

TACOMA COMMUNITY COLLEGE
DIVERSITY INITIATIVES

September 2009

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Executive Summary

“Tacoma Community College values the diversity of our learning community, recognizing the contributions of all its members. We welcome the ways we learn from one another and consider this the foundation of a successful education. We strive to provide a safe and respectful environment that has high academic, professional and ethical standards for students, staff and faculty. We affirm our differences and recognize the value of social justice in education and at our college.”

At Tacoma Community College, we are proud of our efforts to instill diversity into everything we do.

The **President’s Council on Equity and Diversity** (PCED) meets every other month to bring together ideas from faculty, staff and students to promote equity and advance cultural understanding of students and employees. One of the most important aspects of the PCED is the emphasis on our own personal growth and development. The committee has featured activities designed to allow members to assess their current attitudes towards difference and equity in the belief that change needs to begin with each of us as individuals. Additionally, over the last year the Council conducted a physical diversity audit of the Tacoma Community College campus and began deeper discussions about multiculturalism in the curriculum which will continue this academic year.

The **Multicultural Advisory Council** (MAC) serves as an advisory panel to the Board of Trustees and is composed of TCC staff and community representatives who address diversity issues as they relate to education. Members include representatives from various communities such as the Korean, Japanese, African American, Vietnamese, Native American, Hispanic, and Gay and Lesbian communities.

MAC’s mission and goals encompass the dedicated efforts of the college and business community to increase opportunities for persons of all backgrounds. Council members serve as liaisons from TCC to the community, provide opportunities for collaboration and cooperation, and offer insight and suggestions to the Board to better meet the needs of our culturally rich area. Quarterly breakfasts are held during which TCC provides reports on topics such as our retention strategies, our Multi-Ethnic and Cultural Affairs, Center for Academic Support & Achievement, outreach, student club activities, and so much more. The community in turn shares that information within their organizations and also provides us with their input and perspectives. When there is an opportunity for TCC to help in their objectives, they share that information as well. With the help of this council we’ve developed collaborations with different communities and have presented a variety of events such as the Chinese Art Exhibit in our Art Gallery, Latino Parents’ Conference, the Native American Pow Wow, and Drag Night.

Our **Annual Operation Plan** not only has a specific diversity initiative, but it also infuses diversity throughout all the goals and strategies of all six of our initiatives:

1. Learning
2. Student Support
3. Diversity
4. Community
5. Excellence & Innovation
6. Learning & Working Environment

President's Council on Equity and Diversity (PCED)

Purpose Statement:

The President's Council on Equity and Diversity (PCED) advises the President and the Associate Vice President for Human Resources on activities that promote equity and advance cultural understanding of students and employees.

Committee Structure:

The Committee is open to all who are interested, with representation from faculty, classified, staff, exempt staff, and students.

PCED Meeting Structure for 2009-10; Inclusive Excellence Initiative (AAC&U)

This initiative emphasizes the connection between diversity and quality as a means to address current achievement gaps and lack of a comprehensive campus approach to improve outcomes for all students. The four IE areas are:

- Access and Equity
- Diversity in the Formal and Informal Curriculum
- Campus Climate
- Student Learning and Development

Operational Plan Goal:

Increase cultural understanding among students, faculty, and staff.

Operational Plan Strategies:

- Rewrite the Living & Working Cooperatively college-wide students learning outcome to include multiculturalism.
- As the Interact portal/web recommendations are implemented, ensure a multicultural analysis is conducted and a multicultural perspective is reflected in the content.
- Continue the Diversity Film Series and develop community partnerships.

Multicultural Advisory Council

TCC's Multicultural Advisory Council (MAC) serves as an advisory panel to the Board of Trustees and is composed of TCC staff and community representatives who address diversity issues as they relate to education.

