

Tarrant County College-Northeast Campus
**Strategic Operations
Overview 2016**



Northeast Campus



Tarrant County College-Northeast Campus STRATEGIC OPERATIONS OVERVIEW 2016

The TCC NE Campus Strategic Operations Overview is a comprehensive campus plan that serves as an informational guide for campus employees, new employees, and leadership at the district as well as campus level (including the Board of Trustees, Chancellor, and CELT). Although intended primarily as an internal document, the Strategic Operations Overview may offer select external audiences (such as area community leaders) a comprehensive snapshot of NE Campus plans. Essentially, the Campus Plan resides in the space between TCCD district-wide strategic planning and ground level operations, serving as a link between broader concepts and actual daily operations.

The first step in creating this plan was to gain input from faculty and staff members (via a Needs/Goals/Barriers/Solutions survey) to determine what might enhance learning and life success for NE Campus students. A Task Team was created to develop the survey, and it was administered in early 2015. Results were analyzed, and it was determined through a President's Leadership Retreat involving approximately 75 faculty, staff, and administrators that there were four main areas of need:

- Supporting Student Needs
- Improving Communication
- Improving Effectiveness and Efficiency
- Improving Infrastructure: Facilities & Technology

The NE Campus Leadership Team further considered all input and developed a structure to support this input. Steering Teams were created for each of the four areas, and a number of strategies were recommended over a period of several months. Task Teams working with each Steering Team were then created to research and implement strategies that were developed, and this vital work responding to input was melded with TCCD Wildly Important Goals to focus on helping students be more successful. Care was taken to blend faculty, staff, and administrators on all teams and to cross-pollinate between departments and divisions to continually fuel true collaboration. The following Teams were formed:

Student Needs Steering Team-tasked with helping students be more successful at TCC-NE.

- Academic Probation Recovery Task Team
- Assessment of Student Needs Task Team
- College Transfer Task Team
- Exemplary Practices Task Team
- First Time in College (FTIC) Student Engagement Task Team
- Science/Technology/Engineering/Math (STEM) Task Team
- Student Leadership Task Team
- Student Planning and College Entry Task Team

Communications Steering Team-tasked with improving communication to students, faculty, staff and administrators.

- Campus Programs Task Team
- Campus Updates Task Team
- Information Station Task Team
- SharePoint Planning Tool Task Team
- Stackable Credentials Task Team
- Student Updates Task Team
- WIG-Day Update (Wildly Important Goals) Task Team

Effectiveness and Efficiency Steering Team-tasked with improving effectiveness and efficiency through process improvement and training/professional development.

- Effectiveness and Efficiency Task Team
- Professional Development Task Team
- Supplemental Instruction Task Team

Infrastructure Steering Team-tasked with reviewing facilities modifications needs for an aging campus in need of attention and helping create a framework for technology improvements.

- Campus Space Utilization Task Team
- Community & Industry Education Off-Campus Centers Task Team
- Infrastructure Needs Task Team
- IT Support & Training for Student Planning Task Team
- Signage Task Team
- Social Media and Student Media Task Team
- Sticky Space Development Task Team
- Texting Technology Task Team

These teams met over 2015 and 2016, and have been empowered to accomplish their tasks working across the campus hierarchical structure by reporting results directly to the Campus Leadership Team. The Leadership Team can then act more promptly and communicate results.

Specific input from NE Campus will continually be analyzed by the NE Campus Leadership Team in relation to the TCCD Strategic Plan and resulting Strategic Goals. Now that TCC's Vision 2015 is culminating and input is being gathered for the next strategic plan, it is clear that there are direct ties between NE Campus input and overall TCCD input. The following themes have emerged at the district-wide level that tie tightly to NE Campus objectives:

- Communication and Leadership Development
- Excellence in Teaching/Learning and Faculty Development
- Facilities Improvements
- Process Improvement and Technology Enhancements

Although the wording is unique, campus and district views are quite similar. For instance, whereas NE Campus aligned facility and technology improvements under Infrastructure, the district-wide conversation aligned technology with process improvements. Process improvements are identified in the NE Campus effort under the heading of Effectiveness and Efficiency. In either case, needs expressed are consistent.

While Campus strategy development and planning is ongoing and adaptive in nature as well as strategic, major focus areas are described in the following sections: Student Support Plan; Learning Opportunities Plan; Communications Plan; Infrastructure, Budget, Technology & Personnel Plan; Effectiveness and Efficiency Plan; and Professional Development Plan.

Alignment to National and Statewide Efforts

Key efforts at the national and state levels provide additional framework, impetus, and resources to fuel progress. Nationally, the American Association of Community Colleges has led with a 21st Century Initiative located at: <http://www.aacc21stcenturycenter.org/resources/21stcenturyinitiative/>.

The Texas Higher Education Coordinating Board 60x30TX plan is located at:
<http://www.thecb.state.tx.us/reports/PDF/6862.PDF?CFID=42058138&CFTOKEN=69598054>.

STUDENT SUPPORT PLAN

Northeast Campus provides comprehensive support services to approximately 15,000 credit students including 2,350 First Time in College (FTIC) students. This section highlights major support services provided by: Admissions/Registrar, Advising, Counseling, Testing, Career Services, Student Accessibility Resources (formerly Disability Support Services), Financial Aid Services, Health Services, Business Services, Academic Recovery, Transfer Center, Student Development Services/Activities as well as Tutoring/Learning Centers.

