Board Minutes

Vice Chair Emily Reynolds

Report of Interim Action

Chancellor Flora W. Tydings

The College System of Tennessee

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Report of the
Committees

Vice Chair Emily Reynolds

THE COLLEGE SYSTEM OF TENNESSEE
tbr

Report of the Chancellor

Chancellor Flora W. Tydings

THE COLLEGE SYSTEM OF TENNESSEE

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SOAR AWARDS

THE AYERS
LEARN • GROW • SUCCEED
FOUNDATION

THE AYERS SCHOLARS PROGRAM

The Ayers Foundation Scholars Program (AFSP) is an effective college access and success program that was founded in 1999.

The program has shown dramatic success in increasing

- college-going rate
- retention
- and completion

despite serving primarily low-income and rural students.

THE AYERS SCHOLARS PROGRAM

- **100%** of students enrolled at participating high schools receive services from AFSP.

- We are currently working in twenty-one high schools across twelve rural Tennessee counties and Missouri, serving more than 16,000 students.

- Every student has access to higher education provided by an individualized plan with a college access counselor.

THE AYERS SCHOLARS PROGRAM

The model provides **one-on-one advising** to students and parents in the areas of:

- College Selection
- College Applications
- Career Pathways
- Financial Aid

The Scholars program is more than college access; it prepares and works with each student to provide resources so they are prepared to be college eligible, successful, and in the end, work-force ready.

MENTORING SERVICES

		8th Grade Fall	8th Grade Spring	Freshmen Fall	Freshmen Spring	Sophomore Fall	Sophomore Spring	Junior Fall	Junior Spring	Senior Fall	Senior Spring
Parent and Family Engagement	Future Freshman Transition Event		X								
	College Planning Workshops			X		X		X	X	X	X
	Financial Aid Workshops				X		X	X	X	X	X
College Knowledge and Planning	Individual College Counseling Sessions							X	X	X	X
	Middle School College/Career Fair	X									
	College Fair for High School				X		X				
	Dual Enrollment Assistance							X	X		
	ACT Practice Test (Juniors take Official ACT)				X						
	Classroom Lessons and Activities to Build College Knowledge			X	X	X					
	High School Course Scheduling Assistance				X						
	Classroom Workshops on College Fit			X	X						
College Fit and Application Assistance	College Summit										
	College Campus Visits										
	Individual College Visits at High Schools				X	X	X				
	Individual College Application Planning Sessions										
	Individual Application Assistance										
College Affordability	Classroom Lessons on Paying for College					X	X				
	Scholarship Application Assistance										
	Individual FAFSA Completion Assistance										
	Post-secondary Budgeting										

RETENTION SERVICES

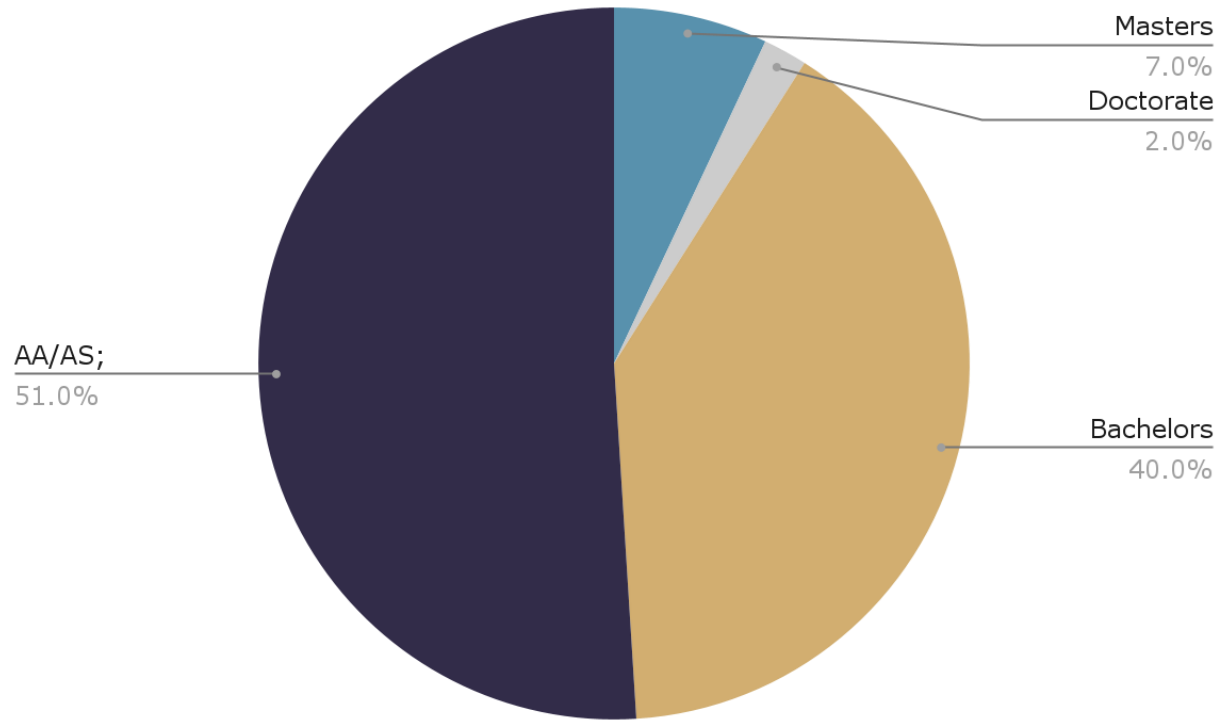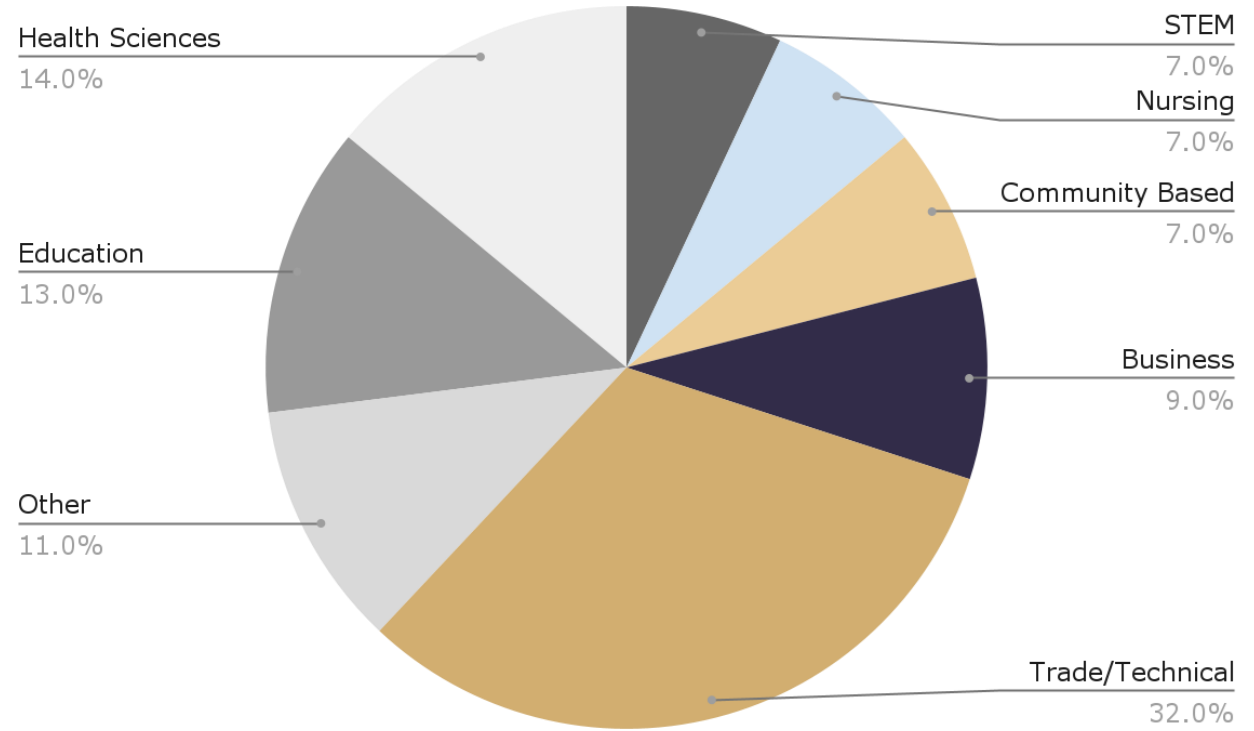|		Pre-College Spring of Senior Year of HS	Pre-College Summer Before College	First Year Fall	First Year Spring	Second Year Fall	Second Year Spring	Third Year Fall	Third Year Spring	Fourth Year + Fall	Fourth Year + Spring
Transition Support	Introductory Meetings with HS Advisory, Student, and Retention Specialist	X									
	Enrollment in College	X	X								
	Placement Testing Assistance	X	X	X	X	X	X				
	Course Scheduling Assistance	X	X	X	X	X	X	X	X	X	X
	Summer Support Services		X		X		X		X		X
	Freshmen Orientation Registration Assistance	X	X								
Academic Support	Individual Academic Advising		X	X	X	X	X	X	X	X	X
	Academic Monitoring Between College Faculty and AFSP Counselor/Advisor			X	X	X	X	X	X	X	X
	Tutoring			X	X	X	X	X	X	X	X
	Computer and Internet Access			X	X	X	X	X	X	X	X
	Access to Course Textbooks			X	X	X	X	X	X	X	X
College Affordability	Postsecondary Budgeting	X	X		X		X		X		X
	Annual FAFSA Completion			X		X		X		X	
	Ongoing monitoring of Satisfactory Academic Progress (SAP)			X	X	X	X	X	X	X	X
	Scholarship Assistance	X	X	X	X	X	X	X	X	X	X
Completion and Transfer Support	Workshops on Job Placement (Resume Writing, Interviewing, etc.)				X	X	X	X	X	X	X
	Connection with Transfer Admissions Recruiters				X	X					
	Individual Transfer Application Assistance				X	X	X				

AYERS SCHOLARS

The Ayers Foundation strives to remove all barriers and boundaries for Ayers Scholars. They have an equal opportunity to earn their education anywhere.

Over
16,800
Students Being Served

80%
One-Year retention rate

82%
College-Going Rate

76%
Retention and completion for AFSP has been verified by a third-party evaluator for the class of 2015

52%
of entering freshmen enroll at TBR

Degrees Awarded

Ayers Labor Workforce

Masters 7.0%
Doctorate 2.0%
AA/AS; 51.0%
Bachelors 40.0%

Health Sciences 14.0%
Education 13.0%
Other 11.0%
STEM 7.0%
Nursing 7.0%
Community Based 7.0%
Business 9.0%
Trade/Technical 32.0%

TBR Board Meeting – March 31, 2022

Why This Core Model Works:

➤ Investing in and placing a properly trained, full-time, expert advisor to serve as each student's champion, coach, guide, and technical and emotional supporter;

➤ Embedding full-time advisors in the school, but keeping them distinctly and intentionally independent, underwritten and operated by the Foundation;

➤ Insisting on accountability at every step based on actual student outcomes

➤ Ensuring every student has a plan and path to and through postsecondary completion and beyond - with the ultimate goal of being workforce ready.

