Tulsa Community College
Special Meeting of the Board of Regents

<u>**MINUTES**</u>

The Special meeting of the Board of Regents of Tulsa Community College was held on **Thursday, January 18, 2018 at 2:00 p.m. at Northeast Campus**.

Board Members Present: Paul Cornell, Robin Ballenger, Ronald Looney, Caron Lawhorn, William McKamey, Wesley Mitchell and Samuel Combs

Board Members Absent: None

Others Present: President Leigh B. Goodson
Clerk for the Board
College Administrators
Faculty and Staff
Legal Counsel
Students

CALL TO ORDER

Board Chair, Paul Cornell, called the working meeting to order at 2:00 p.m.

President Goodson confirmed compliance with the Open Meetings Act.

ROLL CALL

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

TCC's PATHWAYS TO EQUITY IN STUDENT SUCCESS
Presented by Eunice Tarver, Provost and Associate Vice President of Diversity and Inclusion

1. **Discussion regarding the Equity Scorecard project and additional diversity and inclusion initiatives.**

- The Office of Diversity and Inclusion was created in December 2015 to focus on outreach and retention. An immediate challenge was determining where to begin and establishing priorities. The team developed a diversity ledger to collect data to inform decisions and to prioritize groups with the highest needs for support.

Provost Tarver referenced a handout on "What is Equity?" from the Center for Urban Education ("CUE").

- CUE defines equity as parity in outcomes. More specifically, the proportional representation of historically marginalized groups in outcomes. The percentage of entering student population should equal the graduating student population.

- TCC's largest population of underrepresented minorities ("URM") is the Latino, African American, and Native American student populations.

- TCC's Fall 2014 graduation data shows 23% of entering students were URM. Graduating URM student population was 12% with an equity gap of 11%.

- An equity focus recognizes the need to eliminate the disparities in educational outcomes of students from underserved and underrepresented populations. An equity focus is color-conscious and seeks to eliminate widening postsecondary gaps for Native American, African American and Latino students.
    - Prioritizes institutional accountability, not student deficits.
    - Monitors the impact of all policy or marginalized groups.
    - Equity is not the same as diversity or equality.

- Tulsa Community College and Center for Urban Education's Equity Scorecard Partnership
    - Organizational learning and change process
    - Enhance equity in educational outcomes

- Phase 1: Laying the Groundwork - Aligning the Equity Scorecard with existing diversity, equity, and accountability initiatives. Integrate with Guided Pathways.
    - January – April 2018
        - Team Leader and Institutional Researcher Orientation
        - Equity Scorecard Kickoff Institute
        - TCC State of Equity Analyses
        - Leadership Retreat
    - The evidence team will perform extensive research and analyses.

- Phase 2: Defining the Problem
    - Identify unequal outcomes among racial-ethnic groups that may exist in access, retention, excellence (participation in honors programs, study abroad, etc.) and completion.
    - Frame problems from the perspective of institutional responsibility instead of focusing on making students college ready.

- Establish equity goals and an action plan to close gaps.

Provost Tarver introduced Dr. Libby Adjei, Director of Diversity Outreach Programs.

- Dr. Adjei visits Tulsa area high schools such as McLain and Central to meet with students about financial aid opportunities, Tulsa Achieves and test preparation.

- Thirty-one percent of first-time entering students are college ready. Seventeen percent of all first-time entering students need full remediation (reading, writing and math). These students will spend the first year and a half taking remediation courses.

- Common Challenges to College Readiness
    - Not all schools are created equal.
    - Food, clothing and shelter needs
    - Not seeing college as a pathway
    - Their families do not have college knowledge.

Provost Tarver introduced Pat Turner, Director of Inclusion Programs.

- Common Challenges to Degree Attainment
    - Underprepared
    - Underachieving
    - Sense of belonging
    - Not knowing where to go for help
    - Food, clothing, shelter needs
    - Lack of family support

- Fall-to-Fall Student Retention Data
    - Sixty-two percent of all full-time, first-time entering students were retained from Fall 2016 to Fall 2017. In comparison, sixty-two and a half percent of URM students were retained.

Provost Tarver finished the presentation.

- Assessing Interventions – inquire into instructional and academic support practices around identified focus areas and gaps.
    - Look for ways to amplify, expand, and build on efforts to increase diversity, equity, and inclusiveness to increase effectiveness and impact.
    - Particular attention is paid to organizational structures, programs, policies and core educational practices.

- Diversity Outreach Programs
    - LEAP – Learning Educational Advancement Prep program
    - College Achievement Summits
    - Math & Science in Health Careers Summer Academy
    - College Knowledge Corners

- Retention Specialists
  - Academic Coaching
  - Assistance with barriers that may hinder success
  - Study skills sessions
  - The National Society of Leadership and Success
  - Monthly cultural forums

- Implement Solutions
  - Make changes based on the results of systemic inquiry, setting goals for improved equity and effectiveness.
    - One or more focal efforts are identified for the four perspective areas.
    - Leadership and ET communicate with campus stakeholders to explain the rationale for the recommended action steps.
    - The Equity Scorecard Report, and accompanying portfolio of data and inquiry findings are presented to the campus community at an all-campus retreat.

- Evaluate Results
  - Evaluate indicators for each equity goal adopted through the Scorecard process and records them on the Equity Scorecard Report.
  - The Equity Scorecard provides an easy-to-access "report card" that can be referred to every semester to measure programs towards equity.

ADJOURNMENT

The meeting adjourned at 3:04 p.m.

Respectfully submitted,

Leigh B. Goodson
President & CEO

Paul H. Cornell, Chairman
Board of Regents

ATTEST:

Samuel Combs, Secretary
Board of Regents