



2018 COHORT STUDENT SUCCESS ACTION PLAN

Due: Friday June 7, 2019

Institution Name: Nashville State Community College

Name, title and email of the person(s) with primary responsibility for monitoring progress of the Action Plan:

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Section 1: Where We Started (100 words)

Please describe briefly, in bullet-form, your efforts and progress implementing comprehensive, large-scale student success work prior to joining the 2018 ATD cohort.

- *NSCC Quality Enhancement Plan (SACS-SOC)*: NSCC began exploration for the Quality Enhancement Plan development in Summer 2015 as part of the requirements associated with our SACS-SOC reaffirmation. This exploration, involving faculty, staff, and students, led to the topic selection and introduction of a first year experience course. The course (introduced Fall 2016) includes academic advising, career planning, and assessment of personal growth as key components. Initial data analysis points to a higher rate of fall-fall retention for students completing this course as compared to other groups.
- *Co-requisite remediation*: In 2016, a system wide effort was made to decrease the number of learning support courses required and improve student retention both in coursework and college. Through co-requisite delivery of learning support reading, writing, and math college level courses, students have an enhanced opportunity to succeed. This initiative enhances academic success in college level courses and increases the likelihood of program completion that will prepare students for career success in their chosen field of study.
- *High Impact Practices (TBR Initiative)*: This TBR initiative emphasizes the utilization of evidence-based teaching and learning practices that have been widely tested and shown to be beneficial for college students. HIP efforts connect existing teaching and learning initiatives through intentional course design and data collection. Though involved with HIP (AY 2017/18) before joining ATD, NSCC has not yet completed work with pilot courses.

Please provide any additional information you would like us to know as we review this Action Plan, including any relevant contextual information regarding your institution, system, region or state (e.g. organizational changes, legislative changes, funding changes, etc.)

Dr. Shanna Jackson joined Nashville State Community College as President effective June 1, 2018. Prior to Dr. Jackson joining NSCC, the college had been led by the same individual for over 25 years. An interim president was appointed (6 months) and instituted organizational change including multiple new administrative hires and budgetary practices that were in stark contrast to the prior administration. The work of the college continued and NSCC received SACS-COC reaffirmation in 2018, ten years, no findings. The climate of administrative changes in which Dr. Jackson found herself as she began her role was one of operational and administrative silos: strategic collaboration on common goals was quickly identified as an area of growth and development Dr. Jackson herself described the college at the "Community College 1.0" level, while sister schools were well grounded in 2.0 with a clear focus on student completion." Nashville State Community College had spent many years as an access/enrollment focused intuition. Dr. Jackson has made her commitment to the student success movement outlined by Achieving the Dream very clear: our new focus and effort as we work to address equity issues will be to close equity gaps and improve retention and completion across all student populations



As the college moves to improve student success and close equity gaps, a greater emphasis will be placed on the effective use of data to drive the strategic goal setting and decision making process. From a college culture perspective, the use and sharing of data has not been historically valued as part of the planning process. In addition to this culture shift, the 2018/19 academic year was difficult for Institutional Research at Nashville State. Long-time Associate Vice President of Institutional Research Ted Washington passed away in the summer of 2018. Ted was the driving force for all things data at NSCC. His loss was difficult regardless, but also critical as the college prepared to “dig deep in data” and prepare for Achieving the Dream. The Institutional Research office included two data technicians who worked diligently to fill in the gaps, but over the course of the year both individuals found other opportunities away from Nashville State. Temporary assistance has been provided by TBR, and plans are in place for a new Associate Vice-President to begin July 2019, but currently the college has no personnel in the IR department.

Section 2: How We Organized our Student Success Work (350 words)

Please describe the structure you put in place, or adapted, to complete your student success work during this first planning and discovery year with ATD.

A. What types of teams or other structures did you establish, or modify, and what were they charged to accomplish?

The Core Team was established and charged to review existing college wide initiatives and consider how those initiatives supported or addressed equity concerns. In addition, this team was charged to develop an equity statement that encompassed the future direction and vision for the college. Lastly the work of this group was to discern the primary area of focus and supporting action groups for the upcoming year.

The Data Team was organized to review and evaluate ATD key metrics important in identifying potential areas of performance concerns, specifically in regards to equity. Once the evaluation was complete, the Data Team distilled the information into four main areas of concern and forwarded these results to the Core Team for further assessment.

The Communication Team assumed responsibility for leading major discussions regarding equity throughout the college. Initially this group was charged with sharing the ICAT results through Capacity Café's and to lead “Dreaming Sessions”- a brainstorming process eliciting concerns and hopes for the future of Nashville State. As the process evolved, this group also led discussions about equity on all campuses. The final charge to this group was to develop a “Student Success” and vision statement outlining the direction for NSCC's equity work with students.

The Executive Team consisted of Chairs from Data, Core, and Communication. This group was charged to share information about respective committee work and provide guidance and direction as needed for the equity work of the college as a whole.



B. To what extent were faculty, staff, administrators, and students actively engaged in these teams?

Each committee included representatives from staff, administration, and faculty (adjunct faculty included on the Core Team). The student voice was not represented during this process and is a weakness of efforts to date.

C. How was learning shared across teams/areas?

Each team created and housed meeting minutes and supporting documentation on a Sharepoint site. Committee Chairs, also members of the Executive Team, were responsible for sharing updates and questions from other groups.

D. What communication strategies and processes were used to share learning from the teams with the broader college community, including trustees?