OUR COUNSELORS ARE BARRIER REMOVERS

Ayers Scholars College Going Rates
2021 Rate vs. Benchmarked Pre-Program Rate

Bar chart comparing Baseline and 2021 CGR by high school:
- RHS: Baseline 24%, 2021 CGR 84%
- SHHS: Baseline 22%, 2021 CGR 77%
- PCHS: Baseline 57%, 2021 CGR 85%
- LHS: Baseline 63%, 2021 CGR 80%
- UCHS: Baseline 61%, 2021 CGR 82%
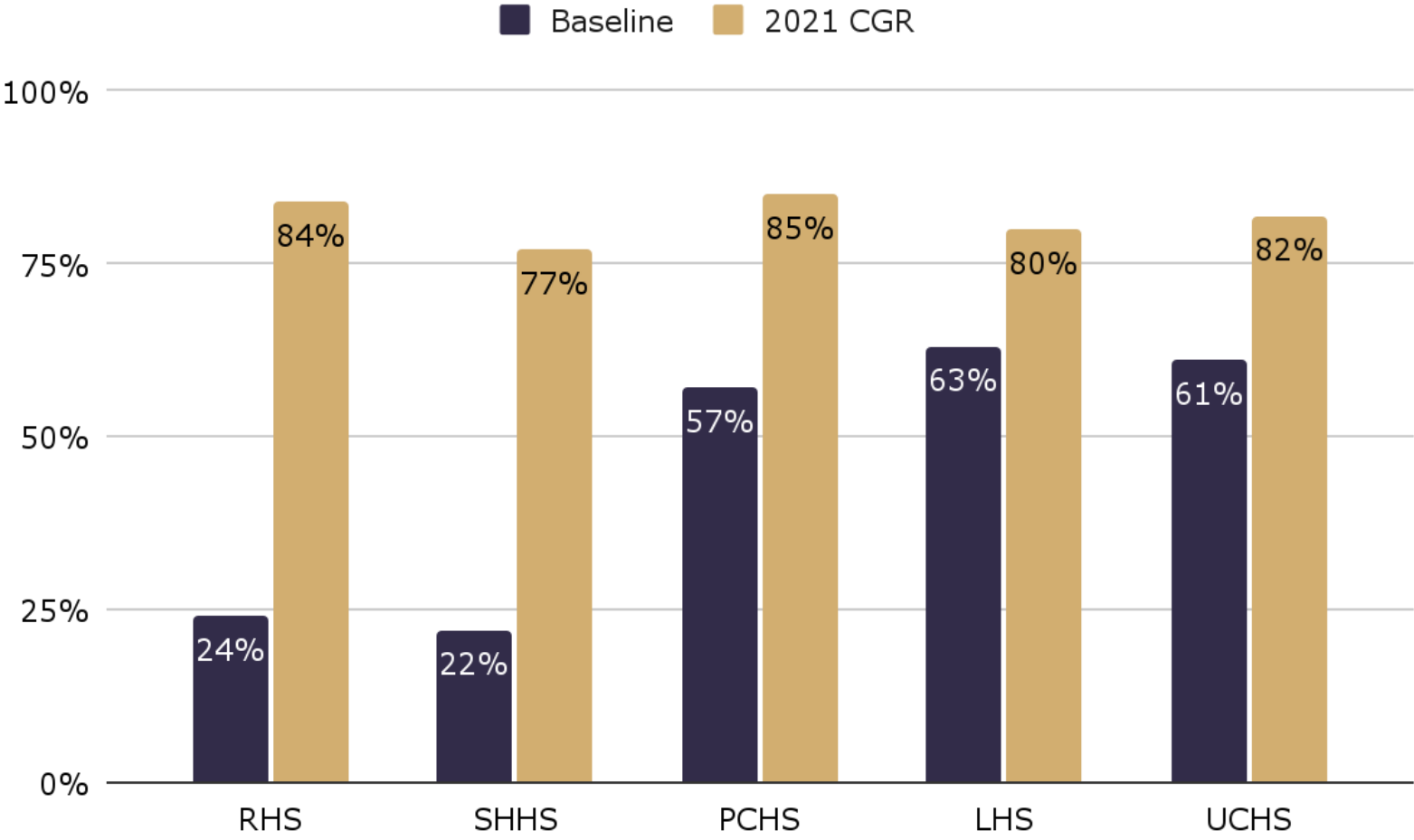
Comparing College-Going Rates
Ayers Scholars compared to State Numbers
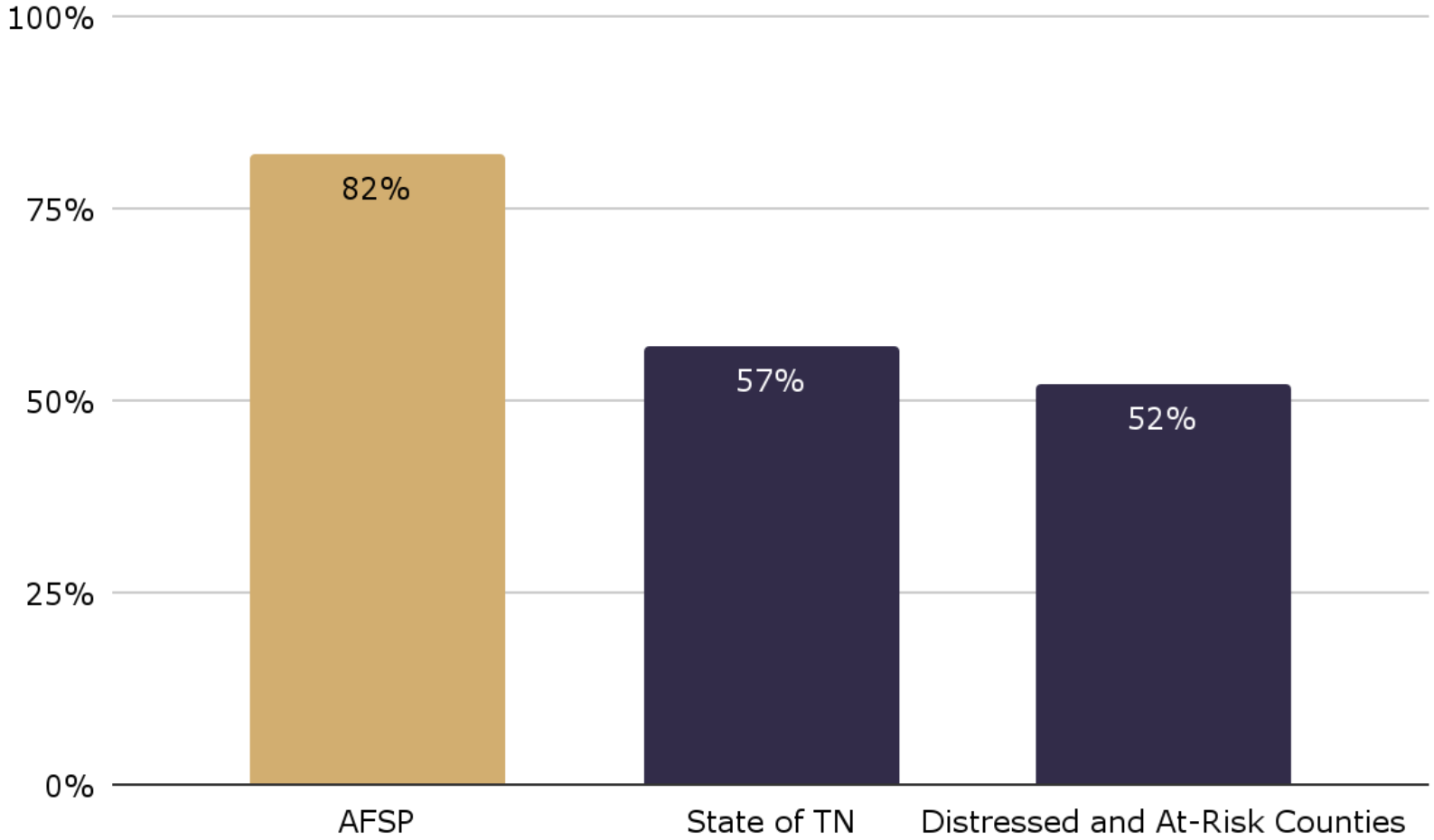
2020 College-Going Rates
in Perry County vs. Other Distressed Counties

Bar chart showing college-going rates by county:
- Perry: 88%
- Bledsoe: 42%
- Clay: 60%
- Cocke: 40%
- Grundy: 57%
- Hancock: 54%
- Hardeman: 47%
- Lake: 49%
- Lauderdale: 47%
- Scott: 51%
- Wayne: 57%