Goals, Strategies and Initiatives

NE Campus has melded campus goals as identified by the NGBS work and subsequent discussions regarding TCCD Wildly Important Goals. The Campus has begun to address a large variety of issues starting with improving the Onboarding Process, particularly for FTIC students. The goal is to help students consider life goals, develop a career plan as well as an academic plan, and follow through to graduation. In order to complete student onboarding more efficiently, some spaces have been repurposed to allow NE Campus to better meet student needs in relationship to Texas Success Initiative Assessment (TSI-A) testing, New Student Group Advising, and career assessments. Some steps taken to improve the onboarding process are:

- Redesigned New Student Group Advising (NSGA)
- Implemented Ellucian Student Planning Software and trained personnel
- Trained Success Coaches on My Plan software and provided students access to develop academic/career plans
- Developed a flier to communicate importance of the new TSI-A exam prep/study application
- Created a student referral document to be used by the Student Services offices listed above
- Established a Director of Recruiting position to lead student recruiting efforts, including outreach to feeder high schools and community groups

The vice president for student development services and a faculty member co-chaired the NGBS Student Needs Steering Team and led the eight Task Teams listed above (see SharePoint link at: <https://sp2010.tccd.edu/sites/neleadership/studentneeds/SitePages/Home.aspx> that includes team chairs, members, Project Charters, and progress reports, including data).

In addition to revamping the Onboarding Process and supporting student success through Task Teams, NE Campus has dedicated significant time and effort to examining the many Student Support Centers on campus and determining if these services can be provided more efficiently/effectively. Specifically, the NE Academic Learning Center, Writing Center, Language Acquisition Center, Science Learning Center, Supplemental Instruction Office, S.O.S. Center, and others have been evaluated and the campus recommends coordinating resources in a redesigned campus library/learning center/coffee shop (NLIB building). Please refer to the Infrastructure & Facilities section for more details.

Similarly, a key multi-year effort has positioned NE Campus with a cost-effective plan to congeal all student enrollment services into the NSTU building for improved access, convenience, and success which can be one large project or smaller projects over time, as budget allocations allow.

Another major effort underway is to move culturally and logically from a “cafeteria” model of offering classes to a more coherently structured Pathways model. The *Student Planning and College Entry Task Team* was formed to train faculty and staff on TCC’s Career Clusters/Guided Pathways model and to improve students’ understanding and engagement in planning their program of study. This team will continue work in 2016-17 to implement the TCC Career Clusters/Guided Pathways model and also review how the campus will engage in enrollment management, including recruiting students.

The NE Campus has a tremendous team of Student Services/Support staff who collaborate with faculty and other staff to provide a welcoming experience for our new students. Additionally, the staff provide a number of co-curricular experiences and support students in leadership development, learning, and success toward graduation and transfer or employment.

LEARNING OPPORTUNITIES PLAN

Northeast Campus hired a new VPAA and VPCIE in early 2016. Thus, Northeast is moving through a visioning and planning process related to learning opportunities across the campus. This 2016 Learning Opportunities Plan defines a framework for growth on NE Campus and provides vision and direction for operational units (departments, divisions, etc.) toward our goal **to become the higher education institution of first choice for residents of Tarrant County and the entire Dallas-Fort Worth region**. As each unit creates more detailed plans that will be uniquely effective for their area, this framework will provide an overarching and coordinated vision for progress. When aligned to this plan, units can be assured their objectives will be supported and endorsed by campus leadership; that aligned objectives will qualify for funding, when available; and that outstanding administrator, faculty, staff, and student efforts to support the learning plan will also qualify individuals for recognition.

Foundational to this work is a profound understanding among our faculty, staff, and administrators of the history and mission of community colleges. Our fundamental responsibility is to serve as a community-based institution of higher education committed to meeting the educational needs of our county, devoted to universal higher education. “Open access to higher education, as practiced by the community college, is a manifestation of the belief that a democracy can thrive, indeed survive, only if people are educated to their fullest potential” (Vaughan, G. (2006). *The Community College Story*. Washington, DC: American Association of Community Colleges. p. 3). Our open-access tenet “has ethical implications as well as educational ones. The college has an ethical obligation to see that students who enroll have a reasonable chance of achieving academic success, assuming they do their part” and “can succeed only if students receive the assistance they need for academic success” (Ibid, p. 13-14).

This ethical obligation serves as the motivating principle for our learning opportunities plan comprised of the following objectives.

Objective 1: Enhance student success by transforming teaching & learning, and academic support

Northeast Campus will produce graduates who are well-prepared for the workforce and for transfer to four-year institutions. We will expand the use of innovative curricula and pedagogies that engage students in learning across the curriculum and expand opportunities for experiential learning and undergraduate research. We are exploring ways to accelerate students’ progress through English acquisition, adult basic education, and developmental courses into credit-bearing coursework.

We are also optimizing alignment of our learning support services to enhance student success. Integrating learning support into NLIB and remodeling NACB into a mathematics center will provide space for expansion in NTAB without new construction. Since NACB must be remodeled due to risk management input, age, and deterioration, this proposed plan will maximize the remodel. Additionally, the Northeast Campus Leadership Team strongly believes in the importance of



professional development and thus are developing a campus-wide faculty mentoring program and campus-based professional development program to work with TCCD's Teaching and Learning Academy. The combined outcomes of these efforts will increase course, certificate, and degree completion rates.

