attend the college. An approximation of tuition and fees paid from this source of funds has been recognized as a reduction of tuition and fees in the

form of scholarship allowances in order to eliminate duplication of revenue. Figure 7.3.2-1 Operating and Non Operating Revenues for Fiscal Year as a Percentage of Total Revenues Six-Year Trend (Fiscal Year Ended June 30) Data Source: Technical College of the Lowcountry Annual Financial Reports .

Figure 7.3.2-1

	2004	2005	2006	2007	2008	2009
▫ Other	2.8%	2.8%	3.9%	2.4%	1.6%	2.0%
▪ State Capital Appropriations	7.0%	7.0%	1.3%	0.2%	0.0%	0.0%
▪ Local Capital Appropriations	2.1%	0.0%	2.0%	32.8%	0.0%	0.0%
▪ Local Appropriations	14.0%	0.0%	15.0%	9.5%	13.4%	13.6%
▪ State Appropriations	28.0%	14.2%	27.5%	19.8%	31.6%	23.6%
▪ Auxiliary	4.9%	4.3%	4.6%	2.8%	4.8%	5.8%
▪ Grants and Contracts	35.7%	36.9%	32.7%	21.3%	29.9%	36.6%
▪ Tuition and Fees	11.9%	12.1%	13.1%	9.5%	17.6%	18.3%
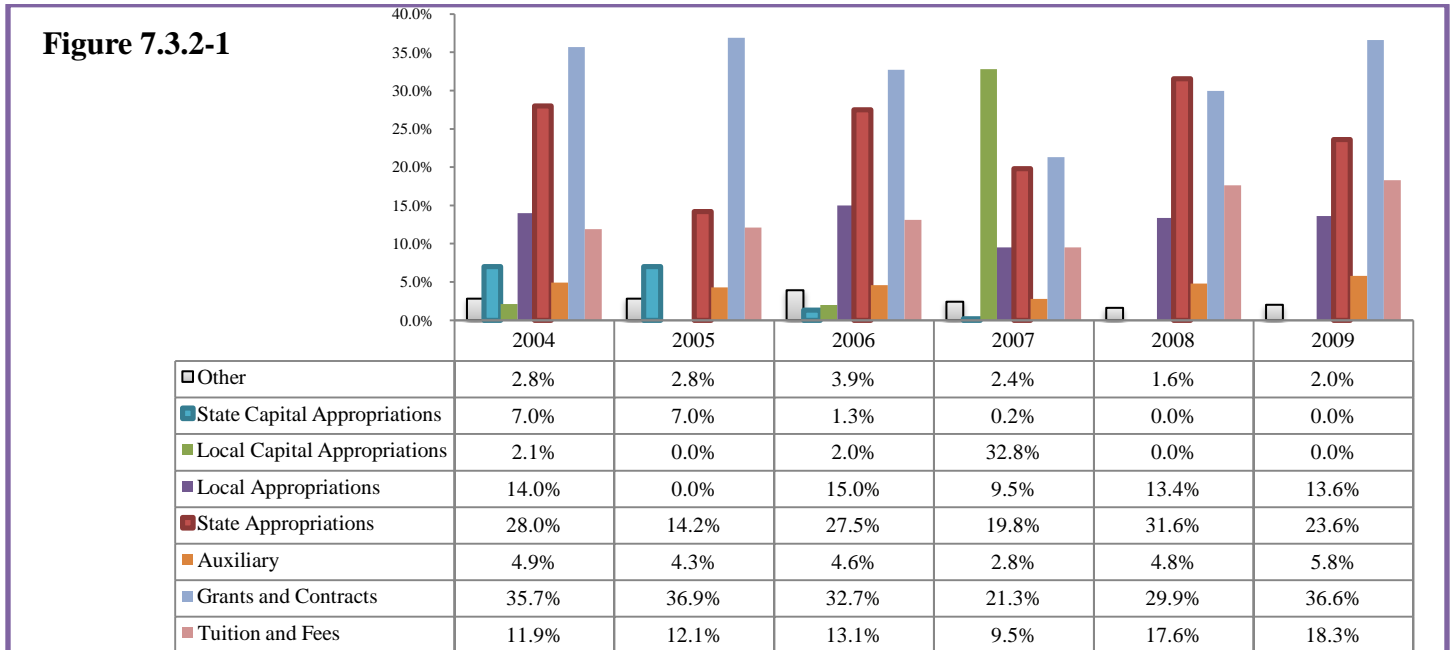
7.3.4 Tuition Assistance Disbursements

In Fall 2009 and Spring 2010, PELL awards were 83% of TCL's total tuition assistance disbursements ($6,631,418),   while only 1% of the awards was LIFE. Comparing TCL to its SCTCS Peers, TCL percentage of PELL disbursement was about the same as Central Carolina and Orangeburg technical colleges. Figure 7.3.4 shows the disbursements of tuition assistance for PELL, need based, Life, lottery, National Guard, and Foster Care funds as a percent of the institution's total tuition assistance disbursement for Fall 2009 and Spring 2010.