- The NSCC College Leadership Council consists of leaders across all divisions, departments, and work and constituency groups. This group meets monthly for the express purpose of ensuring all areas have current information about the work of the college. This group participated in Capacity Café's, played the Finish Line game, met with ATD Coaches, heard the 20x20 presentation from the ATD Dream Conference, and participated in discussions regarding both Data Team findings as well as Core Team recommendations. The charge to this group was to share information with their associated employees.*
- In addition to Capacity Café's on all campuses with all faculty, staff, and admin groups, NSCC hosted Dreaming Sessions and created corresponding Dream Stations. Sessions were held in person and were primarily focused on NSCC employees. Stations included boxes with paper "ballots" for comments placed around each campus, and web links posted in courses for student participation. The purpose of these communication opportunities was to create spaces for discussions about the successes and challenges for the college. Considering the work environment that had been prevalent for so many years, creating these safe spaces was an important precursor to beginning the larger discussion about equity and student success.*
- Following the "Dreaming" opportunities, open forums with guided discussions (again on all campuses) around equity began to lay the groundwork for future work.*
- Conversations with Trustees has been limited and is a weakness of the work to date.*

E. Did the structure change/evolve as you collected and analyzed information about the student experience, equity gaps, barriers to student success, and gaps/bottlenecks in the enrollment funnel and supports provided to students? If so, how and why?

- Nashville State Community College underwent a change in administration at the same time the work with Achieving the Dream began. As a result, the work completed to date is informing the organizational structure and culture that NSCC seeks to build for future student success. Our ongoing efforts will be discussed in greater detail in the "action" portion of this report.*



Section 3: What We Learned (500 words)

Please describe the qualitative and quantitative analyses you completed and what you learned about the student experience. (Please be specific and share disaggregated data in support of your findings.)

The past year of data analysis, open forums, and committee discussions have helped define a picture of who NSCC students are, and has shined a light on gaps in support that contribute to possible reasons Nashville State retains 50% of first time, full time freshman from fall to fall, and why our current three year graduation rate is approximately 15%.

Quantitatively, we reviewed key performance indicators as outlined by Achieving the Dream including:

- *Fall-spring and fall-fall retention*
- *Zero credits earned in first semester*
- *Credits earned/attempted in the first semester*
- *First year completion of college-level Math and English course.*

We know that our most successful retention efforts to date stem from the implementation of a co-requisite learning support model for reading, writing, and math courses. Prior to implementation, roughly 40% of students participating in learning support course work before college level English classes actually passed the English class. Post implementation, approximately 57% successfully completed the course. Pre-initiative, roughly 25% of learning support course takers were successful in college level Math. Post-initiative, approximately 40% earned passing scores.

Despite these gains, however, overall retention from fall to fall continued to decline. Of the 1852 students who began NSCC in Fall 2016, only 442 were enrolled after two years had passed. In particular we noted equity gaps in retention that created concern. Data indicated a 12 point gap in retention between Caucasian and African American students over a two year period. Fall to Fall retention rates showed a 17 point difference between retention of Caucasian vs. African American males, and a 9 point gap between retention of Caucasian vs. African American females. No retention gap was noted between traditional age (23 and younger) vs. older students (24 and above).

Qualitatively, through data available through the SENSE and CCSEE assessments, we learned that while our students were aware of available supports and resources, they were not actively choosing to use supports and resources. Because NSCC does not currently have a method by which to track utilization of services, we could not disaggregate the data (beyond self-reporting) for further review. Poor utilization was a trend across all ethnicities.



Advising data from the CCSSE outlined a similar picture. Over 50% of all students surveyed had met with an advisor one time or less by the spring semester of their first year. This data is supported by the SENSE survey response the question “An advisor helped me select a course of study”, to which 50% of our students responded either neutral, disagree, or strongly disagree. The SENSE survey did identify reasons why students were not working with an advisor, including lack of advisor availability at a convenient time (53%) and reliance on advice from friends and family (36%).

Of great concern, identified both through the qualitative data collected through SENSE and CCSSE surveys of students and through the ICAT survey given to NSCC employees in Fall 2019, was the lack of feeling of community and poor communication. 59% of students reported that they did not have a “go-to” person to assist in resolving questions or concerns. Capacity Café’ discussions identified “communication” and lack of a common language to build systems that support student success. Data from “Dreaming Stations” and “Dreaming Sessions” (employees and students contributed) is still in the process of analysis and review, but early results indicate that despite the above, people are hopeful and desire to put in the effort to create change across the organization.



Please indicate which of the following analyses you completed and explain briefly why you chose to explore this area.

Area of Analysis	Completed (Y/N)?	Disaggregated Data (Y/N)?	Rationale
<i>Early Momentum Metrics such as credit accumulation 1st term/year, gateway course completion in 1st year, term-to-term persistence (specify)</i>	<i>Analyzed for fall first time freshmen</i> <ul style="list-style-type: none"> <i>Fall-fall retention (2 years)</i> <i>Fall-spring retention (2 years)</i> <i>students earning zero credits in the first semester (2 years)</i> <i>Credits attempted/credits earned</i> <i>Completion of college-level math in first year (2 years)</i> <i>Completion of college-level English in the first year (2 years)</i> 	<i>All disaggregated by race/ethnicity, gender, race/ethnicity and gender, and age</i>	<i>Average 3-year graduation rates for first time, full-time freshmen cohorts between Fall 2010 through Fall 2015 was 10%, with an average equity gap between African American and Caucasian students of 8 points. Early momentum metrics may be used to predict student success early, when intervention would be most productive.</i>
<i>Success rates in high enrollment courses</i>	<i>No</i>	<i>No</i>	<i>Based upon initial data review, this was not a current priority area. This will be a focus for future work.</i>
<i>Meta-major/ Program of Study selection</i>	<i>No</i>	<i>No</i>	<i>Based upon initial data review, this was not a current priority area. This will be a focus for future work.</i>

