



Tarrant County College[®]
SUCCESS WITHIN REACH.



2013-2014
PROOF OF PERFORMANCE
A REPORT TO OUR COMMUNITY

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Moving Toward Vision 2015

TARRANT COUNTY COLLEGE

In keeping with Tarrant County College's mission to provide affordable and open access to quality teaching and learning, the College developed a plan in 2010 to foster measurable, sustainable programs through 2015. The Vision 2015 Strategic Plan, adopted by the Board of Trustees, focuses on specific goals in the areas of student learning and success; affordability, accessibility and diversity; and institutional effectiveness. This plan has moved the College to a new mindset where we actively pursue bold, innovative change with measurable results towards student success as the end goal. This report serves as a summary of the progress made during the 2013-2014 academic year.



2013-2014 A Year in Review

TARRANT COUNTY COLLEGE

FALL 2013

- TCC was granted 10-year reaffirmation of accreditation by *Southern Association of Colleges and Schools Commission on Colleges*.
- The North Central Texas Council of Governments (NCTCOG) selected TCC to participate in its Urban Shield Full-Scale Preparedness Exercise, designed to bring together multiple agencies to assess specialized disaster response team capabilities, Citizen Corps Program Community Emergency Response Teams (CERT) and emergency management coordination throughout NCTCOG's 16-county region.
- A delegation from Guiyang in Guizhou Province, China toured TCC's campuses, met with TCC officials and signed an educational memorandum of understanding to formalize the relationship through which TCC's and Guiyang Vocational and Technical College's students and faculty can study at each other's institutions.
- Bell Helicopter, Fort Worth Independent School District and TCC announced a collaborative partnership to provide advanced aviation and engineering training for students at Dunbar High School. Through this innovative effort, students will receive tailored training to meet current and future industry needs related to aerospace and engineering. Most students can achieve program completion in 18 to 24 months with an opportunity to be recruited by Bell and other aviation companies.

SPRING 2014

- For the second consecutive year, all five TCC campuses hosted the "Success Within Reach Community and High School Showcase" to introduce potential students to its educational programs and more than 60 technical/occupational programs. Attendance increased by 22 percent over the inaugural event held in 2013.
- The National Center for Education Statistics (NCES) ranked TCC fourth out of 188 colleges and universities in Texas that offer online classes. Currently, TCC students can complete nine associate degrees and seven workforce certificate programs online.
- TCC became the only Texas college or university to receive national funding from the AARP Foundation as part of its BACK TO WORK 50+ program to help older students overcome barriers hindering them from full-time employment.
- Distinguished TCC alumni were celebrated and will be honored in perpetuity at the unveiling of TCC's Alumni Wall of Fame at the Northeast Campus.
- The first class of Early College High School students – 13 in total – joined nearly 1,500 other graduates who participated in the 2014 Commencement exercises. A total of 6,426 students completed degree requirements for summer and fall 2013 and spring 2014, representing an increase of 22 percent from the previous year.

SUMMER 2014

- The first class of veterans to participate in the College Credit for Heroes program at TCC completed the Fire Academy and the majority of their requirements for an Associate of Applied Science degree in Fire Technology. The 22 veterans are expected to complete the final course requirements, including the Emergency Medical Technician (EMT) program this fall.
- TCC and the Arlington Independent School District opened the \$13 million Tarrant County College Southeast/Arlington ISD Collegiate High School. The facility, which includes nine classrooms, two science laboratories, a computer laboratory, a learning resource center, a 400-seat cafeteria/auditorium and administrative offices, will serve 125 freshmen this year and will add 125 incoming freshmen each year until the capacity of 500 students is reached in 2018.

Goal I Support Student Learning and Success

TARRANT COUNTY COLLEGE

No matter their ages or their backgrounds, first-time-in-college students can sometimes feel lost in their new college environment. They may not be prepared for college-level studies, necessitating that they receive appropriate preparation before they lose confidence and quit. Others may have difficulties navigating through TCC's myriad student services. Older and more "seasoned" students may return to college only to be overwhelmed by systems and technology that are foreign to them. TCC focused on these needs to foster overall student satisfaction, retention and academic success.

