Southwest Tennessee Community College
Strategic Enrollment Plan

December 15, 2022

Focus 2023 Strategic Goals
Core Theme 1: Focus on Students
Goal 1: Improve successful completion of students' educational goals, including graduation, transfer, and continuing education/workforce development completion.
Goal 2: Enhance student engagement opportunities that build interpersonal, intrapersonal, and practical skills.
Core Theme 2: Focus on Community
Goal 1: Improve/increase Southwest's role and reputation in the community.
Goal 2: Expand Southwest's responsiveness to and engagement with community partners.
Core Theme 3: Focus on Excellence
Goal 1: Improve organizational efficiency and effectiveness.
Goal 2: Increase organizational resourcefulness.

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Executive Overview

Our Strategic Enrollment Management (SEM) Plan was an extension of our Achieving the Dream (ATD) work. ATD is a national education reform network of more than 220 colleges, each committed to helping students achieve their college and career goals. ATD leads colleges through a transformative, evidence-based change process designed to enable more students to earn credentials, improve their economic prospects, and support their communities. Participating colleges have a focus on equity, closing achievement gaps, and increasing graduation rates with an emphasis on low-income students, first-generation students, and students of color—groups that have been traditionally underserved at all colleges.

In 2016, Southwest joined ATD and began the Redesign, Reinvent, and Reset Southwest movement. President Tracy D. Hall charged the college to develop a "big audacious goal" of redesigning itself with student-centered processes. Over the next two years, 22 committees worked to redesign processes from recruiting to graduation, all focusing on equity and student success. These committees were made up of over 200 faculty, staff, administrators, students and community partners. We examined both quantitative and qualitative data while working to identify barriers to student success. The committees then examined best practices from around the nation and created a recommendation for the future and outlined a detailed process map of the function. These recommendations were then folded into the college's Focus 2020 Strategic Plan and given budget consideration. Having this in our strategic plan will guide the College toward the future while ensuring we all have the shared vision of student success.

In 2018, the College established the Student Success Council to ensure that processes, policies, and procedures are aligned with the overall goal of student success and upward social mobility. The Council will make recommendations on ways the strategic plan can be implemented and improved to strengthen institutional capacity. The Student Success Council is now engaged in deep examination of course delivery, including course design, instruction, and assessment from a lens of equity. Teaching and Learning encompasses the primary mission of the college, and Southwest's commitment to closing achievement gaps is our moral and financial imperative.

In fall 2019, Southwest was awarded a federal Title III grant of more than $2.1 million to foster equity and inclusion and student success through IDEAS—Inclusive Design for Equity in Academic Success. The Strengthening Institutions Program (SIP) Grant will focus on enhancing teaching and learning by providing culturally responsive and supplemental instruction to students in core courses that are critical to completion with an emphasis on those courses that have a 30 percent or higher failure rate. The goal is to foster student success and close achievement gaps through focused instruction, professional academic advising, peer mentoring/coaching, tutoring or supplemental instruction, and high impact practices infused throughout the curriculum. The grant also provides funds for faculty to receive equity and inclusion professional development and training that will focus on best practices for redesigning courses using race-conscious, culturally responsive course design methods, while integrating an academic/growth mindset approach to teaching and learning.

Southwest's SEM plan is deeply rooted in the changes that have taken place at our institution over the last four years. It is an extension of the foundation we have built and a forward-looking plan to not only identify, recruit, enroll, retain, and graduate students but to best serve our community at large.

While the COVID-19 pandemic and its sweeping impact has contributed to the 24% decline in fall 2020 enrollment, it has not altered the focus of the SEM plan, but rather validated the importance of an enhanced strategic approach to enrollment and retention as they relate to the overall student population and African American students, in particular. The pandemic has exacerbated the socioeconomic challenges experienced by Southwest students and further increased the need to procure financial support to address these challenges and the students' unmet needs. Therefore, we have reevaluated our original goals and adjust our tactics and strategies to address the pandemic's impact on our students and the College.

Situational Analysis

To establish a clear direction for Southwest's Strategic Enrollment Plan, both quantitative and qualitative data were gathered from multiple sources. Data was collected from the Banner student information system to examine enrollment trends, student performance, persistence rates, graduation rates, and financial need for students. In addition, surveys and focus groups with students, staff, and faculty were administered to measure satisfaction and engagement. To assess the perception of the institution among external entities, interviews with K-12 partners, workforce partners, and Foundation Board members were performed. We also gathered comparative data from external agencies such as the Tennessee Board of Regents, Tennessee Higher Education Commission and the National Center for Education Statistics. A comprehensive review and analysis of this data served as a guide, which allowed the SEM team to identify core goals, strategies and tactics that will drive Southwest's Strategic Enrollment Plan.

From 2010 to 2016 Southwest experienced a deep decline in enrollment, resulting in a healthy 13,362 enrollment count decreasing to 8,327. In an effort to reverse and rebound from this treacherous trend, Southwest engaged Huron Consulting Group to assess the organization's performance and offer recommendations for improving services provided to students, educational partners, and workforce partners. Key findings highlighted Southwest's exceptional programs, committed faculty, affordability and campus culture that promotes diversity, learning, and student success. However, the assessment also highlighted the need to improve inefficient Admissions and Financial Aid processes, the current advising model, support services provided to students from enrollment to graduation, initiative and follow-through when dealing with education and community partners and institutional marketing. All of the areas of opportunities highlighted in the Huron assessment adversely impacted students' ability to enroll, and needed to be addressed in order for enrollment to recover.

In order to impact enrollment, retention of students also has to be considered. According to the most recent IPEDS data available for comparison, Southwest's first-time, full-time degree/certificate seeking students who entered in Fall 2016 and returned in Fall 2017 was 54% compared to 59.5% for public two-year peers in the Southeast Region and 62.3% in the U.S.[3] Graduation data shows Southwest's rates are significantly lower at 11.3% compared to an average of 23.6% for the entire system. What is even more concerning are the achievement gaps that exist for underserved student populations at Southwest. For example, over the past three years, gaps in retention rates for Black/African American students have ranged between 6 and 10 percentage points lower than for White students; the most recent gap in graduation rates is 7 percentage points lower than for White students (Appendix 3; Table 2).

Achievement gaps are another areas of concern when addressing retention and graduation rates. Southwest's Top 20 highest-enrollment courses have an overall average failure rate of 38.1% (2018) and show clear academic achievement gaps between races/ethnicities. High-fail rates in these courses contribute to significant delays and barriers to academic achievement, as well as long-term repercussions on financial aid. All too often Southwest's

students deplete their aid because they place into support courses instead of college-level courses and often must take them multiple times. Especially critical to successful matriculation, foundational co-requisite courses (paired learning support and college-level courses) have high failure rates and large gaps when analyzed by race/ethnicity. As determined by ACT and Accuplacer, White students place into foundational and co-requisite courses at much lower rates than other student populations. For White students who do place into these courses, they pass at higher rates compared to Black/African American students (Appendix 3; Table 3).

Poverty is another area of concern for Southwest. This concern continues to grow as more and more Tennesseans begin to take advantage of the Tennessee Promise and Tennessee Reconnect scholarship dollars. While the scholarship covers tuition and mandatory fees, there is still a need to fill in gaps associated with nonmandatory fees, books, and miscellaneous expenses students incur outside of the classroom that can impact performance inside of the classroom. This is an ongoing and major challenge given the high percentages and high numbers of low-income, underprepared, and first-generation students served by the College. Southwest has the highest enrollment of Pell-eligible (low-income) students compared to all community colleges in the state of Tennessee. In 2018, 4,587 (48%) of Pell-eligible students were enrolled at Southwest. Of those students, 73.8% were Black/African American, 5.8% Hispanic, 4.9% Other, and 15.3% White.[1] The poverty rate in Shelby County, where Southwest is located, is 21.7%, which is higher compared to the state's poverty rate of 11.5%. With an average ACT Composite score of 17, Southwest students have the lowest ACT scores compared to all state system institutions. In Shelby County, adults 25 and older with a bachelor's degree or higher is only 30.6%, which is an indicator of a high population of first-generation students.[2] Table 1 in Appendix 3 includes an overview of Fall 2018 student characteristics.

Throughout our review of multiple data sources, the areas addressed above continuously emerged. As a result, they remained central to all discussions throughout the SEM planning process. With this, four primary areas of focus were adopted: increased enrollment, increased fall-to-fall retention of all students, increased retention of Black/African American students, and increased financial support for students.

[1]Tennessee Board of Regents, https://www.tbr.edu/policy-strategy/data-and-research
[2]Tennessee Higher Education Commission & Tennessee Student Assistance Corporation, https://www.tn.gov/content/dam/tn/thec/countyprofiles/CountyProfile_Shelby.pdf
[3]U.S. Department of Education, National Center for Education Statistics, IPEDS, Fall Enrollment component final data (2007-2016) and provisional data (2017).
[4]Tennessee Department of Education, retrieved from https://reportcard.tnk12.gov/districts/792/page/DistrictAchievement
[5]Robbins, R. (2013). Implications of advising load. In Carlstrom, A., *2011 national survey of academic advising*. (Monograph No. 25). Manhattan, KS: National Academic Advising Association. Retrieved from https://www.nacada.ksu.edu/Resources/Clearinghouse/View-Articles/Advisor-Load.aspx
[6]Center for Budget and Policy Priorities. Retrieved from https://www.cbpp.org/sites/default/files/atoms/files/10-4-18sfp.pdf
[7] Tennessee Higher Education Fact Book 2018-19 (p. 96). Retrieved from https://www.tn.gov/content/dam/tn/thec/bureau/research/other-research/factbook/2018-19%20Fact%20Book_Suppressed_Final.pdf

SEM Goals

Goal One: Increase overall fall enrollment 3% year over year; starting with fall 2020 as the baseline year. (Fall 2020 Enrollment – 7,811)
Goal Two: Increase fall-to-fall retention of first-time students by 2 percentage points year over year ; Baseline Fall 2020 – 55%

Goal Three: Increase fall-to-fall retention of Black/African American students to 49%. Fall 2020 Retention = 49%;
Goal Four: Increase the amount of financial resources for students who have unmet financial needs by fall 2020.

Eye to the Future

Our SEM work was rooted in the campus redesign we began in 2016 through Achieving the Dream. Today that work is sustained through our Focus 2020 Strategic Plan and Student Success Council. This SEM plan supports and further develops that work to support the College and overall student success. As we were working to finalize our SEM plan in March 2020 we were forced to pivot all instruction and student support online due to the COVID-19 pandemic. While it does not change our overall goals it has been a challenge to the timeline we had originally set in many of our tactics and goals. It has also caused deep reflection on what we have learned during this period. Fortunately, many of the changes we have made at Southwest since 2016 helped us to have the capacity to continue to serve students in the online environment with relatively few overall issues. However, COVID-19 has shown us that we have much work to do to ensure all faculty and students are prepared and equipped to work in any modality.

One core theme that emerged throughout the SEM process and student success work was the high rate of poverty in our community. The City of Memphis has a poverty rate of 27.8% and childhood poverty rate of 44.9%, which is more than double the national and State of Tennessee rates. This impacts every part of our student success journey from recruitment to retention to graduation. As we begin to more deeply focus on equity during (and after) COVID-19 we must ensure our students have the tools and equipment needed for success.