<i>Student voice (Early Engagement metrics like SENSE, focus groups, etc.)</i>	<p><i>CCSSE (Spring 2017) and SENSE (Fall 2017) surveys</i></p> <p><i>Focus on questions related to</i></p> <ul style="list-style-type: none"> <i>• student use of services</i> <i>• advising</i> <i>• engagement in the classroom</i> <i>• student engagement and sense of community on campus</i> 	<i>Disaggregated by race/ethnicity</i>	<i>Early momentum metrics show fall-to-fall retention rates of approximately 50%. Results from CCSSE and SENSE surveys were analyzed to determine whether poor use of student services, and lack of student engagement on campus could, in part, contribute to poor retention rates.</i>
<i>Faculty and staff voice (focus groups or surveys)</i>	<i>Dreaming Sessions Dreaming Stations Equity Discussions</i>	<i>In process</i>	<i>Information from these qualitative reports will be reviewed and sorted via SWOT analysis format</i>
<i>Institutional Capacity Assessment (ICAT); Capacity Cafe</i>	<i>Capacity Cafe</i>	<i>No</i>	<i>Capacity Café's conducted with staff, faculty, and administrators. Two primary areas of concerns were noted by all. 1. Communication is an area of concern and 2. The number of "I don't know" responses indicate that that organizational structure at the time of the ICAT survey hinders the work of the college.</i>
<i>Business process mapping</i>	<i>No</i>	<i>No</i>	<i>The college is in the process of building systems to better support the student experience. This next level of data collection will occur during the organizational and system restructuring process.</i>



Building on the areas of analysis you described in the above table, please address the following questions after question F. (300-500 words)

- A. What did you learn about why students are not completing key courses, returning in subsequent terms, persisting towards completion, and/or completing credentials at higher rates?

Low retention in the first year is a key performance indicator (KPI) which is linked to low graduation rates. Analysis of three cohorts of fall first-time freshmen (FTF) showed persistent retention rates of 75% (fall-spring) and 50% (fall-fall). Only about 10% of non-returning students enroll in subsequent semesters and another 10% transfer to other colleges; 80% of students who leave after the first year appear to have dropped out of college without receiving a degree or certificate.

Academic performance in the first semester is also an indicator for retention. 20% of fall FTF (Fall 2016 cohort) earn zero college-level credits in the first semester. Retention rates for these students are 24% (fall-spring) and 10% (fall-fall). Approximately 58% of FTF successfully complete a college-level English class in the first year while only 40% complete college-level math. Retention rates for students who fail to complete a college-level English or math class have not yet been analyzed.

Data from CCSSE and SENSE surveys indicate that students are not using available resources such as tutoring, computer labs, career services, and especially advising. Even though most students are aware these resources are available, they are not taking advantage of them.

Moreover, student's non-academic commitments are likely to contribute to low retention rates. Job, health, or family were more common reasons for withdrawal than academic issues among FTF withdrawing from a class in the first semester. Results from CCSSE and SENSE surveys show that more than 75% of students feel that the college provides little support for their non-academic responsibilities.

Anecdotal evidence suggests that some students, particularly students of color and first-generation students do not feel like they are welcome or belong at the college. We found it difficult to get a sense of student sense of community or engagement from the CCSSE and SENSE surveys. 68% of students in the first 4-5 weeks at the college reported feeling welcome the first time that they came to campus (SENSE fall 2017). Caucasian students were somewhat more likely to feel welcome (72%) than African American (68%) or Hispanic/Latino students (58%). However, the question was not re-asked of students who had been at the college for more than a few weeks (CCSSE). Most students with longer experience at the college feel that the college helps them thrive socially only some or very little (CCSSE spring 2017).

- B. What equity gaps exist between different student groups? Have they have been increasing or decreasing over time?

Gaps between students of different race/ethnicity are present across all data analyzed. The two largest racial groups are Caucasian (55% of fall enrollment) and African American (29% of fall enrollment). Seven percent of students identify as Hispanic/Latino. Three-year graduation rates of



Caucasian students were higher than those of African American (average gap of 8 percentage points) and Hispanic (average gap: 3.5 points) students (data from fall FTF 2011 through 2015). While enrollment headcount of African American students has held steady at 30%, only about 25% of total degrees and certificates are awarded to African American students (data from fall 2011-fall 2018). Awards to Hispanic/Latino students are increasing, and align with an increase in enrollment of Hispanic/Latino/Spanish students.

Leading indicators for student success showed results for Caucasian students better than those for African American students. Results for Hispanic/Latino students were similar to, or better than, those of Caucasian students. Specific results (average of results for fall 2016 and 2017 FTF) include:

- Fall-to-fall retention: 15-point gap between Caucasian and African American students*
- Earn zero college-level credits in the first semester: 16-point gap Caucasian and African American students*
- Completion of college-level English in the first year: 12-point gap between Caucasian and African American students*
- Completion of college-level math in the first year: 24-point gap between Caucasian and African American students*

Gender gaps were more modest; women performed somewhat better than men across most leading indicators with gaps averaging 2-5 points. Hispanic/Latino women were much less likely to earn zero credits in the first semester (7% for women vs. 16% for men). When disaggregated by race/ethnicity and gender, gaps between Caucasian and African American males were striking:

- Fall-to-fall retention: 19-point gap between Caucasian and African American male students*
- Completion of college-level English in the first year: 16-point gap between Caucasian and African American male students*

Approximately 80% of fall FTF students are of traditional age (17-24 years). Small differences among leading indicators were observed when comparing traditional age with adult students (24 years and older). Traditional age students were more likely to earn zero college-level credits (6-point average gap), less likely to return for a second year (5-point average gap), but more likely to complete college-level math within the first year (7-point average gap).