Success Coaches

In 2013-2014, TCC's Board of Trustees approved the addition of 14 Success Coaches. These coaches complement the work of TCC's advisors and counselors by coaching prospective and First-Time-In-College (FTIC) students through the enrollment process, as well as facilitating workshops on topical issues including financial literacy and study skills. Additionally, they guide students through their education planning and major selection efforts, as well as help identify student life opportunities, including activities and organizations, that will help them feel more engaged with TCC. In the first term the Success Coaches were in place, TCC retained 53.2 percent Districtwide of those students who were served by the Success Coaches.

Supplemental Instruction

Many of TCC's students require additional assistance, outside of the classroom, to keep up with the rigor of college-level classes. While TCC offers numerous learning labs and tutoring

opportunities, there are students who are reluctant to take advantage of those services. Faculty members have looked for additional help for their students, particularly in the more historically difficult classes like organic chemistry, humanities and the like. Through Supplemental Instruction (SI), which TCC formally piloted last fall at the Northwest and South campuses, students who have successfully completed one of the classes on the course list with an "A" or "B" get the opportunity the following semester to facilitate peer-assisted study sessions. These students go to every class, then coordinate study sessions with the other students in the class to help work through difficult concepts, learn better study habits, take better notes, or whatever else they might need to succeed in the class. As a result of the two-campus pilot, students who participated in SI improved their outcomes by at least a full letter grade, if not more. Last fall, 77 percent of the students who participated in SI passed their courses; 81 percent passed in spring, and 90 percent passed in the summer. Beginning in Fall 2014, TCC will implement a Districtwide Supplemental Instruction program targeting the most traditionally difficult courses.

Comprehensive First Year Experience Program

In continuation of its efforts as one of 74 Achieving the Dream Leader Colleges in the nation, TCC worked in 2013-2014 to align many of its student success interventions into a comprehensive "First Year Experience Program" to ensure that incoming students receive all the support they need to transition from their first year in college to the second. These interventions

THERE IS A WIDE VARIETY OF COURSES. THERE IS MORE OPPORTUNITY AND I DON'T HAVE TO BE BORED WITH MY BASICS. I CAN EXPLORE MY EDUCATION.

TCC STUDENT ALYSSA SARSAGARD

include mandatory New Student Orientation for all FTIC students, as well as mandatory advising prior to course enrollment. TCC required students whose TSI scores were below requirements to take a Student Success course their first semester, during which they obtained vital information about study habits, balancing work and school, financial literacy and how to get plugged in to interesting student activities and organizations. Finally, TCC implemented mandatory advising for students who had completed 15 hours as well as 30 hours to ensure they stayed on track toward completion. These interventions paid off. In Fall 2013, TCC enrolled 4,949 FTIC students; of those, 2,157 participated in two or more advising sessions that same term. Approximately 58 percent of the students who had participated in two or more advising sessions were still enrolled in Fall 2014. Similarly, of the same cohort, 4,339 completed New Student Orientation and of those, 53.5 percent were still enrolled in Fall 2014. TCC will continue to implement new retention strategies in 2014-2015 including a Comprehensive Second Year Experience to ensure that students have all the support they need to complete their academic programs.

Academic Boot Camp (Academic Enrichment Program)

As TCC continued its outreach to non-traditional students, it places greater emphasis on high-demand/high-need programs. Data indicated several key areas representing additional opportunity for TCC to make a difference in people's lives including Academic Boot Camp. Through this initiative, launched in 2013, students who scored low on their Accuplacer (now TSI) exams could obtain remediation in an alternative academic setting that allowed them to minimize or bypass placement in developmental education. The goal of Academic Boot Camp is to offer students an accelerated academic program, moving them to a 9th-grade level for placement in developmental education classes. Offered at no charge to students, the Academic Boot Camp offerings focus on reading, writing and mathematics.