2019 Memphis Poverty Fact Sheet

2018 Poverty Rate	Overall	Under 18	18-64	Over 65	Non-Hispanic White	Non-Hispanic Black	Latino	Asian
United States	12.3%	17.5%	11.2%	9.2%	8.7%	21.0%	18.3%	10.0%
Tennessee	11.5%	16.0%	11.0%	7.5%	9.3%	18.6%	24.4%	7.7%
Shelby County	21.7%	34.6%	18.6%	12.1%	8.6%	30.5%	24.0%	N/A
Memphis city, Tennessee	27.8%	44.9%	23.4%	15.8%	11.8%	33.8%	28.8%	N/A
Memphis, TN-MS-AR Metro	18.8%	29.3%	16.2%	11.4%	8.9%	27.6%	23.5%	N/A

**Source: University of Memphis*

Southwest has been challenged with datamining over the last few years. Our Office of Institutional Research and Effectiveness has not been fully staffed in the last five years. With the constant transitioning of staff, it has made it difficult to produce consistent data for decision making. However, in spite of this challenge we were able to secure a Title III: Strengthening Institutions grant that will allow for the development of forward facing data dashboards to support the most commonly requested data points. These will be live this year. Additionally, the grant provides funding

for the creation of a data warehouse that will support ad hoc data requests throughout the college community. Our Institutional Research office is working with Information Technology to create this data warehouse by Fall 2020. In order to ensure that faculty and staff are well versed in the operation of the data dashboards and warehouse, training will be conducted through our Teaching Academy. Southwest also utilizes dashboards provide by TBR and the National Student Clearinghouse.

Southwest leadership has worked hard to dismantle divisional barriers and deconstruct silos over the last four years. We need to ensure this process is continued and that each employee of the college recognizes and embraces their role in student success. This means continued modernization of processes and routing to ensure that all ancillary departments understand how their actions or inactions impact the college as a whole. One example of this new collaborative approach is this SEM team which is composed of Academic Affairs, Student Affairs, Finance, IT and Grants allows us to review processes and align them for developing the most effective processes for student success.

The SEM plan is a living document that can be adjusted and further developed. We are learning much this semester in light of COVID-19 that will impact our future plans. Southwest has a new Vice President of Academic Affairs who has a year one goal to develop an academic master plan. In this plan we will examine our program mix and modalities in comparison with community needs and sustainable wages. This will be incorporated with our SEM plan when complete. Also, in light of COVID-19 we are examining gaps in our online offerings and working to ensure we can provide high quality instruction and support to students regardless of modality.

Goal One: Increase overall fall enrollment 3% year over year; starting with fall 2020 as baseline. (Fall 2020 Enrollment – 7,811)							
SEM Strategy 1A: Increase capacity through scheduling.							
	Relationship to other	Timeframe	Performance Indicators	Resources	Other Notes	Champion or	

	initiatives (ATD, Guided Pathways, QEP, etc.)			Needed/Cost		Person(s) Responsible	
Tactic 1.A.1: Intentional schedule planning – year-long schedule creation	ATD	Spring 2020	-Fall, spring and summer schedules are created. -Fewer course cancelations in sequential course work.	-Planning time - Data availability		Exec Director Planning and Administrative Services	Done
Tactic 1.A.2: Centers		Ongoing	-Enrollment growth at centers	Unknown at this time. The Academic Affairs Master Plan will inform.	Academic Affairs will develop a master academic plan that will include long term strategic planning for center development.	Dean of Faculty Support	The Centers are working with the College Recruitment Office to develop a long term plan for enrollment growth. - Ongoing
Tactic 1.A.3: Increase Adjunct Pools	ATD	Spring 2021	-Surplus of adjuncts who have completed the hiring, credentialing, and onboarding processes	-Marketing dollars for adjunct recruitment events -Fast track training to quickly onboard new adjunct hires		Dean of Faculty Support	Adjunct positions are routinely posted and HR hosted a job fair to recruit in fall 2022. Adjunct training is in re-development with a focus for traditional adjuncts and dual enrollment adjuncts.
Tactic 1.A.4: Capacity Management (co-req bottleneck)	TBR response to COVID19	Fall 2020	-We are piloting the use of High School GPA for college level placement, if students who are eligible to enter directly into the college level courses are successful as those with ACT scores. -Increasing the adjunct pool to cover peak enrollment periods	-Active monitoring and intervention of students who are in college level classes due to GPA placement.		-AVP Enrollment Management -Dean of Humanities, Social Sciences, and Math	Completed. TBR set policy for Multiple Measures. A 3.6 GPA is required to bypass learning support. Dual enrollment may bypass with a 2.8.
Tactic 1.A.5: Increase accelerated, evening weekend programs scheduling	ATD	Ongoing	-Increasing the number of offerings and enrollments in accelerated, evening, and weekend programs	-Budget to develop accelerated courses and increase online development	Academic Affairs will develop a master academic plan to include day, evening, accelerated, online, and program location.	Academic Affairs Leadership Team	Due to online course developments from pandemic Southwest now offers 20 Programs fully online. The Reimagining Community College Experience team is also identifying programs to develop as fully competency based (CBE) programs. The team is also recommending exploration of large scale

							expansion of 8 week programing. TBR awarded Southwest grants for the development of 2 TC-CBE programs
Tactic 1.A.6: Use Degree Works to inform scheduling	ATD	Spring 2020	- Utilizing student plans data to inform course level demand.	-Data reporting -Training for Coordinators, Chairs, and Deans	EAB Navigate may be another tool to examine in schedule planning.	-AVP Enrollment Management -Dean of Faculty Support	The new CPA reporting tool has launched. Reports are being developed to support this tactic. Training is being developed for the Advising Office to support this.
SEM Strategy 1B: Increase Dual Enrollment by 10% by 2021 (Fall 2020 is our baseline).							
	Relationship to other initiatives (ATD, Guided Pathways, QEP, etc.)	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champion or Person(s) Responsible	Progress Notes – Date Completed
Tactic 1.B.1: Gill Center/ Frasier	Focus 2020: Focus on Community: Objective 2: Strategy 4 To increase Dual Enrollment/Dual Credit partnerships with area high schools.	Fall 2021 forward	-Dual enrollment courses offered at Gill Center -Incremental increases in dual enrollment at the Gill Center	-Faculty-Technology-Marketing funds for Gill Center -Scholarship funds for 3rd and 4 courses	Area high schools: Trezvant, MLK Prep, Westside	AVP for Enrollment Services	K-12 partners have expressed interest in bussing students to Gill Center when it opens. Additional programmatic growth exists for this site as well.
Tactic 1.B.2: Expand early college CTE with SCS	Focus 2020: Focus on Community: Objective 2: Strategy 4 To increase Dual Enrollment/Dual Credit partnerships with area high schools.	Fall 2020 forward	-Incremental increases in CTE student enrollment	-CTE Faculty		AVP for Enrollment Services	310 CTE students enrolled for the fall 2019 semester. Fall 2020 189 CTE students enrolled.
Tactic 1.B.3: Lakeland 2022	Focus 2020: Focus on Community: Objective 2: Strategy 4 To increase Dual Enrollment/Dual Credit partnerships with area high schools.	Fall 2022 forward	-Lakeland Dual Enrollment students enrolling in STCC courses	-DE Faculty	Lakeland High school slated to open fall 2022	AVP for Enrollment Services	Recruitment office is working to secure a meeting with Lakeland High officials – Progress - Ongoing
Tactic 1.B.4: Millington	Focus 2020: Focus on Community: Objective 2: Strategy 4 To increase Dual Enrollment/Dual Credit partnerships with area high schools.	Fall 2021 forward	-Dual enrollment courses offered at Millington Center -Incremental increases in dual enrollment at the Millington Center	-DE Faculty	Area high school: Millington	AVP for Enrollment Services	Due to COVID, Millington High School will push DE courses back to fall 2023

Tactic 1.B.5: Somerville	Focus 2020: Focus on Community: Objective 2: Strategy 4 To increase Dual Enrollment/Dual Credit partnerships with area high schools.	Fall 2021 forward	-Dual enrollment courses offered at Somerville Center -Incremental increases in dual enrollment in Somerville	-Additional CTE Faculty	Area high school: Fayette Ware	AVP for Enrollment Services	Due to COVID, Fayette Ware will resume DE courses in fall of 2023.
Tactic 1.B.6: Homeschool	Focus 2020: Focus on Community: Objective 2: Strategy 4 To increase Dual Enrollment/Dual Credit partnerships with area high schools.	Fall 2021 forward	-Increase in number of homeschoolers enrolled		Homeschoolers: over 100 enrolled; generally take core courses -With Somerville campus opening, will work with Fayette Co. Homeschool representative to increase numbers at this site.	AVP for Enrollment Services	Marketed Winter I and Winter II courses to homeschool students.
Tactic 1.B.7: High need high schools	Focus 2020: Focus on Community: Objective 2: Strategy 4 To increase Dual Enrollment/Dual Credit partnerships with area high schools.	Fall 2023	-Increased enrollment from high need schools			AVP for Enrollment Services	Recruitment has increased the number of virtual activities with Communities in Schools for high need schools. College Success Specialist housed on STCC campus and in schools to increase knowledge of STCC. The recruitment will increase the number of recruiters in the department to focus on dual enrollment partnerships and high school enrollment after graduation – Fall 2023 Live/virtual NSO sessions held summer 2020 and beyond Online NSO system (Comevo) launched fall 2020. TAP Program housed in high need schools. Partnership with

							Tennessee SCORE - Ongoing
Tactic 1.B.8: Mid-range need high schools	Focus 2020: Focus on Community: Objective 2: Strategy 4 To increase Dual Enrollment/Dual Credit partnerships with area high schools.	Fall 2020	-Increased enrollment from students in mid-range high schools			AVP for Enrollment Services	Virtual recruitment sessions held with high schools. Increased staffing in the recruitment office to target more mid-range high schools. More campus tours and campus related events to attract more student partnership with Tennessee – SCORE - Ongoing
SEM Strategy 1C: Strategic Marketing to various student populations to increase enrollment.							
	Relationship to other initiatives (ATD, Guided Pathways, QEP, etc.)	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champion or Person(s) Responsible	Progress Notes – Date Completed
Tactic 1.C.1: By student type both current and prospective students	Focus 2020: Core Theme 1 Focus on Students: Objective 1: Strategy 3: Enhance Marketing Collateral Title III	Spring 2020	Increased Enrollment			Executive Director, Communications, Marketing & Community Relations, AVP for Enrollment Services	ACT Postcard Campaign We want you back campaign Call Campaign Increased digital spending Used streaming services (Spotify, gaming apps, Pandora, PDTV, Youtube) Shift: Data: Survey – Why did you choose SW (EAB) Scholarship Students – Call Campaigns Drive-in events for prospects
Tactic 1.C.2: Social Media platforms	Focus 2020: Core Theme 1 Focus on Students: Objective 1: Strategy 3: Enhance Marketing Collateral	Spring 2020, moving	-Increase in views per week -Increase in followers	-Social Media/Marketing Personnel -Software -Video Equipment		Executive Director, Communications, Marketing & Community Relations & AVP for Enrollment Services	More advertising on social media (16-24yrs) - Shifted 50% of budget to digital marketing Snapchat campaign Facebook, Instagram, Youtube We've seen exponential growth on Facebook and

