TCC

TACOMA COMMUNITY COLLEGE ACCREDITATION 2021

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Exhibits

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TACOMA COMMUNITY COLLEGE

COVID-19 RESPONSE REPORT

April 28, 2020

OVERVIEW

Starting in February and continuing to the present, TCC leadership began to take a series of actions in response to the COVID-19 public health crisis. All actions were based on guidance from the Tacoma-Pierce County Health Department and direction from Governor Jay Inslee on college closures, social distancing and other public health measures.

We stood up the Expanded Leadership Team, led by TCC President Dr. Ivan Harrell, which met frequently to make timely decisions and mobilize staff in this rapidly changing environment. Our response has focused on continuing our mission of providing high-quality education and holistic support for our students. Throughout this time, our staff has demonstrated remarkable teamwork, flexibility and dedication to helping our students.

Our goals were, and continue to be, to:

- Protect the health and safety of students, staff and the community.
- Adhere to the guidance of public health experts and Gov. Jay Inslee.
- Provide ongoing communications to students, staff and the public.
- Support students and staff in the transition to online instruction and working remotely.
- Ensure equitable access to instruction, technology and other resources for student success.
- Plan for the future of TCC that ensures the safety of our community.

SUMMARY OF ACTIONS

PROTECTING HEALTH AND SAFETY

- Increased deep cleaning of campus facilities and distribution of cleaning supplies to staff.
- Provided guidelines to staff and supplies on cleaning their work areas.
- Implemented social distancing practices.
- Closed Tacoma and Gig Harbor campuses on March 20 and established protocols for employees working on campus (a limited number who were responsible for critical work that could not be done remotely) and working from home.
- Became early adopters and implemented 100 percent online instruction in winter quarter, in response to the Covid-19 crisis, through our secure teaching platform.
- Launched online-only instruction for spring quarter, the first time in TCC's history. Summer quarter will be online as well.
- Incorporated Zoom meeting security protocols to protect the college community from misuse of this meeting platform. No instances of misuse have been reported. (Note: Zoom is not used for online instruction.) We shared our Zoom security protocols with the other 33 community and technical colleges in the state system.

INSTRUCTION

- All faculty is using Canvas, TCC's secure online teaching platform. They are teaching through videos, chats and virtual classrooms.
- Provided faculty with needed technology and training to be able to effectively provide remote instruction.
- Faculty have been exceptionally gracious and flexible with students as everyone transitions to a new classroom environment.
- Provided guidance on meeting FERPA requirements in an online instructional environment.
- Held online town halls with faculty to gather feedback and ideas to ensure a smooth transition to an online environment.

2 COVID-19 RESPONSE REPORT

April 28, 2020

TACOMA COMMUNITY COLLEGE

COMMUNICATIONS

- Set up a dedicated section on the TCC website with information and resources for students, including a checklist for Spring quarter, FAQs (Frequently Asked Questions) and a new virtual help center using Zoom for students to connect live with faculty and staff. Information is provided in multiple languages including Spanish, Ukrainian and Chinese. Topics include health information, financial aid, obtaining books for spring quarter, food assistance and links to college and community resources.
- Created a similar web page for staff, which includes safety information, resources for faculty to provide online learning, working from home policies, Employee Assistance Program (EAP and other support services.
- Posted frequent (4-5 days/week) updates from Dr. Ivan Harrell and Provost and Vice President for Academic Affairs Marissa Schlesinger to students and staff. These updates provided critical information about our operational decisions.
- Shared messaging that reinforced our "no tolerance" policy for any discriminatory behavior aimed at Asian American and Pacific Islander individuals and communities.
- Hosted two online student town hall meetings, which engaged more than 400 students.
- Posted frequent updates (including inspirational stories about students and staff) on TCC's social media platforms (Facebook, Twitter, Instagram and YouTube.). Also posted tips on successful online learning.
- Designed and distributed print materials for the campus, covering Covid-19 safety measures, social distancing and closure information.
- Responded to press inquiries (The News Tribune, etc.) with up-to-date information, including our Covid-19 response, student support services, emergency funding and online instruction techniques.
- Provided multiple communications to employees and students regarding the importance of mental health.

STUDENT SUPPORT

- Distributed $20,000 in emergency funding to more than 100 students to help with technology, child care, transportation and other urgent needs.
- Provided 250 laptop computers to students (theirs to keep) to enable online learning, funded by $60,000 from the TCC Foundation.
- Expanded wi-fi to a TCC parking lot for students to access from their cars (if they lack wi-fi at home).
- Kept food pantry open, available by appointment.
- Provided a range of online support services, including virtual advising, counseling, tutoring, library resources, bookstore ordering and more.

TACOMA COMMUNITY COLLEGE

COVID-19 RESPONSE REPORT

April 28, 2020

STAFF AND FACULTY SUPPORT

- Provided information on financial assistance, mental health resources, on-campus work protocols and work from home procedures.
- Provided training to faculty on implementing online instruction, and information on policies for communicating with students, administering exams and grading student work.
- Delivered multiple professional learning opportunities for staff and faculty who are working from home, including videos and training sessions by TCC's Organizational Learning and Effectiveness department.
- Purchased 75 additional laptops for faculty to facilitate online instruction (funded by the TCC Foundation).
- Created a $25,000 Employee Emergency Fund sponsored by the TCC Foundation, providing grants of $500 to individual employees facing financial hardship.

COMMUNITY SUPPORT

- Allied Health students have contributed almost 300 hours of assistance in multiple health care facilities.
- The Science, Engineering and Math and health program departments donated personal protective equipment to Multicare Health System.
- Offered virtual events including a series of videos on how communities are coping with COVID-19 through self-care practices such as meditation and yoga.
- Provided website links to local, state and federal public health agencies working on COVID-19; widely shared community resources to our campus community.
- Continue to partner with Nourish Food Bank to host a mobile food pantry on campus, with perishable and non-perishable items. This is available to anyone in need in the community.
- Working to expand parking lot Wi-Fi that can be used by community members as well.
- The Early Learning Center, TCC's childcare program, remained open as a declared essential business by the governor's office. The staff instilled social distancing and other safety measures with the parents and staff members, while taking care of children.

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COVID-19 RESPONSE REPORT

April 28, 2020

TACOMA COMMUNITY COLLEGE

RESULTS

Our entire college community has done a tremendous job of pulling together and being agile in response to this crisis. As a result, the transition to a completely online format for spring quarter has gone smoothly, and most of our students from winter enrolled to spring.

We continue to be proud of our resilient students, staff and faculty, who continue to stay the course in these difficult times.

NEXT STEPS

Our Expanded Leadership Team continues to meet weekly to assess current conditions, provide ongoing support and communications for students and staff, plan for fall quarter and address the financial impact of this crisis on the college.

TCC remains committed to the safety of our community, while providing excellent and affordable education for all. We will continue to be innovative and responsive as the Covid-19 situation continues, as we know we play a vital role in providing an educated workforce to our community.

TACOMA COMMUNITY COLLEGE

COVID-19 RESPONSE REPORT

July 2020

OVERVIEW

This is part two of the Tacoma Community College (TCC) Covid-19 Response Report published April 28, 2020. Since that time, the Extended Leadership Team (ELT), a group comprised of staff, faculty and administrators from all college departments, has met weekly to plan for summer and fall quarter, troubleshoot issues as they arise, respond to the changing needs of students, staff, and faculty, and respond to the changing guidance provided by a number of governmental agencies. Since the first report was published, TCC has held a Virtual Commencement, created an instruction plan for summer and fall quarter, activated the Governor's Safe Start work plan, and taken other actions to respond to the Covid-19 crisis. TCC also finalized its 2020-21 budget, which was a challenging process that resulted in 33 job losses, including 15 layoffs.

Communications plans, cleaning schedules, and other measures listed in Part One of the Covid-19 Response Report are ongoing; please refer to the report for details.

Our goals were, and continue to be, to:

- Protect the health and safety of students, staff and the community.
- Adhere to the guidance of public health experts and Gov. Jay Inslee.
- Provide ongoing communications to students, staff and the public.
- Support students and staff in the transition to online instruction and working remotely.
- Ensure equitable access to instruction, technology and other resources for student success.
- Plan for the future of TCC that ensures the safety of our community.

SUMMARY OF ACTIONS

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EVENTS

VIRTUAL COMMENCEMENT

Because of the Covid-19 pandemic, TCC decided to hold the 2020 Commencement online. Due to spring quarter schedule changes, we moved the Commencement event to June 20 from June 13. While we knew that no virtual commencement could truly replicate the traditional in-person Commencement experience, the college staff and faculty came up with and implemented many ideas to make the experience special for students:

- Distributed Commencement boxes, including a printed program, a cap and tassel, a TCC Titan towel and other paraphernalia free to graduates, who had the option of having the boxes shipped home or coming to campus to pick them up. (photo available)
- Held two "Commencement in a Box" pick-up days. We set up a drive-through distribution site in Parking Lot M, between Building 19 and the soccer field. Staff and faculty, socially distanced and wearing masks, were on hand to cheer for students as they drove or walked by, and to give them their boxes, honor cords, TCC yard signs, cupcakes and lots of applause. (photo available)
- Set up a "Congratulations 2020 TCC Grads" yard sign in front of the Tacoma Community College sign on the corner of 12th and Mildred. This is a highly visible location, and because it is adjacent to the public sidewalk, it provided a place for some students to take a TCC-related graduation photo, although they were not allowed on campus. (photo available)
- Created a Faculty/Staff video. Many faculty and staff recorded congratulatory messages for the graduates, and a faculty member edited them together in a video that was placed on the Commencement web page and shared through social media.

EVENTS

VIRTUAL COMMENCEMENT

- Created a Kudoboard (a large online greeting card) and placed a link on the Commencement web page. Graduates, staff, faculty, and friends and family members wrote congratulatory messages on the board.
- Contracted with an outside vendor (MarchingOrder) to create the virtual commencement site. This included the opportunity for graduates to personalize their own slide with a photo and quote.
- Pre-recorded speeches from President Harrell, TCC faculty member Dr. Andrew Cho, and Associated Students of TCC (ASTCC) President Angelina Pogosian for the virtual commencement.
- Created a news story about the outstanding graduates of 2020, which was linked from the Commencement page.
- Publicized the Commencement "go-live" date and time, which was 2 p.m. June 20.

EVENTS

REACH HIGHER WEEK

- Held as a week-long online fundraiser, replacing the TCC Foundation's annual on-campus event that had to be postponed this year as a result of a power outage in February.
- Created a dedicated web page and updated it each day of Reach Higher Week.
- Pre-recorded five videos of faculty, administrators, and alumni, each posted on a different day of Reach Higher Week.
- Pre-recorded a video from Reach Higher Week sponsor State Farm and posted it to the web page as an introduction to Reach Higher Week.
- Launched a social media campaign linking to the page and to each video.
- Launched marketing efforts to support fundraiser, including KNKX ads and digital marketing.
- Included many donors who did not wait for Reach Higher Week, but gave early because the need for Student Emergency Grant funds was great.
- Raised $160,365 to support student success, including early donors. This was nearly $35,000 more than the previous year, which broke a record.

INSTRUCTIONAL PLANNING AND IMPLEMENTATION

SUMMER AND FALL 2020 LEARNING PLAN

- Created by a faculty task force led by Director of Bachelor of Applied Science Programs Char Gore. Their rationale for these recommendations were:
  - » The uncertainty of what phase Pierce County will be in the fall.
  - » The safety and health of faculty and staff (the average age is 47; for faculty, the average age is 50).
  - » The health and safety of students (the average age is 26).
  - » The importance of giving our students enough notice of the modality of classes so they could choose the modality that worked best for them.
  - » Concern for students/faculty/staff who would have childcare issues depending on the plan for the local public K-12 schools.
- Created summer and fall quarter instructional modalities plan in accordance with both Governor Inslee's Phased Reopening plan and the Washington Higher Education Reopening plan, which was drafted by the Boston Consulting Group and takes effect Aug. 1.
- Approved by the ELT.
- Coded instructional modalities into the class schedule in ctcLink before the start of summer quarter to prevent registration confusion.
- Consists of courses offered mostly online during fall quarter.
- Includes a number of new instructional modalities (see terms and definitions below).
- Includes some on-campus labs and clinicals.
- Includes options for synchronous instruction to give instructors the ability to structured meeting times, similar to a face-to-face classroom.
- Includes options for asynchronous instruction to give students with work and childcare commitments the ability to flex their learning time as needed.
- Includes limited face-to-face on campus support for eLearning, the Library, Workforce Training, and ESL.
- Includes a prioritized list of other departments that may be opened on a limited basis for face-to-face support as the need arises and as PPE becomes available.

Term	Definition	Class Time in Schedule?	Classroom in Schedule?
Synchronous	Students and their instructor will meet at the same time in the same place, either in-person or online	–	–
Asynchronous	Students and their instructor will work on their own time, online	–	–
Online	100% asynchronous instruction delivered online, via Canvas. This is the default.	No	No
Face-to-Face	100% synchronous on-campus ("traditional") instruction	Yes	Yes
Hybrid	40%-60% synchronous on-campus ("traditional") instruction, with the remainder of instruction delivered asynchronously, online, via Canvas	Yes	Yes
Mixed Online	40%-60% synchronous online instruction delivered via Zoom or an alternative, with the remainder of instruction delivered asynchronously, online, via Canvas	Yes	No
Timed Online	100% synchronous online instruction delivered via Zoom or an alternative, with assignments and other course material delivered via Canvas	Yes	No

INSTRUCTIONAL PLANNING AND IMPLEMENTATION

SAFE START PLAN AT TCC

- Developed as a required prerequisite for opening Nursing and Respiratory Therapy labs midway through spring quarter.
- Required for all faculty, staff, and students who come to campus.
- Includes online Covid-19 training and quiz that must be completed before coming to campus.
- Includes the provision that people who come onto campus regularly must also re-take the training and quiz once per week.
- Includes a pre-check screening with health questions, self-administered the night before coming to campus.
- Includes an in-person temperature check administered by Campus Public Safety in Building 14 on arrival.
- Includes an Arrival Screening, in which the campus visitor records the temperature reading given by Campus Public Safety.
- Includes a Departure Screening, in which the campus visitor lists every person he or she came into contact with while on campus.
- Deployed multiple signage across the campus to ensure social distancing and safe practices.
- Provides masks and other supplies for those who need it.

ON-CAMPUS LABS FOR SPRING AND SUMMER QUARTER

Starting midway through spring quarter when Pierce County reached Phase 1.5 of reopening, TCC was allowed to offer on-campus labs for students who needed them to graduate from critical programs including nursing and respiratory care. TCC had to follow stringent guidelines to re-open these labs, including:

- Ensuring frequent sanitation of work stations and equipment.
- Ensuring social distancing (6 feet of separation) between students, faculty and staff.
- Creating and enforcing the Health Screening process described above.
- Sourcing and providing adequate Personal Protective Equipment (PPE) for all visitors to campus, including masks, which must be worn at all times.
- Creating and posting signage for labs and workstations.

INSTITUTIONAL SUPPORT

INSTITUTIONAL CARES FUNDING

- Collected information from areas impacted Covid-19 that may be eligible for reimbursement from the $1.9 million in institutional funding TCC received from the Department of Education, including International Student Services, Continuing Education, Custodial and Facilities, and other departments.
- Applied as much as possible of the $1.9 million in institutional funds to the Year 2020 budget.
- Adhered to required tracking and reporting protocols.
- Responded to changing guidelines from the Department of Education.

SPRING QUARTER STAFF AND FACULTY CLIMATE SURVEY

- Sent out to all staff and faculty by the Office of Equity, Diversity and Inclusion, 249 total responses returned.
- Collected data about how staff were handling the mid-quarter switch to online learning, perceptions about how spring quarter was going, the personal and professional impacts of coronavirus, perceived mental health and wellbeing, biggest challenges, communication needs, and responses to open-ended questions.
- Pinpointed areas of difficulty for staff and faculty, which are being addressed, including additional online instruction training modules created by eLearning.

EMPLOYEE EMERGENCY FUND

- The TCC Foundation created an Employee Emergency Fund in April to provide grants of up to $500 to individual employees facing financial hardship during Covid-19. Based on ongoing need, the TCC Foundation has decided to permanently establish the emergency fund as a regular fund of the TCC Foundation. So far, the TCC Foundation has distributed $28,599 to TCC employees.

STUDENT SUPPORT

STUDENT CARES FUND DISTRIBUTION

- Distributed much of the $1.9 million in student CARES funds TCC received from the Department of Education over spring and summer quarter.
- Set up a team led by Special Assistant to the President Joseph Colon and including staff from Cashiering, the Business Office, Financial Aid, IT, and Marketing.
- Created an online funds request form allowing students to request $500 or $1000 per quarter.
- Messaged students about CARES funds availability via email, canvas and social media.
- Created a process to quickly check eligibility, process payments, and disburse payments to students.
- Expanded eligibility criteria as soon as it was possible to do so. CARES eligibility criteria are set by the Department of Education, and eligibility guidelines changed over spring and summer quarter.
- Disbursed a total of $944,926 to 1,093 students over spring quarter.
- Disbursed a total of $344,330 to 587 applicants over summer quarter to date.
- Retained remainder of funds to be disbursed over fall quarter.

LAPTOP DISTRIBUTION

Distributed 395 laptops to students in the spring quarter.

EMERGENCY FUND DISTRIBUTION

- Distributed $50,000 in emergency funds to students by a state grant.
- Distributed $4,136 in emergency funds donated by the TCC Foundation.
- Received $50,000 in emergency state funds to distribute to students for the 2020-21 year.

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July 2020

TACOMA COMMUNITY COLLEGE

STUDENT SUPPORT

SPRING QUARTER STUDENT CLIMATE SURVEY

- Sent out to all enrolled students by the Office of Equity, Diversity and Inclusion, 420 total responses returned.
- Collected data about how students were handling the mid-quarter switch to online learning, perceptions about how spring quarter was going, whether students intended to return for summer and/or fall, (disaggregated by whether or not students felt spring quarter was going well), and responses to open-ended questions.
- Pinpointed areas of difficulty for students, which are being addressed.

FREE AND EXPANDED WI-FI SERVICES

- Expanded Wi-fi to Parking Lot C.
- Gave students who can no longer come to campus to use the computer lab internet access they can login to from their cars.
- Included the TCC Wi-Fi access point in Pierce County's map of wireless resources, so that members of the public can access it too.

ENROLLMENT UPDATES

SUMMER QUARTER ENROLLMENT

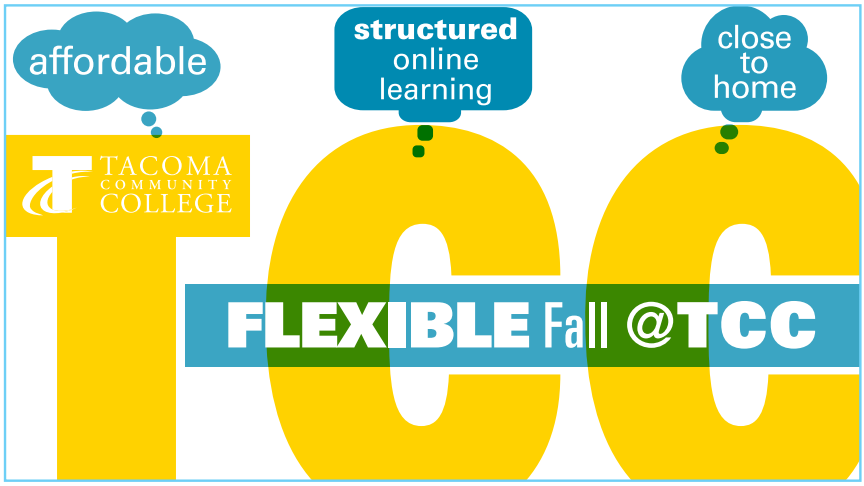
- Increased enrollment by 8 percent over last summer.
- Increased enrollment by 21 percent above the college's summer quarter budget targets.

VIRTUAL OPEN HOUSE EVENTS

- Led by the Outreach department as monthly online sessions.
- Hosted for people haven't decided whether to attend college in the fall, and for registered students who have questions about how fall quarter will work.

FLEXIBLE FALL MARKETING CAMPAIGN

- Stresses the benefits of attending community college this year: stay home, stay healthy while saving money.
- Employs mostly digital methods to reach target audiences.
- Includes a postcard mailing to local households.
- Uses geofencing to customize messaging by audience.
- Targets graduating high school seniors.
- Targets adults returning for career training, including alumni and other working professionals who could benefit from earning a Bachelor of Applied Science Degree.
- Targets adults who need to complete a high school degree.
- Targets Running Start students.
- Targets adults age 25-35 who want to earn a degree or retrain for a different career.



BUDGET CHALLENGES

- Finalized the 2020-21 fiscal year budget in mid-June.
- Anticipated a significant decline in state-funded support due to Covid-19.
- Recognized early in the budget process, before Covid-19, that expenses (the college's biggest expense is employee salaries and benefits) far exceeded revenues due to declining enrollment and other revenue declines.
- Included in the 2020-21 budget the state's directive to identify 15 percent in savings; also included expected cuts to the Workforce Education Investment.
- Balanced our 2020-21 budget by cutting supply expenses, 18 vacant positions and 15 positions; and used reserves to zero out the budget gap.
- Understand that the Legislature has not made final decisions about the budget.
- Positioned ourselves to make adjustments, as needed, and to retain our financial health.

FACING EXTERNAL SITUATIONS

PROTEST AT TCC

- Implemented the college's safety plan for a Black Lives Matter protest scheduled on June 5 at the TCC Transit Center.
- Posted signage, roped off areas, provided extra security and shared communication about the event to the community. Protest was peaceful event.

DECLARATION OF SUPPORT FOR LAWSUIT AGAINST TRUMP ADMINISTRATION

- Worked with TCC's assistant attorney general team and staff to write a 13-page declaration to support the state's lawsuit against the Immigration and Custom Enforcement's rule to revoke visas of foreign students who take classes entirely online in the fall.
- Bowed under pressure, the Trump Administration rescinded policy after multiple states and colleges and universities filed lawsuits to block this rule, including the State of Washington.
- Filed to support the state's lawsuit, TCC, along with two other community colleges, the State Board of Community and Technical Colleges, and several universities filed declarations.

Stay safe and on-track with your goals at TCC, the community's college.

We are online, with flexible and organized learning programs to help you:
- Transfer to a university within Washington or to schools all over the country
- Increase your earning power with one of our 30+ professional-technical certificate programs
- Earn high school diploma + college credits at any stage of your life

TCC offers plenty of ways to help you pay for college and live your life.
Plus, TCC tuition costs one-third less than the average state university tuition.

Our committed staff and faculty are here to help build your future.

Enroll now for fall. Visit **tacomacc.edu**

RESULTS

TCC is set to begin fall quarter and can be confident that our plan for fall quarter instruction is conservative enough to remain viable even if coronavirus cases continue to spike and Pierce County is returned to Phase 1 or 1.5 of Governor Inslee's reopening plan. In line with the Higher Education Reopening Plan prepared by the Boston Consulting Group, the college's plan is also flexible enough to re-open necessary in-person services for students on a prioritized basis as soon as it becomes possible to do so. We have implemented means to enhance the online learning experience for both faculty and students, and feel confident that most students will be able to succeed in the online environment this fall, while those who require additional help will be able to access that help on campus.

NEXT STEPS

The TCC team continues to address ongoing challenges and changing situations successfully. The ELT continues to meet on a weekly basis. Monitoring data, the Higher Education Reopening Plan, and updates from across campus, we are fine-tuning plans for fall and beginning to plan for winter quarter.

EIGHT POINT PLAN TO ADDRESS RECENT EVENTS AFFECTING BLACK STUDENTS & EMPLOYEES[1]

September 2, 2020

1. Establish a Presidential Task Force to identify, develop, and advise on actions that articulate our college's commitment to access, equity, inclusion, and diversity, for systemically non-dominant populations, especially black students, staff, and faculty.
2. Review and revise all of its institutional policies, using an anti-racist lens within the next five years.
3. Intentionally hire individuals with a history of service and/or teaching, with systemically non-dominant populations.
4. Work to ensure that issues of racism, oppression, social justice, and cultural diversity that impact systemically non-dominant populations, and Black people and their communities (local, national, and global) in particular, are reflected in Instruction.
5. Implement multiple opportunities for professional learning on equity minded hiring, the promotion of racial justice, unpacking implicit biases, Whiteness, anti-Blackness, racism in education, and racial battle fatigue.
6. Offer Affinity Groups to provide a structure for our campus members to affirm and learn about various identities. Affinity Groups will identify and implement actionable change, especially (but not limited to) anti-racism and solidarity among groups, particularly oppressed groups.
7. Intentionally feature and center ideas, scholarship, and works by systemically non-dominant (especially those from Black communities) scholars, students, artists, and communities.
8. Allocate and secure existing and additional resources to ensure this plan's success.

An annual report on the progress of the initiatives listed in this document will be created and shared with the campus and broader community. These reports will ensure transparency and accountability for the implementation of the above efforts. [2]

[1] Refer to additional information in email sent to TCC by President Harrell on 9/2/20.

[2] All actions will be taken within existing legal parameters.

NWCCU REPORTS | BASIC INSTITUTIONAL DATA FORM

Institutional Information

Name of Institution: Tacoma Community College

Mailing Address: 6501 South 19th Street
Address 2:
City: Tacoma
State/Province: WA
Zip/Postal Code: 98466
Main Phone Number: 253-566-5000
Country: USA

Chief Executive Officer

Title (Dr., Mr., Ms., etc.): Dr.
First Name: Ivan
Last Name: Harrell
Position (President, etc.): President
Phone: 253-566-5100
Fax: 253-566-5100
Email: iharrell@tacomacc.edu

Accreditation Liaison Officer

Title (Dr., Mr., Ms., etc.): Ms.
First Name: Lillian
Last Name: Ferraz
Position (President, etc.): Accreditation Liaison and Strategic Planning Officer
Phone: 253-566-5124
Fax: 253-566-5124
Email: lferraz@tacomacc.edu

Chief Financial Officer

Title (Dr., Mr., Ms., etc.): Ms.
First Name: Patty
Last Name: McCray-Roberts
Position (President, etc.): Vice President for Administrative Services
Phone: 253-566-5050
Fax: 253-566-5050
Email: pmccray-roberts@tacomacc.edu

Institutional Demographics

Institutional Type *(Choose all that apply)*

- [x] **Comprehensive**
- [ ] Specialized
- [ ] Health-Centered
- [ ] Religious-Based
- [ ] Native/Tribal
- [ ] Other (specify): _____

Degree Levels *(Choose all that apply)*

- [x] **Associate**
- [x] **Baccalaureate**
- [ ] Master
- [ ] Doctorate
- [ ] If part of a multi-institution system, name of system: _____

Calendar Plan *(Choose one that applies)*

- [ ] Semester
- [x] **Quarter**
- [ ] 4-1-4
- [ ] Trimester
- [ ] Other (specify): _____

Institutional Control

- [ ] City
- [ ] County
- [x] State
- [ ] Federal
- [ ] Tribal

- (●) Public OR ( ) Private/Independent
- (●) Non-Profit OR ( ) For-Profit

Students (all locations)

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: IPEDS)

Official Fall: _____(most recent year) FTE Student Enrollments

Classification	Current Year: ___2019_____	One Year Prior: ___2018_____	Two Years Prior: ____2017_____
Undergraduate	**3,540**	**3,719**	**3,960**
Graduate			
Professional			
Unclassified			
Total all levels	**3,540**	**3,719**	**3,960**

Full-Time *Unduplicated* Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall: _____(most recent year) Student Headcount Enrollments

Classification	Current Year: ___2019_____	One Year Prior: ___2018_____	Two Years Prior: ____2017_____
Undergraduate	**6,095**	**6,242**	**6,496**
Graduate			
Professional			
Unclassified			
Total all levels	**6,095**	**6,242**	**6,946**

Faculty (all locations)

- Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff
- Numbers of Full-Time (only) Instructional and Research Faculty & Staff by Highest Degree Earned

Include only professional personnel who are primarily assigned to instruction or research.