Sources: The Ayers Foundation and Tennessee Higher Education Commission 2020 Factbook
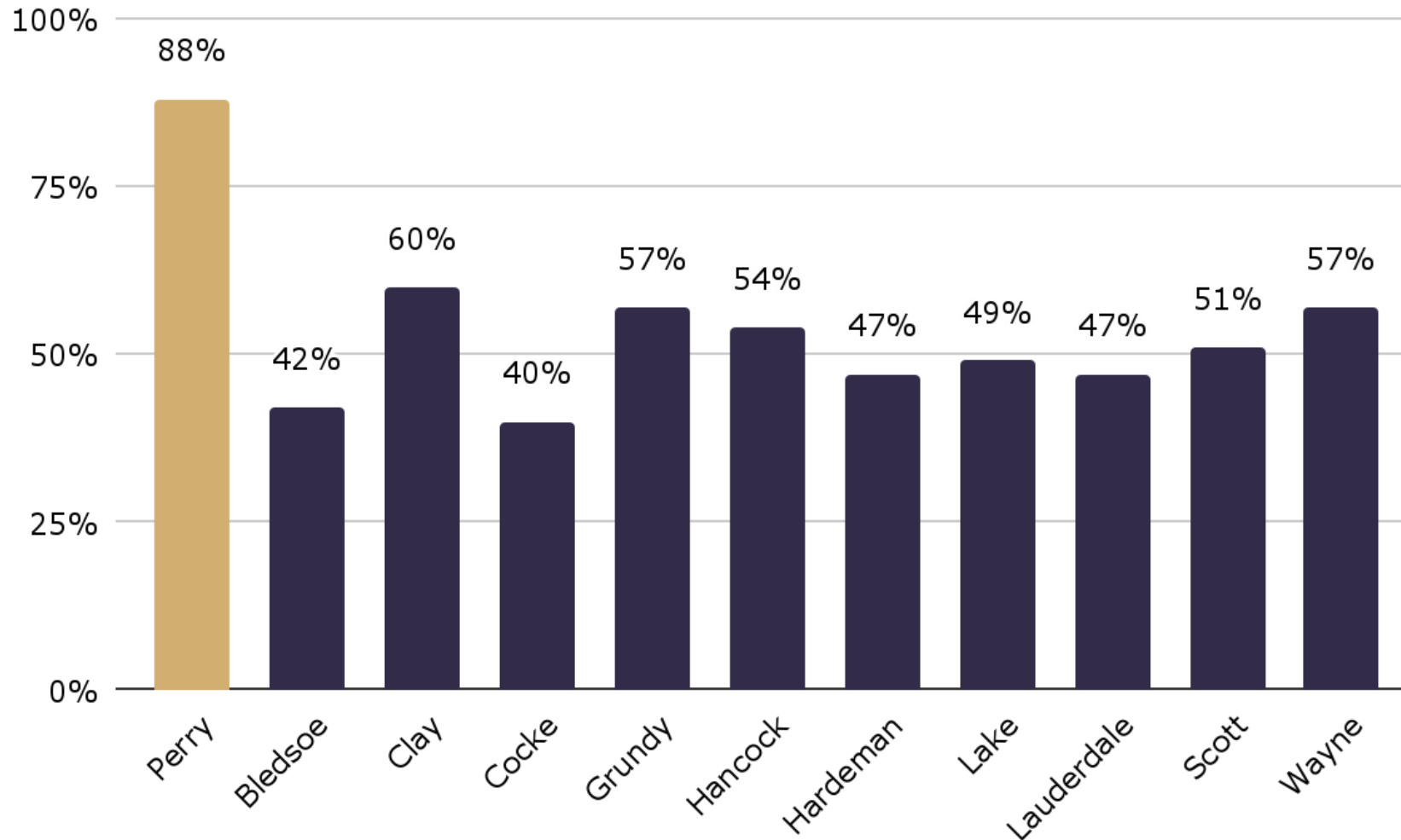
The Governor's Rural Education Foundation

- The Governor's Rural Education Foundation (GREF) is an initiative by Governor Bill Lee to improve college access opportunities and college readiness skills for Tennessee students. To achieve this mission GREF has chosen to work with The Ayers Foundation, due to its success of increasing the rates of college attendance and completion in the schools and communities that it currently serves, to implement and expand its Ayers Foundation Scholars Program model.

- To facilitate this expansion and to separately monitor its results, the founder of The Ayers Foundation created TAF Rural Expansion Foundation (REF), a non-profit organization. REF will utilize The Ayers Foundation Scholars Program model (AFSPM) to serve rural schools and communities not currently being served by The Ayers Foundation and the AFSP.

- The Ayers Foundation realizes that rural communities have the passion and dedication but not always the resources to improve college, career, and military readiness for their high school students.

REF Updates

2022-2023 FAFSA Completion Rates

30% overall increase at REF schools

Nation	38%
State of TN	73%
REF	89%

TENNESSEE FAFSA CHALLENGE
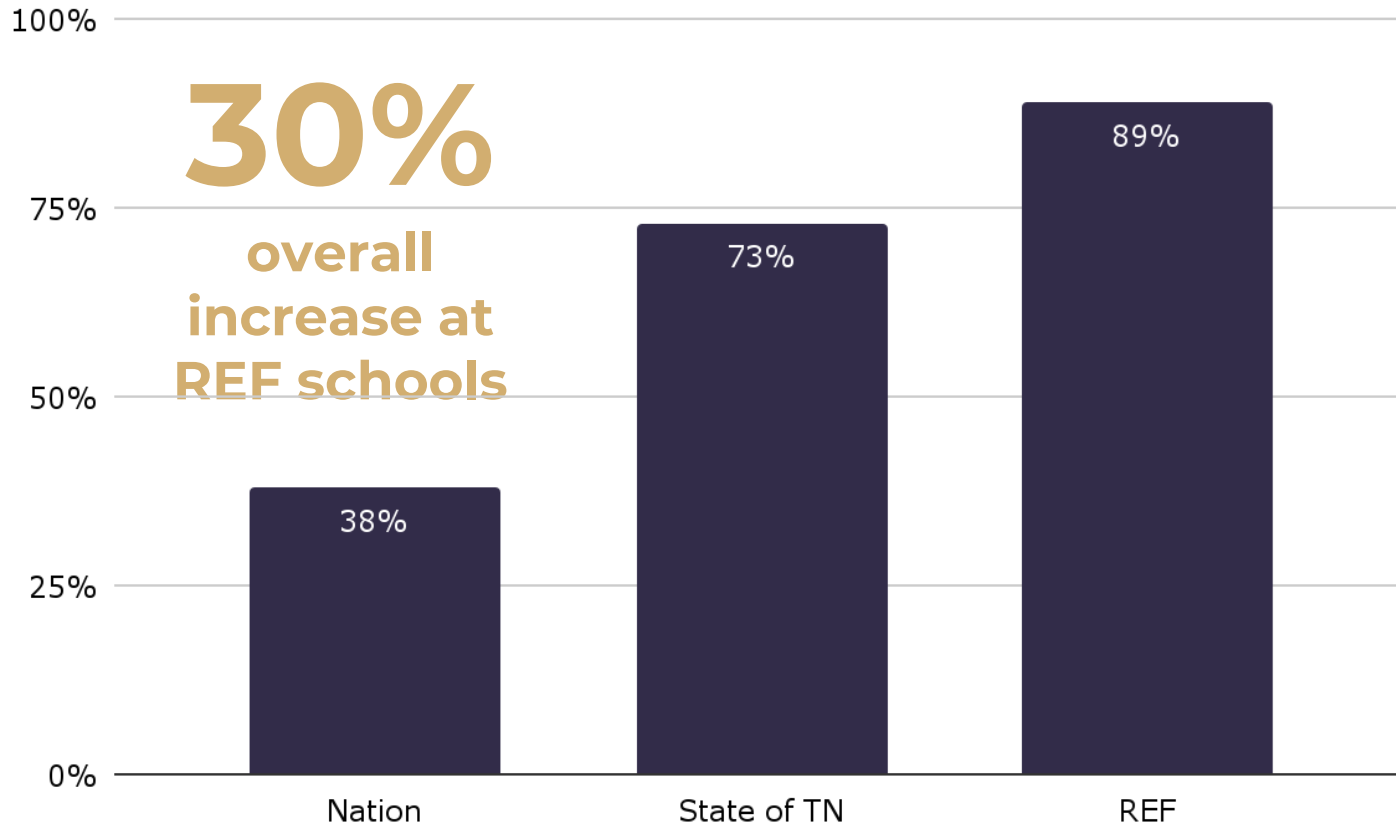
2021 - 2022 FAFSA CHAMPION

13 FAFSA Champions

21 High Schools in 12 Tennessee counties and two Missouri cities

NOT JUST AN EDUCATION STRATEGY – AN ECONOMIC DEVELOPMENT STRATEGY FOR RURAL COMMUNITIES

THE COLLEGE SYSTEM OF TENNESSEE

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Report of the Chancellor

Chancellor Flora W. Tydings

Unfinished Business

The College System of Tennessee — TBR

New Business

Consent Agenda

1. **Review and Approve New and Revisions to TBR Policies**

   a. New Policy 4.02.10.20 – Gift Policy
   b. New Policy 4.01.08.00 – Financial Management of Student Organizations
   c. Revisions to TBR Policy 3.01.01.00 – Student Organization Policy

Informational Reporting

1. **External Affairs Update**
2. **State Budget Update**
3. **Workforce Development Update**
4. **Policy and Strategy Update**
   —**ADAPTS Remote Work Demo**
   —**College Enrollment and Student Success**

External Affairs Update

Executive Vice Chancellor
Kim McCormick

Legislative Update 2022

Sen. Jack Johnson

SR 84

Confirmation of Appointment - Emily Reynolds, Board of Regents

Legislative Update 2022

Sen. Jon Lundberg

Rep. John Crawford

SB1908/HB1956

Increases the number of EMT/AEMT training centers operated by ambulance services that may be operated from 15 to 30 and urges ambulance services to partner with TBR to train additional EMTs, AEMTs, and paramedics.

Legislative Update 2022

Sen. Paul Bailey
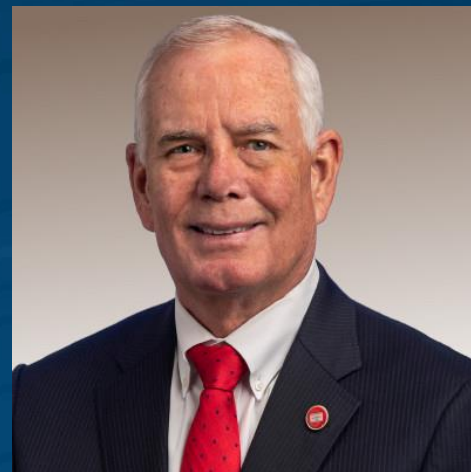
Rep. Pat Marsh

SB2399/HB2146

Establishes a third-party skills testing program administered by the department of safety for the purpose of facilitating the testing and licensure of commercial drivers.

Legislative Update 2022

Sen. Becky Massey   Rep. Justin Lafferty

SB2680/HB2739

Creates a 16-month window after high school during which an eligible student may enroll in a TBR college and still apply for and receive the Tennessee Promise scholarship.

Legislative Update 2022

Sen. Richard Briggs   Rep. Scott Cepicky

SB1770/HB1681

Directs TBR to develop a two-year pilot program to award grants to students enrolled in non-credit workforce training programs operated by a community college or TCAT.

Sen. Richard Briggs   Rep. John Ragan

SB2486/HB2710

Authorizes the governing board for each public institution of higher education to classify a veteran or military-affiliated individual as a Tennessee resident for tuition purposes if the veteran or military-affiliated individual resides outside of this state.

Legislative Update 2022
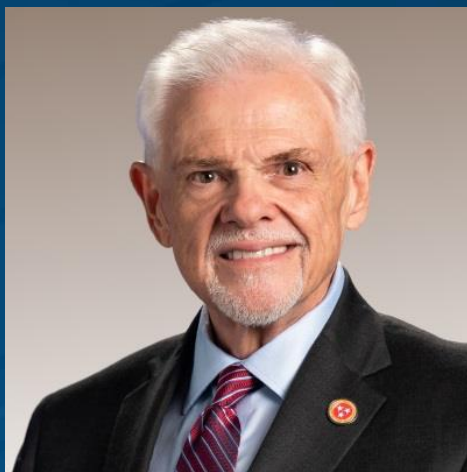
Sen. Ken Yager

Rep. Dennis Powers

SB2081/HB2226

Increases, from $1,250 to $1,625, the amount awarded each semester to a full-time student receiving the middle college scholarship.

