1. Action
HLC’s September 19, 2016 letter to TOCC pursuant the Institutional Actions Council determination notes that TOCC must submit “An Interim Report due 1/31/2018 regarding faculty evaluations, program review, and data management.” This report addresses data management.

2. Core Component 5.C
Core Component 5.C, “The institution engages in systematic and integrated planning,” was met with concerns.

3. Areas of Focus – The final Reaffirmation Review Report dated July 5, 2016 (hereinafter identified as RRR), stemming from HLC’s comprehensive evaluation conducted in March 2016, notes that “Consistent use and availability of reliable data is an issue” and that “without such data it is difficult to accomplish much of what is required to satisfy core component” [5.C] (RRR: p. 39).” The team recommended creation “of a centralized repository for data and ensuring that the data therein is reliable and easily accessible (RRR: p. 45).”

4. Addressing Data Management Issues at TOCC
TOCC’s data collection, management, and data use for decision-making – its data management practices - matured rapidly in 2016-2017. Results include greater accessibility, frequent discussion of data sets, more decisions taken that involve consideration of data, creation of new data reports in response to requests from faculty and administration, and effective use of data in securing a 10% increase in the allocation to Tohono O’odham Community College from the Tohono O’odham Legislative Council. Those outcomes have been achieved in part by addressing the deficiencies noted by the HLC team that conducted the March 2016 review, in particular the establishment of a central data repository and development of a data management plan (RRR: p. 45). Other actions included reorganization, establishment of the Leadership and Data team, regular review of data sets in ad hoc and established groups large and small, routine sharing of data with the Board of Trustees, and collaboration with Achieving the Dream’s data and leadership coaching staff. The timeline below provides a brief retrospective, followed by a narrative discussion.

A. Timeline – data management evolution at TOCC – 2016-2017
• Spring semester 2016 - TOCC website makes essential demographic data, surveys of staff and faculty, and other data available to the public in spring semester 2016 – see https://www.tocc.edu/institutional-effectiveness.
• March, April, and May 2016 – Institutional Effectiveness (IE) personnel and TOCC president presented key data, including TOCC graduate survey and demographic data to the eleven District Councils of the Tohono O’odham Nation and to the Tohono O’odham Legislative Council. Result was strong support from the Districts and the
Legislative Council culminating in May 31, 2017 decision by the Tohono O’odham Legislative Council to provide TOCC with $24,266,880 in operating funds available at 20%/annum for Fiscal Years 2018-2022.

- June 15, 2016 – Board of Trustees approved strategic plan derived from the four initiatives they developed upon review of the SWOT data elicited at All Staff on February 10, 2016.

- Fall semester 2016 - IE moved from supervision by Vice-President of Education to President to under president in fall semester 2016. Purpose was to work more closely with President on College-wide data collection and use needs.

- December 2016 and ongoing. Data sharing with students, staff, and faculty done on recurring basis through monthly All Staff meetings.

- Fall 2016 - Central repository for TOCC data established and available through TOCC’s new website at tocc.edu (see: https://www.tocc.edu/institutional-effectiveness).

- Spring semester 2017 and ongoing – IT+Scrum ad hoc meetings to address data cleanup, joining the National Student Clearinghouse, and other data-related needs of the college.

- June 20, 2017 - Leadership and Data team initiated June 20, 2017. Membership of 15 persons represents a mix of persons across divisions and responsibilities (includes Directors, Deans, Administrative Assistants, and others). Goals include data review and use in recommending decisions.

- Summer 2017 – Institutional Effectiveness completes Data Management Plan

- July 2017 - Institutional Research renamed “Institutional Effectiveness”. Rationale was that both qualitative and quantitative data gathering across the institution is the primary goal of that division.

- August 2017 – Excel list of available data, TOCC Data Reports, created by Institutional Effectiveness, to include descriptions of data reports, and documentation of any decisions made as a result of data analysis.

- Fall semester 2017 – President begins monthly meetings with students in “coffee with the student” venues co-sponsored by Student Senate. Meetings include data sharing and discussion.

- October 27, 2017 - Institutional Capacity Assessment Tool (ICAT) survey results of TOCC faculty and staff discussed at All Staff meeting - facilitated by Achieving the Dream Leadership and Data coaches.

- November 7, 2017 - Leadership and data team meeting participants reviewed ICAT results following the World Café event.

- November 28, 2017 – One-day review of TOCC’s IT cyberinfrastructure by four-person team from American Indian Higher Education Consortium. As a result, TOCC will seek to join Internet2 in 2018 in order to increase connectivity and reduce costs.
The move will help ensure a more stable environment and bolster TOCC’s data management capabilities.