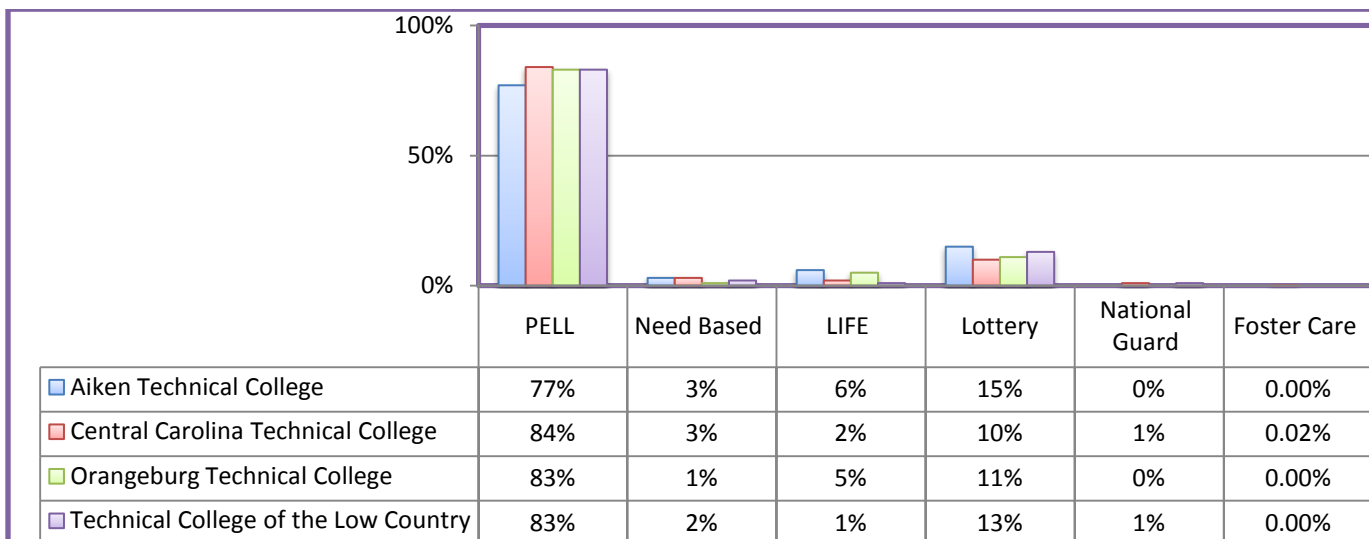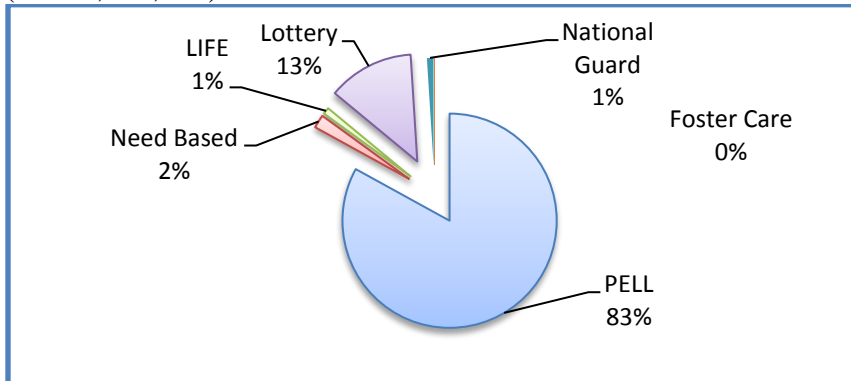|	PELL	Need Based	LIFE	Lottery	National Guard	Foster Care
▫ Aiken Technical College	77%	3%	6%	15%	0%	0.00%
▫ Central Carolina Technical College	84%	3%	2%	10%	1%	0.02%
▫ Orangeburg Technical College	83%	1%	5%	11%	0%	0.00%
▫ Technical College of the Low Country	83%	2%	1%	13%	1%	0.00%

Figure 7.3.3-1 Data Source: South Carolina Technical College System EDSS. Retrieved on June 29, 2010, from https://edss.sctechsystem.com/EdssWeb/Eng/Secured/Reports/RunReport.aspx?ReportSId=LTA012&ReportName=E DSS-ST-LTA012+Disbursement+By+Reporting+Year+and+Semester

