



Achieving the Dream™

Student Success



**NORTHEAST
STATE**

2018-2019

2019-2020

2020-2021

Student Success Synergy:

The Action Plan

June 7, 2019

2018 COHORT STUDENT SUCCESS ACTION PLAN

Due: Friday June 7, 2019

Instructions

At the end of the discovery and planning period that defines the first year of participation in the Achieving the Dream™ (ATD) network, colleges develop and submit an Action Plan. The Action Plan provides an opportunity to translate your learning into an overarching vision and strategy for improving student and institutional outcomes. The Plan describes how your institution will seek to improve policies, processes, and systems; maximize impact through the college-wide scaling of strategies; and align and allocate resources to support implementation.

Colleges start the discovery and planning period in different places. Some colleges have been active in national reform efforts for many years, others received public or private funding to broaden or sustain their student success efforts, and some are relatively new at whole-college transformation. Colleges also are at different stages of learning and discovery based on factors like availability of data, competing priorities (e.g., accreditation), organizational changes, or external policy developments. As a result, some Action Plans will be more comprehensive and detailed than others.

This is **your** Action Plan. It will guide and sustain your student success work moving forward. It is designed to help you communicate what you have learned, where you are focusing your student success work, and the role of the college community in achieving your goals. It is a living document that is meant to be adapted and evolved as you learn more, accumulate experience, and assess the effectiveness of your strategies.

Institution Name: Northeast State Community College

Name, title and email of the person(s) with primary responsibility for monitoring progress of the Action Plan: Greg Walters, Assistant Vice President for Student Success and Dean of Student Development, gnwalters@northeaststate.edu

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.

Academic Affairs

- Departmental Food Pantries
- EDUC 1030 Course Development
- Degree Works and Guided Pathways
- Learning Support Redesign
- SAILS High School Math Program
- Yuja Lecture Capture System

Enrollment Management

- Adult Learner Success Initiatives
- Automated College Scheduler
- Financial Aid Help Center
- New Student Orientation
- Reconnecting the Gap: Adult Bridge Grant Program
- Satisfactory Academic Progress Early Notification Letters
- Veterans Centers at Three Campuses

Finance & Administration

- Online Account Suite for Students
- Payment Plan Option
- Required Educational Supplies Charged to Available Financial Aid

Student Development

- CCAMPIS: Childcare Assistance Grant Program
- Commit to Connect Program
- Designated Safe Areas for Students in Crisis
- Financial Literacy: Life Simulation Card Sets
- Generating the Boom! Workshops (Beyond Financial Aid)
- Student Needs Project
- Student Referral System

Student Services

- Advising To Go: Drop-in Registrations
- *Are You Academically Healthy?* Resource Checklist
- Beyond Reconnect: Relational Advising Grant Program
- Early Bird High School Advising and Registrations
- Mandatory Advising
- TRiO Student Support Services

Teaching Excellence & Academic Services

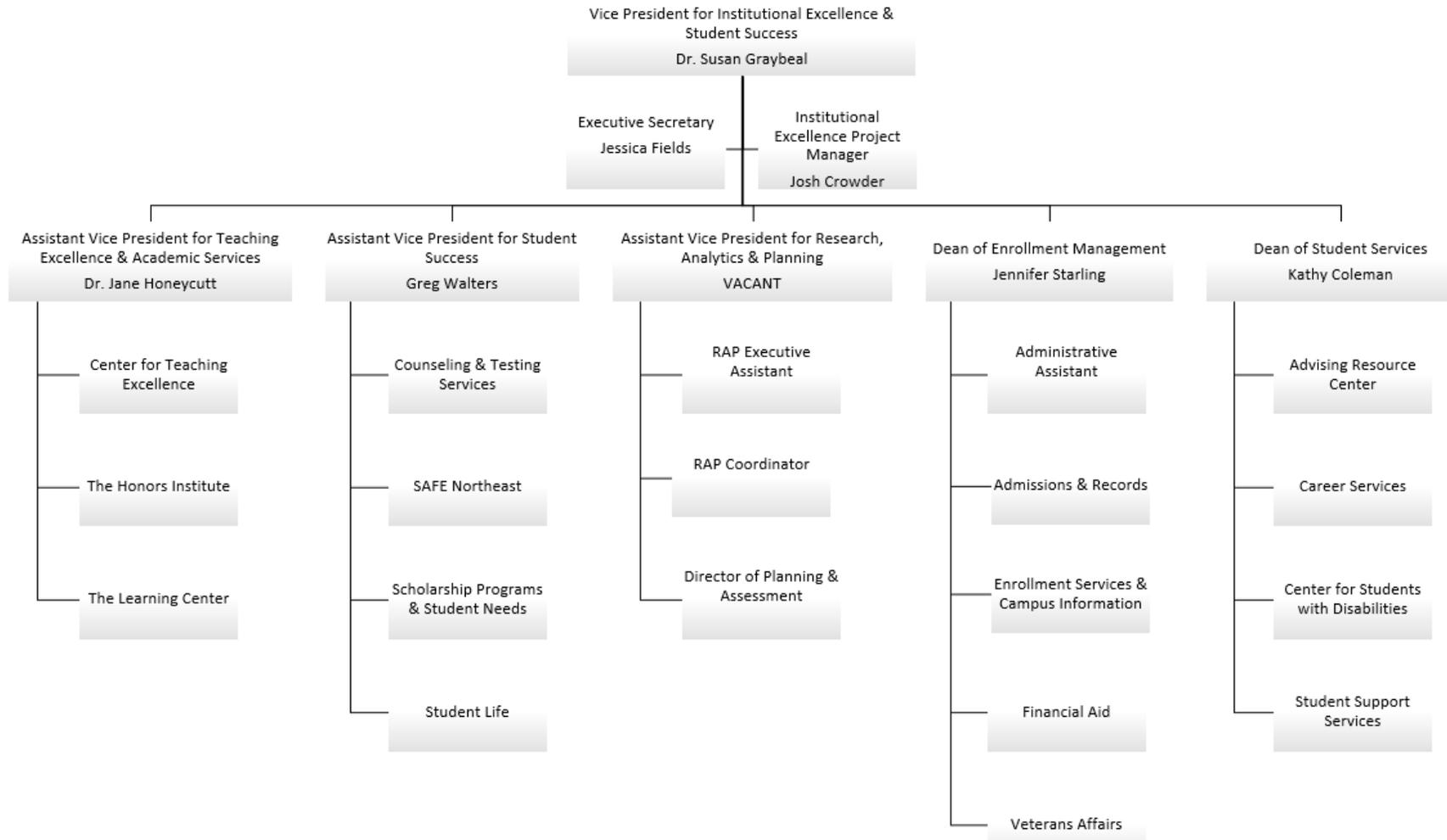
- Center for Teaching Excellence
- Honors Institute
- Keeping Our Promise: Peer Mentoring Grant Program
- The Learning Center

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.)

On January 3, 2019, Dr. Bethany H. Flora shared three overarching institutional priorities—Student Success, Excellence in Programs and Services, and Organizational Health—as she assumed the presidency of Northeast State Community College. To support organizational health, Northeast State is committed to making fiscally responsible and conservative decisions that build reserves and that prepare the campus for future growth. As such, the priority objectives, strategies, and deliverables detailed below are designed as budget-neutral actions.

On April 1, 2019, the College announced a broad organizational restructuring. The offices of Research, Analytics, and Planning (Institutional Effectiveness) and Student Affairs combined under the umbrella of Institutional Excellence and Student Success, with a unit project manager to facilitate data collection. Within the unit, an additional division of Teaching Excellence and Academic Services was created to ensure better coordination of academic and student support services. Existing divisions of Enrollment Management, Student Development, and Student Services remained intact. The functional unit organizational chart is below.

Figure 1. Institutional Excellence and Student Success Organizational Chart



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?

Initially the Core, Data, and Communications teams were established per the ATD framework. After the Student Success Summit, the team memberships were expanded and their purposes reframed to match the College's culture and terminology. Strategy, Research, and Engagement replaced the aforementioned team names, and a collective moniker of Northeast State's Dream Team was utilized. An ATD Year One logic model was developed to guide the team members in plan development, while six volunteer action teams were formed to complete tasks and gather additional data to inform ideas suggested in the Summit's breakout sessions.

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

The three cross-sectional teams had 35 faculty, staff, administrative, and student representatives. An additional 30 campus volunteers were assigned to specific action teams as ad hoc members. Budget managers had the opportunity to include ATD-related program outcomes and budget requests in the 2019-2020 strategic planning and budget process. This allowed the Budget and Sustainability Action Team to pinpoint priorities within a budget-neutral model. Samantha Parrish, a 2019 DREAM Scholar, served on the Strategy Team and led the initiative to survey students concerning barriers to their success.

- C. How was learning shared across teams/areas?

The teams performed assigned tasks independently, then met with the other teams to report, discuss, and make plans based on their findings at full Dream Team meetings. Weekly meetings of the combined Strategy and Engagement teams and of the Research Team were scheduled. A "Dream Team Update" email was sent weekly to all team members with links to agendas, meeting minutes, action items, and resources. The weekly Strategy/Engagement meeting was open to all Dream Team members and ATD coaches via Zoom. Action Teams met as needed. A delegation of 12 team members attended the 2019 DREAM Conference in February. Four team and ad hoc members attended the Teaching and Learning Summit in May.

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

The Engagement Team used email, social media, print materials, an internal cable TV system, and professional development events to disseminate ATD and student success information. This information highlighted data about the College's underserved populations and featured current students and alumni. The Alumni Spotlight, a weekly information graphic on social media, focused on successful alumni. The graphic contained a photo, degree earned, post-graduation details, and an inspirational quote. The team also created talking points for faculty/staff to use when explaining the College's involvement with ATD and its student success efforts.

- 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?

The targeted student populations changed after the Student Success Summit upon completion of the data analyses by the Research Team (e.g., the fall-to-fall retention rate for first generation students was almost the same as the rate for students who were not first generation). Addressing engagement of part-time students across populations became a priority goal.

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.)

Northeast State conducted a Student Success Summit with all College employees on January 7, 2019. The Summit focused on eight subpopulations identified by the Research Team through an initial review of key student success indicators retrieved from the Banner Student Information System. An analysis of results from the Summit breakout sessions informed the selection of three priority target populations: Underprepared Students, First Generation Students, and Pell-eligible Students. Quantitative and qualitative data analysis since the Summit has focused on these priority populations, as well as Students of Color. Barriers to student success were identified through surveys/questionnaires of constituent groups and review of existing survey data (student satisfaction survey, SENSE, CCSSE, etc.). Additional quantitative data was retrieved by institutional research staff as needed to support detailed analyses.

Key Findings:

- Faculty, staff, and students identified communication as a barrier, with students expressing a preference for communication via the D2L learning management system and text messaging, while most institutional communication is sent to college-issued email addresses.
- Among all target populations (underprepared, Pell-eligible, and students of color), retention and completion rates are improving but completion gaps are widening.
 - **Pell-eligible:** Three-year graduation rates have increased from 10.8% for the Fall 2011 cohort to 21.1% for the Fall 2015 cohort, but the gap between Pell-eligible and non-Pell students has increased from 11.5 to 19 percentage points over the same period.
 - **Underprepared:** Three-year graduation rates have increased from 9.7% for the Fall 2011 cohort to 17.2% for the Fall 2015 cohort, but the gap between underprepared and college-ready students has increased from 18.3 to 24.2 percentage points over the same period.
 - **Students of Color:** Three-year graduation rates have increased from 6.4% for the Fall 2011 cohort to 17% for the Fall 2015 cohort, but the gap between white and non-white students has increased from 7.7 to 11.6 percentage points over the same period.

- Student success gaps for first generation students are not as large as expected, and are smaller than other target populations.
 - **First Generation:** NeSCC effectively closed fall-to-fall retention gap between first generation and non-first generation students from 6 percentage points (Fall 2013 cohort) to 0.1 percentage points (Fall 2016 cohort). Although the gap widened slightly for the Fall 2017 cohort (2.3 percentage points), it remains relatively small compared to other populations.
- Both current students and non-returning students identified non-academic factors as their primary barriers to success (work, personal issues, time, finances, etc.).
- Analysis of institutional data from the SENSE and CCSSE surveys revealed that part-time enrollment is the single highest predictor of low engagement. As of Fall 2018, 43.8% of Northeast State students are enrolled part-time.
- TN eCampus consistently has the lowest success rates among all course modalities, with less than 70% of enrollees earning a D or better in TN eCampus courses over the 2017-18 academic year.

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

Table 1. Completed Data Analyses

Area of Analysis	Completed (Y/N)?	Disaggregated Data (Y/N)?	Rationale
Early Momentum Metrics such as credit accumulation 1 st term/year, gateway course completion in 1 st year, term-to-term persistence (specify)	Y	Y	<ul style="list-style-type: none"> • Assess the initial conditions that provide the framework for college success. • Obtain baseline data for improvement efforts related to early momentum metrics. • Identify potential triggers for early intervention. • Based on Community College Research Center and ATD coach recommendations.
Success rates in high enrollment courses	Y	Y	<ul style="list-style-type: none"> • Assess the need for redesign or additional support services for high enrollment, low completion courses. • Obtain baseline data for improvement efforts related to high enrollment, low completion courses. • Identify factors attributing to low course success.

Meta-major/ Program of Study selection	Y	Y	<ul style="list-style-type: none"> Assess selection frequency and success of programs among targeted student populations. Obtain baseline data for improvement efforts related to program recruitment, retention, and completion. Inform holistic advising efforts.
Student voice (Early Engagement metrics like SENSE, focus groups, etc.)	Y	Y/N	<ul style="list-style-type: none"> Obtain direct information from students regarding their experiences at Northeast State. Gain perspective on student barriers, needs, etc. Surveys/questionnaires tied to student IDs are disaggregated. Engagement metrics include CCSSE, SENSE, Student Satisfaction Survey, Non-Returning Student Survey, Student Questionnaire, Student Focus Group during visit by ATD coaches.
Faculty and staff voice (focus groups or surveys)	Y	N	<ul style="list-style-type: none"> Obtain information directly from faculty and staff regarding perceived barriers to student success and strategies for overcoming equity gaps. Inventory current programs and services related to student success initiatives and the point at which each program targets students. Gain staff perspective on ideal business processes related to student success. Metrics include Student Success Summit breakout session results, Student Services Staff Questionnaire, Adjunct Faculty Questionnaire.
Institutional Capacity Assessment (ICAT); Capacity Cafe	Y	N	<ul style="list-style-type: none"> Based on ATD processes recommended at the Kickoff and DREAM Conferences.
Business process mapping	N	N	<ul style="list-style-type: none"> Based on ATD coach recommendation. Process mapping is planned for the implementation phase. ATD teams have already improved processes for New Student Orientation and Non-Returning Students.
Other	Y	N	<ul style="list-style-type: none"> Success rates by course modality. Learning support placement by subject.

Building on the areas of analysis you described in the above table, please address the following questions. (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?

NeSCC's Spring 2019 Non-Returning Student Survey showed the primary reasons that students do not return in subsequent terms are non-academic (personal reasons, work schedule, finances, etc.). This finding is consistent with data from Revealing Institutional Strengths and Challenges (RISC), which surveyed community college students in fall 2017 and 2018 (www.risc.college). Analyses of input from current students reveal a similar list of barriers to persistence and completion (work, time, class availability, and finances). An analysis of gateway Math and English course data confirmed a significant and sustained increase in success rates for all populations corresponding to the implementation of co-requisite remediation and related advising initiatives in 2015. Students of Color are the only ATD target population whose gateway course completion rates remain below the institutional average. The Research Team has reviewed success rates by course and by modality, but additional discussion is needed to identify appropriate "high enrollment" and "low success" thresholds to facilitate deeper analysis.

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

The Research Team identified equity gaps in completion rates for low-income (Pell-eligible) students, underprepared students, first generation students, and students of color, but the gaps for first generation students are less pronounced than for the other populations. As noted above, retention and completion rates are increasing for these populations, likely the result of several Tennessee Board of Regents (TBR) sponsored initiatives implemented in 2015 (TN Promise, 15 to Finish, SAILS, and other High Impact Practices). Even so, retention and completion rates for the overall college population have increased at a faster rate, resulting in wider completion gaps. This trend suggests that existing student success initiatives have not benefitted all student populations to the same degree.

- 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?

NeSCC has not yet mapped out the full student experience, or defined an "ideal" student experience. However, the student panel (focus group) conducted during the ATD Coach visit in April 2019 provided excellent examples of ideal student experiences that have informed this plan. In every instance, student panelists described their most positive experiences in terms of personal growth, increased self-efficacy, and a sense of community or connection to the institution. This input indicates that the institution should focus on building a system of supports that promotes deeper, more meaningful connections with students.

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

The most frequently cited policy, practice, and process barrier identified by all College constituencies was communication, with students expressing a preference for communication via D2L and text messaging. This preference does not align with institutional practices, which emphasize email communication. Other administrative barriers include limited staffing and insufficient knowledge of services available

to students. No specific cultural barriers were identified due to low enrollment of students of color, which limits the College's ability to secure reliable and actionable data. NeSCC's comprehensive inventory of student success initiatives also identified 192 policies, practices, and processes that contribute to student success, with assessments of potential impact and capacity for scaling.

E. What did you learn from the Institutional Capacity Assessment Tool about your strengths and areas that need to be strengthened?

Low participation in NeSCC's ICAT assessment significantly limits the reliability of its results, but the lowest scoring areas (Data & Technology, Equity, and Engagement & Communication) generally align with the results of other assessments and analyses.

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?

NeSCC's Research Team received a variety of data requests during the Discovery year. The Team established scoring criteria to ensure that resources remained focused on analyses with the highest potential to inform the Action Plan. The Team's work in year two will focus on responding to outstanding data questions from the January 2019 Summit; collecting and analyzing remaining items on Team's priority list; and diving deeper into data to support Action Plan implementation and assessment. Items remaining on the priority list include early momentum metrics not previously available from D2L, excess credits at graduation, and average changes of major.

Part-time enrollment is the single highest predictor of low engagement among Northeast State students according to the 2017 CCSSE survey. Although a variety of factors contribute to the CCSSE definition of engagement, a critical component is student interaction with academic and nonacademic support services. Northeast State does not currently track usage of support services by full or part-time enrollment status. During the first year of Action Plan implementation, NeSCC will collect the necessary data to establish a baseline measure of student engagement with support services upon which improvement in part-time student engagement will be measured.

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?

Northeast State's Vision and Values statements provide overarching views of student success from an institutional perspective.

Vision:

Northeast State shall be a premier learning-centered institution whose students and graduates are among the best-prepared individuals to meet current and emerging needs.

Values:

Respect - We value respect and provide an environment of inclusiveness, cooperation, and diversity.

Responsibility - We value responsibility and promote integrity, accountability, and excellence in teaching, learning, and services.

Responsiveness - We value responsiveness and facilitate personal, professional, and economic growth.

Further development of Northeast State’s student success vision will be ongoing during Year Two. During Year One, a student success focus group comprised of student panelists affirmed the College’s Vision and Values statements through descriptions of personal growth, increased self-efficacy, and a sense of community or connection to the institution. The Cultural Change and Systems Integration Action Team will lead development of a statement informed by a student panelist’s summary comment that Northeast State has “prepared me to exceed, not just meet current and emerging needs.”

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.

Table 2. Action Plan Priority Goals

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
1. Increase fall-to-fall retention of first-time freshmen (full-time and part-time) from 55.8% to 57.8%, with targeted retention gains in underprepared, Pell-eligible, and students of color	2015-2025 Strategic Plan – Goal 2. Promote student success through enhanced retention, graduation, and career-development efforts Institutional communication with students lacks clarity and coordination. (Key Finding #1) <ul style="list-style-type: none"> • Communication was the top recurrent theme for all priority populations 	1.1 Identifying and enhancing student communication methods [Update] 1.2 Promoting Strategic Enrollment Management (SEM) [Update] 1.3 Supporting Student Success: Centralization and Programmatic Alignment of Student Services (QEP) [New]	<ul style="list-style-type: none"> ✓ Administrative Reorganization ✓ College Mission, Vision, and Values ✓ Cultural Change and Systems Integration ✓ D2L Culture ✓ President’s Institutional Priorities ✓ Prior Mindset Initiatives Related to ATD ✓ SACSCOC Reaffirmation of Accreditation Process ✓ Student Success Innovators ✓ Student Success Summit

	<p>from the Student Success Summit.</p> <ul style="list-style-type: none"> • Students prefer receiving communication through D2L, text messaging, or face-to-face interactions. <p>In all target populations, some student success metrics are improving but completion gaps are widening. (Key Finding #2)</p> <ul style="list-style-type: none"> • Retention and completion rates for the overall college population have increased at a faster rate. • Existing student success initiatives have not benefitted all student populations to the same degree. <p>Top barriers to student success are generally non-academic, and are similar for current students and non-returning students. (Key Finding #3)</p> <ul style="list-style-type: none"> • Top 3 reasons why students in target populations did not return in Spring 2019 were personal reasons, work schedule, and taking time off from college. 		<ul style="list-style-type: none"> ✓ Student Success Website ✓ Teaching Excellence and Academic Services ✓ TBR Support for HIPs ✓ TBR Support for SEM ✓ Title III Grant Opportunities ✓ Tradition of Innovation
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<p>2. Increase engagement of part-time students</p>	<p>2015-2025 Strategic Plan – Goal 3. Provide quality programs and services that are recognized for Excellence</p> <p>Lack of financial resources is a common barrier to student success. (Key Finding #4)</p> <ul style="list-style-type: none"> • In Fall 2018, 43.3% of Northeast State students were classified as low income (defined as receiving Pell Grant awards). <p>Part-time enrollment is the single highest predictor of low engagement. (Key Finding #5)</p> <ul style="list-style-type: none"> • In Fall 2018, 43.84% of Northeast State students were enrolled part-time. • Students below age 18 or above age 31 had the greatest percentages of part-time students by age group. 	<p>2.1 Expanding part-time student access to academic and student success supports [Update]</p>	<ul style="list-style-type: none"> ✓ Adult Learner Success Initiatives ✓ Curriculum Development and Engagement with Culturally Responsive Practices ✓ Career and Technical Education ✓ Dual Enrollment ✓ Evening Services ✓ Multi-Campus Programs ✓ Northeast State Foundation ✓ Student Success Inventory ✓ Technology and Adaptive Strategies ✓ Tennessee Reconnect Success Plan
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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

Figure 2. Student Success Synergy at Northeast State Community College



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: Increase fall-to-fall retention of first-time freshmen (full-time and part-time) from 55.8% to 57.8%, with targeted retention gains in underprepared, Pell-eligible, and students of color

Table 3. Priority One Key Strategies

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
1.1 Identifying and enhancing student communication methods	1.1.1 Develop New Student Orientation (NSO) Communication Plan Spring 2019 – Plan Development Summer 2019 – NSOs Begin Fall 2019 – Student Messaging Begins	Institutional Excellence and Student Success – Enrollment Services	Deliverable will be scaled to other student populations with purchase of Signal Vine Text Messaging System.	By end of each semester: <ul style="list-style-type: none"> • Number of communications sent to students • Number of students contacted for each type of communication • Number of required actions taken by students after message 	<ul style="list-style-type: none"> • Applicable Technology • Personnel 	<ul style="list-style-type: none"> • Personnel Shifts • Student Contact Information <p>Assigned to Technology and Adaptive Strategies Action Team</p>
	1.1.2 Increase D2L Development and Usage of Specialized Features	Institutional Excellence and Student Success – Teaching Excellence and	Develop a network of D2L trainers in each academic division	By end of each semester: <ul style="list-style-type: none"> • Number of faculty using specialized features 	<ul style="list-style-type: none"> • D2L Culture • Finances • Incentives for Adjunct Faculty Participation 	<ul style="list-style-type: none"> • Budgetary Constraints • D2L Awareness • Logistics • Mindset

	<p>Fall 2019 – Campus-wide Professional Development</p> <p>Spring 2020 – Virtual Learning Communities Established</p>	<p>Academic Services</p> <p>Academic Affairs – Academic Divisions</p> <p>Computer Services – Academic Computing</p>	<p>Scale access to virtual learning communities among student populations</p>	<ul style="list-style-type: none"> • Number of training sessions and participants • Number of students referred to student services • Number of students participating in a virtual learning community 	<ul style="list-style-type: none"> • Marketing • Personnel • Technical Support • Training Materials 	<ul style="list-style-type: none"> • Personnel Shifts • Training Formats and Schedules <p>Assigned to Curriculum Development and Engagement and Technology and Adaptive Strategies Action Teams</p>
	<p>1.1.3 Implement Signal Vine Text Messaging System</p> <p>Summer 2019 – Purchase System</p> <p>Summer 2019 – Implementation and Staff Training</p> <p>Fall 2019 – Student Messaging Begins</p>	<p>Institutional Excellence and Student Success – Enrollment Management</p> <p>Computer Services</p>	<p>At scale by Spring 2020</p>	<p>By end of each semester:</p> <ul style="list-style-type: none"> • Number of texts sent • Number of students contacted • Number of students contacted for each type of communication • Number of required actions taken by students after message <p>Year-to-year comparisons</p>	<ul style="list-style-type: none"> • Applicable Technology • Finances • Marketing • Personnel • Technical Support • Training 	<ul style="list-style-type: none"> • Budgetary Constraints • Mindset • Personnel Shifts • Policy Revisions • Procedures Development • Student Contact Information <p>Assigned to Technology and Adaptive Strategies Action Team</p>

	<p>1.1.4 Create Summer Nudges</p> <p>Summer 2019 – Nudges Begin</p>	<p>Institutional Excellence and Student Success – Enrollment Management</p> <p>Economic and Workforce Development – Community Relations and Marketing</p>	<p>Deliverable will be scaled with purchase of Signal Vine Text Messaging System and through community partnerships.</p>	<p>By end of each Summer semester:</p> <ul style="list-style-type: none"> • Number of nudges sent • Number of students contacted • Number of students contacted for each type of nudge • Number of required actions taken by students after nudge • Number of students who enroll for the Fall Semester contacted by community partners 	<ul style="list-style-type: none"> • Applicable Technology • Branded Nudges • Community Partnerships • Finances • Personnel • Training 	<ul style="list-style-type: none"> • Budgetary Constraints • Market Share • Personnel Shifts • Policy Revisions • Procedures Development • Student Contact Information <p>Assigned to Technology and Adaptive Strategies Action Team</p>
<p>1.2 Supporting Strategic Enrollment Management (SEM)</p>	<p>1.2.1 Synergy with the Strategic Enrollment Management Plan</p> <p>Summer 2019 – SEM Committees Formed</p>	<p>Institutional Excellence and Student Success – Enrollment Management and Research, Analytics & Planning</p>	<p>The Strategic Enrollment Management (SEM) Plan is a multi-year plan focused on retention and recruitment required by the Tennessee</p>	<p>To be determined within the SEM development process</p>	<ul style="list-style-type: none"> • Communications Plan • External Data and Forecasting • Finances • Marketing • Personnel • Student Success Innovators 	<ul style="list-style-type: none"> • Awareness of Services • Budgetary Constraints • Communication • Job Descriptions • Mindset • Personnel Shifts • Policy Revisions • Procedures Development

	Fall 2019 – SEM Plan Developed December 2019 – SEM Plan Submitted to TBR	Academic Affairs – Academic Divisions SEM Committees	Board of Regents (TBR).			Assigned to SEM Steering Committee
	1.2.2 Coordinate Non-Returning Student Survey Data Collection Spring 2019 – Development of Interactive Survey Instrument and Pilot Data Collection	Institutional Excellence and Student Success – Enrollment Management and Research, Analytics & Planning	At scale	After “Last Day to Add” during Spring Semesters: <ul style="list-style-type: none"> • Number of non-graduates not returning from Fall Semester • Qualitative responses obtained by telephone interview • Number of students requesting outreach by student services • Number of students enrolled in subsequent Summer or Fall semesters 	<ul style="list-style-type: none"> • Applicable Technology • Finances • Personnel • Training 	<ul style="list-style-type: none"> • Budgetary Constraints • Personnel Shifts • Student Contact Information Assigned to Technology and Adaptive Strategies Action Team
1.3 Supporting Student	1.3.1 Synergy with the Quality	Institutional Excellence and Student Success	The Quality Enhancement Plan (QEP) is a	To be determined within the QEP process	<ul style="list-style-type: none"> • Communications Plan 	<ul style="list-style-type: none"> • Awareness of Services

<p>Success: Centralization and Programmatic Alignment of Student Services (QEP)</p>	<p>Enhancement Plan</p> <p>Spring 2019 – Topic Selection</p> <p>Fall 2019 – QEP Plan Development Team Formed</p> <p>Spring 2020 – Plan Approval</p>	<p>Academic Affairs</p> <p>QEP Plan Development Team</p>	<p>five-year plan required for SACSCOC Reaffirmation of Accreditation.</p>		<ul style="list-style-type: none"> • Cross-Training Model • Facilities • Finances • Marketing • Personnel 	<ul style="list-style-type: none"> • Budgetary Constraints • Communication • Job Descriptions • Mindset • Personnel Shifts • Policy Revisions • Procedures Development • Space Allocation <p>Assigned to QEP Plan Development Team</p>
	<p>1.3.2 Develop a Northeast State-specific Holistic Advising Model</p> <p>Summer 2019 – Holistic Advising Checklist</p> <p>Summer 2019 – Express Advising and Holistic Advising Appointments</p> <p>Fall 2019 – Academic</p>	<p>Institutional Excellence and Student Success – Advising Resource Center</p> <p>Academic Affairs – Academic Divisions</p>	<p>Fall 2019 – Pilot and Evaluation</p> <p>Spring 2020 – Full Implementation</p>	<p>By end of each semester:</p> <ul style="list-style-type: none"> • Number of advisors trained • Number of students advised using holistic model • Qualitative and quantitative measures of advising experience 	<ul style="list-style-type: none"> • Finances • Personnel • Marketing • Training Materials 	<ul style="list-style-type: none"> • Budget Constraints • Job Descriptions • Mindset • Personnel Shifts • Policy Revisions • Procedures Development • Scheduling <p>Assigned to Cultural Change and Systems Integration Action Team</p>

	Advising Syllabus					
	Fall 2019 – Holistic Advising Training for Faculty/Staff					

Priority Two: Increase engagement of part-time students

Table 4. Priority Two Key Strategies

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
2.1 Expanding part-time student access to academic and student success supports	2.1.1 Promote Awareness of Evening, Online, and Virtual Offerings Fall 2019 – Promotional Campaign Designed Spring 2020 – Promotions Begin	Economic and Workforce Development – Community Relations and Marketing Academic Affairs – Multi-Campus Programs	At scale	By end of each semester: <ul style="list-style-type: none"> • Number of promotional Items produced • Number of courses offered • Number of students enrolled • Completion rates of students in courses Year-to-year comparisons by	<ul style="list-style-type: none"> • Applicable Technology • Available Course Modalities • Finances • Marketing • Student Aid • Student Services 	<ul style="list-style-type: none"> • Advising • Budgetary Constraints • Course Scheduling • Life and Work Conflicts • Student Contact Information Assigned to Curriculum Development and Engagement Action Team

				course modality		
	<p>2.1.2 Increase Availability of Evening Services</p> <p>Spring 2020 – Extended hours of operation for centralized student services</p>	<p>Institutional Excellence and Student Success</p> <p>Academic Affairs – Multi-Campus Programs</p>	<p>Evaluation after Spring 2020 to determine additional needs and hours of operation</p>	<p>By end of each semester:</p> <ul style="list-style-type: none"> • Number of student contacts during evening hours • Qualitative and quantitative measures of services rendered 	<ul style="list-style-type: none"> • Cross-Training Model • Personnel 	<ul style="list-style-type: none"> • Altered Schedules • Awareness of Services • Mindset <p>Assigned to Cultural Change and Systems Integration Action Team</p>
	<p>2.1.3 Pursue Scholarship Opportunities for Part-time Students</p> <p>Fall 2019 – Foundation Board Approval</p> <p>Spring 2020 – Donor Recruitment</p> <p>Fall 2020 – Awards to Part-time Students</p>	<p>President’s Office</p> <p>Northeast State Foundation</p> <p>Institutional Excellence and Student Success – Scholarship Programs and Student Needs</p>	<p>Establishment of scholarships and non-restrictive funds</p>	<p>By end of each academic year:</p> <ul style="list-style-type: none"> • Amount of donations • Number of part-time students awarded scholarships • Number of scholarships established • Qualitative and quantitative measures of scholar experience 	<ul style="list-style-type: none"> • Award Procedures • Donors • Marketing • Needs Analysis • Program Cost Breakdowns • Student Profiles 	<ul style="list-style-type: none"> • Application/Selection Process • Award Criteria • Awareness of Need • Donor Mindset • Foundation Policy • Tuition-Free State Aid Programs <p>Assigned to Cultural Change and Systems Integration Action Team</p>
	<p>2.1.4 Offer EDUC 1030 College</p>	<p>Academic Affairs – Multi-Campus Programs</p>	<p>Scaling based on enrollment</p>	<p>To be determined by estimated enrollment numbers after all</p>	<ul style="list-style-type: none"> • Student Interest in EDUC 1030/ 	<ul style="list-style-type: none"> • Budgetary Constraints • Marketing

	and Lifelong Learning in Dual Enrollment High Schools AY 2019-2020		trends and demand	Dual Enrollment orientation sessions are completed at high schools wishing to offer the EDUC 1030 and INFS 1010 course pairing	INFS 1010 Course Pairing <ul style="list-style-type: none"> • Faculty • Finances 	<ul style="list-style-type: none"> • Required Minimum Enrollment Assigned to Curriculum Development and Engagement Action Team
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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).

Table 5. Results Framework

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)
1. Increase fall-to-fall retention of first-time freshmen (full-time and part-time) from 55.8% to 57.8%, with targeted retention gains in underprepared, Pell-eligible, and students of color Monitor the following student populations: <ul style="list-style-type: none"> • Underprepared 	Retention of first-time freshmen (full-time and part-time) Fall 2018 cohort data will be released by TBR in September 2019. The baseline will be revisited when that information is available. Retention within subpopulations will be tracked as part of the assessment plan.	55.8% (Fall 2017 Cohort) Underprepared: 48.9% Pell-eligible: 50.6% Students of Color: 43.8%	56.8%	57.8%	Continued increase in retention through implementation of QEP and SEM plans through 2024-25

<ul style="list-style-type: none"> • Pell-eligible • Students of Color 					
2. Increase engagement of part-time students	Student interaction with academic and nonacademic support services (CCSSE)	Data Collection (2019-20)	Baseline established	Determined after 2019-20 data collection	Continued increase in engagement through implementation of QEP and SEM plans through 2024-25

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

The Engagement Team will employ email, social media, print materials, an internal cable TV system, and professional development events to disseminate student success information. Since most of the communication efforts will appear on social media and online venues, the analytic tools from these platforms will be helpful to gauge interest in the College’s efforts. Also, surveys will be used at professional development events to judge how the Student Success brand/message is faring. A dedicated website for the brand/message will debut during the 2019 Fall Semester. Progress updates will be scheduled for Fall and Spring Convocations.

B. Evaluation process for identifying opportunities for change, modification, and ongoing improvement

Northeast State will employ formative and summative evaluation processes to assess the effectiveness of plan strategies in accomplishing its student success vision. The Research Team will be responsible for regular review and analysis of Action Plan metrics each semester, in alignment with the monitoring framework identified in Section 7. Research co-chairs will present analyses of key indicators to the Strategy Team, noting which indicators are on target, leading, or lagging expectations. With input from relevant implementation staff, the Strategy Team will identify challenges and opportunities for continuous improvement. Modifications to strategies, activities, and/or implementation methods will be incorporated into ongoing formative assessment processes. At the end of Year Three, the Research Team will conduct a summative analysis of progress indicators to assess the overall effectiveness of Action Plan priorities in meeting stated goals.

C. Alignment of all your student success and equity work

Creating Student Success Synergy (depicted in Figure 2 above) necessitates integration of the Achieving the Dream, Quality Enhancement, and Strategic Enrollment Management plans with the College's renewed commitment to provide clear and timely communications to students across all populations. This collaborative approach is designed to produce multiple positive outcomes. Centralization of the development of these positive outcomes is essential to increase student success at the College. The Dream Team will reorganize to correspond with QEP and SEM structures. New Action Teams scheduled to form in Year Two include Cultural Change and Systems Integration, Technology and Adaptive Strategies, and Curriculum Development and Engagement. These ATD teams, along with the QEP and SEM teams, will assist the organizational units responsible for the plan's deliverables in meeting challenges and maintaining focus on student success. Data will be disaggregated for the three target subpopulations to determine the success of the plan strategies and the narrowing of equity gaps.

- 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 following resources/learning opportunities have been identified to inform Key Strategy 1.3 Supporting Student Success: Centralization and Programmatic Alignment of Student Services (QEP):

- Centralization of Services
- Cost Analysis of Services
- Cross-Training Models
- Facilities and Space Allocation
- Holistic Advising Models
- Job Descriptions
- One-Stop Shops
- Organizational Structure
- Student Success Centers
- Sustainability and Budget-Neutral Models

SUBMITTING YOUR ACTION PLAN

Congratulations on completing your Action Plan. Here are the next steps:

- Submit the Action Plan no later than **June 7, 2019** using the customized individual college link that will be sent to your ATD Core and Research Team Leads.
- Achieving the Dream will work collaboratively with your coaches to provide written feedback on your Action Plan before the start of Academic Year 2019-20 to guide your work.
- If you have any questions about completing or submitting your Action Plan, please contact Ryan Knight, Associate Director of Network Recruitment & Retention at Achieving the Dream, at rknight@achievingthedream.org or 240.450.3845.

Thank you!