



**Tulsa Community College
Special Meeting of the Board of Regents**

MINUTES

The special meeting of the Board of Regents of Tulsa Community College was held on **April 15, 2021, at 8:30 a.m. at the Southeast Campus VanTrease Performing Arts Center for Education.**

Board Members Present: James Beavers, Paul Cornell, Samuel Combs, Caron Lawhorn, William McKamey, and Wesley Mitchell

Board Members Absent: Ronald Looney

Others Present: President Goodson
Executive Assistant for the Board
College Administrators
College Legal Counsel
Faculty
Staff

CALL TO ORDER

Chairperson Mitchell called the meeting to order at 8:40 a.m.

President Goodson confirmed compliance with the Open Meetings Act.

ROLL CALL

The assistant called the roll and the meeting proceeded with a quorum.

Regent Mitchell recognized President Goodson for her service to the College. President Goodson became President of Tulsa Community College on May 13, 2014.

APPROVAL OF THE MINUTES

A **motion** was made by Regent Lawhorn and seconded by Regent Cornell to approve the minutes for the special meeting of the Tulsa Community College Board of Regents held on Thursday, February 25, 2021 as presented. The Chair called for a vote. **Motion carried by unanimously voice vote.**

CARRYOVER ITEMS

There were no carryover items.

NOMINATING COMMITTEE APPOINTMENT

Presented by Regent Mitchell, Chair

1. Nominating Committee Appointments

Regent Mitchell appointed Regent McKamey to Chair the Nominating Committee and appointed Regent Combs as a member. The Nominating Committee will recommend to the Board the Chair, Vice Chair, and Secretary for the TCC Board of Regents for Fiscal Year 2022 at the June meeting.

ACADEMIC AFFAIRS AND STUDENT SUCCESS COMMITTEE REPORT

Presented by Regent Combs

1. Overview of Committee Meeting Topics

Regent Combs apprised the board of meeting topics discussed in the April committee meeting.

- Institutional Review Board (IRB) Policy Update
 - A process that involves a cross-functional multidisciplinary approach to human subjects protection in research. The report was presented by Jenn Ivie.
- Retention Support Update
 - The subject was retention and the pandemic. The update was presented by Eunice Tarver.

2. Recommendation for Approval of Changes in Academic Programs

The Committee recommended approval of the following curriculum changes:

- CER Accounting Assistant – Delete Program

- CER Management – Delete Program
- CER Marketing – Delete Program
- CER Hospitality Management – Delete Program
- CER Hospitality Management Professional – Delete Program
- AS Fire and Emergency Services – Delete Program
- CER Diagnostic Medical Sonography – Delete Program
- CER Human Services – Delete Program
- CER Human Services Direct Support Professional – Delete Program
- CER Infant Toddler Certificate of Mastery – Delete Program
- CER Early Childhood Certificate of Mastery – Delete Program
- CER Interior Design – Delete Program
- AAS Stage Production Technology – Delete Program
- CER Biotechnology – Delete Program
- AAS Biotechnology – Delete Program
- AAS Process Technology – Delete Program
- CER Process Technology – Delete Program
- CER Electronics Alternative Energy – Delete Program
- AAS Applied Technology – Modify Program
- AA Sociology – Electronic Delivery
- CER Geographic Information Systems – Electronic Delivery

(Attachment: [Curriculum Changes](#))

A **motion** was made by the Academic Affairs and Student Success Committee to approve changes in academic programs. No second was needed. **Motion carried unanimously by voice vote.**

PERSONNEL REPORT

Presented by President Goodson

1. Introductions of Recently Appointed Staff

There were no introductions.

2. Consent Agenda

The personnel consent agenda was submitted for approval.

- Appointments of full-time faculty and full-time professional staff at a pay grade 18 and above made since the last meeting of the Board of Regents of Tulsa Community College.

- Retirements of full-time faculty and full-time professional staff submitted since the last meeting of the Board of Regents of Tulsa Community College.
- Resignations of full-time faculty and professional employees submitted since the last meeting of the Board of Regents of Tulsa Community College.

A **motion** was made by Regent Combs and seconded by Regent McKamey to approve the personnel consent agenda. The Chair called for a vote. **Motion carried unanimously by voice vote.**

(Attachment: [Consent Agenda](#))

FACILITIES & SAFETY COMMITTEE REPORT

Presented by Regent McKamey

1. Overview of Committee Meeting Topics

Regent McKamey apprised the board of meeting topics discussed in the April committee meeting.

- Long-term Facilities Planning Discussion
 - Deferred maintenance and space utilization
 - Will be a multi-year outlook prioritized by value and need.
- AACC Award Submission Update
 - TCC is currently one of three finalists for the American Association of Community Colleges Safety and Planning Leadership.
- TCC PD Certification Process Update
 - Chief Murdock updated the committee on seeking certification through the Oklahoma Association of Chiefs of Police (OACP). The first benchmark is to earn a letter of verification from OACP, which was approved and is forthcoming.
- Major Projects Update
 - Allied Health laboratories are currently under construction and on schedule to open in the summer with the Diagnostic Medical Sonography Program having scheduled classes in the new facility. The Cardiovascular Technology Program is currently enrolling students for this location in the fall.
 - The Metro Campus Student Success Center is making good progress, and the competitive bidding process for construction activities is expected to take place in May.
 - Design sessions began for Northeast Campus Student Success Center. Bidding process expected to take place in late summer.

- Facilities Dashboard
 - Michael Siftar, Chief Technology Officer presented the Facilities Dashboard update.
 - Deferred maintenance projects reassessed and reprioritized.

(Handout: [Major Projects Dashboard](#))

COMMUNITY RELATIONS COMMITTEE REPORT

Presented by Regent Cornell

1. Overview of Committee Meeting Topics

Regent Cornell apprised the board of meeting topics discussed in the February committee meeting.

- Legislative Update
 - Federal: CARES III funding was approved.
 - State:
 - TCC license plate was approved.
 - Senate Bill 639 Oklahoma Promise claw back provisions for students who do not finish their degree within a six-year period. It is currently an active piece of legislation.
 - The McGirt v. Oklahoma Supreme Court decision could possibly result in reduction in tax revenue, which may impact higher education.
- External Affairs Update
 - New TCC website launches at the end of the month.
 - Believe campaign underway with events scheduled in coming weeks.