Figure 7.3.3-2 Technical College of the Lowcountry Fall 2009 and Spring 2010 Tuition Assistance Disbursements as a Percentage of the Total Tuition Assistance Disbursement for the College (n = $6,631,418)

7.3.5 TCL's Fall Enrollment and FTE

Figure 7.3.5-1 shows all 16 South Carolina technical colleges fall enrollment from 2005 to 2009 ; the percent of change from 2008 to 2009; and the percent of change from 2005 to 2009. TCL leads with the greatest percent of change from 2008 to 2009 with nearly a 22% increase and 2005 to 2009 with nearly a 53% increase. Comparing TCL to its SCTCS Level 2 peers, TCL percent of change over the past five periods was at least 20% greater . Figure 7.3.5-1 shows the data for fall open enrollment from 2005 to 2009.

Figure 7.3.5-1 Data source: S.C. Technical College System EDSS

South Carolina Technical Colleges	2005	2006	2007	2008	2009	% change from 2008 to 2009	% change from 2005 to 2009
Aiken	2,506	2,442	2,529	2,704	3,268	20.9%	30.4%
Central Carolina	3,244	2,931	3,283	3,206	4,137	29.0%	27.5%
Denmark	1,408	1,377	1,571	2,277	1,105	-51.5%	-21.5%
Florence - Darlington	4,241	3,957	3,956	4,505	5,242	16.4%	23.6%
Greenville	13,357	13,893	14,300	14,414	15,089	4.7%	13.0%
Horry - Georgetown	5,362	5,433	5,800	6,187	7,252	17.2%	35.2%
Midlands	10,779	10,849	10,706	11,234	11,890	5.8%	10.3%
Northeastern	1,043	964	976	1,010	1,030	2.0%	-1.2%
Orangeburg - Calhoun	2,448	2,377	2,399	2,737	3,219	17.6%	31.5%
Piedmont	4,449	4,592	4,880	4,959	5,566	12.2%	25.1%
Spartanburg CC	4,409	4,278	4,459	4,701	5,713	21.5%	29.6%
TCL	**1,689**	**1,814**	**1,893**	**2,105**	**2,565**	**21.9%**	**51.9%**
Tri - County	4,645	4,753	5,223	5,730	6,758	17.9%	45.5%
Trident	11,407	11,808	12,076	12,763	14,834	16.2%	30.0%
Williamsburg	585	578	601	640	732	14.4%	25.1%
York	4,153	4,263	4,731	5,098	6,034	18.4%	45.3%
S.C. Technical Colleges	75,725	76,309	79,383	84,270	94,434	12.1%	24.7%

TCL's FTE for fall enrollment has steadily increased showing a 56% growth from Fall 2005 to Fall 2009. From Fall 2008 to Fall 2009, TCL experienced a 27% increase in FTE. Data Source: SC CHE Open Enrollment Reports

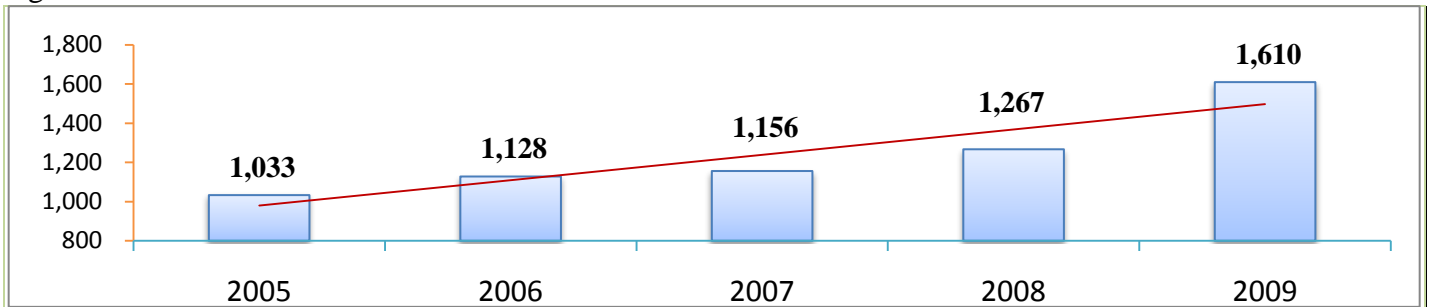Figure 7.3.5-2 shows FTE Fall Enrollment Trends from 2005 to 2009.