Students who participated in the Academic Boot Camp achieved an increase in grade level knowledge

of slightly more than one grade level per area. With ongoing review and fine-tuning, TCC revised the AE program by increasing session lengths to eight weeks and moving to an open enrollment format. By 2014, approximately 1,425 students had enrolled in Academic Boot Camp, representing 55 percent growth in a one-year period.



Ensure Affordability, Accessibility and Goal II Diversity Reflective of the Community

TARRANT COUNTY COLLEGE

Although enrollment at TCC consistently reflects the demographic composition of Tarrant County, statistical parity is not enough. TCC believes it can and should do more to create pathways for students who may not consider themselves “college material” because of gender, race, ethnicity, religion, age, ability, sexual orientation, socioeconomic status or veteran status. TCC believes “Success Within Reach” applies equally to everyone, and maintains its commitment to helping students from all walks of life get on the right path to a solid future.

Open Access

In addition to its expansive online offerings, the College operates five major campuses plus the Trinity River Campus East for Health Care Professions, conveniently located throughout greater Tarrant County. Community & Industry Education (previously known as Continuing Education Services) provides two workforce development centers and numerous learning centers county-wide to help people attain the skills they need to obtain meaningful employment. Through TCC’s Weekend College, offered at the Trinity River campus, full-time students who need greater flexibility can earn their associate degree in 18 months or less by attending classes only on the weekends.

Diversity and Inclusion

The diversity of TCC’s population mirrors the demographic composition of Tarrant County, yet diversity is just part of the equation. To ensure student success, TCC is committed to creating and sustaining an environment in which individual differences are not just respected, but valued and embraced, in order to foster a culture conducive to the best teaching

and learning opportunities possible. TCC’s Office of Diversity and Inclusion evaluated data gathered from students and staff throughout the District to create an evidence-based diversity and inclusion strategic plan that includes new-hire orientation modules, campus-based action plans for improvement, “Train the Trainer” programming and subject-specific workshops (e.g., “inclusive language”). In 2013-2014, more than 76 employees completed the six-module “Foundations in Diversity and Inclusion” professional development series. Approximately 140 employees serve on campus-based or Districtwide Diversity and Inclusion Councils to help identify and implement additional opportunities for improvement.

Plus 50 Program

Of TCC’s total student population, more than 3,000 students are ages 50 and older. Many of these students are first-time-in-college students while others either are returning to school after many years away. To help meet the unique needs of its older students, TCC applied for and was awarded two grants specifically created to fund workforce readiness programs for plus-50 students. TCC is one of six Plus 50 colleges in Texas designated by the American Association of Community Colleges (AACC); one of four colleges in the nation dual-designated by the AACC and AARP as a Back-to-Work 50+ college; and, one of only two AARP Back-to-Work 50+ community college programs in Texas. More than 600 students participated in TCC’s Plus 50 initiatives in 2013-2014, which included educational programs, employment coaching, training services, job referral and campus-based Plus 50 clubs.

THE DIVERSITY IS FANTASTIC. I GET MORE PERSPECTIVE ON MY EDUCATION.

TCC STUDENT ALCYIA LEE

Veterans

TCC is proud to serve nearly 4,000 military service veterans, many of whom come to the college needing additional support and many of whom bring considerable experience earned over their military careers. In Fall 2013, TCC piloted a program at its Northwest Campus called "College Credit for Heroes," through which 26 veterans were able to receive credit toward their Associate of Applied Science degree in Fire Technology. In early August 2014, a special group of 22 veterans became the first firefighter graduates from the College Credit for Heroes program, initiated by Senate Bill 1736, which called for colleges to expedite paths for veterans to earn degrees and certificates based on their previous military training. TCC is one of 21 colleges or university systems in Texas to participate in this program because it represents another important way the College can support veteran students by honoring the extensive training they already have. Moving forward, TCC will expand the College Credit for Heroes program to include its Criminal Justice and Occupational Safety Programs. Helping veterans move from one form of meaningful service into another not only is critical for them, but it is important for Tarrant County. TCC will continue to do its part to help veterans assimilate into the work force; in 2014, TCC became one of 13 colleges or universities nationwide to become a Serviceman's Opportunity College and will continue to participate in this important work.