							Instagram this year Shift: Live events online
Tactic 1.C.3: Revamping website	Focus 2020: Core Theme 1 Focus on Students: Objective 1: Strategy 2: Transform College website to reflect student centric navigation	Spring 2021	Live website	Financial Commitment Advertising Agency		Executive Director, Communications, Marketing & Community Relations	The new website launched August 1, 2020 Simpler navigation Simplified language Phase I focus: Enrollment pages Phase II focus: Departmental pages/ Academic Affairs Added COVID update pages
Tactic 1.C.4: Developing college communication plan	Focus 2020: Core Theme 1 Focus on Students: Objective 1: Strategy 2: Transform College website to reflect student centric navigation	Spring 2021	-Adoption -Development of Plan	-Advertising Agency ($50,000-$75,000)		Executive Director, Communications, Marketing & Community Relations	
Tactic 1.C.5: Developing college wide communication committee	Focus 2020: Core Theme 1 Focus on Students: Objective 1: Strategy 2: Transform College website to reflect student centric navigation	Fall 2020	-Identifying Members -Develop a Meeting schedule -Development of communication standards			Executive Director Communications, Marketing & Community Relations	
Tactic 1.C.6: Targeting Southwest Reconnect Population to increase adult learner enrollment and completion	Focus 2020: Core Theme 1 Focus on Students: Objective 1: 4: Employ strategic enrollment strategies to increase enrollment and persistence rates.	Fall 2020 & Forward Spring and Summer 2021 and forward	-Increase in the number of readmit students-Increase in graduation numbers-Increase in the number of veteran students, and VA funding-Increase in number of students receiving TNR funding Implement TN Reconnect Peer Mentoring & Success Coaching Model to	-Faculty -VA Certifying Officials	Target groups: Former Athletes, Veterans, Students who did not complete Deployment of Reclamation events needed TN Reconnect	AVP for Enrollment Services; Athletic Director; Veteran Affairs; Marketing; AVP Retention & Student Success; Director of Advising & Academic Support/Veterans Affairs AVP for Retention & Student Success	Hosted virtual TNR recruitment events summer 2020. Developing athlete reclamation event for former athletes who did not complete

			Reclaim TN Reconnect Students				
SEM Strategy 1D: Strategic partnerships to increase enrollment pipeline							
	Relationship to other initiatives (ATD, Guided Pathways, QEP, etc.)	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champion or Person(s) Responsible	Progress Notes – Date Completed
Tactic 1.D.1: Work with partners to increase program offerings onsite for employees/constituents	Focus 2020: Core Theme 1 Focus on Students: Objective 1:4: Employ strategic enrollment strategies to increase enrollment and persistence rates. Core Theme 2 Focus on Community: Objective , Strategy 1 Offer high quality programs that meet the workforce and educational needs of the community	Fall 2019 & Forward	-Increase in number of specialized offsite programs/courses	Faculty		AVP for Enrollment Services; Associate Director for K-12 & Community Outreach; Academics; Workforce Development	Working on a partnership with the Excel Center to possibly offer programs at one their sites - Ongoing
Tactic 1.D.2: Develop more cohort driven programs to accommodate partners	Focus 2020: Core Theme 1 Focus on Students: Objective 1:4: Employ strategic enrollment strategies to increase enrollment and persistence rates. Core Theme 2 Focus on Community: Objective , Strategy 1 Offer high quality programs that meet the workforce and educational needs of the community	Fall 2019 & Forward	-Increase in number of cohort driven programs/partnerships	Faculty		AVP for Enrollment Services; Associate Director for K-12 & Community Outreach; Academics; Workforce Development	-Currently offering Project Stand certifications for Customer Service & Manufacturing - Seeding Success: The Blueprint (formerly the Collective) has 2 cohorts participating in the EMT & Phlebotomy programs
Goal Two: Increase fall-to-fall retention of first-time students by 2 percentage points year over year (Baseline is 55%).							
SEM Strategy 2A: Increase awards and completion of stackable credentials through proactive advising.							
	Relationship to other initiatives (ATD, Guided Pathways, QEP,	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champion or Person(s) Responsible	Progress Notes – Date Completed

	etc.)						
Tactic 2.A.1: Examine awards of TC's	ATD	Academic Affairs will develop a master academic plan to be completed in the 2020-2021 academic year.	-Increase in awards of TC's	Development of a tool to monitor student progress/ attainment of TC requirements. Training on use of that tool	Use of DW to actively monitor and notify students who complete TC requirements.	VPAA and Academic Affairs Leadership Team; Registrar; Advising	Through the Reimagining Community College grant the College will pursue auto awarding of TC's and ensure all TC's are fully embedded into an AAS program. This analysis of TCs will occur spring 2023.
Tactic 2.A.2: Examine marketability/ pay differential for TC's		Academic Affairs will develop a master academic plan to be completed in the 2020-2021 academic year.	-Development of high wage TC's and examination of low value TC's -Market study of wages differentials for graduates	IR study of local job wages of TC's		VPAA and Academic Affairs Leadership Team; Career Services; Institutional Research	Academic Program reviews were completed in 2022 and new TC's are in development now. These are outlined in the Comprehensive Program Plan.
Tactic 2.A.3: Workforce Development to credit stackability/ transferability	ATD	Academic Affairs will develop a master academic plan to be completed in the 2020-2021 academic year.	-Establish formalized articulation agreements between WFD and credit programs -Tracking of number of and success rates of students in those pathways	Development of routine tracking of students in those pathways.		VPAA and Academic Affairs Leadership Team; Advising; Workforce Development	This is in progress based on the Reimagining Community College grant. Two programs per division are currently in development and expansion will follow.
Tactic 2.A.4: Examine micro-credentials		Academic Affairs will develop a master academic plan to be completed in the 2020-2021 academic year.	Academic Affairs will develop a master academic plan to be completed in the 2020-2021 academic year.	Academic Affairs will develop a master academic plan to be completed in the 2020-2021 academic year.	Academic Affairs will develop a master academic plan to be completed in the 2020-2021 academic year.	Academic Affairs	This is in progress based on the Reimagining Community College grant. The College will work to strategically embed micro-credentials.
SEM Strategy 2B: Mobilize faculty teaching gatekeeper courses to redesign high enrollment courses to close achievement gaps.							

	Relationship to other initiatives (ATD, Guided Pathways, QEP, etc.)	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champion or Person(s) Responsible	Progress Notes – Date Completed
Tactic 2.B.1: Bolster Faculty Understanding		2019-2023	Co-hort of faculty committed to redesign and active engagement in redesign efforts	Faculty Stipends		Dean of Humanities	We investigate a wide array of policy, data, research, K-12 curriculum, and faculty perspectives to understand and refine the problem (s) and increase buy-in from internal stakeholders. Starting fall 2023, faculty will engage in charettes aimed at reviewing course level data developing improvement strategies and reviewing student success outcomes at the end of each term for continuous improvement.
Tactic 2.B.2: Deconstruct TBR learning support policy, general education learning outcomes, students' K-12 math and literacy experiences and faculty feedback		Spring/Summer 2020	Purposefully structured and logically sequenced curricula, learning outcomes, assessments, and faculty collaboration across co-requisite education, the first-year experience, and general education.	Faculty Stipends		Dean of Humanities	Completed
Tactic 2.B.3: Reconstruct co-req model and create seamless connections across general education and first year courses through Curriculum mapping		2020-2021	Redesigned co-requisite model and Top 12 Gatekeeper courses	Faculty Stipends		Dean of Humanities Associate Dean of Center for Teaching and Learning Excellence	Completed
Tactic 2.B.4: Test and implement the re-designed co-requisite and course redesign		2020-2023	a). Fellows test redesign strategies in one section of each Top 12 course. b). Decreased achievement gap	Faculty Stipends	Due to TBR's decision to only fund 5 proposals per campus, DoH funds support year two of the fellowship and	Dean of Humanities	After the test phase, we look for a "coalition of the willing" to work with the Gatekeeper

efforts.			among Black/African American and male students in Top 12 Gatekeeper courses (aligns with Title III project goals)		co-hort 2.		Fellows to scale champion and test the redesign efforts. Cohort 1 – completed (2 courses fully adopted) Cohort 2- testing in progress
Tactic 2.B.5: Increase capacity for Equity, inclusion, and data decision making through teaching academy and Title III IDEAS	ATD, Student Success Council, Title III	Ongoing	Training offered in partnership with Institutional Research and Title III to internal stakeholders in regards to reading, understanding, and using data with a lens of examining equity gaps.	Increased E&I training and Culturally Responsive Teaching Practices Training Title III dashboards development and validation of data by IR Hire data consultants to design and finalize Title III Enrollment, Retention, Academic Progress/Mid-Term vs. Final Grades, and Graduation Dashboards		Associate Dean of Center for Teaching and Learning Excellence AVP Retention & Student Success IR/IE Office	JST- can we add info on Equity and Inclusion practioners here? Training and resources offered through E&I Training and Virtual Data & Equity Conference

SEM Strategy 2C: Increase capacity to take credit bearing summer bridge programs to scale at all locations with layered support and retention interventions.							
	Relationship to other initiatives (ATD, Guided Pathways, QEP, etc.)	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champion or Person(s) Responsible	Progress Notes – Date Completed
Tactic 2.C.1: Increase human resource capacity	ATD Strategic Plan Student Success Council Title III	Summer 2021	**Title III Obj. 8:** By September 30, 2020, decrease professional academic advisor caseload of at-risk, underserved students to 350:1. (Baseline=750:1) Annual Target: Y1=350:1		COVID-19 has impacted our ability to offer a traditional Summer Bridge in Summer 2020 based on our Whitehaven Summer Bridge format; therefore, this goal will be	VP, Student Affairs	

					pursued for Summer 2021 and beyond.		
Tactic 2.C.2: Supplemental instruction support	ATD Strategic Plan Student Success Council Title III	Summer 2021	Increase SI capacity to address Gatekeeper Courses failure rates (Co-Reqs) **Title III Obj. 3:** By September 30, 2024, decrease overall average failure rate in Top 20 courses to 28% (Baseline=38%) Annual Targets: Y2=36%; Y3=34%; Y4=31%; Y5=28% **Title III Obj. 4:** By September 30, 2024, decrease average failure rate in 6 Foundational/Co-Requisite courses for Black/African American students to 13%. (Baseline=23.3%) Annual Targets: Y2=21%; Y3=19%; Y4=16%; Y5=13% **Title III Obj. 6:** By September 30, 2024, increase overall three-year graduation rate to 20%. (Baseline=11.3%) Annual Targets: Y3=13%; Y4=16%; Y5=20%		Supplemental Instructors will be embedded in the Online Summer Bridge for Summer 2020 in keeping with our increased efforts for effective Bridge Programming and addressing equity gaps in Gatekeeper Courses, of which ACAD 1100 is one.	VP, Student Affairs	
Tactic 2.C.3: Mentoring support	ATD Strategic Plan Student Success Council Title III	Summer 2021	Same as above.		Increase in number of SMARTS Mentors at a ratio of 5 to 1 for traditional-style Bridge programs; Increase # of Peer Mentors Capacity per Title III	VP, Student Affairs	