Figure 7.3.5-3 Technical College of the Lowcountry Rate of Change in FTE 5-year Trend

Fall –to-Fall	Change in FTE	Rate of Change
From 2004 to 2005	decrease	-3.2%
From 2005 to 2006	increase	8.4%
From 2006 to 2007	slight increase	2.4%
From 2007 to 2008	increase	9.6%
From 2008 to 2009	increase	27.1%

7.3.6 Continuing Education and Workforce Development

Figure 7.3.6-1 and Figure 7.3.5-2 shows the head count enrollment for Continuing Education and Workforce Development non-credit courses from 2004-2005 through 2008-2009 fiscal year and the 2009-2010 fall and spring semesters. Data Source: Datatel Headcount/FTE reports retrieved on May 11, 2010.
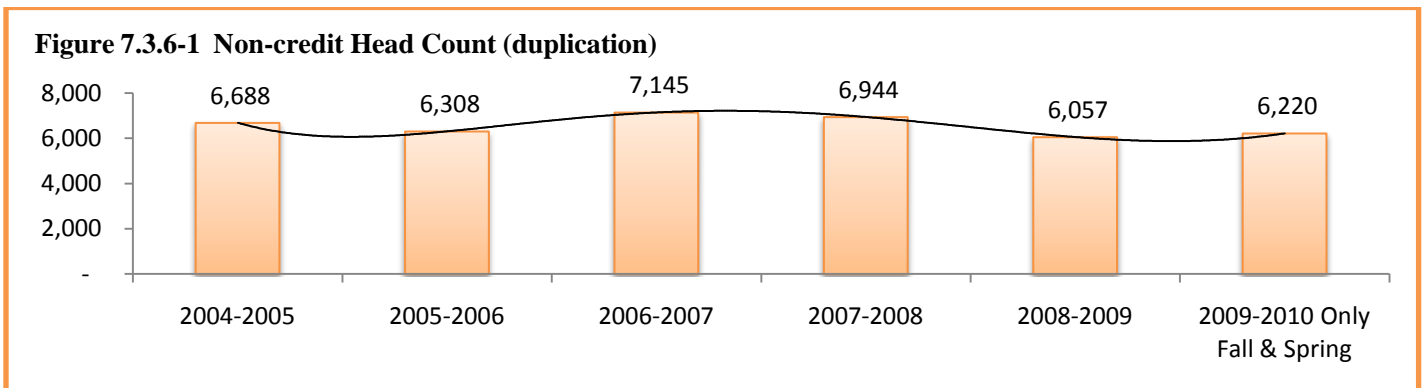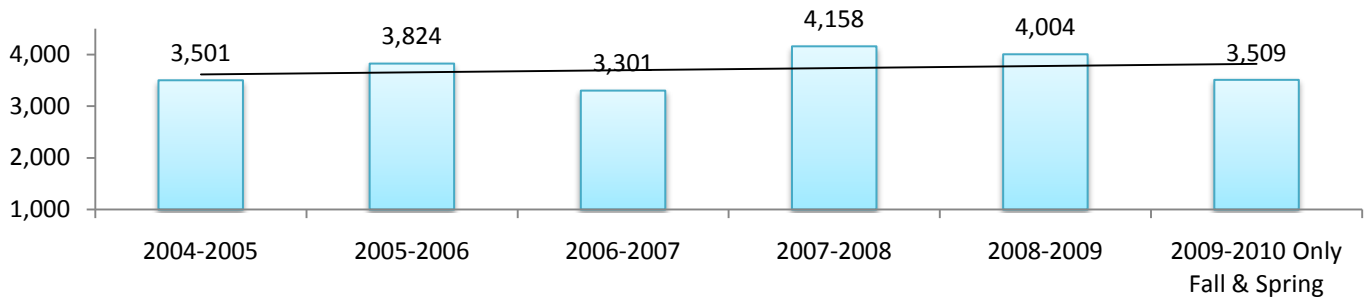

Figure 7.3.6-1 Non-credit Head Count (duplication)