The most striking result from CCSSE and SENSE questions about student use of services was that students across all races/ethnicities are not using available resources. Non-white students were less likely to use services and less likely to receive help from an advisor than white students. For example, fewer African American students (6-point gap) and Hispanic students (11-point gap) report using peer or other tutoring. However, when questioned about non-academic and social support, non-white students were somewhat less likely to report that the college provides “some” or “very little” help.

The data team found it difficult to create a full picture of student sense of community and engagement from the SENSE and CCSSE assessments alone.



- *The questions may be interpreted differently by students of different cultural or linguistic backgrounds.*
- *Terminology used in the surveys is not consistent with terminology used at the college. For example, the surveys ask about student use of "Career counseling"; NSCC offers "Career services."*
- *The CCSSE, which is given to students with more experience at the college, does not ask directly whether students feel welcome or engaged on campus.*
- *The surveys are given primarily to students in the first year of college. We do not have a good assessment for the experience of continuing, readmitted, or transfer students.*
- *Data are not analyzed to assess differences in student experience among the six campuses.*

C. What did you learn from mapping the current student experience? How does the current student experience compare to the "ideal" one for students at your institution?

This step has not yet been completed.

D. Have you identified policy, practice, process, and/or cultural barriers that impede student progress? If so, what are they?

- *Our current advising system does not create an environment that consistently fosters a relationship between students and their advisor. The current system is not intrusive; it requires students to consistently reach out to their advisor for support.*
- *The CSSEE and SENSE surveys tell us that advising and other supports are not typically available at a time that is convenient for the student.*
- *NSCC does not have a "one stop" location for all information regarding admission, financial aid, registration, payments, etc. Students are required to have multiple touch points across many different sections of the campus (and for some students, different campuses), to complete the business of being a student. This system lacks organizational structure and is largely dependent upon advisor personal knowledge of NSCC process to guide students.*
- *NSCC does not provide system wide advisor training.*
- *The overwhelming majority of NSCC faculty (full-time and adjunct) are Caucasian. Almost half of the total student population is not Caucasian, with greater than half of students at the two largest campuses being non-white. NSCC has not explored culturally responsive teaching practices.*

E. What did you learn from the Institutional Capacity Assessment Tool about your strengths and areas that need to be strengthened? *Much growth is needed in all areas outlined in the ICAT survey. Data from the survey highlights the areas of "Equity" and "Data and Technology" as the weakest points. However, all results are questionable given the significantly high number of "I don't know responses"*



to questions in all categories. Capacity Café discussions with faculty, staff, and administration pointed to “Communication” as a consistent area of concern and weakness.

F. Are there additional data or information sources that you are still investigating and/or want to collect? If so, what is the plan to get these items?

1. Analysis of additional leading indicators for fall first time freshmen including disaggregation by race/ethnicity, gender, and age:

- Credit accumulation in the first semester and the first year: Data are available for fall 2015 and fall 2016 cohorts.*
- College credits earned/attempted: Data are available for fall 2015 and fall 2016 cohorts.*
- College-level math and English classes attempted in first year for fall 2015-2018 cohorts. Disaggregate by race/ethnicity, gender, age..*

2. Complete analysis of key performance indicators (KPIs) for fall 2017 and fall 2018 cohorts.

3. Analyze correlation between KPIs (zero credits earned, college math and English attempted/completed, credits attempted/earned) and retention. The goal is to identify indicators that could be actionable targets to improve fall-spring and fall-fall retention.

4. Disaggregate leading indicators by student major and concentration to determine whether students are more likely to be successful in certain majors.

5. Disaggregate student choice of major by race/ethnicity, gender, and age to determine whether minority students are choosing majors that lead to careers with lower earning potential. Data are available for fall 2015 and fall 2016 FTF.

6. Disaggregate leading indicators by campus to determine whether some campuses provide more supports to faster student success.

7. Identify variables (e.g. ACT scores, high school GPA, first generation status) that could be used to predict students at risk of earning zero credits in the first semester.

8. Develop a college-specific survey to assess student sense of engagement, sense of community, and time spent on non-academic commitments. This would provide a more in-depth picture of student life than the SENSE and CCSSE surveys. The survey would be administered to a representative cross section of students at all NSCC campuses.



9. Assess the effect of growth-mindset training on student success in entry-level math classes. This project is underway and will be completed by math department faculty.

Plan: The Data Team will work with the new leadership in the Institutional Research department (once established) to outline timelines for data review, collection, and analysis. The Data and Core Teams will collaborate to establish priorities for the above.

Section 4: Our Student Success Vision (50-100 words) –

Please describe the overarching student success vision that describes the ideal student experience at your institution. To what extent were students involved in the creation/evolution of your vision? How have you communicated this vision?

- *A strong vision statement is a concise, specific, and inspiring understanding of what the institution aspires to become or achieve that can be used by all stakeholders to set priorities and guide action. It is a forward-looking statement that engages and motivates the college community and clearly articulates the benefits for student success.*

NSCC is “Making dreams a reality.” Our vision is to make dreams a reality for students. NSCC is engaged in developing a student success vision statement. Drafts were reviewed by students, administrators, staff, and faculty. The current draft is:

“Nashville State Community College is committed to students successfully achieving their goals and making dreams a reality by providing clear academic pathways to degrees and certificates, offering academic and support services, and communicating clearly and effectively with our community.”

Preliminary feedback from a sample of 50 students shows:

- *82% agree or strongly agree (A/SA) that the draft reflects NSCC’s commitment to students.*
- *88% A/SA that NSCC provides clear academic pathways to degrees and certificates.*
- *88% A/SA that NSCC offers academic and support services for students.*
- *64% A/SA that NSCC communicates clearly and effectively with our community.*

Ongoing work continues to develop our student success vision.