Total Number:_____Number of Full-Time (only) Faculty and Staff by Highest Degree Earned

Rank	Full-Time	Part-Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor								
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank	**143**	**430**		**3**	**13**	**94**		**33**

Faculty (all locations)

Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor		
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank	**$71,322**	**11**

Institutional Finances

Financial Information. Please provide the requested information for each of the most recent completed fiscal year and the two prior completed fiscal years (three years total).

*Please note: The 2019 financial reports should be available by mid-April 2021 for the Peer Evaluation Team's review. The three recent fiscal years have been audited, and are listed publicly on our accreditation website, also linked below:

FY 18 Financial Statement

FY 17 Financial Statement

FY 16 Financial Statement

- Operating Budget See exhibit i)
- Capital Appropriations (exhibit j)
- Projections of Non-Tuition Revenue - FY21 projected non-tuition revenue is $54,953,404

New Degree / Certificate Programs

Substantive Changes

* *This listing does not substitute for a formal substantive change submission to NWCCU*

Substantive Change	Certificate/Degree Level	Program Name	Discipline or Program Area
New BAS	BAS	IT Networking: Information Systems and Technology	
New BAS	BAS	Applied Management	
Certificate	Certificate	Computed Tomography	BAS Community Health
BAS	BAS	Respiratory Care	
BAS	BAS	Nursing	

Domestic Off-Campus Degree Programs and Academic Credit Sites

Report information for off-campus sites within the United States where degree programs and academic credit coursework is offered. (Add additional pages if necessary.)

- **Degree Programs** – list the ***names*** of degree programs that can be completed at the site.
- **Academic Credit Courses** – report the ***total number*** of academic credit courses offered at the site.
- **Student Headcount** – report the ***total number*** *(unduplicated headcount)* of students currently enrolled in programs at the site.
- **Faculty Headcount** – report the ***total number*** *(unduplicated headcount)* of faculty (full-time and part-time) teaching at the site.

Programs and Academic Credit Offered at Off-Campus Sites within the United States

Name of Site	Physical Address	City, State, Zip	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Washington Corrections Center for Women/Mission Creek	9601 Bujacich Rd NW	Gig Harbor, WA 98332	High School Completion; Certificates: Horticulture, Commerical Floral, Landscape		408	

Distance Education

Degree and Certificate Programs of 30 semester or 45 quarter credits or more where at least 50% or more of the curriculum is offered by Distance Education, including ITV, online, and competency-based education. Adjust entries to category listings below as appropriate. ***If your list is longer than ten entries, please create a list using the heading we have specified and upload it in the box provided as an Excel spreadsheet.***

* *This listing does not substitute for a formal substantive change submission to NWCCU*

Name of Site	Physical Address	Degree/Certificate Name/Level	Program Name	Student Enrollment (Unduplicated Headcount)	On-Site Staff (Yes or No)
Tacoma Community College	6501 South 19th Street Tacoma	AAS	Health Information Technology	47	Yes
		BAS	Health Information Management	49	Yes

TACOMA COMMUNITY COLLEGE
OPERATING BUDGETS FOR FISCAL YEARS 2020-2021

	2020 Traditionally Budgeted	2021 All Funds
Local Revenue	23,530,516	48,971,225
State Revenue	27,269,521	24,874,005
Total Revenue	50,800,037	73,845,230
Salaries & Wages	32,069,783	35,238,650
Benefits	11,231,810	11,897,878
Other Operating Expenses	7,498,444	26,708,702
Total Expenses	50,800,037	73,845,230

FY 2021 Notes:
The FY 2021 revenue and expense budgets reflect budgeting all funds including dedicated local, grants and proprietary funds.
State revenues reflect an anticipated 15% cut to estimated FY 2021 state funding.

Tacoma Community College
Capital Appropriations

Funding Source	2013-2015	2015-2017	2017-2019	2019-2021
057 State Funded - State Building Construction Appropriation	28,104,238	8,008,383	203,000	5,000,000
060 State Funded - Community & Technical Colleges Appropriation	2,600,910	2,236,505	1,332,000	1,988,867
147 Local Funded - Tacoma Community College Appropriation	18,641,960	18,165,083	9,160,552	982,000
Total Appropriation	49,347,108	28,409,971	10,695,552	7,970,867

Projects Undertaken	2013-2015	2015-2017	2017-2019	2019-2021
Classroom improvements	✓		✓	✓
Facility repairs HVAC and related equipment	✓	✓	✓	✓
Harned Health Careers Center	✓	✓	✓	
Roof repairs	✓	✓		✓
Building renovations	✓	✓	✓	✓
Preventative Maintenance Improvements (PMI)	✓	✓	✓	✓
Emergency Repairs and Improvements (RMI/URF)	✓	✓	✓	✓
Health & Wellness Center		✓	✓	
Energy efficiency Improvements (DOC Funding)		✓	✓	
Network infrastructure improvements		✓		
ADA improvements		✓		✓
Baseball field bleacher improvements		✓		
Campus safety improve-mass notification system, access controls, fire sprinkler improvements, parking lot lighting			✓	✓
Parking lot improvements-driving surfaces & striping			✓	
Facility improvements (painting, remodeling, carpeting)			✓	✓
Campus pathway and signage improvements				✓
Information Commons Renovation				✓
Emergency electrical fault repair - incident specific				✓
Sewer and stormwater improvements				✓

TACOMA COMMUNITY COLLEGE

CORE INDICATORS of MISSION and STRATEGIC FULFILLMENT

Mission:

TCC creates meaningful and relevant learning, inspires greater equity, and celebrates success in our lives and our communities

Core Themes:

1. Create Learning 2. Achieve Equity 3. Engage Community 4. Embrace Discovery

Core themes are mission-based institutional goals. TCC measures its effectiveness toward reaching these goals by assessing indicators organized under strategic objectives. These measurements are TCC's core indicators and reflect the core values of our institutional mission.

Mission fulfillment targets for the core indicators are derived from four-year data trends and reflect the institution's aspirations toward meeting its goals. Mission fulfillment targets are established for each indicator by TCC's President's Cabinet and are monitored annually.

Each fall quarter the TCC community receives a report of the College's progress toward achieving its institutional goals and objectives as measured by its success in meeting mission fulfillment targets of the core indicators. This core indicator report is used at the unit level in annual academic program planning and administrative unit planning which occur in the fall, and at the institutional level in the operational and budgetary planning which occur in the spring.

Core indicators which fall below mission fulfillment targets are analyzed and appropriate action plans developed to improve future performance. The annual core indicator report and the annual operational plan provide the College community with data to monitor and advance TCC's performance relative to its stated mission. The core indicators are a five-year (2013/14 - 2017/18) commitment to institutional objectives and are foundational to TCC's continuous improvement planning activities and its iterative cycle of institutional assessment-planning-action-assessment. The core indicators are complimented by the annual operational plan indicators and a set of diverse data sets which include assorted TCC data dashboards, survey results, Integrated Postsecondary Education Data System (IPEDS) and Washington State Board for Community and Techincal Colleges (SBCTC) data.

KEY

Status	Description
	At or above 50% of mission fulfillment target
	Meets mission fulfillment but is below 50% of target
	Falls below mission fulfillment target

Core Theme 1: **Create Learning**

Core Objective	*Indicators of Achievement*	*13-14*	*14-15*	*15-16*	*16-17*	*17-18*	***Mission Fulfillment Target***	*Status*
1.A: **College Readiness**	1.A.1: SAI* Basic Skills Points in math, listening or reading on CASAS, or earns a GED/HS diploma	1,772	1,634	1,541	1,286	1,231	1,618 - 2,622	
	1.A.2: SAI* points for students completing highest level of developmental education:							
	○ English	1,944	1,362	1,343	1,449	1,245	720 - 1,720	
	○ Math	5,375	5,306	4,923	4,582	4,113	2,266 - 4,923	
	1.A.3: HD 101; successful completion rates	78%	76%	81%	83%	86%	75% - 80%	
	1.A.4: Successful completion rates of last developmental course and first college course within year							
	○ English	65%	65%	62%	67%	68%	45% - 65%	
	○ Math	54%	53%	55%	53%	54%	45% - 60%	
1.B: **Student Retention**	1.B.1: Quarterly and Annual SAI* cohort retention rates:							
	○ Transfer (Fall to Winter)	77%	77%	76%	79%	76%	70% - 80%	
	○ Transfer (Fall to Spring)	68%	68%	63%	70%	65%	60% - 70%	
	○ Transfer (Fall to Fall)	48%	49%	46%	47%	--	45% - 55%	
	○ Workforce (Fall to Winter)	80%	77%	80%	71%	72%	70% - 80%	
	○ Workforce (Fall to Spring)	71%	67%	72%	62%	63%	60% - 70%	
	○ Workforce (Fall to Fall)	54%	48%	51%	45%	--	45% - 55%	
	1.B.2: SAI* points for students completing:							
	○ 15 college level credits	2,771	2,734	2,670	2,567	2,786	1,887 - 3,221	
	○ 30 college level credits	2,237	2,194	2,105	2,049	1,563	1,448 - 2,684	
	○ 45 college level credits	1,519	1,390	1,279	1,346	1,137	953 - 1,893	

* Student Achievement Initiative (SAI) is the State Board of Community and Technical Colleges' performance based funding model. 2017-18 is based on SAI 3.0 metrics

- -This data is provided through SBCTC and is usually one year behind.

Core Theme 1: **Create Learning,** *continued…*

Core Objective	*Indicators of Achievement*	*13-14*	*14-15*	*15-16*	*16-17*	*17-18*	***Mission Fulfillment Target***	*Status*
1.C: **Persistence to Degree**	1.C.1: SAI* Quant Point Completions of math courses required for prof/tech or transfer degrees	1,884	1,831	1,752	1,490	1,520	1,058 - 1,933	
	1.C.2: SAI Completion Point	1,235	1,204	1,127	1,128	1,105	939 1,812	
	1.C.3: IPEDS Graduation and Transfer-out rate **							
	○ Graduation Rate, within three years	21%	27%	25%	25%	27%	20% - 25%	
	○ Transfer-out rate, within three years	18%	20%	19%	22%	20%	15% - 20%	
	○ Transfer success (Graduation & Transfer-out) rate, within three years	39%	47%	44%	47%	47%	35% - 45%	
	Note: workforce success is located in 3.E.							
1.D: Program Level Student Learning Outcomes	1.D.1: Develop and assess learning outcomes							
	○ Programs that assessed their learning outcomes	77%	85%	96%	100%	100%	95% -100%	
	○ Course learning outcomes assessed	143	75	72	N/A*	114	100 -150	
1.E: Career and Academic Preparation	1.E.1: Annual workforce training enrollment****	5,641	5,661	3,745	3,088	2,802	3,000 -5,000	
	1.E.2: Annual workforce and general studies degrees awarded	1,171	1,174	1,177	1,139	1,131	850 -1000	
	1.E.3: TCC graduates passing licensure/certification examinations on first attempt:							
	○ Diagnostic Medical Sonography	100%	100%	100%	100%	100%	80% -95%	
	○ Health Information Technology	88%	91%	84%	92%	74%	80% -95%	
	○ Paramedic	100%	100%	100%	100%	100%	80% -95%	
	○ Registered Nurse	72%	75%	81%	82%	91%	80% -95%	
	○ Radiologic Science	100%	100%	100%	100%	90%	80% -95%	
	○ Respiratory Care	100%	85%	100%	100%	100%	80% -95%	

* Student Achievement Initiative (SAI) is the State Board of Community and Technical Colleges' performance based funding model. 2017-18 is based on SAI 3.0 metrics

**U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Graduation Rates component and Fall Enrollment component. (2011 Cohort reported in 14-15).

****15-16 decline is due to the conversion of data into ctcLink, this element is impacted by program plan stack codes.

N/A* 2016-17 was a pre-scheduled year of Meta-Assessment. Assessment processes were evaluatied and innovated for the purpose of continuously improving the meaningful assessement of student learning. Degree Learning Outcomes were updated/changed and the processes for collecting Course and Program Learning Outcome data were revised/updated. 2017-2018 will begin a new 5 year assessment planning cycle with another round of built in Meta-Assessment in year 6.

Core Theme 1: **Create Learning,** *continued…*

Core Objective	*Indicators of Achievement*	*13-14*	*14-15*	*15-16*	*16-17*	*17-18*	***Mission Fulfillment Target***	*Status*
1.F: Student Educational Plans	1.F.1: Invest in student development designed to clarify personal and academic goals and complete plans for attainment.	81%	80%	85%	84%	85%	75% - 85%	
1.G: DLO Academic Assessment Projects	*1.G.1: Demonstrate student attainment of Degree Learning Outcomes (DLOs):							
	Percentage of students that met the outcome (individual)	75%	87%	88%	N/A*	N/A**	50% - 75%	N/A**
	Percentage of students that met the outcome (community)	NA	85%	NA	N/A*	N/A**	50% - 75%	
	Percentage of students that met the outcome (environment)	NA	52%	NA	N/A*	N/A**	50% - 75%	

* One Degree Learning Outcome is assessed each year: Communication/Information Technology in 11-12, Critical Thinking & Problem Solving in 12-13, Living & Working Cooperatively in 13-14, Responsibility & Ethics in 14-15, Core of Knowledge in 15-16.

N/A* 2016-17 was a pre-scheduled year of Meta-Assessment. Assessment processes were evaluatied and innovated for the purpose of continuously improving the meaningful assessement of student learning. Degree Learning Outcomes were updated/changed and the processes for collecting Course and Program Learning Outcome data were revised/updated. 2017-2018 will begin a new 5 year assessment planning cycle with another round of built in Meta-Assessment in year 6.

N/A** 2017-2018 assessed the percentage of students that met the COMM DLOs. The COMM rubric containes 4 criteria, the percentages are reported for each critetion: 1. Organization 91%; 2. Audience/Contect 93%; 3. Thesis/ Evidence 88%; 4. Language/ Conventions 89%

Core Theme 2: **Achieve Equity**

Core Objective	*Indicators of Achievement*	*13-14*	*14-15*	*15-16*	*16-17*	*17-18*	***Mission Fulfillment Target***	*Status*
2.A: **Student Scholarships**	2.A.1: Annual number of scholarships awarded by TCC Foundation	146	195	164	184	247	140 - 170	
	2.A.2: Annual amount of scholarship funds awarded by TCC Foundation	$278,000	$333,000	$374,000	$397,825	$446,096	250,000 - 300,000	
2.B.: **Diversity of TCC Students**	2.B.1: New Student Annual enrollment:*			****				
	○ African American	455	415	410	372	297	400 - 500	
	○ Asian/ Pacific Islander	479	537	456	435	328	400 - 500	
	○ Latino/a	87	80	335	357	280	50 - 150	
	○ Native American	57	57	108	86	49	50 - 80	
	○ White	2,062	2,212	1,950	1,912	1,753	2,000 - 2,800	
	○ Other/Multi-Race/Unknown	826	883	2,496	1,956	2,246	800 - 900	
	• Received Need Based Financial Aid	1,382	1,380	1,005	876	693	1,125 - 1,350	
	• Reported Disability	264	237	47	139	127	200 - 300	
2.C: **Degree and Certificate Completion by Race/Ethnicity**	2.C.1: 4 year completion rate, Workforce (SAI**):							
	○ African American***	17%	20%	15%	13%	22%	20% - 30%	
	○ Asian/Pacific Islander	36%	35%	38%	30%	39%	20% - 30%	
	○ Latino/a***	37%	19%	30%	43%	30%	20% - 30%	
	○ Native American***	11%	14%	29%	15%	27%	20% - 30%	
	○ White	32%	32%	32%	30%	34%	20% - 30%	
	○ Other/Multi-Race/Unknown	30%	21%	18%	32%	30%	20% - 30%	
	2.C.2: 4 year completion rate, Transfer (SAI**):							
	○ African American***	18%	15%	5%	10%	18%	20% - 30%	
	○ Asian/Pacific Islander	16%	27%	28%	22%	32%	20% - 30%	
	○ Latino/a***	17%	24%	16%	25%	25%	20% - 30%	
	○ Native American***	14%	13%	6%	13%	18%	20% - 30%	
	○ White	27%	23%	25%	26%	27%	20% - 30%	
	○ Other/Multi-Race/Unknown	23%	23%	19%	16%	25%	20% - 30%	

* Mission Fulfillment Targets are based on Census Data (Fall 2010 Estimate) for Pierce County.

**Student Achievement Initiative (SAI) 4 Year Success data reported after 4th academic year instead of the Cohort Year (2009 Cohort reported in 14-15) this includes both FT and PT students.

*** The population size (N) is very small for these groups, so the percentages are exceptionally variable.

**** The transition to ctcLink in Fall 2015 impacted data collection processes and therefore reporting too.

Core Theme 2: **Achieve Equity,** *continued*

Core Objective	*Indicators of Achievement*	*13-14*	*14-15*	*15-16*	*16-17*	*17-18*	***Mission Fulfillment Target***	*Status*
2.D: **Degree and Certificate Completion by Enrollment Status**	2.D.1: 4 year completion rate, Workforce (SAI*):							
	○ Full-Time	37%	34%	31%	31%	38%	20% - 30%	
	○ Part-Time	18%	23%	23%	26%	22%	20% - 30%	
	○ Combined	30%	29%	28%	29%	32%	20% - 30%	
	2.D.2: 4 year completion rate, Transfer (SAI*):							
	○ Full-Time	26%	28%	26%	27%	23%	20% - 30%	
	○ Part-Time	18%	21%	16%	14%	16%	20% - 30%	
	○ Combined	23%	25%	21%	22%	20%	20% - 30%	
2.E: Student Learning Outcomes, Engagement, and Support	2.E: Use technology to increase learning, access, affordability and support for all students							
	2.E.1: Student savings from OER vs textbooks	$634,090	$636,200	$608,200	$1,335,500	$1,389,300	$ 350,000 - 450,000	
	2.E.2: Student enrollments in OER courses	5,450	6,362	6,082	13,355	13,893	3,500 - 4,500	
	2.E.3: Student enrollments in Canvas courses:			***				
	○ African American	4,822	4,356	3,856	3,514	3,094	3,000 - 4,000	
	○ Asian/ Pacific Islander	4,837	5,206	4,840	4,861	4,270	2,500 - 3,500	
	○ Latino/a	754	685	1,947	2,449	2,396	350 - 500	
	○ Native American	441	393	487	418	321	300 - 400	
	○ White	20,798	21,278	19,910	18,499	17,652	17,000 - 19,000	
	○ Other/Multi-Race/Unknown	12,705	14,265	15,716	11,392	12,777	7,000 - 8,000	
	○ Male	16,008	16,953	16,781	12,945	11,663	12,000 - 17,000	
	○ Female	28,346	29,200	28,660	22,890	22,560	20,000 - 25,000	
	2.E.4: Local Tacoma Public School % of graduates that enroll in TCC**	30%	30%	29%	28%	25%	25% - 30%	
	2.E.5: Local Peninsula Public School % of graduates that enroll in TCC**	24%	26%	27%	24%	28%	23% - 28%	

* Student Achievement Initiative (SAI) 4 Year Success Cohort data reported after fourth academic year instead of the Cohort Year (2009 Cohort reported in 13-14) this includes both full-time and part-time students.

** Local Public School District % of Graduates reported after second year graduation (2012 graduates reported in 13-14))

*** 15-16 is the first year on ctcLink where Race/Ethnicity was captured for new students on their application only.

Core Theme 2: **Achieve Equity,** *continued*

Core Objective	*Indicators of Achievement*	*13-14*	*14-15*	*15-16*	*16-17*	*17-18*	***Mission Fulfillment Target***	*Status*
2.F: **Student and Employee Engagement and Satisfaction**	2.F.1: Meeting/exceeding national mean for CCSSE*:							
	○ Academic challenge	53.2	NA	NA	54.1	NA	50 - 60	
	○ Active and collaborative learning	55.7	NA	NA	56.4	NA	50 - 60	
	○ Student-faculty interaction	52.1	NA	NA	50.0	NA	50 - 60	
	○ Support for Learners	51.7	NA	NA	50.0	NA	50 - 60	
	2.F.2: Satisfaction scores for SSI**:							
	o Responsiveness to Diverse Populations	NA	NA	5.32	NA	NA	4.2 - 5.6	
	○ Instructional Effectiveness	NA	NA	5.27	NA	NA	4.2 - 5.6	
	○ Service Excellence	NA	NA	5.94	NA	NA	4.2 - 5.6	
	○ Academic Advising/Counseling	NA	NA	5.21	NA	NA	4.2 - 5.6	
	○ Campus Climate	NA	NA	5.17	NA	NA	4.2 - 5.6	
	○ Student Centeredness	NA	NA	5.23	NA	NA	4.2 - 5.6	
	○ Academic services	NA	NA	5.50	NA	NA	4.2 - 5.6	
	2.F.3: PACE Factor							
	○ Teamwork	NA	NA	3.85	NA	NA	3.0 - 4.0	
	○ Student Focus	NA	NA	3.95	NA	NA	3.0 4.0	
2.G: **Diversity of TCC Employees**	2.G.1: Diversity of TCC Employees***							
	○ African American	7%	7%	8%	8%	9%	6% - 14%	
	○ Asian/Pacific Islander	7%	7%	8%	9%	10%	5% - 12%	
	○ Latino/a	2%	2%	2%	3%	3%	6% - 14%	
	○ Native American	1%	1%	1%	1%	1%	1% - 2%	
	○ White	83%	83%	81%	79%	76%	50% - 75%	
2.H: Personal and Professional Development	2.H.1: Workshops offered for personal and professional development activities.							
	Professional Development Days	*new*	21	22	21	39	15 - 20	
	Professional Development Framework	*new*	61	66	72	77	30 - 60	
	2.H.2: Employee participation in personal and professional development activities:							
	Professional Development Days (duplicated)	*new*	261	863	1000	1448	150 - 200	
	Professional Development Framework (duplicated)	*new*	195	408	348	524	100 - 150	

*CCSSE is the Community College Survey of Student Engagement, administered every three years to randomly selected classes.

**SSI is the Student Satisfaction Inventory, adminstered every three years to randomly selected classes of.

***Mission Fulfillment Targets are based on Census Data (Fall 2010 Estimate) for Pierce County

Core Theme 3: **Engage Community**

Core Objective	*Indicators of Achievement*	*13-14*	*14-15*	*15-16*	*16-17*	*17-18*	***Mission Fulfillment Target***	*Status*
3.A: **Community Partnerships to Increase Access, Learning, and Completion**	3.A.1: Successful course completion rates:							
	○ Fresh Start students	62%	64%	69%	69%	77%	55% - 65%	
	○ Running Start students	83%	82%	87%	86%	86%	75% - 85%	
	3.A.2: Annual revenue for the TCC Foundation	$2,722,856	$2,060,083	$1,815,155	$2,129,033	$2,353,592	1,500,000 - 2,500,000	
	3.A.3: Participation of community members in TCC Foundation events	1,200	1,200	1,200	1,200	1,200	1,000 - 1,400	
	3.A.4: Annual Basic Skills Enrollments at community based sites (Key Peninsula, Madison, First Creek, Fife, South Puget Intertribal Planning Agency)***	237	265	113	59	62	100 - 200	
3.B: Campus Infrastructure & Accessibility	3.B.1: Annual gross expenditures:							
	○ Total expenses and deductions	66,366,971	65,202,396	73,892,449	69,500,450	73,139,912	64,000,000 - 66,000,000	
3.C: Cultural Contributions to the Tacoma Community	3.C.1: Cultural programs for the community:							
	○ Art gallery events	32	30	35	34	34	25 - 35	
	○ Public music performances	16	17	24	22	19	10 - 20	
	○ Public sports events	131	132	132	131	164	125 - 135	
	3.C.2: Student Life sponsored cultural programming	30	25	42	47	45	20 - 30	
3.D: Industry Partnerships	3.D.1: Perceived quality in critical thinking and problem solving skills of TCC's prof/tech graduates in the workplace (5 pt. scale***)	*new*	*new*	4.24	4.38	4.50	4.0 - 5.0	
	3.D.2: Number of programs reviewed and updated	*new*	*new*	67%	50%	25%	20% - 25%	
3.E: Economic Contributions to the Tacoma Community	3.E.1: TCC Labor Market Placement*							
	○ Employed TCC graduates (completed degrees or certificates)**	454	390	379	422	325	300 - 500	
	○ Percentage employed full-time (30+ hours)	57%	71%	63%	68%	70%	45% - 55%	
	○ Median wage (full-time only)	43,965	43,020	46,331	48,222	53,638	30,000 - 40,000	
	○ Percentage employed in Pierce County	35%	35%	31%	40%	32%	30% - 40%	

*Note: TCC Labor Market Data is data provided through SBCTC with linked data from employment security. *** Prof/Tech Advisory Committee Survey

**- -This data is provided through SBCTC and is usually two years behind, so 2011 non returning students are reported in 2013-14 It represents students that do not return to TCC.

**The college has identified and developed new community partnerships that increase access to basic education programming for underserved populations with traditionally low participation rates and/or limited access to the college. South Puget Intertribal Planning Agency (SPIPA) partnership serves tribal TANF and the Fife School district partnership serves a high number of LEP families. These are newly developed partnerships have lower initial enrollments but address strategic goals related to serving underrepresented populations in our communities.

Core Theme 4: **Embrace Discovery**

Core Objective	*Indicators of Achievement*	*13-14*	*14-15*	*15-16*	*16-17*	*17-18*	***Mission Fulfillment Target***	*Status*
4.A Support of Employee Learning and Innovation	4.A.1: New gather, capture and/or share processes (operational plan)	*new*	13	10	16	13	10 - 15	
	4.A.2: New money awarded (operational plan)	*new*	$ 42,000	$ 167,500	$ 66,000	$ 103,000	$ 35,000 - $ 45,000	
4.B. Return on Investment	4.B.1: Number of Activities funded in the Operational Plan	*new*	55	32	72	74	50 - 60	
4.C Enhance Employee Learning and Development	4.C.1: Perceived Learning*							
	○ Increase in Knowledge	*new*	3.81	3.64	3.91	4.17	3.0 - 4.0	
	○ Skill Development	*new*	3.38	4.38	3.63	3.92	3.0 - 4.0	
	○ Attitudinal Impact	*new*	3.78	4.07	4.02	3.95	3.0 - 4.0	
	○ Level of Understanding	*new*	3.43	4.29	3.66	3.83	3.0 - 4.0	
	4.C.2: Motivation to Use*							
	○ Plan to Use in Work Situations	*new*	3.86	4.07	4.21	4.35	3.0 - 4.0	
	○ Job Improvement with Use	*new*	3.38	4.07	4.07	4.09	3.0 - 4.0	
	○ Intend to Use	*new*	3.65	4.07	3.85	3.98	3.0 - 4.0	

TACOMA COMMUNITY COLLEGE

CORE INDICATORS of MISSION and STRATEGIC FULFILLMENT

Mission:

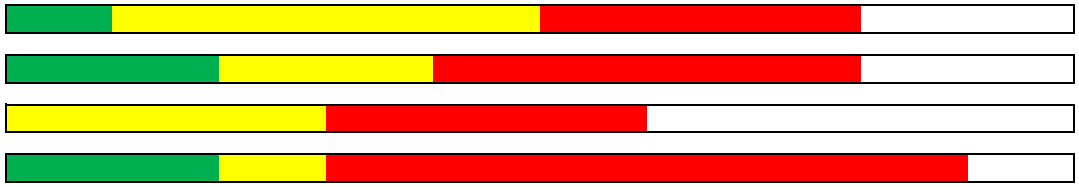
As the community's college, we create meaningful learning, advance equity, and strengthen student and community success.

