

Strategic Plan Update

Board Workshop | August 2020

Angela Long

Director of Strategic Engagement



Strategic Plan: 2019-2023

STRATEGIC PRIORITIES

ACCESS

Strengthen and expand access by increasing awareness of educational opportunities that are reflective of student, business, and community needs.

STUDENT SUCCESS

Promote a **student-centered environment** that focuses on student achievement, engagement and educational excellence.

PARTNERSHIPS

Nurture collaborative relationships with K-12, universities, businesses, and community partners to develop a cohesive educational strategy that ensures seamless alignment and builds a skilled workforce that leads to economic mobility and increased educational attainment.

WORKFORCE

Achieve regional and statewide recognition as a premier college of choice for providing workforce training by delivering high quality programs and instruction that enables students to grow, succeed, and stay globally competitive.

RESOURCES & EFFICIENCY

Strategically **leverage, grow and utilize resources** to maximize student success and institutional sustainability and effectiveness.

ACCESS

STRATEGIC CHAMPIONS

Henry Ponciano
Dean, Student
Success

Anthony Jones
Dean, Science and
Mathematics



ACCESS

Strengthen and expand access by increasing awareness of educational opportunities that are reflective of student, business, and community needs.

- 1.1 Ensure **clear pathways** for all students to pursue a postsecondary education that leads to economic mobility.
- 1.2 Create and implement a clear and comprehensive **strategic enrollment management plan** that addresses the ongoing needs of student recruitment and engagement.
- 1.3 **Increase the college-going rate** of students from every district high school, and the percentage of district high school graduates who apply and enroll at TCC.
- 1.4 Ensure programs are **accessible and affordable**.



Access 1.1

Ensure Clear Pathways

Ensure Clear Pathways for All Students to Pursue a Postsecondary Education That Leads to Economic Mobility

Key Metrics

- # of students who successfully register for classes after an NSO session
- Fall-to-Fall and 3-year Graduation Rates

Anticipated Outcomes

1. Redesign the New Student Orientation and advising process with embedded SuperStrong Inventory
2. Increase in student's declaring a meta-major track

Highlights

- Personalized Learning Plan that incorporates students' strengths, values, and interests



The infographic is titled "COMMUNITY OF C.A.R.E." and is designed to help students explore career paths based on their personality and work style. It is organized into several sections:

- PERSONALITY AND WORK STYLE:** The top section lists six personality types (Realistic, Investigative, Artistic, Social, Enterprising, Conventional) and their corresponding work styles. Each type includes a brief description of the personality and work style, along with icons representing associated skills and interests.
- IDEAS TO WORK WITH:** A central section lists six categories of work: THINGS, IDEAS & THINGS, IDEAS & PEOPLE, PEOPLE, PEOPLE & DATA, and DATA & THINGS. Each category is represented by a colored arrow pointing to the right.
- ACADEMIC COMMUNITIES:** A section on the right lists various academic programs and their associated skills and resources. These include:
 - REALISTIC:** Computer Science, Information Systems, Business Administration, etc.
 - INVESTIGATIVE:** Biology, Chemistry, Physics, etc.
 - ARTISTIC:** Graphic Design, Music, Theater, etc.
 - SOCIAL:** Social Work, Counseling, etc.
 - ENTERPRISING:** Marketing, Sales, etc.
 - CONVENTIONAL:** Accounting, Finance, etc.
- ADDITIONAL RESOURCES:** A section at the bottom right lists various resources and services available to students, such as Career Center, Student Support Services, etc.

Access 1.2

Create and Implement a Clear and Comprehensive Strategic Enrollment Management Plan

Targeted Community Outreach and Summer Bridge Expansion: Focused on Increasing Pipelines of Access to TCC

Key Metrics

- # of students participating in targeted programs
- # of dual enrolled credits offered in the summer semester and throughout the year

Highlights

- Received **\$3500 TSIC Mini Grant**
- Received **\$40,000 STEM Mini Grant**
- **Retention Rate of 95%** for First-Semester Eagle's Rise student
- Launched the **JumpStart Program** and **TCC Scholars Program**

Anticipated Outcomes

1. Increase the number of students participating in Summer Bridge opportunities (such as the Eagle's Rise Academy)
2. Provide additional activities for Eagle Preview Day and Educational Talent Search
3. Provide career exploration and college readiness for TSIC students.



EAGLES RISE
SUMMER ACADEMY
TALLAHASSEE COMMUNITY COLLEGE

Access 1.3

Increase the College-Going Rate of Students from Every District High School to TCC

Develop a Dual-Enrollment Strategy and Pathway

Key Metrics

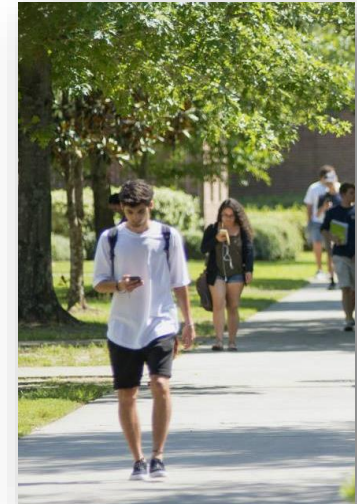
- # of credits earned by dual enrolled students
- Total number of dual enrolled credits offered throughout the year

Anticipated Outcomes

1. Increase dual enrollment participation within the TCC Service District
2. Increased # of students who enroll at TCC after participating in a dual enrollment program