Section 5: Our Action Plan Priority Goals

Combining (a) your **Student Success Vision** with what you have learned about the (b) **current student experience, barriers and gaps**, and (c) **your institutional capacities**, please outline 2-3 strategic **Priority Goals** that you will focus on over the next two years. Explain briefly how the **Priority Goals** relate to your vision and what you learned. Identify the **Key Strategies, Interventions, and Activities** that you will implement to accomplish your **Priority Goals**. **Priority Goals** should be measurable and be obtainable in the near-to-medium term, as compared to metrics such as graduation rates that serve as long-term, lagging indicators.

Action Plan Strategic Priority Goals	Rationale: How our Priority Goals relate to our Student Success Vision and what we learned	Key Strategies, Interventions and Activities to accomplish Priority Goals (are these new or updates to current efforts?)	Institutional Strengths to leverage and/or Areas to Build Additional Capacity
Current NSCC Fall to Fall retention rate is 50% (2017). Our goal is to increase first time, full-time retention rates by 2% each year for the next three years.	<i>The NSCC Student Success Statement (draft) outlines the colleges' commitment to student success through the provision of clear success pathways and supporting resources. Data indicates that students are not accessing one resource – advisors- consistently or effectively. The application, financial aid, and acceptance process can be confusing and difficult to navigate. Student utilization of resources and support is limited, but we do not have enough data available to know what is being used, or the rate at which they are being used by particular groups.</i>	<ul style="list-style-type: none"> • Create an advising/student success center. (NEW) • Assign all first time, full time freshman will be assigned professional advisor. (NEW) • All advisors working with first time, full-time freshman will utilize an intrusive advising model, which includes the development and implementation of an individualized student success plan. (NEW). • Develop a tracking system for student utilization of existing services. Track from point of first interaction through graduation. Data to be utilized for system improvement. (NEW) • Evaluate success and relevant data from NSCC QEP "Improving Student Success through the First Year Experience" course. (ONGOING) 	<p>STRENGTHS</p> <ul style="list-style-type: none"> • QEP: Improving Student Success through the First Year Experience • Mentoring provided through college involvement with the CUNY ASAP model <p>AREAS TO BUILD CAPACITY</p> <ul style="list-style-type: none"> • Communication • Culture of caring • Technology • Policies and Procedures for Advising • Teaching

	<i>Deliberate and intentional focus on building systems, evidence based practices, and an equity mindset should improve retention over time.</i>	<ul style="list-style-type: none"> • <i>Develop and deliver system-wide training modules focused on building and enhancing a culture of caring, an equity mindset, and evidence based decision practices. (NEW)</i> 	
<p><i>Reduce the Fall to Fall retention gap between first time, full-time Caucasian and African American students by 5 points each year, closing the current 15 point gap within three years.</i></p> <p><i>Note: the African American student population was chosen for this metric because this URM group represents a significant part of our enrollment. We expect to see a reduction of the equity gap across all URM populations.</i></p>	<p><i>The NSCC Student Success Statement lays out a plan for all students to succeed. To do that, a mindset shift is needed. An equity mindset requires intentional focus and training on the meaning of equity, building a common understanding, and consistent application of equity principles. Much of NSCC's focus in years past has been around an equality mindset – treating each student the same.</i></p> <p><i>Data tells us that African American students do not persist at the same rate as Caucasian students in our current structure. ICAT surveys results identify an understanding of “equity” as one of our collective weakest capacities. Capacity Café’ and Dreaming Sessions further inform our thoughts regarding poor communication and how that contributes to difficulties in building an effective student success model.</i></p>	<ul style="list-style-type: none"> • <i>Develop and provide training programs for Welcome Center staff, Professional Advisors, and Faculty Advisors that includes addressing equity and meeting the needs of high risk students. (NEW)</i> • <i>Support professional development activities for faculty that targets culturally responsive teaching practices. (NEW)</i> • <i>Develop and deliver system-wide training modules focused on building and enhancing a culture of caring, an equity mindset, and evidence based decision practices. (NEW)</i> 	<p>STRENGTHS</p> <ul style="list-style-type: none"> • <i>QEP: Improving Student Success through the First Year Experience</i> • <i>Mentoring provided through college involvement with the CUNY ASAP model</i> <p>AREAS TO BUILD CAPACITY</p> <ul style="list-style-type: none"> • <i>Communication</i> • <i>Culture of caring</i> • <i>Technology</i> • <i>Policies and Procedures for Advising</i> • <i>Teaching</i>

	<i>If we are to be successful in creating an environment that strives to meet each student where they are based upon their individual needs, support and training to build evidence based skill sets is imperative.</i>		
<i>Reduce the number of first time, full-time students (total) earning 0 credit hours within the first semester from 20% (2016) to 10% within three years.</i>	<p><i>Success builds success. Students who are not successful in any coursework in a given semester are most likely to not return in subsequent semesters.</i></p> <p><i>NSCC provides support services to students to assist in building success opportunities, but qualitative data tells us that students are not using supports consistently.</i></p> <p><i>Focused efforts in utilization and implementation of supports both inside and outside the classroom should decrease the number of students earning zero credit hours in a given semester.</i></p>	<ul style="list-style-type: none"> • <i>Support professional development activities for faculty that targets culturally responsive teaching practices. (NEW)</i> • <i>Evaluate success and relevant data from NSCC QEP “Improving Student Success through the First Year Experience” course. (ONGOING)</i> • <i>Implement strategies as outlined through the “High Impact Practices” initiative. (ONGOING)</i> • <i>Assign all first time, full time freshman a professional advisor. (NEW)</i> • <i>Develop a tracking system for student utilization of existing services. Track from point of first interaction through graduation. Data to be utilized for system improvement. (NEW)</i> • <i>Develop and deliver system-wide training modules focused on building and enhancing a culture of caring, an equity mindset, and evidence based decision practices. (NEW)</i> 	<p>STRENGTHS</p> <ul style="list-style-type: none"> • <i>QEP: Improving Student Success through the First Year Experience</i> • <i>College involvement in the “High Impact Practice” initiative</i> <p>AREAS TO BUILD CAPACITY</p> <ul style="list-style-type: none"> • <i>Professional Development</i> • <i>Communication</i> • <i>Culture of caring</i> • <i>Technology</i> • <i>Teaching</i>
	<i>Evidence points to African American students being less</i>	<ul style="list-style-type: none"> • <i>Support professional development activities for faculty that targets</i> 	STRENGTHS