TCC Connect

In 2012-2013, TCC introduced TCC Connect, a new administrative unit responsible for eLearning, Weekend College and Dual Credit courses. TCC Connect was established to eliminate barriers to student success through increased program offerings for non-traditional students, guided admissions paths, clear communication, active recruiting, targeted advising and improved registration processes. While TCC had previously offered online courses, moving it under the administration of TCC Connect resulted in significant program growth in 2013-2014: nine new associate degrees in the areas of Business and Information Technology that can be earned completely online. Accordingly, enrollment in eLearning also increased, reaching 12,094 students in Fall 2014. TCC Connect's Dual Credit program also continues to grow, with 5,381 high school students across Tarrant County enrolled in dual credit courses that, upon graduation, will give them a head start in college. TCC Connect's newest offering, Weekend College, opened enrollment to its first

class in August 2014. Through Weekend College, students who otherwise would not be able to attend traditional college classes due to work and/or family responsibilities can earn an associate degree in 18 months or less by attending classes only on the weekends. Enrolled full time, Weekend College students enjoy degree plans that combine face-to-face and online instruction, as well as dedicated advisors who will help guide them toward degree completion. In its first term, Weekend College brought 201 students to TCC that may otherwise have not believed a college education was attainable.



Goal III Promote Institutional Effectiveness

TARRANT COUNTY COLLEGE

In order to keep up with the changing needs of students as well as the Tarrant County community, TCC must identify current needs while anticipating future opportunities for improvement and growth.

Innovation Forum

That's why we developed an institutional master plan that marries several evaluation criteria together to ensure that the projects we undertake support our strategic priorities while delivering the highest possible return to the community on the dollars we invest in our students. One key component of the Institutional Master Plan is the Innovation Forum through which ideas can be evaluated by how they will deliver on our commitments to Diversity, Relevance, Engagement, Access and Metrics (DREAM).

Given the vast number of ideas for programs, services and facilities TCC should consider adding versus the economic realities of a pay-as-you-go budget, TCC needed a mechanism through which to evaluate where best to invest its human and financial resources. Accordingly, TCC developed an Institutional Master Plan to help ensure the projects it undertakes support the College's strategic priorities while delivering the highest possible return to the community on the dollars invested in students. In 2013-14, TCC opened the Innovation Forums, a fundamental component of the Institutional Master Plan, on each of its campuses. Through the Innovation Forum, ideas for new initiatives are evaluated critically and deliberately by how they will deliver on TCC's commitments to Diversity, Relevance, Engagement, Access and Metrics (DREAM). Since the Innovation Forum doors opened in Spring 2014, 111 initiatives have been vetted through the rigorous evaluative model, with 23 moving forward to the Chancellor's Executive Leadership Team (CELT) for

consideration. TCC plans to expand the Innovation Forums to Phase II in the 2014-15 year, which includes involving TCC Connect, TCC students and the greater community.

Process Improvement

Since its inception, TCC has been committed to continuous improvement on behalf of the students and greater community it serves. To accommodate a growing number of necessary programs and initiatives without increasing headcount or budgets, TCC introduced Lean Process Improvement in 2012-2013 to help faculty and staff administer their programs more effectively and efficiently. Considered the gold standard of process improvement methodologies, the Lean Process helps users reduce wasteful steps and processes, which translates into savings of time and money. Since TCC introduced Lean Process Improvement training in Fall 2013, more than 1,900 people have taken the four-hour Lean Fundamentals class, representing nearly 91 percent of TCC's full-time faculty and staff. This training yielded impressive results including the elimination of unnecessary and cumbersome executive approval processes on existing lease invoice payments; a 50 percent reduction in the number of billing and reports and a time-to-run reduction from six days to three for the District Graphics department; and, the elimination of eight approval steps in TCC's hiring process, which translated into a dramatic reduction of average and variation in time-to-hire.

Faculty Academy

TCC cannot achieve and maintain true institutional excellence without ensuring its instructors receive continued training and enrichment opportunities. In 2013-2014, TCC's Faculty Academy conducted 241 training sessions – an increase of 41 percent over the previous year

– with 3,226 participants. TCC increased its Faculty Academy budget allocation from \$500,000 to \$750,000 to fund even more faculty enrichment opportunities that help drive student success.