FINANCE, RISK AND AUDIT COMMITTEE REPORT

Presented by Regent Cornell

1. Purchase Item Agreements over \$50,000

1.1 Software Licensing

Authorization was requested to enter an agreement with Panopto, Inc. (Pittsburgh, PA) in the amount of \$127,688 to provide cloud-based video capture software and related support for a period of three (3) years. The

software will be used to record classroom lectures. As a service, this purchase is not subject to competitive bidding. The purchase will be funded from general budget.

A **motion** was made by the Finance, Risk & Audit Committee to approve the purchase of software licensing. No second was needed. **Motion carried unanimously by voice vote.**

1.2 Computer Equipment

Authorization was requested to enter an agreement with Pinnacle Business Systems, Inc. (Edmond, OK) in the amount of \$305,193 to provide enterprise data storage hardware. The purchase is under State of Oklahoma contract SW1020D. The purchase will be funded from general budget.

A **motion** was made by the Finance, Risk & Audit Committee to approve the purchase of computer equipment. No second was needed. **Motion carried unanimously by voice vote.**

2. **Recommendation for Approval of the Selection of External Auditor**

The committee recommended approval of the selection of Crowe Horwath LLP as external auditor for the FY 2021 audit.

A **motion** was made by the Finance, Risk & Audit Committee to approve the selection of an external auditor for the FY 2021 audit. No second was needed. **Motion carried unanimously by voice vote.**

3. **Monthly Financial Report for March 2021**

Chief Financial Officer, Mark McMullen, presented an overview of March revenues, expenses, cash and accounts receivables.

- Revenues tracking as expected.
- Expenditures tracking as expected operationally. The variance is due to unfilled personnel positions.
- Cash is strong. Local appropriations higher than anticipated. Residential property values are strong offsetting the losses in commercial property values.

The Finance, Risk & Audit Committee recommended approval of the monthly financial report for March 2021 as presented.

A **motion** was made by the Finance, Risk & Audit Committee to approve the monthly financial report for March 2021. No second was needed. **Motion carried unanimously by voice vote.**

(Attachment: Financials March 2021)

(Handout: Financial Dashboard for March 2021)

NEW BUSINESS

[Pursuant to Title 25 Oklahoma Statutes, Section 311(A)(9), "...any matter not known about or which could not have been reasonably foreseen prior to the time of posting." 24 hours prior to meeting]

There was none.

PERSONS WHO DESIRE TO COME BEFORE THE BOARD

Any person who desires to come before the Board shall notify the board chair or his or her designee in writing or electronically at least twelve (12) hours before the meeting begins. The notification must advise the chair of the nature and subject matter of their remarks and may be delivered to the president's office. All persons shall be limited to a presentation of not more than two minutes.

There were none.

PRESIDENT'S REPORT

Presented by President Goodson and Nicole Burgin, Media Relations Manager

1. Overview of President's Highlights

Ms. Burgin highlighted the following taken from the President's Highlights.

- Owasso Chamber Presents Annual Awards During Virtual Luncheon
 - Dr. Paula Willyard was acknowledged for her service as Owasso Chamber Board Chair for the past year.
- TCC Northeast Campus Preparing to Become Federally Run Mass Vaccination Site
- TCC Hosts Relational Pedagogy Workshop

(Handout: [President's Highlights](#))

3. President's Comments on Previous Agenda Items

President Goodson commented on the following.

- TCC Announced as Finalist for Two National Awards
- TCC Cited in LOFT Report as Higher Ed Given High Marks on CARES Money
- President Goodson had the opportunity to co-author an article for the Dallas Morning News highlighting TCC's involvement in national programs, such as AACC Pathways. TCC regularly receive invitations to participate in other national programs/technical assistance projects. TCC is a currently a participant in:
 - Caring Campus, a program that teaches faculty how to have a welcoming classroom and small habits that will welcome and encourage students to engage in the classroom;
 - Equity Transfer Project with NSU and OSU, one of 16 programs in the nation; and
 - Equitable Pathways to Great Jobs Project with the Aspen Institute.

MISSION METRICS AND TARGETS

Led by President Goodson and Lindsay White, Chief Strategy Officer

A presentation of the draft Mission Metrics, a scorecard of Student Success Key Performance Indicators. Discussion included the measures themselves as well as desired targets for the duration of the Strategic Plan.

- Ms. White began by referencing the handouts:
 - [Handout: Mission Metrics Strategic Plan 2021-2025](#)
 - [Handout: 2021-2025 Strategic Plan](#)
 - [Handout: Outcome Measures \(IPEDS\)](#)
- Higher Learning Commission (HLC) policy 4.C.
 - “The institution has defined goals for student retention, persistence and completion that are ambitious, attainable and appropriate to its mission, student populations and educational offerings.”
 - “The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to the student populations, but institutions are accountable for the validity of their measures.)
 - TCC’s metrics are determined by state measures and by national measures.

- The Mission Metrics handout is a part of TCC’s scorecard and details student success metrics. The final scorecard will not include multiple years of information that is provided in the handout. It is included in the handout to present historical context. Other measures not included on the scorecard will be tracked by appropriate areas within the College.
- The top three graphs on the Mission Metrics handout are metrics to monitor. Are we working towards our vision of an educated, employed, and thriving community?
- The definition or explanation of each metric is explained in the handout under “Explanation of Metrics.”
- Some metrics are not completely within our control, such as Eligible Adult Access Rate, which is based on the population that we serve, or community at large. This metric will be renamed for more clarity. The Transfer Degree Conversion Rate represents TCC students who graduate and transfer to a four-year institution, and finish their bachelor degree. Although TCC does not have direct control over these metrics, we continue to strategize ways to reach the population and influence the outcome.
- The Competitive Wage Rate represents whether our applied degrees produce more than the median wage rate. The wage rate is data provided by the Oklahoma State Regents for Higher Education.
- Measures with targets:
 - The Overall Student 6-Year Success Rate and First-Time Full-Time Three-Year Success Rate
 - Referenced handout – Outcome Measures article, first page highlighted paragraphs.
 - TCC targets both three-year and six-year success rates. Three-year success is the commonly measured benchmark by IPEDS, but we also target the wider population in a six-year period, per recommendation by the AACCC that community colleges provide measures that better capture their populations.
 - The three-year success rate target was 50% and TCC reached 42%. The target will remain at 50% total for this strategic plan.
 - The six-year success rate appears to trend down, but the dates for this period range from 2011-2014, pre-Pathways, and should show an upward trend in future metrics similar to the three-year graph that covers years 2015-2020.
 - Targets take into consideration aspirational peer institutions. It is expected that the pandemic will have an impact on targets for the

first few years of the five-year plan and we hope they will rebound in the last few years of the plan as we are able to implement additional initiatives.