Objective 2: Innovate curricula and programs

While continuing to focus on the Quality Enhancement Plan (QEP) critical thinking topic, Northeast Campus will encourage cross-departmental and cross-divisional collaboration leading to interdisciplinary courses and programs. We are monitoring existing programs to determine if any should be expanded or phased out and replaced with more high-demand offerings. We will continue to develop new degree and certificate programs, particularly stackable programs within the career clusters/guided pathways model. Examples include curricula and programs related to the new Center of Excellence for Visual, Technical and Performing Arts which resides within the Arts, AV Tech, and Communications career cluster and also include CIE 'mirror' courses cross-listed with academic courses. We will expand media resources to support classroom instruction projects for all disciplines, and grant writing will be encouraged and rewarded to increase the resources we have available to implement these strategies.

Current programs unique to and/or prominent on Northeast Campus include:

- Arts and Entertainment: Art, Dance, Drama, Theatre, Music
- Child Development
- Dental Hygiene and Dental Assistant
- Emergency Medical Services (EMS)
- Graphic Communications
- Fashion Merchandising
- Information Technology/CISCO Networking
- Journalism/*Collegian* TCC Newspaper
- Paralegal Studies
- Photography
- Radio, Television, and Film
- Real Estate
- Teacher Education

Opportunities for program expansion and creation exist in:

- Computer technologies (such as 3D printing) & other STEM areas
- Entertainment industry performance, live entertainment technologies, and events management
- Healthcare management/healthcare business
- Entrepreneurial/economic development

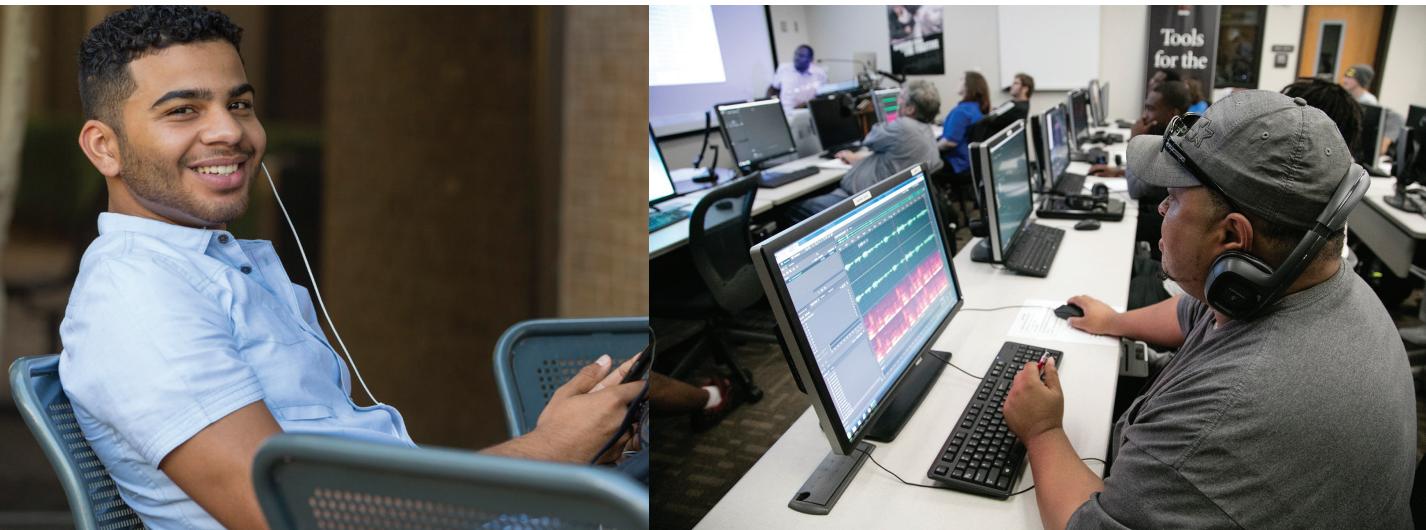
Specific program and curriculum development work in these areas will be developed collaboratively in the coming months and years as our new campus academic and community/industry education leaders work with faculty and staff members to support progress.

In our traditional liberal arts transfer areas, further examination of the Communities of the Future (COTF) www.communitiesofthefuture.org model depicting a 2nd Enlightenment is crucial to fuel curricular development and perhaps reinvention. We have many people engaged in this dialogue and will spend considerable time in the coming months and years further reviewing possibilities, as we have been invited to become a national leader in the COTF Future Forward College movement of transformational learning. Similarly, we have been encouraged to engage in the Community College Humanities Association (CCHA), and Dr. Goben will be delivering an opening session keynote and workshop at the Fall 2016 CCHA Regional Conference hosted by

TCC in Ft. Worth. The topic includes advancement of Humanities and liberal arts education by developing the COTF 2nd Enlightenment framework.

Objective 3: Embrace diversity and social justice to inspire an enlightened campus community characterized by vibrant cultural diversity that embraces difference; fosters respect, understanding, and social justice; and rejects prejudice and intolerance

Northeast Campus will educate personnel about systemic and structural discrimination to help remove barriers inherent in higher education for students from traditionally underrepresented groups, first-generation students, students from non-college-going cultures, and students from generational poverty. We will inform faculty about inclusive curricula, pedagogies, assessment strategies, classroom climate and policies, and encourage faculty scholarship in these areas. Enhancing faculty sensitivity to the needs of English language learners in all academic areas will augment our culture of inclusion. These strategies will increase student persistence and support inclusion and success within the academic environment. Additionally, we will develop outreach and recruitment efforts to excite underrepresented K-12 students about attending college at NE Campus and encourage faculty to participate in recruitment.



