

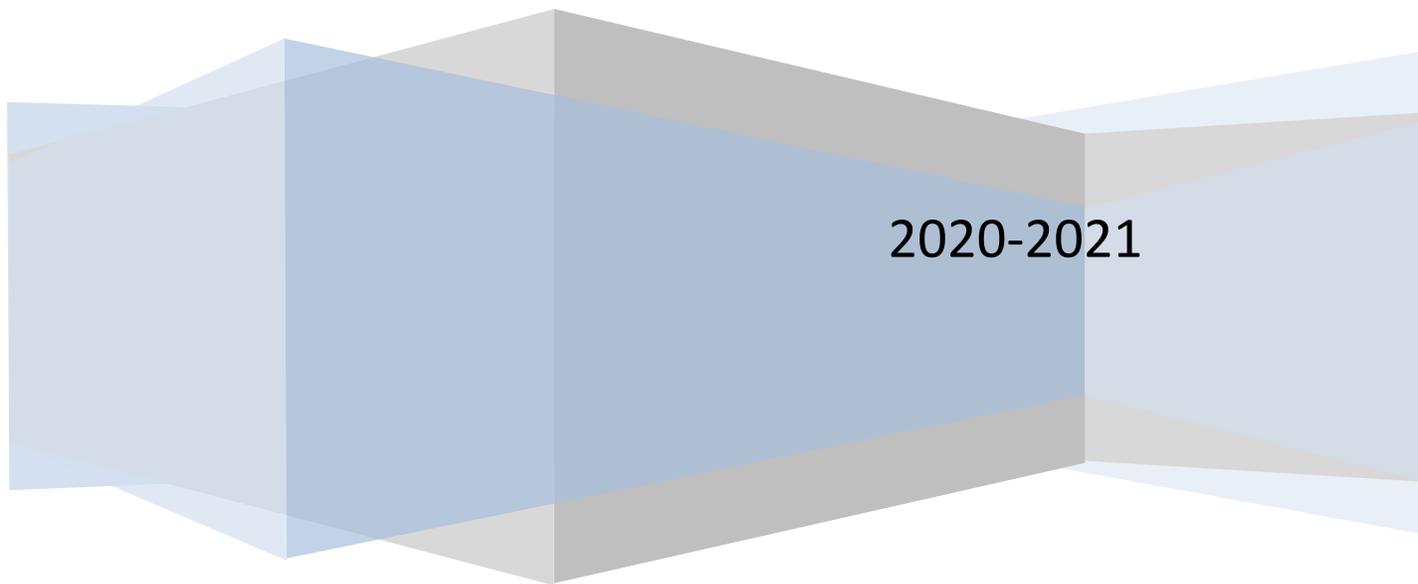
# Technical College of the Lowcountry

## Title III Evaluation Report for Year Two

### *Pathways to the Future: Increasing Persistence and Retention to Graduation*

Development Institute, Inc.

Drs. German and Greene, Evaluators



**Technical College of the Lowcountry**  
**Title III Evaluation Report for Year Two**  
***Pathways to the Future: Increasing Persistence and Retention to Graduation***

The Technical College of Lowcountry (TCL) began its Title III project entitled *Pathways to the Future: Increasing Persistence and Retention to Graduation* in the fall of 2019. The overall purpose of “*Pathways*”, as it is called locally, is to improve student success by reducing attrition and increasing persistence, retention, and graduation rates. With a comprehensive approach, the project seeks to enhance curriculum and instruction, expand student support, and develop comprehensive technological systems. This includes the implementation of a guided pathways model, *Pathways* HUBs on each of the college’s three campuses, a first- year experience program and high-impact instructional practices integrated into gateway courses, all supported by a state-of-the-art student support system. The *Pathways* HUBs, or one-stop resource centers, are staffed by Navigators trained to assist with onboarding, orientation, financial literacy and career coaching new students as they matriculate into the institution and select an academic pathway. Similarly, the robust student success management system with comprehensive early alert functionality and extensive data analytics allows Navigators to monitor student progress from enrollment through to graduation. Sustained by intensive faculty and staff training and development, *Pathways* seeks to increase fall-to-spring persistence by 5 percent, fall-to-fall retention by 10 percent and three-year graduation rates by 5 percentage points by Fall 2024.

During the inaugural year of the Title III project, the College contracted with Development Institute (DI), a Boston consulting firm, to conduct the external evaluation with Dr. Katherine German, President, and Dr. Curry Greene, Associate, comprising the evaluation team. Together

this team has been involved with the design, implementation, and evaluation of similar programs since 1980 and have held a variety of leadership roles within higher education. Drs. German and Greene continue to work with numerous institutions on the development and evaluation of Title III and Title V projects along with other strategic change efforts in higher education.

Following discussions and a comprehensive review of reports documenting the implementation of the project during the second year, on November 2, 2021 the evaluators conducted the annual assessment. Prior to the virtual site visit Drs German and Greene reviewed the College's overall five-year goals, objectives, and related documents, outlining the evaluation criteria specified in the project for the second year of implementation as indicated through annualized objectives, implementation strategies, and anticipated results. These criteria have been incorporated into the evaluation report which follows for use as benchmarks against which to measure the progress of the project to date.

During the assessment the evaluators conducted a series of discussions focusing on the overall goals of the project, its organization and management, and progress to date. Throughout these discussions they met with the Title III Project Director, Nancy Weber; the Activity Director/Guided Pathways Curriculum Director, Dana Pentz; and the HUB Director, Danielle Consider; as well as members of the Title III Task Force and Action Teams, with a focus on the *Pathways* HUBs, Advising, Orientation, Onboarding, Student Success Systems, Early Alert, Guided *Pathways*, High Impact Practices, and First-Year Experience, as well as assessment, finances, project organization, management and communication. Sessions included discussions with the following faculty, staff and administrators:

Initiative	Participants
Project Management	Nancy Weber, Project Director/Vice President Student Affairs/Academic Affairs; Dana Pentz, Activity Director/Guided Pathways Curriculum Director; Danielle Consider, HUB Director; Allison Canning, Associate Vice President for Enrollment Management
HUB; Advising, Orientation, Onboarding	Dana Pentz, Activity Director/Guided Pathways Curriculum Director; Danielle Consider, HUB Director; Alison Cadmus, Director of Recruitment and Admissions; Allison Canning, Associate Vice President for Enrollment Management; Amanda Barney, Health Sciences Academic Program Coordinator; Karen Smith, Computer Technology Instructor
Student Success System, Early Alert, Guided Pathways	Allison Canning, Associate Vice President, Enrollment Management; Dana Pentz, Activity Director/Guided Pathways Curriculum Director; Danielle Consider, HUB Director; Jillian Kirkland, Registrar; Russell Keevy, English Instructor; Connor Appel, Systems Programmer
High Impact Practices, First Year Experience	Dana Pentz, Activity Director/Guided Pathways Curriculum Director; Catherine Goodwin, Assistant Librarian, Instructional Support Services; Russel Keevy, English Instructor, Arts & Sciences; Kelli Boniecki, Early Care and Education Program Director; Heather Weiss, English Instructor
Assessment	Dana Pentz, Activity Director/Guided Pathways Curriculum Director; Camille Myers, Director for Research and Planning
Budget/Finance	Dana Pentz, Activity Director/Guided Pathways Curriculum Director; Ashley Yoakum, Controller

Throughout the assessment participants described their involvement and accomplishments, sharing their considerable commitment to, and enthusiasm for, the project. These discussions ultimately led to a series of recommendations for consideration as the project continues.