Tactic 2.C.4: Technology support	ATD Strategic Plan Student Success Council Title III	Summer 2021	Same as above.		Goals are for the College a Technology Access College with an expectation to provide technology/laptops for all students beginning Fall 2020.	VP, Student Affairs	Foundation and IT Support is being increased to ensure that students have effective technology access.
Tactic 2.C.5: Secure Funding for full scaling of summer bridge programs	ATD Strategic Plan Student Success Council Title III	Summer 2021	Same as above.			VP, Student Affairs	SGK Note - THEC 2020 Summer Student Success will provide approximately $400/student for the summer bridge program.
SEM Strategy 2D: Improve academic advising, support, and mentoring.							
	Relationship to other initiatives (ATD, Guided Pathways, QEP, etc.)	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champion or Person(s) Responsible	Progress Notes – Date Completed
Tactic 2.D.1: Professional academic advisors follow students from onboarding to graduation	Title III Increase FTE positions for Professional Academic Advisors, reducing Caseloading to 350 to 1, which is a best practice model.	Fall 2020	**Title III Obj. 8:** By September 30, 2020, decrease professional academic advisor caseload of at-risk, underserved students to 350:1. (Baseline=750:1) Annual Target: Y1=350:1	NACADA Assessment of Professional Academic Advising	$10,000 Grant Secured for NACADA Assessment	AVP, Retention & Student Success & Title III Project Director; Title III Project Activities Director; Title III Leadership Team Director of Advising & Academic Support	Advising Assessment process has begun this Fall 2020; Selection of NACADA Assessor in Progress Title III IDEAS has increased Professional Academic Advising by 3 FTE, achieving the best practice caseloading of 350:1 for Underserved student populations
Tactic 2.D.2: Enhanced academic coaching	Title III Peer Mentoring/Coaching to increase Peer-to-Peer support while supplementing the proactive advising and academic support	Fall 2020	Increase Peer Mentoring Support to 20 PMs, serving in advising, academic support, retention and student success, and HIPI (Baseline=8)			AVP, Retention & Student Success & Title III Project Director; Title III Project Activities Director; Title III Leadership Team	

	model.						
Tactic 2.D.3: Peer mentors support though advising, registration, graduation	Title III Increase Peer Mentoring/Coaching to increase Peer-to-Peer support while supplementing the proactive advising and academic support model.	Fall 2020	Increase Peer Mentoring Support to 20 PMs, serving in advising, academic support, retention and student success, and HIPI (Baseline=8)			AVP, Retention & Student Success & Title III Project Director; Title III Project Activities Director; Title III Leadership Team	
Tactic 2.D.4: Supplemental instruction	Title III Hire 1 FTE Supplemental Instruction Coordinator to increase SI offerings in Top 20 Highest Enrollment, High Fail Rate Courses. (Title III)	Fall 2020 Fall 2020 – Fall 2024	1 FTE (Baseline=0); Increase SI capacity to address Gatekeeper Courses failure rates **Title III Obj. 3:** By September 30, 2024, decrease overall average failure rate in Top 20 courses to 28% (Baseline=38%) Annual Targets: Y2=36%; Y3=34%; Y4=31%; Y5=28%			AVP, Retention & Student Success & Title III Project Director; Title III Project Activities Director; Title III Leadership Team	
SEM Strategy 2E: Bring high impact practices to scale in programs of study such that students engage in three HIP's in every pathway.							
	Relationship to other initiatives (ATD, Guided Pathways, QEP, etc.)	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champion or Person(s) Responsible	Progress Notes – Date Completed
Tactic 2.E.1: Faculty learning communities	ATD	Ongoing	Creation of multiple FLC's annually in the teaching Academy and HIPI office	Existing COE resources are being utilized currently. (i.e. training of each FLC coordinator) As practice grows, so will resources.		Dean of Faculty Support	Fall 2022 launched 4 distinct learning communities. 1. TILT 2. Curriculum Review, Design, and Assessment 3. HIPS 4. Culturally Responsive Teaching. There are over 60 faculty participating.

Tactic 2.E.2: Academic/growth mindset	Student Success Council – ATD Title III	Ongoing	**Title III Obj. 6:** By September 30, 2024, increase overall three-year graduation rate to 20%. (Baseline=11.3%) Annual Targets: Y3=13%; Y4=16%; Y5=20% **Title III Obj. 7:** By September 30, 2024, increase three-year graduation rate for Black/African American students to 19%. (Baseline=9.4%) Annual Targets: Y3=12%; Y4=15%; Y5=19%	Leveraging TBR Support from TBR's Office of Student Success		Dean of Faculty Support; AVP, Retention & Student Success	We have already reached our Y3 Target of 13.7% graduation rate in Y1 of our Title III Work. Partnership to improve the First Year Experience, with 250+ new freshmen opting into the program infused with HIPs, Growth Mindset Career Development, Academic Support, Student Development, Peer Mentoring, and Advising
Tactic 2.E.3: Peer mentoring	Title III Retention & Student Success	Fall 2020 and ongoing. Spring/Summer 2021	Increase peer mentoring capacity from 8 PMs to 20 in Year 1 of Title III. Increase Peer Mentoring for Students with Disabilities and for TN Reconnect Students, 18 Total	Leveraging TBR support from the Vice Chancellor's Office of Organizational Effectiveness and/or Student Success Leveraging TBR support from the Executive Vice Chancellor's Office of Policy & Strategy		AVP, Retention & Student Success	We have already reached our Y3 Target of 13.7% graduation rate in Y1 of our Title III Work. We have scaled the Peer Mentoring Model for the Center for Access (formerly Student Disability Services, Total 8 PMs hired and training) and we have scaled Peer Mentors for Tennessee Reconnect Students through a UVA/TBR Partnership, Total 10 Peer Mentors and 1 PT Success Coach for TN Reconnect Mentoring and Support
SEM Strategy 2F: Implement professional development program for equity and inclusion.							
	Relationship to other initiatives (ATD, Guided Pathways, QEP,	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champion or Person(s) Responsible	Progress Notes – Date Completed

	etc.)						
Tactic 2.F.1: Create an institutional definition for Culturally ResponsiveTeaching	ATD Student Success Council Teaching & Learning Sub-Council Equity & Inclusion Sub-Council Title III	Fall 2020				Dean of Faculty Support	Completed. Approved through governance structure with Presidents Cabinet approval.
Tactic 2.F.2: Develop a set of training in support of culturally responsive teaching	ATD Student Success Council Teaching & Learning Sub-Council Equity & Inclusion Sub-Council Title III	Spring 2020 and ongoing	**Title III Obj.9 :** In Year 1 of Title III, 20% of Faculty/Staff will be trained in Equity and inclusion by Fall 2020	Excellent E&I/CRT trainers speakers to deliver the training and funding to hire.	Title III provides full funding of this work in partnership with the Teaching Academy. Goal has been achieved.	AVP for Retention & Student Success; Dean of Faculty Support	Goal has been achieved for Year 1 of Title III. There are two faculty learning communities currently. Also, 71% of full time faculty have attended at least one session on culturally responsive teaching in 2020. 19.5% of adjucts have attended.
Tactic 2.F.3: Through Center for Teaching and Learning Excellence, train faculty on Culturally Responsive teaching through a lens of equity	ATD Student Success Council Teaching & Learning Sub-Council Equity & Inclusion Sub-Council Title III	Spring 2020 and ongoing	**Title III Obj. 3:** By September 30, 2024, decrease overall average failure rate in Top 20 courses to 28% (Baseline=38%) Annual Targets: Y2=36%; Y3=34%; Y4=31%; Y5=28% **Title III Obj. 6:** By September 30, 2024, increase overall three-year graduation rate to 20%. (Baseline=11.3%) Annual Targets: Y3=13%; Y4=16%; Y5=20% **Title III Obj. 9:** By September 30, 2024, increase faculty/staff Equity & Inclusion (E&I) training to 90%. (Baseline=0)	Five (5) E&I Trainers/Speakers will be brought in annually (virtually or on-ground) to assist the Teaching Academy with training around Culturally responsive teaching and race-conscious pedagogy to assist in achieving the t Title III Objectives 3, 6 and 9 which aligns with ATD, Student Success Council and the overall to in-classroom supports around equity and	Approximately 25 Equity & Inclusion Practitioners have been hired/trained in CRT practices.	AVP for Retention & Student Success; Dean of Faculty Support; Associate Dean, Teaching Academy; Dean of Humanities, Social Sciences, & Mathematics	Due to COVID-19, Summer institute was cancelled; however, the Teaching Academy offered 25 sessions with 433 participants (duplicated headcount) to faculty and staff from Oct. 1, 2019 to April 30, 2020 The Project Director for Title III and Associate Dean offered in-house equity trainings to HIPI Coordinators, Gatekeeper Faculty Fellows, Equity & Inclusion Sub-Council as well as full-time and part-time faculty and staff respectively. First Virtual Data & Equity Conference was offered on July 31 to

			Annual Target: Y1:20%; Y2=50%; Y3=70%; Y4=80%; Y5=90%	inclusion in teaching and learning.			approximately 120 faculty/staff. TBR and ATD served as keynote trainers for the conference. ◦ We have had 173 faculty and staff engaged in CRT training. Duplicated headcount is 510 for Fall 2020 which means that faculty are attending multiple offerings. Over 1,040 (duplicated headcount) of faculty (200)/staff (115) have participated in CRT/E&I training from Fall 2019-Fall 2020. 71% of full time faculty have attended at least one session on culturally responsive teaching in 2020. 19.5% of adjuncts have attended.
Tactic 2.F.4: Adopt an Institutional Equity Statement	ATD Student Success Council Teaching & Learning Sub-Council Equity & Inclusion Sub-Council Title III	Spring 2021	Same as above.	College-wide Collaboration and Adoption of the ATD Equity Statement was approved by the Equity & Inclusion Sub-Council, Student Success Council, President's Cabinet, and Senior Staff in Spring 2020 (April 14) to offer the College a foundational guide for our equity work.	ATD's Equity Statement was adopted by Southwest in Spring 2020 as a guide and opportunity to offer time and space for the intentional adoption of an Institutional Equity Statement	AVP for Retention & Student Success; Dean of Faculty Support	ATD Equity Statement already adopted by the College, Spring 2020. Equity & Inclusion Sub-Council will lead the development of a Southwest Equity Statement that speaks directly to the needs of the students we serve.

SEM Strategy 2G: Increase capacity for data informed decisions.							
	Relationship to other initiatives (ATD, Guided Pathways, QEP, etc.)	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champion or Person(s) Responsible	Progress Notes – Date Completed
Tactic 2.G.1: Build data warehouse and dashboards	Student Success Council - ATD Title III	Fall 2020 & Ongoing	**Title III:** Increase from 1 Data Data Resources to 6 Data Resources, a 500% increase in capacity -Title III Equity Dashboards -Postsecondary Data Partnerships Equity & Inclusion Practitioner Reporting -ARGOS Evisions Reporting -TBR Dashboards -Navigate Dashboards	Title III Funded Hire Data Consultant for Dashboards Development Hire Data Warehouse Consultant		SSC Chair, Data & Technology; Institutional Research AVP, Retention & Student Success	Over 70 Dashboards have been created by Title III Data Dashboards consultants to date. Expectation is for the Dashboards to go live in the Portal after EOT data has been verified by IR, likely by January 31, 2021.
Tactic 2.G.2: Train in use and interpretation of data	Student Success Council - ATD Title III	Fall 2020 & Ongoing	Title III Obj. 9: By September 30, 2020, increase faculty/staff Equity & Inclusion (E&I) training to 20%. (Baseline=0) By September 30, 2024, increase faculty/staff Equity & Inclusion (E&I) training to 90%. (Baseline=0) Annual Target: Y1:20%; Y2=50%; Y3=70%; Y4=80%; Y5=90%	Title III Funded		SSC Chair, Equity & Inclusion; Institutional Research AVP, Retention & Student Success	An Equity Data Walk/Conference is being planned for Summer 2020. Due to COVID-19 impact, the Equity Data walk was redesigned into a Virtual Data & Equity Conference. The first Virtual Equity and Data Conference was offered on July 31, 2020. TBR Policy and Strategy Office and ATD Leadership & Data Coach presented System-wide and Southwest-specific data to help the College community become more

							data informed, especially around equity. 132 individuals were in attendance, with 120 faculty/staff attending. Equity & Inclusion practitioners presented and Navigate and Title III Dashboards were demonstrated. These data sources are now utilized by E&I practitioners, Gatekeeper Faculty Fellows, HIPI Coordinators, etc. To promote data-informed decision making.
Tactic 2.G.3: Full Implementation of Navigate Analytics to ensure increased data capacity for individual students, faculty/staff support and advising, and for population health analytics capacities for senior leadership, Advising, Faculty, and other Support Areas of the College	Focus 2020 Strategic Plan Student Success Council Title III	Fall 2020	Same as above.	Institutionally Funded		AVP, Retention & Student Success AVP, Enrollment Services	80% of Navigate Platform has been implemented to date. Enrollment Services "To Do" List Items are still being implemented along with the Predictive Analytics Modeling and Care Score data to inform the professional advising and faculty mentoring support processes.