Core Theme 1: **Advancing Equity, Diversity, and Inclusion**

Core Theme 2: **Cultivating Exceptional Learning**

Core Theme 3: **Strengthening Community Partnerships**

Core Theme 4: **Enhancing Institutional Vitality**



KEY

Status	Description
	At or above mission fulfillment target
	Not at mission fulfillment target yet, but improving
	Below mission fulfillment target and not improving
	New metric, no data yet

Core Theme 1: **Advancing Equity, Diversity, and Inclusion**

Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	***Mission Fulfillment Target***	*Status*
1.1: Increase ethnic/racial student and employee diversity									
1.1.A: Student Headcount - Fall Quarter									
o African American/Black	6.1%	7.1%						10.0%	
o Asian	7.5%	7.9%						9.2%	
o Latinx/Hispanic	6.0%	5.9%						10.9%	
o Native American	0.6%	0.8%						1.6%	
o Native Hawaiian/Other Pacific Islander	0.9%	1.0%						1.2%	
o White	40.6%	41.4%						58.1%	
o Multi-Race	11.0%	12.6%						9.2%	
o Unknown	27.1%	23.3%						0.0%	
1.1.B: Employee Headcount - Fall Quarter									
o African American/Black	9.1%	10.2%						10.0%	
o Asian	10.6%	10.2%						9.2%	
o Latinx	3.6%	5.2%						10.9%	
o Native American	1.8%	2.4%						1.6%	
o Native Hawaiian/Other Pacific Islander	1.2%	0.7%						1.2%	
o White	73.2%	70.5%						58.1%	
o Multi-Race	0.5%	0.7%						9.2%	
o Unknown	0.0%	0.0%						0.0%	
1.2: Increased awareness of the diverse identities that compromise our campus community									
1.2.A Aware of diverse identities that compromise our campus.	-	-	Baseline					TBD	
1.3: Decrease in student equity gaps, regarding entry, progression, graduation and transfer.									
1.3.A: SAI College English									
African American/Black	6.5%	8.0%						10.0%	
American Indian	0.5%	0.6%						9.2%	
Asian	6.8%	9.2%						10.9%	
Latinx/Hispanic	6.2%	7.8%						1.6%	
Native Hawaiian/Pacific Islander	1.0%	1.3%						1.2%	
Multi-Race	13.1%	16.2%						9.2%	
White	40.0%	44.7%						58.1%	
Unknown	25.9%	12.1%						0.0%	
1.3.B: SAI College Math									
African American/Black	5.6%	7.8%						10.0%	
American Indian	0.4%	0.6%						9.2%	
Asian	8.9%	10.4%						10.9%	
Latinx/Hispanic	5.7%	6.9%						1.6%	
Native Hawaiian/Pacific Islander	1.5%	0.9%						1.2%	
Multi-Race	12.8%	16.5%						9.2%	
White	41.6%	44.0%						58.1%	
Unknown	23.4%	12.9%						0.0%	

Core Theme 1: **Advancing Equity, Diversity, and Inclusion (continued)**

Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	***Mission Fulfillment Target***	*Status*
1.3.C: SAI 15 College Credits									
African American/Black	9.4%	13.5%						10.0%	
American Indian	0.9%	0.4%						9.2%	
Asian	5.5%	7.4%						10.9%	
Latinx/Hispanic	8.9%	11.0%						1.6%	
Native Hawaiian/Pacific Islander	1.5%	1.6%						1.2%	
Multi-Race	19.0%	21.5%						9.2%	
White	34.1%	35.8%						58.1%	
Unknown	20.9%	8.9%						0.0%	
1.3.D: SAI Completion									
African American/Black	7.8%	10.0%						10.0%	
American Indian	0.8%	1.1%						9.2%	
Asian	7.4%	7.4%						10.9%	
Latinx/Hispanic	8.2%	8.2%						1.6%	
Native Hawaiian/Pacific Islander	1.2%	1.5%						1.2%	
Multi-Race	17.2%	18.0%						9.2%	
White	41.8%	43.8%						58.1%	
Unknown	15.6%	10.1%						0.0%	
1.4: Increase in the number, number of attendees, and quality of EDI trainings									
1.4.A: Number of EDI trainings attended that were paid by TCC	-	9						4	
1.4.B: Quality of EDI trainings that were paid by TCC	-	92%						90%	
1.4.C: Increase in EDI shared understanding and language	-	67%						75%	
1.5: Increase in the number of TCC policies and procedures reviewed using an EDI related checklist									
1.5.A: Number of policies created, reviewed or revised using EDI Checklist.	-	8						30	
1.6: Increase in the representation of identities and abilities in campus physical spaces									
1.6.A: Percentage noted having a disability being a representation of ability status in our employees at TCC	-	65%						65%	
1.7: Increase in positive responses on employee exit interviews									
1.7.A: Percentage of positive responses on employee exit surveys/interviews	-	50%						65%	
1.8: Increase in the college's shared understanding and use of EDI related language.									
1.8.A: Increase in EDI shared understanding and language	-	68%						75%	

Core Theme 1: **Advancing Equity, Diversity, and Inclusion (continued)**

Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	***Mission Fulfillment Target***	*Status*
1.9: Increased feeling of "welcomeness" on campus by students and employees									
1.9.A: Feeling of welcomeness on campus by students	-	90%						100%	
1.9.B: Feeling of welcomeness on campus by employees	-	81%						100%	
1.10: Increase the number of students who receive need-based aid									
1.10.A: Transfer and professional technical students receiving need based aid	30.4%	33.1%						35.0%	

Core Theme 2: **Cultivating Exceptional Learning**

Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	***Mission Fulfillment Target***	*Status*
2.1: Increase in student retention rates (fall-winter, fall-spring, fall-fall)									
o Fall to Winter	71.6%	70.8%						80%	
o Fall to Spring	64.4%	59.7%						69%	
o Fall to Fall	50.2%							53%	
2.2: Increase in 4-year completion rate (First-Time at TCC)									
o 4-Year Completion Rate	24%	26%						32%	
2.3: Increase in the number of SAI points the college earns									
o Total SAI points	13,374	13,128						13,966	
o Points per student	1.5	1.5						1.9	
2.4: Increase in the IPEDS graduation & transfer-out rate									
o IPEDS graduation rate	25%	26%						30%	
o IPEDS transfer out rate	22%	24%						27%	
2.5: Increase in TCC graduate passing licensure/certification examinations on the first attempt									
2.5.A: TCC graduates passing licensure/certification examinations on first attempt:									
o Diagnostic Medical Sonography	100%	100%						95%	
o Paramedic	100%	100%						95%	
o Registered Nurse	91%	92%						95%	
o Radiologic Science	90%	100%						95%	
o Respiratory Care	100%	100%						95%	
2.6: Increase in annual student enrollments in low-cost and zero-cost text sections, including OER									
2.6.A: OER course sections	10.2%	15.1%						16%	
2.6.B:Low Cost course sections	1.2%	0.0%						6%	
2.7: Increased diversity of course offerings (mode of instruction and time of day)									
2.7.A: Programs that can be completed online	3	3						6	
2.7.B: Programs that can be completed in evenings	0	0						2	
2.7.C: Programs that can be completed on weekends	0	0						2	
2.7.D: Programs that can be completed as a combination of online, weekends, and/or evenings	0	1						10	
2.8: Increase in the number, number of attendees, and quality of teaching and learning professional development activities									
2.8.A: Rating on participant survey for quality of PD activity	-	-	Baseline					TBD	
2.8.B: Number of attendees at PD activities (duplicated)	677	728						710	

Core Theme 2: **Cultivating Exceptional Learning (continued)**

Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	***Mission Fulfillment Target***	*Status*
2.9: Increase in the number of courses taught with equity-minded pedagogies, such as CRP and UDL									
2.9.A: Courses taught with equity minded pedagogies	-	-	Baseline					TBD	
2.10: Increase in the number of students supported through non-academic resources									
2.10.A: Percent of (CHAP) housing students retained to next fall	-	-	Baseline					TBD	
2.10.B: Number of students supported with Food Bank	-	845						870	◆
2.10.C: Percent of students supported with child care (ELC) retained to next fall	-	-	Baseline					TBD	
2.10.D: Percent of students supported with State Emergency Grant (SEAG) retained to next quarter	-	-	Baseline					TBD	
2.10.E: Amount of Foundation Emergency Grant Aid provided for Students	-	$40,000						$45,000	◆
2.10.F: Increase in the percentage of students using the Student Learning Centers (SLCs) in targeted courses									
Business Education Center (BEC)	25%	25%						30%	◆
Dedicated Tutoring (DT)	25%	17%						30%	◆
Math Advising Resource Center (MARC)	19%	14%						24%	◆
Supplemental Instruction (SI)	39%	37%						44%	◆
Writing & Tutoring Center (WTC)	13%	11%						18%	◆
2.11: Increase in the number of new students attending new student orientation									
2.11.A: Percentage of students attending orientation	-	26%						95%	
2.12: Increase in the number of students enrolling in HD101									
2.12.A: Percentage of new students enrolled in HD101	21%	19%						95%	◆
2.13: Increase the average number of attempted and earned credits for full-time and part-time students									
2.14.A: Full-Time Student Earned Credits / Full-time Student Attempted Credits	90%	91%						95%	▲
2.14.B: Part-time Student Earned Credits / Part-time Student Attempted Credits	92%	94%						95%	▲

Core Theme 3: **Strengthening Community Partnerships**

Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	***Mission Fulfillment Target***	*Status*
3.1: Increase in the number, number of attendees, and quality of cultural events offered in-person and virtually both on and off-campus									
3.1.A: Number of Cultural Events (on campus)	-	12						13	
3.1.B: Number of Cultural Events (off campus)	-	5						6	
3.1.C: Percent of attendees rating quality as very good or excellent.	-	-	baseline					TBD	
3.2: Increase in labor market placement									
3.2.A: Employed TCC graduates (completed degree or certificates)	425	398						450	◆
3.2.B: Percentage employed full-time (30+ hours)	69%	67%						75%	◆
3.2.C: Median wage (full-time only)	$48,366	$47,670						$53,000	◆
3.2.D: Percentage employed in Pierce County	33%	36%						39%	▲
3.3: Increase annual enrollment in Running Start and Fresh Start									
3.3.A: Running Start Headcount	1,094	1,042						1,150	◆
3.3.B: Running Start FTE	2,827	2,664						2,970	◆
3.3.C: Fresh Start Headcount	283	284						297	▲
3.3.D: Fresh Start FTE	485	439						509	◆
3.4: Increase in the number, and quality, of partnerships between TCC and community organizations									
3.4.A: Percent of partners rating partnership as very good or excellent	-	-	baseline					TBD	
3.5: Increase in the percentage of local, recent high school graduates that enroll at TCC									
2.E.4: Local Tacoma Public School % of graduates that enroll in TCC	22%	23%						30%	▲
2.E.5: Local Peninsula Public School % of graduates that enroll in TCC	22%	25%						30%	▲
3.6: Increase annual headcount of workforce and professional studies students									
3.6.A: Professional Technical headcount	2,871	2,879						3,015	▲
3.7: Increase annual headcount of continuing educations students									
3.7.A: Continuing Education Student Headcount	1,446	1,299						1,590	◆
3.8: Increase in the number of employees, and departments, engaged with community organizations									
3.8.A: Percentage of employees engaged with community organizations	-	-	baseline					50%	
3.9: Increase in the number of international students studying at TCC									
3.9.A: International Student Headcount	427	358						427	◆

Core Theme 4: **Enhancing Institutional Vitality**

Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	***Mission Fulfillment Target***	*Status*
4.1: Increase in the number of innovation grants awarded									
4.1.A: Innovations grants awarded	2	3						15	
4.2: Increase in annual student enrollment									
4.2.A: Annual Student Headcount	11,883	11,566						12,950	
4.2.B: Annual Student FTE	6,016	5,801						6,610	
4.3: Increase in annual headcount of corrections students									
4.3.A: Annual Headcount of corrections students	703	730						703	
4.4: Increase in annual headcount of students age 18-24 who are earning high school diplomas (e.g., Fresh Start, HS 21+, GED)									
4.4.A: Annual Headcount of students 18-24 earning diploma/GED	570	538						627	
4.5: Increase in annual headcount of community members who are currently not engaged in post-secondary education for credits 25 and above									
4.5.A: Annual Headcount of students 25 and older in credit classes	5,062	4,971						5,568	
4.6: Increase in annual headcount of Running Start students who have a low-income waiver									
4.6.A: Annual Headcount of low-income running start students	277	213						291	
4.7: Increase in annual headcount of students from service area zip codes									
4.7.A: Annual Headcount of students residing in service district	6,392	6,291						7,031	
4.8: Increase in annual headcount of ABE and ESL students									
4.8.A: Annual Headcount of students in ABE or ESL classes	1,191	1,106						1,191	
4.9: Increase in annual revenue of the TCC Foundation									
4.9.A: Annual Revenue of TCC Foundation	$ 1,810,000	$ 2,030,000						$1,900,500	
4.10: Increase in number of scholarships awarded by the TCC Foundation									
4.10.A: Scholarships awarded by TCC Foundation	265	254						450	
4.11: Increase in the total amount of scholarship funds awarded by the TCC Foundation									
4.11.A: Scholarship money awarded by TCC Foundation	$ 408,000	$ 317,371						$500,000	
4.12: Increased revenue generated through auxiliary operations		*							
4.12.A: Auxiliary revenue	$ 2,587,892	$ 2,068,527						$2,717,000	

* Budgeted for a reduction in 2019-20 due to Covid

Core Theme 4: **Enhancing Institutional Vitality (continued)**

Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	***Mission Fulfillment Target***	*Status*
4.13: Increase in the success rate of number of grants received									
4.13.A:Percentage of successful grant proposals	74%	82%						80%	
4.14: Decrease in the size of the college's carbon footprint and amount of greenhouse gasses produced									
4.14.A: Decrease tons of co2 produced annually	2,108	2,097						2,003	
4.14.B: Greenhouse gas inventory	-	-						3,076.55	
4.15: Increase the amount of available emergency aid for employees									
4.15.A: Amount of emergency aid for employees	-	$25,000						$30,000	

Information regarding the core themes and core indicators:

Core themes are mission-based institutional goals. TCC measures its effectiveness toward reaching these goals by assessing indicators organized under each core theme. These measurements are TCC's core indicators and reflect the core values of our institutional mission.

Mission fulfillment targets for the core indicators reflect the institution's aspirations toward meeting its goals. Mission fulfillment targets are established for each indicator by TCC's Leadership Team and are monitored annually.

Each fall quarter the TCC community receives a report of the College's progress toward achieving its institutional goals as measured by its success in meeting mission fulfillment targets of the core indicators. This core indicator report is used at the unit level in annual academic program planning and administrative unit planning which occur in the fall, and at the institutional level in the operational and budgetary planning which occur in the spring.

Core indicators which fall below mission fulfillment targets are analyzed and appropriate action plans developed to improve future performance. The annual core indicator report provides the College community with data to monitor and advance TCC's performance relative to its stated mission. The core indicators are a six-year (2019/20 - 2024/25) commitment to institutional improvement and are foundational to TCC's continuous improvement planning activities and its iterative cycle of institutional assessment-planning-action-assessment. The core indicators are complimented by diverse data sets which include assorted TCC data dashboards, survey results, Integrated Postsecondary Education Data System (IPEDS) and Washington State Board for Community and Technical Colleges (SBCTC) data.

KEY

Status	Description
	At or above mission fulfillment target
	Not at mission fulfillment target yet, but improving
	Below mission fulfillment target and not improving
	New metric, no data yet

Tacoma Community College Instructional Assessment Overview Revision Recommendations

December 2016 (revised January 2017)

Process and timeline

In Fall 2016, the Instructional Assessment Steering Committee (IASC) undertook the responsibility of reviewing the current instructional assessment processes in order to make recommendations for update and improvement. IASC members reviewed the Course, Program, and Degree Learning Outcome assessment reports from the past year, held a joint meeting with the Student Learning Improvement Council (SLIC) to discuss past practice, and sent out a survey to all faculty asking about current practice and inquiring into the desired future approach.

The IASC analyzed 112 survey responses. Members specifically looked for themes and general understandings in the written comments. Detailed survey responses are found **here**. The recommendations below are the result of review and discussion at IASC meetings on 11/10/2016 and 11/28/2016. Expedient endorsement of these recommendations will allow the IASC to then create exact processes and procedures (forms, training, timelines) during Winter 2017 and implement them in Spring 2017.

IASC members:

Jared Abwawo, Mathematics
Jonathan Armel, Mathematics
Bruno Arzola-Padilla, World Languages
Analea Brauburger (Co-chair), Curriculum & Assessment Coordinator
Pam Costa, Psychology
Heather Gillanders (Interim Co-chair), Library
Katie Gulliford, Chemistry
Corinne Jarvis, HIT
Ruth Lopes, Nursing
Anne Lyman, Music
Matthew Mburu, Business
James Mendoza, Counseling
Monica Monk, EAP
Deb Padden, eLearning
Kelley Sadler, Institutional Research
Mecca Salahuddin, Organizational Learning and Effectiveness
Kristina Young, Written/Oral Communication and Humanities

Recommendations

TCC instructional assessment includes three levels of outcomes: Course Learning Outcomes (CLO), Program Learning Outcomes (PLO) and Degree Learning Outcomes (DLO). We recommend practices around the three levels as follows.

Course Learning Outcomes (CLO)

Recommendation

- CLO assessment will be determined by the individual disciplines (and their respective programs). Course level assessment is the responsibility of each individual instructor at the college. The program chair and his/her designated assessment person (if not the chair) along with their faculty will determine the process for collecting CLO data. Faculty will collect information on student achievement of all CLOs.
- IASC, SLIC and the Office of Organizational Learning and Effectiveness (OLE) will provide professional development/guidance around CLO data collection strategies.

Rationale

The current CLO process does not provide reliable data for meaningful longitudinal comparison because of low response rates and opportunistic sampling. Creating strategies for collecting data on course outcomes, processes for aggregating the information in meaningful ways, and opportunities for instructors to reflect on the information in order to make improvements to their courses is essential. Collecting data surrounding student achievement of course level outcomes allows for the meaningful, data driven approach to course proposal updates and discipline level strategies for improving student learning.

In order to respect the diversity of disciplines at TCC, CLO data collection strategies and implementation will be determined by the discipline and program chairs. Instructional leaders at the college (IASC/SLIC/OLE) will develop a toolkit for chairs that includes possible collection strategies such as the current survey; instructions/training on using the Learning Mastery tab in Gradebook in Canvas to gather embedded, authentic assessment data; and guidance on developing common assignments/rubrics.

Program Learning Outcomes (PLO)

Recommendation

- Composition of programs must be meaningful from both faculty and student perspectives. Individual discipline faculty, along with current program chairs and deans should analyze current programs to determine which disciplines belong to which programs. As program composition is determined, the current PLOs should be re-evaluated for meaning and updated, if necessary.
- PLO assessment will be done at the program level. Program chairs, their designated assessment person and their faculty will determine their process for collecting and reporting on PLO achievement. Programs may elect to continue using the annual PLO form (updated) if that works well or they may choose a different process that works better for their needs. This process is intimately tied to the collection of CLO data. PLO assessment should include the aggregate of

CLO data as well as any other meaningful research projects. PLO assessment will be reported in the Program Review. More explicit guidelines for PLO assessment inclusion in the Program Review process is needed.

- Because longitudinal comparisons are important to mark progress and achievement, programs should choose assessment strategies that will remain stable.

Rationale

Individual programs should have the leeway to determine their own assessments within the proscribed PLO guidelines (to be created in Winter 2017). Most PLO assessment should revolve around aggregating course level assessment meaningfully and connecting it to the program level outcomes. The idea of PLOs centers on meaningfully grouping courses together into a program, identifying unifying outcomes for the program, determining how students are progressing in achieving those outcomes for the program, and making programmatic or curricular improvements based on collected information, as well as on community and other stakeholder needs.

PLO assessment need not be completely separate from CLO assessment. After all, the programs are comprised of individual courses, and those course outcomes should be directly tied to program outcomes, allowing for data aggregation.

Degree Learning Outcomes (DLO)

Recommendation

- DLO assessment will be done on a yearly basis with a rotating schedule. Rubrics will be created by IASC and/or SLIC to assess achievement levels of the individual DLO. The process for applying the DLO rubrics will be created and applied uniformly to each DLO (with room for minor adjustment given the nature of each DLO). Each DLO will be assessed at least once in a five-year cycle.

Rationale

The verbiage of the DLOs is currently under review by SLIC. Once the DLO review is complete and the recommendations are endorsed, the annual DLO cycle will begin. DLOs are the college-wide promise to students. TCC commits to educating students by providing them the skills outlined by the DLO. We must collect student DLO achievement data to determine individual DLO relevance and to guide interventions for greater student DLO achievement.

Tacoma Community College					
Program Learning Outcome--Five Year Plan					
Program Name:					
Person Submitting Five Year Plan:					
Date Submitted:					
	Year 1 (2017-2018)	***Year 2 (2018-2019)***	***Year 3 (2019-2020)***	***Year 4 (2020-2021)***	***Year 5 (2021-2022)***
Program Learning Outcome to be Assessed					
Brief Description of Assessment Method Relating to the Program Learning Outcome(s)					
Optional - 2nd Brief Description of Assessment Method (if more than 1 assessment method is being used)					
DLO being assessed by SLIC	COM/IIT	CRT/RES	ICD/COK	COM/IIT	CRT/RES

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Strategic Planning Yearly Documentation (SPYD)

Please review the 2020-2025 Strategic Plan and work with the individuals in your unit/area to complete the following SPYD. Report on **3 or more** priority areas of focus for the fiscal year that are directly linked to the Strategic Plan as well as measures of effectiveness/evaluation. Please use the following timeline for completion:

(Practice Round): Practice Round due End of Spring 2020

Please complete this Strategic Planning Yearly Documentation (SPYD), Phases 1-3, in regards to your area reflecting back upon items of focus from Summer 2019, Fall 2019, Winter 2020 and up through current (Spring 2020) and link them to the new Strategic Plan.

- Phase 1 typically includes the following elements: Statement, Alignment, Action Steps, Measurement, and Resources.
- Phase 2 typically includes the following element: Updates (not included here for the Practice Round).
- Phase 3 typically includes the following elements: Evidence & Continuous Improvement

Typical Schedule:

- End of Spring Quarter 2020: Complete Phase 1 regarding work planned for fiscal year 2020 (July 1, 2020 to June 30, 2021)
- End of Summer 2020: Complete Phase 2
- End of Fall 2020: Complete Phase 3
- Winter Quarter 2021: Plan with budget process in order to complete Phase 1 for the next fiscal year.
- End of Spring 2021: Complete Phase 1 regarding work planned for fiscal year 2021 (July 1, 2021 to June 30, 2022)

For this PRACTICE ROUND, complete PHASES 1 & 3 at the same time-

Please enter information directly on this form and send it to klawson@tacomacc.edu with the title: LastName_SPYDfor19.20

1. **Please enter the department/area name:** Student Learning Centers (Writing & Tutoring Center, Math Advising Resource Center, Business Education Center, Dedicated Tutoring, and Supplemental Instruction programs)
2. **Please enter the name of the person submitting this information:** Heather Urschel, Shannon Pressley, Elmira Utz, and Lindsey Stixrud.

Area of Focus #1* (required)-

Apply for ITTPC and SI program certification for our tutor and SI Leader training programs in order to ensure learning excellence in the Student Learning Center programs.

Statement-

We encourage and challenge students to excel in a supportive teaching and learning environment: Our faculty and staff strive for teaching and learning excellence through

- Reviewing and revising curriculum, instructional, and institutional practices to optimize student success.
- Developing intentional outcomes, assessment, and curriculum design.

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Alignment-

CT2G2O1, CT2G203

Actions & Steps-

List the actions and/or steps necessary to accomplish the Goal. For each action, number it, and provide a due date for the action to be completed. If actions require multiple steps, include the steps under each action.

- Action 1: Complete overview narrative of the SLC's tutoring and training program to include program history, program objectives, reporting lines, sources of funding, students/population served, description of physical location and available resources, program management and administration. Additionally, Supplemental Instruction grade data compiled for submission to UMKC. (9/25/19)
- Action 2: Develop description of hiring, training, tracking, and evaluation measures used, to include tutor and SI Leader selection, topic selection, training modes, required tutoring experience, tutor and SI Leader evaluation, and program summary chart. (9/25/19)
- Action 3: Align the sequence of module topics among learning centers in the Canvas classrooms for all programs, with the exception of SI, which instead compiled and submitted program observations, planning sheets, and training agendas for UMKC certification. (8/29/19)
- Action 4: Document copyrighted materials used in training and provide statement of copyright compliance for these items (not required for SI which uses UMKC approved sources). Secured three faculty letters of recommendation for SI application to UMKC.(9/15/19)
- Action 5: Develop annotated bibliography of all reference materials used in training. Not required for SI. (9/15/19)
- Action 6: Develop supplementary documentation for each certification level (selected topics with measures and outcomes for Levels 1, 2. & 3 not required for SI. (9/15/19)
- Action 7: Review by SLC Directors and application submission to CRLA; Submission of application to University of Missouri-Kansa City International Center for Supplemental Instruction (9/30/19)

Measurement-

Insert a description of how you will collect information in order to measure the stated Area of Focus. Use corresponding numbers for measurement of each action/step listed.

Actions 1-7: complete: Based on evaluation/review of actions 1 – 7 by the College of Reading and Learning Association ITTPC Certification committee and coordinator, the Student Learning Centers were awarded our next five years of certification as a tutor training program. Based on evaluation/review of actions 1-4 and 7, by the University of Missouri-Kansas City International Center for SI, the SI portion of the Student Learning Centers was awarded our next three years of certification as an accredited SI program.

Resources-

Insert the existing resources and/or opportunities that exist for your area/department to achieve this Area of Focus. Delineate whether each is existing or an opportunity.

NOTE: This should NOT include budget requests for the current year.

- Access to SLC Canvas training classrooms (Tutor Discussion Group curriculum)
- ITTPC training records and documentation (ITTPC Canvas classrooms)
- TutorTrac records (to demonstrate tracking process)
- Library assistance (to review annotated bibliographies and copyright statement)
- Supplemental Instruction training curriculum
- Supplemental Instruction D,F, W and grade data

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Evidence-

Insert the information collected as evidence of effectiveness/evaluation of this Area of Focus.

Application and supplemental documentation submitted 10/16/2019. Program was re-certified 5/22/2020.

Application and documentation and grade data submitted 10/20/2019 to UMKC International Center for SI. Program was certified/accredited 12/20/2019 for three years.

Continuous Improvement-

After reviewing the information from the evidence above, insert a narrative regarding future improvements regarding this particular Area of Focus.

Certifying the SLC's ITTPC program with CRLA helps ensure that training is compliant with industry best practices while at the same time allowing training to remain relevant to the needs of TCC students and individual disciplines. Renewals are due every five years. Future efforts to recertify might benefit from an early review of the CRLA application process, continued alignment of training module topics and sequence in the Canvas classroom, ongoing documentation of training materials, and—as recommended by CRLA reviewers—further "specifying and aligning . . . training documents to the standards, outcomes, and assessments . . . more clearly."

In the five years since the previous recertification, CRLA substantially revised some of the application and documentation requirements. One of these changes necessitated the re-alignment of the topics and sequence of modules in all three SLC Canvas classrooms over the two-year curriculum cycle. Coordinating and implementing this change was time-consuming and delayed submission of the application by two weeks, to October 16, 2019. CRLA also now requires a list of copyrighted sources, a copyright compliance statement, and a complete annotated bibliography that cites all sources and explains their use in supporting curricular choices. Maintaining a list and description of all sources used for training would make such compilations more efficient. Reviewing the new CRLA requirements earlier will allow better planning and organization, and an improved chance at completion.

In their recommendation for continued growth, CRLA reviewers advised more closely following the standards, outcomes, and assessments (as provided in their publications on these elements) when incorporating training materials. Reviewing these guidelines and taking them into consideration when choosing or developing resources will help guarantee a closer correspondence between CRLA assessment criteria and the SLC tutor training.

Certifying the SLC's SI program with the University of Missouri Kansas City's International Center for Supplemental Instruction verifies that our data collection, training and outcomes are consistent with the best practices for Supplemental Instruction as well as the unique needs of the TCC campus. Renewals are due every three years and require ongoing emphasis on robust training, data collection and follow-through regarding program outcomes. In submitting our program documentation for review, we've learned that our training procedures are currently considered "outstanding," but that we can provide greater emphasis on the SI Leader's session planning documentation as a future area of growth. In their recommendation for continued growth, the UMKC has assigned a representative to advise on how to closely follow the standards, outcomes and assessments required to continue as a certified and accredited SI program.

