



The HUB

STRATEGIC PLAN

2022/23 – 2026/27

Technical College of the Lowcountry

Technical College of the Lowcountry

Mission

The TCL provides quality, affordable academic and technical programs leading to Associate Degrees, Diplomas, and Certificates in an environment fostering excellence in teaching and learning.

Vision

Our vision is to elevate each student and every community we serve through transformative technology and exceptional teaching.

Values

Excellence

We value continuous quality improvement leading to true excellence in all areas of the college.

Innovation

We value expansion and enhancement of the college's services and educational offerings to meet the increasing and changing needs of students, employers and the communities we serve.

Integrity

We value responsibility, accountability, ethical behavior in an atmosphere of honesty, open communication, and with mutual respect.

Respect

We value an education environment that attracts and supports a diverse student and staff community, and fosters awareness.

Stewardship

We value the responsible use of resources to achieve balance among social, economic, and environmental practices.

Institutional Goals

1. Enhance and sustain student success from application to completion.
2. Advance academic quality.
3. Improve operational effectiveness and promote resource stewardship.
4. Cultivate an environment of accountability, communication and teamwork.

UNIT OVERVIEW

Unit Level Mission Statement

The mission statement of the HUB is to provide holistic and intrusive advising to prospective and current students to guide them to the best program for their career goals and to keep them on track from onboarding to graduation efficiently

Unit Level Summary

At Technical College of the Lowcountry, the responsibility of the Navigators in the HUB is to provide holistic academic advising which extends beyond course and program scheduling. The relationship that the Navigators have with students is a joint endeavor that empowers students to obtain appropriate academic information, to develop educational and career goals, to learn the skills needed for academic success, and to access the variety of resources and services available to them. The relationship also provides students with a sense of community and belonging from the very beginning of their onboarding and extends through their time at Technical College of the Lowcountry.

The four main distinctive services provided by the HUB include career counseling, holistic academic advising, financial literacy and early alert interventions. Each of these distinctive services directly supports the college's institutional goals because each service can directly relate to increased retention and graduation rate.

In the beginning of the Navigator's relationship with their students, they provide career counseling to determine if the student chose the correct program on the application. Providing career counseling during the first meeting with a Navigator can ensure that a student does not pursue an incorrect program or register for courses that will not support the student's educational or career goal. Career counseling improves operational effectiveness to allow the

institution to prepare for future course offerings and faculty resources. The holistic academic advising encompasses more than course scheduling – it provides students with the confidence that they are prepared at each step of the onboarding process. Students gain knowledge about getting started at Technical College of the Lowcountry, but also how to maintain their success with knowledge about the various resources on campus. The holistic academic advising approach gives the Navigators the ability to keep students on their path and focus on the final goal of graduation. Holistic advising also focuses on minimizing the number of extra courses a student might take, which allows the institution to reduce the total number of course offerings. Navigators are also able to provide intrusive academic advising. The holistic academic advising approach also gives the Navigator the ability to discuss sound financial options for students as it relates to their registration and overall academic goals. Students can learn about different financial aid that could be available to them, both state and federal financial aid, as well as grants, scholarships, and other programs that can alleviate the financial stress for a student. Navigators also explain the implications of taking out student loans and provide different solutions for students regarding their academic plan and aid eligibility. This holistic approach not only encourages student success even before registration, but Navigators are also able to intervene when their students begin to fall behind in their assignments or attendance through the early alert system within Navigate.

	Enhance and sustain student success from application to completion	Advance academic quality	Improve operational effectiveness and promote resource stewardship	Cultivate an environment of accountability, communication and teamwork
Career Counseling	X	X	X	
Holistic Academic Advising	X		X	X
Financial Literacy	X	X	X	X
Early alert interventions	X	X	X	X

STRATEGIC SCAN

The External Environment

Opportunities: The world has seen many challenges in the last few years, and there is a great need in our community for well-trained and highly skilled workers. This has allowed for amazing opportunities for prospective students in our community to seek education in the high demand workforce programs. The Technical College of the Lowcountry also offers transfer programs, which present an excellent opportunity for students to take courses that will transfer to four-year universities.

Threats: Prospective students are facing a number of pressures that may make it difficult for them to come back to school. Many first-generation prospective students do not know where to start and non-traditional prospective students may be uncertain about course availability to fit their busy schedule. Another difficulty that students face are low hourly wages that make it difficult for them to obtain a livable wage without pursuing education past their high school education.

The Internal Environment

Success/Strengths – Through the Title III Grant: Pathways to the Future, The HUB has been able to secure tools in the HUB that assist in career counseling, academic advising, and targeted communication. EAB Navigate is the robust software that Navigators have been able to utilize for outreach to their students about scheduling appointments, reminders for registration and payment deadlines, as well as collaborative communication with faculty advisors. Career Coach was implemented for Navigators to use in career counseling appointments so that students may explore their interests and the programs to which they relate. Students are also able to see educational and salary expectations, as well as live local job postings for these positions.