SB2290/HB2670

- Prohibits a public institution of higher education from taking certain actions with regard to divisive concepts and the ideologies or political viewpoints of students and employees;

- Revises the duties of an institution's employees whose primary duties include diversity; and

- Requires each institution to conduct a survey of its students and employees to assess the campus climate with regard to diversity of thought and the respondents' comfort level in speaking freely on campus and to publish the results on the institution's website.

Legislative Update 2022

- **SB2316/HB2090** - Adds William R. Moore College of Technology as an eligible institution for receipt of the Tennessee Reconnect Grant and Wilder-Naifeh Technical Skills Grant.

- **SB2238/HB2137** - Authorizes qualified students to receive both the Wilder-Naifeh Technical Skills Grant and the Tennessee Reconnect Grant to attend TECH 901.

- **SB446/HB711** – Adds Western Governors University as an eligible institution for receipt of the Tennessee HOPE Scholarship.

- **SB1691/HB1725** - Requires THEC to include the average annual earnings of cohorts matriculating at 150 percent and 250 percent of the cohorts' expected time of degree completion in the outcomes-based funding formula model and to weight it in the formula at 50 percent for community colleges and TCATs.

- **SB2153/HB2316** - Prohibits males from participating in public higher education sports that are designated for females; creates a cause of action for violations that deprive a student of an athletic opportunity or that cause direct or indirect harm to a student at the postsecondary level.

- **SB2440/HB2569** - Prohibits the state from discriminating against, or granting preferential treatment to, an individual or group based on the individual's or group's race, sex, color, ethnicity, or national origin in the operation of any aspect of public employment, public education, or public contracting.

- **SB2684/HB2673** – Anti-Semitism

External Affairs Update

Executive Vice Chancellor
Kim McCormick

**State
Budget Update**

Executive Vice Chancellor

Danny Gibbs

Current Status of Proposed State Budget

- State Budget Introduced – January 31, 2022

- TBR Budget Hearings Conducted
  - House Finance, Ways, and Means Committee
  - Senate Education Committee

- Appropriations Bill Amendment Cut-Off Date
  - House: March 14th
  - Senate: March 24th

Appropriations

Operating Appropriations

$ 23,027,900	Recurring	Community College Operating Appropriation
5,720,500	Recurring	TCAT Operating Appropriation
10,985,800	Recurring	Community College 4% Salary Pool
2,342,400	Recurring	TCAT 4% Salary Pool
858,000	Recurring	System Office 4% Salary Pool
3,173,800	Recurring	Health Insurance Increase
$ 46,108,400		Total Recurring Operating/Salary Appropriation Increase

Other Budget Initiatives

Other Budget Initiatives

$ 1,770,000	Recurring	Operation Open Roads-Commercial Drivers License (CDL) Course Expansion
$ 8,025,000	Non-recurring	Operation Open Roads-Commercial Drivers License (CDL) Course Expansion
$ 5,026,000	Recurring	Tennessee Law Enforcement Hiring, Training, and Recruitment Program - Correctional Officer Training
$ 8,000,000	Recurring	TCAT Waitlist Initiative Year Two Faculty Costs
$11,424,000	Non-recurring	TCAT Waitlist Equipment and Renovation Costs
$ 1,451,000	Recurring	Correctional Education Investment Supports Growth
$ 170,000	Recurring	Capital Outlay Projects Manager

Capital Projects

New Buildings - TCAT Initiative

$	29,885,000	TCAT Morristown Greenville Campus
	27,000,000	TCAT Pulaski
	16,000,000	TCAT Dickson Clarksville Campus
	43,750,000	TCAT Harriman
	25,000,000	TCAT Oneida/Roane State Community College Fentress County Campus
	3,900,000	TCAT Crump
	14,800,000	TCAT Livingston
	21,000,000	TCAT Nashville
	10,865,000	TCAT Elizabethton Boones Creek Campus
	7,800,000	TCAT Oneida/Huntsville
$	200,000,000	Total TCAT Initiative

Capital Projects

Other New Buildings

Project Total	Appropriations	Match	
$ 50,212,000	$ 49,181,800	$ 1,030,200	Columbia State (with TCAT Hohenwald and Pulaski) Southern Regional Technology Center
35,500,000	34,080,000	1,420,000	Nashville State Community College (with TCAT Dickson) Clarksville Campus Expansion
74,000,000	67,500,000	6,500,000	Roane State (with TCAT Knoxville) Knox County Campus and Simulation Hospital
$ 159,712,000	$ 150,761,800	$ 8,950,200	Total

Capital Projects

Major Renovation

Project Total	Appropriations	Match	
$ 25,000,000	$ 24,500,000	$ 500,000	Pellissippi State Hardin Valley Campus Renovations
7,600,000	7,448,000	152,000	Volunteer State Mattox Building Renovations
$ 32,600,000	$ 31,948,000	$ 652,000	Total Major Renovation Projects

Capital Maintenance Projects

$ 21,890,000	Funds 17 Capital Maintenance Projects

Governor's Amended Budget Proposal

Budget Amendment

$9,000,000	Non-recurring	TCAT campus expansion in Maynardville/Union County
$ 200,000	Recurring	Mechatronics
$ 600,000	Recurring/Nonrecurring	Truck driving program at TCAT Morristown ($225,000 recurring and $375,000 nonrecurring)

Summary

	Recurring	Non-recurring	Grand Total
Community Colleges	$ 36,691,100		$ 36,691,100
TCATS	$ 16,864,700	$ 11,799,000	$ 28,663,700
College Total Operating	$ 53,555,800	$ 11,799,000	$ 65,354,800
Central Office	$ 9,394,600	$ 8,025,000	$ 17,419,600
Capital Outlay		$ 391,709,800	$ 391,709,800
Capital Maintenance		$ 21,890,000	$ 21,890,000
Grand Total	$ 62,950,400	$ 433,423,800	$ 496,374,200

State
Budget Update

Executive Vice Chancellor

Danny Gibbs

Workforce Development Update

President Carol G. Puryear

Workforce Updates

- **Workforce Development Projects and Activities**

- **Campus Workforce Initiatives**

- **New Apprenticeships**

- **Updates on Governor's Correctional Education Initiative**

Workforce Spotlight

Ford and SK Innovation Blue Oval City

Workforce Development Update

President Carol G. Puryear

Infomercial

A brief 1:30 minute video explaining the purpose of TN ADAPTs and our target audience.

Direct Link:
https://youtu.be/bnPNj7syhZc

How Did We Get Here?

Workplace Shift

Current and future graduates were being forced to search, compete and attain jobs remotely.

TN eCampus

Designers and Training staff used skills to design and develop a self paced training course.

Global Pandemic

Global crisis affected every aspect of life especially the current and future workforce.

TBR Leadership

Leadership discussed finding a solution to assist current and future grads with gaining remote work skills.

ADAPTs Explained

AIM	Using Your Degree to Further Your Career Goals	
DEFINE	Understanding Remote Work Specifications and Characteristics	
APPLY	Applying for and Interviewing for Remote Employment	
PREPARE	Selecting the Right Tools and Creating a Remote Work Environment	
To SUCCEED	Working and Succeeding as a Remote Employee	

Dynamic Content

Using **Labeled Graphics** in our training course allows us to create **lean-forward moments** for our participants. This learning object gives them the **opportunity to explore key components** of an image and **encourages an interactive learning moment** within the course.
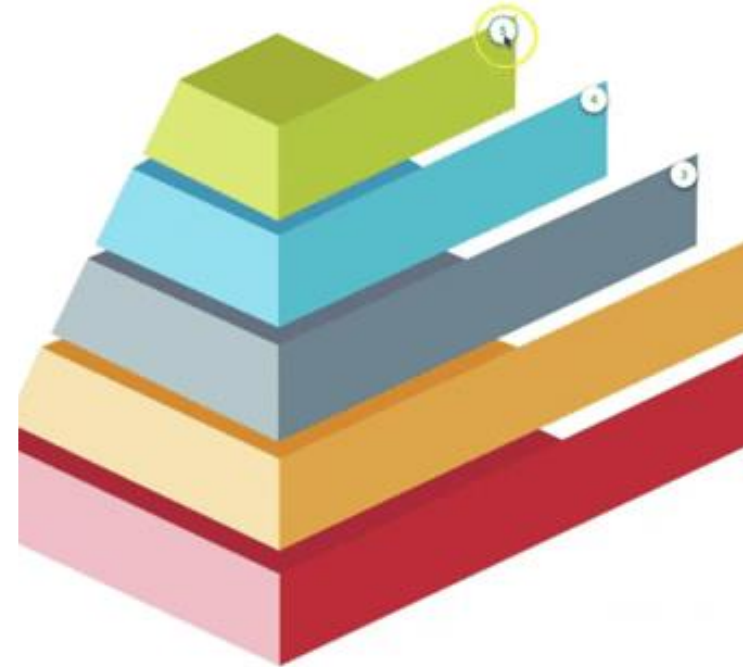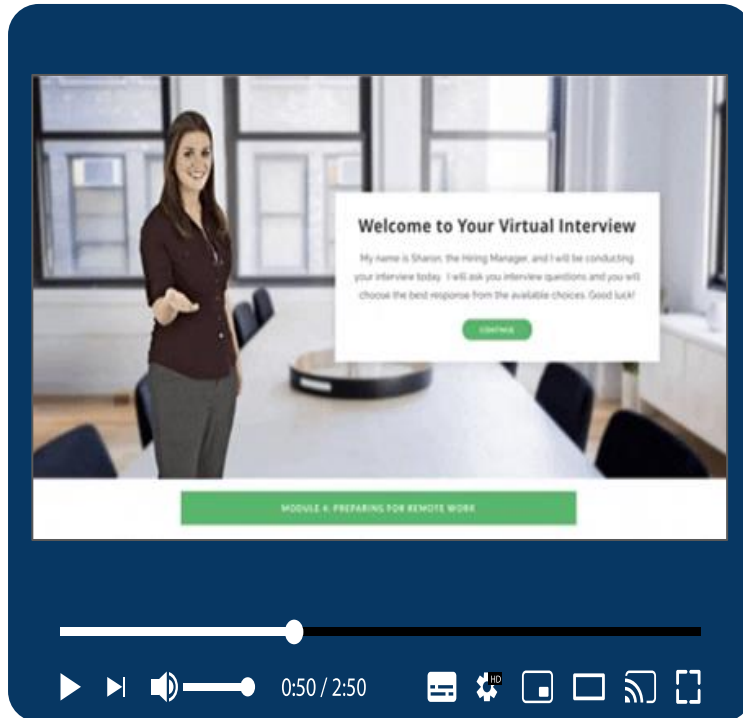
Dynamic Content

Scenario-based learning is another type of dynamic content we included in the course.

Its purpose is to **put the participant in the context of the real-life situations they will face** when they are **to apply the knowledge and skills being taught.**

Dynamic Content

Using a **Flashcard Grid** in our training course allows us to create **interactive learning moments** for our participants. This learning object gives them the **opportunity to do more than simply read the content** and **encourages an interactive learning moment** within the course.