Objective 4: Establish a 4th division to develop and grow new programs while aligning our efforts and structure to the TCCD/Texas/National Career Clusters/Guided Pathways Model

We are melding the guided pathways approach into our academic division structure and new marketing efforts. Students with academic plans tied to a clear and coherent structure succeed at a higher level. As we began to explore potential new programs, we recognized a need to change our academic division structure to better reflect the TCCD/Texas/National career clusters model. We will create a fourth academic division that realigns our programs to the career clusters/guided pathways model.

Campus-wide input via spring 2016 town hall style meetings and at our annual 2016 President's Leadership Retreat (60 attendees from across campus) helped the NE Campus Leadership Team review our Academic Division structure and departmental/curricular alignment in relation to the Career Clusters/Pathways model adopted by TCC in 2015. This is the same model used by the Texas Department of Education and Higher Education Coordinating Board and the federal Department of Education. NE currently has only 3 Academic Division Deans, though other TCC campuses with smaller overall enrollment have 4. We will create the 4th dean position in the area of Technology, Health and Business to better support curriculum and program development in high demand STEM/Computer Technologies and Healthcare Business/Managerial areas. This will also allow us to structurally support our website & marketing scheme as the other divisions will be tweaked accordingly to

align all four divisions to the Career Clusters model. We need to match our messaging in terms of curricular and program alignment as well as create room to grow enrollment in key, high demand career areas.

Current TCC efforts to begin this alignment include a redesigned website and marketing materials with attention to the Career Clusters framework. There is much left to do to fully depict and map out all Associate Degree transfer options and eventual career paths considering Bachelor's, Master's, and Doctoral Degree options. However, we have a good start with defined TCC programs aligned to the Clusters as depicted on our website: <http://www.tccd.edu/academics/tcc-catalog/courses-and-programs/>.

Objective 5: Ensure academic administrators, chairs, and coordinators have access to the training, professional development, and support needed for success

Northeast Campus leadership will diligently encourage academic leaders to pursue training to enhance their leadership skills. We will support leaders in locating professional development focused on academic administration, and we will establish a mentoring program for those serving in academic leadership roles. We will also assist them with acquiring and analyzing data for decision-making. For 2016-17, a specific focus will be on the Pathways model.

Objective 6: Re-integrate dual credit into campus operations, and expand dual credit with ISD's

The NE Campus team enthusiastically embraces the opportunity to re-integrate dual credit offerings into campus operations. We will work responsively with area ISD's to expand our dual credit offerings, synchronizing our K-12 outreach and marketing efforts with course delivery.

Objective 7: Establish a Center for the Advancement of Science, Technology, and Innovation (CASTI)

Northeast Campus science faculty developed a three-pronged approach to providing science, technology, engineering, and mathematics (STEM) education to three groups: K-12 students, TCC students, and businesses with personnel needs not currently being met by higher education institutions. We organized a Task Team to implement the CASTI model, which now serves as the district's template, and we are excited about this work. It focuses on creating an integrated STEM curriculum taught within an interactive, collaborative, inquiry-based environment; increasing faculty involvement in the academic cooperative, undergraduate research, and other experiential learning activities; enhancing faculty commitment to excellence in teaching and technology innovation; and establishing community and K-12 outreach and engagement programs.

Objective 8: Build public support and appreciation for NE Campus teaching and scholarly activity, support economic and workforce development, and enhance quality of life in the DFW area

Northeast Campus has a strong reputation among local communities (e.g., we are a leader and primary partner in the Northeast Leadership Forum, a collection of area civic, business, and educational leaders) and educational institutions, and we can enhance our reputation by deliberately working to forge stronger relationships with area high schools, four-year institutions, chambers of commerce, and other community partners. Our dual credit operations recently moved from TCC Connect back to the local campuses, which has provided us with an opportunity to enhance relationships with our area ISDs and increase dual credit enrollment.

Objective 9: Build a Center of Excellence for the Visual, Technical, and Performing Arts

We are building a state of the art performance and instructional facility to showcase the creative products of students, faculty and the Tarrant County community in theatre, dance, visual arts, music, media, film and related technical disciplines that support live performances. This venue will also showcase K-12 performances and exhibitions, thereby enhancing recruiting opportunities.