B. Narrative overview of TOCC’s efforts and actions to address the Data Management Area of Focus identified under Core Competency 5.C

The 2016 Reaffirmation Review Report (RRR) noted that “Consistent use and availability of reliable data is an issue” and recommended creation of a “centralized repository for data and ensuring that the data therein is reliable and easily accessible (p. 45).” The RRR further noted the need for a “detailed plan for communicating key data points consistently throughout the College community and for providing data as needed from the Office of Institutional Research (p. 40).” In addition, the report noted, data available data in the repository should include enrollment, retention, departmental data, planning data, staffing data, and student data (p. 40).

TOCC has a centralized repository for data in all of the categories mentioned. It is located on the TOCC website at https://www.tocc.edu/institutional-effectiveness. An annotated excel list of available reports – TOCC Data Reports - including information about their use, is posted at the url listed above and included in Appendix 1. Requests for additional data and reports that may entail pulling of data from the Jenzabar Data Management System, are made through a form available at the web address above (Appendix 2).

TOCC’s Data Management Plan, available at https://www.tocc.edu/institutional-effectiveness, describes the types of data that are available, the ways to access data and to request additional data, and a plan for periodic data distribution and discussion across the College community and among various constituencies (Appendix 3). The periodic sharing of data with various constituencies addresses the recommendation in the RRR about “communicating key data points consistently throughout the College community.” The Plan also mentions cites key data that TOCC does not currently have, particularly comprehensive data on students who graduate and/or transfer from TOCC to other colleges and universities. The Plan addresses that need by establishing a benchmark of March 2018 for joining the National Student Clearinghouse.

Besides ensuring data availability, the RRR emphasizes the importance of consistent use of reliable data (p. 45). Since the HLC visit, TOCC has made important strides in using data to inform planning and decision-making. Data-informed decisions made during the past year include: 1) decision to implement the Carnegie Math Pathways program in fall semester 2018, a decision made pursuant review of developmental education course completions (Appendix 6); 2) the decision to reorganize the Student Services Division by splitting responsibilities, was completed in November 2017, largely because of the analysis of retention data and the clear need to increase retention rates beyond roughly a third of first year students (Appendix 7); 3) the decision to move quickly to join the National Student Clearinghouse was made upon review of alumni tracking survey and in clear recognition of our need to track students who have left TOCC prior to and after graduation (see Alumni Tracking Survey at Appendix 8); 4) the decision to place GPS chips in the four TOCC vans that provide student transportation, and to provide an app so that students could track van locations on smart phones which was based on an in-house
transportation survey (referred to in Appendix 1, Item 17); and 5), various other
decisions, all of which are outlined in the TOCC Data Reports document (Appendix 1:
see items 3, 10, 16, and passim).

College constituencies actively using data include the IT+Scrum meeting group, an ad
hoc body, which has as its focus increasing the reliability of data and joining the National
Student Clearinghouse, as documented in notes from a recent meeting of that group
(Appendix 4). The Data and Leadership Team, established in June 2017 and comprised of
faculty and staff from across the college and up and down the hierarchy, provides another
forum for discussion of data. During their November 7, 2017 meeting, for example, they
reviewed the responses to the World Café process where staff and faculty at an All Staff
meeting had reviewed the Institutional Capacity Assessment Tool results (Appendix 5).

TOCC has established seven major initiatives for the next five years (2018-2022).
Improving the effectiveness of developmental education is one of those. About 90% of
TOCC students test into developmental education courses, a figure not dissimilar from
what many community colleges experience across the United States. Student success
rates in negotiating those developmental pathways were very low. During the period from
2009-2015, just 32% of students testing into developmental pathways actually completed
the needed developmental sequence. That outcome, and related developmental course
data, led the Cabinet and TOCC President to mandate that the College pursue a different
approach to developmental math, and in fall semester 2018 TOCC will adopt the
Carnegie Math Pathways model. Results from the developmental education report are in
Appendix 6.

One of the most significant decisions that have been made recently at TOCC was the
November 2017 reorganization of the Student Services Division. Review of retention
data from southwestern tribal colleges from the Aims-Akis report (the tribal colleges and
universities database managed by the American Indian Higher Education Consortium -
AIHEC), and the recognition that TOCC’s retention rates were low in comparison, was a
catalyst for thorough review of the organizational structure in Student Services. That
review determined that the reorganization was warranted and the Board of Trustees
approved it in November 2017.

Ensuring reliability of data is an ongoing process. The Office of Institutional
Effectiveness (IE) is responsible for collecting and reporting that covers areas ranging
from constructing and carrying out community surveys, compiling SWOT data and
providing analyses, and reporting to external bodies. Two of the latter reporting
requirements include the IPEDS reports due three times each year, and the AIMS-AKIS
reports, due twice each year. During the past three years, TOCC has been the first, or
among the first, to complete those reports and the thoroughness and accuracy of those
reports has been noted by both entities.