## **Needs Assessment**

The Technical College of the Lowcountry completed a thorough analysis of its strengths, weaknesses, and major problems inhibiting self-sufficiency in concert with the design of its Comprehensive Development Plan. The analysis drew from multiple sources, including the Strategic Plan, Quality Enhancement Program, IPEDS, CCSSE, various studies, committee reports, focus groups, and data analytics, all underscoring a single, overarching problem:

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 graduate within three years, a problem that is only intensifying annually.

The problem and its underlying weaknesses provided compelling evidence for the need to implement significant improvements in academics, student services and technological support systems, all aiming to increase student engagement and achievement to graduation. As a result, the overall vitality and self-sufficiency of the institution will be significantly strengthened.

## **Scope of the Project**

A single activity is designed to deliver dramatic improvements in success and student achievement as students transition into and through the institution. Toward that end, *Pathways* consists of three major components addressing Enhanced Curriculum and Instruction, Expanded Student Support Services, and Comprehensive Technological Systems.

Enhanced Curriculum and Instruction involves the faculty, within eight guided pathways, in mapping related programs to create synchronicity within the pathway for the student's first year, creates a contextualized First Year Experience, and infuses high impact practices into targeted gateway courses in each pathway.

Expanded Student Support includes newly developed Pathway HUBs staffed by Navigators and aligned with the onboarding process, redesigned faculty advising and early alert interventions to support students from admission to graduation.

Comprehensive Technological Systems incorporates a new state of the art student navigation system that will allow students to complete all transactions in a mobile-friendly environment, a pathway centered web portal, and informative data analytics to increase impact.

The activity addresses TCL's key problem and the attendant weaknesses in a synergistic strategic manner, increasing student success, persistence, retention, and graduation rates. In so doing, *Pathways* is intended to strengthen the student experience and the overall vitality of the College.

### **Year One Assessment**

Guided by a comprehensive implementation strategy, *Pathways* annualized activity objectives identify expected gains in student success, retention and graduation to be achieved during the five-year grant period to meet overall project goals. The Year One Activity Objectives focused on incremental progress in the following key performance indicators:

1.1 Increase the number of guided pathways from 0 to 8 through guided pathway mapping by September 2020.

1.2 Increase the percentage of admitted students who enroll in the fall term from 22% to 24% through the implementation of expanded student support by September 2020.

As a result, it was anticipated that 8 guided pathways would be identified, mapped and ready to pilot; and *Pathways* HUBs would be designed and staffed with Navigators using a new student support system to expand student support and matriculation leading to a 2 percentage point increase in student enrollment.

To initiate the project a significant effort was invested in the selection of key personnel. Dana Pentz was hired to serve as the Activity and Guided Pathways Curriculum Director and Danielle Consider was hired to serve as the HUB Director. Pentz has extensive experience coordinating institutional indicatives, curriculum mapping, academic advising, operations, and enrollment management, while Consider has experience in academic advising, admissions, and

registrar functionalities. In addition, the college hired three Navigators, funding one Navigator position above and beyond the grant commitment, and two positions through reclassification of employees with the requisite institutional experience to transition into the position. For example, Jamella Taylor transitioned from her role within Veterans Affairs to serve as the Military and Veterans Navigator. Meanwhile Sharon Miller was hired to serve as a Navigator at the Hampton Campus. These roles support Nancy Weber, Vice President for Academic and Student Affairs who serves as the Project Director and reports directly to Danielle Considerer, the HUB Director.

In addition to hiring new personnel, a steering committee was organized to provide leadership and oversight for the project. Meeting quarterly, the Steering Committee collaborates on the implementation of the project, provides input on initiatives, and assesses progress on goals and objectives. Chaired by the Project Director the team includes the following personnel:

<b>Steering Committee</b>	
Richard Gough	TCL President
Nancy Weber	VP Student Affairs/Academic Affairs
Mary L. Carns	VP for Institutional Advancement & External Relations
Janis Hoffman	VP of Administrative Services
Rodney Adams	AVP for Student Affairs
Allison Canning	AVP Enrollment Management
Joy Locke	Faculty Senate Chairperson
Frederick Cooper	Dean of Arts and Sciences
Miles Huff	Dean of Culinary Institute of the South
Shunda Ware	Dean of Business and Industrial Technologies
Joey Swearingen	Interim Dean of Health Sciences
Sasha Bishop	Dean of Learning Support

Sharon O’Neal	Human Resources Director
Camille Myers	Director for Research and Planning
Danielle Consider	HUB Director
Dana Pentz	Activity Director, Guided Pathways Curriculum Director

The Steering Committee will remain engaged throughout the project and receive updates from the Project Task Force. Likewise, the Task Force Chaired by the Activity Director/Guided Pathways Curriculum Director meets bi-weekly, providing ongoing support for daily operational activities and implementation of all the project components. The membership of the Task Force Includes:

<b>Task Force</b>	
Dana Pentz	Activity Director, Guided Pathways Curriculum Director
Danielle Consider	HUB Director
Karen Smith	Computer Technology Instructor, Business and Industrial Technologies
Ali Cadmus	Director of Recruitment and Admissions
Cathy Goodwin	Assistant Librarian, Instructional Support Services
Kelli Boniecki	Early Care & Education Program Director, Business & Industrial Technologies
Frederick Cooper	Math Instructor, Arts & Sciences
Russ Keevy	English Instructor, Arts & Sciences
Jill Kirkland	Registrar, Student Records
Amanda Barney	Academic Program Coordinator, Health Sciences
Allison Canning	Associate Vice President, Enrollment Management
Connor Appel	Computer Programmer, Information Technology
Rhonda Cole-Green	Testing Center Director
Leigh Copeland	Assistant Vice President for Marketing & Public Relations
Heather Weiss	English Instructor, Arts & Sciences

Many of the Task Force Members also serve as chairs or co-chairs for Action Teams charged with actively implementing the nine initiatives aligned with the project objectives. Meeting on a bi-weekly to monthly basis, the following administrators and faculty comprise the Action Teams:

<b>Action Teams</b>	
Advising	Amanda Barney, Health Sciences Advisor (Co-Chair) Karen Smith, Computer Technology Instructor (Co-Chair) Jody Cummins, Associate Director, Tutoring Services Carlette Jones, Director, Student Support Services Tim Newsome, Faculty/ Building Construction Danielle Consider, HUB Director Jamella Taylor, Military and Veterans Navigator Sharon Miller, Navigator
Early Alert	Russ Keevy, English Instructor (Co-Chair) Jill Kirkland, Registrar (Co-Chair) Colburn Logan, Coordinator, Financial Aid James Daniels, Faculty/Math Latesha McComas, Faculty/AOT James Rivers, Student Development Coordinator Karen Singleton, Faculty/Nursing Danielle Consider, HUB Director
First Year Experience	Cathy Goodwin, Assistant Librarian (Co-Chair) Heather Weiss, Faculty/English (Co-Chair) Rodney Adams, AVP, Student Affairs Joshua Harris, Academic Coordinator, SSS Latesha McComas, Faculty/AOT Kimberly Smith, Administrative Support/Culinary Jamella Taylor, Military and Veterans Navigator Sandra Walsh, Faculty/Biology Danielle Consider, HUB Director
Guided Pathways	Dana Pentz, Activity and Pathways Curriculum Coordinator (Chair) Frederick Cooper, Math Instructor
High Impact Practices	Kelli Boniecki, Early Care and Education Program (Chair) Russ Keevy, English Instructor Heather Weiss, Faculty/English Julie Ansara, Health Science
Onboarding	Ali Cadmus, Director of Recruitment/Admissions (Chair) Danielle Consider, HUB Director Carlette Jones, Director, Student Support Services Kimberly Smith, Admin/Culinary

	Jamella Taylor, Military and Veterans Navigator Taylor Welborn, Admissions Counselor Eva Schleicher, Admissions Counselor Joey Swearingen, PTA Program Director Sharon Miller, Navigator - Hampton Campus
Orientation	Ali Cadmus, Director of Recruitment/Admissions (Co-Chair) Danielle Consider, HUB Director (Co-Chair) Rodney Adams, AVP, Student Affairs Christie Copeland, Veterans Service Director Rick Ernest, Online Course Coordinator Mark Myers, Admissions Counselor James Rivers, Student Development Coordinator E.C. Hazel, Dual Enrollment Coordinator
Student Success Systems	Connor Appel, Computer Programmer (Co-Chair) Allison Canning, AVP, Enrollment Management (Co-Chair) Rick Ernest, Online Course Coordinator Jill Kirkland, Registrar Camille Myers, Director, Institutional Research
HUB	Danielle Consider, HUB Director (Chair) Allison Canning, AVP, Enrollment Management Dana Pentz, Activity and Guided Pathways Curriculum Director

Action Teams began meeting remotely in late March of 2020; initially only eight, the teams were expanded to include a HUB Action Team to support discussions related to the physical layout of HUB facilities and collaboration between Navigators and faculty advisors. During this period, the teams also met collaboratively to address overlapping issues and concerns.

### **Component I: Enhanced Curriculum and Instruction**

The framework for Component I involved Guided Pathways Mapping, Gateway Course High Impact Instruction, and First-Year Experience Contextualization, as reflected in three action teams: Guided Pathways, High Impact Practices, and First Year Experience.

#### ***Guided Pathways***

An intensive effort was made in Year One to begin the process of identifying, mapping and piloting Guided Pathways. Faculty from across the institution and Deans, in collaboration

with the Guided Pathways Curriculum Director, began the difficult work of identifying and streamlining institutional programs of study while mapping semester-by-semester course enrollment plans for students, and identifying gateway courses within the pathways. Once plans were prepared for a full-time student beginning in the fall or spring semester, enrollment plans were created to accommodate students who needed a less traditional “On-Ramp”. To assist in this comprehensive effort, the Guided Pathways Curriculum Director held individual sessions, group meetings and training on guided pathways with faculty; facilitated support meetings; coordinated collaboration with faculty across different disciplines and developed the *Creating Guided Pathways* handbook to support faculty as they completed the mapping process. This exhaustive process also included meetings with Deans to better understand the nuances and challenges of each individual program. TCL anticipated developing a total of 15 guided pathways, within eight distinct meta-majors, nearly double the number of guided pathways originally proposed. An impressive roster of guided pathways were mapped and ready to pilot for the Fall 2020 semester. The chart below demonstrates progress made by the conclusion of the first year:

<b><i>Eight Meta-Majors</i></b>	
Business Management and Administration General Arts and Sciences Health Sciences Education and Human Services Law and Criminal Justice STEM Building and Industry Culinary and Hospitality	
<b><i>Guided Pathways Piloted Fall 2020</i></b>	
<b>Six Career Pathways</b> Culinary Arts Technology Baking and Pastry Arts Hospitality/Tourism	<b>Four University Transfer Pathways</b> Science Humanities Mathematics

Criminal Justice Technology Paralegal Early Care and Education	General Teacher Education
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***High Impact Practices and First Year Experience***

During the first year of the project, momentum was also gained by the High Impact Teaching Practices (HIP) Action Team. A Survey for faculty in the Arts & Sciences and Business & Industrial Technology Divisions was conducted on June 1 - June 15, 2020. A second survey was conducted with faculty in the Business & Industrial Technology, Culinary & Hospitality and Health Sciences Divisions on September 14 - September 21, 2021. The surveys were designed to collect data on the current use of high impact practices in courses within guided pathways programs. A group of 29 faculty were invited to take the survey and 17 surveys were completed - very impressive considering TCL only has 50 full-time faculty.

Based on those preliminary results the HIP Action team concluded that most respondents were using at least one strategy which could be categorized as a HIP in their courses, though more information was needed for faculty to have a clear understanding of the meaning and purpose of some of the strategies identified in the survey. For example, only 25 percent (1 out of 4) of respondents in Business & Industrial Technology, Culinary & Hospitality and Health Sciences indicated their courses required “writing intensive” opportunities; however overall, 56.25 percent (9 out of 16) indicated their courses utilized writing intensive practices. In addition, only half of respondents indicated they used practices such as discussion groups or learning communities. As a result, the HIP Action Team recommended professional development opportunities for full-time and part-time faculty in subject areas including, but not limited to, collaborative assignments, internship opportunities, work-based/project-based learning and

capstone project development. Since HIP Instruction in gateway courses was not slated to be piloted until Year Three, the Action Team had ample time to conduct additional surveys including part-time faculty, participate in observations, identify best practices and provide professional development and training opportunities for all faculty. The level of engagement of full-time faculty members during the inaugural year was admirable and likely to increase as new guided pathways were mapped and gateway courses identified within the pathways.

Meanwhile, the First-Year Experience (FYE) Action Team conducted research related to best-practices, student needs, and comparative models to prepare for the Year Two design of the FYE. Like their colleagues, the enthusiastic team forged ahead to develop a vision for the FYE and incorporate best practices identified by leaders in the field. Two areas of particular importance for the design included the development of an academic and career plan and the acquisition of technological competency.

## **Component II: Expanded Student Services**

The creation of *Pathways HUBs* supported by reorganized and streamlined student support services and infused with new business practices, a redesigned onboarding process, and a team of Navigators is central to student success from entry to graduation.

### ***Pathways HUBs***

Despite delays in State approval for a substantial HUB renovation in Building 8 on the Beaufort-Mather campus, HUB spaces with accompanying services were established on all three campuses. The HUB presence on the Beaufort-Mather campus, temporarily in the Building 2 Admissions suite, provided a welcome desk, computer stations, a waiting area, and individual offices for students to meet with a Navigator. The New River campus HUB was located in the

Admissions suite with HUB branded materials, computer stations, a waiting area, and individual cubicles to meet with a Navigator. While the Hampton campus provided a similar environment in addition to space for students to meet with their Navigator. Quite a feat for the first year!