- Credentials Awarded - target increased.
- Fall-to-Fall Retention - target increased and is a stretch goal. The blue line and green line comparison show the blue line representing all students and the green line representing first-time full-time students.
- Annual Enrollment – target increased. The pandemic has a significant impact on this metric.
- Employee Satisfaction – proposed target is 90%.
 - Based on the PACE survey that is an engagement and job satisfaction scale.
- The table breaks down success rates.
 - Completion of 30 Hours in First Year includes part-time and full-time students. Will revisit this metric to separate full-time students in Academic Council.
 - Credits to Credentials – goal is 60 hours and represents TCC degree only.
 - Successful Course Completion – relatively stable metric.
 - Percentage of Students of Color vs Community Population Value represents the 18-44 year old service area.

EXECUTIVE SESSION

[Proposed vote to go into executive session Pursuant to Title 25 Oklahoma Statutes, Section 307(B)(4), for confidential communications between a public body and its attorneys concerning pending litigation, investigations, claims or actions.]

A **motion** was made by Regent McKamey and seconded by Regent Beavers to go into recess. **Motion carried unanimously by voice vote.**

1. Confidential Report by College Legal Counsel Concerning Pending Litigation, Investigations, and Claims. No action was anticipated.

The Board relocated to a private room to discuss legal matters. A report was given by TCC General Counsel, Mackenzie Wilfong. No action was taken.

A **motion** was made by Regent McKamey and seconded by Regent Lawhorn to reconvene the special meeting. **Motion carried unanimously by voice vote.**

ADJOURNMENT

The next regular meeting of the Tulsa Community College Board of Regents will be held on Thursday, June 17, 2021 at 3:00 p.m. at Southeast Campus VanTrease Performing Arts Center for Education, 10300 E 81st Street, Tulsa, Oklahoma.

A motion to adjourn was made by Regent Lawhorn and seconded by Regent Combs. The Chair called for a vote. Motion carried unanimously by voice vote.

The meeting adjourned at 12:15 p.m.

Respectfully submitted,

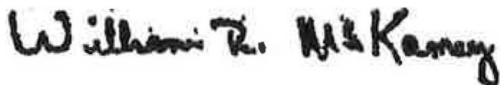


Leigh B. Goodson
President & CEO



Wesley Mitchell, Chair
Board of Regents

ATTEST:



William McKamey, Secretary
Board of Regents

CURRICULUM INFORMATIONAL ITEMS 2020-2021

CER Accounting Assistant	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be
CER Management	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
CER Marketing	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
CER Hospitality Management	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
CER Hospitality Management Professional	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
AS Fire and Emergency Services	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
CER Diagnostic Medical Sonography	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
CER Human Services	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
CER Human Services Direct Support Professional	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
CER Infant Toddler Certificate of Mastery	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
CER Early Childhood Certificate of Mastery	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
CER Interior Design	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
AAS Stage Production Technology	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
CER Biotechnology	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
AAS Biotechnology	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
AAS Process Technology	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
CER Process Technology	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
CER Electronics Alternative Energy	Delete Program	Program was suspended with OSRHE 3 years ago or longer and will now be deleted with OSRHE
AAS Applied Technology	Modify Program	In addition to the options the program is adding, the program will add the following to count as specialized course requirements: PLA, prior technical course work, technical transfer, pilot programs. Degree will remain at 60 hours.
AA Sociology	Electronic Delivery	Program is already in TCC's inventory, but now are going to promote as a program the can be done fully online.
CER Geographic Information Systems	Electronic Delivery	Program is already in TCC's inventory, but now are going to promote as a program the can be done fully online.

ADDENDUM FOR PERSONNEL CONSENT ITEMS:

Items listed under Personnel Consent Items will be approved by one motion without discussion. If discussion on an item is desired, the item will be removed from the "Consent Agenda" and considered separately at the request of a Board member.

APPOINTMENTS:

None.

RETIREMENTS:

Vicki Jones, EOC Program Director
Educational Opportunity Center
Southeast Campus
July 1, 2021

Linda Montgomery, Associate Professor, Nursing
School of Health Sciences
Metro Campus
July 1, 2021

RESIGNATIONS:

Cami Contreras, Project Coordinator
Provost
Metro Campus
June 14, 2021

Cristina Umezawa, Assistant Professor, Digital Media
School of Visual & Performing Arts
Metro Campus
June 1, 2021

TULSA COMMUNITY COLLEGE
FINANCIAL REPORT
MONTH ENDING MARCH 2021

TULSA COMMUNITY COLLEGE
STATEMENT OF REVENUE AND EXPENDITURES COMPARISON
FOR THE PERIOD ENDING MARCH 31, 2021 AND MARCH 31, 2020