In January 2014, TCC introduced the Mastery of Teaching Institute, a faculty learning community created to provide professional development opportunities for full-time instructors. The Institute is geared toward faculty members who wish to research, implement and analyze results of a new pedagogical skill in their classroom. Currently, nine faculty members from across the District are conducting research on topics related to student success.

Staff Development

Professional development of TCC's staff remains a priority for the College, as evidenced by the significant increases in training opportunities offered to, and enjoyed by, TCC employees. In 2013-14, TCC hosted 710 instructor-led professional development sessions attended by 11,157 employees to total 34,657 contact hours. Total instructor-led professional development contact hours increased by 1,065 hours, or 3.1 percent, from the 2012-13 academic year.

Community Collaboration

In partnership with General Motors (GM), TCC was awarded an \$868,179 Skills Development Fund Grant in November 2013 from the Texas Workforce Commission to provide technical training to GM employees in welding, robotics, carpentry and air logics. This grant funded the training for 72 new jobs and 477 upgraded jobs at GM.

TCC announced its collaboration with Bell Helicopter and Fort Worth Independent School District (FWISD) to provide advanced aviation and engineering training for students at Dunbar High School. As partners, TCC, Bell and FWISD will develop and implement a rigorous curriculum for aviation and engineering programs, offering students industry certification and dual credit with an emphasis on key areas including Computerized Numerical Controlled (CNC) Machining and Advanced Composite Bonding.

In partnership with a Manufacturing Consortium, the Texas Workforce Commission awarded TCC an \$889,886 Skills Development Fund Grant to provide the consortium partners' employees with training to meet changing customer requirements. Through this grant, 13 new jobs will be created; another 568 incumbent workers will receive technical training to upgrade their job skills, totaling 581 participants.





TARRANT COUNTY COLLEGE RANKS IN THE TOP 20 IN THE NATION FOR TOTAL NUMBER OF ASSOCIATE DEGREES AWARDED.

By the Numbers

TARRANT COUNTY COLLEGE

\$16,150,768

Active grants being managed by TCC.

1,760

Students completing workforce programs.

\$123 Million

Financial Aid disbursed to TCC students In 2012-2013.

5,908

Total number of students completing degrees and certificates in 2013.

\$451.8M

The amount the Tarrant County economy receives annually due to TCC operations.

20

TCC IS ONE OF THE TOP 20 COMMUNITY COLLEGES IN THE NATION FOR TOTAL ASSOCIATE DEGREES AWARDED.

8,000

Dual credit students enrolled at TCC.

4,202

ESL student enrollments.

51,386

Total TCC student enrollments in Fall 2013.

4,000

Professional development & training activities were taken by faculty & staff.

92.3%

Increase in completions of certificates from 2005 to 2013.

19,023

Students enrolled in online distance learning courses.

Each year, one out of every 18 Tarrant County citizens enrolls in a course at TCC.

Looking to the Future

TARRANT COUNTY COLLEGE

Like other community colleges across the nation, Tarrant County College sits at an interesting crossroads at which the crisis of higher education costs (and student readiness) intersect with a workforce under-prepared to meet the demands of a 21st-century global economy. In his January 2014 State of the Union address, President Barack Obama punctuated the unique role community colleges can and should play, in partnership with area high schools and companies, by saying, "We're working to redesign high schools and partner them with colleges and employers that offer the real-world education and hands-on training that can lead directly to a job and career."

Well before the State of the Union address, TCC worked with area partners to develop programs that would do just that: forge a path for high-school students to obtain the credentials they need to pursue meaningful and sustainable careers.