TN ADAPTs Workflow

Access Training — **Complete Content**

Participants are encouraged to **complete Modules 0-5** by reviewing and interacting with all content in the modules

Assessment (Optional)

If the participant is interested in receiving a Certificate of Completion, they are **invited to complete Module 6**

Certificate of Completion — **Competency Threshold**

Participants must score 80% or higher on the quiz to obtain access to the Training Certificate.

Test Your Knowledge

Participant **must complete the 5 question quiz** titled "TEST: Are You Ready to Test Your Knowledge?".
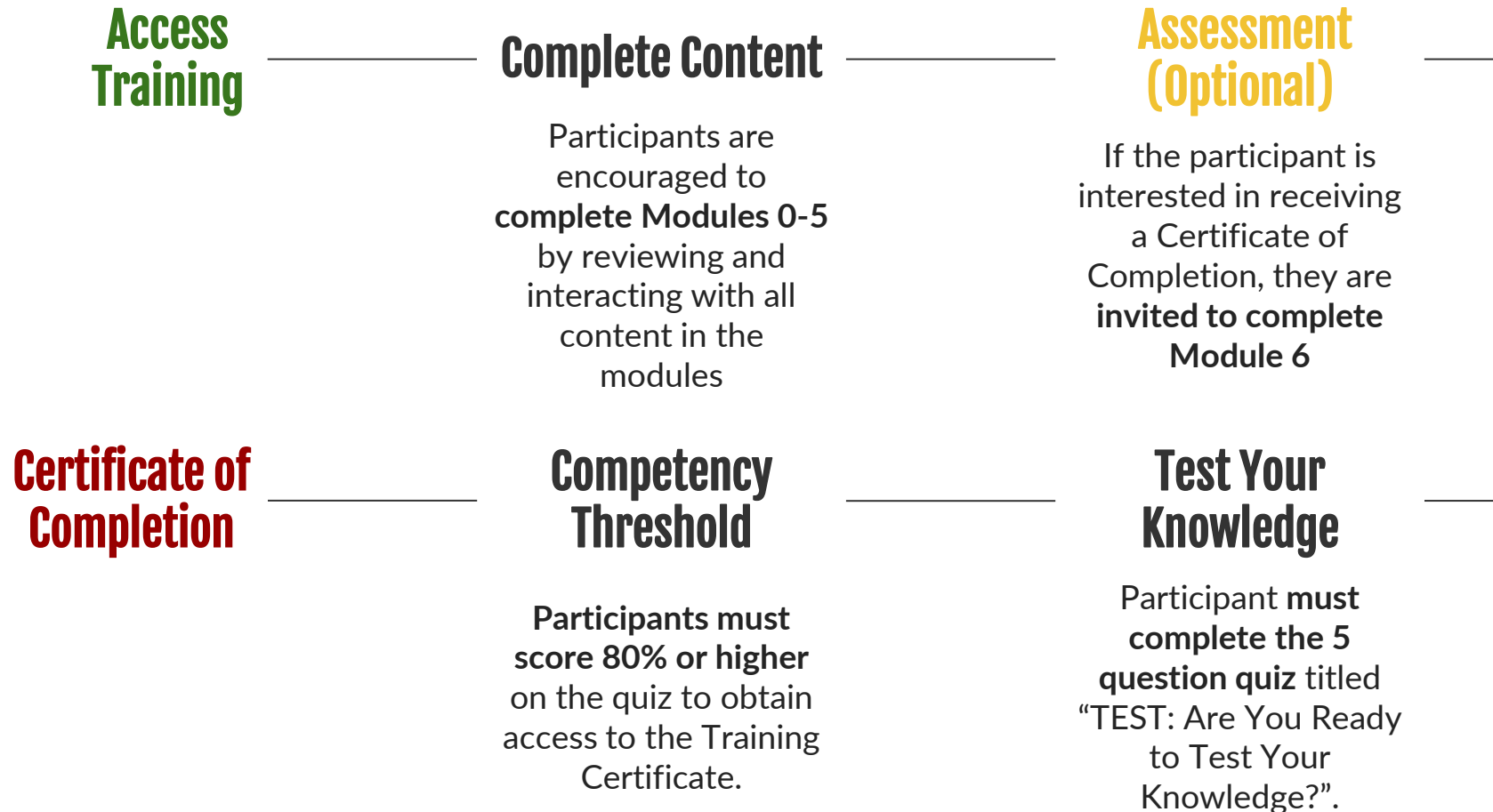
Training Recap

The Training Certificate and Recap page includes a short form that has a mail merge for a Certificate of Completion pdf file. Participants will need to complete this form and will receive an email with the certificate.

Knowledge Refresh

Participants are encouraged to access the content again.

Certificate of Completion

Participants must score 80% or higher on the quiz to obtain access to the Training Certificate and Recap page.

Access Training

Participants will be encouraged to access training via a link on a TBR website or directly via

https://bit.ly/tnadapts

College Enrollment & Graduates

Executive Vice Chancellor Russ Deaton

OPEN ACCESS

Enrollment in
Fall 2021

Community College Enrollment Declined in Fall 2021

Community college enrollment declined 16% from 2019 to 2021.

74,543 students enrolled in fall 2021

- That's **5,623 fewer** students than fall 2020 and 14,403 fewer students than fall 2019.

Two colleges saw enrollment *increases* in fall 2021 compared to fall 2020.

- Cleveland grew by 3%
- Dyersburg grew by 4%

Community College Enrollment
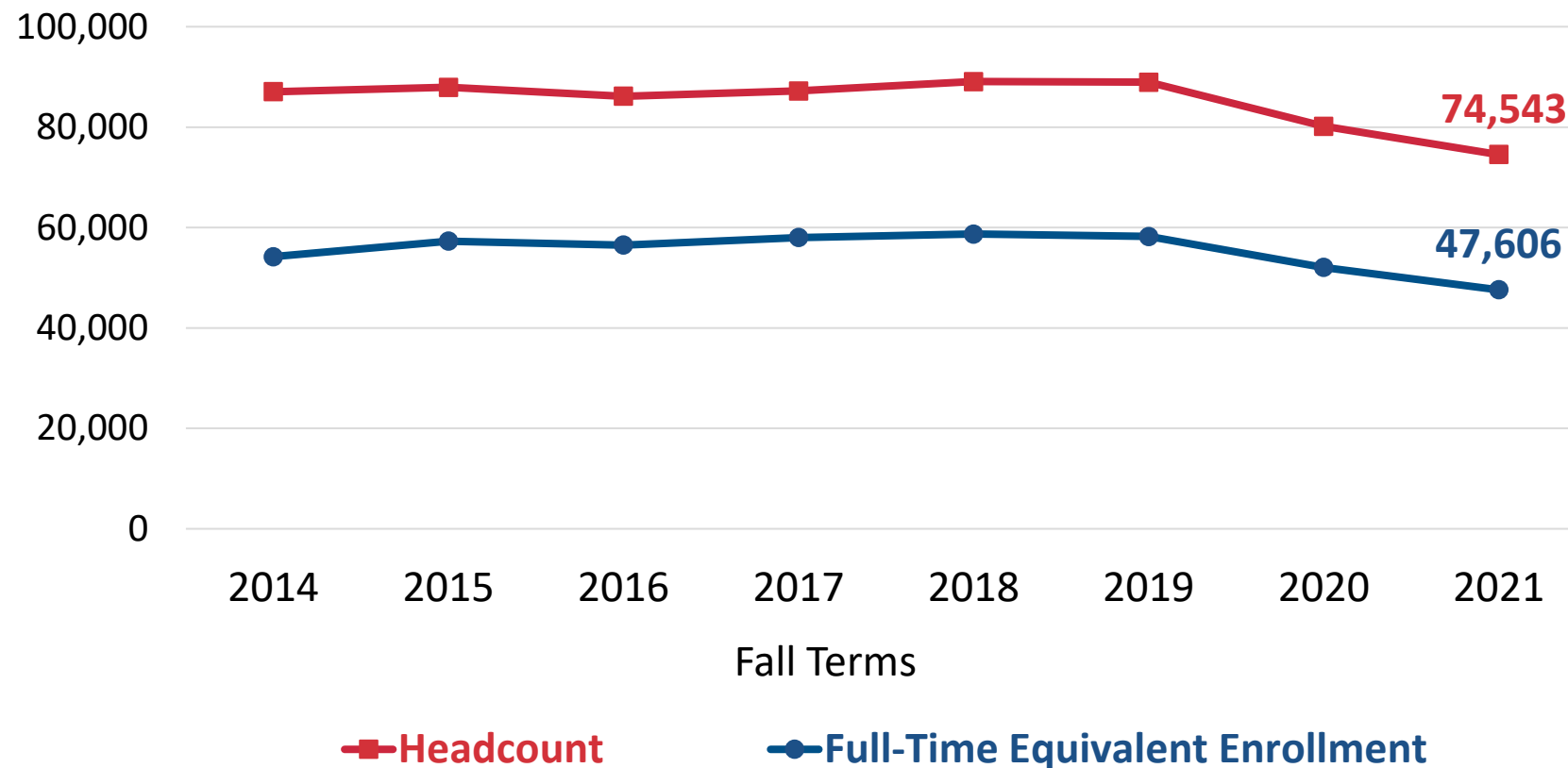
*Based on official end-of-term enrollment data.

Legend: Headcount — Full-Time Equivalent Enrollment

X-axis: Fall Terms (2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021)

Headcount endpoint: 74,543
Full-Time Equivalent Enrollment endpoint: 47,606

TCAT Enrollment Increased in Fall 2021

TCAT enrollment increased by 8% from fall 2019 to 2021. FTE enrollment increased by 1%.

23,011 students enrolled in fall 2021.

- That's **3,212 more** students than in fall 2020 and **1,707 more** students than in 2019.

Sixteen TCATs saw *increases* in headcount and FTE enrollment in fall 2021 compared to fall 2020.

- FTE enrollment grew by 34% at TCAT Harriman and TCAT Livingston.