Summary and Call to Action

Ideas in this plan are meant to guide our work in the coming months and years, focus our priorities, and inspire us to move forward in exciting new directions. We will support a campus learning environment steeped in innovation and characterized by discovery, collaboration, inquiry & engagement. We will expand integrative approaches to teaching, undergraduate research and other scholarly activity, and outreach by developing meaningful internal and external partnerships and embracing innovation. We encourage development of curricula and widespread use of pedagogies that develop broad intellectual skills and competencies to better prepare students for the workforce and transfer to four-year institutions. Putting this plan into action will require the commitment, collaboration, and creativity of our faculty, staff, and administrators. This builds on our strengths and will take us to even greater levels of success. We ask each member of our campus community to consider ways that you can contribute individually and collectively, ensuring Northeast Campus reaches our goal **to become the first choice institution with premier learning opportunities for citizens of Tarrant County and the entire DFW region.**

COMMUNICATION PLAN

The 2015 NGBS Survey also identified improving communication as a major goal, and a number of efforts are underway to do so. Dr. Goben has monthly campus-wide Apples with Allen meetings to get input and help disseminate campus and district announcements. To further improve communications, a number of Task Teams were organized to examine ways in which we communicate, make suggestions, and employ changes to improve communication. A major initiative from a Task Team was the proposal for Information Station. The idea behind Information Station is to provide students with a gathering place where they can get questions answered by staff from various offices while enjoying a seasonal beverage. Information Station is an approved Innovation Forum project and will be located between the NADM Administration building and NSTU-Student Center. We have developed FAQ sheets for a myriad of student types (first-time-in-college student, veteran student, transfer student, etc.). New signage content for the campus is in a final stage of development. An Events and Community Relations Coordinator position was developed to enhance outside communication with community leaders in the Northeast Campus service area and better manage a myriad of events. Internally, an administrative assistant position (Kyra Bruno) was repurposed to report directly into the President's Office and focus on campus-wide communications that are relevant and timely about major things happening or in planning stages. This person has significant responsibility to support and actualize the Campus Communications Plan.

External Communications

Recently hired Events & Community Relations Coordinator Carolyn Sims will work in concert with the president's office and TCCD's Communications, PR & Marketing team to raise awareness within TCC and in the external community about NE people, programs and services. This position resides in CIE, and our goal is to become much more robust and cohesive in external communications. This was recently developed as previous external efforts did not appear fully coordinated.

Fundraising

Opportunities abound regarding fundraising. The TCC Foundation is a relatively young entity and just now getting large enough to fuel major fundraising. This past year, we worked with Foundation leadership to establish a Ne Campus Initiative Fund line in the Foundation. We are now positioned to help raise money and have dedicated dollars return to NE for scholarships and other direct expenses. Our Events and Community Relations Coordinator will help structure sponsorships for this fund, as Carolyn Sims has significant fundraising experience. We also have Debra Sykes-West in our CIE area with 25+ years of fundraising experience who will assist externally as well as chair our internal annual campaign.

INFRASTRUCTURE, BUDGET, TECHNOLOGY and PERSONNEL

TCCD was established in 1965 when South Campus was built. Construction on NE Campus began soon after, and most buildings were constructed in the late 60's and early 70's. Due to age and amount of deferred maintenance, it is no surprise that when employees were asked what they needed to maximize student success in the NGBS Survey, there were many requests to improve infrastructure. Respondents identified classrooms needing technology upgrades and buildings that leaked. There were so many comments on facilities and technology needs that this became one of the four dominant themes.

Upon arrival at NE Campus in 2014, President Dr. Allen Goben was informed that a proposal to build a new performing arts center (then called the Visual and Performing Arts Center or VPAC) was languishing, and the plan needed a champion to shepherd it through the construction process. North Richland Hills (NRH) had agreed some years ago to establish a TIF district that generated over \$8 million for the new center. NRH voted to allow performing arts center funds to be used for construction on NE Campus by expanding the TIF in 2016 (relocation from original plans). After 20+ years of effort, the project is in motion, as the Board of Trustees has authorized full planning and architectural design work.

In addition to a new performing arts center, there are a number of proposed facilities projects that necessitated bi-monthly meetings between key members of the president's leadership team and TCCD facilities team personnel. Following are a few notable construction projects proposed for NE Campus:

- Library NLIB redesign into Library/Coffee Shop/Learning Support Center
- Information Station
- NACB Remodel into a comprehensive Mathematics Center
- Center of Excellence for Visual, Technical & Performing Arts (CEVTPA)
- NSTU redesign into a comprehensive Student Services Center
- NSCE Science Labs Renovation (high need/safety issues/50 year old labs)
- 3D Printing Lab/Maker Movement Space
- EMS program lab expansion (proposed Innovation Forum Initiative)
- We have been approached to develop an off-campus center with a \$1 per year lease
- Note: NTAB will not need remodeled but will eventually be repurposed for STEM expansion

As each proposed project has surfaced (either from the facilities team, the campus Leadership Team, the Innovation Forum, or straight from faculty and staff) it has been evaluated and vetted by the Campus Leadership Team to determine how the project should be prioritized in relation to other proposed projects. The primary criteria for prioritization is the project's primacy toward helping students achieve success and its direct tie to results from the NGBS survey. It should be understood that the prioritization list may not be strictly adhered to, as available funds may drive the order of completion. In general, however, the list will determine what projects receive priority. The purpose of developing such a list of prioritizations is to readily manage workflow and clearly communicate all efforts to all constituents. Student success-anchored strategic and adaptive strategic planning, then, become the driving force behind Northeast Campus budgeting work, rather than the budget driving projects and plans. A full list of prioritized projects is available on the Leadership Team's SharePoint site for all TCC employees at: <https://sp2010.tccd.edu/sites/neleadership/SitePages/Home.aspx>.