Area of Focus #2 –

Set up a process to collect and evaluate retention and successful completion data for students who use the SLC programs.

Statement-

We encourage and challenge students to excel in a supportive teaching and learning environment through

- Offering them relevant and timely [academic]*resources to support their needs as demonstrated through increased student retention rates (fall-winter, fall-spring, fall-fall).

* Revised: Strategic plan does not include objective language for *academic* support programs (only non-academic).

Alignment-

CT2G3O1

Actions & Steps-

List the actions and/or steps necessary to accomplish the Goal. For each action, number it, and provide a due date for the action to be completed. If actions require multiple steps, include the steps under each action.

- Action 1: Use 18/19 UAP and other metrics to determine courses to include in data collection. Summer 2019
- Action 2: Run reports in TutorTrac (6/10/19); reformat and send to IR to create the dashboard with TCC data (9/5/19)
- Action 3: Receive dashboard and offer feedback for reporting needs (9/25/19)
- Action 4: Analyze data for data anomalies (9/25/19)
- Action 5: Review IR's final revisions of dashboard (11/1/19)
- Action 6: Present initial findings in presentations for Leadership teams and Board of Trustees.

Measurement-

Insert a description of how you will collect information in order to measure the stated Area of Focus. Use corresponding numbers for measurement of each action/step listed

- Action 1: Selected courses from UAP (identified as "gateway" courses"-- those with either high withdrawal/drop/fail rates or tied to low persistence and completion at C or below grades--using Civitas Illume Courses and information provided by instructional departments) and other metrics (attendance, highest DEW courses, high-use area) were included in data collection: ACCT& 201, BIOL& 160, CHEM& 121, ENGL& 101, ENGL& 102, MATH 090, MATH& 141, MATH& 146, MATH& 151, and PSYC& 100.
- Action 2: Ran TutorTrac reports of selected courses tutored at all Student Learning Centers for school years 16-17, 17-18, and 18-19. Ran reports for all visits from all courses for the same three school years. Sent to IR.
- Actions 3-4: Reviewed dashboard and queried IR on possible center, hour-range, and student group options, and possible anomalies in data.
- Action 5: Completed dashboard reviewed and compared with retention data from "TCC by the Numbers." Dashboard can be accessed here: SLC Dashboard
- Action 6: Presented initial findings in presentations for Leadership Team (11/5/2019), SAS (11/6/2019), and Board of Trustees (11/20/2019).

Resources-

Insert the existing resources and/or opportunities that exist for your area/department to achieve this Area of Focus. Delineate whether each is existing or an opportunity.

- Tutortrac records (to determine visits and hours of tutoring for identified courses)
- IR staff (for dashboard construction)
- TCC by the Numbers data (used to establish retention comparisons between SLC users and general enrollment)

All resources are existing resources.

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Evidence-

Insert the information collected as evidence of effectiveness/evaluation of this Area of Focus.

Retention Data below for SLCs is for students who used our services for ACCT& 201, BIOL& 160, CHEM& 121, ENGL& 101, ENGL& 102, MATH 090, MATH& 141, MATH& 146, MATH& 151, and PSYC& 100.

Retention Fall to Winter

Student Retention Rates	All TCC Students	All SLCs	BEC	MARC	SI	WTC
2016-2017	71.6%	87.0%	92.0%	85.0%	94.0%	86.0%
2017-2018	71.2%	84.0%	84.0%	83.0%	88.0%	84.0%
2018-2019	71.6%	85.0%	89.0%	83.0%	87.0%	87.0%

% higher than all TCC students

	All SLCs	BEC	MARC	SI	WTC
2016-2017	15.4%	20.4%	13.4%	22.4%	14.4%
2017-2018	12.8%	12.8%	11.8%	16.8%	12.8%
2018-2019	13.4%	17.4%	11.4%	15.4%	15.4%

Number of Students (n)						
2016-2017	7,855	857	60	348	118	331
2017-2018	7,701	777	51	427	92	207
2018-2019	7,489	829	63	412	106	248

A comparison of SLC dashboard data indicates a clear and statistically significant correlation between use of tutoring services and retention for all four programs.

Continuous Improvement-

After reviewing the information from the evidence above, insert a narrative regarding future improvements regarding this particular Area of Focus.

At TCC, progress towards cultivating exceptional learning is measured, in part, with student retention rates and completion data. Creation of the SLC dashboard allows the centers—individually and as a whole—to assess their impact on these metrics. Future steps entail obtaining access to lab course data from the State Board, adding options to the dashboard that permit fall-to-fall and fall-to-spring selections, aligning the definition of "successful completion" with that of the "TCC by the Numbers" dashboard, and expanding the number of courses included.

To provide a more complete picture of all the data collected, it is necessary to obtain corresponding enrollment and grade data for biology and chemistry lab courses. Right now, lab classes included on the dashboard show a 0% completion rate as there is no correlating grade information available. While these courses are, in fact, lecture classes, enrollment and grade data is not currently reported for them because they are generated off the enrolled lecture sections of classes. Obtaining these numbers entails changing the course builds. IR is waiting on responses from enrollment services and the State Board for this information.

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Because SLC dashboard data is used with all-TCC data to establish comparisons between retention and completion rates of students who use the SLCs, other areas for improvement require updates to the dashboard itself that allow it to work more effectively with the TCC by the Numbers dashboard. For example, **adding options to the SLC dashboard that permit fall-to-fall and fall-to-spring** selections would allow SLC retention rates to be compared with the correlating data for TCC by the Numbers reports and provide metrics that more closely align with measurement of retention rates as described in the 2020-2025 Strategic Plan. The SLC dashboard is currently set up to provide retention rates from one term to the next (fall to winter, winter to spring, spring to summer, summer to fall): updating the SLC dashboard to include the same options as TCC by the Numbers will enable direct comparisons.

Another dashboard update has to do with **definition of terms**. On the current SLC dashboard, "successful course completion consists of grades equal to or greater than C for all courses" while on the TCC dashboard, the definition of successful course completion is "C- or higher, except for ENGL courses lower than 100." To ensure more meaningful and accurate comparisons, it is necessary to align the definition of "successful completion" on both dashboards.

Finally, careful consideration was put into determining which courses could be included in the dashboard: those selected are predominantly gateway courses and those for which SLC tutoring services are most used. **Expanding the number of courses available** on the dashboard would permit tracking of the impact of tutoring for other critical courses as well as those that better reflect the diversity of program offerings.

Assessment Report

Baseline Assessment of Equity, Diversity & Inclusion Efforts at Tacoma Community College

TACOMA COMMUNITY COLLEGE

Prepared by
Judy A. Loveless-Morris, Ph.D.
Office for Equity, Diversity and Inclusion

MESSAGE FROM THE PRESIDENT

I have shared my own lived experiences and how they inform my deep commitment to creating an institution where everyone is welcomed, respected, included, and valued. Strengthening the college's efforts in equity, diversity, and inclusion (EDI) has been among my highest priorities since becoming Tacoma Community College's (TCC) President.

TCC has taken intentional steps toward realizing our EDI-related goals over this academic year. We finalized a Strategic Plan and are beginning to review our policies and procedures—all through an equity, diversity, and inclusivity focused lens. We are also working closely with the City of Tacoma to become identified as a culturally responsible institution. The process of becoming an equitable, diverse, and inclusive institution requires more than creating plans, revising policies, working with external partners, and creating new administrative offices and positions, however. While these are all important steps forward, to truly achieve the stated aspirations, our college must be unified in continuing to embrace a vision and enact best practices toward our EDI-related expectations.

Tacoma Community College has an opportunity to be a model for our institutional peers, and the responsible college that our community deserves. We can be models in the letter of our policies and procedures, and also in the spirit of our actions, measured by our intentional efforts in closing opportunity gaps.

President Ivan Harrell II, Ph.D.

EXECUTIVE SUMMARY

INTRODUCTION

This report was devised to help the author, Dr. Judy Loveless-Morris, to learn about Equity, Diversity, and Inclusion (EDI) efforts on campus, how concerted and measured TCC's EDI efforts are, what mechanisms support or impede our EDI efforts, and to identify opportunities for improvement. This assessment could not have been done without the participation and contributions of interviewees (thank you). The observations in this report are not exhaustive or representative of all the equity, diversity, and inclusion efforts on our campus. Key efforts and voices are missing in this assessment. The assessment does, however, provide a starting place to begin strengthening and expanding EDI work at Tacoma Community College (TCC).

To understand the matters outlined in the first paragraph, I developed a simple EDI focused assessment (see APPENDIX A). The assessment guided my conversations with staff, faculty, and administrators. The interviews with 46 people were aggregated for anonymity (by institution and departments), and then analyzed for common themes.[1]

FINDINGS

I learned about a large number of excellent equity-centered efforts on campus; and there are still other efforts that I do not know about. Despite all of the exceptional equity efforts on campus, the major problem confronting institutions trying to enact inclusive, equitable, and diverse learning environments is not a lack of good ideas or plans, but the ability to implement or execute them effectively and systemically.[2] Put another way, there is a difference between an attitudinal commitment and an institution-wide behavioral commitment to equity.

Effective EDI processes are more than hollow, nominal, and simple conceptual adherence to EDI. Institutions intentional in their EDI efforts can identify clear goals. Likewise, they can point to specific implementations and measurements. Finally, their processes also include an evaluation period that allows for reflection and correction. Using these indicators, TCC currently leans more toward an attitudinal commitment to equity, rather than a behavioral one.

To illustrate, almost all of the respondents in the assessment process stated that their areas[3] were committed to inclusive excellence.[4] The conversations that informed this assessment allowed me to learn about the compassionate colleagues who I work with, as well as some of their approaches to serving our students. On one hand, common equity-related priorities emerged among participant responses, including diversifying our workforce, narrowing opportunity gaps for students, EDI-related training, and culturally responsive curriculum/programming in response. Pre-fabricated responses were not offered to participants, yet patterned responses still emerged! On the other hand, TCC data trends related to the aforementioned priorities show wide and persistent gaps in educational outcomes between different groups.

[1] Forty-six people were interviewed, but two people (Shirley Siloi and TJ Caughall) in Student Affairs were interviewed together. There responses were combined resulting in a total of 45 interviews.
[2] Tierney, W. G. 1999. *Building the Responsive Campus.* Thousand Oaks: Sage Publications.
[3] The use of areas in this report, refers to the various departments and divisions within them on our campus.
[4] Supporting details to this Executive Summary can be found in the full assessment report.

For example, a review of our dashboards showed that females (n=464) were 1.7 times more likely than their male (n=273) counterparts to be employed at TCC. This specific difference is depicted in the most recent available data (academic year 2018-2019), as well as in the preceding years of data available on TCC's dashboards. During the same data period, white individuals comprised 72% of our workforce compared to their composition of 65%[5] (a 10% percentage difference) in the wider city of Tacoma. In contrast, only 39% of TCC students reported their race as white in the same year.[6] To summarize, the racial composition of the current cohort of TCC employees does not parallel that of the city or its student population. Furthermore, a review of the "Demographics of Tacoma Community College Completers" tab on TCC's dashboards (during the same period of time) shows that race, sex, and income are important predictors of completion.[7] In sum, though 89% (n=40) of respondents agreed that their areas were committed to inclusive excellence, we could do more to hire people who have similar experiences and identity statuses of students. Additionally, the educational inequities by student groups at TCC are similar to the patterns documented at most educational institutions. Educational inequities are durable, but they are not impossible to reduce (see Amarillo College in Texas or Columbus State Community College in Ohio for examples). Our institution has an opportunity to reduce deep and persistent educational gaps in our diverse city.

There are multiple possible explanations for why a gap exists between our vocalized commitments to equity, compared to our outcomes. One explanation is that our institution's dedication to EDI might be nominal. During the assessments, however, I was able to learn about some of the equitable and innovative practices taking place on our campus. Another possible explanation for the gap between equity-based commitment and outcomes is that EDI efforts are decentralized, and therefore lack the concerted focus, effort, and resources needed to produce systemic change.[8] This report will focus on the latter explanation. In fact, interviewees discussed a lack of direction in regard to EDI efforts. People also identified "fear"[9] and a lack of resources as barriers to achieving equity. Furthermore, even though assessment respondents shared examples of culturally responsive programming and curriculum, only 29% of respondents stated that they had clear metrics. Without clear metrics, individuals, units, and institutions cannot determine whether their implementations are efficacious. Conversely, in the absence of metrics, promising implementations may also be defunded or unsupported (in visibility or championing) prematurely, and without substantiation. Individuals, as well as separate units, have EDI-related goals and efforts, but we do not have an institution-wide adopted goals or measurements yet.

[5] Census.gov
[6] A total of 28.5% of students did not report their race at all. Despite this, the racial composition of employees is, arguably, not reflective of the student or city population.
[7] Other identities and intersectionality are also important for educational outcomes, but are not captured, and therefore, cannot be compared or discussed.
[8] It is also possible, and potentially likely, that both explanations contribute to the outcome.
[9] Several assessment participants used the word fear. Some referenced it in terms of people feeling ill equipped to address inequity. Others used the word fear to indicate that people were afraid of negative sanctions by their peers, or that they may end up doing or saying the wrong thing. Some used fear in all of the aforementioned senses; and some used it vaguely.

RECOMMENDATIONS

The figure below depicts EDI benchmark levels ranging from "Inactive" to "Best Practice." Benchmarking our level can assist our institution in creating, tracking, and informing our progress as it pursues equity-related efforts and goals. At the very lowest level (level 1 or Inactive), institutions are not interested in, or working on EDI. At the highest level (5 or Best Practice), institutions have woven EDI into every fabric of their institutions and can demonstrate measureable results. They become pioneers and models for others.

Although some areas of our college have not intentionally or strategically identified or begun their equity work, overall, we are not inactive. There are some areas where we do not even meet compliance, and those should be addressed and supported immediately. For the most part, our college is implementing practices and policies that advance equity beyond legal obligations, and toward valuing equity, diversity, and inclusion as a whole. Though conversations with assessment participants indicate that TCC has employees and areas that are committed to equity beyond compliance, we have not yet implemented institutional processes that qualify to describe our efforts as systemic. Even though we are approaching level 3, TCC's current status on the EDI benchmark is level 2. A critical difference between levels 2 and 3 is a planned, methodical, and collective effort. We are not at the point where we work toward efforts in a concerted way, track

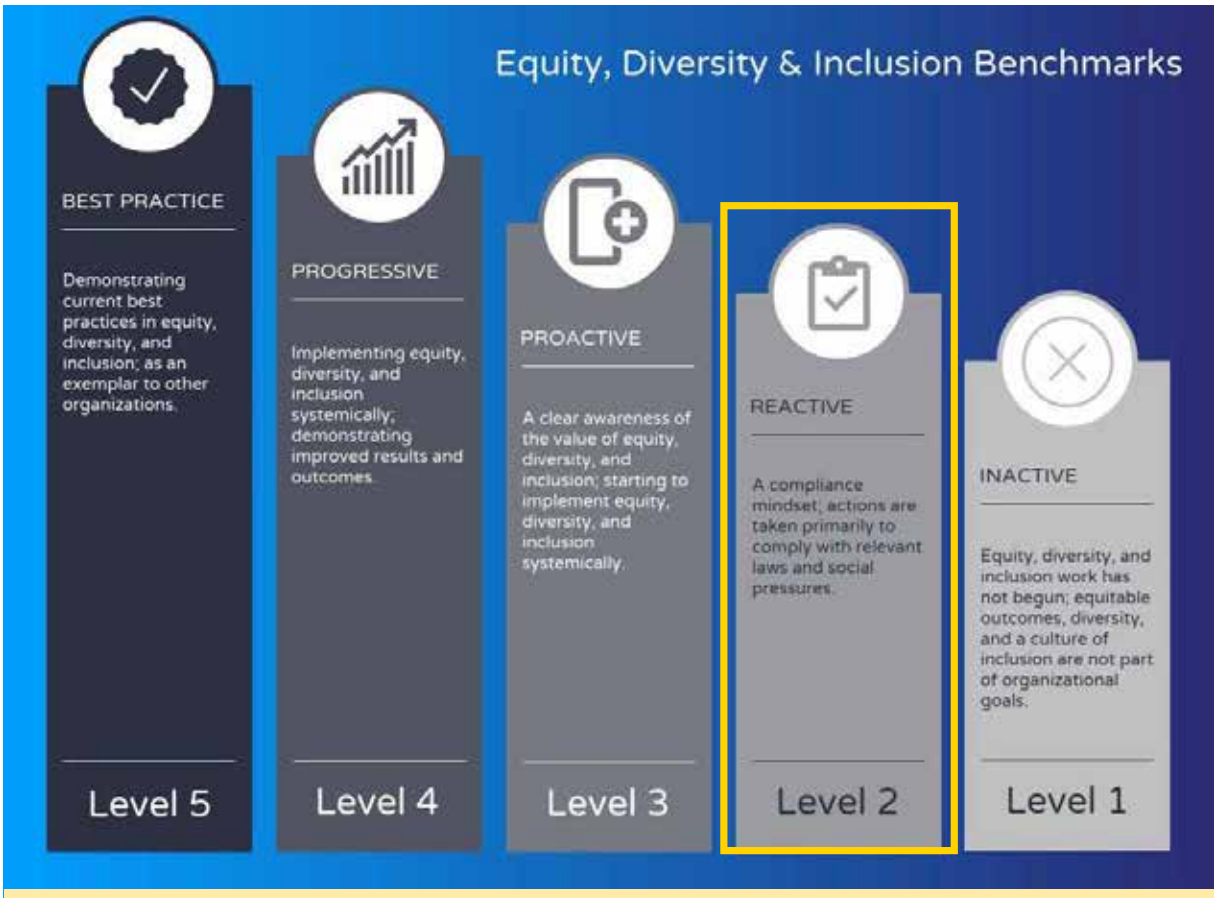


Figure 1. TCC's Identification on an Equity, Diversity, and Inclusion Benchmark

those efforts and our progress. Our goal is to begin working systemically so that we can move toward eventually achieving level 5.

The information within this report can be used to provide insights for advancing our EDI efforts to higher levels. Next steps should include creating a culture around EDI, institutional goals, as well as implementing systemic efforts to achieve them. I offer three recommendations below:

1 CREATE AN EDI CULTURE

Develop and implement a multi-year, comprehensive, professional learning of equity based best practices that are institutional and also area specific for all staff to help educate the campus on the shared definition for equity, the case for equity (or the why), and to equip employees.

2 IDENTIFY AND ADOPT INSTITUTIONAL EDI GOALS

The overall goal is not to eliminate individual and unique unit efforts, but to additionally create *shared* strategic EDI efforts. TCC's EDI efforts should be driven and measured by other college-wide initiatives such as our Strategic Plan and Guided Pathways efforts.

The Strategic Plan's first core theme is equity. Using the Strategic Plan, this report identifies college-wide EDI goals. While all of the indicators are important, selecting a few that the entire campus will work on simultaneously, can assist in ensuring that the college is working on and advancing the same outcomes strategically. The recommended indicators that TCC should focus on for at least the next academic year (2020-2021) are listed below:

- *Core Theme 1, 1.1: Increase in ethnic/racial student and employee diversity*
- *Core Theme 1, 1.3: Decrease in student equity gaps, regarding entry, progression, graduation and transfer*
- *Core Theme 1, 1.4: Increase in the number, number of attendees, and quality of EDI training.*

The three indicators above were chosen because of the many respondents (including the President) who identified these as foci. The suggested focus does not preclude units from working on EDI efforts outside of those listed above, but does ensure that TCC, collectively, will be engaged in the same concerted efforts. It also provides clear direction.

Each unit can create (or continue with) their own sub-goals that contribute to the college-wide adopted EDI indicators. This structure allows individual units the flexibility in determining strengths in their area, the functions and foci of their jobs, and the opportunity gaps that respective areas can address to contribute to college-wide efforts. Taken together, these efforts should contribute toward the collective achievement of indicators 1.1.1, 1.1.3, and 1.1.4. These indicators were also selected because of their patterned occurrence in assessment responses. TCC can collectively assess our progress on indicators at the end of the academic year, and determine our systemic effort for the subsequent academic year.

3 CREATE SYSTEMIC EFFORTS AND DOCUMENTATION

Units should operationalize the three indicators, specific to their areas. College areas should also identify how they will measure progress, and who will be responsible for tracking progress. To address the role of physical resources (e.g., technology, time) in impeding EDI efforts, units should also take this time to identify and prioritize the resources needed to achieve equitable unit based outcomes. This information should be considered during the budget process.

Progress will be tracked and reported to the President and our campus community on a quarterly and annual basis. The deployment of metrics and allocation of clear responsibility will help us to improve our culturally responsive programming/curriculum.

Our first couple of reports may demonstrate a number of gaps or a lack of tracking; and that is acceptable. This effort is about starting the work cohesively. I invite the high expectations, as long as they are accompanied by high collective effort and support.

TCC recently faced some difficult challenges—the power outage and the on-going COVID-19 crisis. The collaboration and ingenuity our campus community has demonstrated during these times should be acknowledged and celebrated. It should also serve as a source of encouragement. These situations have revealed that we know how to think about and design for the most vulnerable. Equity means that people are disproportionately affected by the same circumstance (e.g., certain groups were more likely to lose their jobs, others were at greater health risk), so we do more for them. It means that when empirical evidence or a blueprint does not exist, we take responsible and informed risks, even if we are not sure it will work. It means that we operate with high trust, and also with equal measures of patience and grace. It means we act.

Equity can be hard, because it is not the default mode of operation, yet these recent circumstances demonstrate that we are a dynamic and outstanding team. We can rise to the challenge and serve as models to our peer institutions. We are Titan-strong.

AGGREGATED INSTITUTIONAL ASSESSMENT FINDINGS

BACKGROUND

Institutional inequities are durable, and dismantling them is a multi-faceted, arduous and an on- going task. Determining how to co-create an inclusive, equitable, and diverse environment is a lot to take on, to say the least. It takes collective focus and effort. One individual, department, or division cannot change an unjust college structure.

Many Chief Diversity and Equity Officers (CDEO) are set up to fail because their institutions heap an unreasonable number of challenges and expectations on their plate. Unfortunately, having a CDEO can also allow institutions to have a scapegoat if equity, diversity, and inclusion efforts fail. This dynamic is problematic because it does not allow individual employees and collective leadership to take responsibility and action for their contribution and perpetuation of inequitable places of learning. Systemic change requires the implementation of best practices, time, collective effort, and most importantly patience. While the efforts of one person, one committee, and even one department are important and should be acknowledged, individually or sporadically, their impact is limited. Fortunately, exemplary work is occurring on our campus. This report provides suggestions toward changing our culture and narrowing established opportunity gaps.

PROJECT STRUCTURE AND PROCESS

This report is based on 46 structured interviews.[10] The assessments were conducted between July and November of 2019. First, I approached the lead administrator for each major area on our campus: Academic Affairs, Administrative Services, College Advancement, Organizational Learning and Effectiveness, Student Affairs, and the President's Office. From there, other interviewees were identified as a result of convenience sampling or "snowballing". I spoke to additional individuals based on conversations from administrative leads and those interviewed. Interviewees had the option to refuse participation in the interview. Lead administrators then suggested others to interview in their areas. The duration of interviews ranged from 30 minutes to a little under two hours. Most interviews lasted for approximately an hour. Aggregate interview times totaled more than 64.5 hours. The individuals interviewed are thought to be somewhat representative of the different departments and positions within our organization.

I typed interviewees' responses during the interviews, and would restate what they said to check for accuracy or understanding. I later reviewed responses for common themes, which are reported in the subsequent sections of this report.

Interviews were sorted by area of college, and then aggregated and reviewed for common patterns. Then, all results were aggregated and analyzed; these results are presented in the next section. Results by major area of the college are presented in subsequent sections.

The generalizability of these data are limited. As a result of snowball sampling, the sample is not representative. Despite the limitations, the results are still informative. All but one of the questions were an open-ended.[11] The possible range of answers was vast, but common themes still emerged.

[10] A total of 45 individuals were interviewed for this assessment. One individual (Krista Fox) was interviewed twice (46 responses), however. Two people, Shirley Siloi and TJ Caughall interviewed together. As such their responses were combined and count as one shared response. A complete list of the interviewees is located in Appendix A.
[11] An open-ended question is a question that does not offer pre-set answers, cannot be answered with a "yes" or "no" response, or with a static response.

2 Baseline Assessment of Equity, Diversity, and Inclusion Efforts at Tacoma Community College / Spring 2020

DESCRIPTION OF ASSESSMENT RESPONDENTS

Descriptions of the assessment participants are provided below. Table 1 provides a description of occupational roles and distribution of EDI (equity, diversity, and inclusion) assessment participants by sex.[12] Overall, the majority of the interviewees for this area were faculty (32%; n=14), by position. The positions with next highest representation were staff (22%; n=10).

Executive Directors, Directors, Managers, and Deans and Executive-level leaders had similar representations at 17% (n=8), 15% (n=7), and 15% (n=7), respectively. More females (65%; n=30) than males (35%; n=16) were interviewed for this assessment.

Faculty were under-represented in the sample, compared to their representation in terms of numbers at Tacoma Community College (TCC) (see the "Employee" tab in TCC's dashboards). There were also more female respondents than male in the sample, but their overrepresentation is proportionate to their distribution in the TCC staff population. For example, females were 1.7 times more likely than males to be employed at TCC. Comparatively, females were 1.9 times more likely than males to participate in this assessment.

Table 1. Assessment Respondent Demographics

Characteristic	Subgroup	n	% of respondents
Position Status	Executive-level Leader	7*	15%
	Deans	7**	15%
	Exec. Dir./Director/Manager	8	17%
	Faculty	14	32%
	Staff	10***	22%
Total		46	101%****
Distribution by Sex	Female	30	65%
	Male	16	35%
Total		46	100%

* Krista Fox and Marissa Schlesinger were both interviewed for their roles as VPI.

** Krista Fox was also interviewed in her role as Dean.

*** Shirley Siloi and TJ Caughell share similar positional statuses, but differ as to sex. They were also interviewed together. Their answers were combined.

**** Percentage exceeds 100% due to rounding.

[12] Numerous studies document differences in experience and outcomes by sex. Sex, however, does not always align with a person's gendered identity. Gender is also an important determinant of outcomes, but is not detailed in this report.

FINDINGS

The interviewer explained the purpose of the assessment prior to asking questions. Then respondents were asked to describe their area. After describing their areas, interviewees were asked, "would you say your area is committed to inclusive excellence?" Respondents were given the following options: yes, no, or somewhat. A few respondents asked me to define the term. I purposely did not define "inclusive excellence" so that each respondent could consider how they defined the term and answer the subsequent questions accordingly. Some, answered something other than the three responses offered, such as, "yes and no," or "we have pockets [of inclusive excellence]".

The results from the assessment interviews suggest that most respondents felt that their areas were committed to inclusive excellence. According to Damon Williams, inclusive excellence is multi-faceted. The term is specific to higher education, and reflects deep inclusion and diversity in every layer of institutional operations—recruiting, admissions, hiring, curriculum, and administrative structures and practices as a result of continued and consistent efforts (2013).[13] When asked, most of the respondents in Instruction (89%; n=41) said that their area was committed to inclusive excellence. Fewer responded "no" (4%; n=2) or "somewhat/ other" (7%; n=3).

Table 2. Institutional Area Commitment to Inclusive Excellence

	Yes	No	Somewhat or Other
Would you say that your area is committed to inclusive excellence?	89%	4%	7%
	41	2	3

Other: Respondents either declined to respond or gave an answer other than the ones presented.

Even when a respondent answered no, it did not mean that their area did not seek or desire inclusive excellence, but rather, that though their areas were ideologically committed to EDI, there was no tangible or concrete movement evident toward an equitable goal. A quote by Kim Ward-Flack illustrates this point when she states, "it's one thing to be committed, and another to be actionably committed".

