



**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 **December 16, 2021, at 9:00 a.m. at West Campus Boardroom I-213.**

Board Members Present: Mitch Adwon, Paul Cornell, Caron Lawhorn, Samuel Combs, and Wesley Mitchell

Board Members Absent: William McKamey, James Beavers

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

CALL TO ORDER

Chair Lawhorn called the meeting to order at 9:18 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.

WELCOME AND OVERVIEW OF THE RETREAT

Chair Lawhorn introduced the retreat facilitator, Dr. Arnie Bacigalupo and the Regents introduced themselves. The purpose of the meeting is to discuss the direction of the College and ways to monitor progress.

STATEMENT FROM THE PRESIDENT

President Goodson commented on the state of higher education including internal and external challenges and the national and local landscape.

- There is opportunity for growth and improvement, although challenges such as the pandemic and market changes are factors in decision making and prioritization of projects in the current environment.
- TCC has elevated learning platforms, professional development around online learning, flexible with curriculum delivery, leveraged resources more efficiently. Pandemic-related costs mostly covered by federal funds.
- The pandemic has affected our students in many ways. The pandemic has created a whole new dynamic and student market.
- A telework pilot is in progress that will allow employees up to one day a week to work remotely. Not every position will be able to participate.
- Enrollment has declined in Oklahoma. The larger universities have not been as affected because they serve a different market.
- TCC continues to be active in the concurrent enrollment taskforce with legislators. TCC still aims to be an EDGE county and that could be achieved within a few years.
- VUCA is an acronym that represents volatility, uncertainty, complexity, and ambiguity, defined as the situation of constant, unpredictable change that is now the norm in certain industries. TCC had layoffs, reorganizations, and much change. Administration is working on rebuilding confidence while trying not to overpromise, but stick with promises we have made, such as the telework policy. We must always focus on our students, but also must focus on our employees.

STRATEGIC PLAN, MISSION, VISION, BELIEFS AND VALUES

1. Board Discussion Regarding Strategic Vision and Direction

Are we living up to our stated values? Dr. Bacigalupo referenced page 5 of the 2021-2025 Strategic Plan. Values is something you walk, not something you talk about. How do Board members see TCC's values in action?

- Regent Mitchell mentioned "Community is Our Middle Name." There are numerous examples of how TCC demonstrates this value. For example, TCC's involvement and presence in addressing Tulsa's food desert.

- Regent Lawhorn mentioned our diverse student population present at the commencement ceremonies.
- Regent Combs also mentioned “You Belong Here” and the concept of open access. It is about how we attract and retain students. Our students are diverse. It is about providing students tools for success. Data suggests proper orientation leads to success and result in higher completion rates.
- Regent Cornell mentioned how TCC increased the advisor to student ratio before the pandemic and asked if we are still effective. Dr. Goodson affirmed and stated that enrollment is looking decent for the spring semester. Advisors have gone through a series of dramatic changes and significant change management.
- Regent Mitchell mentioned how TCC is reaching out to people who are not aware of their need for assistance, such as high school students. Dr. Goodson replied that interaction has transitioned from relational to transactional, but remote work is becoming relational again.
- Regent Combs added that there are downfalls to remote work. Productivity levels can suffer across the board. Dr. Goodson commented that the telework policy is a pilot in an effort to balance incentives.

Are we doing what we say?

- Regent Combs suggested we view our role with different lenses, bring staff more to the table in decisions, think about how decisions affect our students and our stakeholders. Our facilities are important in student college experience. In response, Dr. Goodson mentioned that TCC assesses leverage and how our campuses can best serve our community. Regent Adwon added that there must be a return on investment on highly capitalized properties.

Where are the gaps and what need to be our areas of focus?

- Regent Cornell used the word “opportunities” in place of “gaps.” Regent Adwon mentioned reaching out to the Tribes. President Goodson stated that there has been some engagement and there could be more outreach.

Is there something we are doing that we should no longer be doing?