Goal Three: Increase fall-to-fall retention of Black/African American students to 49%. Current baseline is 49%.							
SEM Strategy 3A: Improve academic advising, support, and mentoring.							
	Relationship to other initiatives (ATD, Guided Pathways, QEP, etc.)	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champion or Person(s) Responsible	Progress Notes – Date Completed

Tactic 3.A.1: Professional academic advisors follow students from onboarding to graduation	Title III	Fall 2020	**Title III Obj. 8:** By September 30, 2020, decrease professional academic advisor caseload of at-risk, underserved students to 350:1. (Baseline=750:1) **Annual Target:** Y1=350:1 **Title III Obj. 1:** By September 30, 2024, increase fall-to-fall retention of first-time, full-time students to 58%. (Baseline=50.1% Fall 2017 Cohort). Annual Targets: Y1=51%; Y2=52%; Y3=54%; Y4=56; Y5=58% **Title III Obj. 2:** By September 30, 2024, increase fall-to-fall retention of Black/African American students to 57%. (Baseline=49% Fall 2020 Cohort). Annual Targets: Y1=49%; Y2=51%=Y3=53%; Y4=55%; Y5=57%	Title III Grant Funded to increase capacity of Professional Academic Advisors; Institutional funding will gradually take on the full expense of the additional PAA positions over the next 5 years for sustainability of the model.		AVP, Retention & Student Success	During peak season, the advising ratio is currently 286 to 1, including utilization of FTE PAAs, Faculty Advising Fellows, and PT PAAs. For regular semester advising, for the entire student population, the advising ratio is 500 to 1. For academically underserved, approximately 75% (those requiring learning support) of the student population at Southwest, the ratio is currently 356 to 1 (based on a population of 7,125 students or .75 of the 9,500 Fall enrollees at Southwest) **The goal has already, virtually been achieved at a ratio of 356 to 1.** NOTE: Due to COVID-19 at the enrollment decrease, the goal of a 350 to 1 ration is now achieved, due to the smaller student population. The achieved ratio is now 330 to 1, however the impact of COVID on student persistence and retention has negatively impacted the new and returning student population. The intensive support requiredd for students in this virtual space is quite challenging, but our Professional Academic Advisors are doing their best to meet the needs of students. PAAs have made the transition to virtual advising with the help of the Navigate platform, MS Teams, and Signal Vine 2-way Texting.
Tactic 3.A.2: Enhanced academic coaching	Title III	Fall 2020 and ongoing	Same as above	Sustainable budget in the Academic Support Center to hire highly qualified tutors, SI Leaders, and Peer Mentors,	Peer Mentors/Coaches engage in two HIPs (work-based learning and e-portfolio development); support students	AVP, Retention & Student Success Director & Assoc. Director, Advising & Academic Support Coordinator,	DUE to COVID-19, we have greatly increased our Academic Coaching through the Academic Support Center. Tutors respond to Early Alerts from faculty and reach out directly by discipline to support students. Students have verbally shared their sincere appreciation for

				who can serve as effective Academic Coaches.	throughout the advising, registration, matriculation, and graduation process; and support students through academic coaching and SI for high-enrollment, high-fail rate courseS	Supplemental Instruction	the support for the ASC staff during the pandemic and the new virtual learning reality.
Tactic 3.A.3: Peer mentors support though advising, registration, graduation	Title III	Spring 2020 and ongoing	Same as above	Same as above	Same as above.	AVP, Retention & Student Success Title III Project Director and Project Activities Director	
Tactic 3.A.4: Supplemental instruction	Title III	Spring 2020 and ongoing	**Obj. 3:** By September 30, 2024, decrease overall average failure rate in Top 20 courses to 28% (Baseline=38%) **Annual Targets:** Y2=36%; Y3=34%; Y4=31%; Y5=28%	Same as above	Embed Supplemental Instruction in high-enrollment, high-fail rate gatekeeper courses	AVP, Retention & Student Success Director & Assoc. Director, Advising & Academic Support Coordinator, Supplemental Instruction	

SEM Strategy 3B: Bring high impact practices to scale in programs of study such that students engage in three HIP's in every pathway.							
	Relationship to other initiatives (ATD, Guided Pathways, QEP, etc.)	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champion or Person(s) Responsible	Progress Notes – Date Completed

Tactic 3.B.1: Faculty learning communities							
Tactic 3.B.2: Academic/growth mindset & FYE	Student Success Council - ATD Title III	**Fall 2020 and ongoing**	Title III Obj. 3: By September 30, 2024, decrease overall average failure rate in Top 20 courses to 28% (Baseline=38%) Annual Targets: Y2=36%; Y3=34%; Y4=31%; Y5=28%	Embed high-impact practices (HIP) in courses, including Top 20 high-enrollment, high-fail rate courses, e.g., academic/growth mindset, FYE academic success seminar, peer mentoring, work-based learning, & e-portfolio		Dean, Humanities, Social Sciences & Mathematics SSC Chair, Teaching & Learning SSC Chair, Equity & Inclusion AVP, Retention & Student Success	E&I Practitioner Data Analysis on Growth Mindset HIPI Coordinator Training; Mindset work and research occurring in partnership with motivate labs Title III Peer Mentors have been trained in Mindset to share Mindset strategies with peers in their Caseloads and in the FYE program.
Tactic 3.B.3: Peer mentoring, work-based learning, & E-portfolio	Student Success Council - ATD Title III Title III	Fall 2020 and ongoing	Same as above.	Same as above		AVP, Retention & Student Success Assistant Dean, HIPI SSC Chair, Teaching & Learning SSC Chair, Equity & Inclusion	12 Peer Mentors hired through IDEAS, Title III; engaged in work-based learning and e-portfolio HIPs Title III Peer Mentors and Career Services Team members have been trained in e-portfolio development strategies. Peer Mentors engage in the Work-based Learning and the E-portfolio process to capture their own experiential learning while assisting their assigned Caseloads and students in the FYE program. Career Services presents on both HIPs and has implemented the new Career Development Guide (a Title III Competitive preference priority) to FYE students, Professional Academic Advisors, and faculty to share with students to assist with improved retention and completion objectives in Title III IDEAS and SEM.

SEM Strategy 3C: Implement professional development program for equity and inclusion.							
	Relationship to other initiatives (ATD, Guided Pathways, QEP, etc.)	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champion or Person(s) Responsible	Progress Notes – Date Completed
Tactic 3.C.1: Through Teaching Academy, retrain faculty from an equity lens for bestpractice redesign using race conscious curriculum	ATD Student Success Council Teaching & Learning Sub-Council Equity & Inclusion Sub-Council Title III	Spring 2020 and ongoing	**Title III Obj. 3:** By September 30, 2024, decrease overall average failure rate in Top 20 courses to 28% (Baseline=38%) Annual Targets: Y2=36%; Y3=34%; Y4=31%; Y5=28% T**itle III Obj. 6:** By September 30, 2024, increase overall three-year graduation rate to 20%. (Baseline=11.3%) Annual Targets: Y3=13%; Y4=16%; Y5=20% **Title III Obj. 9:** By September 30, 2024, increase faculty/staff Equity & Inclusion (E&I) training to 90%. (Baseline=0) Annual Target: Y1:20%;		Five (5) E&I Trainers/Speakers will be brought in annually (virtually or on-ground) to assist the Teaching Academy with training around Culturally responsive teaching and race-conscious pedagogy to assist in achieving the t Title III Objectives 3, 6 and 9 which aligns with ATD, Student Success Council and the overall to in-classroom supports around equity and inclusion in teaching and learning.	AVP for Retention & Student Success; Dean of Faculty Support; Associate Dean, Teaching Academy; Dean of Humanities, Social Sciences, & Mathematics	Due to COVID-19, Summer institute was cancelled; however, the Teaching Academy offered 25 sessions with 433 participants (duplicated headcount) to faculty and staff from Oct. 1, 2019 to April 30, 2020 The Project Director for Title III offered in-house equity trainings to HIPI Coordinators, Gatekeeper Faculty Fellows, Equity & Inclusion Sub-Council (104 participants); The Associate Dean of the Teaching Academy offered 25 equity-infused training sessions to 433 participating full-time and part-time faculty and staff respectively. Due to COVID-19 impact, the Equity Data walk was redesigned into a Virtual Data & Equity Conference. The first Virtual Equity and Data Conference was offered on July 31, 2020. TBR Policy and Strategy Office and ATD Leadership & Data Coach presented System-wide and Southwest-specific data to help the College community become more data informed, especially around equity. 132 individuals were in attendance, with 120 faculty/staff attending. Equity & Inclusion practitioners presented and Navigate and Title III Dashboards were

			Y2=50%; Y3=70%; Y4=80%; Y5=90%				demonstrated. These data sources are now utilized by E&I practitioners, Gatekeeper Faculty Fellows, HIPI Coordinators, etc. To promote data-informed decision making. E&I Trainers (Keith and Milner) were secured through Title III IDEAS in partnership with the Teaching Academy to enhance CRT and Race Conscious pedagogical practices during Fall 2020. Additional trainings are slated for Spring 2021.

SEM Strategy 3D: Increase capacity for data informed decisions							
	Relationship to other initiatives (ATD, Guided Pathways, QEP, etc.)	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champion or Person(s) Responsible	Progress Notes – Date Completed
Tactic 3.D.1: Build data warehouse of dashboards	Student Success Council - ATD Title III	Onoing	**Title III Obj. 10:** By September 30, 2024, increase faculty/staff trained in use of improved data infrastructure for accurate, democratized data to 90%. (Baseline=0) Annual Target: Y1=20%; Y2=50%; Y3=70%; Y4=80%; Y5=90%.	Title III Grant Funded		AVP, Retention & Student Success & Executive Director, Academic Planning/Institutional Research & Effectiveness	Title III Dashboards are still being developed. APR vs Final Grades Dashboards 95% complete. 3-Year Historical Retention Dashboards in Progress. Over 60-70 Dashboards have been created on Enrollment Trends, Retention, Graduation, APR vs Final Grades, Purge Data, and Real-tine HCT/FTE Dashboards as of November, 2020. Navigate has provided additional data capacity and dashboards on Population Health, Advising, Faculy Support, Academic Support, and other Student Support Services Activity. Intervention Analytics and Predictive Analytics are in progress.