MAC's mission and goals encompass the dedicated effort of the college and business community to increase opportunities for persons of all backgrounds. Council members serve as liaisons from TCC to the community, provide opportunities for collaboration and cooperation, and offer insight and suggestions to the Board to better meet the needs of our culturally rich area. Members have included representatives from various communities such as the Korean, Japanese, African American, Vietnamese, Native American, Hispanic, and Gay and Lesbian communities. The council addresses initiatives such as:

- curriculum and instruction,
- student activities,
- professional development,
- cultural climate of campus,
- recruitment and retention of a diverse faculty and staff, and
- partnerships with local agencies and consortia.

Purpose:

To serve as advocates for Tacoma Community College in finding ways to enhance student and staff diversity, promote student success, and foster a welcoming climate for persons of all backgrounds.

Goals:

- Provide feedback to the Board and administration regarding meeting and improving upon their goals related to diversity.
- Share information between Tacoma Community College and the greater community, promoting the college's commitment to diversity in personnel and climate.
- Provide opportunities for collaboration and cooperation between the college and other agencies.

| Goal | Strategies for Achievement | Expected Outcomes | Responsible Person/Unit | Status Report |
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| 1. Plan and implement strategies to increase our student achievement initiative points (which are: basic skill gains; college readiness; first 15 college level credits; first 30 college level credits; college level quantitative/computation skills; and certificate and degree completion). | A. For selective courses, require students who are unsuccessful to participate in available supplemental support activities. B. Develop and implement discipline-specific and learning-community HD-101 courses. | <ul style="list-style-type: none"> Process developed to identify students who need intervention (SMS process problematic will require programming). 3 customized HD-101 courses developed. | Registrar, Transfer Deans Dean, Counseling, Advising & Transition Services | <i>to be filled-in January '10 and late spring '10</i> |
| 2. Increase the percentage of developmental students who are prepared for college level work across all cultural, ethnic and socio-economic groups. | A. Develop web-enhanced developmental education classes to prepare students for learning distance learning mode. B. Explore whether early alert system can be used to identify at-risk class sections for intervention C. Provide more linked courses for developmental students. | <ul style="list-style-type: none"> 5 developmental ed sections conducted in web-enhanced format, and student success rates analyzed & published. Early alert system investigated & analyzed, and recommendations published. Number of linked courses for developmental students increased from 14 to 19. | Transfer Deans Dean, Enrollment Services Transfer Deans | |

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| <p>3. Plan and implement strategies to increase student success in 100 level gatekeeper courses (high enrollment, less than 80% success rate).</p> | <p>A. Provide universal design professional development to top gatekeeper course instructors</p> <p>B. Target face-to-face tutoring services on students enrolled in gatekeeper courses.</p> <p>C. Embed tutors in college-level courses (and assess effectiveness).</p> | <ul style="list-style-type: none"> • Universal design workshop designed & conducted, and 20 faculty participated in training. • Increase face-to-face tutoring for students in gatekeeper courses by 10%. • Tutors embedded in 5 gatekeeper sections, and student success rates analyzed & published. | <p>Universal Design for Learning team, Professional Development Coordinator & AtD Leader</p> <p>Directors of Writing & Tutoring Center and MARC</p> <p>Directors of Writing & Tutoring Center and MARC, Transfer Deans</p> | |
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| Goal | Strategies for Achievement | Expected Outcomes | Responsible Person/Unit | Status Report |
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| 1. Provide welcoming and efficient entry processes for students. | <p>A. Improve student navigation through entry services.</p> <ul style="list-style-type: none"> • internal signage • consistent staffing of welcome desk • increase use of technology <ul style="list-style-type: none"> ○ kiosks ○ OneNote directory ○ explore functionality of "24/7" <p>B. Continue to develop a "One Stop Shop" model</p> | <ul style="list-style-type: none"> • SENSE survey ratings will have improved and met or exceeded national average, specifically items 16a & b, and 19a, b, & c. • 2 kiosks that support student entry process located on the campus. • OneNote program populated with current information about programs and services provided in SS (Student Services). • OneNote training sessions conducted and SS staff and faculty have access to OneNote information. • Recommendation published to continue or explore alternatives to "24/7" <p>Cross training program formalized aimed at assisting frontline staff in gaining depth of understanding in at least one area outside of their department.</p> | <p>SS Leadership team</p> <p>Director , Marketing, Communication & Outreach</p> <p>SS Leadership team</p> | <p><i>to be filled-in January '10 and late spring '10</i></p> |
| 2. Identify and analyze student services policies and procedures to create effective and navigable systems. | <p>A. Formalize procedures and processes for the Behavioral Intervention Team.</p> <p>B. Establish a cycle of review for all policies and procedures.</p> <p>C. Update Code of Student Rights and Responsibilities to make it more responsive to the diversity of student needs.</p> | <ul style="list-style-type: none"> • College informed about BIT's process and procedures. • Staff and faculty provided information by BIT about reporting concerns. <p>Ongoing cycle of policies review published</p> <p>One third of the general SS policies will have been reviewed</p> <p>Revised Code of SR&R published</p> | <p>Director of Enrollment Services</p> <p>SS Council</p> <p>SS Council</p> | |