Challenges –As cost of living and other expenses rises in our region, it is becoming increasingly difficult to hire, train, and maintain staff in the HUB as they are drawn to other institutions with higher compensation. A revolving door of Navigators make it difficult to maintain consistency among students as they are introduced to a new Navigator frequently. While the Navigators are responsible for first-year academic advising, their role in holistic advising requires them to

uphold a close working relationship with their students from onboarding to graduation. In order to continue to give our students the support they need and to keep them on track to graduation, the Navigators need to be able to be employed long enough at TCL in order to set long-term goals and be able to afford to stay long enough to see their students succeed to graduation.

Only three of every ten students admitted to the Technical College of the Lowcountry complete the onboarding process and enroll in classes; of those who do enroll, only two in ten will graduate within three years.

Another internal challenge that the HUB faces is not having a baseline budget. Some resources are outlined in the Title III grant from year one to year five; however, baseline institutional funds are required starting in 2022-23, and a baseline budget will be required for ongoing HUB operations fully by 2025. The HUB would require annually \$5,000 for temporary non-faculty for the HUB Welcome Center front desk wages, \$2,000 for office supplies and \$4,000 for food supplies to provide for the bi-annual Transfer Fair and on-going Student Success Events for all new students.

STRATEGIC FOCUS AREAS

The focus of the HUB's Strategic Focus Areas are primarily focused on retention and graduation as well as ongoing professional development and training for the Navigators in the HUB. Providing relevant, holistic advising to students with the resources provided to them, Navigators are able to successfully guide their students from matriculation to graduation as timely and financially responsible as possible.

2. Strategic Focus Area: A

A. Objective

Increase the percentage of admitted students excluding Dual Enrollment who enroll in the fall term from 22% to 32% through the implementation of expanded student support.

B. Success criteria

98% of new first-time freshman accessed the HUB and Navigator services.

C. Implementation Plan and tactics (See sample template)

Increase the percentage of admitted students who enroll in the fall term from 22% to 32% through the implementation of expanded student support.					
Steps	Description	Timeline	Primary Actor	Resources	Assessment/Measure
1	Design and implement early alert system	By Sept. 2024	Navigators, faculty, supporting offices	EAB Navigate	EAB Navigate analytics and institutional research
2	Increased onboarding services	Ongoing	Navigators, Admissions staff, faculty	EAB Navigate	Increased student satisfaction by CCSSE
3	Design and implement first year experience	By Sept. 2024	Navigators, faculty	Title III funds for development and implementation, institutional funds for instructor compensation	98% new students enrolled and completed first year experience
4	Increase fall-to-spring persistence from 73% to 78% through expanded student support and guided pathways	By Sept. 2024	Navigators, faculty advisors	EAB Navigate, Deans and Program Directors, Guided Pathways Director	98% of students with academic plans (excluding Dual Enrollment)

D. Resources

Some resources are established in the Title III grant from year one to year five; baseline institutional funds are required starting in 2022-23, and a baseline budget will be required for ongoing HUB operations fully by 2025.

E. Key performance indicators

The key performance indicators would include that by 2024, a 10% increase in fall-to-fall retention, and a 10% increase in the number of admitted students who enroll in fall term. In addition, 98% of all new students will utilize the HUB services for career counseling, academic plans, financial literacy training, and early alert interventions.

1. Strategic Focus Area: B

A. Objective

The Navigators will maintain 90% or higher advising score.

B. Describe alignment with institutional goals

An advising grading rubric will provide Navigators with a general guide to advising that ensure that the services that are relevant to their students are provided, as well as ongoing trainings and webinars to stay up-to-date with relevant advising practices.

C. Success criteria

Advising appointments will be evaluated twice a month.

D. Implementation Plan (see template)

The HUB will ensure that ongoing assessment of advising practices are reviewed and updated in a loop of improvement.					
Steps	Description	Timeline	Primary Actor	Resources	Assessment/Measure
1	Develop and have rubric approved	In progress	Advising Action Team	None	Approval of advising rubric by Title III Steering Committee
2	Present advising to rubric to Navigators	Once rubric is approved	HUB Director, Navigators	None	Commencement of rubric for assessment
3	Implement training and professional development opportunities	Ongoing	HUB Director, Navigator	NACADA, NISOD, CCRC, and other professional organizations; supported by Title III and institutional funds	Ongoing assessment and implementation of advising practices
4	Evaluate and modify advising rubric	Yearly, by end of summer term	HUB Director	NACADA and other professional advising resources	Updated and revised advising rubric

E. Resources

Advising rubric (see attached)

F. Key performance indicators (see rubric)

FY 2022/23 to 2025/26 Enrollment and Retention Targets

	FA 2022	FA 2023	FA 2024	FA 2025	FA 2026
Enrollment Target	2,140	2,230	2,320	2,410	2,500
Retention Rate Target	51%	53%	58%	61%	64%

Enrollment is the total number of students registered in a given academic unit at a given time.

Retention rate is the percentage of students who continue in the academic unit the next year. For example, a student who studies in the fall semester and keeps on studying in the program in the next fall semester is counted in this rate.