Highlights

- **Established articulation agreements** to support more dual enrolled participation by high school students
- Created **dual enrollment exclusive groups** via Remind and MYTCC to increase communication and a “Dual Enrollment Exclusive” orientation
- Created a **comprehensive listing** of all dual enrollment courses officially offered at TCC and on individual high school campuses



Access 1.4

Ensure Programs are Accessible and Affordable

Create a Strategy to Ensure Programs Are Accessible and Affordable

Key Metrics

- # of adopted OER materials by academic and workforce divisions
- # of increased enrollment in select programs including Honors
- % of increased OER utilization and overall cost savings to student

Anticipated Outcomes

1. Increase OER utilization
2. Promote accessibility to A.A. students and reduce cost associated with extraneous prerequisite course requirements

Highlights

- **Identified all currently adopted OER materials** by academic and workforce divisions
- **Redesigned co-requisite models** for gateway mathematics courses

Retain. Reuse. Revise. Remix. Redistribute.



OPEN EDUCATIONAL RESOURCES



STUDENT SUCCESS

STRATEGIC CHAMPIONS

Dr. Sheri Rowland
Vice President,
Student Affairs

Sharisse Turner
Dean, Transitional Studies
Director, Eagles RISE
Program



STUDENT SUCCESS

Promote a **student-centered environment** that focuses on student achievement, engagement and educational excellence.

- 2.1 Develop a **comprehensive student services model** that ensures early connections to college, academic and career pathways and personalized support for students.
- 2.2 Provide integrated, **targeted support services** that promote student success.
- 2.3 Employ data-informed **teaching and learning** techniques to promote academic excellence and student achievement.
- 2.4 Assure **equity in outcomes** for all groups in relation to persistence, degree and certificate completion, and transfer rate.



Student Success 2.1

Comprehensive Student Services Model

Develop a comprehensive student services model that ensures early connections to college, academic and career pathways and personalized support

Key Metrics

- Student ratings on Survey of Entering Student Engagement (SENSE)
- Early Momentum Indicators for first year academic performance

Anticipated Outcomes

1. Framework to assess effectiveness of programs, strategies, and services
2. Early identification of majors/degrees to provide intentional and embedded supports

Highlights

- **Design Thinking workshop** with over 170 faculty and staff participants
- **Developed the C.A.R.E.** (Connections, Academics, Resources, and Engagement) model
- Developed an **Academic and Learning Pathways** Advising Prototype that embeds the CARE Model and SuperStrong Inventory



Student Success 2.1

Develop a Comprehensive Student Services Model



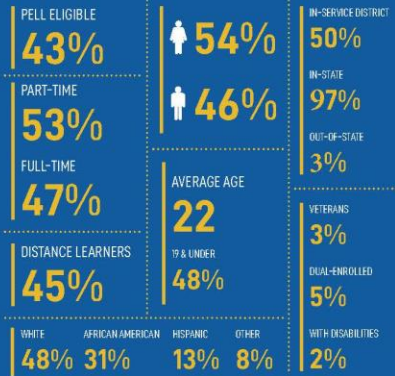
CREATING A CULTURE OF C.A.R.E.

CONNECTIONS • ACADEMICS • RESOURCES • ENGAGEMENT

ABOUT

On September 19 and 20, 2019, over 170 TCC faculty and staff gathered to answer the following question: **How might TCC redesign its student experience through an innovative model that removes barriers for all students to be successful?** The following outline, including campus-wide barriers and strategies were identified utilizing a Design-Thinking session. Step two of this process will be to develop the model and gather feedback from all stakeholders.

WHO WE SERVE



“We are perfectly designed for the outcomes we see.”



OUR STUDENTS ARE...

Demographically diverse, within district, younger, largely PELL eligible, attend part-time, largely female, and working towards an A.A. degree with intent to transfer.

RESEARCH SAYS OUR STUDENTS NEED:

1. Personal Validation
2. Self-Efficacy/Growth Mindset
3. Finding Meaning/Purpose
4. Active Involvement
5. Reflection
6. Social Integration
7. Self-Awareness/Knowledge

BARRIERS

PERSONAL BARRIERS

SENSE OF BELONGING

Cannot answer the “why I am here” question; Lack of purpose; Lack of student community or connecting with peers; Lack of connection for online students to get connected with campus activities; Too scared to ask for help; Feeling of isolation; Feeling of being lost; Lack of connection to campus community due to: 1) New to the area and not knowing how and where to find connections; 2) Imposter syndrome; 3) Perceived racism/biases.

PHYSICAL

Healthcare/Medical Support;/ Food Insecurities/Hunger, Safety, Resources for Victims of Violence, Exercise/Health Habits, Child Care Challenging, Family Dynamics/Lack of Support from Home, Outside Obligations (i.e. work, family) Lack of Guidance

MENTAL

Anxiety, Motivation, Empowerment to Succeed, Lack of Confidence, Mental Disabilities, Assumptions within Family Community, Loneliness, Financial and Academic Stress.

FINANCIAL

Tuition, Transportation, Homelessness, Generational Poverty, Situational Poverty, Socioeconomic Challenges, Lack of Social/Political Capital, Pet Care, Family Care/Day Care, Food Insecurities

TIME/INFORMATIONAL

Struggle with study/work/life balance, Time Management, Lack of organizational skills, Scheduling difficulties, trouble finding info on website, digital literacy, digital resources – wifi, etc., Awareness of opportunities, Lack of guidance.

COLLEGE BARRIERS

CONNECTIONS

Advising and placement in proper classes at beginning of college career; Not enough advisers for number of students; Communication styles; Need for consistent and factual communication across all departments; Getting the “run around” – not being served, need better customer service; Need more cohorts; Lack of caring staff; Online Orientation not effective; Lack of formal freshman welcome week.