Tactic 3.D.2: Train in use and interpretation of data	Student Success Council - ATD Title III	Ongoing	**Title III Obj. 10:** By September 30, 2020, increase faculty/staff trained in use of improved data infrastructure for accurate, democratized data to 20%. (Baseline=0) By September 30, 2024, increase faculty/staff trained in use of improved data infrastructure for accurate, democratized data to 90%. (Baseline=0) Annual Target: Y1=20%; Y2=50%; Y3=70%; Y4=80%; Y5=90%.	Title III Grant Funded	25 E&I Practitioners served on the IDEAS Team to conduct data-informed analysis, reporting, recommendations, and decision making. Training for the Following Constituencies have been offered to date: ◦President's Cabinet; ◦Student Success Council; Student Success Sub-Councils; IR / IE Staff; Advising; Retention & Student Success Team Leads; Navigate Leadership & Analytics Team Institutional Advancement/ Grants; Faculty Support Teaching Academy ◦E&I Practitioners; E&I Sub-Council; Senior Staff (VPAA, VPSA); 120 Faculty & Staff trained in Data-Informed Decision Making during VDEC Conference		Title III IDEAS SharePoint houses E&I Practitioner Reports viewable by all College Faculty, Staff, and Administrators. The first Virtual Equity and Data Conference was offered on July 31, 2020. TBR Policy and Strategy Office and ATD Leadership & Data Coach presented System-wide and Southwest-specific data to help the College community become more data informed, especially around equity. 132 individuals were in attendance, with 120 faculty/staff attending. Equity & Inclusion practitioners presented and Navigate and Title III Dashboards were demonstrated. These data sources are now utilized by E&I practitioners, Gatekeeper Faculty Fellows, HIPI Coordinators, etc. To promote data-informed decision making.

SEM Strategy 3E: Harness sense of belonging groups like MOVE, WOW, SMARTS Mentoring, MOMS Achievement Center to provide a consistent advocacy support to AA students

	Relationship to other initiatives (ATD, Guided Pathways, QEP, etc.)	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champions or Person(s) Responsible	Progress Notes – Date Completed
Tactic 3.E.1: Design and Implement Programs and co-curricular programming for promising student promising student populations by gender and student type to enhance engagement opportunities, leading to positive student outcomes.	Focus 2020 Strategic Plan Student Success Council Title III	Fall 2019 - ongoing	Increase Retention and completion rates for students participating in these programs in line with Title III Metrics. **Title III Obj. 2:** By September 30, 2024, increase fall-to-fall retention of Black/African American students to 57%. (Baseline=47.3% Fall 2017 Cohort). Annual Targets: Y1=49%; Y2=51%=Y3=53%; Y4=55%; Y5=57% **Title III Obj. 6:** By September 30, 2024, increase overall three-year graduation rate to 20%. (Baseline=11.3%) Annual Targets: Y3=13%; Y4=16%; Y5=20%	Support by TBR SERS programs through the Vice Chancellor's Office of Student Success and the ATD equity work through the Vice Chancellor's Office of Organizational Effectiveness to launch initiatives that address the needs of very specific student population groups, promoting our ongoing goals for equity and inclusion in teaching and learning		AVP, Retention & Student Success; Director, Student Development, Assistant Director, HIPI	MOVE Student Organization has been launched. WOW Women's Organization has been launched. SMARTS Mentoring has been greatly enhanced with positive gains in retention and student success MOMS Achievement Center has been launched with a 95% Fall to Spring retention rate for students who enlisted in the program. Veterans Support Center and Veterans Advising has increased momentum metrics for Veteran students in the past year; continuind to work with Cashier's office to remove barriers to VocRehab account payments; research is ongoing

Goal Four: **Increase the amount of financial resources for students who have unmet financial needs by fall 2020.**

SEM Strategy 4A: Increase Annual book scholarship by $50,000 (currently at $135,000)							
	Relationship to other initiatives (ATD, Guided Pathways, QEP, etc.)	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champions or Person(s) Responsible	Progress Notes – Date Completed
Tactic 4.A.1: Increase Annual book scholarship to $100,000 (currently at $35,000)	Directly correlated with ATD goals, Title III student support initiatives and Performance Funding metrics	FY 20	Increase in faculty, staff and alumni participants	Institutional Advancement staff		Rose Landey	Update – Southwest is developing a new S Support Campaign to advertise the student funding opportunities available. As of Nov. 30 we have raised a little more than $5,000 but we have not began our concerted efforts toward this fund yet.
SEM Strategy 4B: Increase emergency funds by							
	Relationship to other initiatives (ATD, Guided Pathways, QEP, etc.)	Timeframe	Performance Indicators	Resources Needed/Cost	Other Notes	Champions or Person(s) Responsible	Progress Notes – Date Completed
Tactic 4.B.1: Realignment of current Foundation funds	Directly correlated with ATD goals and Title III student support initiatives	FY 20	Institutional Advancement goals	N/A		Executive Director of Institutional Development Director of Grants	In addition to the Emergency Fund, current priorities are related to Southwest's COVID-19 response to the digital divide. Update - Southwest utilized THEC CRF funds to address students' technological and COVID-19 related needs in three areas, Academic Affairs, Student Affairs and Financial and Administrative Services. Details are provided below: **Academic Affairs:** The THEC CRF Digital Twinning purchase equipped faculty with teacher and student friendly technological resources to ease the transition into online learning. **Student Affairs:** THEC CRF software purchases permitted Southwest to offer (a) virtual college tours through a remote format to students and families in support of the important college admissions decision; (b) Mental health

							counselling through a Telehealth format to students anytime of the day or night through an existing contract with the state; and (c) career services virtual platform to assist students with career exploration, job searches, remote networking, virtual career fairs, and more. With the use of these resources, **student laptop computers were also provided to students, as was increased accessibility to internet wifi in the campus parking lots.** **Financial and Administrative Services:** Southwest has procured PPE and funded CDC recommended safety measures for social distancing through THEC CRF funds. The purchases supported PPE for staff, students, and visitors. Additionally, funding increased existing safety measures by providing building sanitation, touchless hand sanitizers, distancing signs and supplies for screening tents and temperature checks of all staff, students, and visitors. Additionally, a queueing system was purchased to ensure social distancing for students while on campus seeking assistance with needed services.
Tactic 4.B.2: Develop new fundraising opportunities	Directly correlated with ATD goals and Title III student support initiatives	FY 20	Increase in faculty, staff and alumni participants	N/A	Employee and emergency Fund campaigns halted due to COVID-19 recommendations and responses. New opportunities are currently under review.	Executive Director of Institutional Development Director of Grants	In the Spring of 2020, TBR approved the transfer of $200,000 Access and Diversity Funds to support the Emergency Fund. Update - Enrollment in the Fall 2020 semester has decreased by 23.6 percent compared to Fall 2019, with the greatest decrease in the number of returning low-income and minority students. No other community college in Tennessee has experienced such an enrollment decline – the next greatest decrease in enrollment was seen at Jackson State Community College at14 percent. Over 95 percent of all

							Southwest revenue come from tuition, fees, and state appropriations. Fall 2020 enrollment decline has resulted in actual revenue loss of nearly $10 million for 2020-21. Of the many reasons for the decline in enrollment, students' ability to pay prior balances was one of the more prevalent. The Office of Institutional Advancement solicited and received $100,000 to pay off previous balances for students that enrolled in the Fall of 2020.
Tactic 4.B.3: TANF funding to support students in need	Directly correlated with ATD goals and Title III student support initiatives	FY 20		N/A	Request of $1,686,383.25 to increase career readiness and training	Executive Director of Government Relations Executive Director of Institutional Development Director of Grants AVP, Retention & Student Success	TANF Proposal introduced during the legislative luncheon and provided to state representative the following week. No response received. Update - There has been no progress or response from the legislative request for support. As such, Southwest solicited SCORE to support this initiative and received verbal confirmation of partnership interest.

APPENDIX

APPENDIX 1: Excerpt from our Title III IDEAS Grant

1. Analysis of Strengths, Weaknesses, and Problems Related to Academic Programs, Institutional Management, and Fiscal Stability

STRENGTHS: Academic Programs (AP)
AP Strength 1: Achieving the Dream (ATD)

In Fall 2016, through its Achieving the Dream (ATD) initiative, Southwest Tennessee Community College set out to achieve the ***Big Audacious Goal to Redesign, Reinvent, Reset Southwest*** to foster student success through excellence in operations from enrollment to commencement and the many touchpoints in between. Southwest is seeing results from its ATD efforts. During 2017-18, 13% more associate degrees were awarded, dual enrollment increased 4%, and awards per FTE increased by 16%. Southwest's recent Tennessee Higher Education Commission performance funding scorecard indicates the College is also making gains in quality assurance. Southwest earned 90 of 100 points on the Student Learning & Engagement and Student Access & Success scales, also known as the Quality Assurance Funding Score. This represents a 22% increase over the previous year. These gains moved Southwest from 19th to 11th out of 22 in the rankings among Tennessee public colleges and universities in just one year.

AP Strength 2: Expanding access to education through strategic partnerships

(1) Partnership with University of Tennessee at Martin (UT Martin). Launched in Spring 2019, Southwest is partnering with the UT Martin Somerville Center to offer community college courses for area residents. Students wishing to complete coursework through both institutions will be able to transfer courses and share financial aid as needed. Southwest is initially offering an Associate of Applied Science degree in business management, as well as courses to complement existing UT Martin offerings at the center. Additional degree programs will become available over the next year to allow full degree availability. For those wishing to complete four-year degrees, courses completed through Southwest will be transferrable to UT Martin through the Tennessee Transfer Pathway. **(2) Construction Apprenticeship Program.** In Fall 2018, Southwest brought together officials from Tennessee College of Applied Technology at Memphis (TCAT-Memphis), the Memphis Minority Business Council Continuum, and three local construction companies to form the TAP Education Consortium. The resulting construction apprenticeship program agreement will enable 30 TCAT-Memphis students to earn while they learn skills in masonry, electrical, or concrete. Once apprentices earn their diploma from TCAT-Memphis, they can seek higher education at Southwest. An articulation agreement is being developed that will enable apprentices to receive course credit for what they learn at TCAT-Memphis and on the job to facilitate a continued education path to an associate degree and beyond. **(3) Blue Path Pipeline.** In partnership with Memphis Tomorrow and the Memphis Police Department (MPD), Southwest established the Blue Path pipeline to the police force. Blue Path enables area graduating high school seniors to work as MPD police service technicians while they earn, tuition-free, an associate degree in criminal justice at Southwest. Blue Path students emerge poised to enter the police academy where they can complete their training and become police officers who serve and protect the city. This workforce pipeline serves as an outstanding example of Southwest's impact in the community and the power of strategic partnerships.