“Once in 50 Years” Opportunity: NACB Remodel Creates Additional Strategic Advantages

A building in dire need of a complete remodel or replacement is NACB, and it appears very likely that this building will be renovated within a few years. In anticipation of this renovation and to ensure continuous service, we must relocate NACB student support centers prior to the renovation. As well, we need to gain additional swing space for classrooms to be out of service for at least a year while NACB is renovated. We can

create a positive domino effect by strategically developing NLIB ahead of NACB and repositioning a bulk of our student learning support services there permanently. NACB can then be fully purposed to house the Mathematics Department as it is renovated including all math testing, math tutoring/learning support, math instruction, math computer labs, and math faculty/administrative offices.

Overall square footage gained back through this plan allows computer technologies program expansion in NTAB as we eventually move all math operations to NACB. TCCD will achieve program expansion opportunities on NE Campus in high demand STEM fields without additional new building construction, as NTAB is well-appointed with modern classrooms and computer labs. The NTAB of the future, then, will be a building for Advanced Technologies and Computer Sciences. As the Technology, Health and Business Division is developed, we may also consider offering business classes in NTAB so that NBSS may be more focused to Communications courses.

Prior facilities studies and further review by current campus leaders have shown that while the Library (NLIB) has good student traffic, it is still one of the most underutilized spaces on campus. Additionally, with investments in online databases and increased access to online books and other resources, physical inventory space needs have declined. NLIB space utilization will be maximized if it is developed into a Library/Learning Support Center/Coffee Shop that will house and help coordinate several learning support functions. Initial review of actual space needs for library operations indicates that approximately one third to one half of NLIB could be readily repurposed for student learning support areas and a coffee shop.



Learning Support Centers/Functions recommended for relocation to NLIB:

- Academic Learning Center/Skill Center/Writing Lab
- Accounting Lab (space & function)
- Business Labs (currently in NBSS 2102 and 2104 and NTAB 1234A and 1234)
- Computer Science Learning Center (already located in Library, will remain there)
- Economics Lab (function- does not have dedicated space)
- Language Acquisition Center
- SOS Center (space & function)
- Science Learning Center
- Speech Lab
- Vet to Vet Tutoring (function currently in SOS)

While traditional library stacks and related services will continue to operate as in the past, coordinating and consolidating learning support services into adjacent space will reduce duplication of services and equipment while improving staff coordination. For example, there are currently 198 computers being used in various centers considered for relocation. It is likely that 75-80% of those computers would suffice in a consolidated lab (approximately 150-160 computers). Similarly, space consolidation will result in approximately 75-80% of the original square footage needed for maximized use in a vibrant new NLIB Learning Support Center. It is clear, however, that not all learning support functions can be relocated to NLIB due to size or complexity and/or space limitations.

Labs to remain separate from the consolidated Learning Support Center:

- CISCO Lab
- Computer Science Lab (NTAB 1239)
- Math/Physics Center and Math Testing Center (plan for later move to redesigned NACB)

Learning Support Center Operations

With this “coordinated point of service” approach in a largely consolidated Learning Support Center, opportunities for other improvement or expansion of services may exist. Ongoing recommendations for improving or expanding services are welcome. Please submit ideas to Michelle Burris at michelle.burris@tccd.edu.

Another absolutely vital facilities project on the near horizon is to remodel the outdated science labs throughout campus. Chemistry, biology, anatomy & physiology, microbiology, geology, and physics labs are 50 years old and among the worst classroom/lab spaces in all of TCCD. Safety concerns have arisen over asbestos-embedded lab tables with damaged surfaces, air quality in several labs not adequately ventilated, and regarding appropriate storage areas for chemicals and other science supplies. These concerns have been communicated to TCCD’s facilities team, and studies are underway to fully evaluate the areas and plan the renovation. This is an “immediate go” and should not be delayed.

Budget Process

Northeast Campus has a new budget process that focuses on prioritizing projects and other efforts based on the likelihood that students will be more apt to succeed if those projects are realized. Building on analysis of NGBS Survey results, initial prioritization is determined by the President’s Budget Council then reviewed and modified if necessary by the President. The Council is comprised of the three Vice-Presidents (VPA, VPCIE, and VPSDS) along with the Assistant to the President and the President’s Executive Administrative Assistant. The Council examines each project proposal and asks the questions, “How will this project affect efforts to maximize student success?” And, “How does this request support the NGBS input from faculty and staff?” Other aspects are also considered, such as how the request does or does not fit with other efforts. The process is proving more collaborative than past prioritization efforts and, with great focus on student success, more objective criteria are creating stronger results.

In addition to establishing a new framework and a new Budget Council, the team has also created a new spreadsheet for proposed projects. One field asks for the NGBS project justification. If a proposed project addresses one or more Needs/Goals/Barriers/Solutions, then it is likely to receive a much higher prioritization than a project that has no link to the campus success agenda. A continually updated list of all major projects and their prioritization is available 24/7 for all TCCD employees on the NE Campus Leadership Team SharePoint site. <https://sp2010.tccd.edu/sites/neleadership/SitePages/Home.aspx>

Personnel

Dr. Goben has spent the past two years evaluating NE Campus staff and has identified a few positions needed to effectively operate the campus. Out-migrations and retirements are sometimes used to repurpose key positions to increase effectiveness. One concept ready to launch is creation of a fourth academic dean/division. To that end, we have held a number of campus forums to obtain input from campus personnel. In addition, the 2nd Annual President’s Leadership Retreat was focused on getting input from campus leaders to implement a four division model. Repurposing personnel to better align with campus needs will continue as new programs are developed to meet student needs. With the move of dual credit administration back to the campuses, we have repurposed some but still have significant need for additional FT faculty to focus on dual

credit delivery. Similar to all other projects and efforts, up-to-date information is available on the NE Campus Leadership Team SharePoint site.