Figure 7.3.6-2 Non-credit Unduplicated Head Count

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

7.4.1 Number and Percentage of Employees at TCL by Category: IPEDS Human Resources Component
Figure 7.4.1 shows the percent of employees by category for 2009-2010 as of November 1, 2009, and the previous and current full-time and part-time numbers of employees by category.
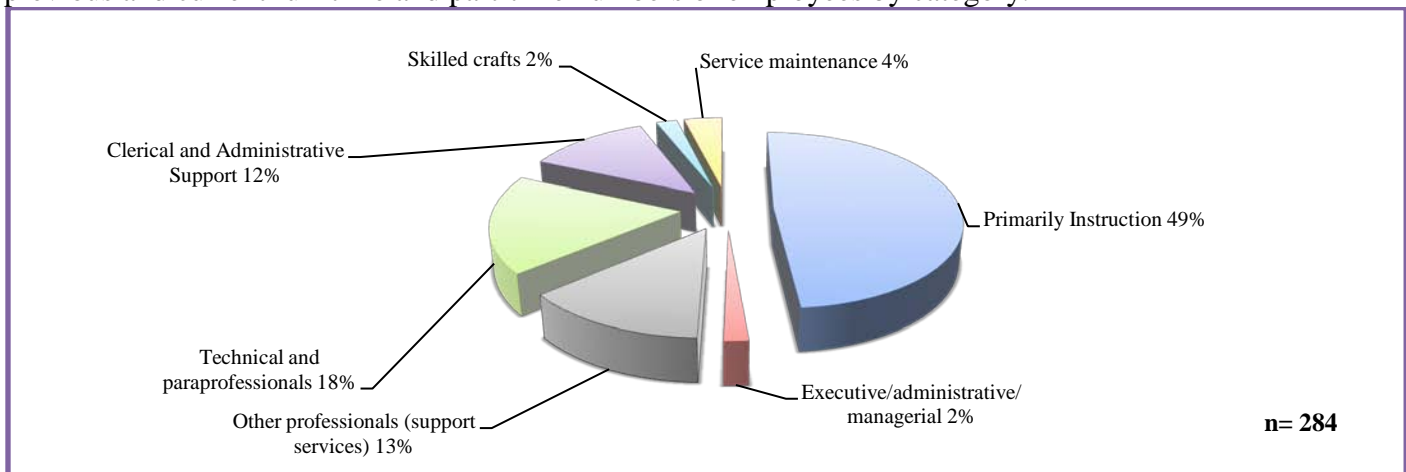
Figure 7.4.1 continued

Category	Current Full-time	Previous Full-time	Current Part-time	Previous Part-time	Current Total	Previous Total
Primarily Instruction	48	48	90	84	138	132
Executive/administrative/managerial	5	5	0	0	5	5
Other professionals (support services)	35	37	3	18	38	55
Technical and paraprofessionals	18	18	33	21	51	39
Clerical and Administrative Support	20	19	15	9	35	28
Skilled crafts	6	6	0	0	6	6
Service maintenance	7	10	4	3	11	13
Totals	139	143	145	135	284	278

7.4.2 Employee Degree Attainment

Figure 7.4.2 shows highest degree attained by employees as a percent of all full-time employees.

	Doctorate	Masters	Bachelors	Associates	Certificate /Diploma	High School Diploma/GED
2007-2008 (n = 143)	6%	46%	13%	13%	0%	22%
2008-2009 (n = 143)	6%	48%	12%	13%	5%	17%
2009-2010 (n = 139)	8%	48%	11%	13%	4%	16%
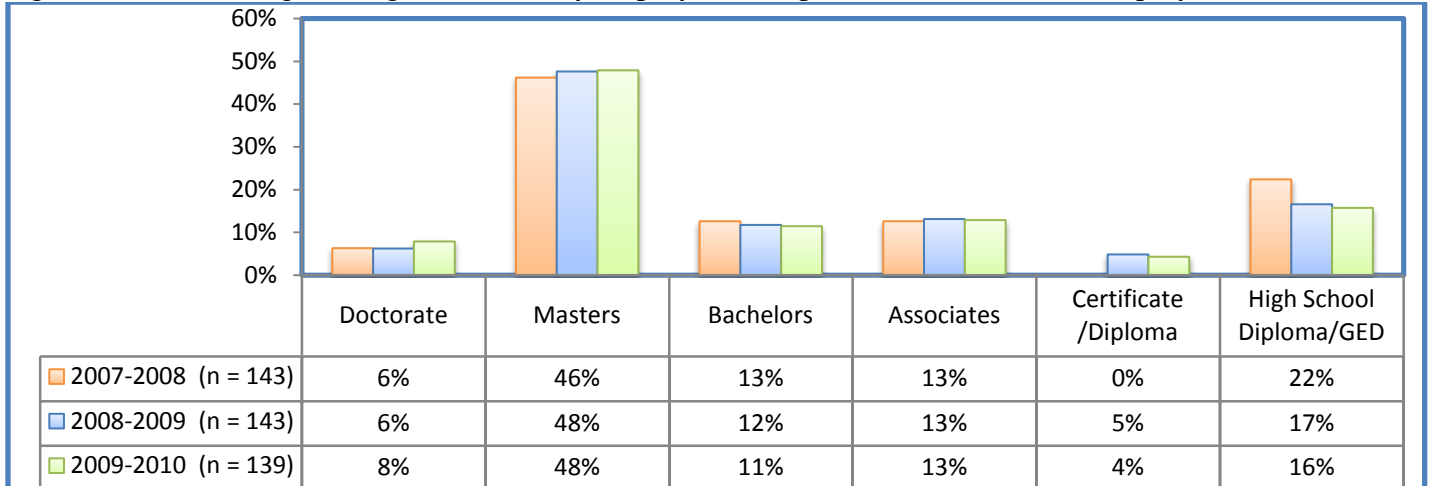
7.4.3 Minority Faculty and Staff