STRENGTHS: Institutional Management (IM)

IM Strength 1: Adoption of open educational resources (OER)

In Spring 2018, Southwest was awarded a grant from the Tennessee Board of Regents to support open educational resources (OER) adoption. The OER grant focused on student success by creating a framework to assist faculty in OER adoption to reduce the cost of textbooks and provide access to quality course materials on the first day of class and the entire semester. It is anticipated this will increase course-level success metrics, especially for economically disadvantaged students, through higher attainment of the 12/24/36-hour metrics associated with higher student completion rates overall. Ten faculty were selected for the pilot program through an open sign-up process and provided with Intellus Learning software purchased by the College. Initial results include the development of Principles of Macroeconomics using OER that reduced textbook costs for students from $170 a semester to $22. As a result of section-level adoption of Economics courses, student savings in the first semester of implementation was approximately $55,000. The Math, Reading, and Speech departments are exploring section-level pilots and adoption in Fall 2019.

IM Strength 2: Office of High Impact Practices and Innovation (HIPI)
The first of its kind in Tennessee, the Office of High Impact Practices and Innovation (HIPI) was established in Fall 2017 to promote evidence-based, equitable and high-quality student-centered high-impact pedagogies and educational activities in and out of the classroom. High-impact practices have been widely tested and shown to be beneficial for college students.[1] HIPI helps to ensure integration of programs that support Complete College and Drive to 55 initiatives in Tennessee and the Tennessee Board of Regents' focus on high-impact practices to create more globally aware, solution-oriented, and workforce-ready students.

IM Strength 3: Redesign of the Student Experience
As part of Southwest's Achieving the Dream work, Student Affairs redesigned the Student Experience which includes implementation of the Professional Academic Advising model. Key features include case management and intrusive advising from entrance to completion; expansion of academic support to five locations (Union, Macon, Whitehaven, Maxine Smith, and Gill); and a triage model of Enrollment Specialists, Financial Aid Specialists, and Professional Academic Advisors working together to admit and retain students.

STRENGTHS: Fiscal Stability (FS)

FS Strength: Enrollment growth
As a result of improvements in outcomes metrics and quality assurance rankings discussed in AP Strength 1, Southwest will receive a $1.6 million increase in state appropriations for Fiscal Year 2019-2020—the largest in 7 years. As of Spring 2019, Southwest has experienced a fifth semester of growth attributed in part to the ATD initiative and Southwest leadership. Examples of growth include an increase in enrollment of 4.5% above last spring; a 2.9% increase in full-time enrollment; and an increase of 4% in dual enrollment. Continued enrollment growth, and increased retention to over 50% for the past two years as a result of the ATD redesign, positively impacts Southwest's revenue and is helping to ensure the college remains fiscally strong.

[1]Kuh, G.D. (2008). High-Impact Educational Practices: What they are, who has access to them, and why they matter. Washington, D.C.: Association of American Colleges and Universities.

WEAKNESSES/PROBLEMS: Institutional Management (IM)
IM Problem 1: Limited infrastructure to sustain data-informed decision making

The infrastructure to sustain data-informed decision making—accurate, democratized data—is critically limited. Current dashboards are not aligned with the Tennessee Board of Regents (TBR)/Tennessee Higher Education Committee (THEC) data. Master data management often includes a combination of automated and manual processes to verify the accuracy of collected data. Accuracy in data dashboards is critical to Southwest's success as an Achieving the Dream (ATD) college and the ability to make timely, data-informed decisions. The College often waits 6-12 months for TBR and THEC reports to obtain academic data for the previous year. For example, the Fall 2018 data in Table 3 required hours of data collection and manual calculations to determine course failure rates by race/ethnicity. Faculty, staff, and administrators cannot extract consistent data or access

data snapshots in real time by date or point-in-time, e.g., semester start/ed, 14th day census. This situation hinders the ability to make timely, well-informed decisions to help close achievement gaps and improve student outcomes.

IM Problem 2: Professional academic advising and academic support is inadequate to meet increased enrollment of students with multiple at-risk characteristics

As noted in the introduction to this section, a significant number of students arrive at Southwest with multiple at-risk characteristics, e.g., low ACT scores, low income. Most of Southwest's students come from the Shelby County School System, which reports a below-average scorecard for its high schools. A low 24.8% success rate for students who scored on track or mastered annual state tests, compared to 39.1% for the state, greatly impacts student readiness for college-level coursework.[4] Entering students often struggle through their first year. For example, 50% of the 2017 cohort posted a first-year GPA of 0-1.9. Multiple at-risk factors attributed to more than half of Southwest's student population, combined with high fail rates in high-enrollment courses (AP Problem 2), calls for significant academic support for increased retention and success. Southwest is a falling short in meeting the demand for academic supports to help this population succeed. Southwest's current ratio of 750 students to 1 professional academic advisor far exceeds the recommended best practices of 300:1 for the most effective and efficient advising.[5] This, coupled with the above risk factors, indicate a need for proactive advising combined with a stronger academic support model infused with Supplemental Instruction for high-enrollment, high-fail rate courses at Southwest.

WEAKNESSES/PROBLEMS: Fiscal Stability (FS)

FS Problem: State funding for higher education remains below pre-recession levels

Although an increase in state appropriations is planned for 2019-20 (see earlier FS Strength), between 2008 and 2018 state funding for higher education in Tennessee remained below pre-recession levels with the change in spending per student of -10.8% (or -$1,205). [6] Further impacting Southwest is the decline in state appropriations allocated to community colleges in Tennessee from 25.3% in 2011-12 to 24.8% in 2018-19.[7]

PROCESS OF ANALYSIS

The Student Success Council, established in 2018 as part of Southwest's ongoing Achieving the Dream initiative, is a body of Southwest faculty and staff charged with ensuring that the College's processes, policies, and procedures are aligned under the umbrella goal of student success, as outlined in the *Focus 2020 Strategic Plan*. The members serve on four main committees: Engagement and Communication; Data and Technology; Equity and Inclusion; and Teaching and Learning. The work of the latter two committees provided significant input into the planning process for the Title III project, including identification of strengths and weaknesses/problems, as well as recommended solutions based on the College's own experiences, data, and research/evidence-based practices in equity and inclusion and teaching and learning that have been shown to improve student success. The following is an overview of this comprehensive process and relationship to the proposed Title III project.

The Equity and Inclusion (E&I) Committee is committed to serving low-income students, students of color, and other student populations with respect to access, success, and campus climate. During Spring 2019, the Committee reviewed historic and current data related to high-enrollment, high-fail rate courses, including equity gaps in academic achievement for the Top 20 highest enrollment courses. The Committee conducted focus groups with a variety of student populations to understand more about the challenges they face inside and outside of the classroom. Because Southwest is a predominantly black institution of higher learning, race/ethnicity was the first demographic to be explored. Additionally,

student data for the Tennessee Promise and Tennessee Reconnect cohorts, ACT scores, and GPAs were reviewed. Clearly, the academic achievement gaps which exist by race/ethnicity are significant. The work of the E&I Committee to close academic achievement gaps, especially between racial/ethnic minority and majority student populations, is placed at the forefront of the student success work at Southwest. Discussions were held collaboratively with Student Affairs and Academic Affairs leading to identification of the need for more advising, academic support, and peer mentoring/coaching support; critical course redesign for co-requisite and core courses (i.e., gatekeeper courses); faculty professional development in equity and inclusion, race-conscious and multi-cultural pedagogy, and academic/growth mindset; and infusion of high-impact practices.

In addition to the work of the E&I Committee, the Teaching and Learning (T&L) Committee simultaneously began conducting its work from an equity and inclusion lens. The purpose of the T&L Committee is to engage full-time and adjunct faculty in examinations of pedagogy and meaningful professional development aligned with the student success vision and the student's role as a change agent within the institution to ensure the College's commitment to advising, tutoring, and out-of-classroom supports. Thus, the collaboration between Student Affairs and Academic Affairs has led to the development of a cooperative logic model (Figure 1, p. 16) surrounding the above critical areas to assist with addressing equity gaps in academic achievement for students of color, who, upon entering Southwest, are often low-income, first-generation, and academically underprepared. The implications of key processes, reports, and committee work for the proposed Title III project are summarized in the following table.

Analysis/Reports	**Contributions to Title III Project**
Focus 2020 Strategic Plan	Mission, priorities, goals, objectives for the project; incorporates input from faculty, staff, students, leadership, and other stakeholders
Achieving the Dream (ATD) Initiative	Framework to focus on student success by building institutional capacity in areas targeted by the Title III project
Student Success Council: E&I Committee and T&L Committee	Represents input of over 200 faculty, staff, and stakeholders on weaknesses/problems; recommended best-practice steps to increase student success; provided equity and inclusion focus for the Title III project and recommendations
Data & Technology Committee	Provided input and recommended solutions to increase Southwest's capacity to collect, access, analyze, and use data to drive action, measure progress, and make informed decisions
2018-19 Title III Planning Committee	Reviewed reports and outcomes of all Southwest's major planning efforts, prepared recommendations for the project, developed project details and proposal content

2. Key Overall Goals and 3. Measurable Objectives

Overall Goals	**Measurable Objectives**	**Specific Tasks and Methods**	**Tangible Results**
AP Goal 1: Improve successful completion of students' educational goals, including graduation, transfer, and continuing education **AP Goal 2:** Close equity gaps in student success for underrepresented minority/majority populations	**Obj. 1:** By September 30, 2024, increase fall-to-fall retention of first-time, full-time students to 58%. (Baseline=50.1% Fall 2017 Cohort).	• Embed high-impact practices (HIP) in courses, including Top 20 high-enrollment, high-fail rate courses, e.g., academic/growth mindset, FYE academic success seminar, peer mentoring, work-based learning & e-portfolio • Peer Mentors/Coaches engage in two HIPs (work-based learning and e-portfolio development); support students throughout the advising, registration, matriculation, and graduation process; and support students through academic coaching and SI for high-enrollment, high-fail rate courses • Students served by Peer Mentoring-Coaching model engage in two HIPs and receive support through academic/growth mindset training with learning support co-requisite classes • Redesign curriculum from an equity and inclusion lens for best practice using race-conscious and multi-cultural curriculum design, academic/growth mindset pedagogy	Increased 12, 24, and 36-hour completions Decreased equity gaps in course success, retention, and graduation Individualized support services responsive to the unique and increasingly complex needs of Southwest students Increased retention and graduation
	Obj. 2: By September 30, 2024, increase fall-to-fall retention of Black/African American students to 57%. (Baseline=49% Fall 2020 Cohort).		
	Obj. 3: By September 30, 2024, decrease overall average failure rate in Top 20 courses to 28% (Baseline=38%)		
	Obj. 4: By September 30, 2024, decrease		

	average failure rate in 6 Foundational/Co-Requisite courses for Black/African American students to 13%. (Baseline=23.3%)		
	Obj. 5: By September 30, 2024, decrease average failure rate in 14 Core Curriculum courses for Black/African American students to 14%. (Baseline=24.7%)		
	Obj. 6: By September 30, 2024, increase overall three-year graduation rate to 20%. (Baseline=11.3%)		
	Obj. 7: By September 30, 2024, increase three-year graduation rate for Black/African American students to 19%. (Baseline=9.4%)		
IM Goal 1: Improve advising support to achieve best practice caseload model	**Obj. 8:** By September 30, 2020, decrease professional academic advisor caseload of at-risk, underserved students to 350:1. (Baseline=750:1)	• Additional Professional Academic Advisors (PAA) hired and trained to support students under a best-practice caseload model; PAAs incorporate use of new enterprise platforms for student success—EAB Navigate and Degree Works	Increased capacity to effectively advise at-risk, underserved students
IM Goal 2: Increase college engagement in equity-related training and development	**Obj. 9:** By September 30, 2024, increase faculty/staff Equity & Inclusion (E&I) training to 90%. (Baseline=0)	• Provide professional development training through the Teaching Academy to retrain faculty from an equity and inclusion lens for best-practice course redesign • E&I practitioners from areas critical to closing achievement gaps provide collaborative leadership for and operationalization of E&I work	Increased engagement of faculty/staff in equity training, development, and implementation
IM Goal 3: Improve organizational efficiency and effectiveness	**Obj. 10:** By September 30, 2024, increase faculty/staff trained in use of improved data infrastructure for accurate, democratized data to 90%. (Baseline=0)	• Develop data warehouse of relevant dashboards to support a culture of data-informed decision-making to help close academic achievement gaps, improve retention, and student success outcomes • Provide professional	Increased capacity to close academic achievement gaps through use of accurate, timely data

		development and training to faculty and staff to support the access, use, and interpretation of data	
FS Goal: Strategically align the budget and financial support to measured improvements. Implementation of the project's strategies and achievement of the above measurable objectives will serve to strengthen Southwest through improved retention, graduation, and metrics tied to state performance-based funding.			