### ***Onboarding, Advising, Orientation***

The HUB Director, housed at the Beaufort-Mather campus, oversees the team of Navigators providing career counseling using Career Coach, first-year academic counseling, registration assistance, financial literacy, and Early Alert referrals. With most services offered remotely, students had the ability to chat, email, call, and schedule Zoom appointments with their Navigators. The Military Affairs Navigator served the military population at all campuses and two additional Navigators provided HUB services to first time freshmen students in the Associate in Arts and Science programs. A new academic advising mission and updated advising handbook, produced by the Advising Action Team supported continuing Navigator training.

In addition, during the inaugural year, the Onboarding Action Team was charged with redesigning and restructuring the onboarding process to provide students with the clear, actionable, timely information they need to successfully start the college experience. To that end, the Welcome Letter was updated, students were given more detailed instructions on how to access their email and directed to review a new Enrollment Checklist created by the Onboarding Action Team. Further, given Year Two objectives, the Orientation Action Team began work integral to the redesign of onboarding services including the creation of a virtual orientation using Comevo, an orientation and training platform, all terrific advances for the first year!

Finally, Career Coach, a web-based proprietary service which maps academic programs to careers and provides potential career salaries, was secured by the College and embedded on

academic and student success webpages. Navigators were trained to use Career Coach to support student career conversations and Action Teams planned to incorporate the service into onboarding, orientation, and the First-Year Experience. Likewise, Financial Literacy training software was purchased for the HUB Director and Navigators and two virtual Financial Literacy sessions were hosted in Financial Literacy Month on Loan Default Prevention and Repayment.

### ***Early Alert***

The implementation of a data-driven, real time early alert system as part of the comprehensive student success system will support faculty and Navigators in their efforts to proactively manage and improve student success. Looking forward to the pilot of the system in Year Three, the Early Alert Action Team completed surveys regarding use of previous early alert systems and used data to identify how a new early alert system could be utilized, and which courses would benefit from its use during the pilot year. The Action Team also created a manual template for faculty to begin reporting student concerns and developed a process to establish Navigators as the primary point of contact for new students, tracking alerts from faculty initiation to conclusion, “closing the loop” with feedback to faculty on the disposition of the alerts.

### **Component III: Comprehensive Technological Systems**

During year one of the project, a steady theme was the impact of COVID-19 across initiatives. The impact was felt on the approval process at the State level for a new Student Support System and impacted the implementation of the new Early Alert system. Delays were exacerbated by a dearth of responsive bids to the RFP, thereby postponing the selection of a Student Success System. However, selection of the system was imminent at the close of the first

year and, once acquired, would undoubtedly make a significant improvement in the College's capacity to support students to graduation.

### **Year Two Assessment**

Year Two of a Title III project generally requires some power lifting of initiatives launched in Year One, particularly in terms of establishing momentum and stabilizing the overall effort. Guiding Year Two's work were the following four objectives:

2.1 Increase student engagement from 49.1% to 51.1% (CCSSE) through implementation of guided pathways by September 2021.

2.2 Increase the percentage of admitted students who enroll in the fall term from 24% to 26% through the implementation of expanded student support by September 2021.

2.3 Increase student satisfaction with support for learners from 51 to 53 (CCSSE) through the implementation of expanded student support by September 2021.

2.4 Increase fall to spring persistence from 73% to 74.5% through expanded student support by September 2021.

As a result, it was anticipated that 8 guided pathways would be piloted, enrolling half of all new students, while *Pathways* HUBs would be piloted, and onboarding services redesigned. As a result, half of all the new students would also begin utilizing the *Pathways* HUBs along with EAB Navigate leading to a two-percentage point increase in student engagement and student satisfaction as measured by CCSSE, a two-percentage point increase in admitted students enrolling in the fall term, and a 1.5 percentage point increase fall to spring persistence.

Through a sustained effort, progress was made on each objective of the project. The Steering Committee comprised of key institutional leaders, continues to monitor, oversee and shape the implementation of the project, while the Task Force continues to provide ongoing support for daily operational activities and implementation of all the project components both

as Task Force members and as chairs or co-chairs for Action Teams charged with actively implementing the initiatives aligned with each component of the Activity.

**Component I: Enhanced Curriculum and Instruction**

Enhanced Curriculum and Instruction through Guided Pathways Mapping, First-Year Experience Contextualization, and Gateway Course High Impact Instruction has been operationalized through the Guided Pathways, High Impact Practices and First Year Experience action teams whose membership now includes the following:

<b>Component I Action Teams Year II</b>	
Guided Pathways	Dana Pentz, Pathways Curriculum Coordinator (Chair) Frederick Cooper, Dean, Arts and Sciences Miles Huff, Dean, Culinary and Hospitality Shunda Ware, Dean, Business and Industry Joey Swearingen, Interim Dean, Health Sciences and PTA Program Director Robert Rusnak, Faculty, History Heather Weiss, Faculty, Arts and Sciences Kelli Boniecki, Faculty, Early Care and Education Program Laura Dukes, Faculty, Paralegal Libby DeLoach, Faculty, Cosmetology Sandra Walsh, Faculty, Science
High Impact Practices	Kelli Boniecki, Early Care and Education Program (Chair) Russ Keevy, Faculty, Arts and Sciences Heather Weiss, Faculty, Arts and Sciences Erin Hancock, Faculty, Cosmetology Julie Ansara, Health Science
First Year Experience	Cathy Goodwin, Assistant Librarian (Co-Chair) Heather Weiss, Faculty/English (Co-Chair) Rodney Adams, AVP, Student Affairs Joshua Harris, Academic Coordinator, SSS Latesha McComas, Faculty, AOT Jamella Taylor, Navigator, Military and Veterans Sandra Walsh, Faculty/Biology Danielle Consider, HUB Director

***Guided Pathways***

As Year One concluded, TCL had already completed the challenging work of identifying Guided Pathways and designing course plans, or maps, in alignment with the *Pathways*. In Year Two, 80 programs were consolidated into 60 programs within 9 programs of study or career pathways. In addition, the program mapping continued with an intentional institutional decision to focus on programs of study leading to an associate degree or diploma. As a result, 22 *Pathways* (81% of associate degree and diploma programs) were mapped and piloted in Year Two, while mapping commenced for the remaining five (19%) degree programs. Faculty engaged in the curriculum mapping process used the following steps to guide their work:

1. Identify program and course outcomes
2. Determine in which courses the outcomes are taught and at what skill level: introductory, advanced, or mastery
3. Identify how the outcomes are assessed within the course
4. Map indirect measures (as applicable)