- Signature Symphony is being more self-sustaining with donors helping support.
- Regent Cornell asked if we have a profit and loss model for academic programs. Dr. Goodson responded that we are working towards having a model. Dr. Sivadon mentioned that we have five-year program reviews and mid-cycle program reviews.
- Regent Lawhorn asked about TCC’s exclusivity. Dr. Goodson that the conversation is ongoing. Oklahoma’s new Chancellor is involved as well as the Higher Ed Consortium.
- Regent Lawhorn asked if we are maximizing our ad valorem funding and what are the boundaries.

(Handout: [2021-2025 Strategic Plan](#))

BOARD FOLLOW-UP AND NEXT STEPS

- Follow-up to topics discussed in the meeting: engagement with the Tribes, questions about ad valorem funds.
- Regent Combs asked if there is a metric on brand awareness and how the community values TCC. Is there a third-party measurement? Lindsay White highlighted page 2 of the Mission Metrics handout. Current public opinion, as of 2018-2019, was ranked at 97% positive or very positive opinion of TCC as reported by the general public issued as a benchmark survey by SimsonScarborough. This measure will be available approximately every two years. The survey is issued to current students, general public, and high school students. Regent Combs asked if the College is asking the right questions to the right constituency or stakeholders, whether TCC is providing value and strengthening position over time.

(Handout: [Mission Metrics](#))

- Regent Combs asked about leveraging our West Campus. President Goodson mentioned the EDGE program, Allied Health programs, and access to college for the local constituency. The facilities planning process will address this. We can develop a dashboard to address this topic.
- Continue to address deferred maintenance.
- The timeline for the facilities planning project will kickoff in January with preliminary data available in June and a full report by fall. All stakeholders will have opportunity to contribute.

ADJOURNMENT

The meeting adjourned at 11:30 a.m.

Respectfully submitted,



Leigh B. Goodson
President & CEO



Caron Lawhorn, Chair
Board of Regents

ATTEST:



James Beavers, Secretary
Board of Regents



Building Success Through Education

2021-2025 Strategic Plan



TULSA
COMMUNITY
COLLEGE

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Message from the President



Dear Friends of Tulsa Community College,

Our mission at Tulsa Community College is *building success through education* and I am delighted to reveal our 2021-2025 strategic plan to carry that mission forward. This strategic plan builds upon accomplishments from our last strategic plan, which created a solid foundation in our academics, finances, and organizational structure. Not only have we changed processes and procedures, we have changed the way we think about and serve our students.

This strategic plan takes TCC's work to the next level. It maintains our momentum and sustains a culture that empowers, emboldens, and holds accountable everyone in the College to do their part. It is a strategic plan that provides clarity in our priorities, reinforces our positive direction, and reiterates our commitment to student success, while asking our employees to continuously engage with us to get there.

The College agreed this new strategic plan should be agile enough to address whatever obstacles come our way while delivering an excellent experience to our students. The result is a values-based strategic plan. We know what we believe and what makes us who we are. We embrace our identity and let our values lead us. Because if we know what we value, we know what to do.

We move forward with this plan developed before the COVID-19 pandemic because we are prepared. While the COVID-19 pandemic will certainly shift the way we operate, it makes the availability of a quality education to every citizen even more important. We will continue to have difficult conversations regarding equity and about how we can better meet the needs of our community. As a critical part of our community, we will continue to thank and grow our employees. Most importantly, we will adapt our programs and services to help our students improve their lives and contribute to the community. While I know working on these essential components of our mission will take a great deal of creativity and perseverance as we collectively encounter and overcome endless obstacles, I do believe we are up to the challenge. Together with our community and partners, we will achieve our vision of *an educated, employed, and thriving community*.

Sincerely,

Leigh B. Goodson, Ph.D.
President and CEO



Accomplishments from the Last Plan

- Graduation rates
- Degrees and certificates awarded
- Retention of students
- Employee satisfaction
- Developmental students who complete requirements in one year
- First-time students who complete 24 credit hours in one year



Pathways

Joined the American Association of Community College's Pathways Project to streamline program offerings and improve student experience



Equity

Engaged in a multi-year project to examine and address TCC practices through racial equity lens



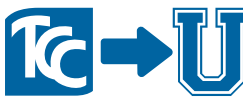
Reorganization

Reorganized approximately two-thirds of the College to focus on a one-college model