APPENDIX 2: Title III Goals, Metrics, & Objectives for next 5

SOUTHWEST
TENNESSEE COMMUNITY COLLEGE

Figure 1: IDEAS Logic Model

RESOURCES	ACTIVITIES	OUTPUTS	SHORT/MID-TERM	LONG-TERM OUTCOMES
Title III Project Director Project Activities Director Professional Academic Advisors (PAA) SI Coordinator Peer Mentors/ Coaches Equity & Inclusion Practitioners Prof. dev. & training Teaching Academy High-Impact Practices & Innovation Ofc. Data Consultant Supplies Leadership Team Institutional Research External Evaluator	**Strategy 1: Improve Academic Advising and Mentoring** ▪ Professional Academic Advisors (PAAs) follow students from onboarding to matriculation to graduation day ▪ Enhanced academic coaching ▪ Peer Mentors/Coaches support students through advising registration, matriculation, graduation processes ▪ Supplemental Instruction for high-enrollment, high-fail rate courses **Strategy 2: Infuse High-Impact Practices (HIPs) in High-Enrollment, High-Fail Rate Courses** ▪ Academic/growth mindset ▪ First year experience ▪ Peer mentoring ▪ Work-based learning and e-portfolio **Strategy 3: Implement Professional Development Program for Equity and Inclusion** ▪ Through Teaching Academy, retrain faculty from an equity and inclusion lens for best-practice course redesign utilizing race-conscious curriculum design and academic/growth mindset pedagogy **Strategy 4: Increase Capacity for Data-Informed Decision-Making** ▪ Build data warehouse of relevant dashboards for accurate/timely data ▪ Train in use and interpretation of data	# Top 20 highest-enrolled, highest-failure courses embedded with high-impact practices (HIP) # courses redesigned # students served by Peer Mentors/ Coaches # SI sessions Ratio of students to PAA #work-based opportunities # faculty & staff trained # Peer Mentors/ Coaches trained Survey results Quarterly & annual progress reports	**Annual Targets:** **Obj 1:** 51%, 52%, 54%, 56%, 58% (Y1-5) **Obj 2:** 49%, 51%, 53%, 55%, 57% (Y1-5) **Obj 3:** 36%, 34%, 31%, 28% (Y2-5) **Obj 4:** 21%, 19%, 16%, 13% (Y2-5) **Obj 5:** 22%, 20%, 17%, 14% (Y2-5) **Obj 6:** 13%, 16%, 20% (Y3-5) **Obj 7:** 12%, 15%, 19% (Y3-5) **Obj 8:** 350:1 (Y1) **Obj 9:** 20%, 50%, 70%, 80%, 90% (Y1-5) **Obj 10:** 20%, 50%, 70%, 80%, 90% (Y1-5) **Other short/mid-term outcomes:** Semester persistence Semester course grades	**By September 30, 2024** Decreased equity gaps in course success, retention, and graduation Increased high-impact practices embedded in courses Increased Southwest culture of equity and inclusiveness Improved advising based on best practices Increased capacity to close achievement gaps through use of accurate, democratized data Increased fiscal stability through improved metrics tied to state performance-based funding

years.

APPENDIX 3: Situational Analysis Data

Table 1: Fall 2018 student characteristics.

Category	**Percent**	**Number**
Black/African American	62.5%	5,839
White	25.6%	2,395
Hispanic	6.4%	596
Other	5.5%	518
First-time in college	38.9%	3,635
Pell Eligible (low-income)	48%	4,587
Female	63.5%	5,936
Male	37.5%	3,412
Full-Time	50.6%	4,733
Part-Time	49.4%	4,615
AA/AS or AAS Degree-Seeking	79.9%	7,522
Source: Southwest Tennessee Community College, Fall 2009-2018 Historical Fact Book, Office of Institutional Research November 2018		

Table 2: Retention Rates for by Race

Race/Ethnicity	**Retention (Fall-to-Fall)**			**Graduation**
	2015	**2016**	**2017**	**2015 Cohort**
Black/African American	44.6%	51.6%	47.3%	9.4%
Hispanic	47.6%	59.7%	56.9%	12.4%
Other	55.6%	57.1%	56.0%	12.1%
White	54.5%	57.0%	55.7%	16.3%
Southwest Tennessee Community College				11.3%
College System of Tennessee				23.6%

Source: Tennessee Board of Regents https://www.tbr.edu/policy-strategy/data-and-research

Table 3: percentages of Fall 2018 Top 20 high-enrollment courses with grades of D/F/FA/W

Top 20 Highest Enrolled/Highest Failure Rate Courses	**% course failure rates of D/F/FA/W attributed to:**		
	Black/African American	**White**	**Other/Hispanic**
Foundational/Co-Requisite Support Courses:			
Academic Success	13.2%	0.87%	1.7%
Reading Support	30.8%	4.4%	3.3%
English Composition I	21.5%	4.4%	2.5%
English Support	23.4%	2.3%	2.0%
Probability and Statistics	34.9%	9.8%	4.5%
Math Support Probability & Stats	27.9%	4.1%	3.3%
Core Curriculum Courses for Major Degree Pathways:			
U.S. History	24.1%	6.4%	3.6%
English Composition II	25.2%	6.8%	2.8%
Fundamentals of Communication	21.2%	7.1%	2.5%
Human Anatomy & Physiology	27.0%	5.9%	2.5%
Art	20.1%	6.2%	2.5%
Introduction to Statistics Enhanced	44.2%	1.2%	12.6%
Introduction to Biology	22.9%	5.3%	2.4%
Introduction to Business	19.4%	4.4%	2.2%
Introduction to Music	29.0%	7.6%	2.1%
Introduction to Psychology	19.3%	7.4%	2.2%
Introduction to Sociology	21.2%	7.0%	2.6%
Modern U.S. History	18.3%	7.8%	3.9%
Principles of Accounting	28.7%	10.7%	2.6%
Principles of Nutrition	25.1%	4.8%	3.3%
Source: Southwest Tennessee Community College Institutional Data			

APPENDIX 4: Gatekeeper Fellows

2019-2020 Gatekeeper Faculty Fellows

SOUTHWEST TENNESSEE COMMUNITY COLLEGE — THE DIVISION OF HUMANITIES, SOCIAL SCIENCES + MATHEMATICS

Why Gatekeeper Faculty Fellows?

Southwest Tennessee Community College's Top 20 highest-enrollment courses have an overall average failure rate of 38 % (2018). The data is even more jolting when student course outcomes related to foundational co-requisite courses (paired learning support and college-level courses) are disaggregated by race and ethnicity and gender. Historically, 15 of Southwest's Top 20 Gatekeeper courses are in the Division of Humanities, Social Sciences, and Mathematics (DoH). If Southwest is to move the needle of student success and close equity gaps, it has to happen in the DoH. The Gatekeeper Faculty Fellows is a faculty-led, faculty-driven initiative created to close the equity and achievement gaps currently present in the Top 12 Gatekeeper courses. This year-long plan of action challenges the Fellows to redesign the current co-requisite model and courses with engaging and rigorous academic content, accompanied by pedagogically sound practices. The goal of this effort is to leverage what is currently working with proven educational pedagogy that is student-centric, equity-minded, and seamlessly aligned across first-year and general education courses.

Our Metrics of Success

By September 2020, we aim to:

- Redesign Co-Req model &Top 12 Gatekeeper courses
- Increase faculty Equity, Inclusion & Data Decision Making training to 20%. (Baseline=0)
- Establish baseline metrics for student course outcomes and Black/African and male students

By September 2021, we aim to:

- decrease average failure rate in co-requisite courses (Goal=4%)
- decrease average failure rate in Top 12 (Goal=4%)
- decrease average failure rate in co-requisite courses among Black / African American students (Goal=4%) and male students (Goal=4%)
- decrease average failure rate in Top 12 courses among Black / African American students (Goal=4%) and male students (Goal=4%).

**Metrics aligned with Inclusive Design for Equity in Academic Success Title 3 Grant*

Our Systems Approach to Course and Co-Requisite Redesign

QUESTION, EMPATHIZE & LEARN

Understand the problem, data, and context by listening to stakeholders and through best-practices research

SYNTHESIZE AND REDESIGN

Consolidate feedback, data and research and engage in redesign

IMPLEMENT & TEST

Implement new models with small-scale testing

ADOPT & SCALE

Adopt good practices and responsibly scale

Strategy

REDESIGN PHASES	REDSIGN PROCESS	REDESIGN STRATEGIES
QUESTION, EMPATHIZE & LEARN	**FALL 2019** We investigate a wide array of policy, data, research, K-12 curriculum, and faculty perspectives to understand and refine the problem(s) and increase buy-in from internal stakeholders.	**STRATEGY 1:** Bolster faculty understanding of the problem to heighten a sense of urgency and responsiveness to Fellowship goal(s). • Leadership, Equity and Data Seminars • City Seminars to understand Memphis as Text. • Academic/Growth mindset training to enhance course delivery and classroom culture • Research and selection of rigorous research-based pedagogy for target population
SYNTHESIZE AND REDESIGN	**SPRING / SUMMER 2020** We synthesize feedback from focus groups, student and faculty surveys, and best practices research. We engage in curriculum mapping processes to establish clear connections across general education, co-requisite education, and the first year experience.	**STRATEGY 2:** Deconstruct TBR Learning Support Policy (Former A-100 Guidelines), General Education learning outcomes, students' K-12 math and literacy experiences, and faculty feedback
IMPLEMENT & TEST	**FALL 2020** If TBR continues the program, we leverage TBR course revitalization grants to implement and test the co-requisite and course redesign plans. We look for a "coalition of the willing" to work with the Gatekeeper Fellows to champion and test the redesign efforts.	**STRATEGY 3:** Reconstruct co-req model and create seamless connections across general education and first year courses through curriculum mapping.
ADOPT & SCALE	**FALL 2020** We provide scaffolding for both adjunct and full-time faculty through large-scale professional development centered around pedagogy, use of accurate, democratized data, equity, and inclusion. We also incorporate equity-minded principles in hiring, onboarding, classroom observations, and evaluation practices.	**STRATEGY 4:** If announced, submit TBR course revitalization grant proposals to leverage year 2 implementation and testing. **STRATEGY 5:** Increase capacity for equity, inclusion, and data decision making through The Teaching Academy.

DoH model derived from University of Virginia's Motivate Lab Empathize and Learn Model Chris Hulleman, Director