Unmanned Aircraft Systems Consortium

Arlington Independent School District, University of Texas at Arlington and Tarrant County College Northwest

Minority and female students, as well as military veterans and unemployed workers, are expected to enjoy future opportunities for success thanks to the Unmanned Aircraft Systems Consortium (UASC). Designed to build future generations of the Texas unmanned aviation industry workforce, the UASC will establish the capabilities and capacity for certificate, two-year and four-year programs in Texas that will prepare new and incumbent workers for jobs in the aviation sector and transitional to the unmanned systems sector. Next, the Consortium seeks to increase the number of students pursuing these programs, and to increase the diversity of the high-tech workforce. Specific focus will be given to training for military veterans, as almost all of the workers in the current unmanned aircraft field are military veterans. This should assist efforts to lower the tragically high unemployment rate for young military veterans, which is a top priority of the U.S. and Texas governments. The Center for Innovation leads the project in collaboration with 18

committed aviation industry partners, the Arlington Independent School District, Tarrant County College, the University of Texas at Arlington, Workforce Solutions for Tarrant County and Texas government and federal agencies. The UASC industry partners analyze the demand for both existing and new training program and examine existing training programs and curriculum in Texas to determine if they can be modified to address the needs identified. Ultimately, the Consortium expects to impact the community by identifying specific training and educational needs, then modifying or developing curriculum needed for training. The UASC program will develop a robust database documenting current and projected industry demand relative to the job patterns, workplace tasks and learning outcomes required to train the needed workers.

AISD High School Fire Academy

Arlington Fire Department, Arlington Independent School District and Tarrant County College Northwest

Representing a "first" for the Dallas-Fort Worth Metroplex, the Arlington Fire Department, Arlington Independent School District (AISD) and Tarrant County College, Northwest Campus are working to implement a Firefighting/Emergency Medical Technician training program for AISD juniors and seniors. The program is designed to offer interested high school students the skills needed to pursue a career in the Fire Service upon graduation. Students who successfully complete the program will be ready to apply to area fire departments as firefighters. The program prepares participants to the point where they are trained, certifiable firefighters with an Emergency Medical Technician classification upon graduation and presents interested students with a viable career opportunity upon graduation. As juniors, the students will receive the same classroom and field training as any Tarrant County College student enrolled in the Fire Academy. As seniors, the students will finish the Fire Service portion during the first semester and complete their EMT training during the second semester. Members of the Arlington Fire Department will serve as certified instructors for this program, giving it direct team support and demonstrating AFD's commitment

SERVICES LIKE THE WRITING CENTER REALLY HELP. IT'S GREAT TO HAVE SOMEONE THAT IS WILLING TO HELP YOU.

TCC STUDENT LOUIS CHAVEZ

to the program. The Arlington Fire Department also has provided a program coordinator for the Fire Academy. Along with the classroom time, students will be expected to participate in community initiatives developed by the Arlington Fire Department and Tarrant County College. Class work is supplemented by field trips to the Tarrant County College Fire Academy center and Arlington Fire Department Training Center. Upon graduation, students will receive certifications from the State of Texas Commission on Fire Protection and the Texas Department of Health and Human Services (DHHS). They will have the training and certifications needed to participate in competitive hiring processes for jobs in the Fire and Emergency Medical Services. The AISD Fire Academy is the first in the Metroplex.

Stay the Course

Catholic Charities, University of Notre Dame

Students at TCC Trinity River Campus are benefiting from a new research project underway with Fort Worth Catholic Charities and the University of Notre Dame. This innovation program--called Stay the Course--provides targeted advisement and financial support to keep students on course to complete a certificate or a degree in two years.

First-time-in-college students taking a full-time academic load are impacted by this pilot program. Half the students receive only focused advisement; the other half, focused advisement as well as emergency funds to assist students when cars need repair, for instance. The thinking behind the research is that many students cannot finish because of academic time sacrificed while students address financial emergencies. The research design represents collaboration between researchers at the University of Notre Dame and TCC's Institutional Research unit.