Capital Campaign

Raised over \$20 million in the Clearing the Pathway: The Campaign for Completion



Transfer Project

Joined the inaugural Tulsa Transfer Project, with the Schusterman Foundation, Langston, NSU, OSU-Tulsa, OU-Tulsa, RSU, TU



Student Success Centers

Opened the Southeast Campus Student Success and Career Center with three more on the way



Mission, Vision, Beliefs & Values

Engaged students, employees, and community in reviewing and rewriting our mission, vision, beliefs and values



Advising

Increased number of academic advisors drastically to provide better student support



Shared Leadership

Advanced shared leadership with a college-wide council and committee structure



Professional Development

Focused on infrastructure and professional development with revamped employee reviews and creation of promotional ranks for professors



Accreditation

Received Higher Learning Commission reaccreditation with excellent marks



Energy Conservation

Reduced energy consumption substantially accomplishing state and college goals

Mission, Vision,
Beliefs and Values



OUR MISSION

Building success through education

OUR VISION

An educated, employed, and thriving community

OUR BELIEFS & VALUES



YOU BELONG HERE

We foster a culture of diversity, equity, and inclusion that welcomes and respects everyone for who they are and who they will become.



EVERYONE CAN LEARN

We meet people where they are by creating a safe and supportive learning and working environment leading to success.



COMMUNITY IS OUR MIDDLE NAME

We build community, inside and out, through collaboration, service, sustainability, and social and financial responsibility.



QUALITY EDUCATION IS AFFORDABLE

We create a rigorous and engaging learning experience that provides exceptional value.



EXCELLENCE IS OUR CULTURE

We live out excellence at every level by embracing change, always improving, and persisting to reach our full potential.

Institutional Learning Outcomes: Communication Skills, Personal Responsibility, Critical Thinking, Social Responsibility



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.

Next Steps



PLAN

Align initiatives throughout TCC with our strategic plan. College, departmental, and individual plans will cascade to maximize impact. Planning on an annual basis, with continuous adjustment, will allow us to focus on gaps in our goal achievement and shift to address disruptions or trends that make change important.



EVALUATE

Measure what matters. While our Mission Metrics are slower to show progress than other measures and are influenced by many factors, they demonstrate if we are meeting our mission of building success through education and our vision of an educated, employed, and thriving community. Annual targets, such as increased student fall-to-fall retention, help us know if we are on the right track and where we need to adjust. Other performance indicators collectively display a snapshot of our institution and provide additional opportunities to determine if our initiatives are working and where we need to increase focus.



TRACK

Provide accessible and transparent information. Using a technology platform, departments will submit goals and updates regarding the strategic plan. This comprehensive system will allow accessible and transparent information which will help the College further collaborate on activities, better communicate with stakeholders, track completion, and provide information to decision-makers regarding where funding has the most impact.

Strategic Plan Steering Committee

Tri-Chairs:

Lindsay White

Josh Baker

Sean Weins

Committee:

Jennifer Barclay

Nicole Burgin

Kristopher Copeland

Ramona Curtis

Miguel da Corte

Rachael Achivare Hill

Greg Hope

Jennifer Ivie

Millard Pickering

Mary Sirkel

Angela Sivadon

George Taylor

Emily Tichenor

Sarah Wyatt

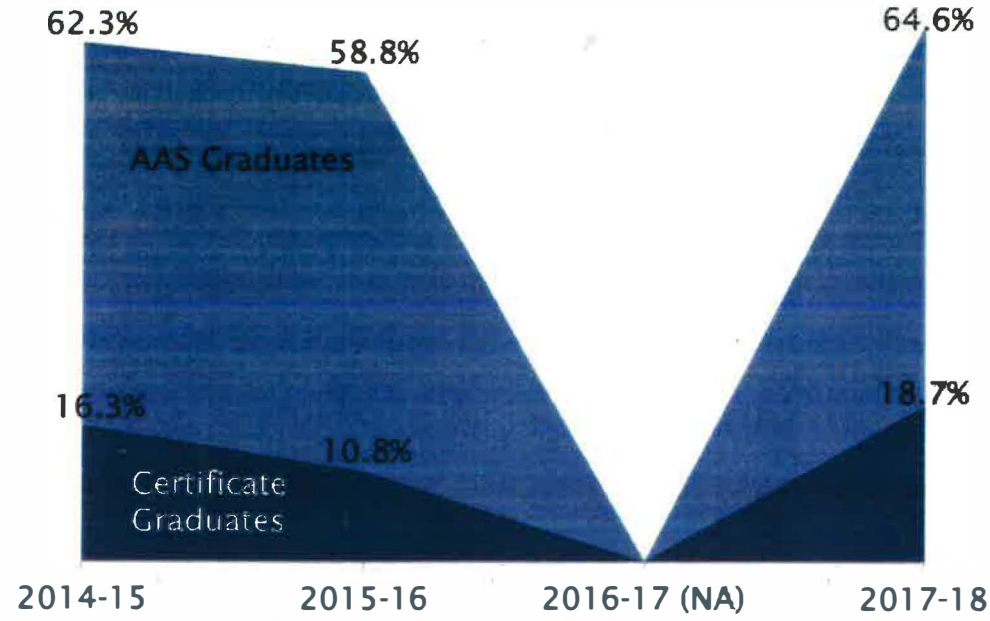
Special thanks to the committee and to the countless students, employees, and community who provided valuable feedback to shape our future.



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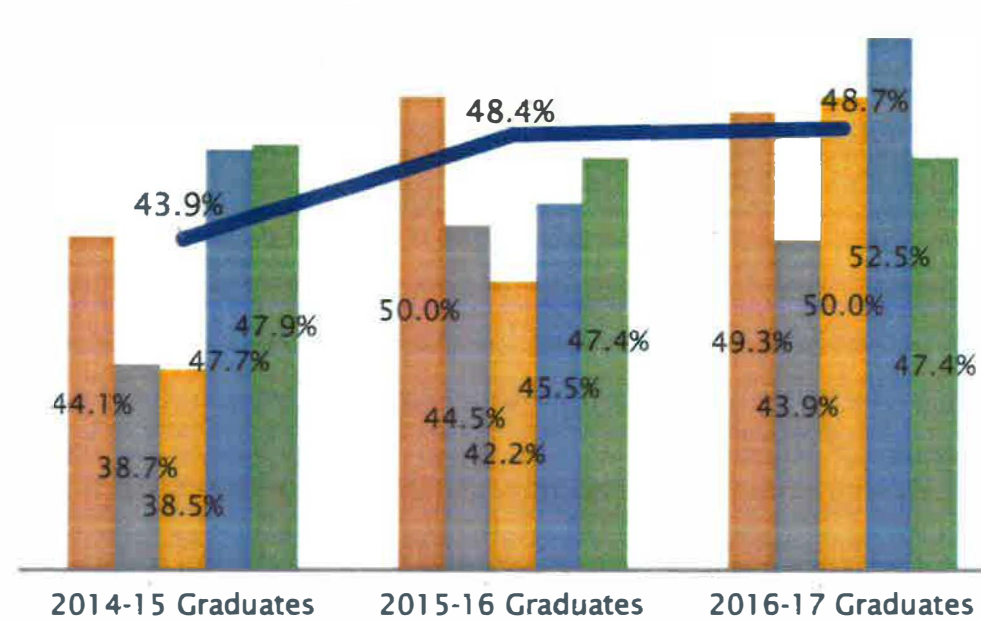
MISSION METRICS