<p><i>Close the 16 point gap between first time, full-time Caucasian and African American students earning 0 credits within the first semester within three years.</i></p>	<p><i>successful in the classroom when compared to their Caucasian counterparts.</i></p> <p><i>Evidence also points to the success in closing that gap when culturally responsive teaching practices are adopted in the classroom.</i></p> <p><i>These practices, in addition to developing and nurturing a culture of caring with an equity mindset should help us lean into our Student Success Statement, improve success in the classroom, and assist in closing the equity gap.</i></p>	<p><i>culturally responsive teaching practices.(NEW)</i></p> <ul style="list-style-type: none"> <i>Evaluate success and relevant data from NSCC QEP “Improving Student Success through the First Year Experience” course. (ONGOING)</i> <i>Assign all first time, full time freshman a professional advisor. (NEW)</i> <i>Develop a tracking system for student utilization of existing services. Track from point of first interaction through graduation. Data to be utilized for system improvement. (NEW)</i> <i>Evaluate success and relevant data from NSCC QEP “Improving Student Success through the First Year Experience” course. (ONGOING)</i> <i>Develop and deliver system-wide training modules focused on building and enhancing a culture of caring, an equity mindset, and evidence based decision practices. (NEW)</i> 	<ul style="list-style-type: none"> <i>QEP: Improving Student Success through the First Year Experience</i> <i>College involvement in the “High Impact Practice” initiative</i> <p>AREAS TO BUILD CAPACITY</p> <ul style="list-style-type: none"> <i>Professional Development</i> <i>Communication</i> <i>Culture of caring</i> <i>Technology</i> <i>Teaching</i>
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Optional: provide a visual representation to demonstrate how your strategies, interventions and activities work together to achieve your student success priority goals and vision.

Section 6: Our Detailed Action Plan

Please expand on each **Key Strategy, Intervention and Activity** outlined in Section 5 in the work plan template below.

Priority One: Retention

Key Strategies, Interventions and Activities	Deliverables and Timing	Organizational unit(s) responsible for design, implementation and evaluation	Scaling the Work (if not implementing at scale initially, what is the plan for scaling?)	Measurable indicators of progress with measurement dates (be specific)	Resources Needed (policy or procedural changes, staffing, technology, professional development)	Challenges (policy, logistics, staffing, organizational, etc.) to implementation and strategies to overcome them
Create advising/student success resources on all campuses.	By Fall 2021, all campuses have designated resources and policies guiding work in the advising/student success.	Student Affairs and Enrollment Management	WBR and SEC Centers to be completed during AY 2019/20. Plans for creating spaces at other campuses to be developed and timelines set during AY 19/20.	WBR to be completed Summer 2019. Southeast completed by Fall 2019 <u>To Be Determined</u> <ul style="list-style-type: none"> East Davidson Dickson Humphreys Co. Clarksville 	Space Funding Technology and equipment	<u>CHALLENGE:</u> Creating policy that is consistent across all campuses but allows for flexibility based upon the needs and resources available at each campus. <u>STRATEGY:</u> Policy development committee that includes representatives from each campus Complete process mapping from inquiry (Welcome Center) to initial advisor assignment (Advising Center)

<p>Create and implement intrusive advising system for all first time, full-time freshman. This system includes tracking students' engagement with key college activities and resources from first interaction (pre-admission) through graduation.</p>	<p>By Fall 2021, the intrusive advising model and tracking system will be available and utilized with all first time, full-time freshman.</p>	<p>Student Affairs and Enrollment Management</p> <p>Academic Affairs</p> <p>Career Services</p> <p>Institutional Research and Planning</p> <p>Additional Student Support and engagement services as identified through the development process.</p>	<p>Initial advisor training and tracking system development will occur during summer 2019, followed by quarterly data review and success evaluation.</p>	<p>Advisor training and initial tracking system development Summer 2019.</p> <p>All first time, full-time freshman to be assigned an advisor beginning Fall 2019</p> <p>All freshman, full time and part-time and Reconnect, to be assigned a professional advisor Fall 2020.</p> <p>Professional development needs and additional training schedule completed Fall 2020.</p> <p>Success data analyzed and modifications reviewed Summer 2020</p>	<p>Manpower</p> <p>Technology</p> <p>Professional Development and training</p>	<p><u>CHALLENGE:</u> Creating policy that is consistent across all campuses but allows for flexibility based upon the needs and resources available at each campus.</p> <p>Technology</p> <p>Manpower</p> <p>Funding</p> <p><u>STRATEGY:</u> Policy development committee that includes representatives from each campus</p> <p>Complete process mapping from inquiry (Welcome Center) to initial advisor assignment (Advising Center)</p> <p>Goal driven budgeting process with evidence of need and impact on retention clearly</p>
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						<i>supporting staffing ratios necessary for intrusive advising model.</i>
<p><i>Revise the NSCC New Student Orientation program.</i></p> <p><i>Track student retention through participation in both New Student Orientation and NSCC 1010 "The First Year Experience" course (designed through QEP)</i></p>	<p><i>By Fall 2021, 75% of first time, full-time freshman completing both NSCC New Student Orientation and NSCC 1010 "The First Year Experience" course are retained Fall to Fall.</i></p>	<p><i>QEP Team</i></p> <p><i>Academic Affairs</i></p>	<p><i>Revision of New Student Orientation will be piloted Summer 2019, with the expectation that a fully revised version will be to scale Summer 2020.</i></p> <p><i>Success data from NSCC 1010 will be evaluated per published QEP timelines.</i></p> <p><i>Disaggregated data tracking student participation and retention in both experiences to</i></p>	<p><i>Summer/Fall 2019: New Student Orientation revision pilot development.</i></p> <p><i>Fall 2019: QEP Data disaggregated, analyzed and results shared.</i></p> <p><i>Fall 2019: Implement revised New Student Orientation for students enrolling Spring 2020</i></p> <p><i>Summer 2020: Student participation in New Student Orientation and NSCC 1010 retention results</i></p>	<p><i>Available professional staff support to collect, collate, and interpret data.</i></p>	<p><u><i>CHALLENGE:</i></u> <i>Development and revision of New Student Orientation ready for pilot in Spring 2020.</i></p> <p><u><i>STRATEGY:</i></u> <i>Review New Student Orientation based upon available data and proven strategies for success.</i></p> <p><i>QEP plan is in process and following implementation and review per schedule.</i></p>