Technical Dual Credit Academies

Arlington Independent School District, O.D. Wyatt High School

Underscoring TCC's commitment to helping create a well-trained, workforce-ready population ready to tackle the challenges of the future, TCC's South and Southeast campuses have joined forces to host Technical Dual Credit Academies for Arlington ISD students in Heating, Air Conditioning Refrigeration Technologies, Automotive Technologies and Gaming. Once their high-school day is finished, Technical Dual Credit students attend late-afternoon and evening classes in their program of interest at the South Campus. Classes are populated with students from participating ISD high schools. Future plans involve offering the Associate of Applied Science in Culinary Arts at the Crowley South Campus Center. In addition, the campus is currently working with FWISD's O.D Wyatt High School to offer technical dual credit offerings.

Emergency Medical Services: Partnerships with High Schools

Birdville Independent School District, Eagle Mountain Saginaw Independent School District, Arlington Independent School District

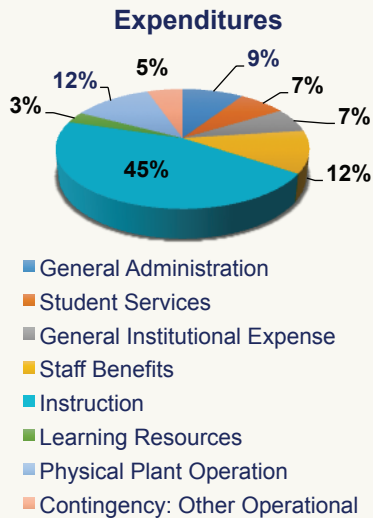
THE EMS Program and the Northeast campus provide EMT training to three Tarrant County ISDs: Birdville ISD, Eagle Mountain Saginaw ISD and Arlington ISD. TCC provides 100 percent of the instruction and oversight while the ISDs provide teaching space and support. The program has been underway for three years with BIRD and EMSISD, and is embarking on its second year with AISD. The success of the program at AISD has been impressive, thanks in large part to the community support at AISD with the Fire Department, Arlington EMS and Arlington Memorial Hospital: 14 of the 15 original students completed the course, and 10 of the 14 completed state certification. The programs at Birdville and Eagle Mountain face greater challenges since no local EMS provider or hospital will allow high school students in clinical settings. Students must complete clinicals after they turn 18 and graduate high school. This limits ultimate completion -- however, of those that do complete, 90 percent receive state certification on their first attempt.



Financial Information

TARRANT COUNTY COLLEGE

2013-2014 EXPENSES



Mission Statement

Tarrant County College provides affordable and open access to quality teaching and learning.

Economic Impact on Tarrant County

- TCC operations contribute roughly \$451.8 million annually to the Tarrant County economy.
- Tarrant County College supports local TIFs in an amount of more than \$4.4 million each year.
- Student educational attainment generates a 16 percent rate of return on their investment, bringing a benefit to Texas of more than \$2 billion per year.
- Tarrant County College employs more than 5,109 individuals, generating \$158 million in payroll annually.
- Tarrant County College purchases contributed approximately \$22,302,031 to local Minority/Women-Owned Business Enterprises in 2013-2014.

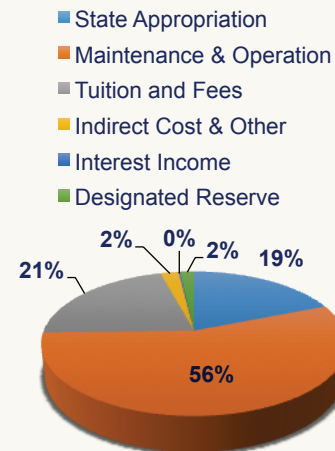
Department of Education Annual Federal Financial Aid 2013-2014

\$74,484,232	Total amount of Federal Pell Grant disbursed to TCC's students.
\$1,127,830	Total amount of Federal Supplemental Educational Opportunity Grant (FSEOG) disbursed to TCC's students.
\$620,658	Total amount of Federal Work-Study (FWS) earned by TCC's students.

*TPEG is a state-mandated, tuition set-aside grant program.

2013-2014 REVENUE

Income





THE TEACHERS ARE HANDS-ON AND PROVIDE GREAT SUPPORT.

TCC STUDENT KEVIN MARCHABEYOGLU



Tarrant County College®
SUCCESS WITHIN REACH.



An Equal Opportunity Institution/Equal Access to persons with disabilities.