As noted in the TCL Year Two Summary Report, the curriculum mapping process revealed challenges and deficiencies at each stage of review. For example, once courses were aligned within each program, it was noted that course learning outcomes were neither clear nor consistent. As a result, faculty were unable to ensure that students would acquire the skills they needed, i.e., introductory, advanced and mastery, at the appropriate time and within their course of study in order to ensure adequate progress. Further, processes for assessing whether the outcomes were achieved were inconsistent and, in some cases, non-existent or at least not presented in a manner that would allow faculty to effectively and efficiently evaluate whether a student had attained the appropriate level of skill within each course. To assist in addressing this challenge, TCL acquired Simple Syllabus, a centralized template-driven syllabus management system. The platform enables faculty to personalize and publish interactive syllabi using a

template that can easily upload established institutional and *Pathway* requirements including expected student learning outcomes for each course, expected content to achieve outcomes and assessment methodologies. The centralized repository also allows TCL to produce detailed reports and create a student syllabus portal for students to access current and previous course syllabi. The Guided Pathways Action Team was greatly expanded as TCL moved to the implementation phase for Year Two. A Best Practices Coordinator and a Systems and Program Developer joined the Guided Pathways Director and 17 faculty members and deans to build the framework and content for the Simple Syllabus course templates. This process required countless hours to design and vet new templates and identify key institutional information to be entered into each template including the following:

<b>Simple Syllabus Course Template Standard Information</b>	
<b>Course Specific Details</b>	<b>College Policies</b>
<ul style="list-style-type: none"> <li>● COURSE DESCRIPTION</li> <li>● PREREQUISITES</li> <li>● TEXT AND REFERENCES</li> <li>● COURSE FOCUS</li> <li>● CORE CURRICULUM COMPETENCIES</li> <li>● COURSE GOALS</li> <li>● STUDENT CONTRIBUTIONS</li> <li>● COURSE EVALUATION</li> <li>● COURSE SCHEDULE</li> </ul>	<ul style="list-style-type: none"> <li>● ADA STATEMENT</li> <li>● ACADEMIC MISCONDUCT</li> <li>● ATTENDANCE</li> <li>● ONLINE ATTENDANCE PROCEDURE</li> <li>● SEVERE WEATHER POLICY</li> <li>● EMERGENCY TEXT MESSAGE ALERT</li> <li>● GRADING SCALE</li> <li>● SAFETY ADDENDUM/EMERGENCY PROTOCOLS AND PROCEDURES</li> </ul>

College Policies are standardized and uploaded to each template, to ensure consistency through numerous sections of the same course; Program Coordinators and Directors are responsible for information related to the course focus, textbook, reference materials, course competencies, and course goals and objectives; and faculty are responsible for providing instructor details, student expectations/contributions, evaluation criteria, and course schedules. In addition, Deans may

add content specific to each division and/or program and will be responsible for monitoring and approving all syllabi entries for their division. Possibilities abound for the new platform, including the potential for adding appropriate assessment methods and benchmarks based on the course sequence within the *Pathway*, guidance for developing courses, as well as Pathway specific recommendations for high impact practices and co-curricular learning opportunities.

In Year Two, TCL also successfully completed a competitive application process for participation in the Community College Resource Center (CCRC) Summer Institute: *Guided Pathways for Rural Colleges Using Data to Launch Large-Scale Reform*. Six College Task Force members attended the summer institute to explore key enrollment, retention, and completion data as well as the potential implications for Guided Pathways reforms. Ali Cadmus, Frederick Cooper, Russell Keevy, Danielle Consider, Dana Pentz, and Amanda Barney, members of the *Pathways* Task Force, represented TCL with support from Camille Myers, Director of Research and Planning. Data reviewed during the institute highlighted the following opportunities that could result from the implementation of a Guided Pathways framework:

- Increase applicant-to-student conversion, persistence, retention, and graduation rates
- Provide applicants and students with information and discussions which increase the breadth and depth of their knowledge regarding educational and career goals leading to more informed decisions
- Strategically target underserved student populations for enrollment and completion
- Develop a more efficient and consistent onboarding experience for students

All the opportunities identified align with the goals and objectives of the *Pathways* Project. In addition, the data revealed a need for TCL to improve equity in program enrollment and completion for all male students, especially African American male students, first-generation students, non-traditional students, dual enrollment students and Hispanic students.

Participants also learned about current Guided Pathways research and outlined a Communication and Engagement Strategy for Reimagining Program Onboarding. Specifically, TCL designed a strategy to communicate to key stakeholder groups the big ideas learned during the institute and engage them in reimagining and redesigning the program onboarding experience for students following the Ask–Connect–Inspire–Plan framework learned during the institute. The plan included developing TED Talks, quarterly presentations, Drop-in Meetings 2-4 times per year, a newsletter, postings on the website in the “Daily Splash”, as well as increasing student and faculty engagement through the action teams, presence at standing institutional committees and through videos posted on Blackboard.

Through these strategies, the TCL Task Force has increased engagement and provided invaluable information about Guided Pathways in general and the specific work of the *Pathways* Project at TCL. The monthly newsletters in particular are extremely informative providing a broad range of information, updates and guidance on a number of topics including advising, onboarding and orientation; training information on new platforms such as EAB Navigate and Simple Syllabus; results of relevant student surveys; as well as links to informative websites, faculty podcasts, and helpful toolkits with strategies for a host of topics including improving the online experience for students. Taken together, the thoughtfully designed newsletters, and other engagement strategies implemented to date provide a comprehensive roadmap for understanding and actively participating in the *Pathways* project worthy of high commendation and praise. Well Done!

### ***High Impact Practices and First Year Experience***

As previously noted, during the first year of the project the High Impact Teaching Practices (HIP) Action Team implemented a series of surveys for faculty in the Arts & Sciences and Business & Industrial Technology Divisions and faculty in the Business & Industrial Technology, Culinary & Hospitality and Health Sciences Divisions. This year the Action Team conducted a survey of adjunct faculty on February 2, 2021. Approximately 60 percent (44/74) of the adjunct faculty received the survey and 16 (21 percent of all adjuncts) completed the survey. Notably, all respondents indicated they were using at least one strategy identified in the survey as a High Impact Practice. Like the previous faculty survey, few adjunct faculty (37.5 percent) indicated that they require students to participate in “writing intensive” opportunities. Based on these results, the Action Team created a survey for all faculty members focusing on the parameters of writing intensive opportunities and adopted “Writing Across the Curriculum” as the moniker. Transitioning into Year Three, the design year for High Impact Practices in Gateway Courses, the Action Team will begin the ambitious task of creating a comprehensive professional development strategy to implement the initiative.

In addition, the task force established a unified and consistent framework for providing ongoing professional development opportunities for faculty and adjunct faculty by participating in the spring semester convocation, offering training opportunities related to online and hybrid course instructional strategies, as well as collaborating with the Human Resources Department on building an online training platform for faculty and adjunct faculty. The platform will enable TCL to provide professional development on instructional methods and strategies best suited to meet the needs of TCL students well into the future solidifying and building on the gains made through the *Pathways* Project.

Building on the significant gains made in Year One, a subcommittee composed of three experienced faculty members from two of the four academic divisions and one Navigator, was created with the primary task of developing an FYE course. To that end, considerable time was spent debating the advantages and disadvantages of mandating a one-credit course vs. a three-credit course. The team finally agreed a one-credit hour course could easily be accommodated in all existing degree programs, while the addition of a new 3-credit hour course would require restructuring degree requirements of most *Pathways* programs. In addition, several sections of a one-credit course could be taught by TCL Navigators, while multiple sections of a new required 3-credit course would require hiring and training several new faculty. Finally, taken during the first seven weeks of the semester as intended, the course end date could coincide with the start of registration for the next semester, supporting the outcome of the FYE course culminating in the completion of an academic plan toward graduation, and enabling students to register for their next semester of classes. The FYE team also believed students would be less likely to object to one additional credit hour in their first semester that could easily be accommodated into a full or part-time course load.