ACADEMICS

Understanding different learning styles; Difficulty offering diverse programs; Lack of older college & creative non-degree collegiate offerings; Defining Expectations; Access to offices for students on the weekends; Textbooks; WIFI; Lack of access to technology; Lack of proper equipment for students who are visually impaired enrolled in GED face-to-face program; Uncertain of expectations.

RESOURCES

Lack of knowledge regarding campus resources; Not understanding A.S. and A.A. degrees; Frustrating systems – FAFSA, Financial Aid, Scholarships; Not enough support for students 15 & out; Limited resources or administrative support; Cashier’s office closes at 4:30 pm.

ENGAGEMENT

Frequent room changes causing confusion regarding class location; Physical climate (no A/C); Marketing study abroad opportunities; Faculty and Staff Empathy; minimal interaction with peers and faculty; Classroom issues – Technology, Temperature, Location; Lack of formal freshman welcome week; Unsure of the “why”; Intrinsic vs extrinsic motivation; Social distractions; Social media distractions.

STRATEGIES

SUCCESS STRATEGIES

CONNECTIONS

Faculty Mentoring; Dual enrollment outreach; Assigned advising model; Timely Early Alert Communications; Increase Summer Bridge/LC Boot Campus; Build upon HS/Community partnerships (targeted outreach- send college leaders to campuses, offer career guidance counselors); Mandated First-Year Experience; Build mentoring programs (Peer to Peer/Faculty); Normalize race discussions and socioeconomic status; Goal-setting to discover purpose and “why” factor; FYE Convocation to build belonging; Multiple career pathways exposure; in-person student orientation; break out by major; integrate education about college resources; FTIC separate from transfer student orientation; veteran’s orientation; parent orientation/parent support; real-time online orientation with actual advisor; peer motivation series; intrusive interventions; required career counseling; and increase pathways and partnership with industries and education.

ACADEMICS

Embedded Internships/Apprenticeships, Course in Career Planning, Constructive-Based Learning/Critical Pedagogy, Multiple Intelligences Approach, Multiple Literacies, Study Skills/Life Skills courses, Digital Literacy, Peer Tutoring, Embedded Academic Support in Gateway Courses, Provide clear expectations and communication on day one, culturally-responsive curriculum, embed entrepreneurial mindset, improved interdepartmental collaborations, learn student names, help students complete more in less time, resource orientation in academic courses, build learning communities.

RESOURCES

Multiple Literacies, Digital Literacy, Extended Library Hours/Learning Commons, Food Court Expansion, Meal Plans, Study groups for Gateway Courses; Financial Literacy workshops training embedded in first-year experience, Soft skills taught across curriculum/content areas, bring in community representatives to discuss housing and life costs, grants for transportation and childcare, daycare service on campus, health clinic, expanded food pantry, community garden, increase mental health counselors, therapy rooms (art, music, etc.), My TCC App/MY TCC Portal, Information sessions easily accessed in SU, Brown Bag Lunch and Learn, Increase tours, informational texts, increased campus advertising of events (ex. A-Frames)

ENGAGEMENT

Laugh more, lighten up class and campus experiences, define what it means to be an “Eagle”; Create more face-to-face interactions (events, trips, etc.) increase Student Government awareness and opportunities, gaming room, maker space, IDEA Center, increase budget for extracurricular activities, increase club, organization, and intramural opportunities, more events on campus, pep rally for athletics, student of the month showcase, movie nights/days, Godby mentoring program, increase presence in college fairs, personalized invitation from president to all graduating seniors, host recognition night with president for potential students, Personalize student experience throughout campus, transform physical learning space and common areas.

STUDENT SUCCESS FACTORS

FINANCIAL FACTOR

Illuminate the pathway that enables underfunded students to gain understanding and knowledge of the financial aid opportunities, work study and financial literacy training at the very outset of their college experience.

FONDNESS FACTOR

Make the students “fall in love” with the college by celebrating the successes of individual students and by giving evidence of one’s appreciation and care for them. Create opportunities for students that encourage an atmosphere of excitement, engagement, and involvement in the campus experience.

FRIENDSHIP FACTOR

Promote the imagery of a caring institution—a college where all employees, from its president to the custodial staff, are collectively concerned about the academic and personal welfare of its student body. In order to optimize that image, create open channels of communication between staff, students, and the college’s faculty.

FACULTY FACTOR

The role of faculty in promoting a climate of student success is founded upon the attitudes and interactions portrayed in the classroom. Positive encounters produce positive results. When faculty members demonstrate high levels of trust and cultural sensitivity with their students, students will learn quickly and learn with enthusiasm.

FREEDOM-TO-LEARN-FROM-FAILURE FACTOR

Encourage students who have been “knocked down,” whether academically or emotionally, to stand again and turn that particular negative event into a positive learning experience. Teach students how to learn from their mistakes, take on a growth mindset, and take risks.

FUNCTIONAL FACTOR

Whenever frustrated students on the brink of dropping out of college ask themselves the question “education for what?” the institution must have a retention rationale to assist those students in finding answers. Engage students both on and off campus by providing opportunities for service, leadership, committee roles, and in-class teaching opportunities via means of a constructivist, hands-on approach.

FUN FACTOR

When students love their campus and are engaged, it is assumed that the campus faculty and staff are having fun as well. When everyone is having fun, the campus environment takes on an exciting new life of its own.