TCAT Enrollment

Legend: **Headcount** — **Full-Time Equivalent Enrollment**

X-axis: Fall Terms (2017, 2018, 2019, 2020, 2021)
Y-axis: 0 – 25,000
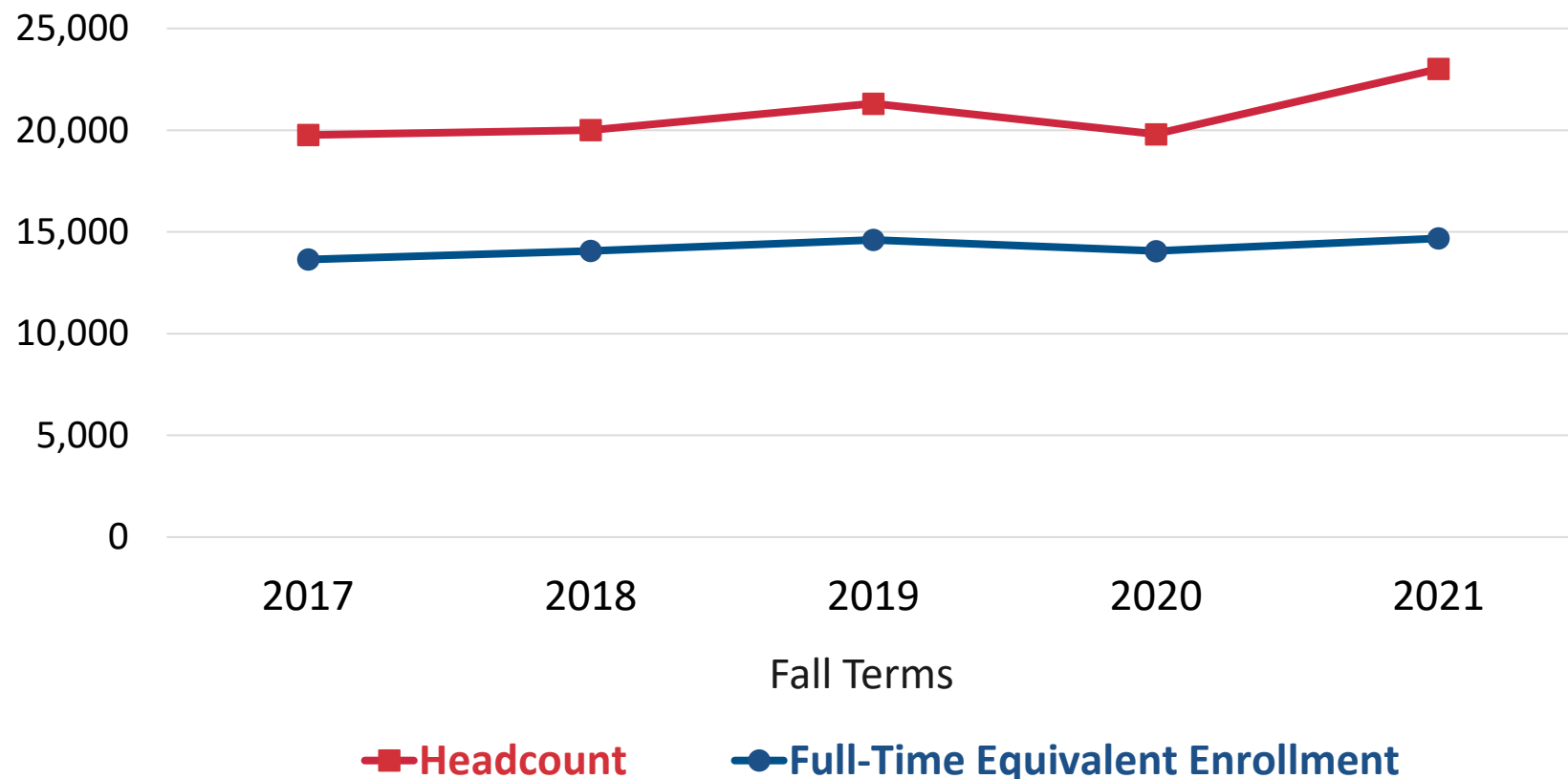
*Unduplicated fall enrollment including preparatory and supplemental students (lineworkers included). FTE based on 300 clock hours in each term. Enrollments by program may count a student more than once if the individual is enrolled in more than one program.

OPEN ACCESS

Enrollment in Spring 2022

Preliminary

TCAT Enrollment in Spring 2022

- **17,332** TCAT students are registered, 16% more than this time last year.

- **10,553** non-dual enrollment students are registered, 6% more than this time last year.

- **6,779** dual enrollment students are registered, 34% more than this time last year.

*TCAT enrollment is preliminary and reflects registered students as of March 17, 2022.

Community Colleges in Spring 2022

- **61,628** students are enrolled at community colleges this spring, according to preliminary data.

- Enrollment at community colleges in spring 2022 is **6% lower** than in spring 2021.

COMPLETION

Student Success
in 2022

In fall 2021, students earned 6,596 degrees, diplomas, and certificates

Awards Earned at Community Colleges and TCATs Each *Fall*

Fall	Community Colleges	TCATs	Total
Fall 2014	3,606	2,176	5,782
Fall 2015	4,183	2,036	6,219
Fall 2016	3,788	2,209	5,997
Fall 2017	4,746	2,220	6,966
Fall 2018	4,374	2,174	6,548
Fall 2019	4,712	2,212	6,924
Fall 2020	4,801	2,310	7,111
Fall 2021	4,595	2,001	6,596

■ Community Colleges ■ TCATs
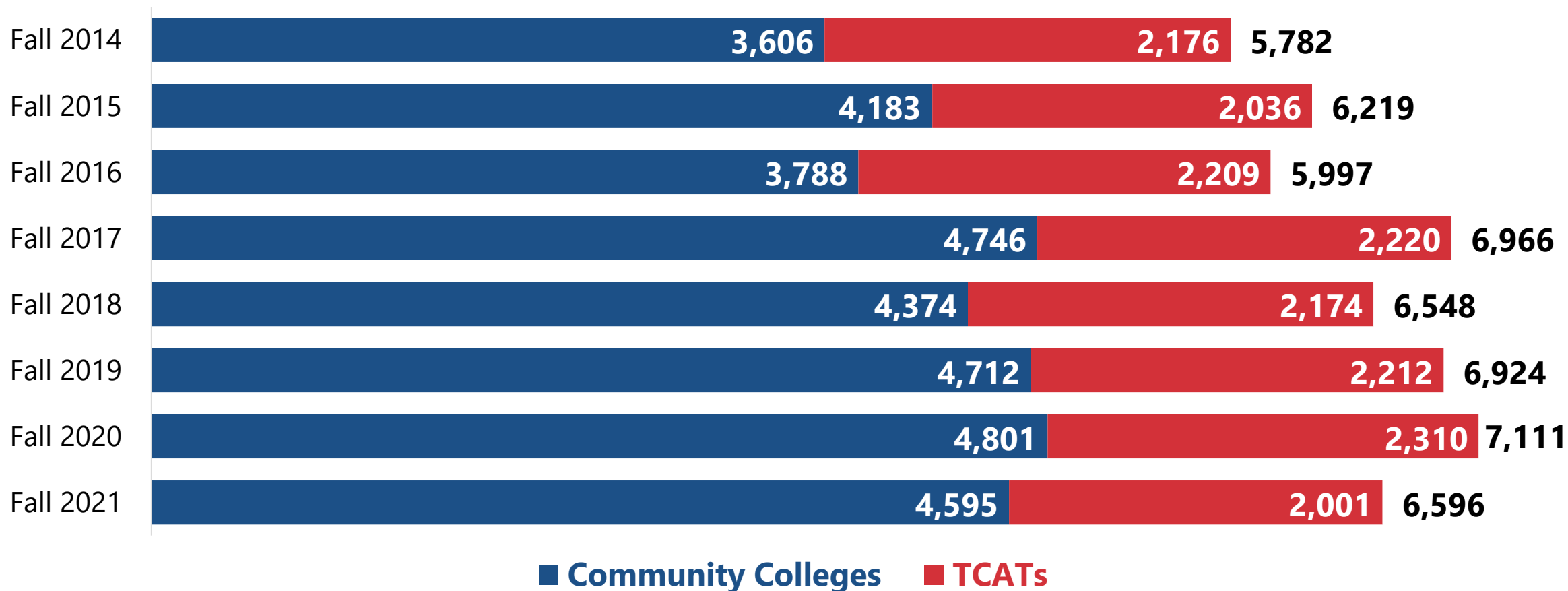
Fall-to-spring retention rates rose in 2022. Of the students who began in fall 2021, 74% returned in spring 2022

Fall-to-spring retention rates measure how many students from the fall freshman class returned in the spring.

Fall-to-spring retention increased this year, **from 70% in 2020-21 to 74% in 2021-22.**

These increases were seen across student subgroups.
- Among Black male students, fall-to-spring retention **rose from 59% to 64%.**
- Among Pell recipients, fall-to-spring retention rose from **70% to 73%.**

Fall-to-Spring Retention Rates for First-Time, Full-Time Students

Legend: All, Black, Hispanic, White
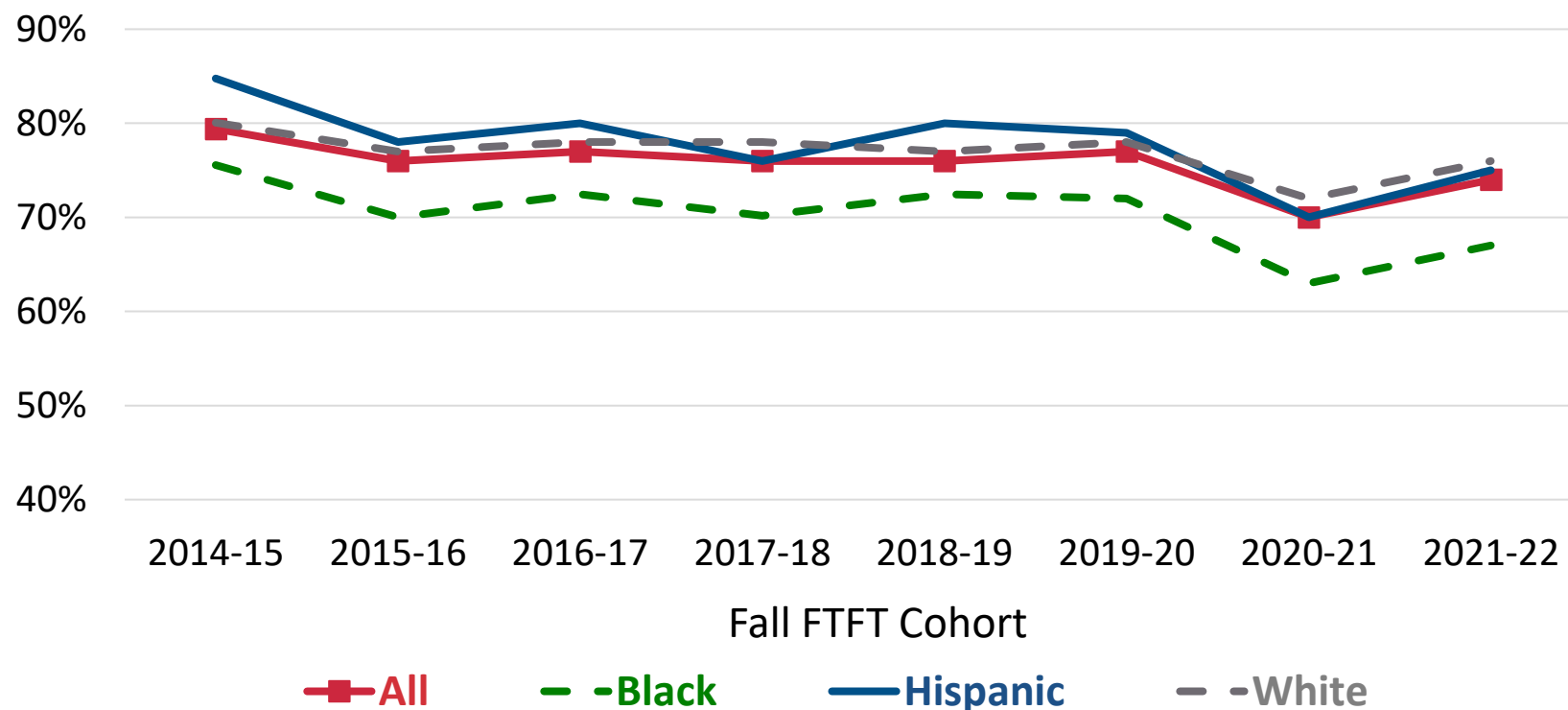
*Retention rates reflect the number of students in the first-time, full-time freshmen cohort who initially enrolled in the fall and returned the next spring or earned a certificate or degree anytime during the first term of enrollment. Data for the 2021 cohort is preliminary and based on census (14th day) enrollment data for spring 2022.