The data show a slight increase in the percentage of minority faculty and staff employed by TCL from the previous period; however, comparing TCL to the South Carolina Technical College System, TCL percentage of minority faculty and staff was slightly higher . Comparing TCL to Peer Group Level 2 institutions, TCL has one of the smaller percentages followed by Central Carolina. Figure 7.4.3 compares the percentages of minority faculty and staff of the South Carolina Technical College Peer Group Level 2 institutions. Data Source: South Carolina Commission on Higher Education Performance Funding Reports. Retrieve from http://www.che.sc.gov/New_Web/Rep&Pubs/Per_Fund/PFData.htm.

Figure 7.4.3

	2005	2006	2007	2008	2009
Technical College of the Lowcountry	14%	22%	20%	17%	18%
South Carolina Technical College System	17%	17%	17%	17%	16%
Aiken Technical College	20%	24%	26%	28%	27%
Central Carolina Technical College	13%	20%	16%	16%	15%
Orangeburg-Calhoun Technical College	30%	27%	26%	24%	24%
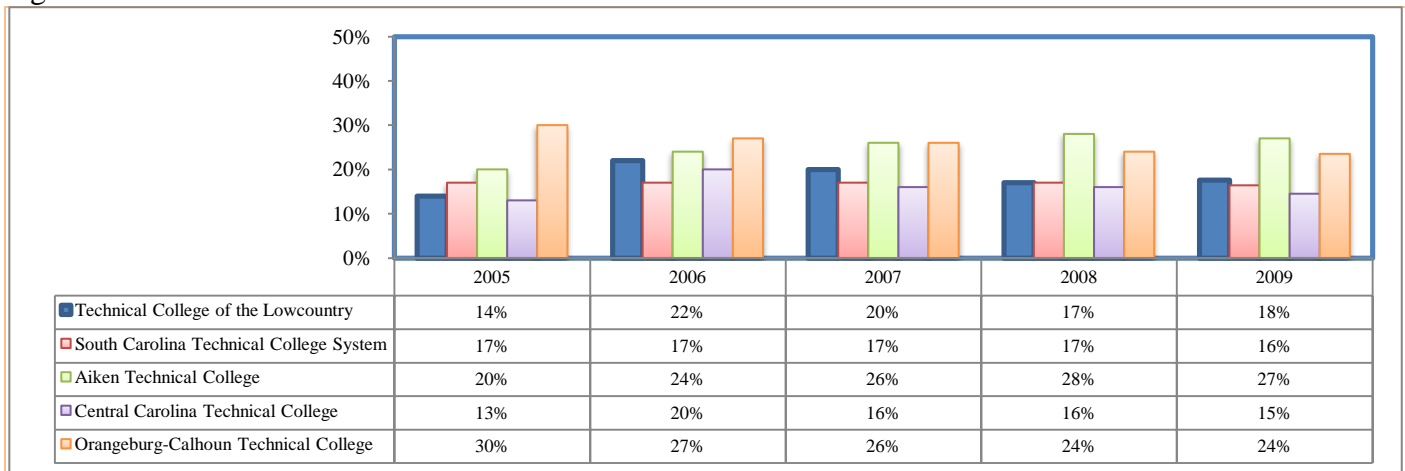
7.5 What are your performance levels and trends for your key measures of organizational effectiveness/operational efficiency and work system performance ?

7.5.1 Phase I: Instructional Software Assessment Instrument—IPSI

With instructors using IPSI course syllabi for all courses being taught (178) in Fall 2010, TCL is on target for Phase I: Course and Syllabi Development of IPSI implementation , and the College will begin Phase II— Assessment and Evaluation in Fall 2010. TCL adopted IPSI— Instructional Performance Systems Incorporated's instructional software assessment instrument in Spring 2009, and IPSI supports institutional effectiveness as it relates to curriculum development and management and student learning outcomes. **IPSI**

"creates an aligned curriculum: What is planned is taught, what is taught is learned, and what is learned is tested. Hence, there is a perfect match among the three functions of curriculum and instruction."[1]

7.5.2 Accreditation SACS Quality Enhancement Plan

As part of the Southern Association for Colleges and Schools (SACS) reaffirmation requirements, the Technical College of the Lowcountry's Quality Enhancement Plan (QEP) *Improving Student Learning Through Direct Assessment Processes established* two major goals of the QEP: 1)to implement a cohesive assessment process utilizing direct assessment of student work to assess the skill level of associate degree graduates in academic areas outlined by the Institutional Competencies, and 2) to have associate degree graduates demonstrate an acceptable skill level in academic areas outlined by the Institutional Competencies.