			<i>be initially reviewed Summer 2020.</i>	<i>disaggregated and benchmarks set for future gains.</i>		
<i>Develop and provide training programs for all NSCC employees that includes addressing equity and meeting the needs of high risk students.</i>	<i>By Fall 2020, all faculty and staff will participate in training programs designed for their particular role and interactions with students. In addition to advising, this training will include discussions about equity and meeting the needs of high risk students.</i>	<p>ATD Communications Team</p> <p>Compliance and Diversity Officer</p> <p>Human Resources</p>	<i>Identified work groups will develop and deliver advising training modules, to be carried out throughout AY 2019/20.</i>	<p>Professional advisor training – June 2019</p> <p>NSCC Convocation August 2019</p> <p>Welcome Center staff training – Fall 2019</p> <p>Faculty Advisor Training – AY 2019/20</p>	<p>Space for training</p> <p>Options for online or asynchronous training</p>	<p><u>CHALLENGE:</u> Consistent communication outlining purpose and need for training.</p> <p>Monitoring effectiveness of training and implementation of strategies.</p> <p><u>STRATEGY:</u> Asynchronous training module development</p> <p>Scaling of training as per outlined plan</p> <p>Training module review and modification (as needed) review quarterly</p>
<i>Support professional development</i>	<i>By Fall 2021 all NSCC full time and 50% adjunct</i>	Teaching Center	<i>The Director of the NSCC Teaching Center</i>	<i>Summer 2019 – Director and Fellow</i>	<i>Professional Development training for</i>	<p><u>CHALLENGE:</u> Funding</p>

activities for faculty that targets culturally responsive teaching practices.	faculty will have completed at least one NSCC sponsored (or supported) professional development activity directly related to culturally responsive teaching practices.	Office of Academic Affairs	and one additional Faculty fellow will participate in an ATD Teaching and Learning Conference, specifically targeting culturally responsive teaching practices. As the Center grows and builds its strategic plan, culturally responsive teaching practices will be emphasized as an important training initiative. In addition to on campus training, faculty will be supported through professional	participation in the ATD Teaching and Learning Conference. AY 2019/20, Teaching Center Director and Fellows develop a strategic plan that emphasizes culturally responsive teaching practices. AY 2019/20 – AY 2020/21 – The Teaching Center will sponsor/conduct in-services related to culturally responsive teaching practices.	Teaching Center Director and Faculty Fellows. Unopposed time for evaluation and plan development. Available professional staff support to collect, collate, and interpret data.	<p>Individuals knowledgeable in developing assessment tools that can track and discern success of implementing identified teaching methods.</p> <p>Boldly addressing biases and perceptions regarding student potential and actual vs. perceived barriers to success.</p> <p><u>STRATEGY:</u></p> <p>Professional Development opportunities (options) identified for faculty and staff to assist in development selection process.</p> <p>Professional development goals for the college, as they relate to the development of an equity mindset and</p>
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			<i>development funding to participate in related training opportunities.</i>			<i>culturally responsible teaching practices, clearly articulated</i> <i>Creation of spaces and time for faculty and staff participating in professional development to share what they have learned.</i>
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Section 7: Results Framework and Monitoring

Please describe the progression from your current baseline performance to intermediate progression targets and the end-target for each of the **Key Strategies, Interventions, and Activities**.

- Please remember to tie the goals to outputs or outcomes that are measurable in a relevant time frame (e.g., implementing a new onboarding process will not drive increased graduation in the near term, but it may result in increased credits completed and/or completion of key math and English courses in the first year).

