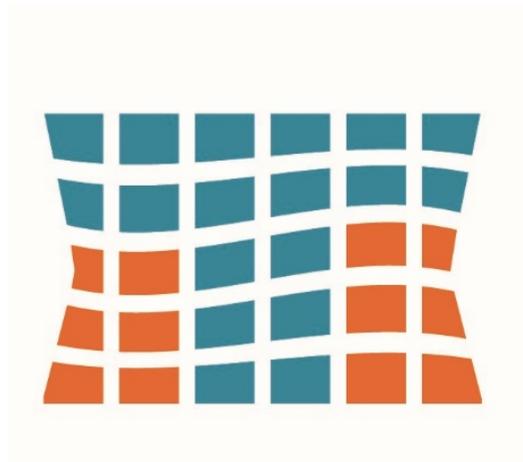


Draft: April 11, 2022



Research and Planning

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: Research and Planning

Unit Level Mission Statement

The Research and Planning Unit provides support and services for institutional research and planning, data reports, assessment and evaluation, surveying, and compliance reporting to federal, regional, state, and local agencies.

Unit Level Summary

The one-member Research and Planning Unit is a support service Department providing institutional research and planning, assessment and evaluation data and reports, surveying, c federal, regional, state, and local compliance reporting to assist all units of the college.

While upholding the values of the College, this Unit strives to provide pertinent and accurate data and reports to the faculty, staff, and administrators as needed in support of the College and each unit’s informational needs.

Below are the distinctive services provided by the Research and Planning Unit.

Distinctive Services	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
<p>1) Provides institutional research, data, data analysis, and reports to all units in support of (including but not limited to) :</p> <ul style="list-style-type: none"> ○ academic program accreditation ○ assessment and evaluation ○ grant reporting ○ Institutional annual reports. ○ KPIs ○ marketing 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Distinctive Services	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
<p>2) Conducts research, analysis, and reporting in support of compliance reporting to federal, regional, state, and local agencies to include U.S. Department of Education, SACSCOC, SC CHE, and SCTCS (including but not limited to):</p> <ul style="list-style-type: none"> ○ Federal/SACSCOC: Postsecondary Data Partnership Project ○ Federal: Application for Waiver ○ Federal: Designation Eligibility ○ Federal: College Board Survey ○ Federal: Crime on Campus ○ Federal: National Student Clearinghouse subsequent enrollment ○ Federal: NCES IPEDS ○ Federal: Net Price Calculator ○ Federal: Perkins APR ○ Federal: Solomon Act ○ Federal: Title III Grant Projects ○ SACSCOC: General Enrollment and Information Report ○ SACSCOC: Success Criteria Report ○ State: SC CHE Abatement Reports ○ State: SC CHE Audit of Enrollment ○ State: SC CHE Student Success Report ○ State: South Carolina Commission on Higher Education IE reports ○ State: South Carolina High School and College Freshmen reports ○ System: SCTCS Performance Funding Allocation Report ○ System: SCTCS Program Evaluation 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Distinctive Services	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
3) Conducts the Student Course Evaluation each semester and provides reports to the faculty, deans, and appropriate administrators.		<input checked="" type="checkbox"/>		<input checked="" type="checkbox"/>
Distinctive Services	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
4) Supports all surveying (including but not limited to): <ul style="list-style-type: none"> ○ Applicant surveys ○ CCSSE, ○ DEI Climate ○ Employer Satisfaction, Employer Needs for New Programs ○ Graduate follow-up surveys ○ Grant projects surveys ○ Non-returning student surveys ○ Strategic Planning ○ Student surveys 	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

Distinctive Services	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
5) Development of auto-reports on Report Services in support of all units informational needs.	☑	☑	☑	☑

STRATEGIC SCAN

The External Environment

As more external agencies and organizations rely on data-driven-decision making, the demand for additional data and data reporting grows. Using data to drive decisions increases the amount of external reporting required to meet the federal, regional, state, and local agencies informational needs. We will have to work smarter, faster, and better to meet the new demands.

The Internal Environment

Successes: The Research and Planning unit successes are attributed the ongoing collaboration and cooperation from faculty, staff, and administrators across all units.

Recent successes include:

- 1) four years of publishing the College’s “fact book” Data Insights;
- 2) the implementation of the summer and fall 2021 Student Course Evaluation (SCE) — a new responsibility moved into the Research and Planning Unit. The SCE participation rate was increased from the previous year averages of 30% to currently 42% for the fall 2021 SCE, and
- 3) the partnership with postsecondary institutions sharing data and participating in the National Student Clearinghouse Postsecondary Data Partnership (PDP) Dashboard.

Improvement Needed: Work SMARTER, FASTER, BETTER

The Research and Planning Unit needs to improve upon

- 1) Increasing automation in collection, analysis, and reporting, and
- 2) Sharing data reports.

Reduction Needed:

As the demands for more data and reports increase, this Unit must 1) work smarter to eliminate “busy work” and “grass fires” while providing more automation for faster reporting, and 3) better manage collection and reporting.