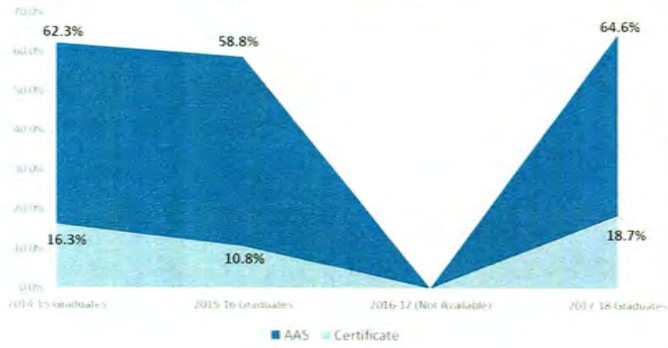
	MARCH FY21			MARCH FY20			\$ Change	Percent Change
	Budget	Year to date	Percent of Budget	Budget	Year to date	Percent of Budget		
Revenue								
Education & General								
State Appropriations	\$ 29,708,507	\$ 23,476,470	79.0%	\$ 30,687,987	\$ 24,040,334	78.3%	\$ (563,864)	-2.3%
Revolving Fund	2,675,650	2,083,682	77.9%	2,443,055	2,867,392	117.4%	(783,711)	-27.3%
Resident Tuition	29,071,159	27,526,481	94.7%	31,303,381	29,332,174	93.7%	(1,805,693)	-6.2%
Non-Resident Tuition	2,182,170	2,235,702	102.5%	2,389,331	2,360,955	98.8%	(125,252)	-5.3%
Student Fees	5,645,108	7,295,211	129.2%	6,370,948	6,091,012	95.6%	1,204,199	19.8%
Local Appropriations	44,000,000	24,200,000	55.0%	44,331,250	24,300,000	54.8%	(100,000)	-0.4%
Federal Stimulus Funds - CARES	8,371,556	8,371,556	100.0%	-	-	0.0%	8,371,556	100.0%
Total	<u>\$ 121,654,150</u>	<u>\$ 95,189,102</u>	<u>78.2%</u>	<u>\$ 117,525,952</u>	<u>\$ 88,991,867</u>	<u>75.7%</u>	<u>\$ 6,197,235</u>	<u>7.0%</u>
Auxiliary Enterprises								
Campus Store	\$ 550,000	\$ 212,686	38.7%	\$ 575,000	\$ 517,446	90.0%	\$ (304,760)	-58.9%
Student Activities	2,200,000	2,004,123	91.1%	2,433,000	1,931,964	79.4%	72,159	3.7%
Other Auxiliary Enterprises	4,260,000	2,717,762	63.8%	5,650,750	4,250,960	75.2%	(1,533,198)	-36.1%
Total	<u>\$ 7,010,000</u>	<u>\$ 4,934,571</u>	<u>70.4%</u>	<u>\$ 8,658,750</u>	<u>\$ 6,700,371</u>	<u>77.4%</u>	<u>\$ (1,765,800)</u>	<u>-26.4%</u>
Restricted								
Institutional Grants	\$ 4,630,000	\$ 2,714,059	58.6%	\$ 5,939,000	\$ 4,282,451	72.1%	\$ (1,568,393)	-36.6%
State Student Grants	5,200,000	3,126,540	60.1%	4,092,000	3,015,918	73.7%	110,622	3.7%
Total	<u>\$ 9,830,000</u>	<u>\$ 5,840,599</u>	<u>59.4%</u>	<u>\$ 10,031,000</u>	<u>\$ 7,298,369</u>	<u>72.8%</u>	<u>\$ (1,457,770)</u>	<u>-20.0%</u>
Capital								
Construction - State (295)	\$ 1,400,000	\$ 1,046,619	74.8%	\$ 2,075,000	\$ 1,088,379	52.5%	\$ (41,760)	-3.8%
Construction - Non State (483)	6,000,000	1,139,265	19.0%	13,000,000	7,762,376	59.7%	(6,623,110)	-85.3%
Total	<u>\$ 7,400,000</u>	<u>\$ 2,185,884</u>	<u>29.5%</u>	<u>\$ 15,075,000</u>	<u>\$ 8,850,755</u>	<u>58.7%</u>	<u>\$ (6,664,870)</u>	<u>-75.3%</u>
TOTAL REVENUE	<u>\$ 145,894,150</u>	<u>\$ 108,150,156</u>	<u>74.1%</u>	<u>\$ 151,290,702</u>	<u>\$ 111,841,361</u>	<u>73.9%</u>	<u>\$ (3,691,205)</u>	<u>-3.3%</u>
Expenditures								
Education & General								
Instruction	\$ 47,151,755	30,749,838	67.1%	\$ 48,696,335	\$ 30,740,329	63.1%	\$ 9,508	0.0%
Public Service	662,320	96,841	14.6%	689,779	91,930	13.3%	4,911	5.3%
Academic Support	18,253,728	10,599,508	56.2%	20,291,648	12,334,397	60.8%	(1,734,890)	-14.1%
Student Services	12,106,048	7,398,008	58.2%	11,691,336	7,260,493	62.1%	137,515	1.9%
Institutional Support	12,839,085	10,703,330	82.4%	12,795,834	11,793,572	92.2%	(1,090,242)	-9.2%
Operation/ Maintenance of Plant	16,843,165	12,400,393	73.1%	15,760,627	12,581,152	79.8%	(180,759)	-1.4%
Tuition Waivers	4,400,000	4,085,822	92.9%	4,400,000	4,190,655	95.2%	(104,832)	-2.5%
Scholarships	10,381,410	9,021,556	86.9%	5,100,000	4,812,163	94.4%	4,209,393	87.5%
Total	<u>\$ 122,637,510</u>	<u>\$ 85,055,296</u>	<u>69.4%</u>	<u>\$ 119,425,559</u>	<u>\$ 83,804,692</u>	<u>70.2%</u>	<u>\$ 1,250,604</u>	<u>1.5%</u>
Auxiliary Enterprises								
Campus Store	\$ 130,500	\$ 106,915	81.9%	\$ 131,250	\$ 98,431	75.0%	\$ 8,484	8.6%
Student Activities	3,875,000	1,548,682	40.0%	4,513,000	1,992,080	44.1%	(443,398)	-22.3%
Other Auxiliary Enterprises	7,004,500	2,173,931	31.0%	8,310,750	3,627,813	43.7%	(1,453,882)	-40.1%
Total	<u>\$ 11,010,000</u>	<u>\$ 3,829,528</u>	<u>34.8%</u>	<u>\$ 12,955,000</u>	<u>\$ 5,718,324</u>	<u>44.1%</u>	<u>\$ (1,888,796)</u>	<u>-33.0%</u>
Restricted								
Institutional Grants	\$ 4,630,000	\$ 2,714,059	58.6%	\$ 5,939,000	\$ 4,257,370	71.7%	\$ (1,543,311)	-36.3%
State Student Grants	5,200,000	3,037,095	58.4%	4,092,000	3,053,424	74.6%	(16,329)	-0.5%
Total	<u>\$ 9,830,000</u>	<u>\$ 5,751,154</u>	<u>58.5%</u>	<u>\$ 10,031,000</u>	<u>\$ 7,310,794</u>	<u>72.9%</u>	<u>\$ (1,559,641)</u>	<u>-21.3%</u>
Capital								
Construction - State (295)	\$ 1,400,000	\$ 757,469	54.1%	\$ 2,075,000	\$ 1,154,197	55.6%	\$ (396,728)	-34.4%
Construction - Non State (483)	6,000,000	1,021,861	17.0%	13,000,000	9,217,327	70.9%	(8,195,466)	-88.9%
Total	<u>\$ 7,400,000</u>	<u>\$ 1,779,331</u>	<u>24.0%</u>	<u>\$ 15,075,000</u>	<u>\$ 10,371,525</u>	<u>68.8%</u>	<u>\$ (8,592,194)</u>	<u>-82.8%</u>
TOTAL EXPENDITURES	<u>\$ 150,877,510</u>	<u>\$ 96,415,308</u>	<u>63.9%</u>	<u>\$ 157,486,559</u>	<u>\$ 107,205,335</u>	<u>68.1%</u>	<u>\$ (10,790,027)</u>	<u>-10.1%</u>