Twenty percent of students from the 2019 cohort have already graduated after 2.5 years—matching last year's record

- 20% of community college students from the 2019 cohort have graduated within 2.5 years.

- Due to increases in cohort sizes and graduation rates, **3,765 students** from the 2019 cohort graduated within 2.5 years of their first enrollment, compared to only 1,213 students from the 2009 cohort.

Community College Graduation Rates after 2.5 Years (Seven Semesters)

Entering Cohort

— ■ — **All First-Time, Full-Time**   - - - **Black**
— **White**   — · — **Recent High School Graduates**
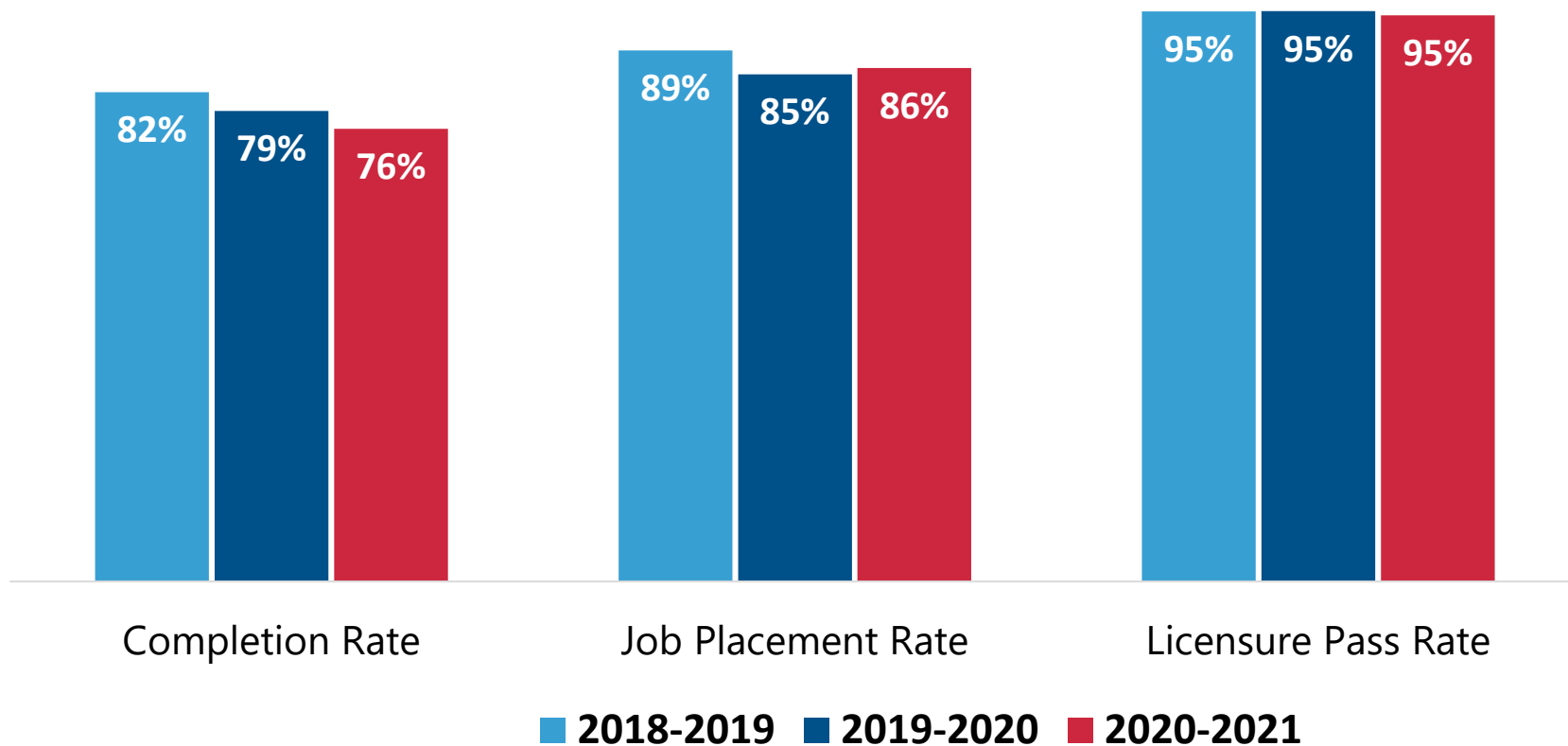
Action Items

1. Report of the Personnel and Compensation Committee on March 25, 2022 that includes Compensation Plan Methodology
2. Corequisite Placement Pilot and HS GPA in Learning Support
3. Proposed Program Implementations at the College of Applied Technology
4. Review and Consider Criteria for the President of Northeast State Community College
5. Review and Consider Northeast State Community College Strategic Plan
6. Review and Consider Walters State Community College Strategic Plan
7. Review and Consider Faculty Emeriti Recommendations
8. Review and Consider President Emeritus Status and Contract for Dr. Karen Bowyer
9. Review and Consider Building Naming Request from Dyersburg State Community College
10. Review and Consider Resolution of Appreciation for President Jerry Young
11. Review and Consider Recommendation for the President of TCAT Morristown

Personnel and Compensation Committee

Executive Vice Chancellor
Danny Gibbs

Corequisite Placement Pilot and HS GPA in Learning Support

Executive Vice Chancellor Russ Deaton

Learning support plays a key role in TBR's open-access mission.

Approximately 60% of first-time students at community colleges are underprepared for college-level coursework. These students are placed into remedial coursework.

Over the past decade, TBR colleges have been national leaders in transforming remediation through **corequisite learning support**.

OPEN ACCESS

The Tennessee Corequisite Placement Pilot launched in 2020

The pilot allowed some students to bypass corequisite learning support courses based on their high school GPA.

- Students who lacked test scores above the established cut scores were able to bypass learning support based on their cumulative high school GPA.
- Students with test scores above the established cut scores were not affected.
- Most colleges set the cut score at 3.6. Three colleges asked to pilot a lower cut score of 2.8.

What did we learn from the pilot?

- Pilot students with high school **GPAs of 3.6 and above** succeeded at very high rates.
- Pilot students with high school **GPAs below 3.6** succeeded at far lower rates.
  Students with test scores below the established cut scores and GPAs below 3.6 were more successful when they *received* learning support than when they *bypassed* this support.
- Dual enrolled students generally succeeded at high rates.

Summary of the Proposed Change to the Learning Support Policy

- **The proposed policy change would add high school GPA as a method for learning support placement.**

- **What is the anticipated impact of this change?**

  - Approximately 2,000 first-time freshmen each year will be able to bypass learning support based on this change.

  - No additional students will be placed into learning support based on this change, as this change only creates an additional option to bypass learning support.

  - Students' access to dual enrollment courses will be increased, especially for students without ACT scores.

Proposed Revisions to Learning Support Placement (Exhibit 2 of TBR Policy 2.03.00.02)

For Entering Students

- The proposed change **adds students' cumulative high school GPA** as an additional option to demonstrate college readiness alongside existing test-based assessment methods.

- The proposed change **sets the high school GPA cut score at 3.6** on a 4.0 scale.

For Dual Enrollment

- TBR policy requires that dual enrolled students meet placement requirements in order to enroll in certain college courses. However, dual enrolled students are typically ineligible for learning support.

- The proposed policy change **gives colleges additional flexibility to determine placement for dual enrolled students** based on their in-progress GPA of at least 2.8 and a recommendation from the students' high schools.

THE COLLEGE SYSTEM OF TENNESSEE

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TCAT Program Implementations

Vice Chancellor Jothany Blackwood

TCAT Harriman

- Implementation of a Truck Driving program at TCAT Harriman-Three-Star Extension Campus(2M) (See Implementation Proposal #1)

- Implementation of a Metal Working Technology dual enrollment program at TCAT Hartsville-Liberty Creek High School (2N) (See Implementation Proposal #2)

TCAT Hartsville

- Implementation of a Metal Working Technology dual enrollment program at TCAT Hartsville main campus. (See Implementation Proposal #3)

- Implementation of a Metal Working Technology dual enrollment program at TCAT Hartsville-Wilson County Campus (ZM). (See Implementation Proposal #4)

- Implementation of a Metal Working Technology dual enrollment program at TCAT Hartsville-Tri County Extension Campus (AC). (See Implementation Proposal #5)

TCAT Hartsville

- Implementation of a Metal Working Technology dual enrollment program at TCAT Hartsville-Gallatin High School (2A). (See Implementation Proposal #6)

- Implementation of a Metal Working Technology dual enrollment program at TCAT Hartsville-Gordonsville High School (2D). (See Implementation Proposal #7)

- Implementation of a Metal working Technology dual enrollment program at TCAT Hartsville-Smith County High School (2E). (See Implementation Proposal #8)

TCAT Hartsville

- Implementation of a Metal Working Technology dual enrollment program at TCAT Hartsville-Westmoreland High School (2C).
(See Implementation Proposal #9)

- Implementation of a Truck Driving Program at TCAT Hartsville-Wilson County Campus (ZM) (See Implementation Proposal #10)

TCAT Jackson

- Implementation of a Digital Agronomy program at TCAT Jackson-Whiteville location (2S). (See Implementation Proposal #11)

- Replicate the existing Patient Care Technology/Medical Assisting Program at TCAT Jackson-Humboldt Higher Education Instructional Service Center (2J). (See Implementation Proposal #12)

- Implementation of a Pipefitting and Plumbing Technology program at TCAT Jackson-Humboldt Higher Education Instructional Service Center (2J). (See Implementation Proposal #13)

TCAT Livingston

- Implementation of a Digital Graphic Design Technology dual enrollment program at TCAT Livingston-Cookeville High School location (2C). (See Implementation Proposal #14)