COMPETITIVE WAGE RATE



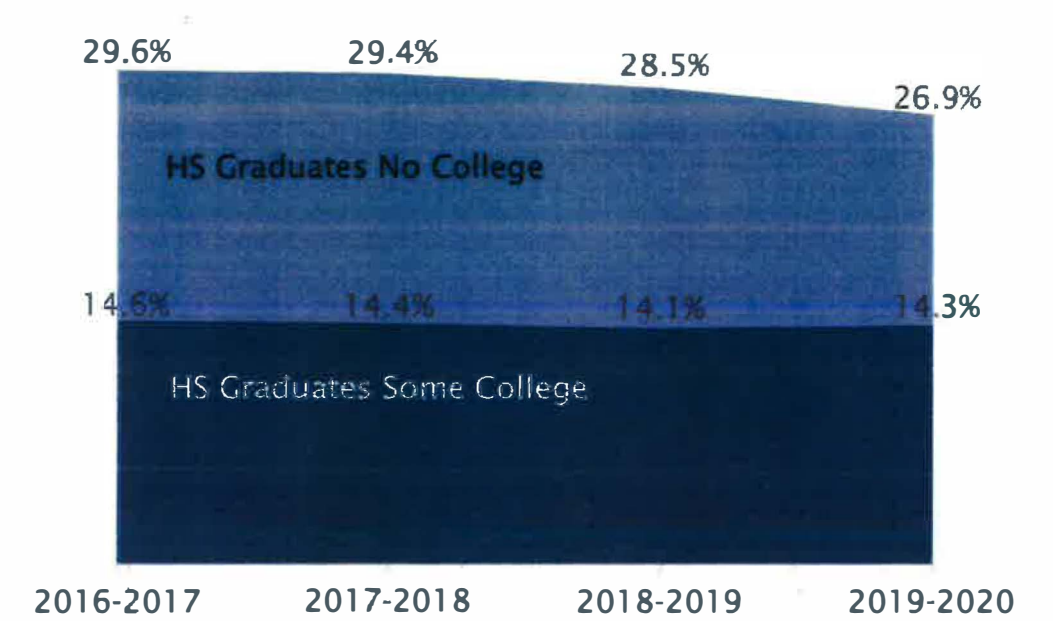
5-year target: Monitor

3-YEAR TRANSFER DEGREE CONVERSION RATE



5-year target: Monitor

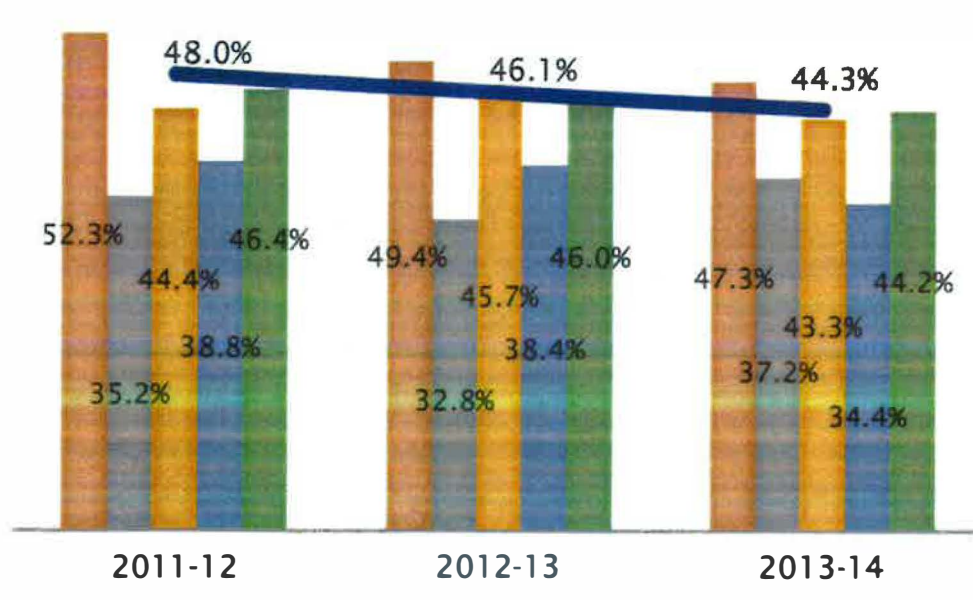
TARGET MARKET ENROLLMENT RATE



5-year target: Monitor

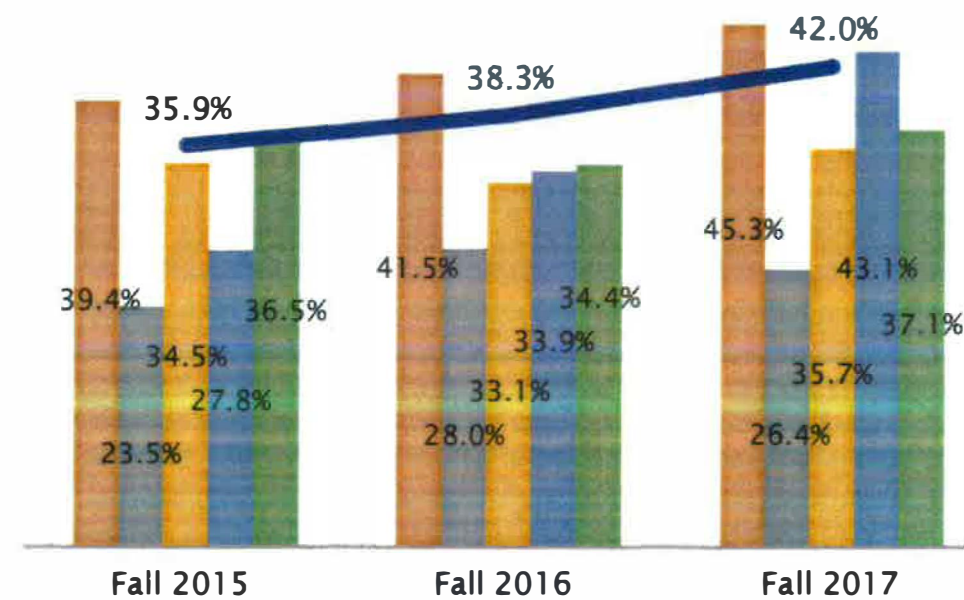
■ White
 ■ Black or African American
 ■ American Indian or Alaska Native
 ■ Hispanic or Latinx
 ■ Two or More
■ Associate of Arts (AA)
 ■ Associate of Science (AS)
 ■ Associate of Applied Science (AAS)
 ■ Certificate
 Bars are in same order (left to right, or bottom to top) as the legend.