The subcommittee completed a course syllabus in March 2021, selected a customizable online textbook and created a seven-week turnkey course based loosely on selected textbook sections. The one-credit hour FYE course will be integrated with other campus activities to form a comprehensive program. According to the TCL Year Two Evaluation Report, the course was designed to enhance the skills of entering freshmen to facilitate their transition to and success in the college environment. Course topics include student/instructor expectations, time management, library/computer orientation, listening/note taking, studying for success, , and

diversity and differences on campus. During the course students will be expected to “*develop an academic plan, connect to campus resources, practice integrative learning and build competencies in financial, computer, and information literacy*”. The course will be housed in Academic Affairs and, at least initially, taught by TCL navigators. All tremendous accomplishments leading to a pilot in Year Three.

**Component II: Expanded Student Services**

Expanded Student Services includes the *Pathways* HUBs, a redesigned onboarding and orientation process led by navigators charged with implementing new advising protocols, and the design of a robust early alert system. The early alert system will be explored under Component III: Comprehensive Technological Systems. The Action Teams facilitating these areas now include the following members:

<b>Component II Action Teams Year II</b>	
<i>Pathways</i> HUBs	Danielle Considerder, HUB Director (Chair) Allison Canning, AVP, Enrollment Management Dana Pentz, Guided Pathways Curriculum Director Mark Rand, Public Relations Rhonda Cole-Green, Director, Testing DE and Fresh Start Advisor Deborah Ciufu, Transfer Coordinator, Student Support Services Kelly Majuri, Navigator
Onboarding	Ali Cadmus, Director of Recruitment/Admissions (Chair) Danielle Considerder, HUB Director Carlette Jones, Director, Student Support Services Rhonda Cole-Green, Director, Testing DE and Fresh Start Advisor Jamella Taylor, Navigator, Military and Veterans Taylor Welborn, Admissions Counselor Eva Schleicher, Admissions Counselor Joey Swearingen, PTA Program Director Sharon Miller, Navigator - Hampton Campus Jackie Ott, New River Admissions Counselor Sarah Brown, Admissions Recruiter
Orientation	Ali Cadmus, Director of Recruitment/Admissions (Co-Chair) Danielle Considerder, HUB Director (Co-Chair)

	Rodney Adams, AVP, Student Affairs Rick Ernest, Online Course Coordinator James Rivers, Student Development Coordinator Dimitri Pixley, Navigator Kelly Majuri, Navigator Sarah Brown, Admission Recruiter Cyndi Blaschke, New River Librarian
Advising	Amanda Barney, Health Sciences Advisor (Co-Chair) Karen Smith, Faculty, Computer Technology (Co-Chair) Jody Cummins, Associate Director, Tutoring Services Robert Rusnak, Faculty, Arts and Sciences Deborah Ciufo, SSS Transfer Coordinator Karen Singleton, Faculty, Nursing Danielle Consider, HUB Director Jamella Taylor, Navigator, Military and Veterans Sharon Miller, Navigator Keyvn Richmond, Navigator Patty Callis, Navigator Joshua Harris, Navigator Dimitri Pixley, Navigator

The *Pathways* HUBs continued as the primary vehicle for implementing Component II of the *Pathways* project. After a year of delays due to Covid-19, there was tremendous progress across each component.

***Pathways HUBs***

Despite delays in renovations and restrictions on access due to COVID-19, the *Pathways* HUBs continued to serve as a primary vehicle for implementing Component II of the *Pathways* project. The Pathways action team was reconfigured to reflect its focus on guiding and directing the operations of each HUB. The team’s primary activities in Year Two included renovations of Building 8, the site of the HUB for the Beaufort-Mather campus, and the design of a new HUB webpage. Progress was made on both fronts with the completion of the design for the HUB and renovations set for completion by Fall 2022. The design reflects input from the Navigators, who will use the space as their home base, providing individual office space for each Navigator and

the HUB Director, computer stations designated for onboarding activities, a conference room for larger events like orientation, as well as a welcome desk and a waiting area. Additionally, the Beaufort-Mathers HUB will house the offices of registrar, financial aid, and testing center.

The new HUB web page reflects changes in staffing including Jamilla Taylor transitioning from her primary role as the Military and Veterans Navigator, and the addition of 2 new navigators for a total of 5 navigator positions including the following:

<b>TCL Navigators</b>		
<b>Name</b>	<b>Campus</b>	<b>Focus Area</b>
Kelly Majuri	New River Campus	Culinary Arts Program
Sharon Miller	Hampton Campus	Undecided Students
Dimitri Pixley	Beaufort-Mather Campus	Associate in Applied Science- Administrative Office Technology, Business Administration, Early Care & Education, Criminal Justice Technology, Criminal Justice Technology, Pre-Police Academy, Paralegal, Computer Technology, Industrial Electronics Technology Diploma in Applied Science – Cosmetology, Early Childhood Development All Certificates in Business, Industrial, Science & Technology Programs
Kevyn Richmond	Beaufort-MatherCampus	Associate in Arts Associate in Arts, Humanities, Social Science Associate in Early Childhood, Elementary, Special Ed Associate in General Education & Business Associate in Science Associate in Applied Science – Science and Mathematics All Certificates in Arts Programs

Jeff Bosley	Air Station/and Parris Island Base	Military Navigator
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The new navigators bring a wide range of experiences to the role. For example, Kelly Majuri has decades of experience as an instructor, administrator and student advocate; Kevyn Richmond received her teaching license then moved abroad to live and work in Vietnam and she has also earned MEd in Curriculum and Instruction; and Jeff Bosley served 24 years of active duty in the U.S. Marine Corps. Together they comprise a very talented team.

***Onboarding, Advising, Orientation***

To aid in the onboarding process, TCL hosted Student Success Events on both the Beaufort and New River campuses. The Student Success Events were intended to serve as an extension of the online orientation with morning and afternoon sessions held every Thursday from July 1 through August 26, 2021. The goals for the Student Success Events included:

1. Increase student knowledge of the resources available to them at the Technical College of the Lowcountry and tour the campus.
2. Give students an opportunity to ask any questions and complete any outstanding requirements prior to the beginning of the semester.
3. Introduce major changes including the implementation of Navigate and College Bookstore.

A total of 334 first-time, transfer, dual enrollment, and re-admitted students registered for the events and approximately 66 percent of registered students attended their respective event. Post event surveys were disseminated to determine if the primary goals were achieved and to receive vital feedback on potential changes for the future. Challenges included low attendance during afternoon sessions and events scheduled during the first week of classes, difficulties in

recruiting Student Ambassadors, due in large part to the COVID-19 pandemic, and limited time and access to technology to allow students to download and practice using Navigate and Blackboard in real-time with assistance. TCL has already moved to address these challenges by reducing the number of events to one session per day in the morning, the most popular time, and adding one weekend session to accommodate those individuals that cannot make it during the week. TCL also actively recruited Student Ambassadors throughout the fall semester to increase assistance with the Student Success Events for the Spring 2022 semester. In addition, based on feedback from students and the orientation team, a faculty speaker will participate in the events during the tour segment to discuss the classroom experience and faculty advising. Meanwhile, the Online New Student Orientation, launched in Year One to address challenges posed by the pandemic, was updated to include the use of the Navigate system and the services provided by Navigators. As a result, incoming students know how and when to download the Navigate app and how to register for classes.