Figure 7.5.1-2.1 charts the outcomes of the Writing Sample ICDC. The possible scores identified by the rubric range from "0" to "72". Poor 0-9; Marginal 10-36; Adequate 37-54; Outstanding 55-72.

Year	ICDC Overall Average Score
2004	35.9 Mini-pilot
2005	43.1
2006	46.98
2008	52.62

The average score has increased as the effect of the focus on improvement continued. The average now falls into the high adequate range indicating that graduating students are proficient in reading and writing skills. These improvements are substantiated by the results seen on the most recent CAAP writing skills test. As noted below TCL degree students have seen an increase in scores on the objective assessment. This correlates with the increased scores on the ICDC and reflects the institutionalization of the OEP emphasis.

Figure 7.5.1-2.2 CAAP Mean Scores: TCL Compared to the National CAAP Score

Year	TCL Mean CAAP Score	National Mean CAAP Score
2005	60.1	62.3
2007	59.3	62.2
2009	62.5	62.0

The mathematic assessment scores provided below also indicate that TCL graduates have proficient skills as a whole. As discussed in Item 4, implementation of the assessment tool led to a modification to improve the college's ability to determine that the student is acquiring the necessary skills to succeed in his/her profession.

Figure 7.5.1-2.3 Mathematics Assessment

Year	WorkKeys Overall Average Score
2005	4.8
2007	4.6

A list of the basic computer skills necessary for a graduate to succeed in the workplace was developed in 2006-2007. The computer assessment tool chosen was SAM provided by *Course Technology.* SAM supported multiple skills level testing. The test is based on a 100-point scale. A student is deemed to have adequate computer skills for the workplace if he/she scores 70 or above on the examination. The data will be evaluated and recommendations for an appropriate action plan if necessary will be completed in Fall 2009.

---

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

Figure 7.5.1-2.4 Computer Skills Assessment

Year	Total number of SAM scores	Number of scores above 70	Percentage of scores above 70
2009	71	40	56.3%

The oral communication rubric was developed in Spring 2007 and piloted successfully in Fall 2007. As a result of the pilot assessment, several changes to the rubric were recommended. These recommendations were submitted to the full QEP committee and the revised Rubric and Outcomes were adopted in Spring 2008.   In Fall 2008, a class in which oral presentations were routinely assigned, was identified in each division. Class presentations were filmed to minimize class intrusion. In Spring 2009, a training session was held on the Oral Communications Assessment Rubric and Outcomes. The possible scores identified by the rubric range from "0" to "64": Poor 0-8; Marginal 9-32; Adequate 32-48; Accomplished 49-64. The majority of student presentations fell into the Adequate or above category and as such, the students demonstrated an acceptable oral communication skill level.

Figure 7.5.1-2.5 Oral Communication Assessment

Year	Oral Communications Overall Average Score
2008	43.04

One unexpected outcome has been the ready adoption of the rubrics and their prevalent use in class assignments. Another has been the enhanced collegiality created by increased awareness and shared responsibility for student success.

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

7.6.1 Academic Program Accreditation

Commission on Colleges of the Southern Association of Colleges and Schools National League for Nursing Accrediting Commission (NLN)
South Carolina Department of Labor Licensing and Regulation Board of Nursing
Joint Review Committee on Education in Radiologic Technology
Association of Collegiate Business Schools and Programs (ACBSP)
Surgical Technology Program Commission on Accreditation of Allied Health Education Programs (CAAHEP)
Physical Therapist Assistant Program Commission on Accreditation in Physical Therapy Education
National Association for Education of Young Children (NAEYC) Commission on Early Childhood Associate Degree Accreditation

7.6.2 Institutional Committees
Data Source: 2010-2011 Institutional Committee Appointments, Memo From the President's Office, July 1, 2010

Institutional Committees	Procedure	TCL Members	Student Members	Non-voting members
Alcohol and Other Drug Program Review	2-1-201.1.18	7	0	0
Curriculum	2-1-201.1.2	17	1	4
Enrollment Management	2-1-201.1.5	19	1	0
Information Resource Management	2-1-201.1.4	13	0	0
Quality Enhancement Plan (TBD)	2-1-201.1.17	0	0	0
Safety, Health, & Business Continuity	2-1-201.1.15	14	1	1
Strategic Planning Council	2-1-201.1.19	28	0	0

7.6.3 Safety, Health, and Security

The Technical College of the Lowcountry values the safety and security for its students, employees, and communities. TCL has been committed to providing a safe and secure environment. The College publishes its Safety and Security Plan :http://www.tcl.edu/About_Us/documents/SafetySecurityPlan2010.pdf .
Adhering to the U.S. Department of Education reporting guidelines, TCL publishes the results of the Crime on Campus Survey at http://www.tcl.edu/About_Us/crimeStats.asp.