- 1) **Busy Work and Grass Fires**—The data requests that trigger busy work and grass fires would be reduced by providing easy access to approved, standard reports with the frequently requested data points and scheduled auto reports showing key performance indicators and evaluation data. Requestors would be able to access the auto reports to retrieve the data needed. These reports could be automatically generated on a daily, weekly, monthly, or any set schedule needed and then emailed to the requestors.
- 2) **Better Management for Faster Results**—This Unit is successful because of the enormous amount of college-wide support. As new responsibilities are added to the workload, this Unit must seek more collaboration with other units and the appropriate service providers. These services must be identified and integrated into the work plans. For example, when conducting surveys with large target groups or the Student Course Evaluation, marketing offers the familiar and professional ConstantContact for scheduled dissemination of email invitations and reminders, which equates to working smarter, faster, and better. Another example would be to use survey/evaluation software that disseminates, collects, analyzes, and provides instant reports in summary and by trends.
- 3) **Ensuring Compliance—IPEDS Student Financial Aid Survey:** In reporting year 2022-2023, the IPEDS Student Financial Aid Survey must be completed by the Director of Financial Aid in order to be in compliance with IPEDS reporting rules. The SCTCS and U.S. Department of Education IPEDS requires that the Director of Financial Aid completes the IPEDS Student Financial Aid Survey. Since 2007, the Director of Research and Planning (RP) has completed the survey and asked that the Director of Financial Aid (FA) reviews and approves the data as entered and provides any needed explanations. According to SCTCS and IPEDS, the Director of Financial Aid is fully responsible for the completion of the survey, and IPEDS has notified Key Holders of this requirement.

This year, 2021-2022 IPEDS reporting, the process remained the same as in the previous years because TCL had a *new* Director of FA in place. To be in compliance with IPEDS, it is recommended that the IPEDS Student Financial Aid Survey would be the responsibility of the Director of FA to complete the survey, perform edits, and notify the Director of RP when the status is “clean” and ready to be locked. The Director of PR would provide any data files needed upon the Director of FA request and lock the survey on time.

STRATEGIC FOCUS AREAS

A statement of the unit's strategic plan's primary strategic focus areas to be discussed in detail below. Focus areas are those areas of major emphasis that will allow the unit to maximize its opportunities and strengths and address the challenges discussed above. The focus areas should be aligned with the college's institutional goals.

1. Strategic Focus Area: A

A. Objective

Use an evaluation software SmartEvals or like designed to disseminate, collect, analyze, generate a variety of summary and trend reports, and create a community for sharing best practices in support of the Student Course Evaluation.

B. Describe alignment with institutional goals

This objective aligns with the institutional goal of advance academic quality and the goal of cultivating an environment of accountability, communication and teamwork by providing quality analysis of the Student Course Evaluation result reports to the faculty, deans, and vice president immediately following the evaluation period closing to allow intervention if needed before the next semester. In addition, offering a forum for faculty to collaborate and share best practices related to the topics of the student course evaluation.

Success criteria: Faculty, deans, and vice president are able to use the SCE results to make decisions on an effective timeline to make a difference. Decreasing the amount of time spent analyzing, creating reports, and disseminating the information from a six-week to immediately following the evaluation period closing.

Define success.

Vice President of Academic Affairs, academic deans, and faculty are satisfied with the access and features of the available Student Course Evaluation reports and networking offered by SmartEvals.

C. Implementation Plan and tactics

A

Strategic Focus Area	Automate the analysis and reporting of the SCE to provide reports using SmartEvals.
	Description
Steps	1 Pilot SmartEvals 2 Upon success of the pilot, purchase SmartEvals 3 Install SmartEvals and Implement the software.
Timeline	Summer 2022: Pilot SmartEvals in Summer 2022 with 25 courses. January 2023: Budget for SmartEvals for 2023-2024 July 2023: Purchase SmartEvals September 2023: Implementation of SmartEvals.
Primary Actor	Director of Research and Planning
Resources	Costs: \$6,500
Assessment/Measure	SmartEvals will be installed and will be used for the Fall 2023 Student Course Evaluation.

2. Strategic Focus Area: B

A. Objective

Establish an Institutional Research Report Inventory webpage on the TCL website to publish approved Institutional Reports providing quick access to the reports.

B. Describe alignment with institutional goals

The Institutional Research Inventory of Reports webpage support the goal of cultivating an environment of accountability, communication and teamwork by providing easy-access to a variety of institutional reports.

C. Success criteria

The Institutional Research Inventory of Reports webpage will be published.

D. Implementation Plan and tactics

B

Strategic Focus Area	Establish an Institutional Research Report Inventory webpage on the TCL website to publish APPROVED Institutional Reports providing quick access to reports.
	Description
Steps	1 Work with Marketing to develop the webpage 2 Develop an inventory of approved institutional reports to be published on the webpage.
Timeline	Start development of the webpage September 12, 2022 and complete the webpage by December 1, 2022. (Maintenance is continuous)
Primary Actor	Director of Research and Planning
Resources	No additional funding required.
Assessment/Measure	A minimum of 10 institutional reports will be published on the Institutional Research Report Inventory webpage.

Strategic Focus Area: C

A. Objective

Establish auto-reports on Report Services for each unit showing their current Enrollment and Retention data—Unit Enrollment and Retention Rates Reports.

B. Describe alignment with institutional goals

The Unit Enrollment and Retention Rates Reports supports the goal of cultivating an environment of accountability, communication and teamwork by providing easy-access to their current enrollment and retention rates.

C. Success criteria

Each unit will have access to an auto-report which provides their units current enrollment and retention rates.

D. Implementation Plan and tactics

B

Strategic Focus Area	Develop auto-reports for each unit which would generate reports showing their current enrollment and retention rates.
	Description
Steps	Work with IT and Unit members to develop the reports.
Timeline	Start development of the auto reports upon approval of the Strategic Plan and complete within nine months.
Primary Actor	Director of Research and Planning
Resources	No additional funding required.
Assessment/Measure	Each unit (if applicable) will have an auto report that generates reports for enrollment and retention rates.

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

Not applicable.

	FA 2022	FA 2023	FA 2024	FA 2025	FA 2026
Enrollment Target					
Retention Rate Target					

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.