Internally, ensuring reliability of student data is an ongoing process involving regular
collaboration of IE with the Office of Admissions and Records and with the Outreach
Coordinator. (The Outreach Coordinator maintains data on dual-enrollment in local high
schools.) Data cleanup is a continuing process that is carried out collaboratively, though
more attention to this area is warranted as stated in the November 8, 2017 notes from the IT+Scrum group (Appendix 4).

In sum, TOCC has a good deal of room to improve in the area of data management but important strides have been made in a relatively short time as the concerns detailed in the RRR have been addressed.

Appendices:
  1) TOCC Data Reports
  2) Data Request Form
  3) Data Management Plan
  4) November 8 IT+Scrum meeting notes
  5) Data and Leadership Team meeting notes, November 7, 2017
  6) Developmental Education Report
  7) TOCC Retention Rates from AIHEC-AIMS
  8) Alumni Tracking Survey
<table>
<thead>
<tr>
<th><strong>Data Sets/Reports</strong></th>
<th><strong>Description</strong></th>
<th><strong>Data Presented</strong></th>
<th><strong>Decisions</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Developmental Education Completions - Quantitative</td>
<td>Dev. Ed. Classes - average time in semesters to complete developmental tracks in math, reading and writing, plus percentage of non-completers (50%).</td>
<td>Presented to Cabinet, Leadership and Data Team, Achieving the Dream Coaches on Oct. 27, 2017.</td>
<td>President determined that TOCC will pursue Carnegie Math Pathways and will implement quantway and statway in fall semester 2018 to address high attrition rate.</td>
</tr>
<tr>
<td>AIMS-AKIS - Quantitative and Qualitative, required by AIHEC (American Indian Higher Education Consortium)</td>
<td>AIMS-AKIS includes data from all tribal colleges and is available for comparison. Comparison with other TCUs in areas of retention, persistence, grad rates, and other dimensions Definitions differ from IPEDS. TOCC is often first to report.</td>
<td>Presented overview to Cabinet &amp; Leadership and Data Team - 2017. Will present another overview of similar material to BOT during winter 2018 retreat in February.</td>
<td>Continue to share AIMS-AKIS data at regular intervals (per the Data Management Plan) so that College constituencies are aware of the overall picture of TOCC in terms of its statistics and comparisons to other TCUs.</td>
</tr>
<tr>
<td>Southwest TCU Comparison Quantitative</td>
<td>Using the AIMS-AKIS, IE compared southwest TCUs' graduation &amp; retention rates, TOCC falls below Dine and Navajo Tech</td>
<td>Presented to BOT, Cabinet &amp; Leadership and Data Team Summer and Fall 2017</td>
<td>Recognition that TOCC's retention rate of 32% per AIMS-AKIS is unsatisfactory. Organization of Student Services Changed by eliminating VP Student Services and dividing workload into a Director of Residence Life and a Dean of Student Services in November 2017 with BOT support.</td>
</tr>
<tr>
<td>IPEDS - Quantitative, required by DOE</td>
<td>Differing definitions from AIMS-AKIS, can compare to other schools across US</td>
<td>Retention data, computed on FTE of 15 instead of 12 as in AIMS-AKIS shows 50% retention for 2015.</td>
<td>President conferred with Academic Advisor and Dean of Education and determination made to encourage students to register for 15 or more credits if they are able as opposed to 12 which is the general rule at TOCC and other TCUs as well, but it contradicts data in our reports and nationwide that show that Time is the Enemy.</td>
</tr>
<tr>
<td>TOCC Enrollment Survey</td>
<td>Survey on why students choose TOCC</td>
<td>Presented to the Cabinet</td>
<td></td>
</tr>
<tr>
<td>SENSE - CCSSE (Survey of TOCC students)</td>
<td>Fall 2017 - Results to be available Mar. 2018</td>
<td>Will present to All Staff with student invitees and to Board of Trustees in March or April 2018</td>
<td>Pending</td>
</tr>
<tr>
<td>Institutional Capacity Assessment Tool (ICAT)</td>
<td>Indirect measures from faculty and staff survey over seven dimensions including leadership and vision, teaching and learning - 100% participation of TOCC faculty and staff in fall semester 2017</td>
<td>World Café event on October 27, 2017 facilitated by Achieving the Dream coaches during TOCC All Staff, reviewed results. Results also discussed during Nov 7 2017 Leadership and Data Team meeting.</td>
<td>A variety of recommendations were made and codified in the November 7, 2017 Leadership and Data team notes. Follow-up is needed.</td>
</tr>
<tr>
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<tr>
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</tr>
<tr>
<td>8 TOCC Enrollment Survey - Qualitative</td>
<td>Survey asked why students chose TOCC</td>
<td>Presented to the Cabinet</td>
<td>Continue to conduct</td>
</tr>
<tr>
<td>9 Graduate Exit Survey</td>
<td>See report on website</td>
<td>Presented to BOT in 2017</td>
<td>Ways to achieve more participation from graduates have to be found. Charge given to Student Services to work with Institutional Effectiveness</td>