TULSA COMMUNITY COLLEGE
EXPENDITURE SUMMARY BY CATEGORY
FOR THE PERIOD ENDING MARCH 31, 2021 AND MARCH 31, 2020

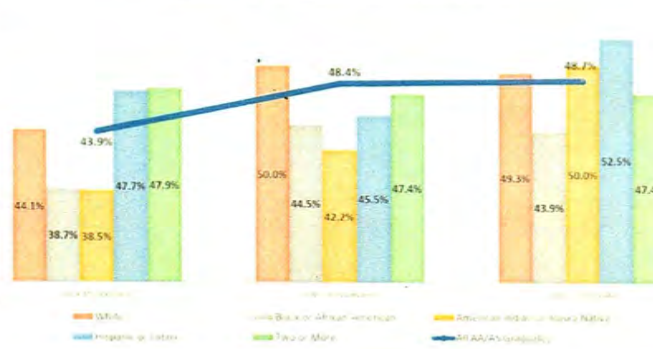
	MARCH FY21			MARCH FY20			\$ Change	Percent Change
	Budget	Year to date	Percent of Budget	Budget	Year to date	Percent of Budget		
EDUCATION AND GENERAL								
Salaries & Wages								
Faculty	\$ 19,272,076	\$ 12,706,026	65.9%	\$ 19,704,985	\$ 12,609,967	64.0%	\$ 96,059	0.8%
Adjunct Faculty	10,100,000	7,340,322	72.7%	10,100,000	6,891,314	68.2%	449,008	6.5%
Professional	12,533,836	8,811,508	70.3%	11,847,285	8,705,750	73.5%	105,759	1.2%
Classified Exempt	3,258,316	2,274,777	69.8%	5,315,122	2,313,079	43.5%	(38,302)	-1.7%
Classified Hourly	16,551,705	10,541,014	63.7%	16,831,220	12,030,594	71.5%	(1,489,580)	-12.4%
TOTAL	\$ 61,715,933	\$ 41,673,648	67.5%	\$ 63,798,612	\$ 42,550,704	66.7%	\$ (877,056)	-2.1%
Staff Benefits	\$ 24,187,667	\$ 16,894,705	69.8%	\$ 23,074,448	\$ 16,626,645	72.1%	268,060	1.6%
Professional Services	2,474,350	1,635,910	66.1%	2,783,700	1,802,092	64.7%	(166,182)	-9.2%
Operating Services	15,830,539	9,120,575	57.6%	17,107,400	10,355,786	60.5%	(1,235,211)	-11.9%
Travel	567,950	46,729	8.2%	586,400	393,628	67.1%	(346,899)	-88.1%
Utilities	1,700,000	825,417	48.6%	1,700,000	1,058,300	62.3%	(232,883)	-22.0%
Tuition Waivers	4,400,000	4,085,822	92.9%	4,400,000	4,190,655	95.2%	(104,832)	-2.5%
Scholarships	10,381,411	9,021,556	86.9%	5,100,000	4,812,163	94.4%	4,209,393	87.5%
Furniture & Equipment	1,379,660	1,750,934	126.9%	875,000	2,014,719	230.3%	(263,785)	-13.1%
TOTAL	\$ 122,637,510	\$ 85,055,296	69.4%	\$ 119,425,560	\$ 83,804,692	70.2%	\$ 1,250,604	1.5%
CAMPUS STORE								
Bond Principal and Expense	131,000	106,915	81.6%	131,250	98,431	75.0%	8,484	8.6%
TOTAL	\$ 131,000	\$ 106,915	81.6%	\$ 131,250	\$ 98,431	75.0%	\$ 8,484	8.6%
STUDENT ACTIVITIES								
Salaries & Wages								
Professional	\$ 280,000	\$ 190,752	68.1%	\$ 241,000	\$ 196,084	81.4%	\$ (5,332)	-2.7%
Classified Hourly	1,100,000	655,174	59.6%	1,150,000	753,980	65.6%	(98,806)	-13.1%
Total Salaries & Wages	\$ 1,380,000	\$ 845,926	61.3%	\$ 1,391,000	\$ 950,064	68.3%	\$ (104,138)	-11.0%
Staff Benefits	\$ 575,000	\$ 366,829	63.8%	\$ 592,000	\$ 374,678	63.3%	\$ (7,848)	-2.1%
Professional Services	150,000	112,045	74.7%	85,000	127,894	150.5%	(15,849)	-12.4%
Operating Services	525,000	216,402	41.2%	545,000	405,428	74.4%	(189,025)	-46.6%
Travel	50,000	1,530	3.1%	70,000	31,963	45.7%	(30,433)	-95.2%
Furniture & Equipment	1,195,000	5,950	0.5%	1,780,000	102,054	5.7%	(96,104)	-94.2%
Items for Resale	-	-	0.0%	50,000	-	0.0%	-	0.0%
TOTAL	\$ 3,875,000	\$ 1,548,682	40.0%	\$ 4,513,000	\$ 1,992,080	44.1%	\$ (443,398)	-22.3%
OTHER AUXILIARY ENTERPRISES								
Salaries & Wages								
Professional	\$ 125,000	\$ 131,188	105.0%	\$ 70,000	\$ 82,791	118.3%	\$ 48,396	58.5%
Adjunct Faculty	300,000	91,831	30.6%	200,000	233,344	116.7%	(141,514)	-60.6%
Classified Hourly	275,000	116,562	42.4%	300,000	192,290	64.1%	(75,728)	-39.4%
Total Salaries & Wages	\$ 700,000	\$ 339,580	48.5%	\$ 570,000	\$ 508,425	89.2%	\$ (168,845)	-33.2%
Staff Benefits	\$ 125,000	\$ 80,102	64.1%	\$ 100,000	\$ 80,067	80.1%	\$ 35	0.0%
Professional Services	550,000	120,828	22.0%	500,000	450,378	90.1%	(329,550)	-73.2%
Operating Services	2,300,000	776,576	33.8%	2,500,000	1,437,314	57.5%	(660,739)	-46.0%
Travel	60,000	3,037	5.1%	100,000	39,502	39.5%	(36,465)	-92.3%
Utilities	650,000	327,284	50.4%	650,000	434,387	66.8%	(107,103)	-24.7%
Scholarship & Refunds	40,000	2,287	5.7%	10,000	8,293	82.9%	(6,006)	-72.4%
Bond Principal and Expense	969,000	516,245	53.3%	1,115,000	514,981	46.2%	1,264	0.2%
Furniture & Equipment	1,479,500	7,992	0.5%	2,764,750	154,465	5.6%	(146,474)	-94.8%
Items for Resale	-	-	0.0%	1,000	-	0.0%	-	0.0%
TOTAL	\$ 6,873,500	\$ 2,173,931	31.6%	\$ 8,310,750	\$ 3,627,813	43.7%	\$ (1,453,882)	-40.1%
CAPITAL								
Construction - State (295)	\$ 1,400,000	\$ 757,469	54.1%	\$ 2,075,000	\$ 1,154,197	55.6%	\$ (396,728)	-34.4%
Construction - Non State (483)	6,000,000	1,021,861	17.0%	13,000,000	9,217,327	70.9%	(8,195,466)	-88.9%
TOTAL	\$ 7,400,000	\$ 1,779,331	24.0%	\$ 15,075,000	\$ 10,371,525	68.8%	\$ (8,592,194)	-82.8%