89%

agreed that their areas were committed to inclusive excellence

An operationalization of inclusive excellence for TCC will be that all of our processes, practices, policies, and outcomes will be informed by a lens of equity, diversity, and inclusion. There are entrenched practices that reinforce inequities that lead to vastly different outcomes for low-income students and for students of color at all levels of U.S. education. The challenges of inequity are not unique to TCC. One way that TCC can began to address systemic inequity and to practice inclusive excellence is by creating a common language and shared understanding. The advantage of not defining inclusive excellence during this assessment is that participants could respond and provide examples from their own understanding and practice. Otherwise, they may have felt that they could not provide examples if measured against a prescribed definition. As a result, I would have missed out on learning about a lot of the good work that my colleagues are doing.

[13] Williams, Damon. 2013. Strategic Diversity Leadership: Activating Change and Transformation in Higher Education. Stylus Publishing: Sterling Virginia.

Going forward, however, shared understandings and common language can ensure that we are attempting to achieve the same goals, and are moving in the same direction. Many institutions throw around the words, equity, diversity, and inclusion, but few have clear definitions or specific implementations or outcomes. In fact, Stanford found that "very few foundations had a clear definition of what equity meant to them internally."[14] Equity in education exists when social identities or statuses are not determinants of the educational benefits or experiences within our institution. Diversity in education exists when the multiple identities of our community are represented in our institution. Inclusion exists when everyone feels welcome, belongs, and can participate. Ultimately, realizing inclusive excellence requires TCC to transform their policies, practices, and cultural patterns to distribute access and opportunities to all students and employees, especially those that have been historically or unequally excluded.

PRIORITIES, EFFORTS, AND MEASUREMENT

The next set of questions were intended to identify EDI-related priorities and alignment. The purpose of this section is two-fold. First, respondents were sorted in terms of their institutional area. Then their priorities were compared to their administrative leaders' priorities to determine whether the unit was unified in their EDI-related priorities (an inter-comparison) relative to their administrative leaders. The second analysis was meant to provide an intra-comparison. In other words, did the respondent's efforts align with their own priorities? The analysis of these comparisons can reveal whether our EDI efforts are concerted or focused.

The questions asked for this section include:

- *What are the top one to three EDI-related outcomes that your area is focused on?*
- *What are some examples of equity, diversity, and inclusion efforts in your area?*

Both of the questions for this section were open ended to encourage response and open sharing. The disadvantage to open ended questions is that answers can vary endlessly. Still, this structure allowed for honest sharing, rather than attempts at making answers fit. This structure also highlights whether units, and our larger institution have explicit EDI-related goals that everyone, or at least the majority, have adopted and are working toward achieving.

The College President's responses were used to inform this section. He identified diversifying our workforce, advancing equity to narrow opportunity gaps between groups, and the development of a strategic plan with an EDI focus as his priorities. Despite the open-ended questions and responses, 29% (n=13) and 33% (n=15) of the respondents also identified diversifying the workforce and narrowing

[14] Putnam-Walkerly, Kris and Elizabeth Russell. What the Heck Does 'equity" Mean? Putnam Consulting group. Retrieved from: https://ssir.org/articles/entry/what_the_heck_does_equity_mean#

[15] Though 46 individuals were interviewed, two people, Shirley Siloi and TJ Caughall were interviewed together and their responses were combined, resulting in 45 responses to analyze.

opportunity gaps between groups as their priorities, respectively.[15] Other responses that were not identified by the President, but were common across units, included the need or desire for EDI-related training 40% (n=18) and culturally responsive programming/curriculum 31% (n=14). Without an explicit EDI-related focus, our campus has some shared goals. TCC can begin to work with intention and focus by adopting and creating accountability around institutional EDI goals.

Beyond ideological commitment and alignment between priorities and commitments, another important factor for realizing an equitable institution is the measurement of efforts. When asked how respondents assess the impact of their current efforts, only 29% (n=13) were measuring and tracking their efforts; 44% (n=20) either measured some of their efforts or had some idea of how to do so; and 24% (n=11) were not measuring or tracking, or had no idea of how to do so. Measuring equity efforts is an important part of inclusive excellence, as it allows for tracking, evaluation, and improvement of efforts.

FACTORS THAT IMPEDE OR FACILITATE EDI EFFORTS

The EDI assessment also includes a question that asks, "what factors impede your EDI efforts?" In addition, interviewees were also asked to think about a specific initiative that went well and a specific initiative that failed in their area. The respondents were informed that the interviewer was not interested in the specific initiative. Taken together, both of the aforementioned questions were used to identify common factors that hinder or facilitate EDI efforts. Interviewees were not limited in the number of answers or examples they could share. The questions and responses were open-ended.

Despite the open-ended nature of the questions, common factors still emerged. Lack of physical resources (not people-related, e.g., funding or technology) was the most commonly identified factor negatively impacting EDI efforts. In fact, twenty-two respondents, or 49%, identified it. Nearly a third (31% or n=14) of the respondents reported that a lack of process or direction negatively impacted EDI efforts. Finally, 20% (n=9) of the respondents indicated that fear contributed to the lack of engagement in EDI efforts.

The City of Tacoma began working with local organizations to improve their ability to serve communities of color in Tacoma. The first part of the process was completing a protocol that was 86 pages long. Organizations are assigned a score (which will be shared publicly and disseminated within Tacoma communities) based on their assessments and continued work.

A group, including all leadership members, was convened to complete the City of Tacoma's assessment in December 2019. It took several hours to complete the protocol. The results of the protocol are depicted in the figure below.

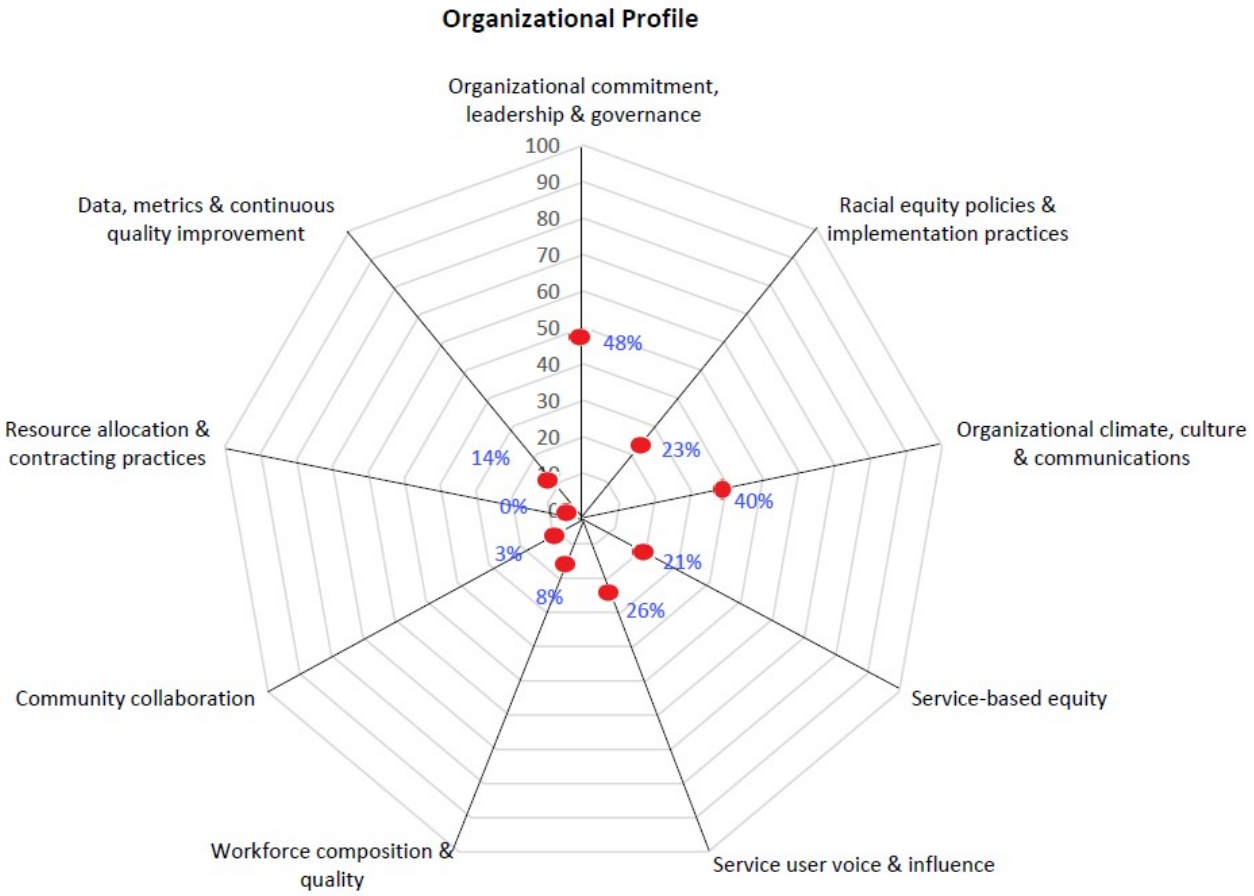


Figure 2. City of Tacoma Protocol: Tacoma Community College's Organizational Profile

The shared factors identified by assessment respondents in the previous paragraph are consistent with the results of our organizational profile. For example, the top two identified factors impeding equity include lack of physical resources and the absence of process or direction. Likewise, we scored at 0% (out of 100%) for our processes related to equitable resource allocation. Our score regarding policies and practices was 23%. Our relatively high score on organizational commitment, leadership, and governance relative to the other dimensions listed on the profile echoed the high percentage of those who agreed that their areas were committed to inclusive excellence relative to our outcomes for other measures of the assessment.

Common mechanisms that contribute to the success of EDI efforts also became apparent. Briefly, they include open and constant communication and opportunities whereby individuals could bring in their individual expertise, and featured in highly committed and collaborative projects. Finally, student involvement or the lack thereof was a commonly identified factor for when things went well or failed.

RECOMMENDATIONS

High-level recommendations are identified based on this section of the report. The recommendations are outlined below.

- The institution should develop a culture around EDI, which can start with creating shared language and the "why" for these efforts.
- One of the top barriers to EDI efforts as identified by respondents in this report included a lack of direction or process. The Strategic Plan can help to identify select equity goals that the entire college will focus on each academic year. The goals identified by the President, as well as the naturally emerging themes (there is some overlap between the two) might be easier to readily adopt.

Once institutional goals are identified, each unit should create equity plans to specify related outcomes, implementations, metrics, and sponsors.

- This process should also include identifying the resources needed to achieve goals. The identified resources should be prioritized and included in unit budget decisions.
- Clear goals should also assist in the development of institution-wide and unit-specific training necessary to equip the campus in advancing equity.
- Training and support can help to mitigate lack of engagement in EDI efforts due to the fear identified by respondents.
- Training should include the development of metrics related to unit and institutional goals. Clear metrics should/could also assist with providing clear direction.

TOOL TO REVIEW POLICIES & PROCEDURES THROUGH AN EQUITY LENS

(TRPPEL: PROUNCED "TRIPLE")

Created by:

Tacoma Community College's Office of Equity, Diversity, and Inclusion

November 2019

Informed by PSESD's Racial Equity Tool: Worksheet
https://resources.finalsite.net/images/v1533747720/psesdorg/awqpcid1l6cgytocuiix/PSESD_RET_Worksheet.pdf
And the PRCRF created by Assistant Attorney General, Rick Brady

Created JLM November 2019

About Tacoma Community College

Tacoma Community College (TCC) believes that all students and employees should have equitable opportunities and access regardless of and responsive to their multiple identity statuses. One of the ways that we actively seek to fulfill our mission—*TCC creates meaningful and relevant learning, inspires greater equity, and celebrates success in our lives and our communities*— is by integrating equity, diversity, and inclusion (EDI) in every aspect of our institution, including, and especially in our policy work. Equitable policies are important for creating our institution's capacity to provide robust, effective opportunities for students and employees to learn and work.

About This Tool

This checklist offers a guide to support the examination of policy creation and revision with a particular focus on educational and employment equity at TCC. Its purpose is to provide a tool that complements TCC's policy review process and engages stakeholders in critical examination of and reflection on the policies that inform our daily practices.

Informed by PSESD's Racial Equity Tool: Worksheet
https://resources.finalsite.net/images/v1533747720/psesdorg/awqpcid1l6cgytocuiix/PSESD_RET_Worksheet.pdf
And the PRCRF created by Assistant Attorney General, Rick Brady

Created JLM November 2019

POLICY EQUITY ANALYSIS TOOL

To prepare for critical reflection on your proposed/reviewed policy, consider the following key framing questions:

1. What is the intent behind the policy being reviewed?
2. Who benefits from the way things are and who does not?
3. Does the policy create or improve equitable opportunity or access?
    a. Is there an opportunity for this policy to eliminate structural inequities?
    b. Does the policy potentially harm groups?
    c. How have the groups potentially affected by the policy been involved in the development, implementation, and evaluation of the proposed or reviewed policy?

Policy Review Instructions:

This guide outlines four domains—Legal, Research Base, Response to Context, and Accountable. For each item, rate the extent to which the policy being reviewed reflects the policy review domain. Provide a rationale statement to support your rating. Propose a modification, addition or deletion to the policy related to the domain for changing, improving or enhancing the policy. Indicate whether the proposed change is a recommendation (revision needed to adequately address the domain) or a consideration (revision that would reflect best practice).

For the full 1.B.1G EXHIBIT, click here

Informed by PSESD's Racial Equity Tool: Worksheet
https://resources.finalsite.net/images/v1533747720/psesdorg/awqpcid1l6cgytocuiix/PSESD_RET_Worksheet.pdf
And the PRCRF created by Assistant Attorney General, Rick Brady

Created JLM November 2019

TCC Strategic Plan 2014-2018

TCC Mission: TCC creates meaningful and relevant learning, inspires greater equity, and celebrates success in our lives and our communities.

TCC Vision: Tacoma Community College is recognized as a spirited leader in emphasizing and documenting student learning. We are known for our commitment to innovation and excellence, our inclusive community, and our technology integration. We achieve this through the collective dedication and recognition of our college family and the generous support of our community.

Create Learning

We design and implement learning-focused instructional methods that respond to student and community needs. We prepare TCC learners to make ethical and positive contributions to our communities.

Create multiple, inclusive and equitable learning environments that support the needs of our diverse student population.

Structure and promote comprehensive learning and support services to optimize all forms of student success.

Support student success through enhanced readiness, persistence, and retention along TCC's Pathway to Completion, contributing to the Complete College America national goals.

Develop and assess learning outcomes to ensure students transition successfully with the necessary knowledge and skills for further education and responsible citizenship in a global society.

Ensure College curricula meet current and emerging workforce competencies, transfer requirements, and the educational goals of our students.

Invest in student development designed to clarify personal and academic goals and complete plans for attainment.

Demonstrate student attainment of Degree Learning Outcomes (DLOs):

- Core of Knowledge,
- Communication,
- Information/Information Technology,
- Living & Working Cooperatively
- Valuing Diversity,
- Critical Thinking and Problem Solving, and
- Responsibility & Ethics.

Achieve Equity

We embrace the variety of cultures, learning styles and life experiences of our larger community. Our community involvement and innovative curriculum create personal, academic and professional pathways to increased opportunities.

Updated June 2, 2014

Develop and sustain efforts to make college more accessible and affordable.
Increase access for all members of the community.
Increase completion rates for diverse populations in all academic programs, with emphasis on those that lead to higher wage employment.
Use technology to increase learning, access, affordability and support for all students.
Develop and maintain a comprehensive outreach system that connects and engages our diverse community.
Explore, develop, and maintain classroom environments that enhance student learning, ensuring readiness for transfer and workforce.
Cultivate a campus environment that celebrates, encourages, and empowers the cultural richness of our community and world.
Attract, support and retain exceptional and diverse faculty and staff.
Foster a climate that values and celebrates divergent perspectives and works to achieve social justice.

Engage Community

TCC faculty, staff, and students seek and actively participate in local, national, and international partnerships that fuel college and community growth.

Foster lasting relationships with individuals connected to TCC: alumni, community volunteers and donors.
Ensure TCC's physical and virtual environment and processes are welcoming and easily navigated.
Encourage and support the community to engage the campus through the arts and community services.
Encourage and support community engagement by students, faculty and staff.
Contact and educate prospective students and their families about college opportunities and careers paths.
Develop strong relationships and partnerships with local employers, including active program advisory committees.

Embrace Discovery

We continuously explore, evaluate, and scale innovative solutions to enhance learning, equity, and community.

Enhance institutional knowledge sharing through a repository of TCC effective and promising practices.
Ensure sufficient resources to support successful innovations.

Demonstrate intention in learning and investment in order to maximize results while encouraging risk taking.
Invest in faculty and staff personal and professional growth designed to enhance institutional capacity and improve student achievement.

Council Representatives	1st Term	2nd Term	3rd Term
Co-Chairs *(2 year term stagerd)*			
Patti Hermoso	2019-2020	2020-2021	
Natalie Wilkerson	2020-2021	2021-2022	
Secretary *(1 year term)*			
Heather Urschel	2020-2021		
Classified Staff Council			
Nora Price	2018-2020	2019-2020	2020-2021
Patti Hermoso	2018-2020	2019-2020	2020-2021
Susan Bennett	2020-2021	2021-2022	2022-2023
Instructional Council			
Christopher Willett	2019-2020		
Allison Muir	2019-2020	2020-2021	
Jennifer Snoek-Brown	2020-2021	2021-2022	
Administrative Services Council			
Joey (Theri) Flood	2020-2021	2021-2022	2022-2023
Sarah Lewandowski-Noble	2020-2021	2021-2022	2022-2023
Ed Phipps	2020-2021	2021-2022	2022-2023
Exempt Staff Council			
Jason Sandusky	2020-2021	2021-2022	2022-2023
Natalie Wilkerson	2019-2020	2020-2021	2021-2022
Dale Coleman	2020-2021	2021-2022	2022-2023
Student Affairs Council			
Heather Urschel	2018-2020	2019-2020	2020-2021
James Newman	2020-2021	2021-2022	2022-2023
Steven Fontana	2020-2021	2021-2022	2022-2023
TCC Federation of Teachers			
Ken Pimpleton	2020-2021	2021-2022	
Yolonda Williams	2020-2021	2021-2022	
Liz Fortenberry	2020-2021	2021-2022	

Tacoma Community College

Guided Pathways 5-Year Implementation Work Plan

Work Plan Purpose

This tool is designed to help your college:

- assess how far along you are in implementing essential guided pathways practices at scale
- plan for scaled implementation in areas where additional work is needed
- monitor your progress toward full implementation
- inform improvements to future institutes, coaching, or additional technical assistance

Work Plan Instructions

For each essential practice area, describe both its current status on your campus and the steps you will take to make the transition from current practice to full implementation of each essential element of Guided Pathways at scale, defined as reaching all credential-seeking students. Please keep the following in mind as you complete or update this work plan:

- Activities need to be specific and actionable. Your description needs to include any key work products, milestones, or deliverables. Identify the data you will need to use for planning.
- Each activity must have an accountable person or group with a defined role, responsibility, and authority for its completion.
- Scale is a critical element of Guided Pathways implementation. When an Essential Practice includes an activity that must be
  - 1) scaled or
  - 2) made mandatory, explain the mechanism which will ensure scale and/or mandate is met.
- If an activity in the work plan is ongoing (for example, groups of faculty meeting to review course data), please use the "target completion date" column in the timeline table to indicate the frequency (twice quarterly, weekly, etc.) of that activity.
- It is important that the set of activities you describe will clearly result in meeting the provided definition of each Guided Pathways essential practice (in bold above each action plan). While we expect you'll have more details for the upcoming year of work, this plan must include all grant years.
- In the narrative description of your progress, please address both accomplishments and challenges. Open discussion on these topics will inform the content of future institutes and technical assistance.
- If initial work on a particular Essential Practice is complete, use the work plan to lay out activities you will engage in to refine and improve your college's implementation of that practice.

FACULTY AND STAFF ENGAGEMENT
Faculty and staff are engaged in developing, implementing, and refining each Guided Pathways element including but not limited to degree/program maps and integrated supports. Appropriate departments, work groups, or committees with broad faculty and staff representation engage in ongoing work and provide feedback to leadership. Minimum Grant Requirements: By the end of the first year (Cohort Two Spring 2019) faculty and staff are broadly engaged in cross departmental teams to support Guided Pathways and cross-functional teams have been formed to create pathways and redesign processes for advising, placement, and registration as necessary to support Guided Pathways.
Status Update *Please briefly describe 1) the current state of this essential practice on your campus and 2) progress that has been made since your last work plan update. (If this is the first year you are submitting this work plan, please instead provide an analysis of the gap between the current status on your campus and what is necessary to meet the definition of this essential practice)* **Accomplishments: 06152020** <u>Revised Structure:</u> Since the hiring of a full time coordinator TCC is able to devote more capacity to the organizational development of the Guided Pathways systems transformation movement. As such, we have collaboratively created a refined structure (See Appendix) for Guided Pathways at TCC that links the theoretical model of Guided Pathways to the time-bound action commitments of this work plan. By aligning Action Plan items to Pillar Teams we can more effectively, transparently, and efficiently accomplish the goals set forth by Guided Pathways. Our Pillars are cross-functional teams that are comprised of an aggregate of Action Teams detailed in the College Spark 5 Year Work Plan that align with the mission and theme of one of the 4 Guided Pathways Pillars: *Clarify the Path, Enter the Path, Stay on the Path, Ensure Learning.* They are formed to bring together people with different areas of expertise, and who report to different areas of the college, to create more innovative and integrated products and solutions to adaptive problems and systems change. We strategically recruit members for Pillars and Action Teams representing a cross section of staff, faculty, and students, exempt and classified personnel. Additionally, The Guided Pathways Model is woven into the theory and praxis of our 2020-2025 Strategic Plan. Throughout our Values, Student Experience, and Core Themes articulated in the Strategic Plan, Guided Pathways is imbed into the fabric of the college and our vision for the next 5 years and beyond. Our goal is to imbed Guided Pathways in the foundation of the institution and weave it into the everyday practices and procedures of our departments. https://www.tacomacc.edu/about/strategicplan/strategicplan **Challenges: 06152020**

Specialization Learning Outcomes: Our Guided Pathways team requested that our faculty work on SLOs the same time that they were working on Specialization Maps. Although we have pockets of innovation and progress, there is room for growth. Our plan to ameliorate this is to outline a consistent schedule during our Guiding Pathways summer retreat so that we can carve out dedicated time for faculty to craft their SLOs which we can think with our Specialization Maps and Scheddy (see Specialization Default Schedules under Exploratory Sequence for Each Major)

Moreover, in our refined structure of the Guided Pathways movement, we will implement an engagement strategy that will operationalize Guided Pathways throughout our institution so that it brings classified and exempt staff to the table in an intentionally targeted an meaningful way.

Action Plan *Activities planned to close any gap between the definition of the essential practice and its current status on your campus. If fully scaled, please list activities to refine and improve the essential practice.*	*Person/Group/Entity Responsible*	*Target Completion Date*	Done þ
The leadership team shares goals for the year with the entire campus community that emphasize actions directly related to achieving the Guided Pathways vision and why those are important.	*Executive Leadership Team members*	*October 2019*	*Ongoing*
The leadership team communicates to all their direct reports the importance of engagement in Guided Pathways efforts and offer specific incentives to encourage broader participation, including stipends for adjunct faculty and release time for exempt and classified staff.	*Executive Leadership Team members/Deans and Directors*	*October 2019*	*Ongoing*
Instructional Deans use Division meetings to communicate why Guided Pathways is essential to student success and to share new and promising practices faculty can access and implement in the classroom.	*Instructional Deans*	*May 2020*	*Virtual Ongoing with in-person planned for Fall20/Winter21*
Student Affairs Deans and other Management Personnel regularly incorporate Guided Pathways into department meetings and offer professional development specific to integrating Guided Pathways principles into daily practice.	*Student Affairs Deans / Management/OLE*	*May 2020*	*Done*
The Guiding Team reviews membership in all Pillar Teams, identifies staff and faculty to add to their team and invites more faculty and staff to participate through a 'personal ask.' (not just an all-staff email)	*Guiding Team/Pillar Team Leads*	*October 2019*	*Ongoing*
Consistent days and times are set for faculty to work on specialization outcomes (see Meta Majors and Programs of Study) which will increase the level of understanding and involvement in Guided Pathways.	*Faculty*	*March 2020*	*In progress*
Organizational Learning & Effectiveness staff offer monthly opportunities to further learning and understanding of Guided Pathways principles and practices through in-person meetings, webinars, etc.	*Organizational Learning & Effectiveness staff*	*May 2020*	*Done also Canvas Page*
At the Spring Professional Development Day, the college awards Guided Pathways Champion awards to recognize staff and faculty who have increased their knowledge, understanding and practice of Guided Pathways.	*Executive Leadership, TCC Foundation*	*April 2020*	*Postponed until we resume campus operations*

Work Plan Review Focus Areas/Implementation Schedule

	Year 1 Cohort 1: Spring 2017 Cohort 2: January 2019	**Year 2** Cohort 1: Spring 2018 Cohort 2: Spring 2020	**Year 3** Cohort 1: Spring 2019 Cohort 2: Spring 2021	**Year 4** Cohort 1: Spring 2020 Cohort 2: Spring 2022	**Year 5** Cohort 1: Spring 2021 Cohort 2: Spring 2023
Faculty Engagement	Cross-departmental teams/committees formed				
Meta Majors/ Programs of Study	Plan for developing Meta Majors is completed	Meta Majors Completed			
Exploratory Sequence	Plan for developing exploratory sequence completed	Design of exploratory sequence completed	Sequence utilized by students		
Designing Programs/ Degree Maps	Plan for developing/creating degree maps	Degree Maps completed	Maps utilized by students		
Communications	Communication (faculty/staff)	Plan in place to update communications materials for students, especially website	Communications materials created and website updated		
Technology	Identify tech issues & solutions	Tech plan completed	Sufficient tech in place to collect essential information		
Intake	Work Plan describes the steps that will be taken to develop the plan	Plan Completed	Implementation	Improve/Refine	
Advising		Plan Completed	Implementation		
Pre-college math and English			Plan completed	Implementation	
Other Gate Keeper Courses			Plan completed	Implementation	
Math Pathways			Plan completed	Implementation	
Scheduling			Plan completed	Implementation	
Program Monitoring			Plan completed	Implementation	
Intervening/redirecting			Plan completed	Implementation	
Ensuring Learning	On-going				

Pillar Groups 2020-2021:

Mission and Purpose:

PILLAR are cross-functional teams that are comprised of an aggregate of ACTION TEAMS detailed in the College Spark 5 Year Work Plan that align with the mission and theme of one of the 4 Guided Pathways Pillars: *Clarify the Path, Enter the Path, Stay on the Path, Ensure Learning.* They are formed to bring together people with different areas of expertise, and who report to different areas of the college, to create more innovative and integrated products and solutions to adaptive problems and systems change.

PILLAR are chaired by two individuals who are selected by the GUIDING TEAM to faciliatate an environment of cooperation, help the team explore innovative ideas, work through disagreements and build consensus in their PILLAR while also representing their PILLAR during GUIDING TEAM meetings.

Pillar Leads are selected by the GUIDING TEAM during the Guided Pathways Summer Planning retreat to serve for the academic year. Pillar Leads can remain for the duration of the campus reform or

Clarify the Path

Create clear curricular pathways to employment and further education.Simplify students' choices with default program maps developed by faculty and advisors that show students a clear pathway to completion, further education and employment in fields of importance to the region.

Establish transfer pathways through alignment of pathway courses and expected learning outcomes with transfer institutions, to optimize applicability of community college credits to university majors.

Enter the Path

Help students choose and enter their pathway.Bridge K12 to higher education by assuring early remediation in the final year of high school through the application of courseware technology in strong K12/higher ed partnerships.

Redesign traditional remediation as an "on-ramp" to a program of study, which helps students explore academic and career options from the beginning of their college experience, aligns math and other foundation skills coursework with a student's program of study, and integrates and contextualizes instruction to build academic and nonacademic foundation skills throughout the college-level curriculum, particularly in program "gateway" courses.