</tr>
<tr>
<td>10 Alumni Survey</td>
<td>Updated information on the whereabouts of TOCC alumni, including their work and educational status. 90% of graduates working or pursuing higher education.</td>
<td>Presented BOT, Cabinet &amp; Leadership Team &amp; during an All-Staff Summer/Fall 2017</td>
<td>Decision made that TOCC will join National Student Clearinghouse to track students. Ad hoc group called IT+Scrum working on this and expect completion NLT March 2018.</td>
</tr>
<tr>
<td>11 Orientation Survey</td>
<td>Participation of orientation participants</td>
<td>Shared with SSD and presentors with recommendations</td>
<td>Recommendations were made PPP for each presenter</td>
</tr>
<tr>
<td>12 Bldg Needs - Staff</td>
<td>Online survey completed by 33 students</td>
<td>Presented to All-Staff Aug 2017</td>
<td>Pending</td>
</tr>
<tr>
<td>13 Bldg Needs - Students</td>
<td>Online survey completed by 33 students</td>
<td>Presented to All-Staff Aug 2017</td>
<td>Pending</td>
</tr>
<tr>
<td>14 Building plan questions</td>
<td>August All-Staff Meeting 2017</td>
<td>Presented to All-Staff Aug 2017</td>
<td>Pending</td>
</tr>
<tr>
<td>15 Meal Program Survey</td>
<td>Student input about the Meal Program. Recommendations on healthy lunch options.</td>
<td>Presented to Cabinet March 2017</td>
<td>Two individuals were contracted for food preparation, an inspection by a health professional was conducted, a consultant was acquired to teach about nutrition and health safety. (This happened after the previous vendor left TOCC)</td>
</tr>
<tr>
<td>16 Transportation Survey - Students</td>
<td>Satisfaction survey and ideas solicited</td>
<td>Presented to shuttle drivers Aug 2017 and to Achieving the Dream Coaches</td>
<td>Decision to equip 4 shuttles with GPS chips so students could use an app on cell phones to track shuttle locations. Rationale: should increase ridership and reduce frustration when drivers are off-schedule.</td>
</tr>
<tr>
<td>17 Tracking shuttle services</td>
<td>Logs of student riders compiled into a report to determine usership</td>
<td>Presented to Cabinet &amp; Shuttle Drivers</td>
<td>IT will purchase GPS chips and software that provides an app for students so they can locate vans in real-time, with the goal of increasing usership.</td>
</tr>
<tr>
<td>18 SWOT - with all staff, faculty and some students. Breakouts all around and data used at BOT meeting in Feb. 2016</td>
<td>All Staff SWOT that later helped define the strategic goals of the College, Feb 2016 - BOT review led to 4 major initiatives</td>
<td>Qual data used to create the plan &amp; followup</td>
<td>Data from All Staff SWOT was reviewed by Board of Trustees during retreat in February, culminating in a four-initiative strategic plan that was finalized and approved by the BOT in June 2016.</td>
</tr>
<tr>
<td>Data Sets/Reports</td>
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</tr>
<tr>
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</tr>
<tr>
<td>19 Residence Life SWOT</td>
<td>IE assisted Residence Life Director in facilitating a SWOT with Residence Life Assistants April 12, 2016. Recommendations made for the improvement of Residence Life by Residence Assistants participating in SWOT. There were a multitude of recommendations including many identified weaknesses.</td>
<td>Report reviewed by Cabinet June 2017</td>
<td>Management steps were taken to better address Residence Life. A more detailed Residence Life agreement was implemented. The Residence Life Director resigned in the fall. The position was reclassified to require a live-in Residence Life Coordinator.</td>
</tr>
<tr>
<td>20 SSD SWOT</td>
<td>IE facilitated SWOT session with Student Services Division March 2, 2016</td>
<td>Presented to SSD - follow up needed</td>
<td>Recommendation made to SSD - One Stop Shop model needed. Students cannot be sent away to come back another day. In November 2017 [sic] a significant management change was made in SSD, dividing the responsibilities under two managers so that the one stop shop approach can be a reality.</td>
</tr>
<tr>
<td>21 Criterion gallery walk - qualitative data</td>
<td>Reaccreditation process 2015</td>
<td>All-Staff Spring-Summer 2015</td>
<td>Data used to compile information for Assurance Report to HLC.</td>
</tr>
<tr>
<td>22 Visioning comparison data</td>
<td>District visits/HS/Presented to all districts</td>
<td>Presented to BOT, Cabinet, Community and All-Staff</td>
<td>New programs/faculty in place to satisfy the needs of the community - IT &amp; Elem Ed.</td>
</tr>
<tr>
<td>23 TOCC Employee Satisfaction Survey - Noel-Levitz</td>
<td>TOCC hired Noel-Levitz to make a report including comparison with other institutions. TOCC at or above the median in most areas.</td>
<td>Noel-Levitz was shared and presented to All-Staff in 2014</td>
<td>Few change made save increased lighting at Main Campus based on recommendations given in survey</td>
</tr>
</tbody>
</table>
Data Analysis/Information Request Form