TCAT McMinnville

- Duplicate the existing Computer Information Technology program to include part-time evening classes at TCAT McMinnville main campus.
  (See Implementation Proposal #15)

- Duplicate the existing Industrial Electricity program to include a part-time evening program at TCAT McMinnville main campus.
  (See Implementation proposal #16)

TCAT McMinnville

- Relocate the existing Industrial Maintenance program from the TCAT McMinnville-Manchester Instructional Service Center to the Coffee County Instructional Service Center (Pending THEC site code approval) (See Implementation Proposal #17)

- Duplicate the existing Machine Tool Technology program to include an evening program at TCAT McMinnville main campus. (See Implementation Proposal #18)

- Replication of an existing Automotive Technology program to offer an adult evening program at TCAT Memphis-Collierville Instructional Service Center (Pending THEC site code approval) (See Implementation Proposal #19)

- Replication of an existing Welding Technology program to offer an adult evening program at TCAT Memphis-Collierville Instructional Service Center (Pending THECT site code approval) (See Implementation Proposal #20)

TCAT Nashville

- Implementation of an Industrial Electrical Maintenance-Mechatronics program at TCAT Nashville-Springfield campus (2A) (See Implementation Proposal #21)

TCAT Newbern

- Implementation of a Building Construction Technology program at TCAT Newbern main campus. (See Implementation Proposal #22)

TCAT Oneida/Huntsville

- Implementation of a Culinary Arts program at TCAT Oneida/Huntsville-Morgan County Correctional Complex (2C) (See Implementation Proposal #23)

- Implementation of a Culinary Arts evening program at TCAT Oneida/Huntsville-Morgan County Career and Technical Center (2A).
(See Implementation Proposal #24)

TCAT Oneida/Huntsville

- Duplicate the existing Practical Nursing program and offer in the evening at TCAT Oneida/Huntsville campus. (See Implementation Proposal #25)

- Duplicate the existing Practical Nursing program and offer in the evening at TCAT Oneida/Huntsville-York Institute Instructional Service Center (AB). (See Implementation Proposal #26)

TCAT Oneida/Huntsville

- Duplicate the existing Truck Driving program and offer in the evening at TCAT Oneida/Huntsville-Morgan County Regional Complex (2C). (See Implementation Proposal #27)

TCAT Ripley

- Duplicate the existing Digital Agronomy program at TCAT Ripley-Bells Campus (2C). (See Implementation Proposal #28)

- Duplicate the existing Welding Technology program and offer in the evening at TCAT Ripley-Ripley Instructional Service Center
(Pending THEC site code approval) (See Implementation Proposal #29)

Distance Education Delivery

205 Proposed TCAT Programs to convert to traditional/distance education or traditional/hybrid delivery

TCAT Program Modifications

To meet the requirements of the Council on Occupational Education (COE) accrediting body, nineteen (19) program modifications are being presented for the Board's review and approval. These proposals will allow the Technical Colleges to be more responsive to the needs of students, businesses, and industries. The program modifications are included in your materials.

NORTHEAST STATE

THE COLLEGE SYSTEM OF TENNESSEE

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Criteria for the President of Northeast State Community College

Northeast State Strategic Plan

Executive Vice Chancellor
Russ Deaton

2015-2025 Strategic Plan

Mid-cycle Review Purpose

The purpose of the 2015-2025 Strategic Plan mid-cycle review was to *assess* progress against the current plan,

NORTHEAST STATE

2015-2025 Strategic Plan

Mid-cycle Review Purpose

The purpose of the 2015-2025 Strategic Plan mid-cycle review was to *assess* progress against the current plan, *aspire* to new heights through broad-based discussions, and

NORTHEAST STATE

2015-2025 Strategic Plan

Mid-cycle Review Purpose

The purpose of the 2015-2025 Strategic Plan mid-cycle review was to *assess* progress against the current plan, *aspire* to new heights through broad-based discussions, and *advance* new achievements through the refinement of the plan's objectives and the establishment of new or revised strategic priorities.

NORTHEAST STATE

2015-2025 Strategic Plan

2015-2025 Strategic Plan

STRATEGIC GOALS AND OBJECTIVES

Goal 3. Provide quality programs and services that are recognized for excellence

3.1. Increase the percentage of students enrolled in high impact practice courses

3.2. Maintain or improve the number of accreditable programs that are accredited or seeking accreditation

3.3. Achieve a satisfactory aggregate score on program reviews/academic audits for all non-accreditable programs

3.4. Each full-time faculty member shall participate in a minimum of four professional development opportunities annually

3.5. Maintain or improve licensure and certification pass rates and performance on

	Open Access	Completion	Community & Workforce Development	*NeSCC-Specific Initiative / Investment Priority
Achieving the Dream	●	●		
Analytics Software for New Program Insights*	●	●	●	
Apprenticeship Program			●	
Art Studio Development*	●	●		
Bear Den Success Centers*	●	●		
Community Center at Gray*			●	
Center for Teaching and Learning*	●	●	●	
Culture of Service Excellence Staff Professional Development Program*	●	●	●	
e-Sports*	●	●		
High Impact Practices		●		
Lactation Rooms*	●	●		
Maxine Smith Fellows	●	●	●	
Multicultural Center*	●	●		
Point of Contact Project*		●		
TBR Warranty Program			●	

2015-2025 Strategic Plan

The College System of Tennessee — tbr

Walters State Strategic Plan

Executive Vice Chancellor Russ Deaton
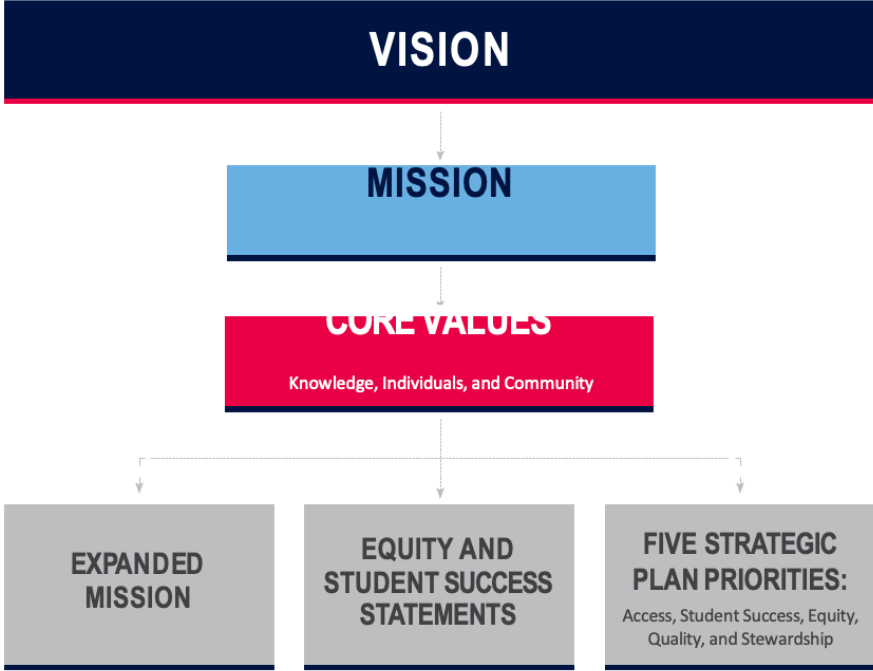
WALTERS STATE
COMMUNITY COLLEGE

Walters State Community College
STRATEGIC PLAN
2021–2025

WSCC *Mission & Vision 2025*

Guiding and informing **Walters State's operational philosophy,** the college's **strategic plan includes** the **following elements:**

VISION

MISSION

CORE VALUES

Knowledge, Individuals, and Community

EXPANDED MISSION

EQUITY AND STUDENT SUCCESS STATEMENTS

FIVE STRATEGIC PLAN PRIORITIES:
Access, Student Success, Equity, Quality, and Stewardship

Walters State's Strategic Plan supports the TBR Strategic Plan and THEC Master Plan.

VISION
Walters State will be the leader in transforming our community through education.

MISSION
Through a focus on student success and innovative teaching, Walters State enriches the lives of our students and our community.

EQUITY STATEMENT
Walters State promotes equity by actively addressing obstacles that limit student success.

STUDENT SUCCESS STATEMENT
Successful students at Walters State identify their purpose, complete their goals, and engage in activities with the campus and the community.

Core Values | Strategic Plan Priorities | Expanded Mission

WSCC CORE VALUES	WSCC STRATEGIC PLAN PRIORITIES	EXPANDED MISSION STATEMENT
Knowledge	Access	– Provides affordable, convenient access through multiple campuses, innovative technology, and distance education
		– Collaborates with other educational institutions to promote access, completion, and transfer
		– Partners with community businesses and organizations to meet specific educational and workforce needs
	Student Success	– Offers programs of study leading to associate degrees or certificates
		– Provides pathways to institutional support services that improve student engagement and success
Individuals	Equity	– Fosters an inclusive campus community through cultural awareness, diversity and open dialogue
	Quality	– Delivers public service and non-credit programs in support of workforce training and personal development
		– Invests in highly qualified faculty and staff
Community	Stewardship	– Creates a culture of continuous improvement and accountability
		– Seeks external sources of support and funding to further educational opportunities
		– Provides resources to support community engagement and initiatives

Strategic Plan Indicators

Strategic Plan Indicators — 2025 Targets	WSCC Strategic Plan Goal	WSCC SEM/ ATD Goal	TBR Strategic Plan	THEC Master Plan	THEC Funding
Increase dual enrollment to first-time freshman matriculation rate from 32% to 38%.	– Access – Student Success	– Recruitment	– Open Access	– Student Success: Access	– Funding Formula
Increase 3-year graduation rate of underrepresented minority students from 22% to 25%.	– Access – Student Success – Equity	– Recruitment	– Completion	– Student Success: Completion	– Recruitment
Increase the retention rate of students from orientation to census from 86.4% to 90%.	– Access	– Enrollment	– Open Access	– Student Success: Access	—
Increase the number of students progressing to 12–24–36 credit hours by 5%.	– Student Success – Quality	– Retention	– Completion	– Student Success: Access	– QAF – Funding Formula
Increase 3-year graduation rate for first-time, full-time freshmen cohort from 30% to 35%.	– Student Success – Quality	– Completion	– Completion	– Student Success: Completion – The Future Workforce: CTE and Work-based learning	– QAF – Funding Formula – QAF
Increase the number of active apprenticeships for non-credit students beginning at 0 in 2019 to 150 by 2025.	– Stewardship	– Access	– Community and Workforce Development	– The Future Workplace: Future of Work	– Funding Formula

WALTERS STATE
COMMUNITY COLLEGE

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Morristown, Tennessee 37813-6899
423.585.2600 | ws.edu

03/2022

Faculty Emeriti Recommendations

Vice Chancellor Jothany Blackwood

President Emeritus

Vice Chair Emily Reynolds

Resolution of Appreciation for President Jerry Young