Mission Metrics Strategic Plan 2021-2025

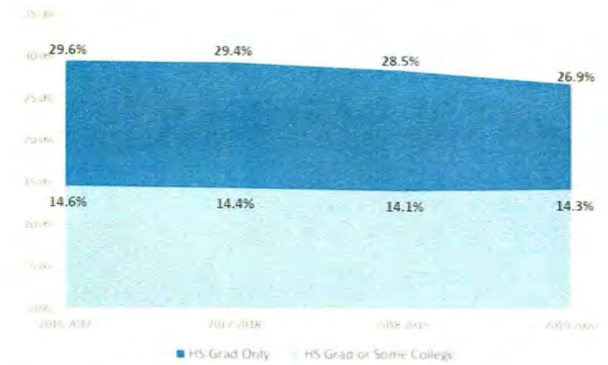
COMPETITIVE WAGE RATE



TRANSFER DEGREE CONVERSION RATE

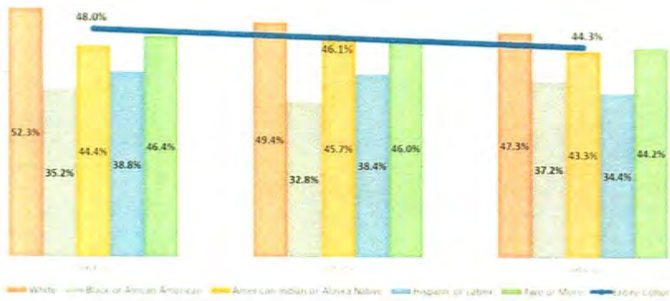


ELIGIBLE ADULT ACCESS RATE

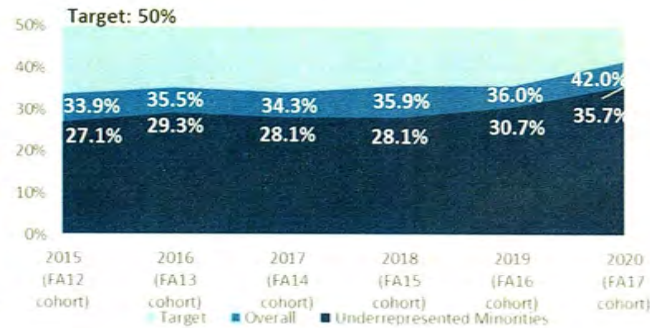


Above: Metrics to Monitor: Are we working towards our vision of *an educated, employed, and thriving community*?

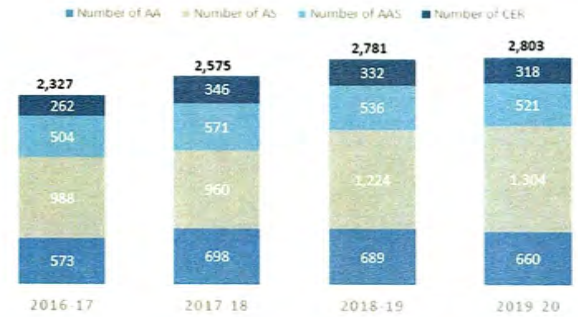
OVERALL STUDENT 6-YEAR SUCCESS RATE



FIRST-TIME FULL-TIME THREE-YEAR SUCCESS RATE



CREDENTIALS AWARDED

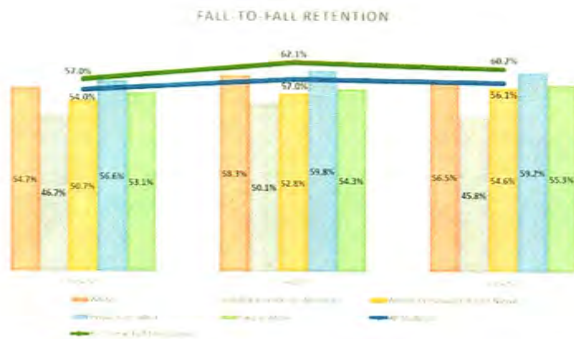


Overall Student Success Rate 6-year
5-year target: 52%

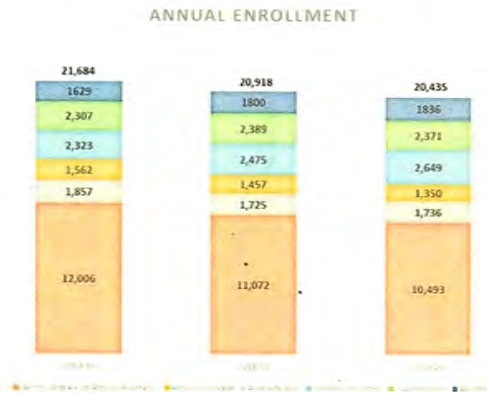
Full-Time Student Success Rate 3-year
5-year target: 50%

Credentials Awarded
5-year target: 3,025 (increase of 233)

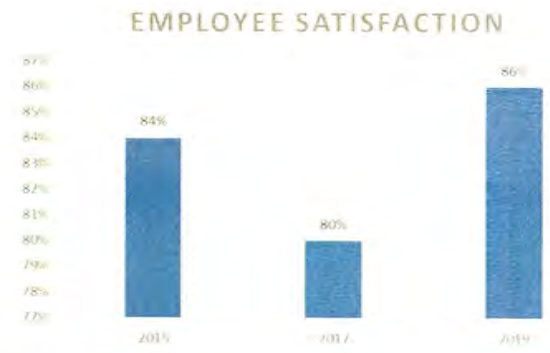
Metrics that Matter



Fall-to-Fall Retention:
5-year target: 7% increase (67.2% and 63.1% respectively)