Technology

Classroom technology use varies widely from discipline to discipline and from faculty member to faculty member. However, there are some basic needs that are necessary in every classroom and meeting space. NE is working with facilities and media to ensure that all classrooms and other spaces on campus have appropriate technology. To that end, academic leaders have been asked to identify classrooms that need the most immediate attention. Each campus gets 10 classrooms updated with new media and technology each year. As part of its facilities planning, NE Campus has worked closely with media services to prioritize classrooms that need updating the most and get them to the top of the list for new technology. In addition, the NGBS Survey helped identify some areas that needed upgrading as well. TCCD has a computer upgrade policy that assists with replacing older computers, making campus efforts somewhat easier. However, some faculty have special software or hardware requirements that we are assessing to ensure students have the technology they need to be successful in the classroom as well as being prepared for transfer and the working world. Most other operational technologies are managed at the district level, so NE Campus implements operational computing and other technologies as needed.

The processes developed to help budget and prioritize campus based projects have also been very beneficial to prioritizing specific campus technology needs. These needs are captured on an exhaustive list and then prioritized based on their relation to helping students achieve success. In addition, every major project proposed on NE Campus is further detailed in terms of facilities modifications (if necessary), furniture needs, personnel needs, operating expense needs, and technology needs. In other words, as we consider technologies we also consider related needs and potential expenses so that we have a coherent strategy that maximizes results.

One NGBS Task Team is working on a specific technology project that will have a tremendous impact for improved communication and efficiency once actualized. This effort underway is to create a SharePoint based planning tool that streamlines daily collaborative planning and makes SharePoint even easier to use. The SharePoint Task Team's work has been presented to the interim CIO and key members of the IT team, and follow-up efforts will be underway in 2016-17 to continue this work.

IMPROVING EFFECTIVENESS & EFFICIENCY

The Effectiveness and Efficiency Steering Team members researched professional development needs, processes and procedures, and student supplemental instruction, developing Task Teams around each of these topics. Faculty, staff, and administrators volunteered for teams, hoping to understand better the nature of student learning and success, and an update of their work to date is below.

2015-16 Results of the Processes and Procedures Task Team

The Task Team surveyed NE Campus faculty and staff by eliciting responses to the following prompt: "What process or procedure at Tarrant County College Northeast Campus do you think needs improvement?" The task team members collected, categorized, and investigated the responses.

- 38% of the responses included signage problems, communication concerns, and professional development opportunity concerns. These three top needs are being addressed immediately in Leadership Team, Steering Team, and Task Team efforts. Improvements should be readily noticed in 2016-17. Responses also included issues regarding clarity of parking signage to indicate faculty/staff parking as opposed to student parking. Communication concerns included

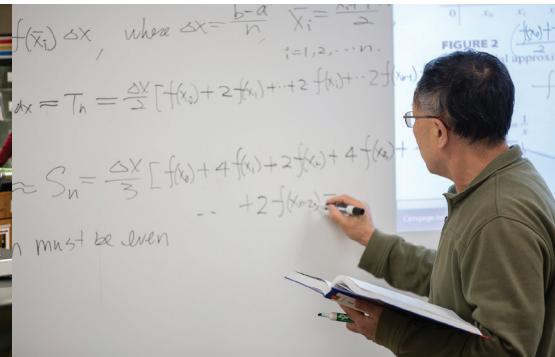
campus office closures without proper notification. Faculty and staff also expressed a need for more on-campus professional development opportunities.

- 27% of the responses referred to District issues, which the task team members forwarded to District employees for possible solutions. For example, one such problem regarded registration for Community and Industry Education conferences by non-TCC students. The process involved faxing a credit card number to the District's Community and Industry Office which could invite a security breach. Secure online registration and purchases are widespread today. Therefore, there seems to be no need for submitting credit card numbers using unsecure methods.
- 20% of the responses were linked directly to frustrations with the registration and enrollment process both for first-time-in-college and returning students. Faculty and staff respondents felt that changes to the registration and enrollment process made in recent years increased the number of steps in the process. FTIC students are forced to work through numerous steps before registering for classes. Respondents said that TCC's enrollment process makes college less attractive and less accessible to first-time-in-college students. These same concerns were simultaneously being researched and addressed by a District-wide Enrollment and Registration Task Force (ERTF) co-chaired by Dr. Goben. The ERTF reached similar conclusions and made several substantive recommendations that were 100% endorsed by the CELT and moved into planning and implementation.
- 10% of the responses sought answers to the possibility of forwarding office phones to faculty and staff cell phones. This proposal was found to be possible. Also mentioned were inefficiencies in the paper format of student evaluation of instruction that is currently in use.
- 5% of the issues had no easy solutions. For example, several inquiries have been made regarding the possibility of changing the abbreviation for the Communication Arts Building from "NCAB" to "NCOM" because the current abbreviation is often confused with the NACB abbreviation on another building. When students transpose the letter A in either abbreviation, they go to the wrong side of campus to find classes.