Provide accelerated remediation to help very

Stay On the Path

Support students through a strong advising process, embedded and ongoing in the pathway experience and supported by appropriate technology, to help students make informed choices, strengthen clarity about transfer and career opportunities at the end of their chosen college path, ensure they develop an academic plan with predictable schedules, monitor their progress, and intervene when they go off track.

Embed academic and non-academic supports throughout students' programs to promote student learning and persistence.

Ensure Learning

Ensure that learning is happening with intentional outcomes.

Establish program-level learning outcomes aligned with the requirements for success in employment and further education in a given field and apply the results of learning outcomes assessment to improve the effectiveness of instruction across programs.

Integrate group projects, internships, and other applied learning experiences to enhance instruction and student success in courses across programs of study.

Ensure incorporation of effective teaching practice throughout the pathways.

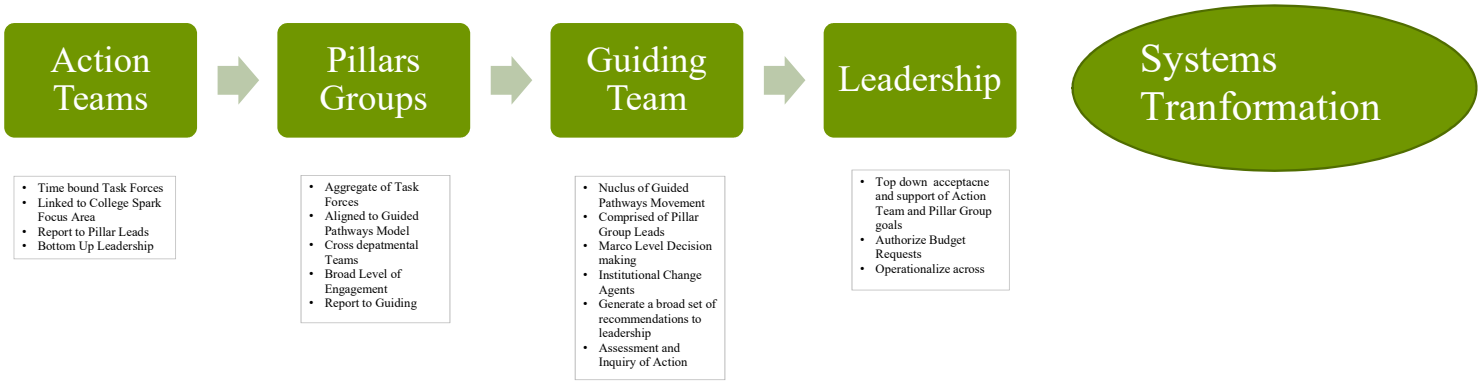
Guided Pathways Action Teams

Mission And Purpose: Guided Pathways Action Teams are responsible for acheiving the Action Plan items detailed in the College Spark 5-Year Implementation Work Plan. Action Teams have a clear set of inquiry driven goals to accomplish within a specified time frame.

Membership: Action Team members are selected by Pillar Leads, Leadership, and Guiding Pathways coaches for their expertise, intititave,insight, authority and influence over the College Spark Work Plan Focus Areas: Faculty Engagement, Meta Majors/Programs of Study, Exploratory Sequence, Designing Programs/Degree Maps, Communications, Technology, Intake, Advising, Pre-College Math and English, Other Gate Keeper Courses, Scheduling, Program Monitoring, Intervening/redirecting, and Ensure Learning

ACTION TEAMs 2019-2020

CLARIFY THE PATH	ENTER THE PATH	STAY ON THE PATH	ENSURE LEARNING
Program Maps	Career Exploration Tool	HD101	Publish All Program Specializations
Default Cluster Schedules	Entry Specialists	All Students Assigned SSA	Publish all CLOs
Career Clusters	Ideal Student Journey	All Students Assigned Faculty Mentor	Publish Instructional Outcomes
Math Entry Redesign	Online Student Orientation	SLCs	SLOs for All Paths
English Entry Redesign	Redesign In-Person Orientation	Learning Communities	Post Grad Survey
	Welcome Center	Accelerate Pathways to Calculus	


Action Teams
Pillars Groups
Guiding Team
Leadership
Systems Tranformation
• Time bound Task Forces
• Linked to College Spark Focus Area
• Report to Pillar Leads
• Bottom Up Leadership
• Aggregate of Task Forces
• Aligned to Guided Pathways Model
• Cross depatmental Teams
• Broad Level of Engagement
• Report to Guiding
• Nuclus of Guided Pathways Movement
• Comprised of Pillar Group Leads
• Marco Level Decision making
• Institutional Change Agents
• Generate a broad set of recommendations to leadership
• Assessment and Inquiry of Action
• Top down acceptacne and support of Action Team and Pillar Group goals
• Authorize Budget Requests
• Operationalize across

Tacoma Community College

Strategic Planning Committee Charter

Committee Purpose

The Tacoma Community College Strategic Planning Committee will lead the efforts to develop Tacoma's strategic plan in coordination with CampusWorks' strategic planning consultants. The Committee reports to the College President.
The Committee's purpose is to:

- Engage the College and its constituents in the planning process
- Gather and analyze data
- Develop strategies and objectives
- Set short and long-term goals
- Develop an implementation plan

Committee Norms

- Participation: Regular attendance in team activities and meetings
- Voice: As appropriate share your role and the activities of the team to others in the Tacoma community
- Excellence: Timely review of materials and shared ownership of team responsibilities so that no one member carries the load. Recognize varying perspectives and start all discussions with an open mind.

Committee Success Measures

- Full engagement of Committee members
- Engagement of internal and external College constituents
- Relevant, data informed presentations to support the planning effort
- Logistical and planning support for the College's futures summit
- Timely achievement of deliverables according to the agreed-upon calendar
- Completion of strategic plan May 31, 2019

Committee Responsibilities

- Provide timely input and feedback
- Attend strategic planning activities and Committee meetings as requested
- Encourage others to participate in e-surveys and strategic planning activities held throughout the process: Be an ambassador for the process
- Complete all e-surveys
- Recommend readings/engagement activities for the College community
- Serve on a Scan Team that researches and develops key topics that inform the development of strategies
- Escalate questions and concerns that may arise during the committee's work to ensure ongoing progress
- Develop objectives to support the strategies

CAMPUSWORKS

October 15, 2018

Workshop Series: Trends in Higher Education and the Student Experience

Tacoma Community College

Before engaging in strategic planning efforts with institutions, CampusWorks has found success with leading a series of workshops to set the stage for organizational change.

Representatives from across the College community are invited to participate in two workshops designed to (1) inform the community of trends in higher education and (2) develop a vision of the desired student experience at Tacoma Community College. The two workshops are further described below.

Overall Goals

- Discuss key trends emerging at community colleges across the nation
- Engage College constituents in the transformation planning process
- Examine how the College's student services, technology, and processes may be utilized to the fullest potential to fulfill its mission
- Identify a vision for the student experience at Tacoma Community College

Overall Outcomes

In addition to the educational materials for the workshops, a succinct and motivational document stating the proposed student experience will be presented to the executive team for review and approval. The final student experience statement will guide the strategic planning process, ensuring the student experience is central to all planning activities. Throughout our engagement, the CampusWorks team will refer to the student experience statement as conversations and analysis lead to a concise, actionable strategic plan that will be embraced by the entire community.

CampusWorks, Inc.
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Bradenton FL 34211

TEL. 941.316.0308
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www.campusWorksinc.com

All content is proprietary and confidential.

CAMPUSWORKS

Trends in Higher Education Workshop

During this 90-minute presentation, CampusWorks will introduce and lead a discussion on trends in higher education, identifying themes related to enrollment, student success, technology, and accountability. The workshop highlights emerging practices and technologies that support a transformational student experience by minimizing administrative work and increasing time for teaching and learning.

This workshop will be offered to a representative audience at the College, including leadership, faculty, staff, students, and any others the College would like to participate, including alumni and board members. All who plan on participating in the Student Experience workshop are encouraged to attend.

Student Experience Workshop

A half-day workshop with a representative audience from the College designed to develop the future definition of the student experience at Tacoma Community College. The outcome will be a succinct and motivational document that articulates a vision for the student experience.

The proposed student experience statement will be presented to the President and Executive Team for review and approval. The final document will serve as a guiding document for the subsequent strategic planning activities, ensuring alignment between institutional priorities and the ideal student experience at Tacoma Community College.

Tacoma Community College
SWOT Themes

STRENGTHS	WEAKNESSES
Dedicated faculty and staff committed to student success	ctcLink
Knowledgeable and qualified faculty	Staff turnover and no employee retention plan, especially among employees of color and those with ctcLink skills
Innovative education that leverages technology	Overworked and stressed employees, largely due to turnover and vacancies
Quality and variety of academic programs, including BAS programs	Departments operate in silos without unified vision
Genuine focus on inclusion and equity	Faculty and staff do not adequately reflect the diversity of student body
High-touch student services, including non-academic support	Poor morale among employees
Strong reputation in the community	Cumbersome admissions/financial aid/registration process/systems
Community partnerships and support	Poor customer service for students
Beautiful campus in a great location	Inability for students to pay their bill with a credit card
Learning communities	Lack of training and accountability for employees to meet unique needs of underserved student populations (lack of some understanding equity work)
Men of Distinction program	Culture that is resistant to change
Focus on environmental sustainability	Poor internal communication among departments and from leadership
Open Educational Resources (OER)	Weak knowledge management
I-BEST program	Damaged reputation in the community because of ctcLink and past leadership
Guided Pathways work	Lack of one-stop shop for student services
Diversity of student body	Overreliance on adjunct faculty
Gig Harbor campus	No enough full-time faculty
New leadership/President	Lack of health food options on campus
Strong international program	Declining student enrollments
Food pantry	Transcript evaluation takes too long
Professional development opportunities	Adjunct faculty are not treated well and are not compensated appropriately
Grit and resilience of employees	Underserved students nearly absent in STEM majors
Running Start	

OPPORTUNITIES	THREATS
Capitalize on national associations to learn best practices from peer institutions and to present on TCC's successes	Competition from other community colleges in the regions
Expand successful programs such as learning communities, Men of Distinction & I-BEST	Competition from UW-Tacoma and online colleges and universities
Provide more support for TCC's students of color	Cost of living increases in Tacoma and Pierce County
Increase recruitment of underserved populations, emphasizing East side of Tacoma	Declines in federal and state funding allocations/rising tuition
Increase online and hyrid programs	Perceptions about the value of a college degree
Require ongoing training on equity, inclusion, and unconscious bias	Improving economy, declining enrollments
Secure grant funding to support programs beyond existing funding, particularly Guided Pathways	Increased accountability for colleges from legislature, accreditors, etc.
Develop/enhance internal and external partnerships	Increases in Tacoma gentrification may further push away marginalized groups
Deepen and expand community partnerships, including partnerships to reduce poverty	Poor compensation for employees, including adjuncts
Rising tuition costs at 4-year institutions	Lots of change amid unstable executive leadership
Strengthen partnerships with 4-year institutions & high schools	Continued reliance on ctcLink (state system keeps TCC's hands tied)
Provide training for workers in improving economy	Possible disconnect between TCC and surrounding community
Increase collaboration with industries (credit and non-credit)	Falling behind in being responsive to regional economic and workforce needs
Provide training/certificates for newest, growing fields	Poor student services and experiences damaging TCC's reputation
Align training offerings with workforce needs	Continued high levels of employee turnover
Strengthen relationships with local tribes, especially Puyallup Tribe	Working in silos within TCC
Capitalize on free college movement to support more students	Poor institutional performance negatively impacting funding
Partner with Sound Transit System on light rail	Unconscious bias can hinder ability to meet needs of underserved students
House all student services in Building 7	Federal policy changes, including changes to Federal Financial Aid
Use data more strategically to inform decisions at TCC	Natural disasters and climate change
Explore the expansion of bachelor's degree programs	K-12 schools and other colleges compensating staff at higher rates
Hire more full-time faculty	
Leverage "community" part of name for partnerships and branding	
Become local and national leader on environmental sustainability	
Create closer partnerships between credit and non-credit programs	

TACOMA COMMUNITY COLLEGE FY2021 OPERATING BUDGET TRAINING GUIDE

JANUARY 9, 2020

For questions, please contact Julie Dunbar, Budget Manager at jdunbar@tacomacc.edu or 253-566-5385

BUDGET CALENDAR

Date(s)/Time(s)/Location	Task	Responsibility
MORNING SESSION Thursday, January 9, 2020 Time: 10:00 – 11:30AM Location: Bldg 9-101/109 Attend at least one session.	**FY2021 Budget Kickoff/Training:** Discuss Guiding Principles, Approach, Process, Methodology, Budget Templates and Financial Status Reports	Leadership Team Budget Office Budget Managers Support Staff
AFTERNOON SESSION Thursday, January 9, 2020 Time: 1:30 – 3:00PM Location: Bldg 9-101/109 Attend at least one session.	**FY2021 Budget Kickoff/Training:** Discuss Guiding Principles, Approach, Process, Methodology, Budget Templates and Financial Status Reports	Leadership Team Budget Office Budget Managers Support Staff
January, 2020	Budget Development commences, includes review w/Supervisor & VP	Budget Managers
February 28, 2020	**Due to Budget Office:** VP-approved budget templates	Budget Managers
March, 2020	Prepare FY2021 Preliminary Budget Version 1 for Leadership review/approval including: ➢ State and Local revenue projections ➢ Consolidation of revised budget templates including salary forecast data	Budget Office
April, 2020	Budget Reviews begin	Leadership, Budget Managers, Budget Office
May, 2020	Prepare final version of Preliminary Budget for Leadership review	Budget Office
June 3, 2020	Submit FY2021 Budget Information for Board packet	Leadership
June 10, 2020	Board of Trustees Study Session Board of Trustee Meeting 1st Read FY2021 Budget	Board of Trustees Leadership Financial Services
June 26, 2020	Board Retreat 2nd Read/Approve FY2021 Budget	Board of Trustees Leadership
July-August, 2020	Upload Budget to Peoplesoft	Budget Office

TACOMA COMMUNITY COLLEGE

Guiding Principles for Budget Development FY 21

October 14, 2019

For the current fiscal year up to $2 million of reserves may be used to adequately cover expenses that may exceed anticipated revenues. This use of reserve funds to balance a yearly budget is not sustainable. To prepare for a truly balanced budget for fiscal year (FY) 2021, this year the college will be engaging in a budget development process that will include reducing projected expenses for FY21. Below are principles that will be used to guide the development of the budget, including identifying needed reductions. The principles below are prioritized; due to the complexity of developing a college-wide budget all principles may not be met for each budget decision that must be met.

Overall budget reduction goal: $2 million.[1]

- Budget development strategies must not only address immediate needs, but also must address long-term strategy.
- Budget development must include an in-depth analysis of funds needed to appropriately operate the college.
- Budget development strategies must challenge the status quo.
- All decisions must be based on empirical data and merit, not on advocacy.
- The good of the college as a whole takes precedence over individual units.
- Budget reductions should have minimal impact on the implementation of the 2020-2025 strategic plan, essential Guided Pathways work, student success recruitment, access, retention, persistence and timely completion of degrees and other credentials.
- Budget reductions must not compromise the safety of the college community.
- Budget reduction strategies should be sensitive to equity, diversity and inclusion.
- Budget reduction strategies must not adversely impact institutional or program accreditations or compliance.
- Budget reductions should include an appropriate balance of cost savings and revenue enhancements.
- Budget reductions should disinvest in non-critical, unnecessary, and/or underperforming programs or infrastructures, and potentially invest in developing and/or expanding needed programs or infrastructures.
- Budget development must include a review of programs/services that may need to be subsidized.
- Across the board cuts will not be considered as a budget reduction strategy.
- Needed professional development of faculty and staff, including travel, will not be totally eliminated as a budget reduction strategy.
- The ability of the college to perform essential operation and maintenance of college facilities will be maintained.
- Cost savings through increased efficiencies will be emphasized.
- The budget reduction process will be as transparent as possible and ongoing communication to the college community will be provided.
- To ensure maximum financial savings, budget reductions will be identified in FY20 with full implementation in FY21.

[1] *This is an estimate based on the budget shortfall for the current fiscal year. This estimate will change as the budget development process takes place.*

FY2021 BUDGET DEVELOPMENT

Budget Reduction Goal:
FY2021 Budget will be $2M less than FY 2020 Budget

Guiding Principles:
Revenue/expense proposals will incorporate the Guiding Principles

Non-revenue generating departments:

- **Budget expectations**: FY2021 Proposed expenses will be **less than** FY2020.
- **Tools** (in addition to the Peoplesoft Budget Module) – Reports on the portal for old and new COA:
  - Budget to Actual
  - Budget Overview Detail
  - Budget Template
  - Payroll by Department
  - Financial Status Report (available soon)

Course fee revenue generating departments:

- **Budget expectations – Revenue**: FY2021 proposed revenue **should exceed** FY2021 proposed expenses
- **Budget expectations – Expenses**: FY2021 proposed expenses will be **less than** FY2020.
- **Tools** (in addition to the Peoplesoft Budget Module) – Reports on the portal for old and new COA:
  - Budget to Actual
  - Budget Overview Detail
  - Budget Template
  - Payroll by Department
  - Financial Status Report (available soon)

Auxilliary Enterprise revenue generating departments (fund begins with #4 or #5):

- **Budget expectations – Revenue**: FY2021 proposed revenue **should exceed** FY2021 proposed expenses (see "Bottom line" bullet)
- **Budget expectations – Expenses**: FY2021 proposed expenses will be **less than** FY2020.

- **Bottom line**: proposed revenue over expenses should breakeven at a minimum.

- **Tools** (in addition to the Peoplesoft Budget Module) – Reports on the portal for old and new COA:
  - Budget to Actual
  - Budget Overview Detail
  - Budget Template
  - Payroll by Department
  - Financial Status Report (available soon)

- **Budget Method: Zero Based** – ALL expenses must be justified.

- **Budget Units: Department level** within the following funds:
  - 001 – General (including appropriations)
  - 146 – Local Contracts (Running Start **and** Fresh Start)
  - 148 – Dedicated Local (Course Fee departments)
  - 149 – Operating Fees (Tuition Fund)

  Auxilliary (Proprietary) Enterprises:

  Internal Service Funds:

  - 448 – Printing
  - 460 – Motor Pool

  Enterprise Funds:
  - 522 – Associated Students (separate budgeting process)
  - 524 – Bookstore
  - 528 – Parking
  - 569 – Food Service (potential new)
  - 570 – Other Auxiliaries
  - 5XX – Housing (potential new)

- Fund 145 – the Grant Fund is separately budgeted according to the individual grant programs and not a part of this operating budget development process. However, if funding for operating budget expenses

can shift to grant funding, this should be a consideration in the budget development process.

- Fund Balance/Reserves should not be factored in as part of the budget development process.
- Prior year(s) budget levels do not dictate FY2021 budget levels.
- Strategically evaluate programs & services – what is the demand for the program and/or service, what is the cost and budgetary need?
- Review your budgets and be prepared to answer questions about your programs and budget requests.
- Revenue: Project program revenue.
- Expenses: Based on demand, determine the minimum amount required to run the program or provide the service. Note: the expectation is that FY2021 proposed expenses will be less than FY2020.
- Budget each expense account – budget at the account level, not the roll up level. (See exception below regarding benefits.)
- Human Resources will provide salary and benefit forecasts for: Exempt Executive-#5000010, Exempt Managerial-#5000020, Exempt Professional/Technical-#5000030, Faculty Permanent Full Time-#5000060, Faculty Temporary Full Time-#5000080 and Community College Classified-#5000100. The Budget Office will update budget templates for these classifications.
- For other employee classifications, and based on what is needed to run your program(s)/provide the service, budget managers are responsible for providing salary and benefit budget estimates for the following classifications (benefit rate is indicated in parenthesis): Hourly Temp-#5000050 (10%), Adjunct Faculty-#5000090 (32%), Students-#5000130 (2%) and Overtime-#5000170 (10%). Benefits for these employees can be budgeted at the "roll up" account level-#5010003. Remember: minimum wage increases to $13.50 per hour January 1, 2020.
- All accounts require explanation regardless of budget amounts. Provide explanations in the template column titled "Explanation." Refer to the GL Account Table near the end of this Guide. For example:

- #5081102 – Conferences – Identify the conference and associated fees. Associated travel is to be budgeted in #508XXXX Travel accounts (see below).
- 5081103 – Dues/Membership fees – Identify the organization(s) you are paying dues/fees to. Includes subscriptions that accompany the dues or membership fees paid.
- #5081120 – Subscriptions – identify the subscriptions you plan to renew: newspapers, periodicals, electronic database services, but excluding subscriptions accompanying individual and/or agency memberships (use #5081103). Also exclude catalogued/capitalized library subscriptions with a useful life greater than one year (use #5040130).
- #5081230 – Software Maintenance – identify software, licenses, upgrades and maintenance agreements required.
- #508XXXX – Travel – for training, conferences, and/or meetings, identify the reason for travel and provide budget estimates for hotel, airfare, meals, mileage (for 2020 the rate is $0.575 per mile). See also account #5081102.
- #503XXXX/504XXXX – Equipment – identify I.T. and NON-I.T. equipment needed to run your program(s). Equipment is categorized as non-capital or capital, depending on the capitalization threshhold. TCCs capitalization threshhold is $5,000 per unit.

➢ Budget managers can shift amounts between NON-salary/benefit accounts (e.g., between Goods & Services and Travel).

PROCESS

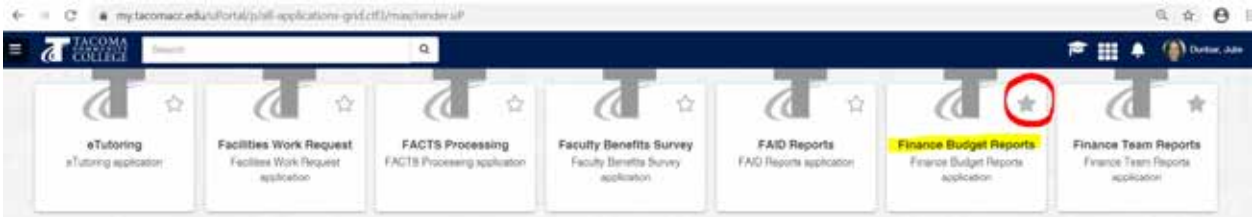
- Attend at least one FY2021 Budget Kickoff/Training session.
- Prepare budget estimates.
- Enter estimates and explanations on templates. Please update formulas.
- Review budget templates with your supervisor & VP.
- Revise templates based on supervisor & VP review.
- Submit VP-approved templates to Budget Office on or before date due.
- Attend Budget Reviews with Leadership as requested.
- Continue participating in budget reviews and revisions as necessary.

NAVIGATING TO BUDGET REPORTS ON THE NEW PORTAL

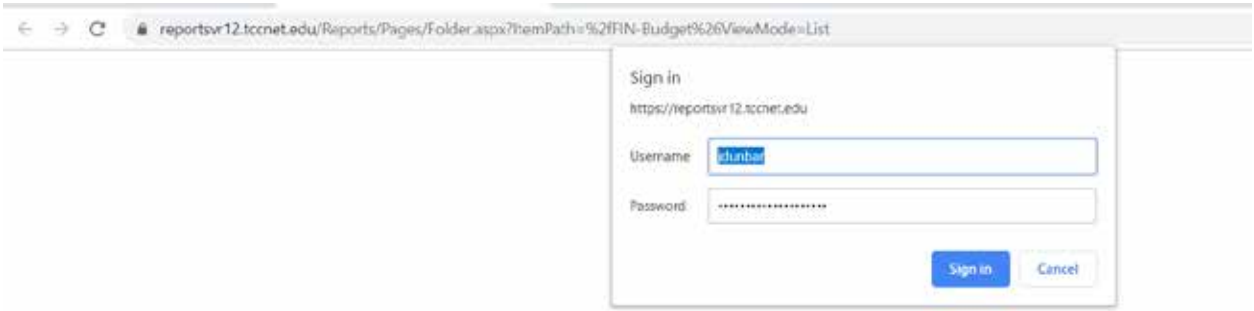
In new portal, **click on the tiles** in the upper right hand corner.

Click **All Applications**

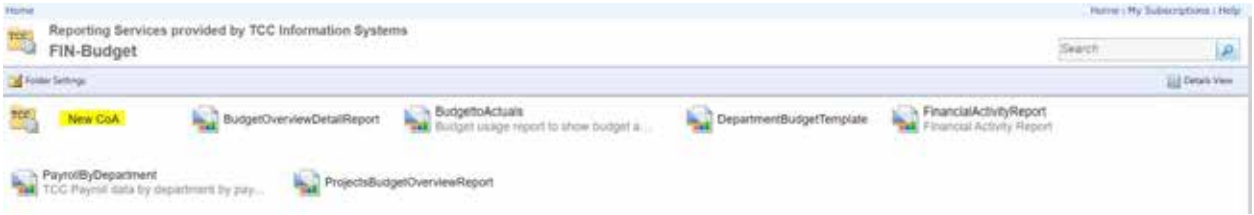
Scroll down to **Finance Budget Reports.** Click on the **STAR** to add to your favorites then click **Finance Budget Reports.**



Log in again if necessary. Some people have had troubles with this step. For example nothing happens after they click "sign in". If this happens to you, please submit a help desk ticket.

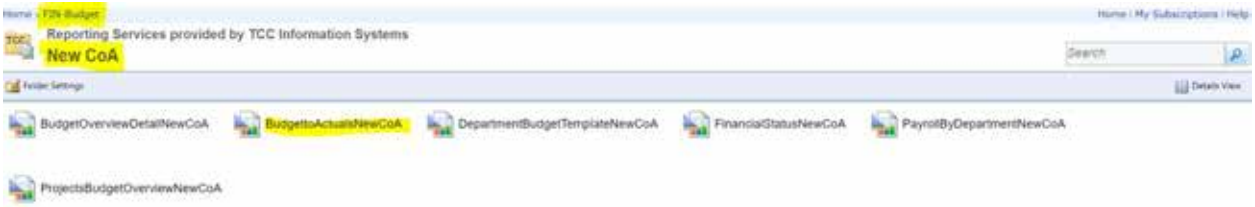


Click **New CoA.** Please note: the new Chart of Accounts (COA) was effective July 1, 2019. Budget reports with the new COA are in the "New COA" folder. Data prior to July 1, 2019 is included in the other reports shown below.



BUDGET TO ACTUAL REPORT

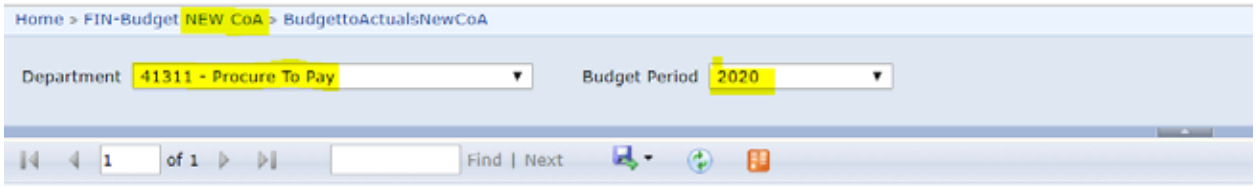
Select Budget to Actuals New COA.



Under the Department drop down list, select the department you want to view. Under the Budget Period drop down list, select the year you want to view. Currently the only choice available is 2020. After the FY2021 budget is uploaded you will be able to choose either 2020 or 2021. (For reports with old COA data, you will need to select the old COA report and choose fiscal years 2016, 2017, 2018 or 2019).

Click View Report.

Here is what the Budget to Actual Report looks like. (This is the upper portion.)