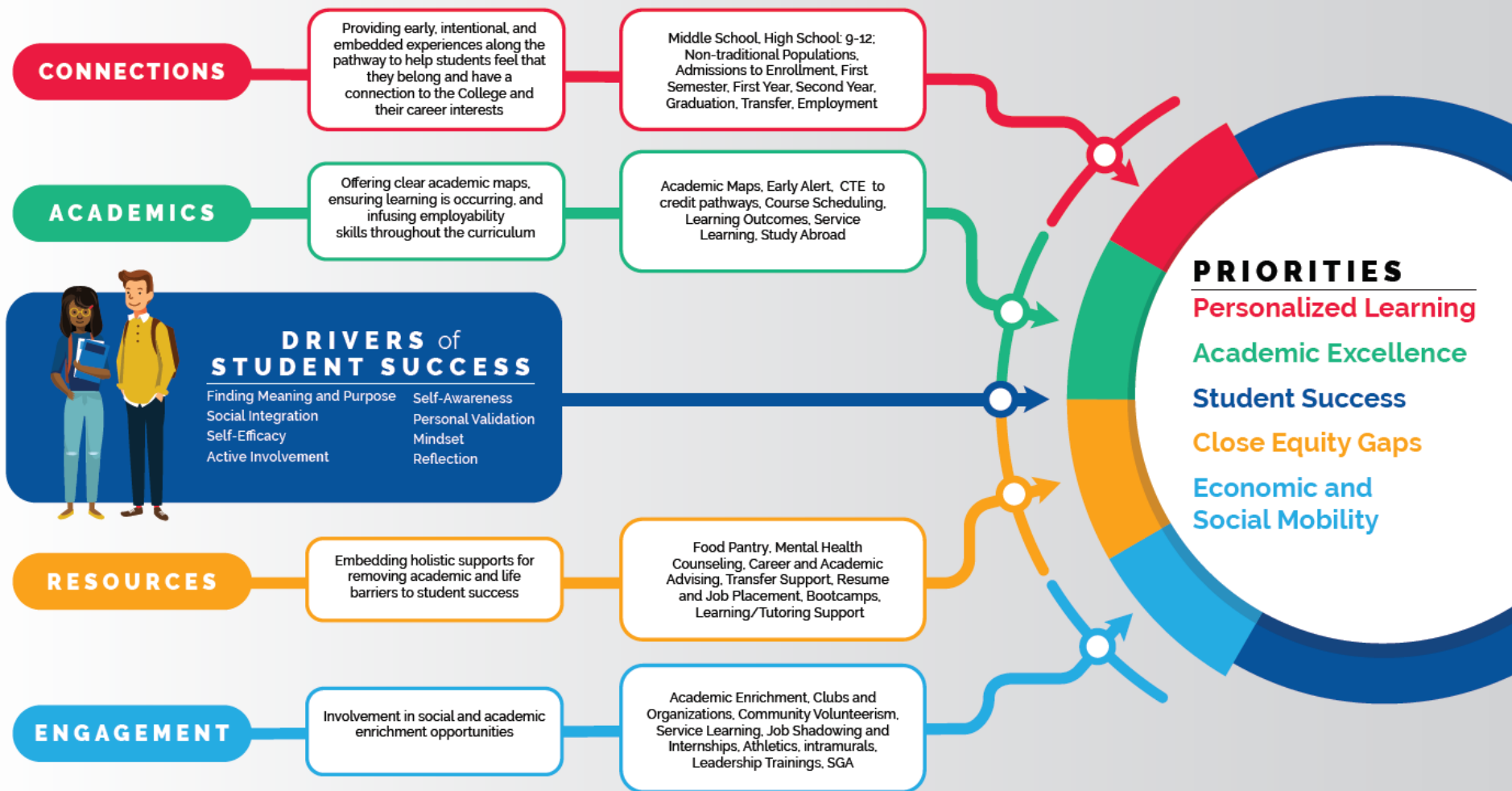
Student Success 2.1

Develop a Comprehensive Student Services Model



CREATING A CULTURE OF C.A.R.E.

Redesigning the Student Experience at TCC through **CONNECTIONS, ACADEMICS, RESOURCES & ENGAGEMENT**



Student Success 2.2

Integrated, Targeted Support Services

Provide Integrated, Targeted Support Services That Promote Student Success

Key Metrics

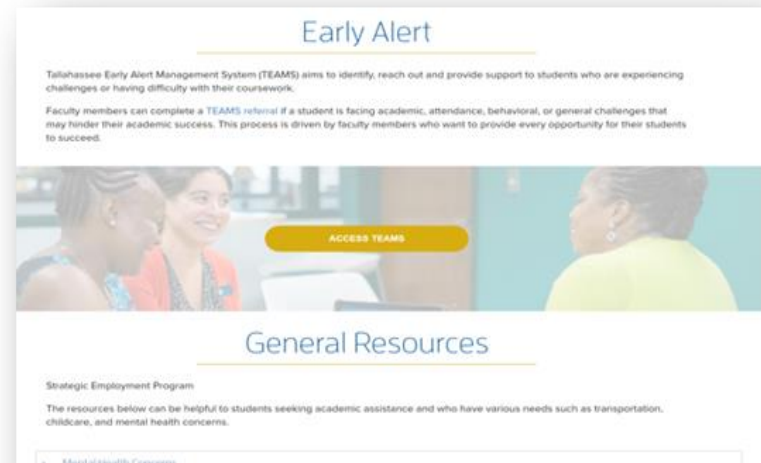
- Percentage of students who earn a grade of “C” or better in courses
- Persistence and retention rates