Note: Please read the complete directions on page 2 prior to completing and submitting this form. When completed please email to aconn@tocc.edu or bjose@tocc.edu

Date Request Submitted: ____________________

Name and Title of Person Making Request: ____________________________________________

Check one: ☐ Faculty ☐ Staff ☐ Off-Campus

Department/Office: _______________________________________________________________

Email: _______________ Phone: _______________

Information/Data Analysis Requested:

How will data analysis/information being requested be used?

Required Signature:

---------------------------------
Person Making Request

For Office Use Only

Name of Project/Report: ___________________________________________________________

Date Request Received: ____________________

Type of Request: ☐ Internal ☐ State ☐ Federal ☐ Other External ☐ Institutional Effectiveness

Staff Members Assigned: ____________________ Negotiated Deadline Date: _______________

Date Completed: ____________________ Number of Staff Hours: _______________
Office of Institutional Effectiveness

Directions for Completing Data Analysis/Information Request Form

Please complete all sections of the top half of the Data Analysis/Information Request Form. Incomplete forms cannot be processed by the Office of Institutional Effectiveness.

Upon receipt of your request, a staff member of the Office of Institutional Effectiveness will contact you. At that time, a deadline date for receipt of the analysis/information will be negotiated based on the priority of the item, the complexity of the request, and the present workload of staff members.

Please note special instructions for the following information fields:

Name and Title of Person Making Request
An individual must be specified in this field in order for the Office of Institutional Effectiveness to make preliminary contact.

Data Analysis/Information Requested:
Include the type of data needed, the group or population of interest, and the timeframe. It may be helpful to frame your request in the form of a question. For example, "Of the students enrolled in SOC 100 in Fall 2014 and Spring 2015, how many respectively failed, passed, and withdrew?"

You may need to formulate more than one research question. An Institutional Effectiveness staff member will discuss your research questions with you if clarification is needed.

You may attach an additional sheet if more space is needed.

How will data analysis/information you requested be used?

Indicate if the information requested is needed for budget planning, curriculum review and planning, accreditation, Major Field Assessment, a grant proposal, etc. Also indicate if the information will appear in an internal or external report or document.

Required signatures:

The person making the request must sign the first blank.
TOCC DATA MANAGEMENT PLAN

A. Types of data that are available and that can be created

- Student data: demographic profiles (Gender, age, tribal affiliation, ethnicity)
- Staff and faculty data: Profiles of staff and of faculty
- Enrollment data: student count, Full-Time Equivalence (FTE), degree seeking, first generation
- Retention and graduation data
- Data on student success in courses, including in developmental sequences
- Alumni survey, surveys of faculty and staff,
- Student evaluation of faculty/courses (aggregated)
- In-house data from problem-solving sessions
- Student exit surveys
- IPEDS and AIMS-AKIS aggregate data on enrollment, graduation, retention
- Other data as the need arises

NOTE: See the “TOCC Data Reports” excel file at https://www.tocc.edu/institutional-effectiveness for a listing of available data.

B. Accessing and requesting data

- Key data and reports, including survey data, retention data, and enrollment data, are available on the TOCC website at this url: https://www.tocc.edu/institutional-effectiveness.
- A “TOCC Data Reports” list on excel describes available data sets and reports and is at the url above.
- Staff and faculty can request other data through the office of Institutional Effectiveness using the form for the purpose or –the form is available at the url above.
- Those data that are on the TOCC website at the url listed above are public in nature and can be shared.

C. Distributing key data points throughout the College community

- Basic demographic data will be presented by Institutional Effectiveness Director and Research Assistant at the January and September All Staff meetings.
- Demographic data will be updated by Institutional Effectiveness at the end of each semester and will be available at https://www.tocc.edu/institutional-effectiveness
- When data sets become available, Institutional Effectiveness will have those posted at the following url: https://www.tocc.edu/institutional-effectiveness
- Institutional Effectiveness Director and the President will present key data for discussion and possible action, including but not limited to data on retention, graduation, and student majors every quarter at a meeting of the 15 member Leadership and Data team and every quarter to the Cabinet members. Key data will also be presented to the Board of Trustees at a minimum of semi-annually during their winter and summer retreats.
• Results of data reviews from the Leadership and Data team, Cabinet, and Board meetings listed in the bullet immediately above will be made available at the following url: https://www.tocc.edu/institutional-effectiveness.