TACOMA COMMUNITY COLLEGE
Delivered by TCC Information Systems

Tacoma Community College
Budget to Actual Report
For Budget Period 2020
Dept 41311 - Procure To Pay
From 07/01/2019 Thru 11/27/2019

Exp Type	Account	Fund	Appr	Cls	Dept	Account Description	Budget	Expense	Encumbrance	Available Budget	Percent Available
Salary & Benefits	5000030	001	BG1	083	41311	Exempt Professional/Technical	[redacted]	[redacted]	0.00	42,827.36	66.00%
	5000100	001	BG1	083	41311	Community College Classified	[redacted]	[redacted]	0.00	33,961.00	67.62%
						Salary & Wages Subtotal	115,115.00	38,326.64	0.00	76,788.36	66.71%
	5010003	001	BG1	083	41311	Benefits	47,122.00	0.00	0.00	47,122.00	100.00%
	5010010	001	BG1	083	41311	Old Age and Survivors Insur	0.00	2,346.37	0.00	(2,346.37)	0.00%
	5010020	001	BG1	083	41311	Medicare	0.00	548.75	0.00	(548.75)	0.00%
	5010040	001	BG1	083	41311	Medical Aid	0.00	115.20	0.00	(115.20)	0.00%
	5010050	001	BG1	083	41311	Labor &Industries	0.00	153.60	0.00	(153.60)	0.00%
	5010060	001	BG1	083	41311	Health Life and Disability Ins	0.00	7,512.00	0.00	(7,512.00)	0.00%
	5010150	001	BG1	083	41311	Paid Family Leave	0.00	56.32	0.00	(56.32)	0.00%
						Benefits Subtotal	47,122.00	10,732.24	0.00	36,389.76	77.22%
						Salary and Benefits Total	162,237.00	49,058.88	0.00	113,178.12	69.76%

For the full 1.B.1H EXHIBIT, click here

Instructional Assessment Steering Committee (IASC) Report, Fall 2019

Prepared by Amunoo Tembo, Curriculum and Assessment Coordinator

IASC Mission Statement: To act as an institutional advisory body, guiding the strategic direction of instructional assessment, promoting understanding of systemic assessment, setting priorities and directions of/for assessment projects, and creating a culture of evidence-based decision making.

Introduction

In the 2016-17 academic year, TCC conducted a meta-assessment of all instructional assessment processes and procedures; outcomes included but were not limited to:

1. Makeup of current programs may need to be revised- this would help make more sense of the CLO assessments mapping to PLO assessments.
2. More clarity is needed for the assessment cycle at TCC.

This report is to provide an update on the assessment submissions that were received between 2017-2019 and address the current state of the two outcomes from the meta-assessment.

In 2018-2019, there was a total of about 15-17 IASC members on the committee with representation across all divisions and most programs. There was a new Instructional and Assessment Coordinator who used the fall quarter to learn about the history of assessment, read through the meta-assessment reports, the last accreditation visit, the mid-cycle accreditation visit and feedback. See the list of the 2018-2019 IASC members below:

IASC Member	Represented Programs
1. Amunoo Tembo	Chair of IASC and CLAC rep
2. Kristina Young	Written and Oral Communications, Humanities
3. Analea Brauburger	Dean of OLE
4. Douglas Aveila	Social Sciences: SOC and ANTH
5. Yi Li	Social Sciences: PHIL, PSYC and HIST
6. Rebecca Callahan	Business, Health and Professional Services (Nursing)
7. Bruno Arzola-Padilla	Arts and Humanities (HUM and World Languages)
8. Lee Sledd (CLAC rep)	English for Academic Purposes, ABE, Developmental Studies, AESL
9. Jared Abwawo	Mathematics
10. Jeff Engle	Natural Sciences and Engineering
11. Lexi Generous	Counseling Faculty
12. Heather Urcshel	Student Learning Centers
13. John Sandin	Development Education (HIST and ENGL)
14. Deb Padden	e-Learning
15. Matthew Mburu	Business- Transfer, Business Prof Tech and Accounting
16. Mathew Anderson	Education- Transfer
17. Jeffrey Lund	Arts and Humanities (Music)

Below are IASC's list of accomplishments for 2018-2019:

1. IASC met at least 3 times a quarter where new and returning members were providing updates on where their programs of representations are with 5-Year-Plans, 17/18 and 18/19 PLO assessment projects.
2. IASC members also tried to address concerns about what the purpose of the committee was and identify the members' roles and responsibilities- development of Assessment Cycle.
3. IASC members were involved in conversations around Guided Pathways and how to support Pillar 4: Ensuring Students are Learning- Specialization Learning Outcomes (SLO) discussions.
4. Learning Outcomes and Assessment Shootouts of 2017-2019:
    a. *Almost all the programs have developed and/or revised 5-Year-Plans.*
    b. *There are currently about 48 specializations developed.*
    c. *Over 18 Faculty TILT-ed at least one assignment (Dev Ed (ENGL) Department and 211 TILT Cohort Participants).*
    d. *At least one program/department in all divisions submitted PLO (2017-2018) and or CLO (2018-2019) assessment documentations.*
    e. *2/3 of the CLO workshop series were well attended by full and part time faculty in winter and spring 2019.*
    f. *A group of faculty from the AHSS division met and drafted Specialization Learning Outcomes (SLO) in the following specializations: Art, Literature, Music, World Languages, Spanish and Computer Science.*

Methods and Results

The curriculum and assessment coordinator worked alone to increase professional development opportunities for faculty related to assessment strategies, specifically around CLO assessment. There were 3 sessions that made up the first annual Course Learning Outcomes Workshop Series. See below for the objectives of the course learning outcome workshops that took place between Winter- Spring 2019:

1. CLO Series Workshop #1 Novice, objectives:
    a. Describe the Importance of assessing course learning outcomes (CLO)
    b. Distinguish the difference between grades and course learning outcomes (CLO).

2. CLO Series Workshop #2 Intermediate, objectives:
    a. Develop options for gathering student information on achievement of course learning outcomes.
    b. Create a rubric for an assignment that links with course learning outcomes.

3. CLO Series Workshop #3 Advanced, objectives:
    a. Experiment with the Learning Mastery Gradebook.
    b. Demonstrate the use of the Learning Mastery Gradebook.

Accordingly, the Curriculum and Assessment Coordinator kept track of all the submissions of student learning outcomes assessment through reviewing program reviews (with completed assessment) and collecting and uploading CLO and in some cases PLO assessments.

The following table indicates the number of 2017-2018 PLO assessments submitted by programs and some data on the CLO assessments that were submitted with a short summary on student achievement among the participating courses.

	PLO Assessment 2017-2018	**CLO Assessments 2018-2019**	
Programs	**SUMMARY OF PROGRAM RESPONSES TO THE QUESTION: "How many total students received this assessment?"**	**Course Subjects**	**SUMMARY OF COURSE RESPONSES TO THE QUESTION: "What are the results regarding student achievement of this outcome based on what you tracked?**
Accounting	N/A		
Adult Basic Education (ABE)	69		
AESL	69	MUSC& 143	CL) #2: 16/24 students met or exceeded 73% . 73% is the overall grade needed to continue on to the next level in the music theory sequence, that is why I consider it as having met the outcome. This homework category is worth 40% of their overall grade.
Business (Prof-Tech)	15 or fewer	HUM 120	CL) #3: 21 % exceeded, 58% met and 21 % did not meet the expectations.

Business-Transfer	75-125	MUSC 161	CLO #1: As usual with performance ensembles, the first couple of weeks were rough. The music was new to most musicians, and they had a lot of material to learn. Every week we set goals, evaluated performances, and articulated areas for improvement. Â By the end of the quarter we were ready for a public performance, and able to play seven different works successfully.
Counseling	196		
Developmental Education (Dev-Ed)	N/A	PSYC& 220	CLO #2: 53/68 student met the requirements for the outcome.
Early Childhood Education (ECE)	18		
Education-Transfer	40	WRITE 96	CLO #4: Pre score of 8 and post score of 12, total students 9 and 33% change.
Engineering (CAPE)	75-125		
English for Academic Purpose (EAP)	N/A- not available	SPAN& 122	CLO #3: All but 3 students in the class earned a 25/25 and met/exceeded the expectations.
Global Studies Distinction Pathways	N/A	MUSC 110	N/A

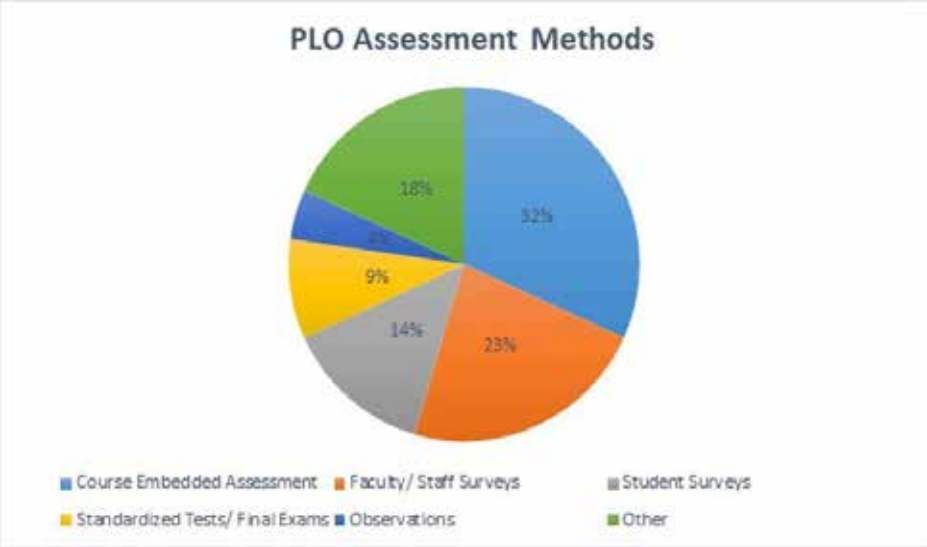
Health Information Management		HIM 340	CLO#9: all of students met expectations
Honors Distinction Pathways	N/A		
Library		LS 101, 102, 103	All CLOs. On average students are between the developing and accomplished level for all CLOS in LS 101 and LS 301.
Mathematics	155	MATH& 142	CLO#2: 17/22 were able to create graphs.
Natural Sciences (BEEch)	126 or more	BIOL& 222	CLO#3: Students met expectations, scored better than the national average. 49%/50% or 99%
Oral and Written Communication	N/A	CMST& 101	CLO #1: 52% exceed, 44% met and 4% did not meet expectations.
Social Sciences	275	CMST& 220	CLO#3: 70% exceed, 25% met and 5% did not meet expectations.
Student Learning Centers	N/A	CMST 110	CLO# 3, 62% exceed, 32% met expectations and 3% did not meet expectations.
		SOC& 101	CLO #6: Grade distribution: 71% of students received 89% on research paper.
Grand Total: 19 Programs	About 1,155 Students	Grand Total: 15 Courses	

*Note 1: According to the 2017-2018 TCC Catalog, there was a total number of 28 programs offered. This is not the same number of Program Learning Outcomes (PLO) assessments that were submitted. 19/28 (61%) PLO assessments were submitted that academic year. 5/17 (29%) of the submissions did not assess the PLO's but rather either developed a 5-year plan, revised a 5-year plan, made curriculum changes or assessed the program but not how students were achieving the program learning outcomes.

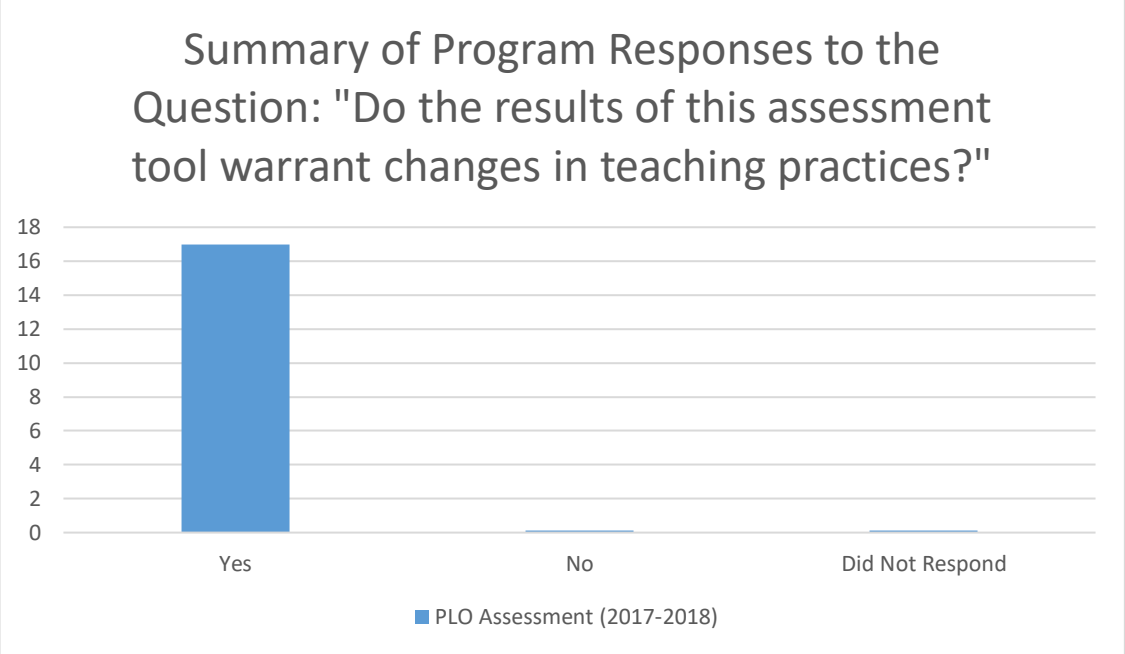
*Note 2: In the year of 2018-2019 (summer-spring), TCC offered a total of 719 courses, not including Continuing Ed courses. This number does not include individual class sections but course subjects themselves. Consequently, 17/719 courses reported to have assessed students at the course level. Although this may not reflect the number of courses that assessed that year, those were the courses that submitted assessments at the course level. It's important to note that the Course Learning Outcomes (CLO) assessment documentation rollout did not begin to take place until winter 2019, though as an institutional assessment is the way in which we ensure that our students are learning.

In comparison to the past, the PLO assessments that were submitted have decreased over the years. The reason for the immense decrease in 2016-2017 was because that was the year of the meta-assessment. The instructional committees encouraged programs to take a look at the current assessment process and discuss how to make improvements.

Among the PLO Assessments that were submitted in 2017-2018, there were a variety of different assessment methods that programs used. See chart below:



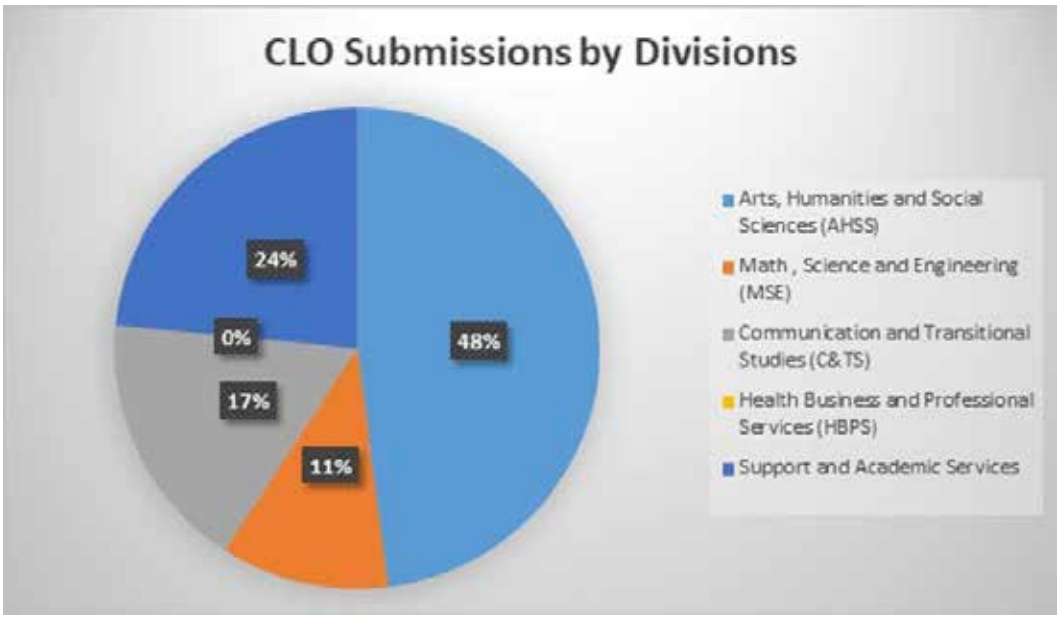
Change based on results of assessment process



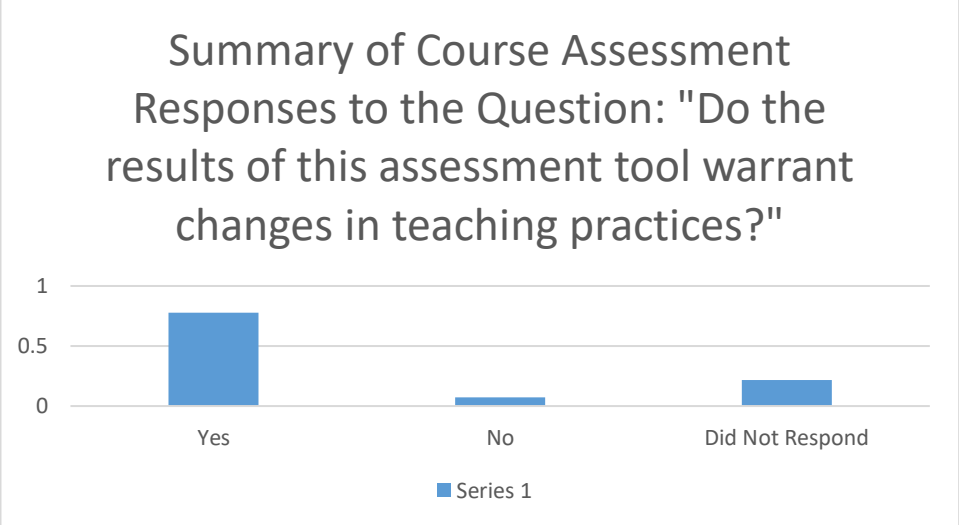
*Note: Most of the programs indicated that some kind of change would take place in the program but not always the reaching practices. 2/17 of the PLO assessment submissions included were revisions of the program learning outcomes.

On the other hand, the CLO submissions that were received were not a reflection of the courses offered. Ideally, faculty should be assessing the courses they teach every quarter that they are teaching. However, based on some numbers ran by the Institutional Research team, they estimated 3,500 courses to have been offered in the 2018-2019 academic year. According to some canvas data, about 1039 courses were offered in the spring of 2019. Consequently, we received a total of 17 course learning outcome assessments for 2018-2019. These numbers were too low to make sense of how our students are doing in achieving the learning outcome at the

course level. Though course assessments were submitted from almost all the divisions (see below):



Change based on results of assessment process



Discussion

Program Learning Outcomes/ Specialization Learning Outcomes
While there has been a decrease in PLO assessment submissions overtime, more than half of our programs continue to participate in collecting student learning achievement data at the program level. Faculty use a variety of different methods to assess and some use a few as preferred. Nevertheless, more faculty than not agreed that the results of the assessment warrant change in teaching/services practices.

Course Learning Outcome
Though there was a significantly low CLO Assessment submission, at least one faculty from almost every division submitted and assessment. Among the faculty who submitted a CLO assessment documentation, more faculty than not agreed that the results of the assessment warrant change in teaching practices.

Limitations

In 2018/2019, there was an average of 5/17 IASC members attending the IASC meetings. There was not much structure around what the roles and responsibilities were of the members and it may have been because this was the curriculum and assessment coordinator's first year serving in the role. Of the members who did attend the meetings, there was not much reporting back or actions that were taken. Though the assessment coordinator followed up with members regularly, there was not much accountability or authority in place to ensure that outcome and assessment related tasks were getting done from IASC members or faculty in general.

There were few assessment submissions at the course level. No assessment submissions at the program level by the end of spring 2019 for the 2018-2019 academic year. Some programs did communicate that they will be working on it over the summer and plan to submit it by the beginning of fall 2019. Faculty have expressed that they might not always have the time to meet with their departments and engage in a meaningful process of developing and executing an assessment plan. Some recommendations could be some level of accountability and perhaps the development of an assessment day or two throughout the academic year.

COM Assessment Report, Summer 2019

Prepared by Heather Gillanders, CLAC co-chair, Corinne Jarvis, CLAC co-chair, Amunoo Tembo, and Gavin Albright

Introduction

In the 2016-17 academic year, TCC conducted a meta-assessment of all instructional assessment processes and procedures. In addition, TCC had its mid-cycle accreditation visit, which was focused on instructional assessment. One outcome of both was the revision of TCC's degree learning outcomes (DLOs), which was led by the Student Learning Improvement Council (SLIC). The mid-cycle accreditation team recommended a consistent methodology for DLO assessment. It was therefore decided to use rubrics to evaluate student work that measures each DLO going forward, and for the SLIC committee to lead these efforts. These changes were reviewed by Instructional Council (IC) and subsequently approved in February 2017.

The SLIC committee then changed its name to the College-wide Learning Assessment Committee (CLAC) and revised its mission statement to more accurately reflect its focus on leading DLO assessment. The revised mission statement reads:

> *Supporting Tacoma Community College's Create Learning core theme through the planning and coordination of institution-wide assessment, including but not limited to student achievement of degree learning outcomes.*

This report is for the Communication (COM) DLO, which reads:

> *Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.*

The verbiage of this particular DLO was not revised during meta-assessment. It was last assessed in 2011-12 by gathering student work and evaluating it using a rubric.

Method

Faculty representing all divisions scored student artifacts using a rubric. Artifacts came from the following divisions: Communications and Transitional Studies; Arts, Humanities, and Social Sciences; Math, Science, and Engineering; and Health, Business, and Professional Services. A total of 457 individual artifacts from 26 classes are included.

The rubric was adapted with permission from South Seattle College to fit the language of Tacoma Community College's COM DLO; the TCC rubric used in 2011-12 to assess this outcome was also consulted. Members of the CLAC committee created the first draft, solicited feedback from faculty, and revised the rubrics based on faculty feedback to create the final draft:

DLO Rubric: Communication (COM)

- Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.

Criteria	1-Beginning	2-Developing	3-Competent	4-Accomplished	N/A
Organization	Communication lacks focus and is not logical or cohesive	Communication is somewhat focused, logical, and cohesive	Communication is often focused, logical, and cohesive	Communication is consistently focused, logical, and cohesive	
Audience/Context	Shows little to no awareness of audience and context	Shows some awareness of audience and context	Often demonstrates awareness of audience and context	Consistently demonstrates awareness of audience and context	
Thesis/Evidence	Thesis/argument lacks supporting evidence and many inaccuracies are present	Thesis/argument is supported with some evidence, with some inaccuracies	Thesis/argument is well supported with evidence through to conclusion, with few inaccuracies	Thesis/argument is well supported with evidence through to conclusion	
Language/Conventions	Language and conventions lack clarity, are inaccurate, and/or inappropriate	Language is somewhat clear; some errors in conventions	Language is clear; few errors in conventions	Language is clear w/ fewer to no errors in conventions	

In collaboration with e-Learning, a Canvas shell for the COM DLO was created and all artifacts were uploaded to the shell to be scored using the rubric and to act as a repository of student work for potential future assessment projects. As much as possible, artifacts were anonymized, removing student names and ID numbers. Only those faculty scoring artifacts, CLAC members, and e-Learning have access to these Canvas shells.

All of the faculty who scored the artifacts participated in a norming session prior to receiving their assignments to ensure that the criteria was clear and that all were applying the rubric in roughly the same way. Scores for each criterion for every artifact were transferred into an Excel spreadsheet and analyzed.

Results

On a scale of 1 to 4, where 1 is the lowest and 4 the highest, the average score for all criteria was 3.22, which places students between the competent and accomplished levels. The highest average score was for the audience/context criterion at 3.31, followed by organization at 3.25, then language/conventions at 3.20, and finally thesis/evidence at 3.14.

For the full 1.C.1B EXHIBIT, click here, (page 2)

IIT Assessment Report, Summer 2019

Prepared by Heather Gillanders, CLAC co-chair, Corinne Jarvis, CLAC co-chair, Amunoo Tembo, and Gavin Albright

Introduction

In the 2016-17 academic year, TCC conducted a meta-assessment of all instructional assessment processes and procedures. In addition, TCC had its mid-cycle accreditation visit, which was focused on instructional assessment. One outcome of both was the revision of TCC's degree learning outcomes (DLOs), which was led by the Student Learning Improvement Council (SLIC). The mid-cycle accreditation team recommended a consistent methodology for DLO assessment. It was therefore decided to use rubrics to evaluate student work that measures each DLO going forward, and for the SLIC committee to lead these efforts. These changes were reviewed by Instructional Council (IC) and subsequently approved in February 2017.

The SLIC committee then changed its name to the College-wide Learning Assessment Committee (CLAC) and revised its mission statement to more accurately reflect its focus on leading DLO assessment. The mission statement reads:

> *Supporting Tacoma Community College's Create Learning core theme through the planning and coordination of institution-wide assessment, including but not limited to student achievement of degree learning outcomes.*

This report is for the Information & Information Technology (IIT) DLO, which reads:

> *Locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for academic or, as applicable, specific professional/technical applications.*

The verbiage of this DLO previously read:

> *Locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for both academic and personal applications.*

It was last assessed in 2011-12 by gathering student work and evaluating it using a rubric.

Method

Faculty representing all divisions scored student artifacts using a rubric. Artifacts came from the following divisions: Communications and Transitional Studies; Arts, Humanities, and Social Sciences; Math, Science, and Engineering; and Health, Business, and Professional Services. A total of 359 individual artifacts from 22 classes are included.

The rubric was adapted with permission from South Seattle College to fit the language of Tacoma Community College's IIT DLO; the TCC rubric used in 2011-12 to assess this outcome was also consulted. Members of the CLAC committee created the first draft, solicited feedback from faculty, and revised the rubrics based on faculty feedback to create the final draft:

DLO Rubric: Information & Information Technology (IIT)

- Locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for academic or, as applicable, specific professional/technical applications.

Criteria	1-Beginning	2-Developing	3-Competent	4-Accomplished	N/A
Relevance	Lacks selection of sources that strategically support the topic/thesis.	Sometimes selects sources that strategically support the topic/thesis.	Often selects sources that strategically support the topic/thesis.	Consistently selects sources that strategically support the topic/thesis.	
Currency	Lacks selection of sources of appropriate currency for the topic/thesis.	Sometimes selects sources of appropriate currency for the topic/thesis.	Often selects sources of appropriate currency for the topic/thesis.	Consistently selects sources of appropriate currency for the topic/thesis.	
Authority	Lacks selection of sources of appropriate authority for the topic/thesis.	Sometimes selects sources of appropriate authority for the topic/thesis.	Often selects sources of appropriate authority for the topic/thesis.	Consistently selects sources of appropriate authority for the topic/thesis.	
Ethical Use	Sources not properly cited or integrated.	Sometimes cites and integrates sources properly.	Often cites and integrates sources properly.	Consistently cites and integrates sources properly.	

In collaboration with e-Learning, a Canvas shell for the IIT DLO was created and all artifacts were uploaded to the shell to be scored using the rubric and to act as a repository of student work for potential future assessment projects. As much as possible, artifacts were anonymized, removing student names and ID numbers. Only those faculty scoring artifacts, CLAC members, and e-Learning have access to these Canvas shells.

All of the faculty who scored the artifacts participated in a norming session prior to receiving their assignments to ensure that the criteria was clear and that all were applying the rubric in roughly the same way. Scores for each criterion for every artifact were transferred into an Excel spreadsheet and analyzed.

Results

On a scale of 1 to 4, where 1 is the lowest and 4 the highest, the average score for all criteria was 3.17. The highest score was for the relevance criterion at 3.35, followed by currency at 3.34, then authority at 3.17, and finally ethical use at 2.84. That places students between the competent and accomplished levels for all criteria, except ethical use, which is between the developing and competent levels.

For the full 1.C.1C EXHIBIT, click here, (page 9)

CRT Assessment Report, Summer 2020

Prepared by Corinne Jarvis, CLAC Chair; Heather Gillanders; and Amunoo Tembo

Introduction

In the 2016-17 academic year, TCC conducted a meta-assessment of all instructional assessment processes and procedures. In addition, TCC had its mid-cycle accreditation visit, which was focused on instructional assessment. One outcome of both was the revision of TCC's degree learning outcomes (DLOs), which was led by the Student Learning Improvement Council (SLIC). The mid-cycle accreditation team recommended a consistent methodology for DLO assessment. It was therefore decided to use rubrics to evaluate student work that measures each DLO going forward, and for the SLIC committee to lead these efforts. These changes were reviewed by Instructional Council (IC) and subsequently approved in February 2017.

