SOUTHWEST
TENNESSEE COMMUNITY COLLEGE

southwest.tn.edu

ACADEMIC MASTER PLAN
2021-2025

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Introduction

It gives me great pleasure to share the Southwest Tennessee Community College Academic Master Plan (AMP). Since Southwest is the only community college in Shelby and Fayette counties, it is imperative that we stay abreast of the diverse needs of our community, recognizing that the landscape of higher education should shift to conform to the needs of society, business, and technology. With such challenges and opportunities as declining enrollment, student success and completion objectives, diversity and inclusion considerations, and student mental health needs, to name a few, Southwest must not only be vigilant but also innovative in its approach to addressing these and other issues.

Here at Southwest, we are committed to charging forward and embracing new and fresh ideas that create opportunities for growth and innovation. To combat the many issues and challenges that we face, Southwest must not only connect with our community but also positively impact our community by equipping our students with the necessary training, skills, and knowledge essential in meeting the ever-evolving demands of the workforce and society.

> *"A quality education must be informed and aligned with the surrounding circumstances in an effort to continuously improve our communities."*
>
> *- Dr. Kendricks D. Hooker, Vice President of Academic Affairs*

Southwest's AMP is a dynamic, living, breathing document that will continually evolve as research and outcomes dictate. In creating the document, the collective goal was to produce a comprehensive, integrated plan that takes into consideration a multitude of perspectives and ideas. It reflects the contributions of AMP chairs, priority teams, steering committees, faculty, staff, and students from across the institution who provided valuable and actionable feedback throughout the process. I truly appreciate the talent and dedication of everyone who participated in this initiative. The AMP will play a key role in formalizing Southwest's priorities and provide a roadmap that leads the institution forward.

As Southwest continues its journey to become a top institution for career and technical education and transfer pathways, the AMP will be a guiding resource that helps Southwest achieve the agility necessary to respond swiftly to emerging curriculum changes and the evolving needs of the community it serves and the labor force it fuels. With this guidance, we will serve our students at a higher level, increase the quality of our community engagement and responsiveness, and emerge as a leading post-secondary resource in the Mid-South. All that we do at Southwest is and should be about student success and transforming lives through dream achievement. The AMP reflects this noble mission.

Therefore, I am confident that *our* AMP will provide the structure and guidance Southwest needs to fulfill its mission to provide the residents of Shelby and Fayette counties and other surrounding communities in the Mid-South with an affordable high-quality education that provides opportunities for them to earn an associate degree and other credentials, pursue education at the university level, and enter into rewarding careers.

Vision

Southwest Tennessee Community College will become a national model for technical, career, and transfer education by fostering student success, transforming lives, and increasing the educational level of a diverse community.

Mission*

At Southwest Tennessee Community College, *community* is our middle name. As a teaching, learning, and equity-centered college, our students pursue associate degrees and technical certificates, and engage in workforce development training to prepare them for the demands of an evolving marketplace. Our ability to change and adapt to uplift our students and serve our community makes us unique. At Southwest, we believe everyone deserves an opportunity.

Equity Statement*

Southwest Tennessee Community College affirms its commitment to equity, inclusion and supporting the success of all our community members. We strive to create a campus culture where each individual, including students, staff, and faculty can thrive.

*Pending TBR Approval

Values

As a college community, the faculty and staff of Southwest Tennessee Community College are committed to the following values as guides for their professional practice:
· Learning
· Student success
· Academic excellence
· The uniqueness and worth of each individual
· Dedicated faculty and staff
· Responsible learners
· Diversity
· Personalized instruction and hands-on learning
· Open communication, teamwork, and participatory management
· Academic freedom
· Ethical and professional behavior
· Community involvement
· Continuous improvement

About
Southwest Tennessee Community College

Since its establishment in July 2000, Southwest Tennessee Community College has melded the legacies of two institutions into a twenty-first century college that truly is greater than the sum of its parts. The College's two main campuses serve a population of more than 650,000 residents in a five-mile radius of either location. Southwest's various locations make getting a degree more convenient.

Macon Cove Campus
5983 Macon Cove, Memphis, TN 38134
Southwest's intensive technology programs are based at the Macon Cove Campus, located off the I-40 and I-240 expressways in the eastern part of the city. The campus hosts multiple partnerships, alliances, licensing and certification programs, service grants, and extensive computer training facilities that serve both students and community. Macon Cove's 100-acre campus offers a suburban ambiance, enhanced by a quiet lake that provides year-round habitat for ducks and other waterfowl, as well as its proximity to the Wolf River and Shelby Farms, one of the largest urban green spaces in the United States.

Union Avenue Campus
737 Union Avenue, Memphis, TN 38103
Convenient to downtown and Midtown Memphis, the Union Avenue Campus hosts allied health sciences and nursing programs and a fine arts program complete with a well-equipped theater. The Union Avenue Campus is the original home of the Saluqi men's and women's basketball teams, which have brought national attention to the College over the years and much enjoyment to students and other local sports fans. The intercollegiate sports program includes men's baseball and women's softball teams, which also have fielded top teams. The campus's strategic location places it within the Memphis Medical District.

With various locations throughout Shelby and Fayette Counties, higher education through Southwest is very accessible.

- **Fayette Site -** 214 Lakeview Road, Somerville, TN 38068
- **Gill Center -** 3833 Mountain Terrace, Memphis, TN 38127
- **Maxine A. Smith Center -** 8800 East Shelby Drive, Memphis, TN 38125
- **Millington Center -** 6500 Navy Road, Millington, TN 38053
- **Whitehaven Center -** 1234 Finley Road, Memphis, TN 38116

Southwest offers more than 100 programs of study that lead to as many as 27 university transfer and career associate degrees, and more than 20 technical certificates. Greatly expanded technological capability reaches into every corner of the College, including registration and classes via Internet, intra-college communications, and programs that give students skills for careers that are new today or coming tomorrow.

B. MAP: SOUTHWEST DISTRICT/SERVICE AREA

Southwest serves the counties of Shelby and Fayette County in Southwest Tennessee.

Shelby 95%

Fayette 3%
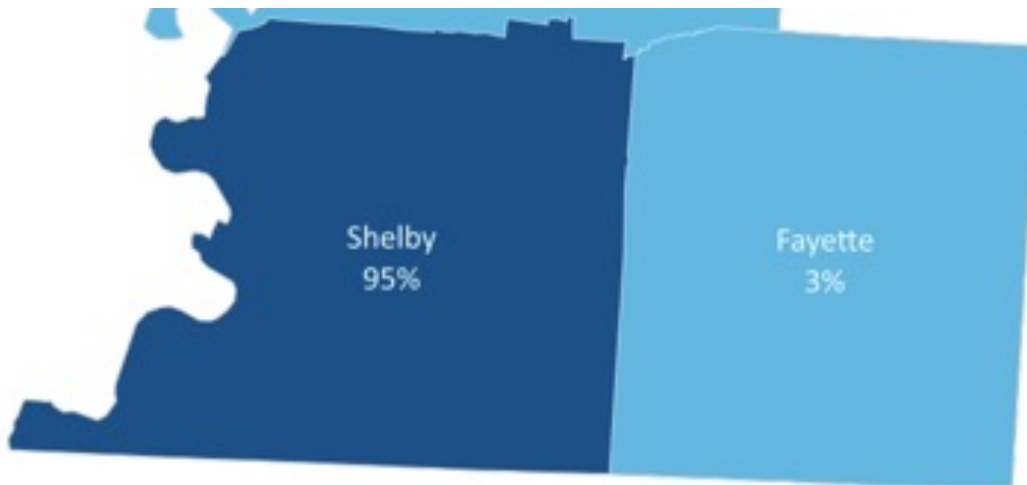
Among all Southwest students enrolled in fall 2021, 95% were from Shelby County.

Heat Map of 2019 Freshman by Zip Code for Service Area

C. DEMOGRAPHICS AND AREA OF STUDY OF SOUTHWEST STUDENTS

Headcount	FTE	Full-time	Part-time	20 or Fewer	21 to 24	25 to 34	35 Plus
7377	4343	3041	4336	3793	1165	1355	1064

Females	Males	Alaskan	American Indian	Asian	Black	Hispanic	White	Unclassified
4765	2612	7	94	228	4565	609	1756	118

	20 or Fewer Headcount		21 to 24 Headcount		25 to 34 Headcount		35 Plus Headcount		Total Headcount	
Associate	2663		1057		1208		956		5884	
Certificate	89		50		77		52		268	
Non-Degree	1041		58		70		56		1225	
Total	3793		1165		1355		1064		7377	

Graduation rate: including leading/trailing areas of study

GRADUATION RATE: INCLUDING LEADING/TRAILING AREAS OF STUDY

Graduation Rate from Southwest Tennessee Community College

● Graduation Rate from Home College ● Graduation Rate from Any TBR College

Year	Home College	Any TBR College
2014	10.5%	10.6%
2015	11.3%	11.4%
2016	13.5%	13.7%
2017	11.7%	11.9%
2018	15.4%	15.5%
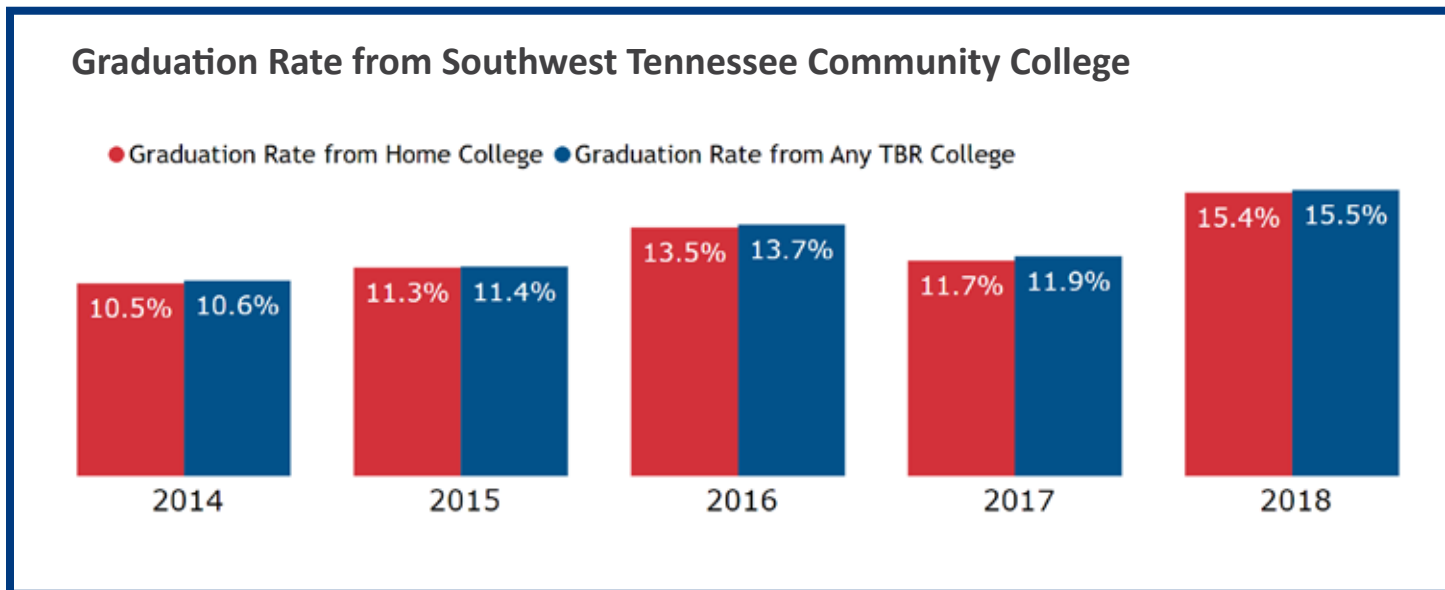
D. ENROLLMENT (2016-2021):

Fall Semester	Headcount	FTE
2016	8,472	5,626
2017	9,103	6,088
2018	9,496	6,142
2019	9,653	6,049
2020	7,811	4,865
2021	7,377	4,343

Defining The Southwest Way

Southwest Tennessee Community College is a mid-sized, urban institution, located in Memphis, Tennessee, which is one of the poorest U.S. Metropolitan Statistical Areas. In 2015, Dr. Tracy D. Hall became president and initiated a re-organization to modernize and build a structure to optimize student supports to address a seven-year decline in enrollment. In 2016, Southwest joined Achieving the Dream (ATD), which is a national education reform network that leads colleges through a transformative, evidence-based change process designed to enable more students who are typically underserved to earn credentials.

As a part of Southwest's work with ATD, the College began the Redesign, Reinvent, and Reset Southwest movement. President Hall charged the College to develop a "big audacious goal" of redesigning itself with student-centered processes. Twenty-two committees examined best practices from around the nation focusing on equity and student success. The recommendations were folded into the College's Focus 2020 Strategic Plan and given budget consideration.

As a result of this redesign, Southwest hired its first full-time Mental Health Counselor and Social Service Coordinator to support students to overcome barriers and stay in college. A triangular network of Professional Academic Advising, Career Advising, and Faculty Mentoring was developed which employed intrusive and proactive advising coupled with career coaching and faculty mentoring. Additionally, data was analyzed surrounding Early Alerts, Tutoring, and Academic Progress Reporting, and the results yielded a move towards more intentional academic support. This work resulted in significant gains in hours attempted versus hours earned and in four-year completion. By simply changing the deadline for graduation applications from the semester prior to graduation to just before the end of the semester in which a student intends to complete, the four-year graduation rate moved from 7% for the 2011 cohort to 11% for the 2014 cohort, and the 2016 cohort was 13.7%.

Beginning in 2019, Southwest began to engage in a deep examination of course delivery, including course design, instruction, and assessment from a lens of equity. Teaching and Learning encompasses the primary mission of the College, and Southwest's commitment to closing opportunity gaps is our moral and financial imperative. The impact of this work is evidenced by an increase in the percentage of earned versus attempted hours over the four-year period:

- The largest percentage point and raw number gain was seven percentage points and occurred in first-generation students and veterans over the four-year period.
- The gap for Pell eligible students was narrowed by 50% from six to three percentage points.
- The achievement gap between Black and White students narrowed from ten to eight percentage points.
- The gap between Black and Hispanic students was reduced from eleven to seven percentage points.
- The overall percentage of attempted versus earned hours increased five percentage points from 72% to 77%.

These outcomes led to Southwest being selected as an Achieving the Dream Leader College in February 2020.

Southwest again received national recognition in January 2021 by winning the prestigious Bellwether Award in the category of Planning, Governance, and Finance. Bellwether Award recipients represent leading community colleges whose outstanding and innovative programs and practices were selected among competitive submissions as exemplary. Southwest's submission, *Redesign, Reinvent, and Reset: Organizing for Large Scale Systemic Change,* focuses on the progressive, scaffolding reform work the College initiated as an Achieving the Dream Leader College to transform the student experience and improve student-centered processes.

Equity is the Center of Student Success at Southwest

The student success work taking place at Southwest is rooted in the Achieving the Dream Institutional Capacity Framework. By building capacity in these seven areas, we become a stronger institution and are better equipped to support equitable student success. This framework allows the institution to improve continuously through planning and assessment. At Southwest we have intentionally built equity into the center of this work. A majority of our students represent groups of promise that have typically been underserved by higher education. In order to best serve our students, we must consider equity in every regard of governance and decision-making. Equity is examined in a multitude of ways such as course delivery, policy revisions, governance structure, and is at the forefront of all strategic planning discussions. Equity at Southwest is achieved not only through providing student support, but also through action towards justice for all.

Student Success
Making Connections

The student success work taking place at Southwest is rooted in the Achieving the Dream Institutional Capacity Framework. By building capacity in these seven areas we become a stronger institution and are greater equipped to support equitable student success. This framework also allows the institution to continuously improve through planning and assessment.

Teaching & Learning
- Gatekeeper Fellows
- High Impact Practices
- Open Educational Resources
- Culturally Responsive Teaching
- Professional Development
- Adjunct Faculty Support

Equity & Inclusion
- Title III
- E & I Practitioner

E&I has been infused into all parts of this framework

Strategy & Planning
- TBR Strategic Plan
- College Strategic Plan
- IE Planning
- Academic Master Plan
- Strategic Enrollment Management Plan
- Reimagine Southwest

Equitable Student Success at Southwest

Engagement & Communication
- Governance Councils
- Website redesign
- Technology to engage through enrollment and onboarding

Policies & Practices
- Equity Audit
- Process Review Jamboree

Leadership & Vision
- Student Success Council
- Professional Development

Data & Technology
- Data Program Review
- Accreditation
- Dashboards and web presence
- Data consistency
- Laptop program
- Classroom Technology

College Governance and Integrated Strategic Planning

At Southwest we leverage our College Governance Structure to build capacity to support student success.
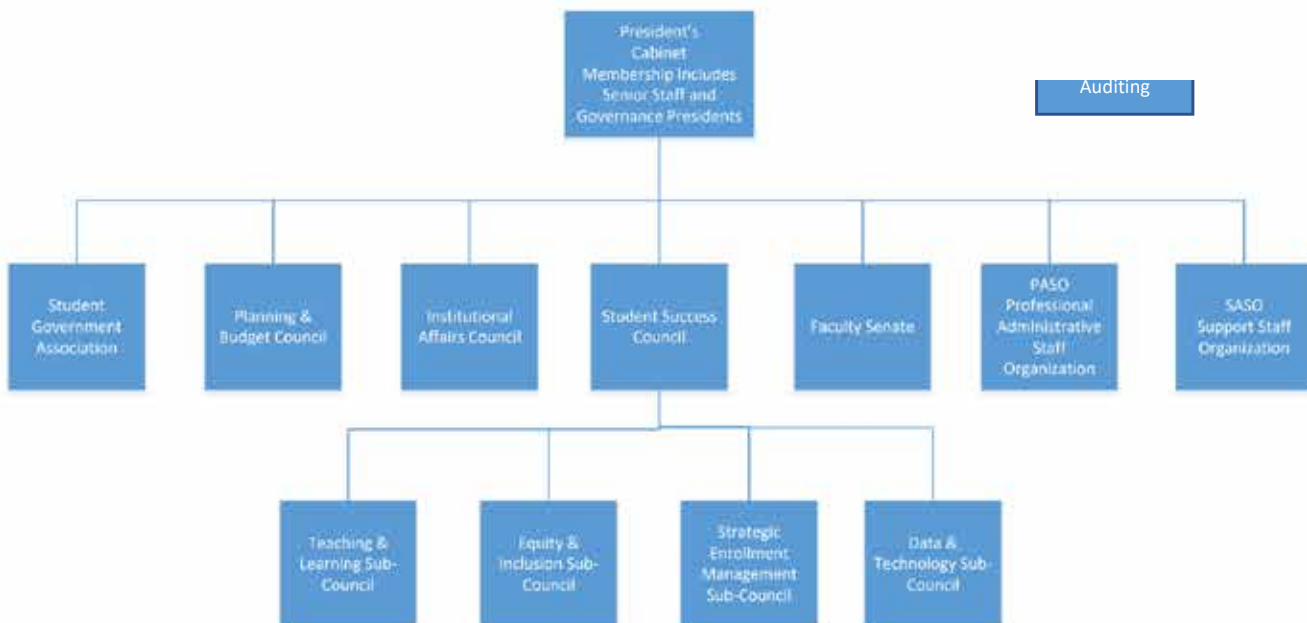
Planning and Budget Council

One key governance council that supports integrated strategic planning is the Planning and Budget Council (PBC). The PBC's mission is to ensure that all college plans are integrated to ensure maximum efficiency, effectiveness, and budget alignment. Members include employees who are involved in the development/implementation of the following College plans: Academic Master Plan, Reimagine Southwest, Facilities Master Plan, Human Resources Plan, Strategic Enrollment Management Plan, and Marketing and Communications Plan. The PBC then works to ensure these plans are adequately represented in the strategic plan and budget allocation process. Once the new strategic plan is implemented beginning 2022-2023, the College's PBC will review the plan to aid in establishing budget priorities for implementation.

Planning and Budget Council (PBC)

E. **Southwest President's Cabinet: Purpose and Members**
The purpose of the President's Cabinet is to share information with College leadership to ensure that all are aware of changes and actions taken at the College. This includes policy changes and updates. Once policies have been vetted in either the Student Success Council (SSC) or the Institutional Affairs Council (IAC) the President's Cabinet will review and vote before submitting to Senior Staff for final approval.

The Cabinet consists of members of Senior Staff and the presidents of the College's governance bodies:
· Student Government Association
· Faculty Senate
· Professional Administrative Staff Organization (PASO)
· Support Staff Organization (SSO)
· Student Success Council Director and sub-council Chairs
· Institutional Affairs Council Directors
· Planning and Budget Council Chairs

F. **Tennessee Board of Regents**
Southwest is a member of the State University and Community College System of Tennessee under the governance of the Tennessee Board of Regents (TBR).

Assessment of the Academic Master Plan

The Academic Master Plan (AMP) is integrated into the Focus 2025 Strategic Plan which represents Southwest's compliance with SACSCOC Core Requirement 7.1 that requires the college to engage in an "ongoing, comprehensive, and integrated research-based planning and evaluation process that (a) focuses on institutional quality and effectiveness and (b) incorporates a systematic review of institutional goals and outcomes consistent with its mission." Additionally, the AMP will be monitored through the Institutional Effectiveness Planning Cycle. Updates and reviews will regularly be scheduled to satisfy our commitment to continuous improvement. The following are related SACSCOC standards associated with the AMP that will be reviewed and monitored regularly:

6.5 – Faculty Development: The institution provides ongoing professional development for faculty members as teachers, scholars, and practitioners, consistent with the institutional mission.

7.1 – Institutional Planning and Effectiveness: The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes that (a) focus on institutional quality and effectiveness and (b) incorporate a systematic review of institutional goals and outcomes consistent with its mission. (Institutional planning)

8.1 – Student Achievement: The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement)

8.2 – Expected Outcomes: The institution identifies expected outcomes, assesses the extent to which it achieves these outcomes, and provides evidence of seeking improvement based on analysis of the results in the areas below:

    a. Student learning outcomes for each of its educational programs. (Student outcomes: educational programs)

    b. Student learning outcomes for collegiate-level general education competencies of its undergraduate degree programs. (Student outcomes: general education)

    c. Academic and student services that support student success. (Student outcomes: academic and student services)

9.1 – Program Content: Educational programs (a) embody a coherent course of study, (b) are compatible with the stated mission and goals of the institution and (c) are based upon fields of study appropriate to higher education.

10.4 – Academic Governance: The institution (a) publishes and implements policies on the authority of faculty in academic and governance matters, (b) demonstrates that educational programs for which academic credit is awarded are approved consistent with institutional policy, and (c) places primary responsibility for the content, quality, and effectiveness of the curriculum with its faculty.

11.1 – Library and Learning/Information Resources: The institution provides adequate and appropriate library and learning/information resources, services, and support for its mission.

12.1 – Student Support Services: The institution provides appropriate academic and student support programs, services, and activities consistent with its mission.

Academic Master Plan

Upon his arrival in October 2020, President Hall charged Dr. Kendricks D. Hooker, Vice President of Academic Affairs, with developing an Academic Master Plan. The plan was needed to thoroughly review Southwest's programs, practices, and priorities and define its future focus based on the College's mission, vision, and strategic goals.

The goal of the Academic Master Plan is to ensure that the mission, vision, and core values of Southwest are strategically fulfilled through planning and implementation. It will focus on data-driven outcomes that will sustain and advance our long-term goals. The AMP affirms our commitment to teaching and learning as it will clearly articulate a shared, cohesive vision regarding our academic direction that is inclusive of our opportunities and aspirations for Southwest.

As with most planning documents, the AMP will be regularly monitored and updated to ensure it aligns with the needs and best interests of our College community. Updates on this plan will be shared with the College via forums, the AMP SharePoint site, and in the Academic Affairs Newsletters.

The AMP will allow us to collectively identify priorities where we need to focus our student success efforts for the next five years while presenting an environmental scan consisting of workforce and occupational data for the Mid-South area. It will allow input from the community, students, and employees. It will aid in identifying innovative programs to better serve our community and industry partners. The plan will also guide budgetary and resource allocations associated with the strategies and the recommended new programs. Finally, it will ensure we have a system of continuous improvement that will enable Southwest to continue keeping equitable student success at the forefront of our operations.

Development of the Plan

After an Academic Master Plan Kick-Off Meeting that included all Academic Affairs Leadership and key partners from across the College, Dr. Hooker hosted small group (approximately 12 per group) conversations with constituents from across the College to discuss the future of academics, student support, and to strategize on emerging priorities. The team also sent a survey College-wide to all employees and students and to Advisory Boards to garner input. This research resulted in the following emerging priorities for the AMP:

· Program Process Improvement
· Efficiency and Effectiveness in Operations
· Diversify Academic Portfolio
· Enhance Community Engagement and Collaborative Partnerships for Student Success
· Excellence in Teaching and Learning
    o Online Learning
    o Equity Focused Instruction and Opportunity Gaps
    o SLOs/Assessments

· Enhancing Student Support and Experiences

These priorities were shared at a College-wide forum in November 2020. Also, during this time, Institutional Effectiveness and Research (IE/IR) worked with each Department Chair to complete a program review to establish a baseline reporting level. The goal of the academic program review (APR) is to document and analyze ways in which programs are serving our community and fulfilling the institutional mission. APR allows for an opportunity for self-reflection and self-correction. This opportunity is unlike the procedures or processes maintained by external reviewers or accreditors. Southwest used the 2020-21 academic year as a baseline for all academic programs with the understanding that each program will be staggered on a three-year timeline moving forward. APR will typically begin in mid-August and end in April of an academic year.

The Southwest APR has twelve areas for each program to examine. Those areas are: Prior APR; Curriculum and Assessment Mapping; Evidence of Student Learning; Student Satisfaction; Faculty Usage and Development; Financial Sustainability; Recruitment, Enrollment, Retention, and Graduation; Class Offerings; Industry

Trends and Innovations; Competitors; Employment Forecasts; and Recommendations and Next Actions. Multiple data sources are used to provide information for each of those areas. Those data sources assist in contextualizing the narratives to specific actions or content of each program. The Office of Institutional Effectiveness and Research supports each area with a data document that allows for curriculum mapping, outcomes mapping, evidence of student learning, and analysis of program financials. Consequently, data related to program enrollment, drop/failure/withdrawals, grade distribution, course enrollments, and percentage of full-time faculty are provided for the program's review.

With APR data, Academic Affairs leadership then began to explore new programs of promise and how to best support existing programs. Emsi labor market data was used in this examination to analyze current employment needs in the greater Memphis area. Additionally, Southwest has collaborated with the areas' Chambers of Commerce and business and industry to further identify workforce needs. This collaboration has ultimately culminated in the development of a workforce training center that aligns with industry partners and community organizations to provide quality training and nurture the skills needed for today's jobs and those of the future.

Timeline
(Fall 2020-Spring 2026)

October 2020
- Academic Master Plan Kick-off Meeting
- VPAA held over 20 Small Group Campus Conversations with Faculty, Staff, Administrators, Students, and Advisory Boards to discuss the AMP and identify priorities
- IE Planning Begins

November 2020
- College wide survey was administered
- Advisory Boards were surveyed
- Department Chairs meet with VPAA to review program metrics

January 2021
- Announcement and volunteer sign-ups for AMP Priority Teams and leadership roles
- AMP Faculty Co-Chairs announced
- AMP Priority Teams and Chairs announced

February 2021
- AMP Priority Teams begin researching best practices and gathering feedback
- Program Review Training for Academic Affairs Leadership

March 2021
- College-wide forum on AMP Priority Teams

April 2021
- Priority Teams submit reports on their findings and recommendations for the AMP

May 2021
- College wide forum where AMP Priority Team Chairs present their findings and recommendations

July 2021
- Program Review reports are due from each Department

- AMP reports finalized and submitted for review at each level: Executive Committee, Steering Committee, and Priority Teams

2021-2022
- Academic Program Review begins
- Deep Examination of Priority 3- Diversity Academic Portfolio
  - Examination of new and existing programs
  - New program development
  - Program delivery-accelerated
- Development of a Career and Technical Education Training Center

Fall 2022 and Beyond
- Full Academic Master Plan shared with the College community
- Implementation and annual review will begin

Academic Master Plan Priorities

With equitable student success at the center of operations, the College community identified the following areas as priorities in the Academic Master Plan (2021-2026):

1. Program Process Improvement
2. Efficiency and Effectiveness in Operations
3. Diversify Academic Portfolio
4. Enhance Community Engagement and Collaborative Partnerships for Student Success
5. Excellence in Teaching and Learning: Online Learning, Equity Focused Instruction and Opportunity Gaps, Student Learning Outcomes and Assessments
6. Enhancing Student Support and Experiences

The priorities were developed from feedback provided by the College community through forums, surveys, divisional and departmental strategic planning efforts, and the AMP Priority Committees who met throughout the spring 2021 semester. Each priority provides an introduction and a short review of the best practices and data that were examined in developing this priority. Next, there are recommendations derived from the reports the priority committees submitted and departmental leaders' strategic vision for each functional area.

For more information on each of the priority team's findings, please see the links to the SharePoint site at the end of this document where the full reports can be examined.

Priority 1: Program Process Improvement

Introduction
The Academic Master Plan Program Process Improvement committee was formed to develop a consistent and efficient process for assessing and evaluating current Southwest Tennessee Community College programs. For years 2021- 2025, the committee outlined a strategy for institutional, divisional, and departmental program review schedules, including program institutional effectiveness (IE) planning, livable wage assessment, and community need. In addition, the committee provides recommendations for the formation of a college-level Community Advisory Board (CAB) and essential (soft) skills institutional student learning outcome (I-SLO). Each strategy incorporates a goal, stakeholders, and assessment methodology. These goals will provide students with a successful education and career-driven path and local community members with investment in and knowledge of the institution.

Best Practices
The committee's strategies were designed by reviewing other colleges' best practices, processes, and procedures. The institutions and documents reviewed were Montgomery College, Maryland; Blue Mountain Community College, Oregon; and the Universal Pathway to Employment Project (UPEP) from Pellissippi State Community College, Tennessee.

Recommendations
1. Develop a Cyclic Schedule for Academic Program Reviews (APR) This process began in fall 2021.
• **Individual Program IE Planning (Annually)** - The repository for individual program IE Plans is Campus Labs. IE Plans will be reviewed at the Department level, and direct assessment data (course SLOs, Major Field Exit Exams, Graduation Rates, etc.) will be included in the planning documents.

• **Internal Academic Program Review (third year)** - The repository for Academic Program Review data is Campus Labs. APRs will be reviewed at the division and department levels. Direct assessment data will come from 2-3 years of prior IE plans, curriculum review, 4-year college and tailored articulations with AAS programs, TCAT program transfer articulation to Southwest, livable wage economics, community need assessment, and student success metrics (FTE, SLOs, MFEE, Graduation rates, transfers, etc.) APR input in January with completion in June (year 3).

• **Departmental Course Reviews (fourth year)** - Combined course data (sections) will be evaluated for A/B/C and D/W/F/FA for years 1-3 to measure student success. Enrolled students, students participating in the course SLO exam, SLO results, and review of SLO questions will be managed by the teaching faculty. Comparisons of online, traditional, and hybrid teaching formats with the same assessment data will be made. Additionally, the success of students taking courses with embedded High Impact Practices will be compared to those that do not have HIPs. Equity and Opportunity Gaps will be evaluated by course. Institutional Effectiveness and Research provides prior 3-years of data to the department in August (year 4). Teaching faculty make curriculum recommendations to the Department Head or Program Coordinator for planning purposes in October.

• **External Program Reviews (year 5)** - Includes all IE Planning, APR, DCRs, and supporting documents for external auditors' evaluation. Completion of self-study documents in January with TBR external academic audits occurring in March-April (year 5). Individual accrediting bodies will have their schedule for the review of specialized/licensing programs. Planning and input occur in October and then assessment occurs in the following May.

2. Establish a Community Advisory Board. The committee recommends forming a Community Advisory Board (CAB) to work with Southwest Faculty Senate and Administrative Leaders on local and regional career/education needs. The CAB would be a separate entity from the Southwest Foundation and the Tennessee Board of Regents. The CAB should have direct links on the Southwest website with member bios and contact information. The CAB should be diverse, including women and minority business, political, and educational leaders.

3. Establish Institutional Student Learning Outcome for Essential Skills (Institutional – SLO). The committee agreed that this is an area where improvement can be made across the College and that every student needs to have essential skills training whether pursuing a career or a transfer opportunity. We recommend that soft skills training be considered an Institutional Student Learning Outcome (I-SLO).

Priority 2: Efficiency and Effectiveness in Operations

Introduction:

The Efficiency and Effectiveness in Operations Committee of the Academic Master Plan focuses on succession planning, chatbot, predictive data, and policy analysis. Each of the areas mentioned ensures that Southwest Tennessee Community College positions itself to minimize disruptions related to potential vacancies, a continuous review of policies, and ensuring that the institution meets the needs of our students.

Best Practices

To accomplish the committee's objectives, the committee evaluated the best practices of multiple institutions such as Georgia State University and Completion by Design's Four Pillars of Guided Pathways. As a result, the committee was able to provide recommendations and potential challenges for the areas outlined.

Recommendations

1. **Develop Structured Process for Succession Planning.** Succession planning is critical to Southwest's long-term well-being. One of the College's responsibilities is to identify those who demonstrate the characteristics to become part of the next generation of leaders. Succession planning evaluates the day-to-day impact of the position, so that, if left vacant, there are strong candidates in place to fill the role immediately. Succession planning increases the diversity of the workforce, organizational stability, and retention and recruitment. Succession planning aims to create a talent pool of internal candidates to fill critical positions when an opening occurs. Not participating in succession planning can lead to employees assuming leadership training to prepare them for another institution.

   The committee recommends a formalized process with succession planning tracks for leadership and staff positions. The current Leadership Academy should be incorporated into the development track to provide a pathway to prepare employees for the next stage of their career. This recommendation is currently in process as an outcome of the Human Resources ATD redesign work.

2. **Explore and Invest in Chatbot on Website.** The committee strongly feels that adding an Ocelot chatbot to the Southwest website would greatly enhance the customer service at the College by providing immediate responses to frequently asked questions which would minimize frustrating web searches or unanswered phone calls and emails from students. It would also reduce the number of calls and emails to student services by providing guidance and an immediate response to commonly asked questions. A chatbot feature on the website is student-focused and clearly supports the overall mission and goal of the efforts to redesign and reinvent Southwest.

3. **Implement the use of Predictive Data and Strengthen Institutional Data Capacity.** Using predictive data will improve Southwest's enrollment, retention, and student engagement by using the data to anticipate challenges. The committee recommends the adoption of predictive analytics and the development of dashboards for access and democratization of data. The

committee also recommended that there be a College wide effort to train faculty and staff on what data is available, how to ask for correct data, and how to use and interpret data along with the development of an institutional data dictionary. The committee recommends specific focus on

professional development for faculty in identifying curriculum gaps and appointing a data coordinator from each academic division to support and streamline the data process. This work began with our student success work and is ongoing annually.

4. **Perform Policy Analysis during the 2022-2023 year**. The goal of policy, process, and procedure analysis is to evaluate existing policies, processes, and procedures against their ability to achieve the strategic goals of the institution. Policies, processes, and procedures are not inflexible or unchanging documents but rather living documents whose core remains the same while the details change to fit the needs of the College in a timely and responsive way. This analysis encompasses the identification of issues and determines how best to successfully mitigate a solution. Similarly, with an institutional focus on equity and inclusion, all policies, practices,

programs, and services should be reviewed to ensure equity is at the forefront. Language surrounding gender and race within applications, handbook, and policies should also be considered when under review.

In addition to the policy analysis, the committee recommends that a statement be incorporated into the College's Policy Preparation Guidelines that all policies should be reviewed at least every three years for currency. All Academic Affairs policies will be reviewed and updated within the 2022-2023 year. The committee also recommends that the College procure an online system to manage policies, processes, and procedures. This will foster an environment of operational transparency that supports the College community involvement in the development and revision process which is key to creating a sense of ownership and the development of a uniform body of knowledge when serving customers.

Priority 3: Diversify Academic Portfolio

Introduction:
The goal of this committee was to explore opportunities for growth in both the community and the College, and to recommend programs to meet those needs. To do so, the committee investigated community needs in the greater Memphis area, as well as needs of our current students. The committee also researched programs from other colleges to help develop the recommendations.

Best Practices
In support of our mission, to help "our students pursue associate degrees and technical certificates and engage in workforce development training to prepare them for the demands of an evolving marketplace," the committee's strategies were designed by reviewing local educational needs and other colleges' best practices, processes, and procedures. The committee compared local and regional educational offerings and reviewed the Bureau of Labor Statistics, U.S. Department of Labor, Occupational Outlook Handbook along with scholarly articles supporting best practices. Additionally, Southwest utilized Emsi data and has routinely met with business and industry to ensure that current and future programs offerings are aligned with workforce needs. As a result of the information gathered and based upon discussions with business and industry, the following have been recommended:

Recommendations
Explore New Programs of Promise- During the 2021-2022 academic year, Academic Affairs engaged in a broad study assessing current programs and programs of promise. The following Comprehensive Program Plan (internal document) was developed during this time and will be reviewed by the Dean's Council and updated regularly.

Based upon research regarding emerging industries and labor market trends, the following broad programming categories should be explored as possible additions to the College's academic portfolio:

Program:	Proposed Implementation Date:
Business & Technologies:	
· Building Automated Systems Technical Certificate	Spring 2023
· Robotronics Certificate	Spring 2023
Health Sciences:	
· Cardiac Medical Diagnostic Sonography	Spring 2023
· Cell & Molecular Biotechnology Technical Certificate	Spring 2023
· Clinical Medical Assistant (Workforce Solutions)	Fall 2023
· Dental Assisting (Workforce Solutions)	Fall 2023
· Dental Hygiene AAS	Fall 2024
· Dialysis Technical Certificate	Spring 2023
· Funeral Service/Cremation Certificate	Spring 2023
· Massage Therapy Technical Certificate	Spring 2023
· Medical Laboratory Assistant	Fall 2023
· Quality in Long Term Services Technical Certificate	Spring 2024
· Surgical Technical AAS	Spring 2024
Humanities, Fine Arts, Social Sciences and Mathematics:	
· Commercial Music AAS and Technical Certificate	Fall 2023
· Digital Photography Technical Certificate	Fall 2023
· Graphic Arts Technology with concentration in Game Art & Design	Fall 2023
· Grief and Bereavement Technical Certificate	Fall 2023
· Technical Writing Technical Certificate	Fall 2023
· Translation Technical Certificate	Fall 2023
· Paraprofessional Technical Certificate	Spring 2023
· Public Safety Technical Certificate- Criminal Justice	Spring 2023

1. **Enhance Existing programs -** Southwest will continue to enhance and scale programs in an effort to provide a pipeline of talent to meet workforce demands. Greater investment in marketing, staffing, equipment, and partnerships will be made to enhance these existing programs.

Program:
Business and Technologies
· Administrative Professional Technology- Medical Office Technology
· Advanced Machining Technical Certificate
· Automotive Technology
· Business, Logistics & Transportation Management
· Hospitality Management and Culinary Arts
· Mechanical Engineering Technology, Mechanical Design Concentration, AAS
· Mechatronics Technology Technical Certificate
· Paralegal Studies
· CNC Operator Technical Certificate
Health and Natural Sciences:
· Agriculture Tennessee Transfer Pathway
· Biotechnology Technician AAS
· Emergency Medical Services
· Funeral Services
· Medical Laboratory Technician
· Nursing
· Pharmacy Technology
· Physical Therapist Assistant
· Radiologic Technology
Humanities, Fine Arts, Social Sciences and Mathematics:
· TTP Theater Arts, Design and Performance
Workforce Solutions
· Certified Production Technician
· Dialysis Technician
· Digital Marketing Analyst
· Electrical and Instrumentation Program
· Electric Utility Construction (Lineman) Program
· EKG Technician
· IT Helpdesk Technician
· Medical Billing & Coding
· Medical Device Finishing
· Welding Levels 1 and 2

3. Develop a Career and Technical Education Training Center - Because of Southwest's unique relationship with industry partners and its ability to offer rapid response training through its staff of highly trained, certified instructors, the College is perfectly positioned to open a training center of its own. Specifically, Southwest's focus will allow the college to better support the needs of today's workforce. Customized training backed with skills-driven assessments will strengthen relationships with industry partners and will allow the College to better anticipate and deliver training geared to skills needed now and for jobs of the future.

The Center will enhance Southwest's ability to support the Memphis area workforce community by focusing on the following concentrations:

- · K-12 Career Preparation
- · Customized training to address unique industry needs that include a wide range of CTE programs encompassing automotive, business, engineering, IT, logistics and transportation management, robotics, and health care
- · Specialized Populations: Opportunity Youth, Re-Entry Population, High-Crime/High Poverty Zip Codes, and Adult Learners
- · Non-Credit to Credit Programs and Accelerated Pathways

We anticipate the full launch of the Career and Technical Education Training Center in spring 2023.

4. Expanding Prior Learning Assessment - While Southwest has already experienced success with Prior Learning Assessment (PLA), the opportunity exists for growth. Obtaining college credit through PLA shortens the pathway and saves time and money. As a result, the following steps will occur to expand PLA:

- · Develop internal articulation agreements in 2022-2023 with Workforce Development to create a pathway from non-credit to credit and allow students with previous Workforce Development certifications to move faster through an academic program to earn an associate degree.

- Develop similar pathways from Tennessee College of Applied Technology programs into the related Associates degree program at Southwest.

- Develop (fall 2022) and rollout (spring 2023) online asynchronous training regarding PLA and the PLA process.

- Continue to build (and publish) previous PLA opportunities that can be streamlined for PLA award.

- Continue to assess the graduation propensity of individuals who receive PLA.

- Continued alignment with Southwest Policy 2:00:00:00/16 -Alternative Credit/Prior Learning Assessment

5. Develop Competency Based Education (CBE) - Competency-Based Education is a pedagogical approach to designing courses where students are expected to demonstrate competencies aligned with clearly defined learning objectives. Course competencies are the skills, knowledge, processes, and/or procedures that a learner can perform after completing the course modules. Relevant learning activities are aligned to course competencies and performance assessments. CBE is designed for equitable student achievement by mastering clearly defined real-world competencies based on workforce needs. Recognizing that CBE minimize the time

from enrollment to completion/employment, Southwest will:

- Develop structure/guidelines for CBE programs (fall 2022)
- Develop and adopt policy for awarding of credit for CBE (fall 2022)
- Develop and offer CBE programs (fall 2023)
- Potential CBE programs:
  - o Tech Cert – Corrections and Law Enforcement
  - o Tech Cert – Substance Abuse Counseling (existing certificate)
  - o Tech Cert – Paraprofessional Educator
  - o AAS – Building Automation Systems
  - o Tech Cert – Commercial Music
  - o Tech Cert – Digital Photography
  - o Tech Cert – Grief and Bereavement
  - o Tech Cert – Professional Writing
  - o Tech Cert – Community Translation and Interpretation

7. Expand Creative and Flexible Scheduling - Southwest has developed the following flexible terms:
- Flex I and II- 7-week terms
- SWIFT- This program features classes that meet for three consecutive weekends on Friday nights

and Saturdays. Course work is also completed online during the for the remaining contact hours.
· Winter Terms- In 2020-2021 Southwest piloted two Winter terms in December and January. These four-week terms were offered during the period between the fall and spring semesters.

The College has seen some considerable promise with shorter/flexible terms. The data show an average success rate of fifteen percentage points higher in SWIFT sections compared to the success rates of students in the same classes. As a result, the College will continue to investigate and pilot non-traditional terms, while working

on streamlining communications to ensure students are aware and understand the various options available. It is also recommended that departments investigate packaging entire programs or technical certificates into the flexible options to allow students to matriculate through programs at a faster rate.

To date, Computer Information Technology and Business programs have been developed in shorter term durations. The Division of Business and Technologies is seeking to schedule technical certificates as a career in a year program. Substance Abuse Counseling will begin offering all courses in accelerated Flex terms in fall 2023.

Priority 4: Enhanced Community Engagement and Collaborative Partnerships for Student Success

Introduction
The Enhanced Community Engagement and Collaborative Partnerships for Student Success was tasked with researching and recommending best practices to improve community involvement and student success. The goals are to increase the College's footprint in the communities we serve, build job training relationships with local corporations, and increase facilities usage on the campus.

Best Practices
The committee invested time in analyzing existing relationships and collaborative partnerships to identify gaps in service. Other TBR community colleges were examined for structure in dual enrollment partnerships and in workforce development collaborations. There was discussion in ensuring the College community was properly informed on existing relationships and establishing a structure to maintain institutional collaboration among those who work most closely with community partners.

Recommendations
1. **Strengthen Community Engagement-** Enhancing community engagement is essential in actively participating in the community. Our presence at community events signifies that we are invested in the growth and success of students and their communities. We plan to establish a President's Community Council with ten to twenty members during the 2022-2023 year. This council will meet a minimum of four times each year. Also, we plan to host a community partner luncheon each year and at least three community events per year.

2. **Support Blue Oval City-** In 2021, Ford Motors and SK Innovation announced the planned development of Blue Oval City. For this development, there will be an investment of $5.6 billion to build a 3,600-acre mega campus on the Memphis Regional Megasite, which is approximately 45 miles from Memphis. At this site, Ford Motors will produce the next generation of all-electric F-Series trucks. It is projected the site will open in 2025. The project will result in the creation of 5,800 new jobs in West Tennessee. Southwest is poised to assist in the training and development of talent to fill positions. Currently, Southwest stands ready and has met with Ford representatives regarding curriculum development, training, and strategies.

3. **Continuous Growth in Dual Enrollment-** One way for Southwest to grow connections with our community is to develop stronger partnerships for dual enrollment. The chart below shows growth in dual enrollment headcount. While these numbers are positive, there exists some opportunity to grow the number of classes students take in dual enrollment. With the Governors Investment in Vocational Education (GIVE) Act supporting more

Dual enrollment courses per semester, Southwest should leverage having students enrolled in both a general education and a Career and Technical Education (CTE) dual enrollment class. Utilizing this model, we can increase the number of students who complete technical certificates while in high school and move them closer to completion of an associate degree when they graduate. Another approach we are exploring with our largest K-12 partner is to develop a Career and College Planning course which is planned to launch in 2022-2023. This course will not have any pre-requisite requirements which will allow all students the opportunity to earn an early post secondary opportunity regardless of their score on college placement exams or GPA. This course will utilize open educational resources (OER) materials.

Dual Enrollment Trends

2012	2013	2014	2015	2016	2017	2018	2019	2020	2021
205	226	249	349	339	461	639	1,022	708	1,023
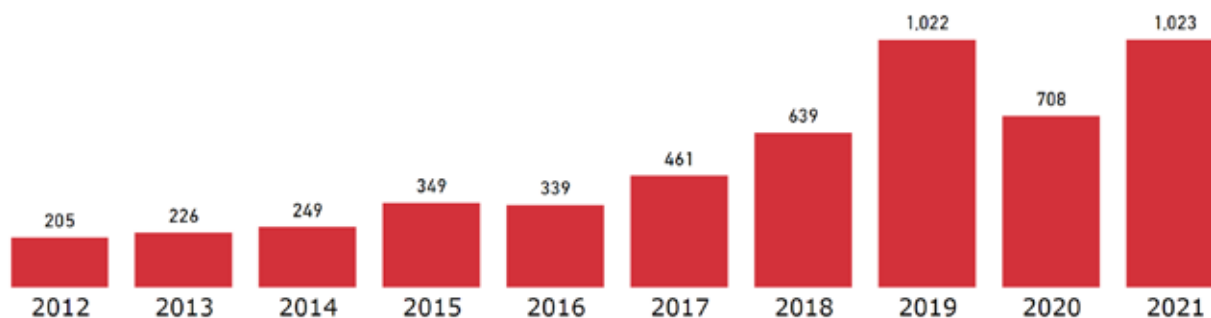
TBR Data Dashboard

4. **Industry Partnership Hub-** Southwest offers a wide array of services and opportunities for our industry and community partners. There is a challenge in conveying this information to those in the public. Our website did not have a centralized location for those in need of community or industry connections. The Industry Partnership Hub hopes to address this concern. As a result, the website was relaunched in 2021 to include a new Community tab. The hope is that this site will become a source of information to connect the public with the appropriate area of need. It includes direct links to the following: Alumni Affairs, Career Services, Facilities Usage, Southwest Community Solutions, Southwest Workforce Solutions, and the Tennessee Small Business Development Center.

5. **Faculty Externship-** The Faculty Externship program is a College partnership with area businesses that allows instructors to return to industry to work on-site, providing them with a fresh acquaintance with current workplace skills and emerging trends. Afterwards, faculty will incorporate best practices or information gained into the classroom to benefit students. This also helps establish relationships with industry that could build a recruitment pipeline to hire Southwest graduates. This program was piloted in summer 2020 and 2021, and we are currently examining the feasibility of permanent implementation with a re-launch in summer 2023.

6. **Strengthening Chamber of Commerce, Memphis Medical District and TCAT relationships-** Southwest is a member of the Chairman's Circle of the Memphis Area Chamber of Commerce. The Chairman's Circle is the Chamber's most elite circle of business leaders. The College is also a Tactical Advisor and Strategic Partner with the Bartlett Area Chamber of Commerce and plays an active role communicating with and supporting all seven chambers throughout Shelby County. Southwest partners with the Memphis Medical District to provide ongoing workforce training in areas like hospitality, medical certification programs, and other areas as training needs arise.

Southwest also entered into a collaborative partnership with Shelby County Schools in the development of the Medical District High School (MDHS) housed on our Union Campus. Students at MDHS will be dually enrolled at Southwest and will graduate high school with an associate degree. It is recommended that the College pursue partnership enrollment programs with the University of Tennessee Health Science Center, which is also located in the Medical District, to deepen the community relationship and to create a pathway for these students to earn a bachelor's degree upon graduation from MDHS and Southwest. Also, collaboration efforts are ongoing with TCAT Memphis so that both entities can complement programs to best meet business/industry demands for workforce.

Priority 5: Excellence in Teaching and Learning

At Southwest, excellence in teaching is pivotal to our students' success. As a result, the College is committed to equipping faculty with any training or development needed to expand and enhance their toolkits with teaching strategies that foster academic growth and development. As a result of this commitment and examining what works across the institution for the Focus 2025 Strategic Plan, it was decided to restructure the existing Division of Faculty Support. It will change to the Office of Academic Learning and Support and will expand beyond supporting faculty. A few key changes include:

· The Academic Support Center which was previously housed in Student Affairs will move to this division. This provides for improved, seamless integration of supporting students academically both in and out of the classroom.
· Digital Learning will relocate to this division which will allow for greater innovation in technology and a greater tie to faculty professional development.

The Office of Academic Learning and Support will also continue to support Library Services, the Center for Teaching and Learning Excellence (CTLE), High Impact Practices, Perkins Grant, and the Centers.

It is also important to note that for Priority 5, there are three sub-topics:
· Student learning outcomes and assessment
· Closing opportunity gaps through equity focused instruction
· Online learning

Sub-Topic: Student Learning Outcomes and Assessment

Introduction

The Student Learning Outcomes (SLOs) and Assessment committee established a goal of creating a college-wide Assessment Plan that would provide informative data for departments and assist faculty in the processes of developing and redesigning courses. The subcommittee examined the processes that were already in place at Southwest and determined that we could learn a great deal by researching established best practices and importing them into our own departments – in whatever

way the faculty determines to be best.

Best Practices

The committee studied Bloom's Taxonomy extensively and identified the following are best practices:

· course level outcomes should start with action verbs
· four to seven outcomes per course
· course-level outcomes should consist of general concepts that group together more detailed ideas that the course measures
· outcome statements need to focus on what the student does in the course, rather than those things for which the instructor provides lessons
· a proper assessment plan provides for regular, ongoing assessment

· a proper assessment plan sets up a period during which every course in the College is assessed; most practices recommend a period of three to four years for the length of the assessment plan.

Recommendations

Develop Guidelines for Creating Measurable Learning Outcomes. The College needs clear guidelines developed for creating measurable learning outcomes. Faculty should be trained regularly, and departments should view course assessments both as research and as a tool for continuous improvement. Faculty also need training on tying measurements to outcomes, using proper taxonomy in the development of outcomes, and reporting. The Office Academic Learning and Support will be responsible to ensuring faculty are well trained on curriculum development and assessment. Also, all job descriptions are currently being updated to include curriculum development and assessment.

1. **Establishing a Departmental Assessment Plan.**
Each Department should establish a departmental assessment plan in partnership with the Office of Institutional Effectiveness and Research. A College-wide assessment plan is a realistic, rotating schedule for assessment, comprised of departmental assessment plans. After a specified number of years, semesters (or terms), the department's full-time faculty will have generated a course assessment for every course that it offers. This is important for accreditation purposes, as an accrediting body periodically asks for evidence regarding the students' success at reaching their goals. An assessment plan begins with the assessment of each course at the course level.

Assessing at the course level means assessing the success of the course, across sections, and across different modes of instruction. Following principles of Academic Freedom and Shared Governance, this process involves the faculty (as content experts) assembling information on a regular basis and making a judgment about how well a course meets departmental goals and expectations. Assessment of course outcomes will require that the full-time instructors who teach the course collaborate in making their judgment.

Each department should maintain a collection of section assessments. Departments will also ensure that within a period of four years, every course in the department undergoes a formal assessment. Once per year for larger courses, and less frequently for smaller courses, the instructors who have taught the course should discuss the success of students in meeting the outcomes.

The College should establish a period during which all departments will complete a full assessment. Within that period, each department should create a schedule for the regular review of Student Learning Outcomes, and for discussions related to the course content.

2. **Composing an Institutional Effectiveness Plan.**
Annually, each department should develop an institutional effectiveness (IE) plan, which will contain the measurable student learning outcomes. With the IE plan, departments are able to connect their outcomes to the College's Academic Plan's goals and/or the College's Strategic plan. This reinforces the value of programs' alignment with the College in fulfilling the institutional mission. The IE plans provides the framework for departments/programs to determine how they will measure the SLOs and what is the goal or benchmark for success. At the end of the academic year, the IE plan allows for analysis of results, which creates the safe space for departments/programs to determine how best to proceed in regards to having met the established benchmark. This is active and currently in process.

Excellence in Teaching and Learning

Sub-Topic 2: Closing Opportunity Gaps through Equity Focused Instruction

Introduction

Equity Focused Instruction is a teaching and research practice that makes meaningful connections between what is learned at school and what the student experiences in their life. The Opportunity Gaps subcommittee charge was to support the (AMP) mission and vision statement by researching best practices and implementing new ways to enhance these practices that will holistically develop our students and promote student success at the College.

Best Practices

The committee researched best practices from the work of Dr. Geneva Gay. Dr. Gay is currently the Professor of Education at the University of Washington in Seattle where she instructs prospective teachers in both multicultural education and general curriculum theory. She is nationally and internationally known for her scholarship in multicultural education, particularly as it relates to curriculum design, staff development, classroom instruction, and intersections of culture, race, ethnicity, teaching, and learning. She has also authored several professional books and numerous articles on the topics of multicultural education and curriculum design. According to Dr. Gay, it was discovered that teaching is a contextual and situational process that is effective when ecological factors—such as past experiences, community setting, cultural backgrounds, and ethnic identities of teachers and students—are included in the classroom experiences.

Recommendations

1. **Encourage students to leverage their cultural capital inside of the classroom.** Cultural capital in the classroom addresses the challenge of teaching about social inequality. Cultural capital serves as an equalizer of utilized resources between students from privileged or underserved social class backgrounds. This practice can

be implemented in course curricula by giving context and reference points to topics that allow students to build a more personal schema inside of the classroom. Training and implementation are scheduled to begin 2022-2023.

2. **Build meaningful relationships**. Insights to students' interests are a great way to build relationships. Exploring and leveraging students' interest can be done through the building of lesson plans and instructions for courses; for example, questionnaires, surveys, and conversations with students, as well as instructors humanizing themselves by speaking about who they are. Training and implementation are scheduled to begin 2022-2023.

3. **Institutionalize Equity Focused Instruction**. The committee recommends that the College develop an Equity Focused Instruction Certificate facilitated by the Center for Teaching and Learning Excellence, and establish faculty, staff, and student focus. This work began in 2020 and is ongoing.

4. **Transparency in Learning and Teaching (TILT).** The authors of *Recent Findings: Transparency in Learning*

and Teaching in Higher Education write that a "2015 study identified transparent teaching about problem-centered learning as an easily replicable teaching method that produces learning benefits already linked with students' success. This simple, replicable teaching intervention demonstrably enhanced the success of first-generation, low-income and underrepresented college students in multiple ways at statistically significant levels, with a medium-to-large sized magnitude of effect. The results offer implications for how faculty and educational developers can help their institutions to right the inequities in college students' educational experiences across the country by contributing to efforts to increase underserved students' success, especially in their first year of college (when the greatest numbers drop out)." Similar results have been found in a number of case studies around the United States.

In 2018, Southwest faculty and administrators began offering regular TILT training to faculty. We have offered sessions with Dr. Mary-Ann Winklemes, the TILT pioneer as well as hosted faculty-led, large training sessions during Summer Institute, Adjunct Training, Faculty Development Day, and Winter Recharge. We have also offered small working groups that redesigned

entire assignments and piloted those assignments in their courses. As the passage above states, one of the unique advantages of the TILT framework is that it is a low-cost intervention for faculty that, when done well, has an outsized effect on student performance and confidence.

As we return to more familiar instruction, it is the suggestion of the Teaching Academy that we continue to offer TILT training and workshops. Borrowing from the model used to code HIPs and OER courses, we suggest coding TILTed courses to track student outcomes over time. Training has been ongoing since 2018, scaled learning communities will begin 2022-2023.

5. **High Impact Practices (HIPs).** Since 2016, Southwest Tennessee Community College has tracked High Impact Practices (HIPs) through Banner attributes. These attributes allow us to track participation and success by gender, race, ethnicity, socioeconomic status, and first-generation status. Beginning in 2017, Southwest created the Office of High Impact Practices and Innovation to organize and monitor HIPs at Southwest more effectively. On average, 7% of courses at Southwest are coded as a High Impact Practice course. During the fall 2020 and spring 2021 semesters, 262 courses were coded as HIPs serving 1,690 students. Of these students, 1,151 were Black (68.11% of all HIPs students: 30.15% male, 69.85% female) and 118 were Latinx (6.98% of all HIPs students: 32.2% male, 67.8% female). Compared to the overall participation at Southwest, Black student participation in HIPs is 6.89% higher than the general student population. The success rates for HIPs classes offered in the spring 2021 semester significantly outpace their non-HIPs equivalent. The success rate for non-HIPs courses was 70%. For HIPs-coded courses during the same period, the success rate was 85% (15 percentage points over non-HIPs courses).

In addition to the curricular HIPs offerings at Southwest, beginning in the fall 2020 semester we offered a First-Year Experience programming to all first-time students regardless of ACT, GPA, or full-time/part-time status. Of the original cohort of 225 students, 71% or 159 students were retained to the spring 2021 semester. Communication with these students encourages enrollment and engagement with Southwest activities and events, which continues today.

In order to expand participation in HIPs, we have

also begun and recommended continuing to explore those areas that have historically offered fewer HIPs courses. For example, the division of Humanities has consistently offered the highest number of HIPs courses (68% have been offered in the Humanities). In order to increase participation in the other two divisions, we are in the early stages of expanding a First-Year Experience program focused specifically on health science majors. Ideally, such a program would grow from the FYE work described above, and it would link with a general health sciences new student orientation.

While we find that HIPs participation rates are near parity with the general Southwest population, we also find that success rates among HIP participants are consistently higher than those within the general population. For example, during the 2020-2021 academic year, Southwest students succeeded (earned a grade of C or higher) at a rate of nearly 69%. Black students succeeded at nearly 63% and Latinx students succeeded at nearly 67%. For HIPs students, however, the success rates were significantly higher. The overall success rate for HIPs students was nearly 81% (12 percentage points higher than the general population); Black students succeeded at nearly 74% (11 percentage points higher than the general population); and Latinx students succeeded at nearly 82% (15 percentage points higher than the general population). While these data are promising, they also raise questions about how we define success and why we continue to see outsized success rates for our majoritarian students compared to the minoritized population participating in HIPs. We also know that there is a grown need to provide more robust assessments of the student learning experience that would include significant qualitative elements of student testimony and the like.

The committee(s) recommend the College continue support and expansion of HIPs. Specifically, the addition of an Honors College in the model of Cleveland State Community College. The program offers five pathways to an honors degree, including Honors for Nursing and Honors for Business. These alternate pathways increase accessibility to Honors and increase enrollment in the Honors College and Southwest.

6. **Closer Alignment of the Library with Instruction and Faculty Development**. Information literacy allows one to recognize when information is needed and can locate, evaluate, and use effectively the needed

information. Information literate people have learned how to learn. They are prepared for lifelong learning, because they can always find and use reliable information needed to navigate any task or challenge in their professional and personal lives. Librarians introduce the concepts of information literacy through a 45- to 50-minute hands-on session on the proper use of library resources and services. Sessions can occur in a computer lab, classroom with computers or online (webinars). Librarians provide both general orientations and sessions tailored for a specific assignment, like career research, research papers or public speaking.

The value of information literacy and acquainting students with resources for continuous learning in specific content areas sets students up for success in their programs of study and better prepares them to be lifelong learners with Libraries as a resource. In the fall of 2019, 2,041 students, and more than 90% of those sessions were in person. 1,951 of those attendees were as a part of a specific course with the largest attendance being associated with ACAD, ENGL, COMM and READ courses. Only 90 students participated as a part of a Career and Technical Education (CTE) course (INFS, CITC and NURS). This represents approximately 21% of the fall 2019 enrollment. These numbers represent a coalition of the willing. The goal is to take this to scale to impact all students.

Librarians will work with the CTLE, Deans and Chairs to bring to scale library instruction in ENGL 1010 and in all CTE areas in specific first semester, and/or first year courses in each CTE area.

This will be supported and accomplished by developing and adding professional development for faculty around this specific library resource to all faculty Communities of Practice. We will encourage department chairs to have faculty incorporate current literature from sources outside their textbooks on their subject areas into their curriculums. Librarians will provide a training module in Bridge (an online training content manager) to teach faculty how to locate materials in the library. These materials will include electronic books and journals, physical books, as well as open educational resources. In addition, library liaisons will be ready to assist faculty in their research.

Implementation of Recommendations

The Center for Teaching and Learning Excellence (CTLE) will use the Community of Practice (COP) model to support faculty development as a best practice. The CTLE aligns the work of our Communities of Practice with the strategic priorities of the College and the TBR system while also bringing our Community of Practice offerings to scale. We will integrate the Community of Practice model into the goals section of the faculty evaluation tool. We will have five tracks, each supported by a Community of Practice, to guide faculty development and evaluation. The tracks are:

1. Transparency in Learning and Teaching
2. High Impact Practices
3. Equity Minded Pedagogies
4. Curriculum Development, Alignment, and Assessment
5. Other Evidence-Based Pedagogical Strategies (OER, Holistic Pedagogy, Mindset, etc.)

By aligning and scaling our COPs, we can achieve the following goals:
• Increase institutional capacity to authentically assess learning outcomes (student, course, and program) and provide support for closing the assessment loop

• Integrate culturally relevant and equity-minded practices into curriculum development, pedagogy, and assessment

• Empower faculty to make data-informed changes in their instructional practices

Our goal is to increase faculty participation in Culturally Relevant and Equity-Minded Pedagogy communities of practice from 23 to 40 for the 2022-2023 academic year (goal of 60% first-time participants, 40% repeat COP attendees). We will also implement data-informed Community of Practice offering faculty access to course level success data to redesign elements of their pedagogy (including TILT, HIPs, and other evidence-based practices). Our goal for the 2022-2023 academic year is to enroll at least forty faculty in this COP.

Discipline Specific Faculty Development. We expect faculty to remain current in their respective disciplines. Currently this is accomplished in various

ways, such as: participation in local, regional and/or national conferences and/or workshops, formal credit coursework, faculty externship, and connections to local employers.

We seek to expand this to include engagement in research in the field that is not necessarily connected to any of the aforementioned activities. The Library will develop and offer faculty professional development opportunities to learn about what resources specific to various content areas are available and work with the CTLE to identify a method to capture and report on this process. Metrics for success will include

1. Professional development is matured to include a comprehensive list of resources for all content areas. (Library and Quick Search Guides).
2. Track how many faculty and areas engage in the initial training.
3. Track how many faculty report in Bridge to using this as a professional development activity to remain current in their field.
4. Faculty feedback on satisfaction in terms of ease of use and appropriateness (or applicability) of materials available.

Excellence in Teaching and Learning

Sub-Topic 3: Online Learning

Introduction
The Online Learning Committee was formed to develop best practices in the area of online teaching and learning, digital literacy, and Open Educational Resources (OER). The Online Learning Committee's goal was accomplished by reviewing the current online course development map at Southwest Tennessee Community College, and then researching best practices in online teaching and learning at other institutions.

Best Practices
The committee began its review by focusing on other institutions in the State of Tennessee. Chattanooga State Community College emerged as an institution with well documented best practices in the areas of digital literacy. The committee also examined OER data from the American Association of Community Colleges. Other best practices reviewed were from the Journal of Interactive Online Learning and the Center for Appreciative Inquiry.

Recommendations
1. **Ensure Digital Literacy.** Digital literacy for all Southwest faculty, staff, and students is imperative for success. This should be an institutional learning outcome for all. It is also important that students are informed on how to use the learning management system, PAWS. Currently, PAWS Backpack training exists to orient students to the learning management system. The committee recommends that the current PAWS Backpack training be mandatory for all online students to address issues surrounding digital literacy. It is also recommended that the training be moved to the top of the PAWS course homepage so that it is one of the first items seen by students and faculty. Exploration of the best approach will occur in 2022-2023 with fall 2023 implementation.

2. **Redesign the Online Teaching Certification**. All faculty are currently required to complete the Online Teaching Certification (OTC). This should be redesigned not only to educate instructors on the tools within the learning management system but also to provide faculty resources and best practices for engaging students in an online environment. Development will occur in 2022-2023 with spring 2023 implementation.

3. **Develop a Guide for Standard Model of Instruction for all Online Modalities.** There should be a guide outlining what is standard and required in each modality of instruction. This will create consistency and clarity for both the student and instructor. We currently have the following modalities that interact in the online environment: Online, Hybrid, Synchronous Teams, Digital Twin, SWIFT classes, but most modalities have no clear components or guidance on ensuring that the materials integrated are accessible. Exploration of the best approach will occur in 2022-2023 with fall 2023 implementation.

4. **Establish an Online Course Review Cycle.** Best practice is that courses undergo a periodic review. This ensures materials are up to date and meet the needs of the students and the program. It also checks to ensure materials in the course meet accessibility standards. This review is in progress now and the cycle will be established in 2022-2023.

5. **Increase the Capacity for Data-Informed Decisions.** The learning management system provides many data features that support retention and student success. We should be harnessing this data to impact student success strategically through targeted and automated interventions. One example is the attendance tools,

which can identify when students stop attending. Such a tool can be used to automate early alerts. Exploration of the best approach will occur in 2022-2023 with fall 2023 implementation.

6. **Expansion of Open Educational Resources**. According to Creative Commons*, open educational resources (OER) are teaching, learning, and research materials that are either (a) in the public domain or (b) licensed in a manner that provides everyone with free and perpetual permission to engage in the 5R activities: **Retain** – make, own, and control a copy of the resource; **Reuse** – use your original, revised, or remixed copy of the resource publicly; **Revise** – edit,* adapt, and modify your copy of the resource; **Remix** – combine your original or revised copy of the resource with other existing material to create something new; **Redistribute** – share copies of your original, revised, or remixed copy of the resource with others.*

The committee recommends that all programs investigate the incorporating OER materials when making textbook selections. The committee also recommends that the College build OER investigation into the course development process and Academic Affairs should issue a formal statement of support for OER expansion.

Priority 6: Enhancing Student Support and Experiences

Introduction
The Academic Master Plan's Enhancing Student Support and Experiences Committee was formed to identify the most effective measures for faculty and staff to utilize in supporting students at the College. In support of our mission and Focus 2025 strategic plan, the committee evaluated our student support services and looked for ways to enhance students' experiences, offer the highest level of support to help students succeed in meeting their goals, and increase student awareness of the many tools Southwest offers to assist students during, and after, their time of learning at the College.

Best Practices
The committee met these goals by identifying practices to improve by reviewing the College's current procedures surrounding these practices, methods of other institutions, Tennessee Board of Regents policies, and data points. The areas that the committee researched include promoting student services, utilizing a chatbot, recycling on campus, student spaces, and digital literacy in academic support.

Recommendations
1. **Promoting Student Services**. The committee recommends that both full time and adjunct faculty members are provided with an introductory training about the services offered from each department during New Faculty Orientation (full-time) and some method for adjuncts. The committee also recommends that to stay current in this knowledge about services, all faculty, including adjunct faculty, should receive an updated overview of services on Professional Development Day, as well as access to an online New Student Orientation for review. The committee also proposes that each semester Southwest host a Student Services Preview Day that is modeled after the Honors Preview Day for the Honors Program. All departments will be represented and have information on hand for students and faculty and will be able to provide them with the chance to build connections and ask questions.

2. **Integrate Academic Support into Academic Affairs.** In spring 2022, the Academic Support Center was relocated to the Division of Academic Affairs. This realignment provides for improved, seamless integration of supporting students academically both

in and out of the classroom. The move will allow the increased development of tutoring and academic support services for the institution, especially in the fields of writing, mathematics, and science where faculty members will become involved in providing tutoring to students within the ASC framework. The ASC will focus efforts on historically challenging academic courses in not only tutoring but supplemental instruction and Early Alert programming.

3. **Maximize Student Spaces.** There are areas on the Southwest campuses, especially Macon and Union, which are left unused and could be repurposed into areas where students can relax, study, recharge, prepare for exams or classes, and do so in a quiet, accommodating space. Re-appropriating these spaces would allow for an atmosphere of collegiality and student life, consequently creating a sense of importance and security for students. The committee suggests that at least one classroom on each campus be designated as a computer lab for all students to study and have access to a printer. The committee recommends that more charging stations be added to all locations. It is also recommended that the College investigate developing café areas to provide students and faculty with more options on campus. It is also recommended that the College invest in recycling and sustainability programs.

Acknowledgements

This plan is the result of institutional collaboration and research made possible by students, faculty, staff, and administrators who are committed to student success and preparing Southwest for the future. We thank all those who were involved in the development of this plan and special thanks you to those who served on a committee or leadership role.

Academic Master Plan Faculty Co-Chairs:
Raquel Adams and Derrick Wheatley

Executive Committee
Charge: Support and provide feedback on the development of the Southwest Academic Master Plan (AMP)

Executive Committee Members (titles and positions need to be updated). Former needs to be added to those who no longer work at the College.)

1. Raquel Adams – Academic Master Plan Faculty Co-Chair
2. Derrick Wheatley – Academic Master Plan Faculty Co-Chair
3. Tracy D. Hall – President
4. Kendricks D. Hooker – Vice President of Academic Affairs
5. Jacqueline Faulkner – Vice President of Student Affairs
6. Mike Neal – Vice President of Finance
7. Cynthia Graham – Vice President of External Relations
8. Mike Boyd – CIO, Reimagine Southwest Lead
9. Daphne Thomas – Executive Director of Communications and Marketing
10. Sherman Greer – Executive Director of Governmental Relations
11. Selena Grimes – Executive Director of Institutional Effectiveness and Research
12. Anita Brackin – Associate Vice President of Workforce Development
13. Sindy Abadie – Student Success Council
14. Katrina Muldrow – PASO President
15. Jacqueline Taylor – Student Success Council
16. Shanita Brown – Student Success Council
17. Bill Summons – Faculty Senate President
18. Charlotte Johnson – Internal Auditor
19. Terika Anderson – Institutional Affairs Council Co-Chair
20. Jeremy Burnett – Student Success Council
21. Bridget Johnson – Institutional Affairs Council Co-Chair
22. Shannon Crowder – Student Government Association President
23. Tamika Perry – Equity and Compliance

Steering Committee
Charge: The Steering Committee met four times in the spring 2021 semester. The members were asked to consider the following questions and offer recommendations:

- · What opportunities exist and who do we aspire to be as an institution?
- · How do we continuously improve our programs?
- · Is there a framework for understanding what programs we should create, focus on, or eliminate?
- · How do we ensure that our programs create a living wage and soft skills for graduates?
- · How should our learning spaces be designed to achieve our goals?
- · How do we integrate technology into teaching and learning?
- · What supports should exist for faculty and staff?

- Who are our future students? What do they need to know, value, and be able to do in the future?
- Are we achieving equitable outcomes for all students? If not, what do we need to do differently?
- Who are our future faculty? How do we recruit, train, and support them?
- Are current teaching strategies in line with the latest research concerning student learning? If not, how do they need to be improved?
- Are current instructional programs and services serving our students well? How can we improve them to achieve even greater student success?
- Do all instructional programs provide a guided pathway to transfer and/or viable career progression?
- What new instructional programs and services do we need?
- Are current technologies and facilities sufficient for our academic mission? If not, how do they need to be improved?
- What should Southwest look like in 2025? In 2030? How do we get there?

Steering Committee Members:
1. Raquel Adams – Academic Master Plan Faculty Co-Chair
2. Derrick Wheatley – Academic Master Plan Faculty Co-Chair
3. Kendricks Hooker – Vice President of Academic Affairs
4. Selena Grimes – Executive Director of Institutional Effectiveness and Research
5. Anita Brackin – Associate Vice President of Workforce Development
6. Jeremy Burnett – Dean of Faculty Advising
7. Alberta Williams, Executive Administrative Assistant Academic Affairs
8. Jessica Miller – Coordinator International Studies
9. Kariem Salaam – Director PBI Competitive Grant
10. LaDonna Young – Dean of Humanities, Social Sciences and Math
11. Robin Cole – Dean of Business and Technology
12. Evan McHugh – Dean of Allied Health and Natural Sciences
13. Sindy Abadie – Special Assistant to Vice President Academic Affairs
14. Jacqueline Taylor – Associate Vice President Retention and Student Success
15. Shanita Brown – Associate Vice President Enrollment Services
16. Jonathan Weldon – Director Physical Plant Rep
17. Sandra Wallace – Director Cashiers and Accounts Receivable
18. David Rosenthal – Deputy CIO Information Systems
19. Iliana Ricelli – Associate Vice President of Human Resources
20. Daphne Thomas – Executive Director Communications and Marketing

Priority Teams
Charge: The members of the Priority Teams met four times during the spring 2020 Semester to provide feedback to the development of the Southwest Academic Master Plan. The members were asked to read articles about the changing nature of higher education posted on an AMP website, reflect on current Area of Study and program student success data, examine current educational partnerships, and consider regional demographic and labor market information.

Priority 1: Program Process Improvement
Chair: Juliann Waits – Professor, Natural Sciences
Thomas King – Assistant Professor, Communications, Graphics, and Fine Arts
Martin Wakefield – Instructor, Communications, Graphics, and Fine Arts
Jeffrey Stewart – Department Head, Engineering Technology
Mia Atkins-Beason – Academic Advisor, Advising and Academic Support
Evan McHugh – Dean of Allied Health and Natural Sciences
Demaria Young – Specialist Faculty Support
Merry Mattix – Department Head, Emergency Medical Technology
Michelle Hill – Associate Professor, Medical Laboratory Technology
Carlos Smith – Director Institutional Effectiveness and Research
Jason Jennings – Professor, Natural Sciences

Priority 2: Efficiency and Effectiveness in Operations

Chair: John Murrell – Instructor, Emergency Medical Technology
Cristina Gordon – Department Head, Social and Behavioral Sciences
Lane Roberts – Instructor, Communication, Graphics and Fine Arts
Todd Blankenbeckler – Assistant Professor, Technologies
Robert Blaudow – Department Head, Natural Sciences
Kelvin Davis – Laboratory Technician, Whitehaven Center
Jason Whitt – Professor, Mathematics
Selena Grimes – Executive Director, Institutional Effectiveness and Research
Jeremy Burnett – Dean of Faculty Advising
Charles Baker – Department Head, Business and Legal Studies

Priority 3: Diversify Academic Portfolio

Chair: Electa Park – Assistant Professor, Natural Sciences
Robin Cole – Dean, Business and Technology
Glenda Collins – Director, Workforce Programs and Partnerships Southwest Workforce and Community Solutions
Jhona Gipson – Academic Advisor, Advising and Academic Support
Cheryl Green – Instructor, Social and Behavioral Sciences
Aaron Jagers – Department Head, Technologies
Teresa Jenkins – Adjunct Faculty, Education
Tad Lauritzen Wright – Instructor, Comm/Graphics/Fine Art
Ann Mitchell Hinton – Coordinator for New Programs, Accreditation, and Academic Audits Academic Affairs
Kristina Moore – Assistant Professor, Allied Health
Katrina Muldrow – Director Academic Administrative Services
Osborne Burks – Department Head, Allied Health

Priority 4: Enhance Community Engagement and Collaborative Partnerships for Student Success

Chair: Derrick Slaughter – Instructor, Natural Sciences
Ronald Wells – Director, Millington Center
Emily Ford – Assistant Professor, Languages and Literature
Tina Bodenheimer – Adjunct Faculty, General Education
Rachel Trigg – Assistant Professor, Emergency Medical Technology
Marjorie Rothschild – Assistant Professor, Natural Sciences
Tiffany Akin – Assistant Professor, Languages and Literature
Ashley Geisewite – Associate Dean, Faculty Support
Sedaria Williams – Specialist, Admissions
Robin Cole – Dean, Business and Technology
Cetrea Jimerson – Assistant Professor, Nursing
Anita Brackin – Associate VP, CE Admin
Suzanne Gipson – Director, CE Admin
Evan McHugh – Dean, Natural Sciences
Courtney Ward – Specialist, Career Services

Priority 5: Excellence in Teaching and Learning; Sub-Topic 1: SLOs/Assessments

Chair: Frank Daniels – Associate Professor, Mathematics
Richard Cockrill – Associate Professor, Language and Literature
Tracy Freeman-Jones – Associate Professor, Radiologic Technology
Levertis Meeks – Adjunct Faculty, Languages and Literature
Miki Richardson – Associate Professor, Languages and Literature
Ryan Stembridge – Instructor, Languages and Literature
Mahmuda Sultana – Associate Professor, Mathematics

Excellence in Teaching and Learning

Sub-Topic 2: Online Learning

Chair: Lisa Loden – Associate Professor, Languages and Literature
Celeste Bailey – Instructional Designer, Teaching Academy
Shilpa Desai – Associate Professor, Allied Health
Julie Fournier – Instructor, Languages and Literature
Mahnaz Ghaffarian – Associate Professor, Business
Pooja Gupta – Adjunct Faculty, Natural Sciences
Akwasi Kusi-Appiah – Associate Professor, Natural Sciences
Jacqueline Larry – Coordinator Title III, Strengthening Institution
Kim Martin – Interim Director, Digital Learning
Loretta McBride – Professor, Languages and Literature
Donna Nasso – Adjunct Faculty, Social and Behavioral Sciences
Khalil Rassy – Associate Professor, Mathematics
Koushik Roy – Associate Professor, Natural Sciences
Rosie Taylor – Associate Professor, Natural Sciences

Excellence in Teaching and Learning

Sub-Topic 3: Equity Focused Instruction and Opportunity Gaps

Chair: Macklin Gipson – Program Specialist, Retention and Student Success
Matthew Lexow – Assistant Dean of High Impact Practices and Innovation, Social Behavioral Science
Jennifer Townes – Associate Dean, Professional Development, Academic Affairs
Victoria Gray – Associate Professor, Social and Behavioral Science
Soyoung Park – Instructor, Languages and Literature
William Weppner – Associate Professor, Mathematics
Adam Sneed – Instructor, Languages and Literature
Tabitha Appleberry – Coordinator, Academic Support Center
Alma Rutledge – Project Activities Director, IDEAS-Title III Grant, Retention and Student Success
Chateeka Farris – Director of Testing, Testing

Priority 6: Enhancing Student Support and Experiences

Chair: Susanna Jackson – Instructor, Languages and Literature
Jessica Miller – Coordinator, International Studies
Julie Lester – Associate Professor, Languages and Literature
Thomas Cole – Assistant Director, Academic Support Center
Joyce Johnson – Associate Professor, Natural Sciences
Chandra Washington – Instructor, Pharmacy Tech
Rose McNeil – Associate Professor, Languages and Literature
Jodi Hill – Adjunct Faculty, Agricultural Sciences
Selena Grimes – Executive Director, Institutional Effectiveness and Research
Dean Robin Cole – Dean, Business and Technology
Patrick O'Daniel – Executive Director, Library
Tamera Boyland – Coordinator, Student Development
Romone Smith-Johnson – Adjunct Faculty, Languages and Literature

Feedback

## A.	SharePoint

Academic Master Plan SharePoint Site

Program Process and Improvement

Efficiency and Effectiveness in Operations

Diversify Academic Portfolio

Enhancing Community Engagement and Collaborative Partnerships for Student Success

Excellence in Teaching and Learning

Enhancing Student Support and Experiences

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