D. TOCC Data Needs and benchmarks:

• Student tracking data – Need to join the National Student Clearinghouse in early 2018 (NLT March 2018) in order to track TOCC graduates and transfer students. IE will continue work with IT+Scrum ad hoc group toward this end.
• Need to create a report showing the efficacy or lack thereof of changes made to developmental education, specifically in integration of reading and writing that occurred beginning in 2015 (develop this report by March 2018 for review by Leadership and Data team).

For Information: Contact Institutional Effectiveness at 520-383-0105 or email either IE Director Annabah Conn at aconn@tocc.edu, or Research Assistant Ben Jose at bjose@tocc.edu.
November 8, 2017

Scrum + IT Meeting
Patio – Main Campus

Present: Tim Foster, Annabah Conn (part of meeting), Ben Jose, Leslie Luna, Deshon Miguel, George Miguel, Kristin Eberhardt, Blaine Antone, Monte Lopez, Shawn Listo, Mario Montes-Helu, Joann Miguel

1. “Reality Check” – what’s on your mind?

Tim Foster: Slow internet, Stuff not working

Mario: Canvas integration with Jenzabar in time for spring semester 2018

Leslie: wants to see NSC be in place and more use of Jenzabar by all

Deshon: Jenzabar – need more training and putting data to use and creating reports

Kristin: Consistent wi-fi

Joann: Use Jenzabar to its full capabilities including with billing, online, payments

Annabah: for Office of Institutional Effectiveness: Need consistent data entered into Jenzabar in a timely manner

Blaine: Consistency in Jenzabar with data entry – it is on paper but not put into Jenzabar

Monte: More training in Jenzabar

Shawn: Funding beyond the regular budget in order to maintain. Upgrade, improve the network, work-stations, and related.

Ben: Data cleanup of student information – challenge was not having information needed for AKIS – like the information on student majors, codes on student graduating, etc.

2. Issues mentioned and actions:

Wi-fi speed – needs to improve.

Action steps:
• Much discussion regarding vendors and cost. TOCC does have a VPN (Virtual Private Network). Need the router. Rec. to check with vendor nearby
(current quote is from S. Falls, SD). This router will be purchased and a PO submitted on this date with horizon of next week for installation and further action depending on what happens. The support contract will come later but will take place concurrently or subsequently to installation.

- Make sure, in addition that the switches are up to snuff (phase 2, after installation of the router)
- Then, Are the access points capable of handing the traffic? How many are hitting the access point?
- Al Kuslikis visit to campus with team of experts to evaluate our infrastructure – send info to team as request from Kuslikis team comes in

**National Student Clearinghouse (NSC)**

Leslie Luna explains the NSC and its uses and our need to join. Leslie contacted the NSC and spoke to Jeanette Sullivan, regional director for the NSC. It’s a process and Leslie has the information about it. Leslie will be looking at the checklist and we will move through it. He feels it will help address the points that have been addressed by IE. There is no charge. Leslie will go over the checklist from NSC and confer with the president and then further steps will be taken to reach the goal of being in the NSC.

**Actions re. NSC:** Hours needed from Jenzabar – Shawn has a quote on this. Need this other bundle of hours to be purchased – like to have enough so we can get a discount. Shawn will place order after conferring with Jenzabar. Title III will cover cost.

**Integration of Canvas with Jenzabar**

Mario: Addresses Integration of Canvas with Jenzabar and explains why that is important – currently, the system has to be updated x2/day by hand – Kristin asks if this will affect the use of Canvas by students. Mario wants the faculty, per recommendation of Tim, to put their syllabi in Canvas (100% of faculty) even if they do not use Canvas for their classes. That way they are available to all. Leslie – notes a process that could save IT time as far as updating the interface.

**Actions re. Canvas:** Leslie will work with Shawn on the process mentioned. This could save IT time. Shawn will identify a backup person to do what needs to be done if he is not available on a given day.

**Stuff not working:** refers to need to have IT infrastructure elements including desktops, smart boards, etc. up to snuff.

**Action:** Shawn Listo will have IT staff conduct an inventory to determine what things are working and what is not along with routine checks of the equipment at regular intervals.
**School Dude:**
Shawn – covers the pluses and minuses of School Dude. Mario – notes issues with the configuration of school dude. Tim – School Dude was first created for Maintenance and IT was an add-on.

**Actions regarding School Dude:** Tim will check with Lincoln College about a freeware program they have that worked efficiently. We will check on this during next meeting. Joann noted cost for the year for SchoolDude was $6800. Tim – might get a partial refund if we go with freeware.

**Miscellaneous:**
Use of campus facilities by outside groups – What is the protocol and is it being followed?
Appendix 5

Leadership Meeting
November 07, 2017

Place: Gewkdag Son Ki
Attendees: Deshon Miguel, Paul Robertson, Naomi Tom, Annabah Conn, Leslie Luna, Mario Montes-Helu, Joann Miguel, Adrian Quijada and Daniel Sestiaga

Objective: For the Leadership/Data Team to review the World Café (ICAT) responses from all-staff. The team provided recommended ACTION – moving forward steps as follows.