Highlights

- **Faculty-led review of current early alert system** and processes through the lens of best practices, faculty perspectives, communication and workflow
- Created protocols that **identify early alert process**

Anticipated Outcomes

1. Redesigned process that captures early behaviors of concern to provide integrated and targeted support services based on individual student needs



Student Success 2.3

Data-Informed Teaching and Learning Techniques

Employ data-informed teaching and learning techniques to promote academic excellence and student achievement

Key Metrics

- Number and percentage of student withdrawals
- Student ratings on the Community College Survey of Student Engagement

Anticipated Outcomes

1. Recommended actions for interventions tied to withdrawals
2. Data request for faculty dashboards in Workday
3. Increased understanding of student behaviors and needs that impact success in the classroom

Highlights

- Review of TCC **student withdrawal data** by course modality, semester, race/ethnicity, gender, and Pell eligibility
- **Identification of faculty data** for dashboards to help **analyze student success** by course, modality, and student variables



Student Success 2.3

Provide Data-Informed Teaching and Learning Techniques

TALLHASSEE COMMUNITY COLLEGE

ADVANCING TCC'S PROFESSIONAL TEACHING & LEARNING FRAMEWORK

Tuesday, March 24, 2020
2:30 pm - 4:30 pm
Workforce Development Ballroom

Achieving the Dream
Redesigning TCC Online
A Design Thinking Session with Achieving the Dream
JANUARY 30, 2020 - FACULTY WORKSHOP

TCC ONLINE
GUIDING PRINCIPLES

TCC Online is focused on offering high quality online and hybrid courses utilizing a comprehensive student support services model that foster students' intellectual, career, academic and personal development. The two primary guiding principles that drive the learning framework are Student Success and Access.

FRAMEWORK FOR ONLINE LEARNING

TCC ONLINE

ACCESS **SUCCESS**

ASSESSMENT
INSTRUCTION
READINESS

READINESS Ensure faculty and student readiness by providing online and in-person support services, professional development opportunities, training, advising, and digital literacy platforms that promote a successful online learning environment.

INSTRUCTION Engage faculty, staff and students in the online teaching and learning environment by means of synchronous and asynchronous classes, consistent use of communication and tracking tools, constant communication, and multiple platforms for content delivery.

ASSESSMENT Students are assessed through multiple modalities by means of traditional, project-based, individualized and group learning platforms. A focus on best practice teaching and learning methods serve as the cornerstone of TCC Online.

TALLHASSEE COMMUNITY COLLEGE

MATH PATHWAYS DESIGN THINKING FACULTY FORUM

Dana Center Mathematics Pathways

WORKFORCE DEVELOPMENT BALLROOM

February 5, 2020 8:30PM - 10:30PM | MARCH 6, 2020 8:30AM - 3:30PM

TCC Online
FUTURE RECOMMENDATIONS

ABOUT	WHO WE SERVE	STRENGTHS	CHALLENGES	FACULTY	STUDENT
<p>1,546 courses</p> <p>15,743 students</p> <p>70.3% enrollment</p>	<p>43% female</p> <p>53% male</p> <p>47% Hispanic</p> <p>45% Black</p>	<ul style="list-style-type: none">• Flexibly utilizing personalization• Consistent communication that is clear and concise• Course notes on list• Online digital instruction• "Knowledge is the most important asset"• The online world is a vast resource (text, audio, video, etc.)• Multiple strategies through state models• "Education is a lifelong process"• Built in features in course (quizzes, videos, etc.)• Online access beyond campus• Active student attention	<ul style="list-style-type: none">• Lack of engagement with students• Lack of consistency in course content and delivery• Lack of communication between faculty and students• Lack of communication between faculty and students• Lack of communication between faculty and students	<p>RESEARCH</p> <p>Faculty research is essential to the success of the college. Faculty research is essential to the success of the college. Faculty research is essential to the success of the college.</p> <p>INSTRUCTION</p> <p>Faculty research is essential to the success of the college. Faculty research is essential to the success of the college. Faculty research is essential to the success of the college.</p> <p>ASSESSMENT</p> <p>Faculty research is essential to the success of the college. Faculty research is essential to the success of the college. Faculty research is essential to the success of the college.</p>	<p>LEARNING</p> <p>Faculty research is essential to the success of the college. Faculty research is essential to the success of the college. Faculty research is essential to the success of the college.</p> <p>ASSESSMENT</p> <p>Faculty research is essential to the success of the college. Faculty research is essential to the success of the college. Faculty research is essential to the success of the college.</p>

TALLHASSEE COMMUNITY COLLEGE

PROFESSIONAL DEVELOPMENT

Redesigning TCC Honors

January 28, 2020
2:30 pm - 4:30 pm
SU Ballroom

TCC HONORS COLLEGE

THE MISSION OF TCC HONORS COLLEGE IS TO OFFER HIGHER EDUCATION AND LEARNING OPPORTUNITIES TO STUDENTS WHO DEMONSTRATE EXCEPTIONAL ACADEMIC ACHIEVEMENT AND LEADERSHIP POTENTIAL.