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| <p>3. Identify, define & implement processes & services which assist students in becoming declared & prepared.</p> | <p>A. Align the process of “declared and prepared” with the Student Achievement Initiative momentum points.</p> <p>B. Define campus-wide meaning for “declared and prepared.”</p> <p>C. Define “core experiences” for each group using a cohort model.</p> | <ul style="list-style-type: none"> • A defined set of experiences published for first-time students enrolled in . . . <ul style="list-style-type: none"> ○ below college level ○ below 15 college level credit hours ○ between 15 and 30 college level credit hours • A clear definition of “declared and prepared” provided to the college community. • Increase the number of first time fall quarter 09 students who complete 15 college credits within two quarters as compared to fall 08. | <p>SS Leadership team, and Counseling, Advising & Transition Services</p> <p>SS Leadership team, and Counseling, Advising & Transition Services</p> <p>SS Leadership team, and Counseling, Advising & Transition Services</p> | |
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| Goal | Strategies for Achievement | Expected Outcomes | Responsible Person/Unit | Status Report |
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| 1. Increase cultural understanding among students, faculty and staff. | <p>A. Rewrite the Living & Working Cooperatively college-wide student learning outcome to include multiculturalism.</p> <p>B. As interact portal/web recommendations are implemented, ensure a multicultural analysis is conducted and a multicultural perspective is reflected in content.</p> <p>C. Continue Diversity Film Series and develop community partnerships.</p> | <ul style="list-style-type: none"> • Living & Working Cooperatively outcome revised and approved by the Instructional Council. • Upgraded public web site will reflect a multicultural perspective. • 4 films publicized, shown and discussed. | <p>President's Council on Equity & Diversity and Instructional Council</p> <p>Task Force from President's Council on Equity & Diversity</p> <p>President's Council on Equity & Diversity and Professional Development Coordinator</p> | <p><i>to be filled-in January '10 and late spring '10</i></p> |
| 2. Identify and cultivate partnerships with community groups of color and underrepresented groups in order to improve recruitment of students to the college. | <p>A. Increase outreach efforts by recruiting staff and student volunteers, and offer credit or other incentives for participation.</p> <p>B. Develop relationships with local tribes to increase educational attainment and investigate potential partnerships.</p> | <ul style="list-style-type: none"> • 5 additional people participate in 7 additional activities which represent TCC to underrepresented groups in our community.. • Two additional cohorts enrolled in TEGM. | <p>Outreach</p> <p>Dean, Corporate & Continuing Education and Assoc. VP External Relations</p> | |