Take Away: Communication is a two-way street!

ICAT Seven Initiatives

1. Leadership & Vision

   Leadership/administration should share how data-driven decision-making occurs. It is also the responsibility of an employee to become familiar with data that is available in-house and on the website. That includes familiarization with policy manuals, available through the tocc website, www.tocc.edu.

2. Data & Technology

   SchoolDude training for each division – it is not user friendly. A recommendation would be to delegate 3-4 employees to explore other software options. Shawn Listo will be charged with looking into this. There are freeware options available.

3. Equity

   Student Senate is a prime example of equity at work: i.e., their recent initiative to meet with San Carlos Apache College students to work with them on developing their own student senate. A TOCC definition that explains equity is needed.

4. Teaching & Learning

   College tours for new staff or anyone interested should be implemented. A need for a well-structured New Employee Orientation is apparent. Suggestion: a possible mentor assigned to new employees. Outdated policies need to be updated. A list of procedures that designate key individuals responsible for routine updates to policies needs to be developed.

5. Engagement & Communication

   Answers to most questions about in-house issues, including answers to how to file grievances, for example, are searchable in the policies on the website or in other materials posted on the website. Recommendation: faculty should promote their own programs like ECE and BCT – a separate webpage link for each faculty member would should be created. Staff need to learn how to research policies that are on the website.

Recommended: A focus group with a panel of TOCC alumni to share their success stories. TOCC needs a systematic approach to increase student retention and faculty needs to be involved.

7. Policies & Practices

Safety drills needed – campus safety committee is working on the logistics. Supervisors explain the policies if employees have questions.

In sum: Need to develop action plans to address the various results of the ICAT World Café review. In some instances, such as comments from the World Café participants that “policies are not always followed”, the obvious response is that management needs to be more diligent to ensure policies are being implanted. In addition, though, the comment is (understandably) broad. In related instances, where some folks stated that they are unaware of TOCC policies, an effort to let them know where policies are archived (website) is indicated. In addition, they need to be apprised of their responsibility as employees to be aware of the policies we have and to know how to find policy guidance. The latter can frequently be done either through queries to supervisors or through researching policies on the tocc website. But administration has a responsibility to make them aware that the policies are available.

A further note on policies: It was mentioned during the meeting that policies are “out of date.” Part of our learning process in the leadership team should be to use language judiciously. It’s not clear that TOCC policies are out of date in general. There is a need to have actual information. Student Handbook is dated 2015 and should be reviewed. Personnel Policy online was amended by the BOT, September 2017. Faculty Handbook is dated 2015. Catalog (which does need updating as far as curriculum) is dated 2016-2018. Various campus safety policies are dated 2016 and 2017. Emergency plan is dated 2017. Work on a grants manual is continuing by Finance and should be before the BOT for consideration NLT January 2018. The procurement manual is dated 1998 [sic]!! Finance will be tasked to update that manual. The vehicle use policy was updated several times in 2016 and 2017.

In sum: TOCC’s policies are not, in general, outdated. What we need to do is to ensure that they are subject to regular review, that clear procedures are in place regarding amending and updating them.
TOCC
Developmental Education Study
2009 - 2015

Office of Institutional Effectiveness
10/9/2017
## 2014-2015 Skill Assessment / Placement Test Results

<table>
<thead>
<tr>
<th>Test Type</th>
<th>Name</th>
<th>Taking Test</th>
<th>Placed in Remedial/Developmental Course Based on Results</th>
<th>Percentage in Remedial/Developmental</th>
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<tbody>
<tr>
<td></td>
<td></td>
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<td>American Indian</td>
</tr>
<tr>
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<td>86</td>
<td>7</td>
</tr>
<tr>
<td>Writing / Composition</td>
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<td>45</td>
<td>86</td>
<td>7</td>
</tr>
<tr>
<td>Mathematics</td>
<td>COMPASS</td>
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<td>61</td>
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</tr>
<tr>
<td>Science</td>
<td>NA</td>
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</tbody>
</table>

### 2014-2015

![Bar Chart](chart.png)

- **American Indian**
  - Reading: 51%
  - Writing / Composition: 58%
  - Mathematics: 56%
  - Science: 0%

- **Non-Indian**
  - Reading: 30%
  - Writing / Composition: 14%
  - Mathematics: 43%
  - Science: 20%
2015-2016 Skill Assessment / Placement Test Results

<table>
<thead>
<tr>
<th>Test Type: COMPASS</th>
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<th>Taking Test</th>
<th>Placed in Remedial/Developmental Course Based on Results</th>
<th>Percentage in Remedial/Developmental</th>
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</thead>
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<td>Writing / Composition</td>
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<tr>
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</table>