OVERALL STUDENT 6-YEAR SUCCESS RATE



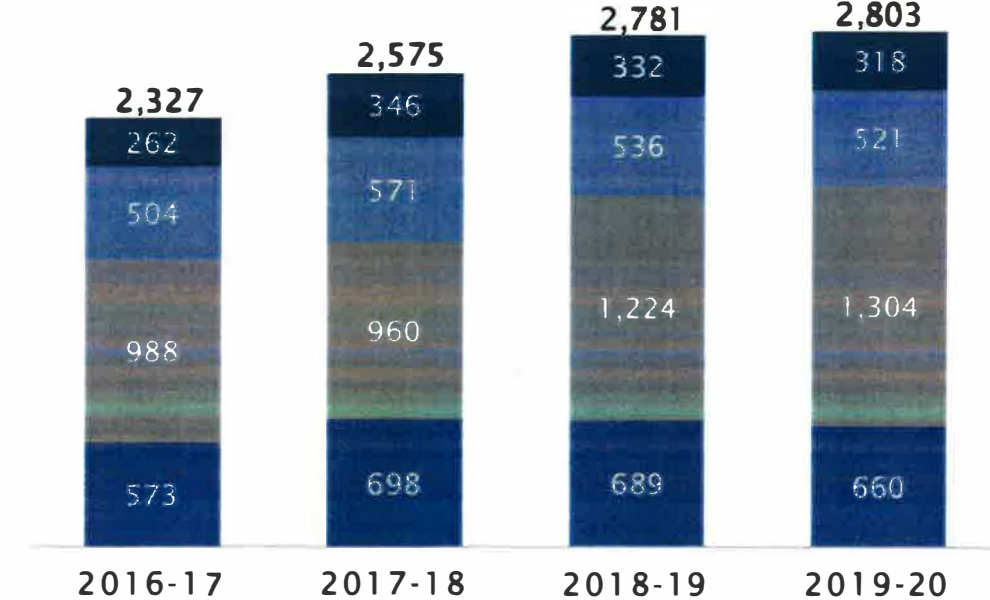
5-year target: 52%

FIRST-TIME FULL-TIME 3-YEAR SUCCESS RATE



5-year target: 50%

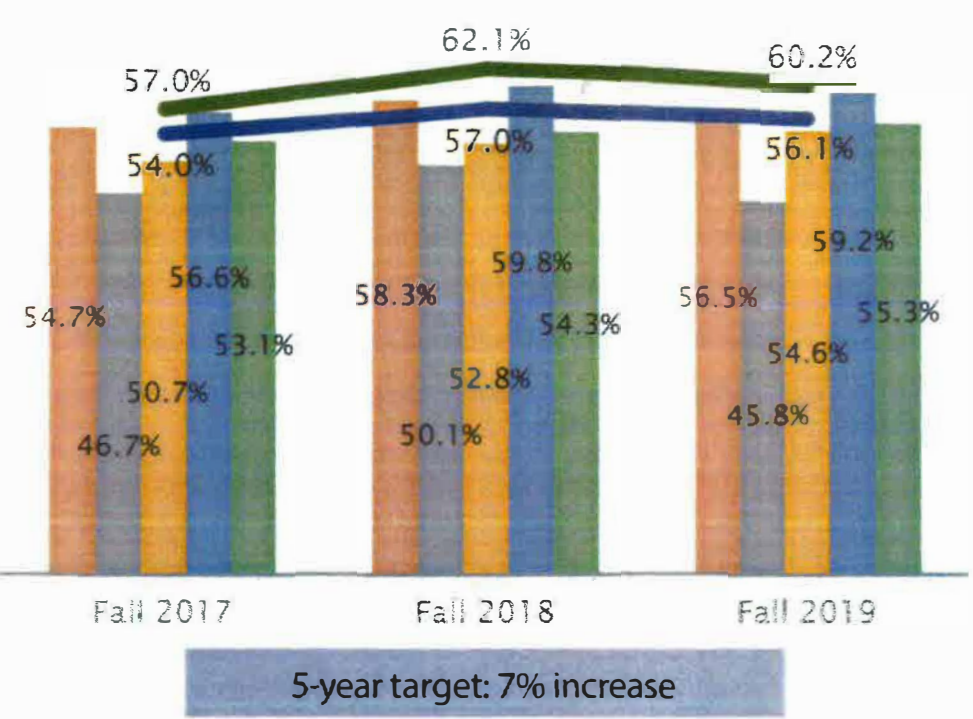
CREDENTIALS EARNED



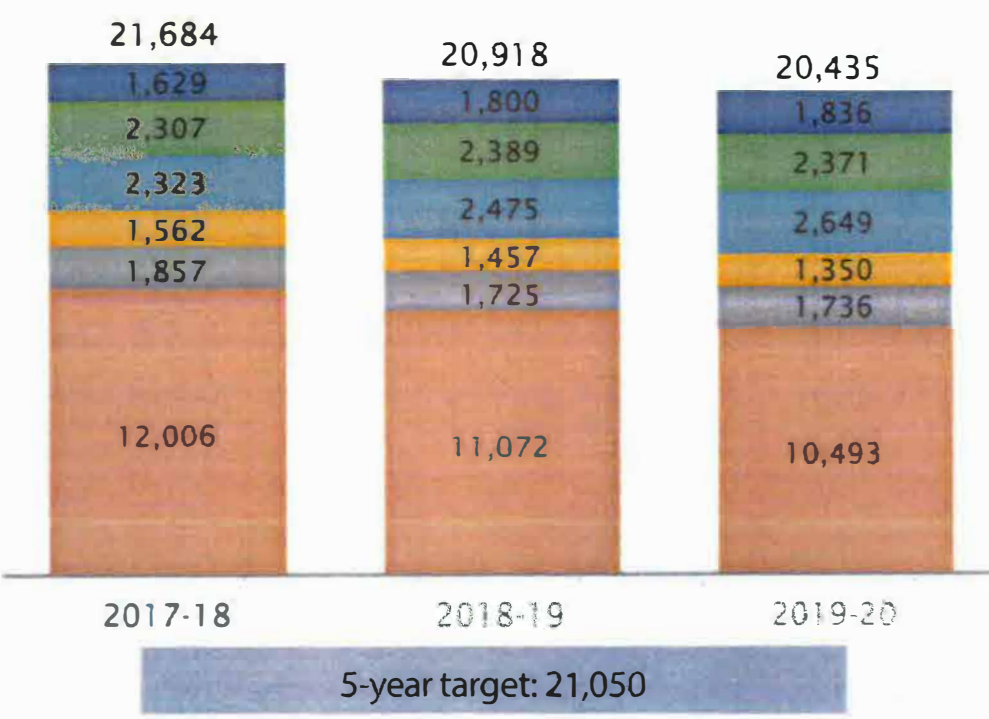
5-year target: 3,025

MISSION METRICS

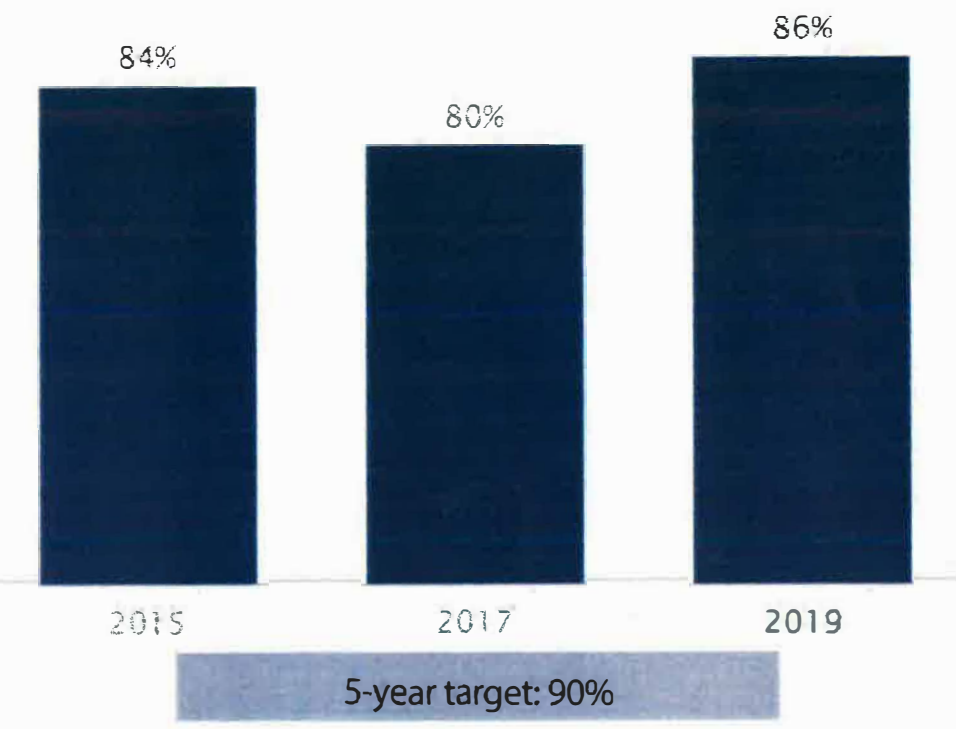
FALL-TO-FALL RETENTION



ANNUAL HEADCOUNT



EMPLOYEE SATISFACTION



■ White
 ■ Black or African American
 ■ American Indian or Alaska Native
 ■ Hispanic or Latinx
 ■ Two or More
 Bars are in same order (left to right, or bottom to top) as the legend.

Other Metrics We Monitor	2016-2017	2017-2018	2018-2019	2018-2019
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.
3-Year 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 Student Clearinghouse within three years of TCC graduation year.
Target Market Enrollment 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 4-year institution within the same time frame. Includes full and part time.
First-Time Full-Time 3-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 4-year institution within the same time frame.
Credentials Earned	This measure includes the total number of AA, AS, and AAS degrees and certificates earned by 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.
Annual Headcount	This measures unduplicated (counting each student only once) annual 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 two years.

* Metrics we monitor: These are metrics we monitor rather than set targets for to determine if we are working towards our vision of an educated, employed, and thriving community.

EXPLANATION OF METRICS

First-Time to TCC AA/AS Transfer Rate (6-year)*	This measures the unduplicated percentage of all first-time to TCC degree-seeking AA/AS students that transfer to a 4-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 (6-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 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 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. (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 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) versus the percentage of 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 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.

* Metrics we monitor: These are metrics we monitor rather than set targets for to determine if we are working towards our vision of an educated, employed, and thriving community.