Key Strategy, Intervention or Activity	Measurable Indicator of Progress	Baseline Level (specify year)	End of 2019-20	End of 2020-21	End Target (may be further out than 2020-21)
<i>Create an advising/student success center on all campuses.</i>	<i>Centers completed on all campuses.</i>	<i>2018/19 Does not exist</i>	<i>Completed on WBR campus</i> <i>Completed on Southeast Campus</i>	<i>Space identified and work in progress or completed on all other campuses.</i>	<i>All campuses have a designated space and policies guiding work in the advising/student success.</i> <i>It is expected that creating this space as a centralized location for advising will have a direct impact on Fall to Fall</i>

					<i>retention for first time, full-time freshman.</i>
<i>Create and implement intrusive advising system for all first time, full-time freshman. This system includes tracking students' engagement with key college activities and resources from first interaction (pre-admission) through graduation.</i>	<i>Intrusive advising and tracking system complete and in use.</i>	<i>Training programs developed and planned for professional advisors beginning June, 2019.</i> <i>Tracking system does not exist 2018/19</i>	<i>Intrusive advising model utilized with all first time, full-time freshman.</i> <i>Tracking system in use with all professional advisors.</i>	<i>Intrusive advising model and tracking system utilized with all entering first time, full and part-time students.</i>	<i>By Fall 2021, the intrusive advising model and tracking system will available and utilized with all first time, full and part-time freshman and Reconnect students.</i> <i>Although NSCC does currently not have an effective system to track utilization, published evidence tells us that intrusive advising is effective for addressing issues typically faced by students in the equity gap. We anticipate the use of this model will improve retention rates and have a positive impact on reducing students earning 0 credit hours in their first semester.</i>
<i>Revise the NSCC New Student Orientation program.</i> <i>Track student retention through participation in both New Student Orientation and NSCC 1010 "The First Year</i>	<i>Data analyzed and results shared. Evidence based action steps for process improvement identified and timeline established.</i>	<i>QEP Initiated Fall 2017. Phases 1 and 2 complete. Phase 3 in process.</i>	<i>Data review from 2018/19 utilized for process improvement and implementation for 2019/20 courses.</i>	<i>Data analysis from AY 2019/20 will be complete. Data collected will be disaggregated per equity metrics, and an action plan for</i>	<i>75% of first time, full-time freshman completing both New Student Orientation and the First Year Experience course are retained Fall to Fall.</i> <i>Current data demonstrates students completing the NSCC</i>



<i>Experience” course (designed through QEP)</i>	<i>% retention targets achieved as identified.</i>	<i>66% of students participating in FYE course retained Fall to Fall (2018/19).</i> <i>New Student Orientation revision in process.</i>	<i>70 % of students participating in New Student Orientation and First Year Experience course retained Fall to Fall.</i>	<i>the First Year Experience will be developed to address equity concerns</i> <i>73 % of students participating in New Student Orientation and First Year Experience course retained Fall to Fall.</i>	<i>First Year Experience course were retained at a higher level when compared to the total population. Continued focus and emphasis should continue to directly impact retention across the board.</i>
<i>Develop and provide training programs for all NSCC employees that includes addressing equity and meeting the needs of high risk students.</i>	<i>Training programs designed and implemented for all employees.</i>	<i>Training programs developed and planned for professional advisors beginning June, 2019.</i>	<i>All faculty and staff will participate in training programs designed for their particular role and interactions with students. In addition to advising, this training will include discussions about equity and meeting the needs of high risk students.</i>	<i>Poverty training and equity certification courses provided for at least 50% faculty and staff.</i>	<i>Poverty training and equity certification courses completed by all faculty and staff.</i> <i>In order to meet the needs of our current students and address the existing equity gap, faculty and staff must be equipped with information and strategies to best embrace a culture of caring. As a college, when we better understand the personal situation and needs of our students, we can better respond on an individual level. Training should have a</i>



					<i>positive impact on both retention and a reduction in students earning 0 credit hours.</i>
<i>Support professional development activities for faculty that targets culturally responsive teaching practices.</i>	<i>Programs designed and implemented for professional development activities.</i> <i>Professional Development budget allocations support activities directly linked to culturally responsive teaching practices.</i>	<i>2018/19 Does not exist</i>	<i>25% NSCC full time and 15% adjunct faculty will have completed at least one NSCC sponsored (or supported) professional development activity directly related to culturally responsive teaching practices</i>	<i>75% NSCC full time and 35% adjunct faculty will have completed at least one NSCC sponsored (or supported) professional development activity directly related to culturally responsive teaching practices</i>	<i>All NSCC full time and 50% adjunct faculty will have completed at least one NSCC sponsored (or supported) professional development activity directly related to culturally responsive teaching practices.</i> <i>In order to meet the needs of our current students and address the existing equity gap, faculty must be equipped with skills and knowledge regarding pedagogical best practices in culturally responsive teaching. Training should have a positive impact on both retention and a reduction in students earning 0 credit hours.</i>

Section 8: How we will approach Sustainability and Continuous Improvement (200 words)

Please describe how you will know if your strategic priorities are helping you achieve your student success vision, and what you will do to sustain it and/or modify your priorities and actions, if necessary, to achieve your goals. Please touch on topics such as



- A. Communication plan for sharing progress, celebrating successes, and learning with your college-community
- B. Evaluation process for identifying opportunities for change, modification, and ongoing improvement
- C. Alignment of all your student success and equity work
- D. Connection to professional development resources and peer learning opportunities that your coaches and/or Achieving the Dream can provide to support your work

The Nashville State Community is committed to improving student success. Next steps include building clear communication channels that outlines policies, practices, roles, and responsibilities. Large forums such as Fall Convocation, College Leadership Council, and updates to Faculty Senate, Staff, and Administrative assemblies will assist in keeping all abreast of the work outlined above. In addition, a webpage will be developed, including a data dashboard that will provide access to committee work, initiatives, and metrics analysis measuring our progress towards goals.

Building a data driven, equity focused, culture of caring, will take time and consistent effort. Quarterly evaluation of progress towards identified goals will be an essential part of ensuring that we are on track. Weaknesses in our work to date include minimal involvement with students and our Foundation members in plan development. That will need to be rectified over the coming year. Input from those groups will help us as we work to align our student success and equity efforts.

We appreciate the support and guidance already provided by Achieving the Dream, and in particular our Coaches. They have already provided suggestions for professional development activities that will directly impact the work of our Student Success Center, Welcome Center, and Teaching Center. As we delve deeper into our equity and student success work, we look forward to and anticipate additional support in this regard.