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| <p>3. Utilize persistent, intentional recruitment and retention strategies to attract a staff, faculty and student population that reflects the diversity of our community.</p> | <p>A. Develop & implement training in intercultural emotional intelligence.</p> | <ul style="list-style-type: none"> Emotional intelligence was major topic presented at 2009 Faculty Retreat, and college conducted spring 2010 all-college workshop series on emotional intelligence. | <p>President's Council on Equity & Diversity; Faculty Professional Development Committee; Emotional Intelligence trainer; and Professional Development Coordinator</p> | |
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| Goal | Strategies for Achievement | Expected Outcomes | Responsible Person/Unit | Status Report |
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| 1. Enhance communication and involvement among members of the college community. | <p>A. Identify/form social groups to increase involvement in TCC events and activities (TCC and greater community)</p> <ul style="list-style-type: none"> • Social networking - groups to have dinner then attend campus music events, etc. • Develop new TCC traditions <p>B. Create opportunities for staff, faculty and students to be involved in future planning of campus initiatives, policies and events by continuing brown bag forums and live streaming.</p> | <ul style="list-style-type: none"> • Detailed year-long plan for social groups (by department?) published. • Two new traditions identified for development. • Executive Staff holds monthly brown bag events on specific topics for employee involvement. | <p>Assoc. VP External Relations</p> <p>Assoc. VP External Relations</p> <p>President's Office</p> | <p><i>to be filled-in January '10 and late spring '10</i></p> |
| 2. Evaluate current and potential strategic community partnerships to increase benefits to the college. | <p>A. Identify and assess 3 new community partnerships.</p> <p>B. Identify and leverage 3 existing community partnerships.</p> | <ul style="list-style-type: none"> • New formalized partnership programs with Tacoma Transportation Club, TRAIN consortium and Washington Indian Gaming Association. • Partnerships with Tacoma Goodwill, Metropolitan Development Council and Workforce Central expanded to support new funding opportunities. | <p>Assoc. VP External Relations & Dean, Corporate & Continuing Education</p> <p>Assoc. VP External Relations & Dean, Corporate & Continuing Education</p> | |

| Goal | Strategies for Achievement | Expected Outcomes | Responsible Person/Unit | Status Report |
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| 1. Increase engagement, understanding and ownership of all college employees in improving student success by implementing interactive portal. | <p>A. Implement the web/portal consultant (interact) recommendations, create a portal that is:</p> <ul style="list-style-type: none"> o customizable o visually engaging o continuously updated o one-stop o accessible by mobile device o multi-cultural <ul style="list-style-type: none"> • Develop a focus and mission for each site. • Determine a detailed set of guidelines for home page content on each site. • Develop a 10-year communication plan to supplement and shape future needs. <p>B. Provide training on using the portal</p> | <ul style="list-style-type: none"> • Usage analytic statistics will indicate a 50 percent in staff and faculty portal usage a Sept. 15 – Oct. 30 baseline compared with a March 20 – May 5 comparison. • An April 2010 user survey will indicate 70 percent satisfaction levels or higher on each of the bulleted items listed. <ul style="list-style-type: none"> • At least one portal training session will have been conducted each quarter, and at least 100 staff and faculty will have been trained to use the portal. | <p>Director, Marketing, Communications & Outreach; Director, Information Systems; Dean, Business, Learning Resources & EAP</p> <p>Director, Marketing, Communications & Outreach; Director, Information Systems; Dean, Business, Learning Resources & EAP</p> | <p><i>to be filled-in January '10 and late spring '10</i></p> |

| Goal | Strategies for Achievement | Expected Outcomes | Responsible Person/Unit | Status Report |
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| <p>2. Identify and analyze college operating processes to create effective, navigable systems.</p> | <p>A. Develop user friendly event calendar and system.</p> <p>B. Develop process to input & maintain accurate & current information for announcements channel on the portal.</p> | <ul style="list-style-type: none"> All-college event calendar exists and employees are utilizing it. Process created & published, and information being maintained by responsible person/people. | <p>Director, Information Systems; Director, Marketing, Communications & Outreach; Conference Services; and Professional Development Coordinator</p> <p>Director, Information Systems; Director, Marketing, Communications & Outreach; and Conference Services</p> | |