PILLARS OF EXCELLENCE

- RIGOR**: COURSES/LEVEL MODULES, FACULTY CERTIFICATION, ROBUST CURRICULUM
- RESEARCH**: PORTFOLIO, CAPSTONE PROJECT, WORKSHOPS, JOB SHADOWING
- COMMUNITY**: SERVICE LEARNING, PATHWAY COHORTS, RECRUITMENT AND COLLEGE MARKETING
- SCHOLARSHIP**: LEADERSHIP, SPEAKER SYMPOSIUM, FACULTY INNOVATION
- ENGAGEMENT**: INTERNSHIPS, CONFERENCES, REAL ENVIRONMENT, DONORS LOUNGE, FINANCIAL AID

Draft Proposal - February 2020



Student Success 2.4

Equity in Outcomes

Assure Equity in Outcomes for All Groups in Relation to Persistence, Degree and Certificate Completion, and Transfer Rate

Key Metrics

- First-time-in-college fall to spring and fall to fall retention rates by gender/race and ethnicity/Pell eligibility
- Number of degree and certificate completions by gender/race and ethnicity/Pell eligibility
- Transfer rates by gender/race and ethnicity/Pell eligibility

Anticipated Outcomes

1. Greater understanding of what TCC can do to increase student engagement and participation for all student groups to improve equity in our student success data
2. Create communication and intervention strategies to ensure students are aware of opportunities to be engaged along their pathway to completion

Highlights

- Review of **student focus group data** and **Survey of Entering Student Engagement (SENSE)** report to understand student experience
- **Measured student perceptions** of reasons for course failures



WORKFORCE

STRATEGIC CHAMPIONS

Kim Moore
Vice President,
Workforce Innovation
And TCC2WORK

Dr. Calandra Stringer
Associate Vice
President, Academic
Affairs



Achieve regional and statewide recognition as a premier college of choice for providing workforce training by delivering high quality programs and instruction that enables students to grow, succeed, and stay globally competitive.

- 3.1 Ensure **high quality programs** that allow students to enter, remain and/or advance in the workforce.
- 3.2 **Aligns programs to meet the workforce needs** in high-demand, high wage jobs.
- 3.3 Adopt a **comprehensive approach to career counseling** that provides information and experiences students need to make informed career decisions and to pursue high-demand pathways that align with their interests and aspirations.
- 3.4 Integrate critical **employability skills and credentials** using inclusive strategies that are effective for Florida’s multiethnic, multilingual, and multigenerational learners.



Workforce 3.1

Ensure High Quality Programs

Review Student Success Rates of Career and Technical Education Programs and Alignment of Offerings to Local, Regional and Statewide Economic Demands

Key Metrics

- Perkins Performance
- Industry Certifications Earned
- Retention and Completion Rates
- Alignment of offerings with Regional Demand Occupations List (RDO)

Anticipated Outcomes

- Talent framework that aligns with local and state workforce needs (CCC, CTE, AS)

Highlights

- Apprenticeship Grant = **\$113,000**
- Department of Corrections Partnership = **\$781,554.99**



Workforce 3.2

Align Programs to Meet Workforce Needs

Develop Clear and Streamlined Academic/Career Pathways that Promote Internal Articulation Agreements

Key Metric

- Local articulation(s)



Anticipated Outcome

- Established process to support seamless development of local articulations
- Increase in number of local articulations

Highlights

- **Articulation Agreements** with Lively Technical Center (LPN to RN Bridge, Regional Career Pathways Agreement), Gadsden Technical Center (LPN to RN Bridge)



Workforce 3.3

Adopt a Comprehensive Approach to Career Counseling

**Annually Review Workforce Projections and Economic Development Priorities to Ensure Alignment with Current and Planned Program Offerings;
Work with Regional Industries to Ensure Curricula Remains Relevant to Industry**

Key Metric

- Aligned priorities
- Annual curricula review of all A.S. and CTE offerings for changes

Anticipated Outcome

- New program development (assess risk proposition, resources needed, anticipated maturation window)
- Discontinuation of programs
- Aligned priorities
- Annually reviewed curricula that is guided by employer feedback
- Establish a “**future of work**” model for implementation



Workforce 3.3 (Cont.)

Adopt a Comprehensive Approach to Career Counseling

Implement a comprehensive marketing and communications plan that focuses on the value of TCC as launched through TCC2WORK

Key Metric

- New Applications
- Enrollments
- % increase in webpage views/visits

Anticipated Outcome

- Increased awareness
- Increased applications and enrollment
- Increased employer engaged
- Stronger workforce brand

Highlight

- **26k+ Unique Visitors** to tcc2work.com
- **36k+ Webpage Views**
- Website traffic increased across the **board** for each individually promoted program



Workforce 3.4

Integrate Critical Employability Skills and Credentials

Develop Entrepreneurial Programs Around Industry Clusters Reflective of the Region's Needs, Employer Needs and College Priorities

Key Metric

- Entrepreneurial programs & services available



Anticipated Outcome

- Increased number of programs and service that include an entrepreneurial focus
- Implementation of Kaufman Foundation initiatives such as ICE House at scale


Highlight

- **TCC2WORK/ Be Essential Campaign**
- **Verizon Innovative Learning Grant** = \$40,000 first year to service 50 middle school students from under-resourced backgrounds and \$80,000 to service 100 students.
- **New Programs:** Cyber Security; Drones; Hemp Education Series; Entrepreneurship



Workforce 3.4

Integrate Critical Employability Skills and Credentials



BE ESSENTIAL

Careers in Construction, Manufacturing and Engineering

Online, face to face, flexible and affordable options to get you working

PROGRAMS AVAILABLE IN:

- Building Construction Specialist Certificate
- CNC Production Specialist

TCC2WORK
TCC.fl.edu/BeEssential
833-TCC-JOBS

BE ESSENTIAL

Are you currently experiencing unemployment due to COVID-19 (Coronavirus) or know someone who is?

45+ Training programs identified

7+ High demand targeted industries

6 Months or less to certification

RESET.REIMAGINE



1 Safety-Net
NON-PROFITS
Providing support through health & human services

2 Reemployment
WORKFORCE BOARD
First priority - Employment

3 Retooling
BE ESSENTIAL
Fast-Track Training

4 Industry Champions
EDC-CHAMBER-OEV
Identifying employers looking to hire immediately

LET'S GET YOU ON A PATH TO A BRIGHTER FUTURE WITH THE TCC "BE ESSENTIAL" PROGRAM...IT'S TRAINING WITH YOUR NEW CAREER IN MIND!



Workforce 3.4 (Cont.)

Integrate critical employability skills and credentials

Connect Students with Employers During Their Education Experience to Promote Work-Based Learning and Internships

Key Metric

- # of programs and services available
- # of students engaged with the services offered
- # of internships
- # of employers engaged
- Increased applications and enrollment

Anticipated Outcome

- Increased number of internships
- Increased number of employer partners engaged to support internships
- Development of a comprehensive plan that can be implemented college-wide in support of addressing “futureproof skills”

Highlights

- **Job Shadow 160+**
- **Internship Program: 100+**
- **Technology hubs** in the Center for Innovation (AI, cybersecurity, blockchain, government technologies)
- **High Tech Connect** - Tallahassee



PARTNERSHIPS

STRATEGIC CHAMPIONS

Marcus Nicolas
Associate Dean,
Academic Partnerships

Christen Givens
Director, Recruiting
and Admissions



Nurture collaborative relationships with K-12, universities, businesses, and community partners to develop a cohesive educational strategy that ensures seamless alignment and builds a skilled workforce that leads to economic mobility and increased educational attainment.

- 4.1 Align the **college's engagement with community organizations and businesses**, to meet community needs and increase awareness of the college's mission and service.
- 4.2 Formalize relationships with **K-12 stakeholders** to promote collaboration between institutions and ensure student access to postsecondary education.
- 4.3 Coordinate student success efforts with **university partners** to ensure seamless articulation and completion.
- 4.4 Lead community partners in efforts to **increase attainment rates** in the college's service area.



Partnerships 4.1

Align College's Engagement with Community Organizations and Businesses

Create Three Strategic Partnerships That Align With the College's Mission

Key Metric

- % increase of strategic partnerships

Highlights

- A repository of **150+ academic partnerships**
- **Aligned the partnerships** to the **CARE Model**
- **Created a criteria** that establishes the academic partnerships
- Finalized the **RISE Institute** components that include the Bears R.I.S.E. (Reading Pals Program), Tigers R.I.S.E. and Cougars R.I.S.E. programs

Anticipated Outcomes

- Create a repository of all current partnerships, agreements and relationships
- Develop a criteria of what constitutes as a partnership
- Build an asset map and develop an action plan for new partnerships
- Evaluate the process and adjust as needed



Partnerships 4.2

Formalize Relationships With K-12 Stakeholders

Formalize Relationships With K-12 Stakeholders Within the Zip Code 32304 to Promote Collaboration Between Institutions and Ensure Student Access to Postsecondary Education.

Key Metric

- Create comprehensive program that fosters relationships between the College and the school district

Anticipated Outcomes

- Create a strategic pipeline that leads to college and career readiness

Highlights

- Established **Reading Pals** through United Way
- Established **two-day workshops** focused on cyber security, coding, robotics **with the middle school**
- Implemented **ICE House curriculum** for high school seniors at Godby High School



Partnerships 4.3

Coordinate Student Success Efforts with University Partners

A Partnership Between Lincoln High School, Leon County Schools, Tallahassee Community College and Flagler College

Key Metric

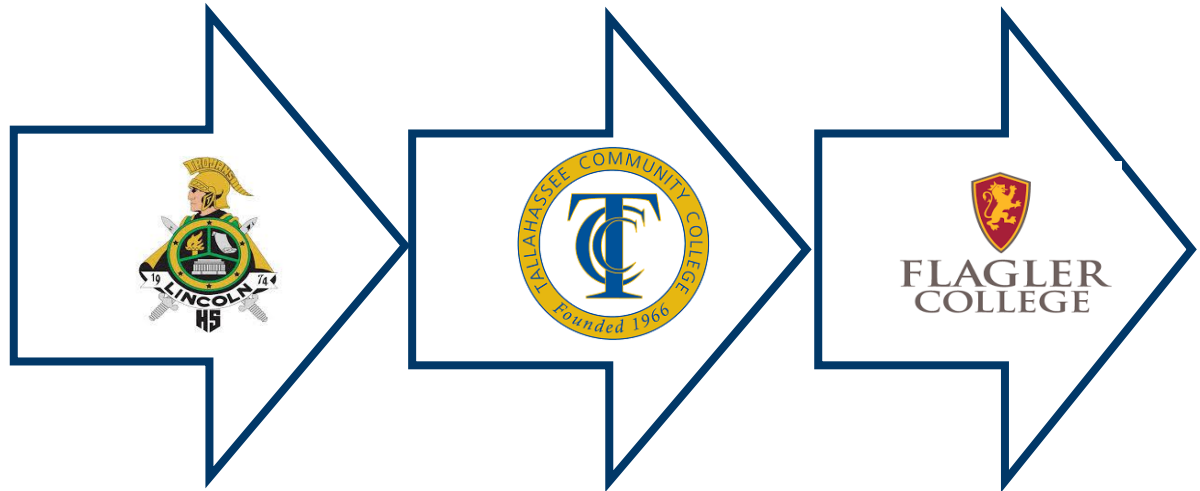
- Establishes targeted articulation agreements to ensure seamless articulation and completion.