On pages 47-49, Figure 7.6.3 shows the crime on campus incidents reported from calendar year 2007 to 2008 for TCL's campuses. Data Source: U.S. Department of Education, Office of Postsecondary Education Reports retrieved from http://ope.ed.gov/security/InstList.aspx on July 1, 2010. Reports for 2009 are not available.

Criminal Offenses - On campus			
	Total criminal offenses on campus		
Criminal offense	2006	2007	2008
a. Murder/Non-negligent manslaughter	0	0	0
b. Negligent manslaughter	0	0	0
c. Sex offenses - Forcible	0	0	0
d. Sex offenses - Non-forcible (Include only incest and statutory rape)	0	0	0
e. Robbery	0	0	0
f. Aggravated assault	0	2	0
g. Burglary	0	1	1
h. Motor vehicle theft	0	0	1
i. Arson	0	0	0
Caveat:			

Criminal Offenses - Public Property			
	Total criminal offenses on public property		
Criminal offense	2006	2007	2008
a. Murder/Non-negligent manslaughter	0	0	0
b. Negligent manslaughter	0	0	0
c. Sex offenses - Forcible	0	0	0
d. Sex offenses - Non-forcible (Include only incest and statutory rape)	0	0	0
e. Robbery	0	0	0
f. Aggravated assault	0	0	0
g. Burglary	0	0	0
h. Motor vehicle theft	0	0	0
i. Arson	0	0	0
Caveat:			

Hate Crimes - On campus

Note: TCL is required to disclose data on hate crimes by category of prejudice in our Annual Security Report. For purposes of this data collection, only the total number of hate crimes is required.

Criminal offense	Total hate crimes on campus		
	2006	2007	2008
a. Murder/Non-negligent manslaughter	0	0	0
b. Negligent manslaughter	0	0	0
c. Sex offenses - Forcible	0	0	0
d. Sex offenses - Non-forcible (Include only incest and statutory rape)	0	0	0
e. Robbery	0	0	0
f. Aggravated assault	0	0	0
g. Burglary	0	0	0
h. Motor vehicle theft	0	0	0
i. Arson	0	0	0
j. Any other crime involving bodily injury	0	0	0

Caveat:

Hate Crimes - Public Property

Note: TCL is required to disclose data on hate crimes by category of prejudice in our Annual Security Report. For purposes of this data collection, only the total number of hate crimes is required.

Criminal offense	Total hate crimes on public property		
	2006	2007	2008
a. Murder/Non-negligent manslaughter	0	0	0
b. Negligent manslaughter	0	0	0
c. Sex offenses - Forcible	0	0	0
d. Sex offenses - Non-forcible (Include only incest and statutory rape)	0	0	0
e. Robbery	0	0	0
f. Aggravated assault	0	0	0
g. Burglary	0	0	0
h. Motor vehicle theft	0	0	0
i. Arson	0	0	0
j. Any other crime involving bodily injury	0	0	0

Caveat:

Arrests - On campus

Law Violation	Total arrests on campus		
	2006	2007	2008
a. Illegal weapons possession	0	0	0
b. Drug law violations	0	0	0
c. Liquor law violations	0	0	0

Caveat:

Disciplinary Actions - On campus

Law Violation	Number of persons referred for Disciplinary Action on campus		
	2006	2007	2008
a. Illegal weapons possession	0	0	0
b. Drug law violations	0	0	0
c. Liquor law violations	0	0	0

Caveat:

Arrests - Public Property

Do NOT include drunkenness or driving under the influence in Liquor law violations.

Crime	Total arrests on public property		
	2006	2007	2008
a. Illegal weapons possession	0	0	0
b. Drug law violations	0	0	0
c. Liquor law violations	0	0	0

Caveat:

Disciplinary Actions - Public Property

Law Violation	Number of persons referred for Disciplinary Action on public property		
	2006	2007	2008
a. Illegal weapons possession	0	0	0
b. Drug law violations	0	0	0
c. Liquor law violations	0	0	0

Caveat: