



Student Success Reimagined:

*Leveraging Courageous Conversations and Innovative Leadership
to Move Beyond Equity to Social Justice*

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SOUTHWEST
TENNESSEE COMMUNITY COLLEGE

GATEKEEPER FACULTY | FELLOWS

SOUTHWEST
TENNESSEE COMMUNITY COLLEGE

IDEAS
INCLUSIVE DESIGN FOR EQUITY IN ACADEMIC SUCCESS
Student Success Reimagined

Session Goals:

Consider

Consider opportunities for innovative and courageous leadership around equity and social justice.

Promote

Promote Equity & Inclusion in Teaching & Learning as a whole-College commitment.

Embrace

Embrace the idea of “Student Success Reimagined” while providing practical guidance using data-informed decision making

Develop

Develop strategies for holistic student success, especially through culturally responsive teaching practices and race-conscious pedagogy.

Remove

Remove implicit bias and deficit thinking which plagues the community college setting.

Encourage

Encourage Holistic Student Success as a worthy mission as higher education truly is a social & economic justice issue and our moral imperative.





*What is your
definition of
Student
Success?*

Please unmute your device or post your answer in the chat room.

Student Success Reimagined requires...




FOCUS ON WHERE
YOU STARTED
AND THE GAINS



FOCUS ON HOW "SUCCESS" IS
DEFINED IN THE RESEARCH –
CELEBRATING THE GAINS
VERSUS LOOKING ONLY AT THE
OUTCOMES




DISSERTATION RESEARCH:
TAYLOR, J. (2012) THE RELATIONSHIP BETWEEN
COLLEGE STUDENT SUCCESS AND THE STUDENT'S
DEGREE OF PERCEIVED SELF-EFFICACY, CAREER
FOCUS, AND SENSE OF LIFE CALLING OR PURPOSE.



*Student
Success
Reimagined*
also requires...

- Innovative, entrepreneurial leadership
- Students at the center of the work
- Integrative, *systems approach*



*Student
Success
Reimagined*
also requires...

- An equity-minded lens
- A social justice framework
- Removal of deficit-language
 - "Students" vs. "Scholars"
 - Achievement gaps vs. Opportunity Gaps



Dr. Gloria Ladson-Billings (2007) addressed the many ways in which “achievement gap” terminology is problematic and how it perpetuates a “deficit paradigm.” Specifically, this paradigm absolves educators of their responsibility to provide equitable opportunities for underrepresented students. ***According to Ladson-Billings, one of the problems with the term “achievement gap” is that it “makes us think that the problem is merely one of student achievement. It comes to us as if the students are not doing their part. We hear nothing of the other ‘gaps’ that plague the lives of poor children of color” (p.317).*** Among these other gaps are unequal school funding and inequities in health and wealth. Ladson-Billings concluded that “we need to change the discourse from achievement gap to what I have termed an ‘education debt’ . . . When we speak of an education debt we move to a discourse that holds us all accountable. It reminds us that we have accumulated this problem as a result of centuries of neglect and denial of education to entire groups of students” (p.321).





Does this resonate?

Please unmute your device or post your answer in the chat room.



Academic
Affairs



Student Affairs



Teaching
Academy

Southwest Tennessee Community College



Success at Southwest

1,125
Degrees & Certificates
Awarded in
2018-19

54.2%
First-Year
Retention Rate
for the 2018
Cohort

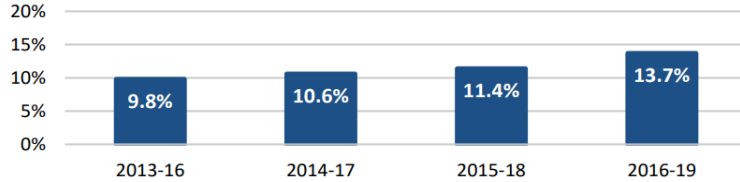
13.7%
Three-Year
Graduation
Rate for the
2016 Cohort

First-Time, Full-Time Freshmen

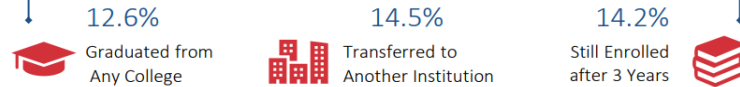
	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
Total Cohort	2,183 students	1,956 students	2,145 students	2,028 students	1,750 students
White	24%	27%	21%	23%	23%
Black	66%	62%	68%	63%	61%
Hispanic	5%	6%	6%	9%	10%
Pell Recipients	68%	69%	72%	61%	67%
ACT Below 19	68%	66%	65%	59%	66%

The first-time, full-time cohort includes degree-seeking students who enroll in college for the first time in fall (or in the prior summer and continued in the fall) and attempted at least 12 hours.

Three-Year Graduation Rate

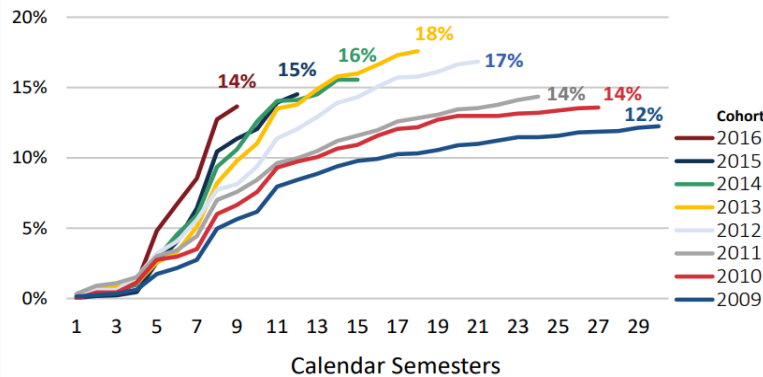


Success for the 2015 Freshman Cohort



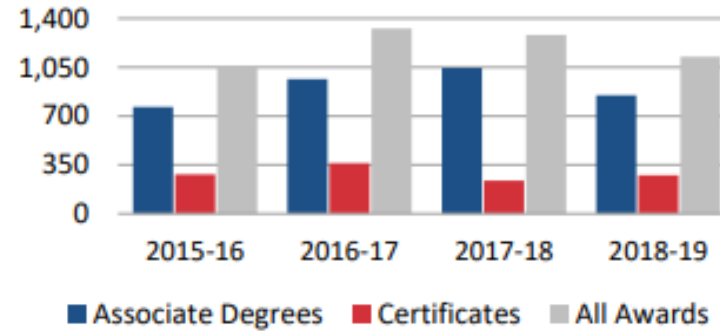
Success for the 2015 cohort includes the percent of students who earned a degree or certificate from any institution within or outside the TBR system, transferred to another institution, or were still enrolled as of spring/summer 2018.

Cumulative Graduation Rate



Year in Review

1,125 Degrees & Certificates
Awarded in 2018-19



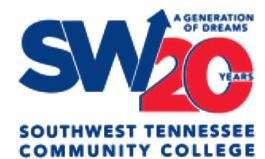
Fall 2019 Students

	Southwest	TBR Community Colleges
Total Enrollment	9,653	88,946
Female Students	65%	61%
Male Students	35%	39%
White Students	24%	71%
Black Students	64%	16%
Hispanic Students	7%	6%
Lottery Scholarship	7%	18%



Achieving the Dream
LEADER COLLEGE

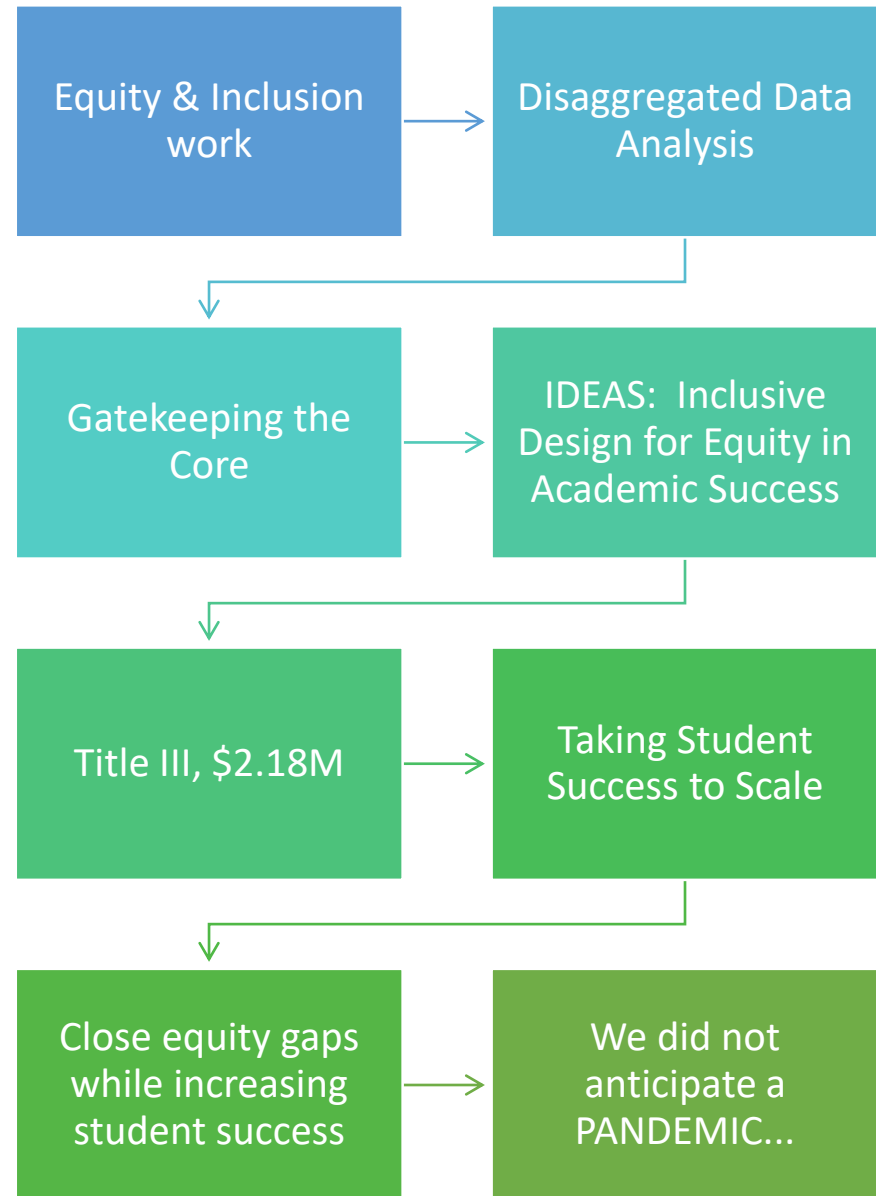
almost 7 pp
increase in
3 years





Framing the Problem:

Student Affairs





Framing the Problem (Academic Affairs):

In fall 2018, Southwest TN campus leaders took a close look at student retention and completion. The Fall 2018 disaggregated data illuminated an apparent disparity or achievement gap by race, ethnicity, and gender. The outcome data for students of color and especially male students of color, was disconcerting. The college was not retaining and graduating students of color at acceptable rates due to the high failure rates in first and some second-year Gatekeeper (or Gateway) courses.

The Gatekeeper courses are taught primarily in the Division of Humanities, Social Sciences, and Mathematics. Consequently, the dean of the division took ownership and set out to rectify the problem.

The call to action involved the gathering of faculty that teach the historically top 12 Gatekeeper courses. These individuals operated as Faculty Fellows and devoted the last year meeting with one another and campus and community leaders, learning from like institutions with successful academic programs, and reading and responding to the literature concerning culturally responsive classrooms; and what it means to be an equity-minded educator.

The literature confirmed that students of any race, gender, religion, or ethnicity learn best when they see themselves or their point-of-view acknowledged in the curriculum and classroom dynamic. Therefore, good pedagogy, such as culturally responsive teaching practices, is essential to student achievement.

Additionally, we did not anticipate a pandemic.



Gatekeepers
Faculty
Fellowship

Reflective Practice:

- Gatekeeper Faculty Fellows Course Redesign
 - Overview
 - Community in Context
 - Course Redesign and Evaluation
 - Scaling for Equity and Social Justice

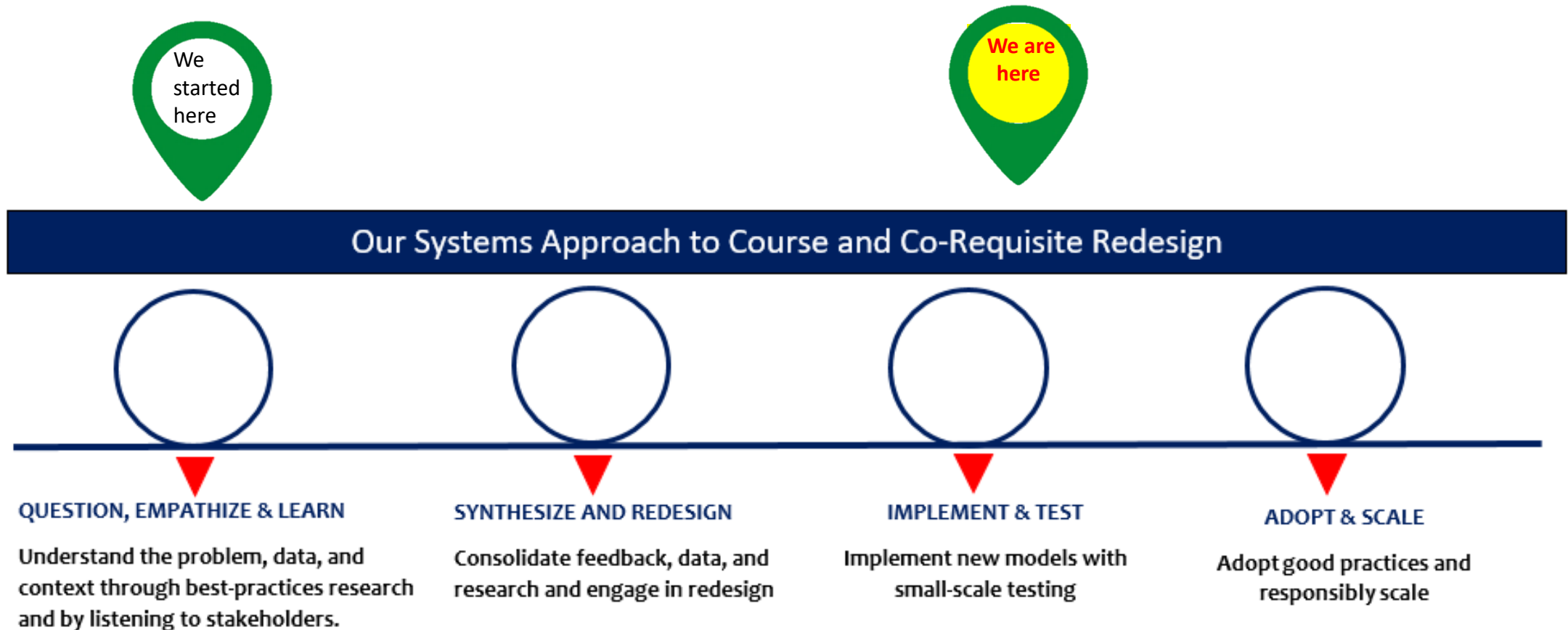
Historically, a minimum of **15 of the Top 20** Gateway courses are housed in the DoH. The data is even more jolting when student course outcomes are disaggregated by race, and ethnicity, and gender.

Fall 2018		High-Enrollment Course Failure Rates by Race/Ethnicity				
Course		Percent of Students Receiving D/F/FA/W Grade				
Prefix/Number	Title	African-American (not Hispanic)	White (not Hispanic)	Hispanic	Other (not H)	Other*
ACAD 1100	Academic Success Seminar	32.96%	21.94%	21.28%	32.94%	28.13%
READ 0810	Reading Support	35.25%	26.43%	23.58%	27.78%	25.00%
ENGL 1010	English Composition I	43.84%	23.94%	24.23%	41.22%	31.48%
ENGL 0810	English Support	41.97%	31.33%	24.56%	41.33%	31.25%
MATH 1530	Introduction to Statistics	66.52%	45.52%	48.65%	41.46%	33.33%
MATH 0530	Support for Intro to Statistics					
HIST 2010	Early US History	38.51%	24.38%	47.22%	12.50%	0.00%
ENGL 1020	English Composition II	38.07%	30.72%	30.77%	17.14%	23.53%
COMM 2025	Fundamentals of Communication	37.66%	27.07%	22.45%	26.09%	26.32%
ART 1035	Introduction to Art	34.79%	21.76%	31.11%	35.48%	28.57%
MATH 1530L	Introductory Stats, Enhanced	67.07%	50.38%	53.33%	44.23%	26.32%
MUS 1030	Introduction to Music	45.32%	31.65%	25.81%	31.03%	36.36%
PSYC 1030	Intro to Psychology	29.17%	25.00%	28.00%	26.19%	18.75%
SOCI 1010	Intro to Sociology	37.72%	32.41%	17.24%	23.08%	30.00%
HIST 2020	Modern US History	26.51%	22.55%	15.00%	20.69%	23.53%

Shaded background means fewer than 30 students.

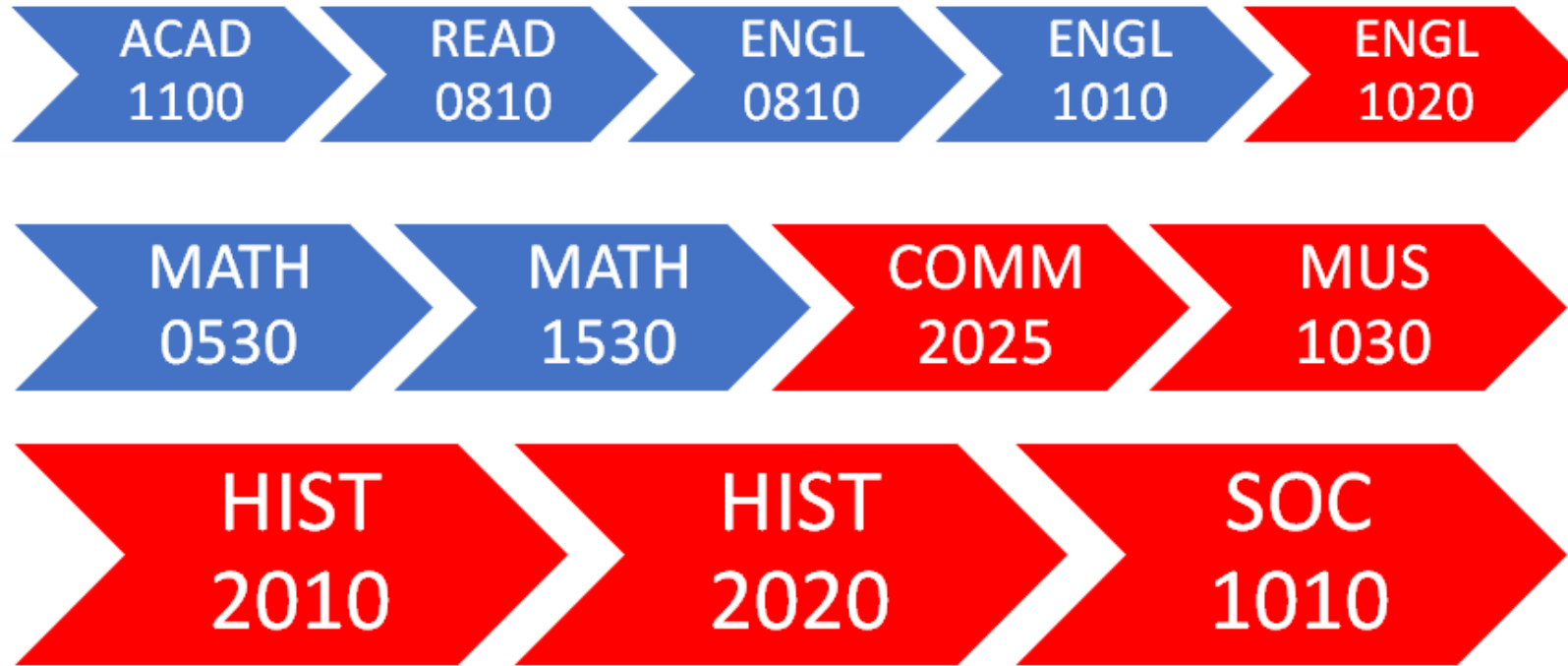
* Excluding "Two or More" and "Unknown"

Our Framework:



Framework derived from University of Virginia's Motivate Lab Empathize and Learn Model
Dr. Chris Hulleman, Director

Top 12 Gatekeeper Courses



Fall 2019 – Question, Empathize and Learn

September 27 – KICK OFF and ORIENTATION

PAWS Supported Browsers

Please **DO NOT use Internet Explorer** while working in PAWS. Not all PAWS areas will work correctly or continuously if you use Internet Explorer.

Cell Phones and Tablets: PAWS may not work correctly with these items.

Updates

- 86 Unread Discussion Posts
- 14 New Assignment Submission Files
- 49 New Emails

Office 365

African American
Life and Culture
in Orange Mound

*Case Study of a Black Community
in Memphis, Tennessee, 1890-1980*

CHARLES WILLIAMS

A GENERATION OF DREAMS
20 YEARS
TENNESSEE COLLEGE

October 10 - Leadership with Dr. Sid

“Dr. Sid presented an honest sense of inquiry of team building and self-identification. The exercise with the "me" versus "we" is the heartbeat of our direction as an institution. He pointed out that we are a hand to a glove, but our fingers are going at times different directions... We do need to "see" our students culturally, socially, academically and economically. If we don't exercise such vision and perception we will never touch the ills of inequity.”



October 11 – Equity Walk with Dr. Jacqueline Taylor



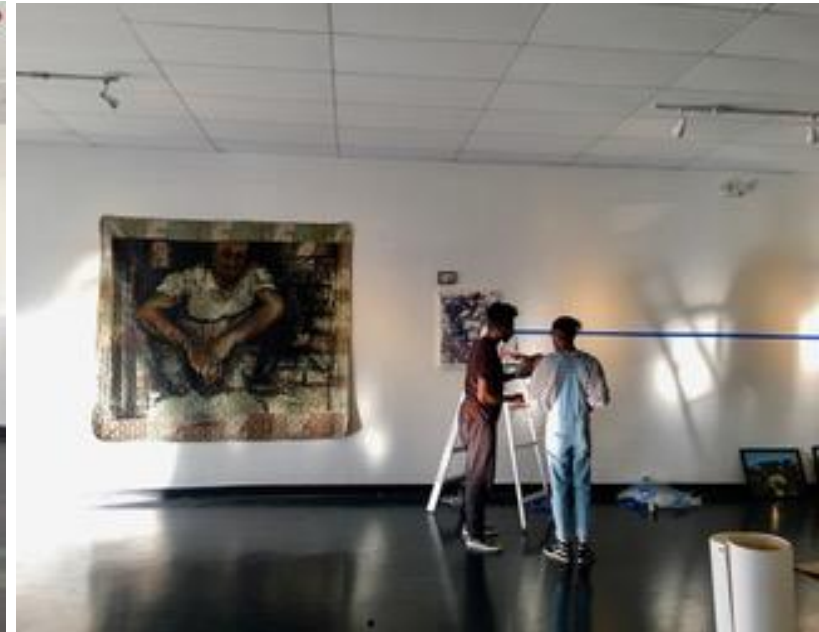
“The most powerful moment came for me during the equity walk with Dr. Taylor when she asked if there was anything we were doing in our classroom to create inequity. At first, I had a knee-jerk reaction to this question, which stemmed from my sensitivity to the issue of equity in my classroom. Of course, I immediately went over my best practices in my mind, inside and outside the classroom, my interactions with students, my assignments. "I'm all about equity!" my sensitive teacher ego shouted. "I'm as equitable in the classroom as a teacher can be!" Then, underneath my sensitivities, I allowed myself to really analyze my best practices, interactions, and assignments to consider....Are you really? Are you really, really doing everything you can as an educator to promote equity for all in your classroom, all the time. And I have to say, the answer is no. Teaching is a hard job. “

October 24 – A Tour of Possibilities

“The book was insightful, the Slave Haven was amazing, to see where Dr. King spoke was breathtaking, and The Collective was inspiring. I can see these experiences affecting the course redesign in several ways. First of all, we have now walked where many of our students walk. I don't see a lot of poverty in my day to day activities in Memphis. Many of my students do. I don't have ancestors who were affected by slavery, the Memphis Massacre, or the sanitation strike. Many of my students do. I think that course content definitely needs to recognize the history of our community. We need to include readings, videos, etc., to educate our students on what we have learned about "a Memphis identity”...



The COLLECTIVE (CLTV):



“The Collective was an incredible jewel in the heart of Memphis. I didn't take the entire tour because I was memorized by a particular piece of art work - the one that had numerous faces on ovals with rich, embedded, and hidden words. There we were - two totally different people from two totally different backgrounds - being brought together in one creative space. ... is all about community. Southwest needs to be all about community because relationships are what matter.”



Culture & Community as Text

Are there opportunities to leverage the history and heritage of your community as text?

Please unmute your device or post your answer in the chat room

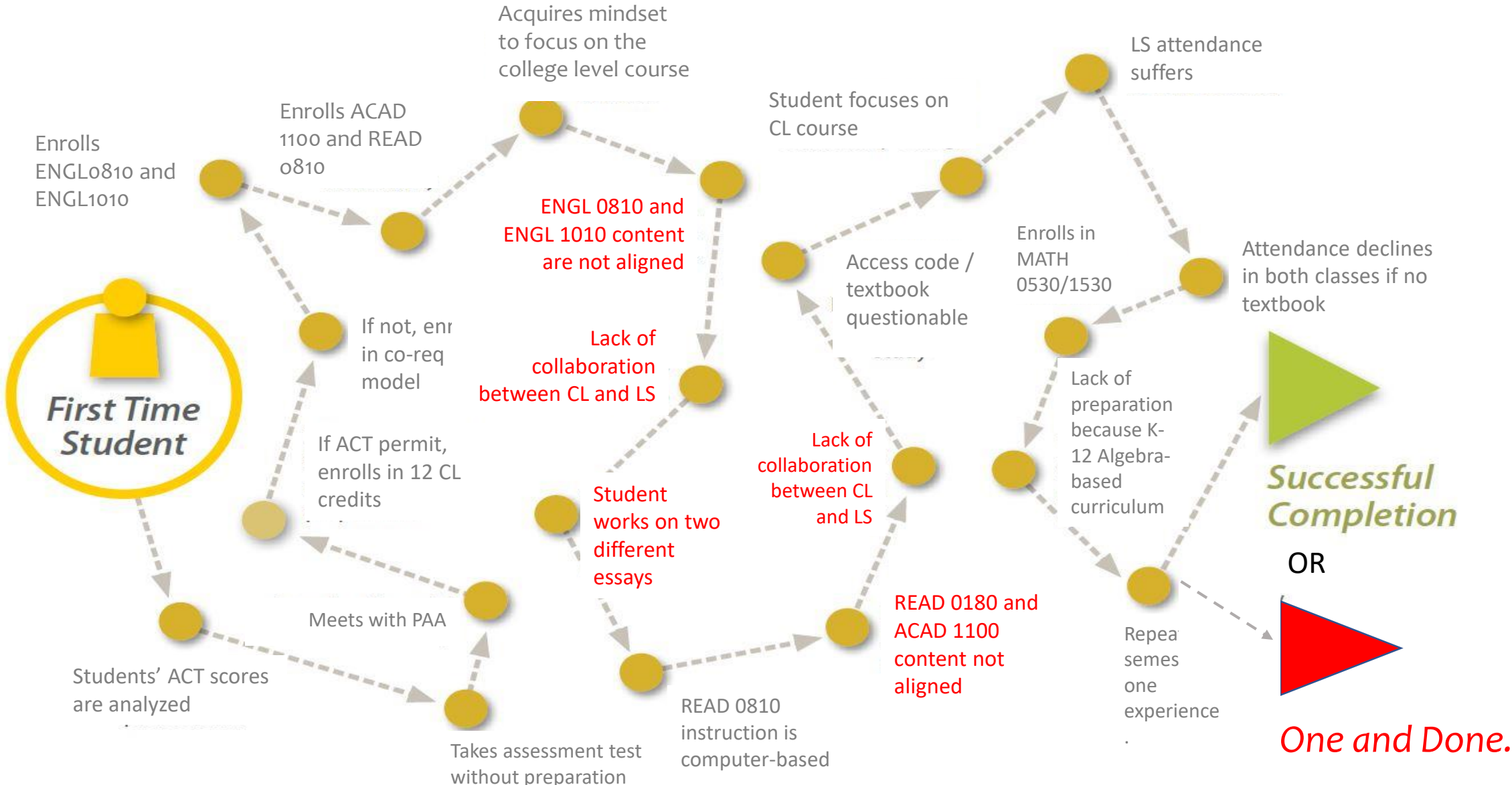


November 8 – Data Discussion with Dr. Frank Daniels

- Can the (co-req) model be *successful and failing at the same time*?
- Might *different implementation strategies* have different results?
- Might the “*deep data*” show more than we currently know?

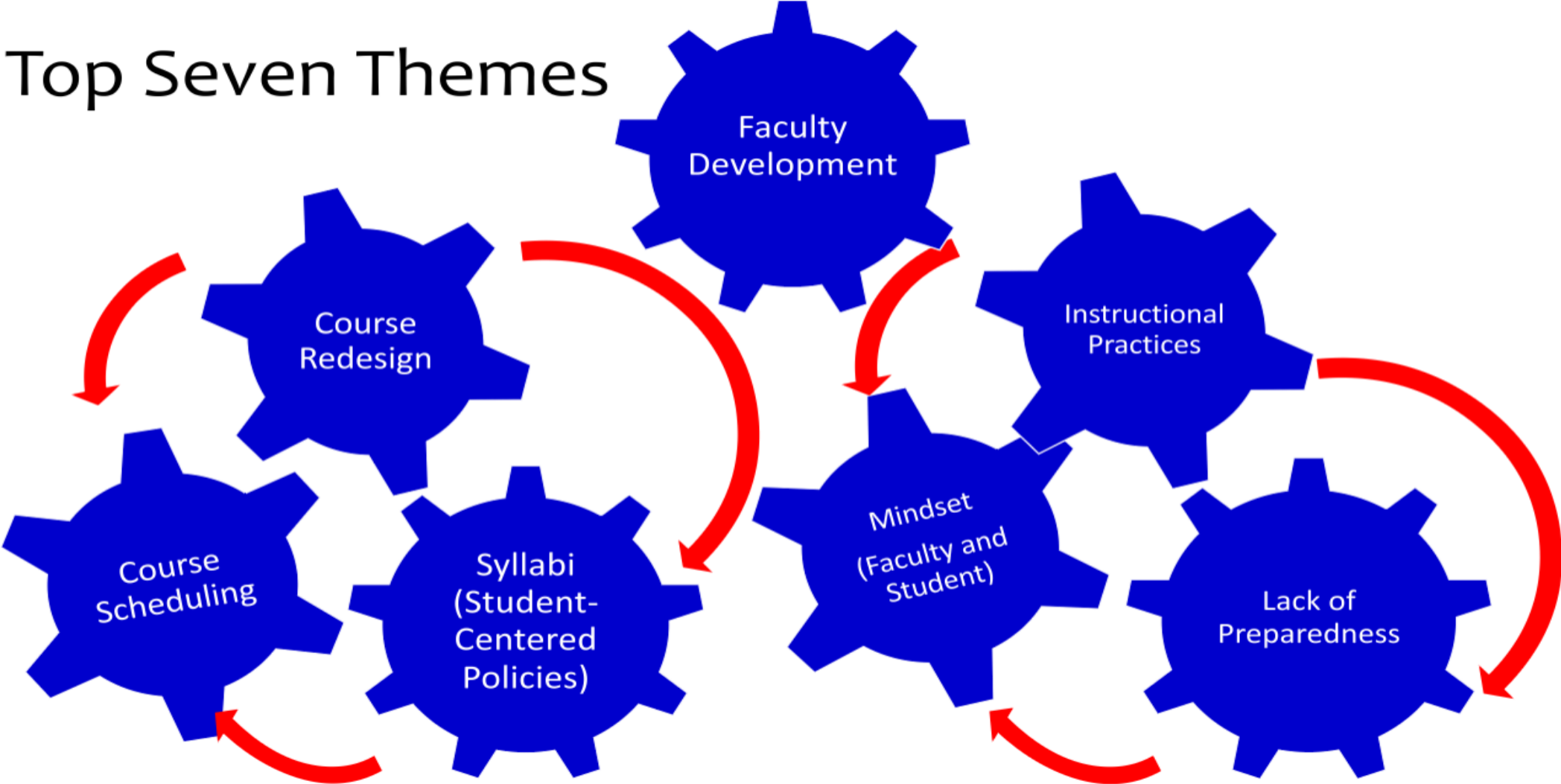


November 17 – Learning Support Policy Analysis



December 2 - Course-Level Best Practices Research

Top Seven Themes





Characteristics of a Equity-minded Southwest Instructor



1. They institute a uniform student-centric tardy, absenteeism, and make-up policy.
2. They leverage technology to prevent student withdrawals and course failure.
3. Learning support or college-level course instructors intentionally collaborate and align course objectives.
4. They have a course-level policy that encourages tutoring in the Academic Support Center or proposed Writing and Math Cafes.
5. They ensure students have access to best-cost, low-cost, or no-cost textbooks the first day of class.
6. They are professionally developed to integrate equity-minded, diversity, ESL, and ADA best practices.
7. They are professionally developed to utilize growth mindset strategies.
8. They are professionally developed to utilize culturally responsive pedagogy.
9. They are professionally developed to utilize rubrics as a formative type of assessment.
10. They are professionally developed to utilize transparent and universal design (TILT) to make learning processes explicit.
11. They are professionally developed to incorporate literacy and reading and writing assignments in their discipline.

Fellows redesign projects result in:

- **Writing prompts embedded** in MATH 0530 and MATH 1530
- **African-American male, peer Supplemental Instructor** embedded in MATH1530
- Rubrics with strength-based, growth mindset language
- **Reading across the curriculum** approach in READ0810
- One textbook for ENGL 0810,1010, and 1020
- ENGL 0810 & 1010 **learning community**
- **OER Student Handbook** to replace the Little Brown Handbook (\$125)
- MUS 1030 **contextualized around Memphis music**
- Required **Growth Mindset training** for Lang & Lit faculty
- **Mandatory tutoring** in one ENGL1020 course
- Plan to create **Writing Cafe** (embedded in online course shell)
- Plan to create **Math Cafe** (embedded in course shell)
- Plan to create **Math Testing Center**
- **English as Second Language training** (embedded in every online course shell)
- **Students Requiring Accommodations training** (embedded in every online course shell”



Data, Data, Data

On a scale of 1-10, what is the data capacity at your institution?

Please unmute your device or post your answer in the chat room

Fall 2018 Top 20 High-Enrollment Course Failure Rates by Race/Ethnicity

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

Source: Southwest Tennessee Community College Institutional Data; IR/IE, Spring 2019 Data

K-3, students learn to read; from 4th-remainder of life, students read to learn.

In 2015, the Academic Success course failure rate was 30%; it is now 13.2%.

However, students pass the course with “low literacy”. This impedes in every course thereafter.

Composition and Math academic achievement gaps are considerable, a 30% gap between Black and White students in Math and a 20% in English.

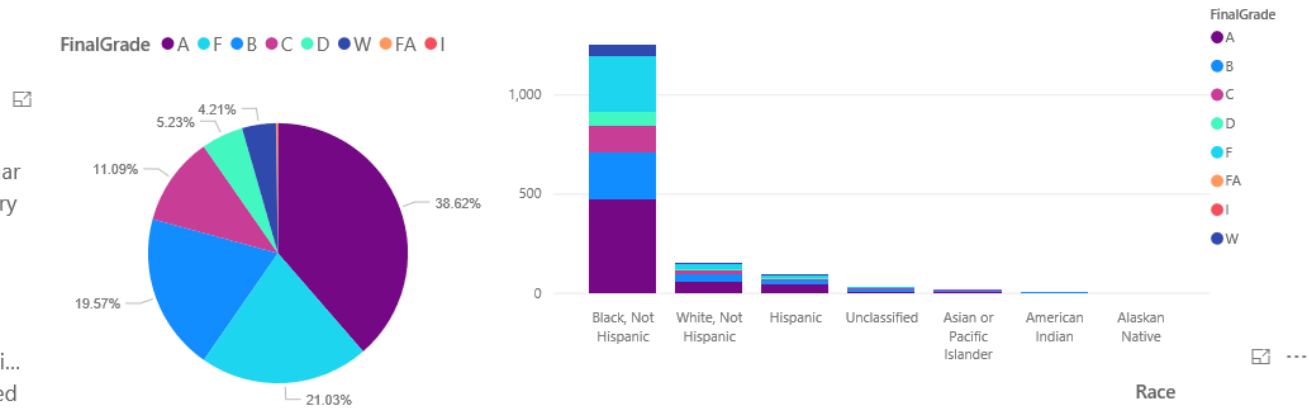
Gatekeeper ACAD 1100 course failure rates by race/ethnicity

Fall 2018 Data

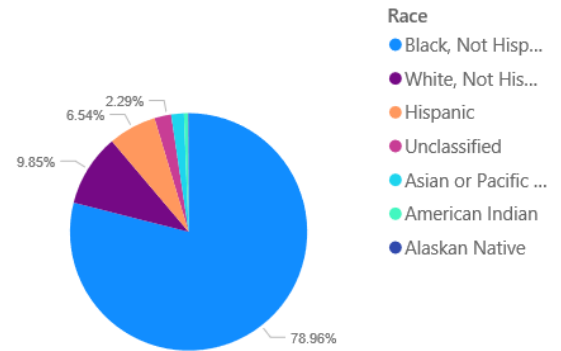
- Term
- 201580
 - 201680
 - 201780
 - 201880

- Course
- Academic Success Seminar
 - Early United States History
 - English Composition I
 - English Composition II
 - English Support
 - Fund of Comm
 - Human Anatomy & Physi...
 - Intro. Statistics - Enhanced
 - Introduction to Art
 - Introduction To Biology
 - Introduction to Business
 - Introduction to Music
 - Introduction to Psychology
 - Introduction to Sociology
 - Introductory Statistics
 - Modern United States His...
 - Principles of Accounting I
 - Principles Of Nutrition
 - Reading Support for ACA...
 - Support Course for MATH...

Top 20 Highest Enrollment Courses | Final Grade Report by Ethnicity



Race	A	B	C	D	F	FA	W	Total
Alaskan Native		1						1
American Indian		3	1	1	2			7
Asian or Pacific Islander	10	5	5	1			1	22
Black, Not Hispanic	464	233	137	71	73	1	23	1002
Hispanic	46	19	7	4	5		2	83
Unclassified	10	9	5	2	3			29
White, Not Hispanic	57	38	19	3	7		1	125
Total	588	307	174	82	90	1	27	1269



Gatekeeper ACAD 1100 DFWI, 30.72%

AY 2018-2019

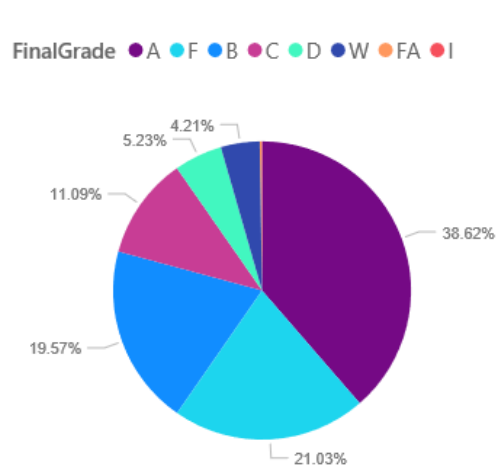
Term

- 201580
- 201680
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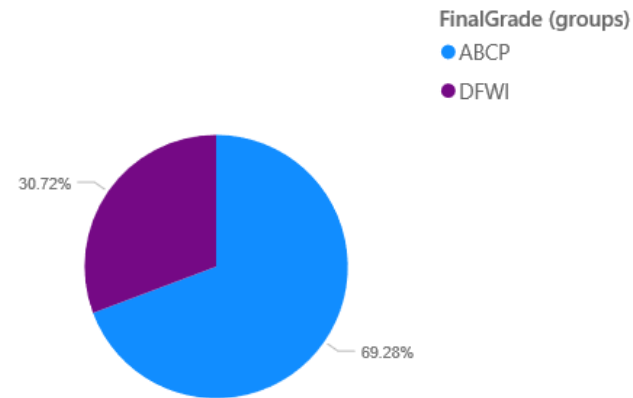
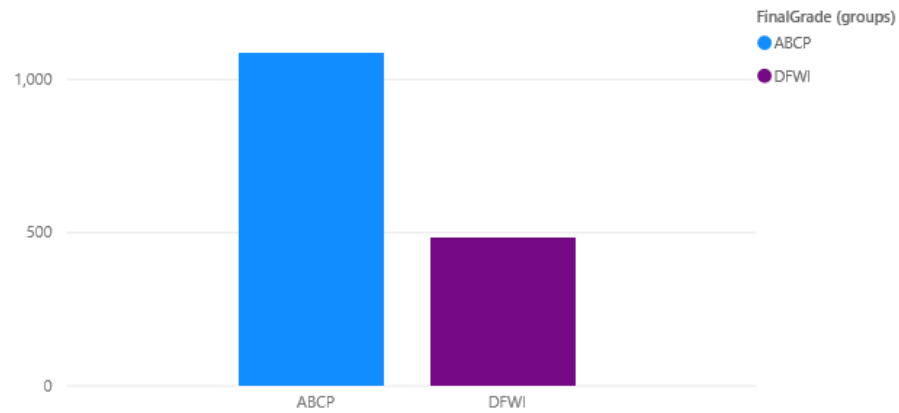
Course

- Academic Success Seminar
- Early United States History
- English Composition I
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- Introduction to Psychology
- Introduction to Sociology
- Introductory Statistics
- Modern United States His...
- Principles of Accounting I
- Principles Of Nutrition
- Reading Support for ACA...
- Support Course for MATH...

Top 20 Highest Enrollment Courses | Final Grade Report Grouped



FinalGrade (groups)	Count of Enrollments
ABCP	1087
DFWI	482
Total	1569



Fall 2019

**Top 20
Gateway
Courses
Failure Rates
by Race/
Ethnicity**

**Overall
average
failure rate of
38.1%.**

Foundational/Co-Req	Black	White	Hispanic
Academic Success	27%	26%	22%
Reading Support	31	22	14.
English Comp 1	39	21	21
English Support	36	20	28
Probability & Statistics	57	37	41
Math Support	41	27	25
Core Curriculum			
US History	29	13	17.
English Comp 2	34	16	24
Fundamentals of Comms	27	22	18
A&P	32	20	33
Art	28.	18	20.
Biology	19	7.	31
Business	31	21	15
Music	48	30	28
Psychology	27	13	21
Sociology	27	16	11
Modern History	27	8	38
Principles of Acctg I	50	26	22
Nutrition	30	23	21
Criminal Justice	17	21	15

NOTE: (D,F,FA, N, I) Note: W's not available

Course Title

- Academic Success Seminar
- Early United States History
- English Composition I
- English Composition II
- English Support
- Fundamentals of Communication
- Human Anatomy & Physiology I
- Intro to Criminal Justice
- Introduction to Art
- Introduction to Business
- Introduction to Music
- Introduction to Psychology
- Introduction to Sociology
- Introductory Statistics
- Microbiology
- Modern United States History
- Principles of Accounting I
- Principles of Nutrition
- Reading Support for ACAD 1100
- Support Course for MATH 1530

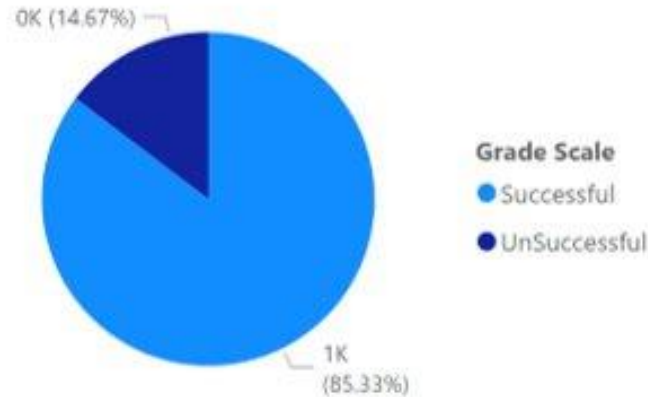


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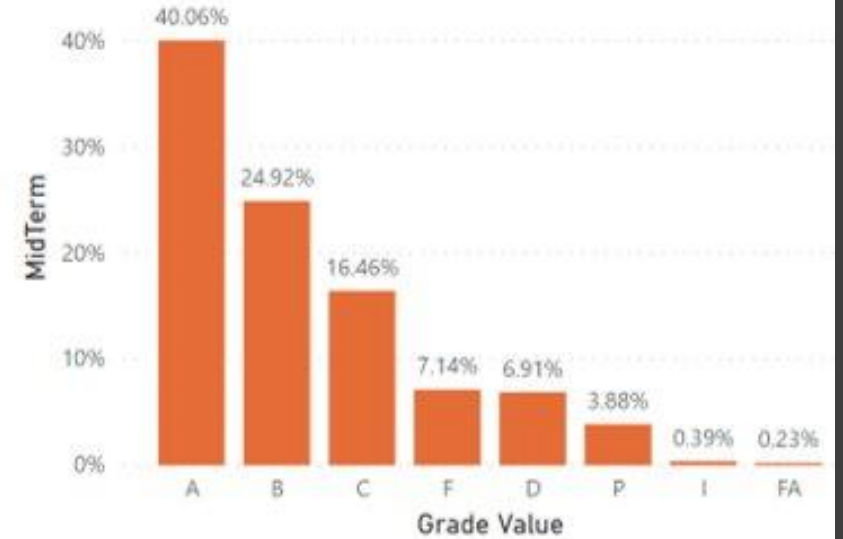


Fall 2019 Top 20 Highest Enrollment Courses Overview | Grade Overview

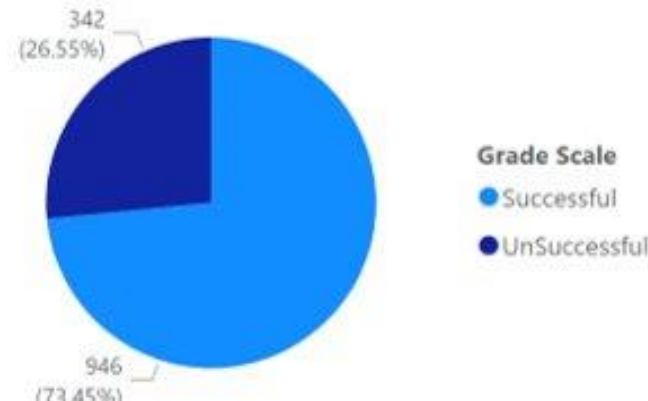
Total Students by MidTerm Grade



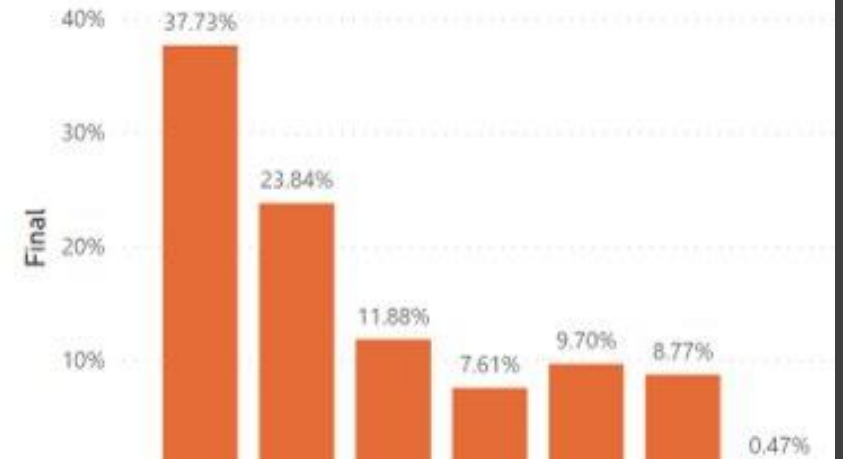
%GT Students by Grade Value



Total Students by Final Grade



%GT Students by Grade Value



Course Title

- Academic Success Seminar
- Early United States History
- English Composition I
- English Composition II
- English Support
- Fundamentals of Communication
- Human Anatomy & Physiology I
- Intro to Criminal Justice
- Introduction to Art
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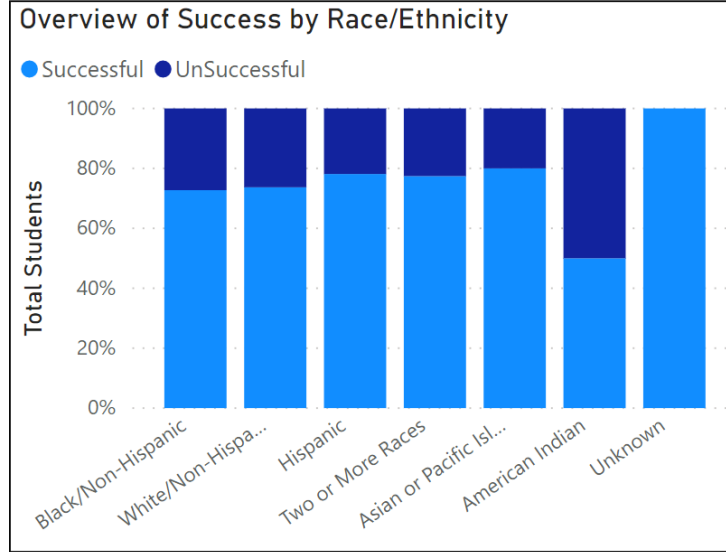


1288

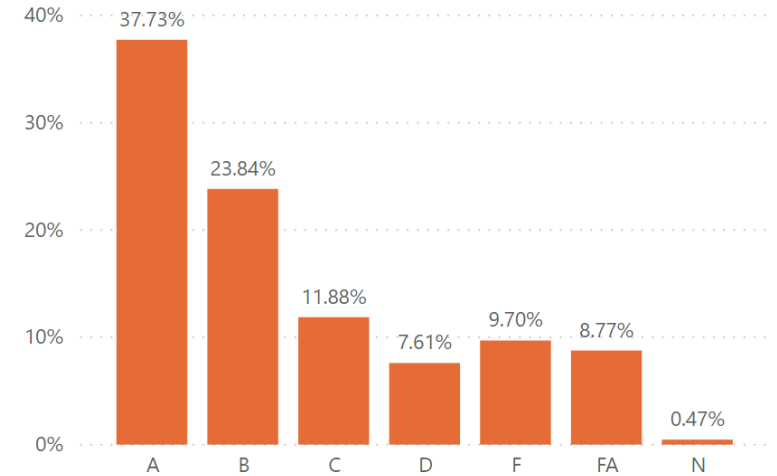
Enrolled Students



Fall 2019 Top 20 Highest Enrollment Courses Overview | Final Grades by Race

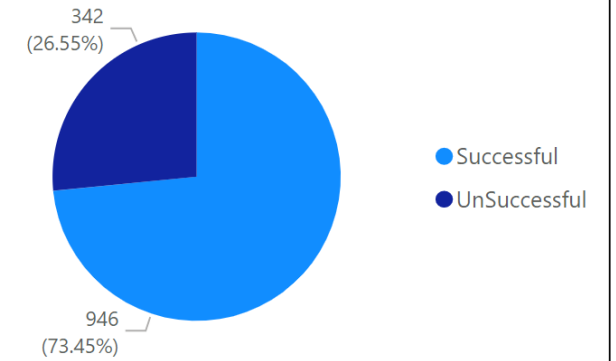


%GT Students by Grade Value



Race/Ethnicity	D	F	FA	N	Total
American Indian			0.08%		0.16%
Asian or Pacific Islander	0.08%	0.08%	0.16%		1.55%
Black/Non-Hispanic	6.44%	7.22%	7.53%	0.47%	79.43%
Hispanic	0.08%	1.16%	0.39%		7.45%
Two or More Races	0.16%	0.23%	0.16%		2.41%
Unknown					0.16%
White/Non-Hispanic	0.85%	1.01%	0.47%		8.85%
Total	7.61%	9.70%	8.77%	0.47%	100.00%

Total Students by Success



Course Title

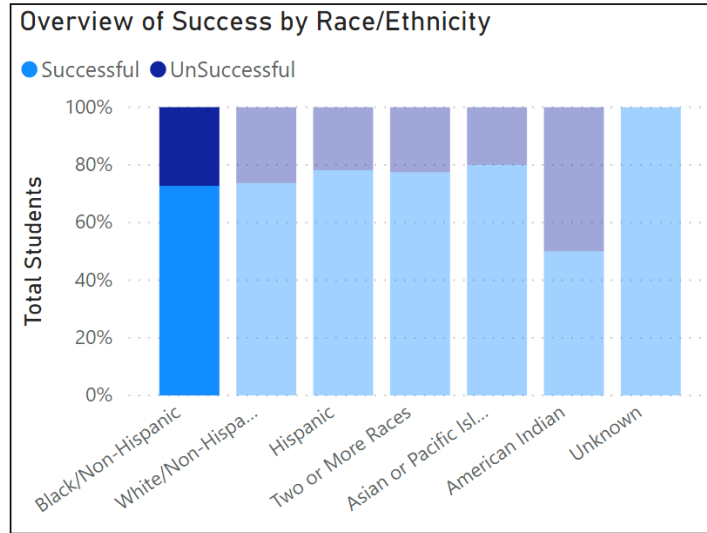
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- English Composition II
- English Support
- Fundamentals of Communication
- Human Anatomy & Physiology I
- Intro to Criminal Justice
- Introduction to Art
- Introduction to Business
- Introduction to Music
- Introduction to Psychology
- Introduction to Sociology
- Introductory Statistics
- Microbiology
- Modern United States History
- Principles of Accounting I
- Principles of Nutrition
- Reading Support for ACAD 1100
- Support Course for MATH 1530

1023

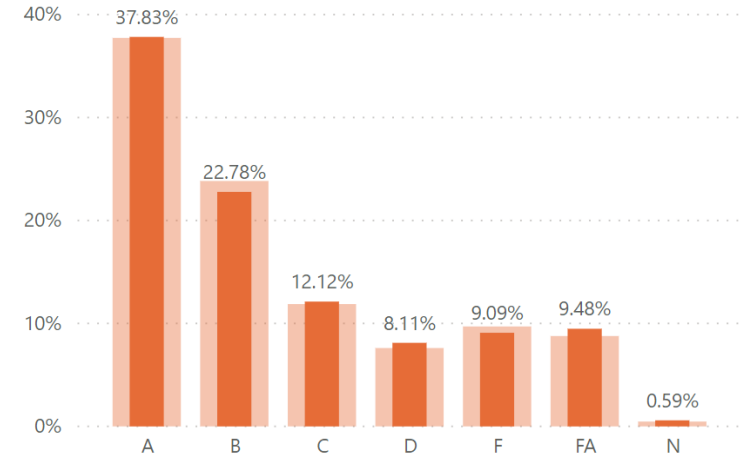
Enrolled Students



Fall 2019 Top 20 Highest Enrollment Courses Overview | Final Grades by Race

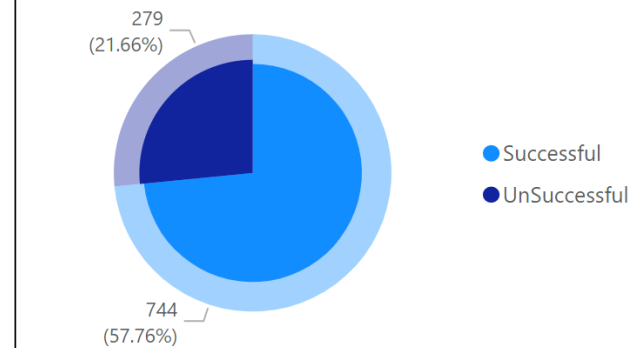


%GT Students by Grade Value

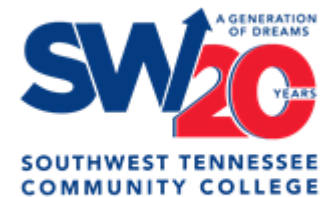


Race/Ethnicity	D	F	FA	N	Total
American Indian			0.08%		0.16%
Asian or Pacific Islander	0.08%	0.08%	0.16%		1.55%
Black/Non-Hispanic	6.44%	7.22%	7.53%	0.47%	79.43%
Hispanic	0.08%	1.16%	0.39%		7.45%
Two or More Races	0.16%	0.23%	0.16%		2.41%
Unknown					0.16%
White/Non-Hispanic	0.85%	1.01%	0.47%		8.85%
Total	7.61%	9.70%	8.77%	0.47%	100.00%

Total Students by Success



Two Spaces, One Purpose





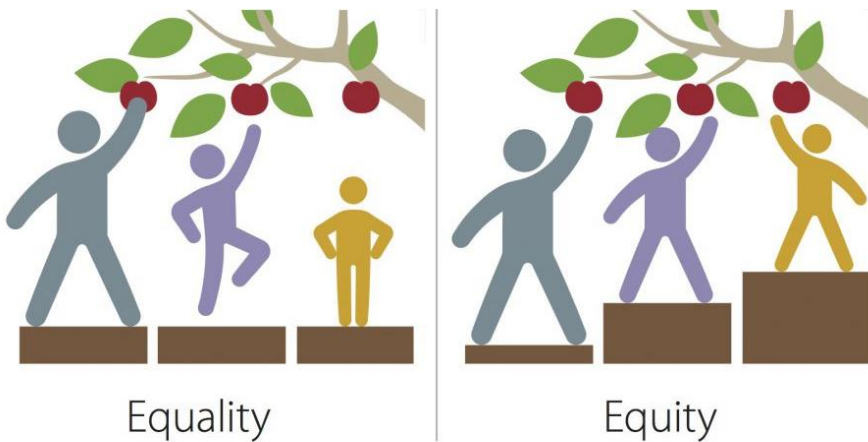
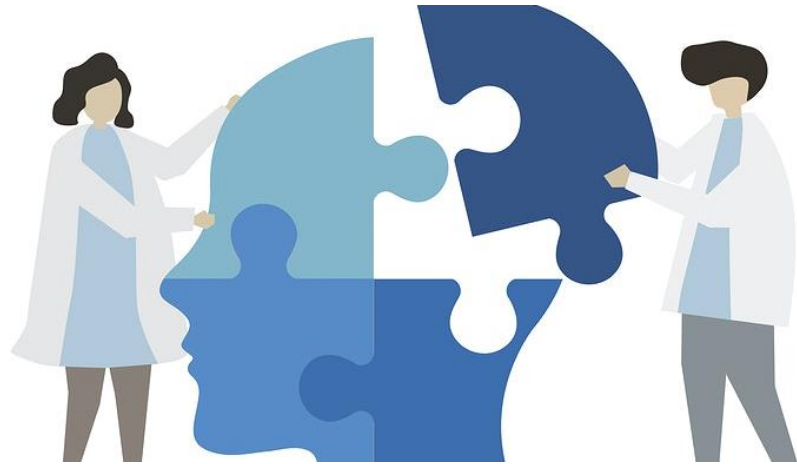
Position/Positionality

Two Spaces, One Purpose:

Our Courageous Conversations that lead to Our Courageous Action

Two Leaders, One Mindset





Two Leaders, One Mindset: Equity “and” Social Justice in Higher Education

- **Our Courageous Conversations**

- Both-And Mindset
- Equity & Social Justice
- Transparency
- Commitment to Student Success & Equity
- Partnership
- Collaboration
- Innovation

- **How do we do this together?**

Examples:

Professional
Academic Advising

Teaching
Academic Success

Student Success
is...

- Faculty Success
- Staff Success

Scaling for Equity



Scaling for Equity:

Overview

Strategic Thinking & Action: IDEAS

Strategic Thinking & Action: GATEKEEPER FACULTY FELLOWSHIP

Equity-minded Culture

Right Action, at the Right Time, for the Right Reason

Inclusive Design for Equity in Academic Success (IDEAS)

- Organizing for Change
- Strategic Vision
- Intentional Goal Setting
- Moving the Needle
- Success @ Scale
- ALL from an EQUITY Lens

IDEAS Logic Model

Professional Academic
Advising (+3 FTE)

Supplemental
Instruction
(1 FTE Coordinator &
Focus on Gatekeeper
Courses)

Peer Mentoring
(Enhancing the
Mentoring culture
through Work-Based
Learning)

Faculty/Staff
Professional
Development in E&I

Infusion of High-Impact
Practices
(Mindset, FYE, W-B
Learning, E-portfolio)

Course Redesign that is
Culturally Responsive &
Race Conscious

Increase Data Capacity
(Warehouse &
Dashboards)

Title III Goals:



AP Goal 1: Improve successful completion of students' educational goals, including graduation, transfer, and continuing education; Increase by 2 pp year over year, first 2 years, and 3 pp year over year, for 2 years



AP Goal 2: Close equity gaps in student success for underrepresented minority/majority populations; Decrease gaps by 2 pp year over year, first 2 years, and 3 pp year over year, for 2 years

Title III Goals:



IM Goal 1: Improve advising support to achieve best practice caseload model; Increase of 3 FTE; working towards 350 to 1 Caseload



IM Goal 2: Increase college engagement in equity-related training and development; 90% of Faculty/Staff trained in 5 years



IM Goal 3: Improve organizational efficiency and effectiveness



FS Goal: Strategically align the budget and financial support to measured improvements.

Culturally Responsive Teaching, Sept. 18th

- H. Richard Milner IV (also known as Rich) is Cornelius Vanderbilt Distinguished Professor and Chair of Education and Professor of Education in the Department of Teaching and Learning at Peabody College of Vanderbilt University. His research, teaching and policy interests concern urban education, teacher education, African American literature, and the social context of education. Professor Milner's research examines practices and policies that support teacher effectiveness in urban schools. Professor Milner's work has appeared in numerous journals, and he has published seven books. His most recent are: *Start where you are but don't stay there: Understanding diversity, opportunity gaps, and teaching in today's classrooms* (Harvard Education Press, 2010 and 2020, Second Edition), *Rac(e)ing to class: Confronting poverty and race in schools and classrooms* (Harvard Education Press, 2015) and *These kids are out of control: Why we must reimagine classroom management for equity* (Corwin Press, 2018). He can be reached at rich.milner@vanderbilt.edu.



Retention Analysis by Race

Gender

All

Admit Status

All

FTFT Freshman

Y

First Gen

All

Age Range

All

EFC Range

All

GPA Range

All

PELL Eligible

All

ACT Range

All

Veteran

All

Degree

All

Major

All

Cohort

All

Full or Part

All

Enrollment Totals

Race/Ethnicity	Fall 2019	Spring 2020
Black/Non-Hispanic	982	741
White/Non-Hispanic	369	297
Hispanic	169	143
Two or More Races	56	46
Asian or Pacific Islander	37	31
Unknown	3	3
American Indian	2	1
Total	1618	1262

Retention Percentage

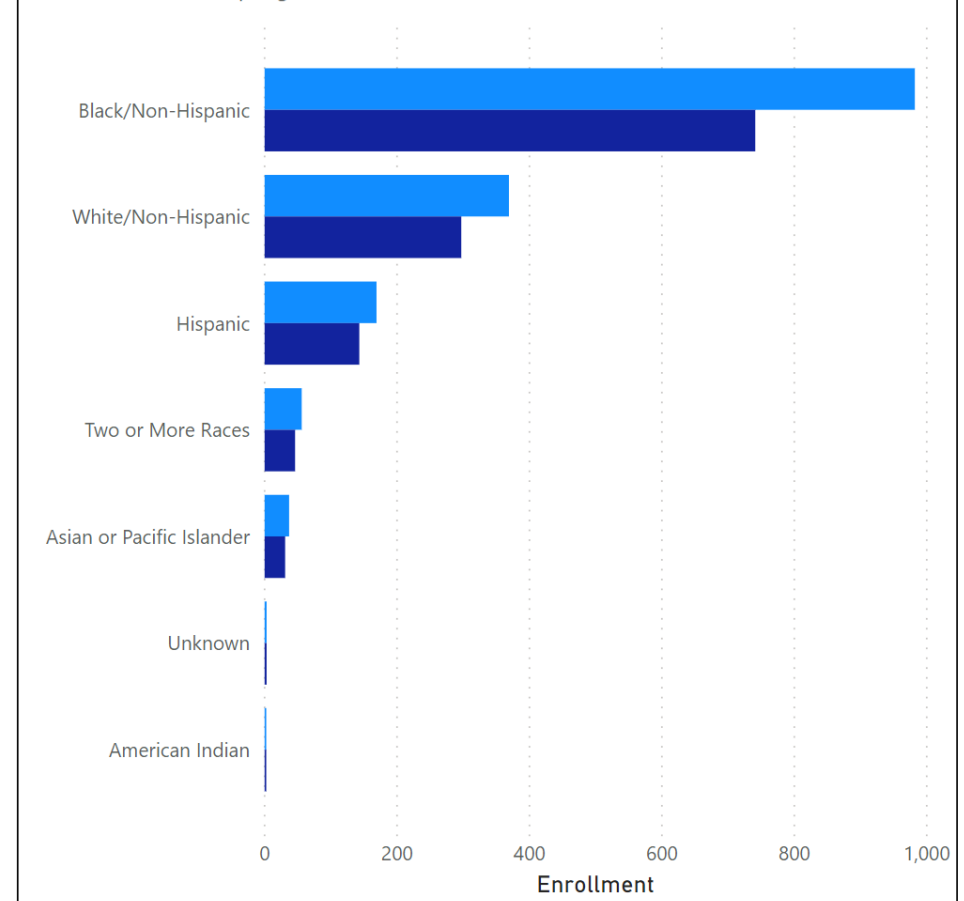
Race/Ethnicity	Retention %
American Indian	50.00
Asian or Pacific Islander	83.78
Black/Non-Hispanic	75.46
Hispanic	84.62
Two or More Races	82.14
Unknown	100.00
White/Non-Hispanic	80.49
Total	78.00

Retention Analysis

Hold CTRL to select multiple

- Select all
- American Indian
- Asian or Pacific Islander
- Black/Non-Hispanic
- Hispanic
- Two or More Races
- Unknown
- White/Non-Hispanic

Term ● Fall 2019 ● Spring 2020



78.00

Total Retention %



Spring 2020 Grade Overview

Select Rubric

▼ ACCT

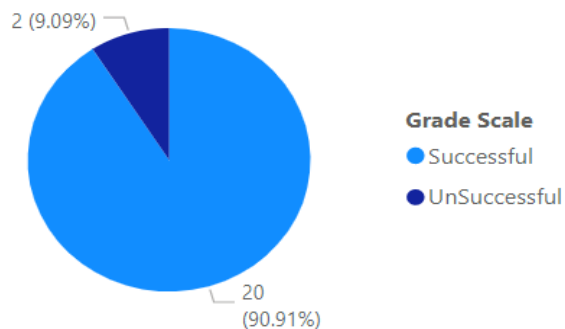
Select Course

- ACCT-1010-101
- ACCT-1010-102
- ACCT-1010-103
- ACCT-1010-104
- ACCT-1010-105
- ACCT-1010-106
- ACCT-1010-151
- ACCT-1010-152
- ACCT-1010-201
- ACCT-1010-202
- ACCT-1010-401
- ACCT-1010-451
- ACCT-1010-601
- ACCT-1010-651
- ACCT-1010-L01
- ACCT-1010-L02
- ACCT-1020-102
- ACCT-1020-104
- ACCT-1020-151
- ACCT-1020-201
- ACCT-1020-401
- ACCT-1020-451
- ACCT-1020-651
- ACCT-1020-L01
- ACCT-2331-1H1
- ACCT-2341-101
- ACCT-2362-101
- ACCT-2371-151
- ACCT-2382-1H1

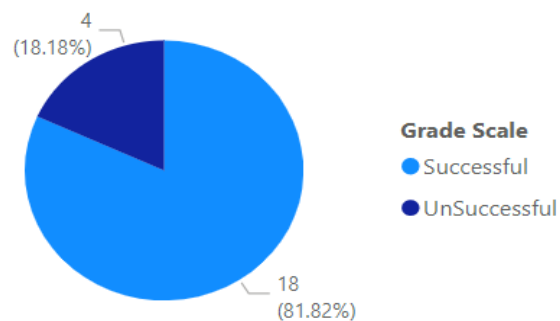
Grade Value

- A
- B
- C
- D
- FA
- I
- F

Total Students by MidTerm Grade



Total Students by Final Grade



44

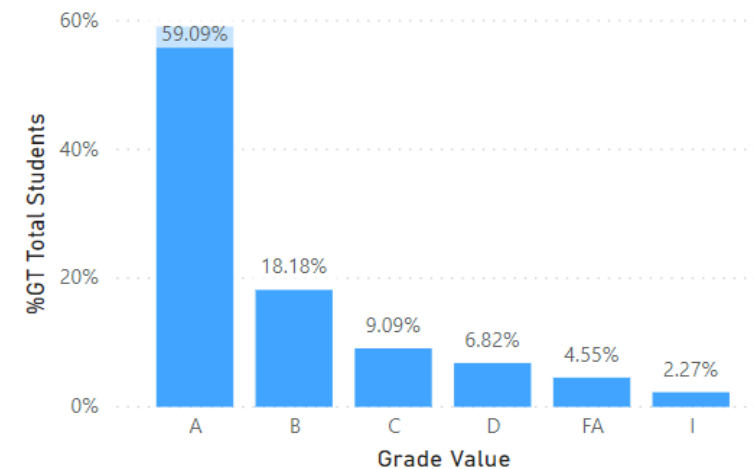
Total Students Duplicated HCT

ACCT-1020

Selected Course

%GT Total Students by Grade Value and Section Number

Section Number 104



Navigate Analytics

FILTERS:

Enrollment History

ENROLLED IN:

Fall Term 2020

Current Student Information

IN / NOT IN (TAG/ CATEGORY)

In

CATEGORY

All

TAG

All

CLASSIFICATION

All

TRANSFER STUDENT

All

GENDER

All

ETHNICITY

All

Current Area of Study

COLLEGE

All

MAJOR

All

DEGREE

All

CONCENTRATION

All

Assigned To

RELATIONSHIP TYPE

All

STAFF

All

Total Students

2,911

Avg. Cumulative GPA*

2.89

Avg. Credit Completion

81%

Predictive Profile

2,911

*Transfer credits are defined by your institution. Contact your strategic leader for more details.

Key Populations

Need inspiration? View our [Campaign Ideas Infographics](#) for more details.

Your Students Institution

Students with Academic Performance Concerns

Cumulative GPA < 2.0

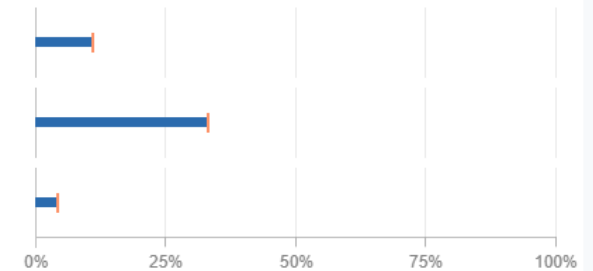
323

Last Enrolled Term GPA < Cumulative GPA*

971

At Least 1 Missed Success Marker (Below Grade Threshold)

126



*Compares each student's last recorded Term GPA to their Cumulative GPA

Students with Academic Progress Concerns

Lifetime Credit Completion Under 67%

583

At Least 1 Missed Success Marker (Didn't Register)

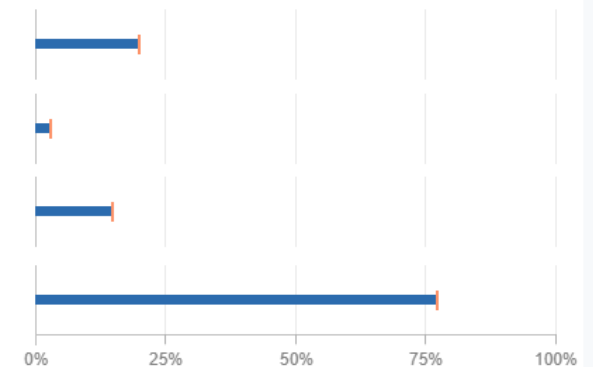
84

Total Credits Earned Above 60

429

Full-Time, Currently Attempting ≥12 and <15 Credits*

747



Navigate Analytics

Enrollment History

ENROLLED IN:
Fall Term 2020

Current Student Information

IN /NOT IN (TAG/ CATEGORY)
In

CATEGORY
All

TAG
All

CLASSIFICATION
All

TRANSFER STUDENT
All

GENDER
All

ETHNICITY
All

Current Area of Study

COLLEGE
All

MAJOR
All

DEGREE
All

CONCENTRATION
All

Assigned To

RELATIONSHIP TYPE
All

STAFF
All

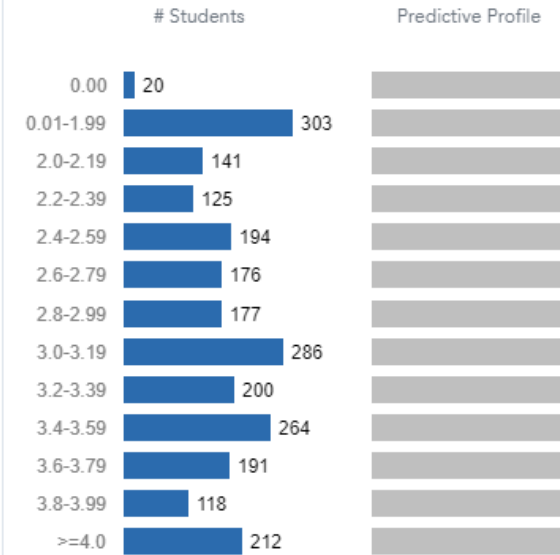
2,911
GPA 2.89
Completion 81%
 2,911

Academic Performance

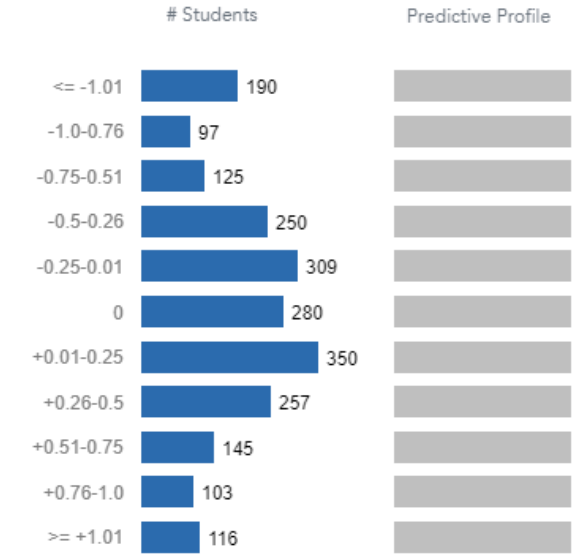
Need campaign inspiration? View our [61 Campaign Ideas](#) for more details.

GPA Metrics

Cumulative GPA



Difference Between Last Enrolled Term GPA and Cum. GPA

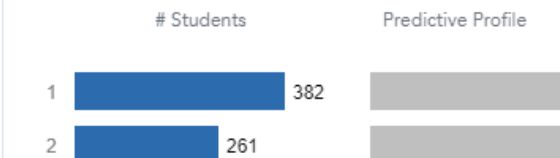


Cumulative GPA may include transfer credits. This setting is configured by your institution. For more information, contact your strategic leader.

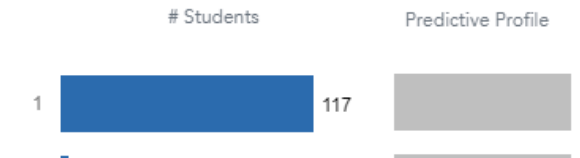
Students grouped by the difference between the last Term GPA they earned and their Cumulative GPA. If a student's last Term GPA is much lower than their Cumulative GPA, it may be a sign that they are struggling and need assistance.

Course Performance

Total Number of D's and F's Earned



Missing Success Markers (Below Grade Threshold)

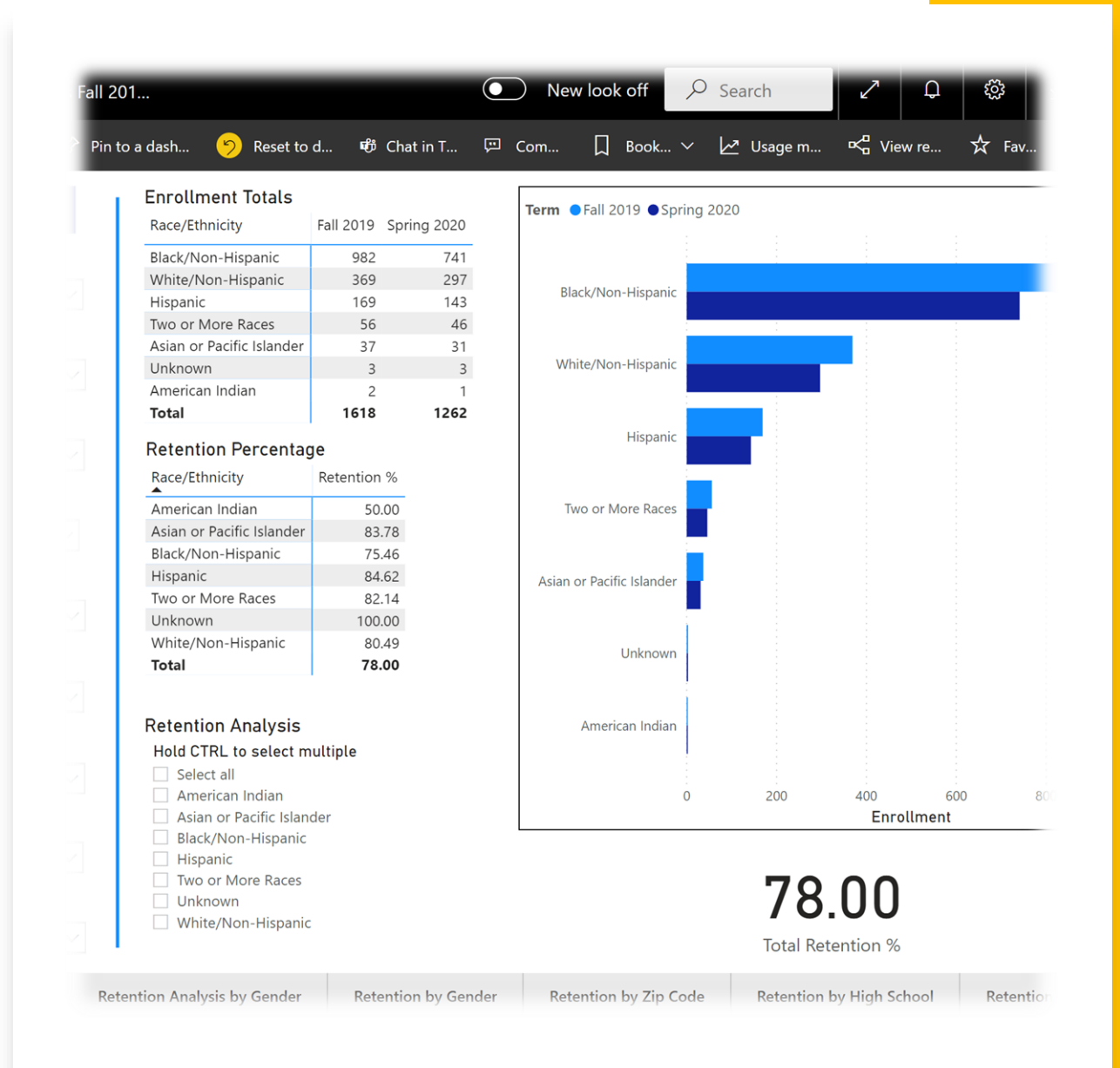


Data Capacity

- Data Dashboards & Warehouse Development
 - Point-in-Time Dashboards
 - Real-time Dashboards
 - Data Accuracy
- National Student Clearinghouse Data, PDP
- Navigate Analytics
- ARGOS Reporting
- TBR Dashboards, System-level Comparison

Data Capacity

- Data Dashboards & Warehouse Development
 - Point-in-Time Dashboards
 - Real-time Dashboards
 - Data Accuracy
- National Student Clearinghouse Data, PDP
- Navigate Analytics
- ARGOS Reporting
- TBR Dashboards, System-level Comparison



VIRTUAL DATA & EQUITY CONFERENCE

Equity: Pursuing Social and Economic Justice in Higher Ed



July 31, 2020

Part 1 (8:30 AM – 12:00 PM) • Part 2 (1:00 – 3:00 PM)

Microsoft Teams

SOUTHWEST
TENNESSEE COMMUNITY COLLEGE

IDEAS

*Inclusive Design for Equity in Academic Success
Student Success Reimagined*

Today's Challenge...

What will you do to promote Equity & Inclusion in Teaching & Learning within your department/division, your sphere of influence, from a data-informed perspective?

What will you do to embrace equity-mindedness such that you approach the critical work of higher education from a social and economic justice perspective?



Sustainability & Capacity Building

- Grant Writing & Development
- Institutional Commitment
- Focus on Diverse, Promising Student Populations

hippi

**OFFICE OF HIGH IMPACT
PRACTICES AND INNOVATION**

SOUTHWEST
TENNESSEE COMMUNITY COLLEGE

SW <sup>A GENERATION
OF DREAMS</sup>
20 _{YEARS}
SOUTHWEST TENNESSEE
COMMUNITY COLLEGE



**Undergraduate
Research**

**Technology Enhanced
Learning**

Study Abroad

Certifications

**Learning
Communities**

Honors

Service Learning

Academic Success

Work Based Learning

Advising

Mindset



Advising

Certifications

First Year
Experience

Honors

Learning
Communities

Mindset

Service Learning

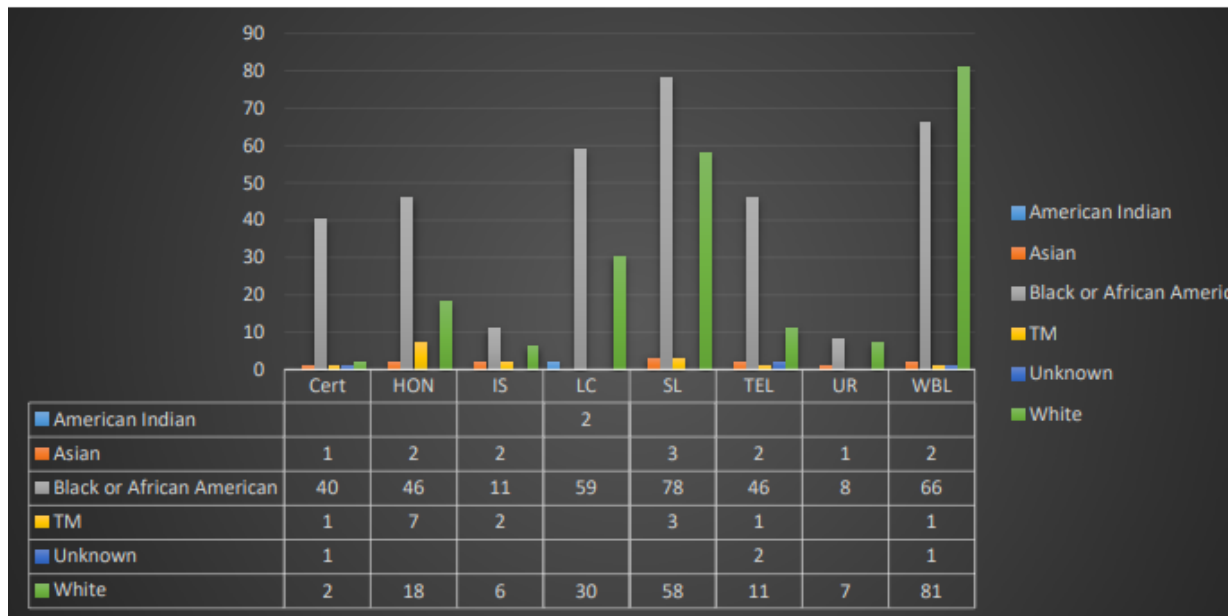
Study Abroad

Technology
Enhanced Learning

Work
Based
Learning

Undergraduate
Research





The above table shows participation in HIPs (excluding ACAD 1100) during the spring 2020 semester according to race. We can see that Certifications (Cert), Honors (HON), International Studies, Learning Communities (LC), Service Learning (SL), and Technology Enhanced Learning (TEL) demonstrate relatively larger participation of African American students compared to their white peers. However, Work-Based Learning (WBL) demonstrates a significantly higher participation rate among white students when compared to black students (+15 points). This suggests a possible area of future research to explore what courses offer WBL and among those courses of study, there is a significantly higher participation among white students.

Cultural Shifts

From Equity to Social Justice



The Culture is Shifting...a Mindset for Equity

COVID-19 Impact

Murders of George Floyd, Ahmaud Arbery, Breonna Taylor

Rising Unemployment

2020 Election

The Culture is Shifting...a Mindset for Equity

Student Success

Equity Minded

Social Justice

A social justice framework is a way of seeing and acting aimed to bring about a more socially just world. It pays primary attention to how people, policies, practices, curricula, and institutions may be used to liberate rather than oppress those least served by our decision making. Using a social justice framework to guide diversity, equity, and inclusion (DEI) work can help propel these initiatives forward by urging us to specifically address issues of injustice, especially where access and marginalization are concerned.



Social Justice and the Culture Shift

- Equity Mindedness
- Students at the Center
- Reimagine Student Success: Lead, Innovate, Plan, Pivot, Change, Act, and Implement



*What is your
social justice
framework?*

Please unmute your device or post your answer in the chat room.





Are there opportunities for systems-thinking work on your campus?

Please unmute your device or post your answer in the chat room.

When student success is successfully *reimagined* when we...

Embrace	Embrace the moral imperative to move beyond equity to social justice in higher education.
Inspire	Inspire a campus culture that is equity-minded through professional development and transformational leadership.
Promote	Promote courageous conversations that challenge the higher education status quo.
Understand and address	Understand and address the need for educating the College community around higher education as a social justice issue.
Create	Create accountability for all involved
Increase	Increase action towards improving data capacity and data democratization
Make	Make “holistic” student success--inside and outside the classroom—our top priority.
Move	Move our students from poverty to prosperity, thus achieving equity and moving to social justice.