Goals of the Supplemental Instruction Task Team

The Supplemental Instruction (SI) program focuses on supporting students in historically difficult courses by sponsoring study groups led by successful students (SI leaders) who hold study sessions to help with content mastery and study skills. The program also helps SI leaders to develop skills through training and multiple opportunities to apply leadership skills. Specific goals included:

- Obtain 85% satisfaction rate among SI participants during the fall of 2015 and spring semesters.
- Decrease the rates of D, Fail, and Withdraw grades earned by SI participants in selected classes during the fall of 2015 and spring of 2016 semesters.



Coordination with TCCD Efforts

NE Campus leaders are excited about current and emerging efforts at the district level to improve processes. Our Campus Effectiveness and Efficiency Steering Team and associated Task Teams are positioned to work within the campus as well as liaison with other campuses and our district offices to improve processes whenever, wherever, and however possible.

Safety and Emergency Management

A new Task Team that will work under coordination of the Effectiveness and Efficiency Steering Team was formed during Summer 2016 to fully review NE Campus safety and emergency management protocols. The existing plan for this section is, thus, under review and will be included in the 2016-17 NE Campus Plan appendices when it is updated.

NORTHEAST CAMPUS PROFESSIONAL DEVELOPMENT PLAN

We, as a campus, view the professional growth of employees and resource commitment to these endeavors as great enhancements to campus employees, TCC students, and our overall TCCD operations. An on-campus Professional Development Center is being developed in NTAB 2203 (formerly occupying this space, ABE/Boot Camp operations have been realigned under Academic Affairs to better coordinate with Developmental Studies). Dr. Caroline Hamilton will head up this effort with support from Dr. Stephanie Barnes, and the area will report to Director of Academic Affairs Jeanette Jacobs.

NE Campus Professional Development Vision

In order to fuel the best possible learning among our students, workplace and community, we must exemplify lifelong learning and attention to our own learning excellence. The professional growth of employees is a wise investment of time and resources that continually pays dividends toward overall improvement of our campus community.

We as a campus will:

- **Support** enhanced professional job performance and accountability
- **Encourage** career growth and student support
- **Foster** teamwork through improved communication
- **Establish** collaborations across the campus to create learning communities
- **Stimulate** futures thinking among employees to meet the needs of our student population

Implementation will require **on campus** offerings for all employees. **Team travel** to conferences is encouraged to expand teamwork, and we will **partner** with the TCC Teaching and Learning Academy(TLA) for district-wide programming and funding. We will **maximize** campus funds and **seek** new external funds for continued growth of our professional development program.

Tarrant County College NE Campus Professional Development Mission

We will continually encourage and promote employee exploration, creativity, collaboration, and overall career growth through enriching professional development opportunities that support the college strategic plan & campus goals.

Professional Development Plan Pillars

Six pillars of excellence form the foundation of the professional development program, including:

Discipline Specific Training: The opportunities provided in this category are designed to extend knowledge in content areas and specific content delivery within each discipline, program or department.

Instructional Practices Training (Non-discipline Specific): Opportunities in this category will focus on “best practices” in the areas of classroom management, communication, technology, and pedagogy.

Career Growth Training: Opportunities provided in this category are designed for all employees. These programs will expose individuals to leadership and management approaches. While some offerings will be applicable for a diverse audience, training will be provided for individuals in specific careers.

Institutional & Classroom Operations: These opportunities are designed to expose all employees to best practices in communication, technology, safety, and procedures of the institution.

Diversity Development: NE has a complete **Diversity and Inclusion Plan** that will promote exploration into current global dynamics and expose employees to different cultures, backgrounds, and identities. This effort will help to ensure that NE Campus employees are equipped to embrace differences and approach all people and new innovations with engagement and support.

Community Outreach: NE campus will seek partnerships among K-12 schools and other colleges/universities to create joint professional development events. For example, we may provide curriculum specific professional development training for K-12 faculty within Tarrant County.

FUTURE GOALS

NE is a national leader in *Communities of the Future (COTF)* www.communitiesofthefuture.org. A recent book Preparing for a World that Doesn't Exist - Yet describes this movement, and its author Rick Smyre has been a keynote speaker for NE Leadership Forum's Heart of North Texas Business Conference hosted at NE Campus each November. Several NE employees are engaged in Master Capacity Builder training with Mr. Smyre, and this framework will substantively and positively impact future professional development efforts on campus.

Summary

Our world is moving at an unprecedented pace. We are blessed to work in a collaborative and collegial environment where our talented campus personnel can help the entire college make progress. Our future is filled with opportunities for advancement, and the magical moment of transformational learning will be our constant and unwavering goal.

It is absolutely crucial that we work together as we pursue this dream, in mutual support and without unnecessary ego or politics. The world has too many rapidly moving parts for anyone's single “right” version of things to be reliably accurate. Thus, our NE Campus Plan will be updated continually as needed to reflect responsiveness to our environment including students, internal personnel, our community, and society. Adaptive planning is at least as important as strategic planning in this rapidly evolving world, so we will blend the best of what was with the best innovations we can create, develop and/or implement. We must collaborate completely and unselfishly to fully actualize our potential. WE must continually develop and redevelop a shared vision of our future understanding that, while perfection is unfeasible, we will always be exemplary.

If all hold to the dream, the magic will be strong—be strong to call back what we loved the most, and of the new keep what is good, weave old and new in harmony.

From The Ghost Dance by Alice McLellan

NOTE: Appendices will be added with more detailed information. Additional Plan sections may be added in future years to further detail NE Campus objectives.