Meanwhile the Advising Action team worked diligently to improve the advising experience for students by developing advising protocols and creating checklists that can be used by Navigators, Faculty Advisors and students. The checklists are designed to ensure students receive consistent and accurate information from Navigators and their Faculty Advisors. For example, Navigators and Faculty Advisors are prompted to discuss the students background and confirm their program of study while providing guidance to ensure their course load is appropriate to their life circumstances and to assist with the registration process. To ensure continuity as the new FYE course is implemented, the Advising Action team plans to work closely with the FYE team to incorporate the advising checklists as EAB Navigate tasks embedded

within the FYE curriculum. Meanwhile, the Advising Action Team completed updates to the Advising Manual which serves as a reference for faculty and staff providing easy access to frequently asked advising questions and best practices and will continue to be updated annually. These are all important advances as advising updates are piloted over the next year.

**Component III: Comprehensive Technological Systems**

Comprehensive Technological Systems was bolstered by the acquisition of a new Student Success System and the expansion of the supporting Action Team to include the following members:

Component III Action Teams Year II	
Student Success System (EAB Navigate)	Connor Appel, Programmer, IT (Co-Chair) Allison Canning, AVP, Enrollment Management (Co-Chair) Jill Kirkland, Registrar Camille Myers, Director, Institutional Research Danielle Consider, HUB Director Dana Pentz, Guided Pathways Curriculum Director Nancy Weber, VP, Student Services Hayes Wisner, Chief Information Officer Dimitri Pixley, Navigator Ali Cadmus, Director, Admissions Russell Keevy, Faculty, Arts and Sciences Laura Rychalsky, Assistant Registrar Jody Cummins, Associate Director, Tutoring and Academic Open Lab Resources
Early Alert	Russ Keevy, Faculty, Arts and Sciences (Co-Chair) Jill Kirkland, Registrar (Co-Chair) James Daniels, Faculty/Math Latesha McComas, Faculty/AOT James Rivers, Student Development Coordinator Karen Singleton, Faculty/Nursing Robert Rusnak, Faculty, History Christa Guichert, Faculty, Psychology Danielle Consider, HUB Director

TCL ended Year One of the project having navigated delays in State level of approval and minimal responses to the RFP bidding process. Year Two commenced with the selection of a new

Student Support System, EAB Navigate, and an expanded Action Team developing a Three Phase approach for introducing the new system to the campus community. Phase One primarily focused on launching the appointment scheduling function of the new platform. The Navigators were the first to experience the impact of the new functionality, along with the Health Sciences Academic Advisor, while faculty advisors gained access shortly thereafter. By the end of Year Two, 466 appointments had been scheduled through EAB Navigate, with 86 cancellations and 381 completed appointments, resulting in an 81.75% appointment completion rate.

The second phase of the launch introduced Navigate Student Academic Planner (NSAP), the registration component of EAB Navigate. This effort included several months of data cleansing and validation, testing, as well as academic plan and pathway building. NSAP was launched at the beginning of Year Three with 27.058% of course registrations, including 42.029% of new student registrations completed through the new platform by October 11, 2021. By the end of October, over half (51.1%) of new student registrations were conducted through NSAP, a significant accomplishment!

### ***Early Alert***

The launch of the Early Alert System is part of Phase 3 for the EAB Navigate launch. The Early Alert Action Team has already identified indicators critical to student retention and success. Those indicators will form the foundation for the new Early Alert System that will be launched during Year Three. The system will include alerts with appropriate referrals for financial literacy, academic progress, and attendance and will be launched in Year Three.

### **Year Two Impact**

The Technical College of the Lowcountry continued to make significant progress across all three components of *Pathway* in Year Two. Notably, a full complement of Navigators plays a pivotal role in advancing nearly every component of the project. Navigators actively participate on action teams and play a key role in the implementation of activities including supporting and reporting on the impact of Student Success Events. In the span of two years, this new role has become indispensable with navigators taking the lead in onboarding, advising and orientation, while poised to take the lead on responding to alerts generated through the new early alert system, and teaching the First Year Experience Course. Further, the new Student Support System is living up to its promise by streamlining scheduling, improving registration processes and, leaning into Year Three, launching the new Early Alert System! Second Year objectives reflect these advancements as 60 percent of admitted students enrolled in courses during the fall term, far exceeding the goal of 26 percent of admitted students enrolling during the Fall term.

TCL enters Year Three prepared to advance on all fronts demonstrating leadership in the guided pathways movement, comprehensive support for students at each stage of the matriculation process and readiness to provide professional development opportunities for high impact practices that will improve instruction in gateway courses.

### **Project Management**

The Technical College of the Lowcountry's Title III project is strategically managed and fully integrated into the institutional structure, with the President of the College, Dr. Richard Gough assuming overall leadership responsibility. The Title III Project Director and Vice President for Student and Academic Affairs, Nancy Weber, reports directly to President Gough regarding

*Pathways to the Future* and collaboratively with her colleagues across the institution to coordinate initiatives college-wide. The Project Director's responsibilities include overall project management to ensure the achievement of project goals and objectives. In this capacity Weber chairs the Steering Committee, promulgates Title III policies and procedures and supervises the Activity Director and the Title III staff, establishes and oversees data collections and reporting systems, approves grant expenditures, manages the evaluation process, and engages the College's support for and engagement with the effort. Additionally, the Title III Project Director serves as the institutional liaison with the Program Officer, Nalini Lamba-Nieves, providing regular performance reports, project updates and budget amendment requests as necessary.

The organizational structure supporting the project has clearly been established and operationalized as described earlier with a Steering Committee chaired by the Project Director providing oversight, a Task Force chaired by the Activity Director providing direction, and nine specific teams composed of faculty, staff and administration, that align with each initiative in the Activity addressing the implementation. In short, virtually the entire institution is engaged in the project at some level. A project handbook addressing the administration and evaluation of the project serves as a guide to ensure effective project management. Staff hired for Title III positions are selected and supervised in accordance with the established hiring procedures of the College and position descriptions are on file for all program personnel. Those paid directly by the project or contributing their time to the project as outlined in the application document their time and effort in accordance with federal requirements. The TCL Administrative Services Office provides careful oversight of expenditures and funds management, and the Research and Planning Office provides critical support for the collection of data to assess impact as the project moves forward.

Regular reports describing the effectiveness of project implementation strategies and progress toward the attainment of project objectives are distributed, highlighting any issues or concerns that may have arisen and their resolution. These reports provide background for the completion of the performance reports required by the Department of Education at the midpoint of the inaugural year and annually each year. A project website hosts all relevant information about the project including the progress of specific activity initiatives and data examined to assess progress through the five-year implementation period. Additionally, presentations and reports on the project and specific initiatives are made at college-wide meetings to keep all members of the community apprised of developments as the project moves forward.