### 2015-2016

![Bar chart showing percentage data for American Indian and Non-Indian students in different subjects.](chart.png)
<table>
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<tr>
<th>Test Type: ACCUPLACER</th>
<th>Name</th>
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<th>Percentage in Remedial/Developmental</th>
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<td>100%</td>
<td>93%</td>
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DEVELOPMENTAL STUDENT PERCENTAGE

2009-2015, TOTAL STUDENTS = 480

- [CATEGORY NAME]-428, [PERCENTAGE]
- [CATEGORY NAME]-210, [PERCENTAGE]
- [CATEGORY NAME]-121, [PERCENTAGE]
- [CATEGORY NAME]-69, [PERCENTAGE]
Overview of Developmental Course Attempts by number of Semesters.
2009 - 2015

<table>
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<th>Courses</th>
<th>Student Count</th>
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</table>
Developmental Math
2009 - 2015

Student Count

Course Attempts

MAT092
MAT086
MAT082

Appendix 6
Developmental Education Report
Page 7
Developmental Reading
2009 - 2015

Student Count

Course Attempts

REA 091
REA 081
WRT 070
2009-2015

Student Count

Course Attempts

1 106
2 14
3 1
### Overall years to Completion of Developmental Courses

<table>
<thead>
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<th>Completion Time</th>
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<td>14-PLUS YEARS</td>
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In the years 2009 through 2015, Of the 480-students that tested into developmental classes, 155 have completed their developmental courses.
<table>
<thead>
<tr>
<th>Time in Developmental Courses</th>
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<td>WIP</td>
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<td>2010</td>
</tr>
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<td>AASS</td>
<td>2014</td>
</tr>
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</table>

Appendix 6

Developmental Education Report

Page 15
TOHONO O’ODHAM COMMUNITY COLLEGE
INSTITUTIONAL DATA POINTS

TOCC Graduation Rate (150%) – AIHEC-AIMS 2015-2016 = 13%

TOHONO O'ODHAM COMMUNITY COLLEGE
ENROLLMENT TREND
Tohono O'odham Community College First Year Retention Rate (Fall-to-Fall) 2013-2015

Cohort 2013 | Cohort 2014 | Cohort 2015

Tohono O'odham Community College Graduation Trend 2005-2017
American Indian and Non-American Indian Graduates 2005-2017

AI: 108
Non AI: 22

Graduates 2017 Whereabouts

- Other: 18
- Pursuing Higher Education: 38
- Employed: 65
Within the Tohono O'odham Nation, ≈82%
Tohono O'odham Community College Fall 2017
Program Count

- Liberal Arts: 163
- Business: 45
- BCT (Trades): 28
- Social Services: 26
- Science: 19
- Early Childhood Education: 15
- Fine Arts: 5
- Casino Gaming: 4
- Environmental Studies: 1
- Elementary Education: 1
Definition References as Defined by American Indian Higher Education Consortium 2017

First-Time Entering Student – For the purposes of this report, any student who is full- or part-time certificate- or degree-seeking, enrolled for the very first time at your institution. They may have no prior college experience, have some college experience or a credential from another institution, or have transferred in from another TCU or a mainstream institution. But this is their very first time at your institution, (AIHEC AIMS User’s Manual, pg. 11, July 2017).

**Graduation Rate** – Needed for figuring graduation rate (150%) – FTE of all graduates for AY 2015-16 and FTE of students entering in AY 2012-13 for 2-year institutions or AY 2009-10 for 4-year institutions (all terms included)


**Retention rate** – Needed for figuring retention – All full-time credential-seeking (diploma, certificate, degree, other) students who were enrolled in fall 2015; those who graduated during AY 2014-15 those who were excluded during AY 2014-15; and those who returned in fall 2016.

TOCC Alumni

2005-2015
Question 1

- How many graduates would you guess graduated from TOCC over the past 10 years (2005-2015)?
  - Associates Degrees?
  - Certificates?
2005-2015 TOCC Awarded:
72 Associates Degrees
25 Certificates
Conferred = 97 total
Question 2

What percentage of TOCC graduates do you think are employed?
Question 3

What percentage do you think are in a college or university?
TOCC GRADUATES - CURRENT STATUS

TOTAL GRADUATES = 97

- Employed: 64, 66%
- Unemployed: 10, 10%
- In School: 23, 24%

TOTAL GRADUATES = 97
Question 4

- How many TOCC Graduates are AI vs Non-AI?
Awarded

82-AI vs 15-Non-AI

AI Degrees
57, 59%

Non-AI Degrees
15, 15%

AI Certificates
25, 26%

Appended
Question 5

How many TOCC Graduates work on the Nation vs off the Nation?
54 On the Nation

VS

10 Off the Nation
The end