Annual Enrollment:
5-year target: 21,050; just over 3%



Employee Satisfaction:
5-year target: 90%

Metric	2016-2017	2017-2018	2018-2019	2019-2020
First Time to TCC AA/AS Transfer Rate (6-year)	--	2011-12 New to TCC 44.4%	2012-13 New to TCC 41.8%	2013-14 New to TCC 39.2%
First Time to TCC Graduation Rate (6-year)	--	2011-12 New to TCC 16.3%	2012-13 New to TCC 15.7%	2013-14 New to TCC 16.9%
Completion of 30 Hours in First Year (Fall First Time Entering Cohorts)	9.0%	8.1%	9.3%	11.8%
Completion of College-level English and Math in First Year (Fall First Time Entering Cohorts)	15.6%	18.0%	19.0%	22.1%
Credits to Credential (First-time Entering Students Only)	88.8 hours	87.9 hours	88.5 hours	88.8 hours
Successful Course Completion	--	78.6%	79.5%	78.5%
Percentage of Students of Color vs Community Population Value	41.2% vs. 41.2%	42.4% vs. 41.6%	44.6% vs. 42.9%	47.9% vs. 43.3%
Percentage of Students of Color vs Staff	41.2% vs. 27.3%	42.4% vs. 28.3%	44.6% vs. 30.0%	46.0% vs. 31.0%
Percentage of Students of Color vs Full-time Faculty	41.2% vs. 18.3%	42.4% vs. 19.8%	44.6% vs. 22.5%	46.0% vs. 23.0%
Current Public Opinion	Not Available	Not Available	Not Available	97%

Explanation of Metrics

Competitive Wage Rate	This measures the percentage of graduating AAS students employed in Oklahoma that earn above the median wage for that county during the year following their graduation. This excludes students for whom we have no data. County median wage data from EMSI includes all occupations. Graduate most recent quarter earnings data available via OSRHE employment data dashboard. Most recent earnings multiplied by four to calculate annualized wages.
Transfer Degree Conversion Rate	This measures the percentage of transfer bound (AA or AS) students that complete a Bachelor's degree at any institution in the National Clearing House within three years of TCC graduation year.
Eligible Adults Access Rate	This measures the percentage of students aged 18-44 enrolled at TCC compared to local population of 18-44 year olds without a college credential. Note: Local population is all of Tulsa county and parts of Creek and Osage county due to data accessibility of the PUMS microdata.
Overall Student 6-year Success Rate	This measures the percentage of first time to TCC degree-seeking (including concurrent) students that graduate from TCC within six years of starting combined with those that transfer to a four-year institution within the same time frame. Includes full and part time.
Three-Year Success Rate	This measures the percentage of first-time full-time degree seeking students (includes formerly concurrent) that graduate from TCC within three years of starting combined with those that transfer to a four-year institution within the same time frame.
Credentials Earned	This measure includes the total number of AA, AS, and AAS degrees and certificates awarded to all students. This denotes the semesters included in data submitted to the state (summer, fall, and spring semesters).
Fall to Fall Retention	This measures the percentage of all degree-seeking students (including concurrent) that return to continue studies the following fall semester. Students who enroll at another college or university or graduate from TCC are excluded. The additional trend line denotes first-time full-time fall to fall retention rate (IPEDS cohort). Students who have attended college before coming to TCC are excluded.
Annual Enrollment	This measures unduplicated (counting each student only once) annual enrollment headcount. This includes concurrent students and excludes non-credit students. This denotes the semesters included in data submitted to the state (summer, fall, and spring semesters).
Employee Satisfaction	This measures the percentage of employees that are satisfied or very satisfied working at TCC as reported by all (including full and part-time) that complete the PACE Climate survey. This measure is available typically every 2 years.
First Time to TCC AA/AS Transfer Rate (Six-year)	This measures the unduplicated percentage of all first time to TCC degree-seeking AA/AS students that transfer to a four-year institution within six years of starting at TCC. Certificates and AAS degrees are not included as they are typically not designed to transfer.
First Time to TCC Graduation Rate (six-year)	This measures the unduplicated percentage of all first time to TCC degree-seeking students that graduate with an AA, AS, AAS, or certificate within six years.

Completion of 30 hours in the First Year	This measures the percentage of first-time entering degree seeking students (both full and part-time) that complete 30 credit hours (including developmental and college-level) in their first year. (This is a state level Early Momentum Metric.) Note that this measure includes the summer (for summer starters), fall, spring, and summer of their first academic year. This measure also includes only first-time entering as it directly relates to one of our strategic initiatives.
Completion of College-level Math and English in First Year	This measures the percentage of first-time entering degree seeking students (both full and part-time) that complete college-level Math and English requirements by the end of their first year (summer). (This is a state level Early Momentum Metric.) Note that this measure includes the summer (for summer starters), fall, spring, and summer of their first academic year. This measure also includes only first-time entering as it directly relates to one of our strategic initiatives.
Credits to Credential	This measures the number of credit hours attempted before a first-time entering student completes their first AA, AS, or AAS degree.
Successful Course Completion	This measures the percentage of credit hours successfully completed by students in any class, including concurrent students. This measure excludes those auditing a course and those who are administratively withdrawn due to no attendance at the start of the term. (For developmental education, C or better is successful; for other courses, D or better is considered successful; Audits or WNs are removed.)
Percentage of Students of Color versus Community Population Value	This measures the percentage of students of color (individuals indicating race and ethnicity besides white only in the unduplicated annual headcount) to the Tulsa County PUMA (which includes all of Tulsa County, plus southeast Osage county, and northeast Creek county) population value (ages 18-44).
Percentage of Students of Color versus Staff	This measures the percentage of students of color (individuals indicating race and ethnicity besides white only) versus the percentage of full-time staff (including all senior administration) of color.
Percentage of Students of Color versus Full-time Faculty	This measures the percentage of students of color (individuals indicating race and ethnicity besides white only) versus the percentage of full-time faculty of color.
Current Public Opinion	This measures the percentage of respondents that report a positive or very positive current opinion of Tulsa Community College as reported by the general public (that is at least somewhat familiar with TCC). This measure will be available approximately every two years.

AA: Associate in Arts

AS: Associate in Science

AAS: Associate in Applied Science

Certificate: Certificate; less hours than Associates Degree

2021-2025 Strategic Plan



YOU BELONG HERE

- A. Adopt practices that focus on individual needs and emotional well-being of students and employees.
- B. Ensure students, employees, and community members see themselves reflected at TCC.
- C. Increase targeted outreach and recruitment to growing student populations and those underserved by TCC.
- D. Remove barriers that prevent students from applying, enrolling, and attending class.
- E. Reimagine online and physical spaces as safe, modern, accessible, and accommodating.