All project expenditures are initiated by the appropriate individuals and processed through the Activity Director, reviewed by the appropriate College officers, and approved by the Project Director prior to submission to the Finance Office for processing. Expenditures are closely monitored to ensure compliance with the approved budget, related adjustments and amendments, and all federal, state, and local regulations. Likewise, program records are maintained in the Business Office under the proper standards of accounting and the Title III Project Director has direct electronic access to current statements at any time.

During the second year of implementation the budget of \$448,670 was augmented by carryover in the amount of \$346,955 for a total of \$795,625 to support the effort. During the year, \$510,176.18 was spent, leaving a balance of \$299,077.01 to be carried over to augment the \$447,111 budgeted for the third year of implementation. With \$746,188 available to support the effort, the funding is sufficient to invest in technology to improve the onboarding process, texting capabilities expand professional development opportunities over the course of the next year.

The Technical College of the Lowcountry management plan reflects the institutional commitment to effective communication and information dissemination with all project leaders from the President to the Project and Activity Directors through the membership of the Steering Committee, Task Force and Action Teams, promoting faculty and staff engagement with the opportunity. Working collaboratively, the implementation process is strengthened by the Title III management team's commitment, creativity, and dedication to the success of the *Pathways* as they expand its capacity to engage students from all corners of the institution and contribute to institutional self-sufficiency.

### **Conclusions, Commendations, and Recommendations**

The first year of any Title III project sets the agenda for the duration of the effort; it establishes the infrastructure to strengthen the institution and creates a framework for sustained progress. The Technical College of the Lowcountry seized the opportunity with robust leadership, effective collaboration, comprehensive planning, and the development of a strong foundation upon which to continue to build. Restructuring and expanding Student Support Services and establishing a HUB presence on each campus while faculty created a guided pathways model was a tremendous accomplishment. In addition, hiring and reclassifying positions to staff each HUB with a Navigator, redesigning the onboarding process and moving orientation to an online format, as well as researching effective First Year Experience models and engaging faculty in a robust dialogue about High Impact Teaching Practices was all commendable. Early challenges and delays related to COVID-19 were being resolved and by the end of the inaugural year the selection of a student support system was imminent, along with the selection of an early alert system. However, as with any massive new project seeking to transform the core of the

institution, getting started presented challenges as unanticipated issues arise that require attention moving forward. As the project continued into the second year of implementation, the Title III leadership was encouraged to consider several recommendations addressing the importance of creating a culture that embraces the concept of guided pathways at every stage of the onboarding, orientation and advising process, as well as developing a focus on data analytics to assess progress toward objectives, while also gauging the effectiveness and impact of each initiative.

The second year of the five-year implementation process provides the first opportunity for “proof of concept” through initial pilots of many of the basic initiatives that comprise each of the components of the project. During this year the implementation process also comes to the fore, setting the stage for a massive lift that will determine which aspects of the project are having the greatest impact, what needs to be sustained and what adaptations need to be made leading into the Third Year or midpoint by which time all aspects of the project should be in motion. To that end, much was accomplished by expanding the core of Navigators, reorganizing the registration and onboarding experience, updating email communications, piloting a new student advising experience to ensure continuity and, supplementing the online orientation with weekly student success events led by the team of navigators. These activities are all worthy of high praise, as are the Navigators leading the charge on these initiatives. Further, developing an FYE Course, establishing Writing Across the Curriculum as a key High Impact Practice and creating protocols for an Early Alert System, while also designing and launching EAB Navigate and Simple Syllabus in one year is an impressive achievement worthy of commendation. In addition, progress was made in establishing a framework for collecting and analyzing data related to the project.

Collaboration between the Guided Pathways Curriculum Director and the Planning and Research Director has ensured that TCL will have common definitions and clearly identified data parameters thereby enhancing the validity and reliability of data for each component of *Pathways*. Slated for completion in Year Three, the data warehouse will make it possible for *Pathways* administrators to access project specific data and reports through a web-based portal, a commendable initiative which positions TCL to make data-informed decisions into the future.

With much accomplished and impact accruing, the following recommendations are provided to fuel these developments over the course of the next year:

1. The new registration guide introduces the concept of “meta-majors” as Programs of Study and provides comprehensive guidance on the enrollment and registration process. Perhaps the guide could also introduce Guided Pathways. For example, the first step in the checklist for students is to choose a major program of study. Could this include a prompt and a link to a career assessment and or a self-assessment that culminates with recommendations for a program of study based on their career goals or aspirations, or an explanation of how the programs of study lead to a distinct Guided Pathway and a desired career or link to an interactive chat with a navigator or faculty advisor? A lot of work has gone into the development of the framework for Guided Pathways; the challenge going forward will be to develop a more intentional, consistent, coherent method for describing the Guided Pathways, internally and externally. This may mean a more comprehensive branding effort that looks at every aspect of how the institution communicates with students and embeds the language of *Pathways*, or it may mean a more thoughtful dialogue between the Steering Committee, Task Force and Action Teams to ensure that there is buy-in at every level of the institution.
2. While it is notable that the HIP action team has narrowed its focus to a Writing Across the Curriculum Initiative as a starting point, now they need to implement a model that can be piloted in Year Four as a proof of concept. To accomplish this within one year, instead of extensively surveying faculty to get input, they may need to consider expediting the selection of a course from the list of high enrollment low success rate Gateway Courses, providing targeted professional development, including work with external experts in WAC, for faculty who teach the course, and give course release time to redesign the course embedding WAC. If additional surveys are planned, consider providing a list of a wide range of HIPs and asking faculty to select the top three they would like to learn about and then

host targeted professional development sessions on those practices which could be videotaped and added to the Human Resources training platform.

3. The Navigators clearly play an invaluable role in the project. Their presence is ubiquitous, which further underscores their contribution but also presents the risk of burnout as they are stretched to their limits. Although Navigators may continue to be involved even as a student transitions to a faculty advisor, it would be helpful to intentionally design a transition process that clearly outlines how and when a student makes the transition. For example, a part-time undecided student may not transition to a faculty advisor until well into his second or third year, while a highly motivated full-time student with the intention of transferring to a four-year institution may transition within her first semester. Further, the role of the faculty advisor may need to be more clearly defined to ensure continuity and increasingly rich interactions regarding career in the field with their advisees. This may include customizing their checklist, so it is more discipline specific, creating advising manuals aligned with each guided pathway, and conducting additional training for faculty advisors to augment impact.

Congratulations on a second successful year – one which has laid the groundwork for progress toward increased student success! During the year ahead the members of the Steering Committee will be making a host of decisions which will serve to capitalize on the successes of the second year while maximizing new development opportunities to catapult the project forward. With an intentional focus clearly on the target – improved achievement, persistence and retention to graduation - *Pathways* is poised to make a world of difference in the future of the students and the institution.

Kudos to the Technical College of the Lowcountry Title III Team!  
Now on to year three – the pivotal midpoint of the project – and increased success!