Anticipated Outcomes

- Create additional targeted pathways for top 10 majors

Highlights

- Created the **Gateway to Teaching** education articulation with Flagler College
- Partnered with **Lincoln High School Trojan Tots**



Partnerships 4.4

Lead Community Partners in Efforts to Increase Attainment Rates

Established ASPIRE program with Tallahassee Community College, FAMU and Local School District

Key Metric

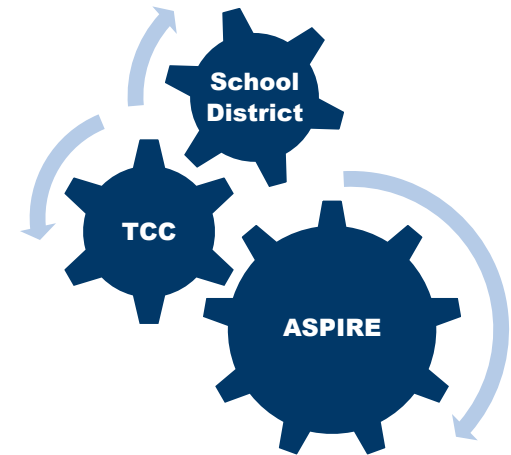
- Establish a collective impact model that aligns, leverages, and mobilizes the community resources to provide high-quality, effective, and equitable opportunities

Anticipated Outcomes

- Create a publication that includes data and recommendations for educational attainment in Leon County School

Highlights

- Established ASPIRE Program
- Implemented a **FAFSA day** with TCC, FSU, FAMU; and served 30 families.
- Brought a national speaker that aligns the communities' collective thoughts around **educational impact in Leon County.**



RESOURCES AND EFFICIENCY

STRATEGIC CHAMPIONS

Heather Mitchell
Vice President, Institutional
Advancement,
Executive Director, TCC
Foundation

Dr. Barbara Wills
Vice President,
Administrative Services &
CBO



RESOURCES & EFFICIENCY

Strategically **leverage, grow and utilize resources** to maximize student success and institutional sustainability and effectiveness.

- 5.1 Enhance a culture of continuous improvement by **utilizing data to inform decision-making.**
- 5.2 Implement a college-wide **enterprise resources planning (ERP)** solution that transforms that experience of students, faculty and staff.
- 5.3 Invest in the college's **human capital** and provide professional development aligned with college goals.
- 5.4 Maximize institutional financial capacity by **increasing public and private investments and leveraging operational efficiencies.**



Resources and Efficiency 5.1

Utilize Data to Inform Decision-making

Key Metrics

- Number and percent of data requests completed on time
- Number and percent of Institutional Effectiveness Briefs produced
- Number and percent of Workday Student Reports/Dashboards Produced
- Campus Satisfaction Survey

Anticipated Outcomes

1. TCC administrators, faculty, and staff will increase their use of data to inform decision-making (culture of evidence)

Highlights

- **85% surveyed** indicating very satisfied or satisfied



Resources and Efficiency 5.2

College-Wide Enterprise Resource Planning

Key Metrics

- # of reports to assist with decision-making
- Success rate for providing self-service for important employee data
- % improvement of services to students
- Success rate of self-service for important student data

Anticipated Outcomes

1. TCC administrators, faculty, and staff will be better informed with reports provided through Enterprise Resource Planning (ERP)

Highlights

- Full Implementation of **Workday Student**
- **Operationalized budget check** on all Fund 1 cost centers



Resources and Efficiency 5.3

Invest in Human Capital

Key Metrics

- Establish budget and process for professional develop
- Develop policy on professional development and distribution
- Professional development interest in survey.
- Number of applicants, screening, qualification, hiring
- Track in Workday

Anticipated Outcomes

1. Improve services for employee
2. Ensure resources and opportunities for professional development

Highlights

- Migrated total employee population to work from home
- Created new employee meet and greet events
- Provided over **\$20,000 for tuition reimbursement**
- Developed process for tracking professional development in Workday



Resources and Efficiency 5.4

Maximize Financial Capacity

Key Metrics

- Number and percent of data requests completed on time
- Number and percent of Institutional Effectiveness Briefs produced
- Number and percent of Workday Student Reports/Dashboards Produced
- Campus Satisfaction Survey (85% indicating very satisfied or satisfied)

Anticipated Outcomes

1. An inclusive budget development process that invests in priorities and is built on data
2. Increase external funding for college initiatives

Highlights

- Received 70 grant awards worth \$28 million
- Increased Lease Revenue
- Increased interest on operating accounts



Resources and Efficiency 5.4

Increasing Public and Private Investments

Key Metrics

- Increase Net Assets
- Allocate Scholarships to students
- Financial support provided to College to fund programs, facility enhancements

Anticipated Outcomes

1. Provide funds to support student success at TCC

Highlights

- Net Assets: **\$17,531,434**
- Created **6 new endowed** scholarships and allocated over **\$600,000**
- Awarded **\$1.25M EDA Grant** to create State of the Art **Welding Lab**
- Renovation of **4 Classrooms, 4 Art Studios** and **1 Lecture Hall**
- Funds to create **Talon's Food Pantry**
- **SOS Campaign** to support students during COVID



STRATEGIC PLAN

KEY PERFORMANCE INDICATORS



Key Performance Indicators



Success rates
for gateway
courses

Fall-to-Fall
retention rates

Three-year
graduation
rates

Continuing
education/job
placement rate

A blue-tinted photograph of a building with trees in the foreground. The text "Thank You!" is overlaid in white.

Thank You!