EVERYONE CAN LEARN

- A. Help current and prospective students identify goals early on and develop a clear path to success.
- B. Engage in equity-minded practices that eliminate achievement gaps.
- C. Provide personalized service to connect students with resources, tools, technology, and programs.
- D. Retain students along their pathways with continuous engagement.
- E. Engage employees in proactive, intentional learning experiences targeting the needs of the individual and the institution.
- F. Adapt scheduling practices and delivery methods to meet students' needs.



COMMUNITY IS OUR MIDDLE NAME

- A. Tell our story to increase awareness, value, and perception of TCC and higher education.
- B. Develop practices to increase environmental sustainability.
- C. Celebrate successes, foster community, and build morale to reinforce winning behaviors.
- D. Be proactive and responsive in addressing the needs of those you serve.
- E. Continually assess, prioritize, and leverage community engagement efforts that build success through education.



QUALITY EDUCATION IS AFFORDABLE

- A. Design programs to fulfill current employment and workforce needs.
- B. Facilitate bachelor's degree attainment through redesign of the transfer experience.
- C. Ensure students are learning by incorporating practical, relevant concepts and supplementary learning experiences, inside and outside the classroom.
- D. Engage students through the use of high impact practices.
- E. Make decisions that maximize financial responsibility and value to students.



EXCELLENCE IS OUR CULTURE

- A. Deliver an excellent and consistent student experience through employee collaboration.
- B. Develop competencies and provide professional development to maximize individual potential and career opportunities.
- C. Engage in meaningful and accessible knowledge-sharing and communication.
- D. Simplify, improve, and document processes with the end user in mind.
- E. Practice continuous improvement and forward-thinking guided by best practices, policy, data, and innovation.

Outcomes Measures

New IPEDS Outcomes Measures Have Important Implications for Community Colleges

The U.S. Department of Education (ED) has just released aggregate data on four new Integrated Postsecondary Education Data Survey (IPEDS) outcomes measures (OM). This represents major progress on a central component of the community college public policy agenda. AACC has long asserted that the IPEDS graduation rates survey badly misrepresented community colleges and their students since it only included first-time, full time students, and primarily measured student completion through a 150% of the "normal time" completion metric, while eschewing transfers. The new outcome measures include all community college credit students and tracks them for eight years. It also includes transfers-out, though not in the combined form that AACC supports.

The new data, which is displayed for each institution on the ED College Navigator, represent the culmination of many months of work by AACC and its members. The process began before the 2008 reauthorization of the Higher Education Act, when, largely at AACC's behest, Congress established the Committee on Measures of Student Success (CMSS). The CMSS was charged with reviewing the applicability to community colleges of prevailing federal completion rate metrics and related reporting burdens. Its recommendations are largely reflected in the OMs.

AACC research staff has provided the following table on the aggregate outcomes measures of community colleges (the data include community colleges that offer bachelor degrees.) The news is mostly good, but not all good. By tracking students for eight years, far more full-time community college students are shown to have completed their programs, which helps place the colleges in a more realistic and favorable light. It is also encouraging to see that, across higher education, non-first-time students, many of whom start at community colleges, complete at higher rates than first-time students.

Eight-year Outcomes, Public Community Colleges (includes Baccalaureate Granting community colleges)

Source: American Association of Community Colleges (AACC) Website: <https://www.aacc.nche.edu/advocacy/outcomes-measures/>

Cohort Type (Fall 2008)	Adjusted Cohort 2008	Earned award (degree/certificate)		Still enrolled at your institution		Transferred (no award)		No award, no transfer, status unknown	
		Number	Rate	Number	Rate	Number	Rate	Number	Rate
Full-time, first-time	759,894	256,293	33.7%	15,611	2.1%	222,343	29.3%	265,647	35.0%
Part-time, first-time	467,583	79,446	17.0%	12,482	2.7%	146,928	31.4%	228,727	48.9%
Full-time, non-first-time	235,877	87,952	37.3%	2,913	1.2%	77,174	32.7%	67,838	28.8%
Part-time, non-first-time	359,997	75,656	21.0%	5,550	1.5%	150,518	41.8%	128,273	35.6%
Total Entering Students	1,823,351	499,347	27.4%	36,556	2.0%	596,963	32.7%	690,485	37.9%

Source: AACC analysis of IPEDS Outcomes Measures data file.

However, and not surprisingly, the completion rates of part-time students are lower, particularly for the part-time, first time cohort. Community college leaders across the country will need to place these rates into context as some will seek to use this new data to disparage community college performance.

The OM are less comprehensive and granular than those employed by the Voluntary Framework of Accountability (VFA). The OM do not separate out the type of credential that a student achieves (i.e., certificate or degree). Transfers are also handled differently—students who complete a community college credential and subsequently transfer are not included.

Source: American Association of Community Colleges (AACC) Website: <https://www.aacc.nche.edu/advocacy/outcomes-measures/>

The new outcomes measures also include the completion rates of Pell Grant recipients, a longtime Congressional priority. However essential Pell Grants are to student access and success, they alone cannot eradicate the educational deficits and other challenges that less affluent students often face. It is therefore not surprising that Pell Grant recipients do not attain at the same levels as more affluent individuals.

AACC continues to work aggressively to ensure that federal data collection, measurement, and disclosure policies adequately reflect community colleges. In the context of the reauthorization of the Higher Education Act (HEA), AACC has secured Senate introduction of legislation (S. 351) that embodies in federal law the six-year graduation rate included in the VFA, and we are optimistic that a companion House bill will be introduced soon. AACC is also strongly advocating for the "College Transparency Act" (S. 1121 and H.R. 2434), which would create a national postsecondary unit record data system (URDS). Such a system is long overdue; it would both produce more comprehensive data and reduce overall administrative burden. Powerful forces in Congress staunchly oppose the URDS but it also has a great deal of bicameral, bipartisan support, and the case for it is more compelling than ever. AACC also believes that the URDS should be linked to earnings data, by program. The aforementioned legislation includes this requirement.

In the meantime, the IPEDS system will be used to report data on enrollments and completions, and AACC will work to make them as relevant and accessible as possible. The association is also focused on ensuring that the public, most importantly prospective students, has access to these and similar data.

Please contact David Baime, AACC Senior Vice President for Government Relations and Policy Analysis, dbaime@aacc.nche.edu, or Kent Phillippe, Associate Vice President for Research and Student Success kphillippe@aacc.nche.edu, if you have any questions or related comments.

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