The SLIC committee then changed its name to the College-wide Learning Assessment Committee (CLAC) and revised its mission statement to more accurately reflect its focus on leading DLO assessment. The revised mission statement reads:

> *Supporting Tacoma Community College's core themes through the planning and coordination of institution-wide assessment, including but not limited to student achievement of degree learning outcomes.*

This report is for the **Critical Thinking & Problem Solving (CRT) DLO**, which reads:

> *Compare, analyze, and evaluate information and ideas to solve problems.*

The verbiage of this DLO previously read:

> *Compare, analyze, and evaluate information and ideas, and use sound thinking skills to solve problems.*

It was last assessed in 2012-13 by gathering student work and evaluating it using a rubric.

Method

In the 2017/18 academic year, the CLAC committee led the process of developing rubrics to evaluate student work for DLO assessment. With permission, a South Seattle College rubric was adapted to fit the language of Tacoma Community College's CRT DLO. Members of the CLAC committee created the first draft (initially just a single rubric), solicited feedback from faculty (who suggested two rubrics: one for essay-type artifacts and one for STEM artifacts), and revised the rubrics based on faculty feedback to create the final drafts:

DLO Rubric: Critical Thinking & Problem Solving (CRT) - Essays

- Compare, analyze, and evaluate information and ideas to solve problems.

Criteria	1-Beginning	2-Developing	3-Competent	4-Accomplished	N/A
Explanation of issues/problems[1]	Issue/problem is not defined or described or describes an issue outside of the assignment/ question.	Issue/problem is somewhat defined and described, but vague.	Issue/problem is mostly identified and described in a fairly organized manner.	Issue/problem is clearly identified and described comprehensively in an organized manner.	
Student's position (perspective, thesis/hypothesis)[2]	Specific position (perspective, thesis/hypothesis) is not stated.	Specific position (perspective, thesis/hypothesis) is stated, but lacks clarity and/or does not fully reflect the complexities of the issue/problem.	Specific position (perspective, thesis/hypothesis) is clearly stated but reflects limited complexities of the issue/problem.	Specific position (perspective, thesis/hypothesis) is clearly stated and thoroughly reflects the complexities of the issue/problem.	
Analysis and comparison[3]	Does not addresses diverse perspectives or analyze own and other's assumptions and biases.	Addresses minimal perspectives, with minimal analysis of own and other's assumptions and biases or with errors/omissions.	Addresses diverse perspectives, analyzing own and other's assumptions and biases with a few errors/omissions.	Thoroughly addresses diverse perspectives, analyzing own and other's assumptions and biases.	
Evaluation and conclusion[4]	Conclusions are not logical[5] or clear and do not reflect evaluation of evidence and perspectives.	Conclusions are somewhat logical and clear, reflecting minimal evaluation of evidence and perspectives.	Conclusions are mostly logical and clear, reflecting student's adequate evaluation of evidence and perspectives.	Conclusions are logical and clear, reflecting student's informed evaluation of evidence and perspectives.	

DLO Rubric: Critical Thinking & Problem Solving (CRT) – STEM

- Compare, analyze, and evaluate information and ideas to solve problems.

Criteria	1-Beginning	2-Developing	3-Competent	4-Accomplished	N/A
Identifying main idea/hypothesis[1] of researcher or problem	Main idea/ hypothesis is not defined or described.	Main idea/ hypothesis is somewhat defined and described, but vague.	Main idea/ hypothesis is mostly defined and described.	Main idea/hypothesis is clearly defined and described.	
Finding/evaluating data that addresses the question/hypothesis	Does not utilize data that addresses the question/hypothesis.	Utilizes data that somewhat addresses the question/hypothesis.	Utilizes data that mostly addresses the question/hypothesis.	Utilizes data that fully addresses the question/hypothesis.	
Evaluating credibility[2] of data	Does not evaluate the credibility of data.	Somewhat addresses the credibility of data.	Mostly addresses the credibility of data.	Completely addresses the credibility of data.	
Evaluating and drawing relevant conclusions from the data	Conclusions are not logical[3] or clear or do not follow from the data	Conclusions are somewhat logical and clear and somewhat follow from the data	Conclusions are mostly logical and clear and mostly follow from the data.	Conclusions are logical and clear and follow from the data.	

RES Assessment Report, Summer 2020

Prepared by Corinne Jarvis, CLAC Chair; Heather Gillanders; and Amunoo Tembo

Introduction

In the 2016-17 academic year, TCC conducted a meta-assessment of all instructional assessment processes and procedures. In addition, TCC had its mid-cycle accreditation visit, which was focused on instructional assessment. One outcome of both was the revision of TCC's degree learning outcomes (DLOs), which was led by the Student Learning Improvement Council (SLIC). The mid-cycle accreditation team recommended a consistent methodology for DLO assessment. It was therefore decided to use rubrics to evaluate student work that measures each DLO going forward, and for the SLIC committee to lead these efforts. These changes were reviewed by Instructional Council (IC) and subsequently approved in February 2017.

The SLIC committee then changed its name to the College-wide Learning Assessment Committee (CLAC) and revised its mission statement to more accurately reflect its focus on leading DLO assessment. The revised mission statement reads:

> *Supporting Tacoma Community College's core themes through the planning and coordination of institution-wide assessment, including but not limited to student achievement of degree learning outcomes.*

This report is for the **Responsibility & Ethics (RES) DLO, which reads:**

> *Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.*

The verbiage of this particular DLO was not revised during meta-assessment. It was last assessed in 2014-15, using a student survey approach.

Method

In the 2017/18 academic year, the CLAC committee led the process of developing rubrics to evaluate student work for DLO assessment. With permission, a South Seattle College rubric was adapted to fit the language of Tacoma Community College's RES DLO. Members of the CLAC committee created the first draft, solicited feedback from faculty, and revised the rubric based on faculty feedback to create the final draft.

DLO Rubric: Responsibility & Ethics (RES)

- Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.

Criteria	1-Beginning	2-Developing	3-Competent	4-Accomplished	N/A
Academic integrity[1]	Repeated incidents of academic dishonesty, from minor to major.	Some incidents of academic dishonesty.	Mostly avoids academic dishonesty, with a few minor errors.	Consistently avoids academic dishonesty.	
Citizenship[2]	Consistently disregards the rights and perspectives of others.	Sometimes disregards the rights and perspectives of others.	Usually respects the rights and perspectives of others.	Consistently respects the rights and perspectives of others.	
Environmental responsibility[3]	Does not demonstrate an understanding of environmental responsibility.	Sometimes demonstrates an understanding of environmental responsibility.	Often demonstrates an understanding of environmental responsibility.	Consistently demonstrates an understanding of environmental responsibility.	

The CLAC committee began collecting student work for the Responsibility & Ethics DLO in winter quarter of 2019 and continued through fall quarter. The collection process began with an all-faculty email requesting assignments that aligned with the RES DLO to be submitted by completing a short survey. The survey collected pertinent information such as instructor name, course information, assignment name, instructions, and due date.

In collaboration with e-Learning, a Canvas shell for the RES DLO was created and all artifacts were uploaded to the shell to be scored using the RES rubric and to act as a repository of student work for potential future assessment projects. As much as possible, artifacts were anonymized, removing student names and ID numbers. Only those faculty scoring artifacts, CLAC members, and e-Learning have access to these Canvas shells.

Twelve assignments were submitted for RES assessment representing three divisions (Health, Business, and Professional Services, Math, Science, and Engineering; and Written and Oral Communications). The assignment submissions resulted in 276 individual artifacts submitted for scoring.

In winter quarter 2020, the CLAC committee invited faculty from across campus to participate in the scoring process. Eight faculty from four campus divisions volunteered to score the student artifacts. Scoring was completed during spring quarter 2020 using the RES rubric.

Of the 276 individual student artifacts, 217 individual artifacts were scored, approximately 79% of the total.

All of the faculty who scored artifacts participated in a norming session prior to receiving their assignments to ensure that the criteria was clear and that all were applying the rubric in roughly the same way. Scores for each criterion for every artifact were transferred into an Excel spreadsheet and analyzed.

ICD Assessment Report, Summer 2020

Prepared by Corinne Jarvis, CLAC Chair; Heather Gillanders; and Amunoo Tembo

Introduction

In the 2016-17 academic year, TCC conducted a meta-assessment of all instructional assessment processes and procedures. In addition, TCC had its mid-cycle accreditation visit, which was focused on instructional assessment. One outcome of both was the revision of TCC's degree learning outcomes (DLOs), which was led by the Student Learning Improvement Council (SLIC). The mid-cycle accreditation team recommended a consistent methodology for DLO assessment. It was therefore decided to use rubrics to evaluate student work that measures each DLO going forward, and for the SLIC committee to lead these efforts. These changes were reviewed by Instructional Council (IC) and subsequently approved in February 2017.

The SLIC committee then changed its name to the College-wide Learning Assessment Committee (CLAC) and revised its mission statement to more accurately reflect its focus on leading DLO assessment. The revised mission statement reads:

> *Supporting Tacoma Community College's core themes through the planning and coordination of institution-wide assessment, including but not limited to student achievement of degree learning outcomes.*

This report is for the **Intercultural Collaboration & Diversity (ICD) DLO, which reads**:

> *Demonstrate successful application of an interdependent, diverse, and multicultural worldview through collaborative engagement.*

This DLO is new (and thus it has not been assessed in the past) but is based on a revision of the Living & Working Cooperatively/Valuing Differences (LWC) DLO from the last assessment cycle, which read:

> *Respectfully acknowledge diverse points of view, and draw upon the knowledge and experience of others to collaborate in a multicultural and complex world.*

Method

Faculty representing most divisions scored student artifacts using a rubric. Artifacts came from the following divisions: Communications and Transitional Studies; Arts, Humanities, and Social Sciences; and Health, Business and Professional Services. A combined total of 376 artifacts were submitted for scoring ICD. The participating faculty were able to score 261 artifacts for ICD. From this total, approximately 261 individual artifacts from 13 assignments are included.

The rubric was adapted with permission from South Seattle College to fit the language of Tacoma Community College's ICD DLO. Members of the CLAC committee created the first draft, solicited feedback from faculty, and revised the rubric based on faculty feedback to create the final draft:

DLO Rubric: Intercultural Collaboration & Diversity (ICD)

- Demonstrate successful application of an interdependent, diverse, and multicultural worldview through collaborative engagement.

Criteria	1-Beginning	2-Developing	3-Competent	4-Accomplished	N/A
Knowledge of Diversity	Demonstrates little knowledge about specific cultural beliefs, values, and sensibilities that might shape the way that people experience the world and affect how they communicate.	Demonstrates some basic knowledge about specific cultural beliefs, values, and sensibilities that might shape the way that people experience the world and affect how they communicate.	Mostly demonstrates knowledge about specific cultural beliefs, values, and sensibilities that might shape the way that people experience the world and affect how they communicate.	Clearly demonstrates knowledge about specific cultural beliefs, values, and sensibilities that might shape the way that people experience the world and affect how they communicate.	
Collaborative Engagement	Does not incorporate diverse and multiple perspectives when working with members of one's own and other cultures and is unable to negotiate a shared understanding.	Sometimes incorporates diverse and multiple perspectives when working with members of one's own and other cultures and can sometimes negotiate a shared understanding.	Mostly incorporates diverse and multiple perspectives when working with members of one's own and other cultures and is able to negotiate a shared understanding.	Consistently incorporates diverse and multiple perspectives when working with others and is able to negotiate and facilitate a shared understanding.	
Knowledge of implicit bias	Does not demonstrate an awareness of own attitudes or stereotypes that might affect understandings, actions, and decisions.	Sometimes demonstrates an awareness of own attitudes or stereotypes that might affect understandings, actions, and decisions.	Mostly demonstrates an awareness of own attitudes or stereotypes that might affect understandings, actions, and decisions.	Clearly demonstrates an awareness of own attitudes or stereotypes that might affect understandings, actions, and decisions.	

In collaboration with e-Learning, a Canvas shell for the ICD DLO was created and all artifacts were uploaded to the shell to be scored using the rubric and to act as a repository of student work for potential future assessment projects. As much as possible, artifacts were anonymized, removing student names and ID numbers. Only those faculty scoring artifacts, CLAC members, and e-Learning have access to these Canvas shells.

All of the faculty who scored the artifacts participated in a norming session prior to receiving their assignments to ensure that the criteria was clear and that all were applying the rubric in roughly the same way. Scores for each criterion for every artifact were transferred into an Excel spreadsheet and analyzed.

Results

On a scale of 1 to 3, where 1 is the lowest and 3 the highest, the average score for all criteria was 2.82, which places students between the developing and competent levels. The highest average score was for the knowledge and diversity criterion at 3.09, followed by collaborative engagement at 2.85, then knowledge of implicit bias at 2.53.

For the full 1.C.1F EXHIBIT, click here, (page 40)

Core of Knowledge Degree Learning Outcome Assessment

July 2016

Task Force members: Corinne Jarvis, Barbara Peterson, Pam Costa, Darlene Rompogren, Danielle Ritter, Beth Bayer, Jillian Edwards, Benjamin Paganelli, Analea Brauburger (facilitator), and Heather Gillanders (facilitator)

Introduction

In the summer of 2015, ten faculty members met with facilitator Kim Rzeszewicz to review the Core of Knowledge (COK) Degree Learning Outcome (DLO) and design a way to access this DLO. The COK DLO is defined as "*Demonstrate a basic knowledge of each of the distribution areas (Written Communication, Humanities, Quantitative Skills, Natural Sciences, and Social Sciences; or, as applicable, specific professional/technical programs), integrate knowledge across disciplines, and apply this knowledge to academic, occupational, civic, and personal endeavors.*

The task force members determined that a rich database already exists in ten years' worth of Program Learning Outcome (PLO) projects. Since each of the 27 programs on campus was assessed at least twice over this ten year span, it was determined that no direct surveying of students of faculty members was necessary and that we could analyze the aggregate data. The goal was to determine whether or how well the PLO projects addressed the COK DLO. The goal was to collect data from past PLO assessment projects that focused on basic knowledge; integration across disciplines; and application to academic, occupational, civic, and personal endeavors.

A rubric was created looking at three specific parts of the COK DLO definition: demonstrating basic knowledge; integrating COK across college disciplines; and applying this knowledge to academic, occupational, civic, and personal endeavors. The task force used the Association of American Colleges and Universities (AAC&U) VALUE (Valid Assessment of Learning in Undergraduate Education) criteria as a starting point in the rubric development but quickly determined that a dichotomous rubric, that answered *Yes* or *No* to the research questions, would be easier to analyze.

Ten of the programs were not included in this project either because they did not apply to the DLO assessment work or because they were support programs.

In January seven members of the task force examined the PLO projects of 17 programs across campus. Each reviewer looked at two PLO project reports for each of his or her assigned programs. The results were recorded using Survey Monkey.

Results

The task force evaluated 17 different PLO assessment reports from academic years 2011-2012 (9), 2012-2013 (1), 2013-2014 (6), and 2013-2014 (1).

For the purposes of this project, all of the questions were dichotomous because the task force could determine only if the COK outcome was met or unmet.

Preliminary Question and Result

Preliminary question: Can students graduate without taking any courses identified as teaching the COK DLO?

Result: A random sample of 25 graduate Spring 2016 transcripts showed that students took 5-25 courses within their program that addressed COK.

Research Questions and Results

Question #1 – COK Basic Content: The report demonstrates basic knowledge of distribution area/prof-tech program.

> Demonstrating basic knowledge is defined as identifying the PLO in the report and relating the discussion of the project to the identified PLO.

Result: The PLO assessments demonstrated basic knowledge of the distribution area/prof-tech program as evidenced by 88.24% (15) assessed as “YES” and 11.76% (2) assessed as “NO,” illustrated in the following graph:

For the full 1.C.1G EXHIBIT, click here, (page 51)

FACULTY NEGOTIATED AGREEMENT

July 1, 2017 to June 30, 2020

Tacoma Community College

And

TCC

Federation of Teachers

Local 2196

12.00 TENURE

12.00 does not apply to corrections academic employees.

12.10 Procedure Relating to the Establishment of Tenure for Probationary Academic Employees

The Board of Trustees of the College hereby establishes the following rules on full-time academic employee tenure. This procedure applies to probationary academic employees and excludes temporary and specially funded academic employees.

12.11 Purpose of Tenure

The purpose of tenure is two-fold:

1) To protect tenured academic employee appointment rights and tenured academic employee involvement in the establishment and protection of those rights at the College and all subsequent community Colleges hereafter established within Community College District No. 22; and

2) To assure that tenure is granted to probationary academic employees of such character and scholarly ability that the College, so far as its resources permit, can justifiably undertake to employ them for the rest of their academic careers.

12.12 Compositions of Tenure Review Committees

(a) A separate standing tenure review committee shall be established for each full-time probationer.

(b) Each tenure review committee shall be composed of five (5) persons: three shall be tenured academic employee appointees selected by a majority of the tenured academic employees prior to October 15 of the probationer's first full regular academic year of employment; one shall be the probationer's division administrator/dean (or his or her management supervisor if he/she is not supervised by a dean); one shall be a student representative who shall be a full-time student and who shall be chosen by the student association of the College in such a manner as the members thereof shall determine. Each tenure review committee shall select its Chair. If the elected Chair fails to perform his or her required duties in the time period specified, management shall appoint a Chair from among the other committee members to fulfill the responsibilities. Each review committee shall meet at the call of the Chair when, in his/her discretion, the need for such meeting arises, provided that the committee shall meet with the probationer at least twice during each academic year prior to February 15. Additionally, the committee shall meet within ten (10) days after the Chair receives the probationer's written request, which states the purpose of the meeting.

(c) If a vacancy occurs upon any tenure review committee prior to the expiration of the probationer's appointment as such, an administrative, academic or student member, as appropriate, shall be appointed to fill the vacancy pursuant to paragraph 12.12 **(b)** of this rule to serve for the duration of the committee's obligation.

12.13 Duties and Responsibilities of Tenure Review Committees

(a) The general duty and responsibility of the tenure review committee shall be to assess and advise the probationer of his/her professional strengths and weaknesses and to make reasonable efforts to encourage and aid him/her to overcome his/her deficiencies.

(b) The first order of business for each tenure review committee shall be to establish the procedure it will follow in evaluating the performance and professional competence of the full-time probationer assigned thereto.

The committee's evaluation of the probationer shall be directed toward and result in the determination of whether or not the probationer possesses the necessary personal characteristics and professional competence to perform effectively in his/her appointment. In determining professional competence, the committee shall give due consideration to the criteria under which the employee was hired, as established by the probationer's department, program or advisory group. A review committee's evaluation procedures should include, as it deems necessary, the following:

(1) Classroom observations by members of the tenure review committee.

(2) Student evaluations.

(3) Assessment of the probationer's contributions to the department, program, division, and the institution by the department or program, division heads, and other full-time academic employees.

(4) Self-evaluation.

(c) Each tenure review committee shall be required to conduct an on-going evaluation of the full-time probationer assigned thereto and render the following written reports to the President, to the probationer, and to the appointing authority on or before the designated times during each regular academic year that such appointee is on a probationary status, or as is also required, within fifteen (15) days of the President's written request.

(1) A written evaluation of each full-time probationary academic employee's performance including the degree to which the probationer has overcome stated deficiencies, on or before February 15. The review committee shall obtain the appointee's written acknowledgment of receipt of the written evaluation.

(2) A written recommendation regarding the employment or non-employment of the probationer for the ensuing regular academic year on or before February 15.

(3) A written recommendation that the appointing tenure granting authority award or not award tenure, such written recommendations to be submitted during the regular academic year at times deemed appropriate by each review committee, provided that during such probationer's third regular academic year of appointment the review committee shall, prior to February 15 of such regular academic year, make a written recommendation as to the award or non-award of tenure. The failure of any review committee to make such written recommendation by February 15 of a probationer's third consecutive regular academic year shall require that the probationer's supervising dean make a written recommendation as to the award or non-award of tenure by the following February 25.

(d) The appointing authority and/or tenure granting authority, as appropriate, shall be required to give reasonable consideration to any recommendation of a review committee and is not bound thereby.

(e) All written evaluations and recommendations prepared and submitted by a review committee pursuant to these rules shall include the committee's findings, supportive data, and analysis.

(f) If the probationer disagrees with the review committee's recommendation as to the award or non-award of tenure, the probationer shall be provided an opportunity to challenge the review committee's recommendations before a committee of the appointing tenure granting authority.

12.14 Appointing Authority Renewal and Tenure Decisions and Notice

(a) As soon as possible during the academic year, but not later than one complete quarter, except summer quarter, before the expiration of the probationary academic employee's appointment, the appointing authority shall notify the probationer of the decision regarding employment or non-employment of the probationer for the ensuing academic year; except that as soon as possible, but not later than one complete quarter, except summer quarter, before the expiration of a probationer's third consecutive academic year of appointment, the appointing tenure granting authority shall notify the probationer of the decision to either grant the probationer tenure or not renew the probationer's appointment for the ensuing year.

(b) Upon formal recommendation of the review committee and with the written consent of the probationer, the appointing authority may extend the probationer's probationary period for one, two, or three quarters, excluding summer quarter, beyond the maximum probationary period, in accordance with RCW 28B.50.850. Notice of such extension shall be made in accordance with the time limits established in **(a)** above.

(c) Notice may be delivered to the probationer either personally, or by registered or certified mail, or by electronic facsimile transmission. Service of notice is considered complete when personal delivery has been accomplished; or if by mail, upon deposit in the United States mail, properly stamped and addressed to the last known address on file with the Human Resources office. Service by electronic facsimile transmission shall be regarded as complete upon confirmation of transmission by the facsimile device.

(d) The decision of the appointing authority to not rehire a probationary academic employee for a second or third year of the probationary period or to not grant tenure is final, and the employee affected by this decision shall not have access to the Hearing Procedure Relating to Dismissal for Cause and Reduction-in-Force as provided by Article 14 and Article 15 of this Negotiated Agreement, but the employee may submit written appeal and appear, in person, at the next Board meeting following such non-renewal.

12.15 Non-Tenure of Specially Funded Full-Time Academic Positions

As per Chapter 112, Laws of 1975, 1st Extraordinary Session, those full-time academic employees funded more than fifty-one (51%) percent of their annual salaries by other than State funds are non-tenurable, per WAC 131-16-400; provided that a tenured academic employee subsequently transferred to a position financed from special funds retains tenure and who thereafter loses that position upon reduction or elimination of those special funds is entitled to retain tenure and return to his/her previous status.

13.00 ACADEMIC EMPLOYEE EVALUATIONS

13.10 Continuous Improvement Process for Tenured Academic Employee

(a) Intent – The continuous improvement process for a tenured academic employee is intended to be a formal process between a tenured academic employee and his/her administrator. It provides the employee with the opportunity to share his/her professional experience with his/her administrator and to understand the administrator's perceptions of his/her performance.

The purpose of the continuous improvement process for a tenured academic employee is to strengthen the professional skills of the tenured academic employee. It is not to be used as a tool for disciplinary purposes. Should deficiencies in a tenured academic employee's performance become evident, the employee is responsible for remediation of the deficiencies and the College is expected to assist through development opportunities agreed to by both parties.

(b) Procedure – Each tenured academic employee will complete an evaluation cycle once every three (3) years. During the three (3) year cycle, the employee will collaborate with his or her supervisor to plan, implement, reflect on, and document in a portfolio significant activities undertaken to increase professional learning, growth, and/or accomplishments. Portfolios can be compiled in a variety of formats, and employees are encouraged to think creatively about both their pursuit of professional learning and the most effective way to document and present their continuous improvement achievements.

The supervisor will schedule an initial meeting with the tenured academic employee during the first year of his or her post-tenure evaluation cycle to review the employee's three-year professional growth plan as described in 8.70. The evaluation cycle will be completed three (3) years after the initial meeting.

The tenured academic employee will include in the portfolio the three-year professional growth plan, as well as documentation of at least these four types:

(1) Student feedback which may be comprised of student opinion surveys conducted by administration in one class per year for each tenured academic employee or periodic client opinions accumulated over one quarter per year for counselors and librarians.

(2) Peer feedback, which may include classroom observation reports.

(3) A written evaluation completed by the managing supervisor during the third year.

(4) A self-evaluation by the employee that includes a reflection on the three (3) year professional growth plan, and that addresses areas of significant professional growth, learning, or accomplishment. Additional details regarding the above steps/items have been agreed to by the Union and the College and will be maintained in writing and provided to both the academic employee and administrators/deans engaged in this process. Any changes to these steps shall be presented to the Union-Management Committee for discussion and resolution.

(c) **Records** – A copy of the portfolio and the evaluation will be securely maintained in the appropriate division office.

13.20 Part-Time and Part-time Corrections Academic Employee Evaluation

(a) **Intent** – Because quality teaching and learning opportunities are valued at the College as indicated in our mission statement, an evaluation process will be used to promote professional growth of part-time academic employees to ensure and improve the quality of instruction.

(b) **Procedure** – A part-time and part-time corrections academic employee will be evaluated on an ongoing basis. A part-time and part-time corrections academic employee teaching in his/her first three quarters will be considered as a “new” part-time academic employee. A part-time and part-time corrections academic employee teaching in his/her fourth quarter and beyond will be considered a “continuing” part-time academic employee.

Multiple indices will be included in a portfolio, which will be used to provide feedback to the part-time and part-time corrections academic employee and management supervisor. All portfolios will include student opinion surveys. Student opinion surveys will be conducted by administration in one class per quarter for each new part-time and part-time corrections academic employee and in at least one class per year for continuing part-time and part-time corrections academic employees. Periodic client opinion surveys may be substituted for student opinion surveys for counselors and librarians.

The academic employee may include any information that he/she believes to be relevant; however, in addition to the surveys, the portfolios must include at least one of the following:

(1) A self-evaluation completed at the end of the first three quarters, and once every three (3) years for continuing part-time academic employees.

(2) Course materials including syllabi, handouts, assignments and other physical or electronic documents,

(3) A teaching observation conducted by the management supervisor, chair, or designee.

(4) An administrative evaluation may be completed by the management supervisor after three quarters, and once every three (3) years for a continuing part-time academic employee. The administrative evaluation may consist of, but is not limited to, a review of the portfolio discussed above.

Additional details regarding the above steps/items have been agreed to by the Union and the College and will be maintained in writing and provided to both the academic employee and administrators/deans engaged in this process. Any changes to these steps shall be presented to the Union/Management Committee for discussion and resolution.

(c) **Records** – A copy of the portfolio and the evaluation will be securely maintained in the appropriate division office.

(d) **Part-Time Appointments for Full-Time Academic Employees** – A full-time academic employee who accepts additional part-time teaching assignments shall not be subject to the part-time evaluation process. However, student opinion surveys may be administered in classes taught by a full-time academic employee on a part-time or moonlight basis.

13.30 Evaluation Process for Temporary and Specially Funded Academic Employees

(a) **Intent** – Because quality teaching and learning opportunities are valued at the College as indicated in our mission statement, an evaluation process will be used o promote professional growth of academic employees to ensure and improve the quality of instruction.

Temporary and specially funded academic employees in their first three (3) years of academic employment will be evaluated under the provisions of this section. After three years of employment as a temporary or specially funded academic employee this process will no longer be used and the employee will be evaluated using the process established for tenured academic employees, as described in 13.10. The evaluation process for temporary and specially funded academic employees during the first three (3) years will involve participation by their tenured academic employee colleagues as outlined below.

(b) **Procedure** – During the first three (3) years multiple indices will be included in a portfolio which will be used to provide feedback to the temporary or specially funded academic employee and the management supervisor. These will include:

(1) Each year the employee will create and review with his/her management supervisor a professional development plan as described in Article 8.70.

(2) Student opinion surveys will be conducted in all classes taught or client opinions will be accumulated over each quarter for counselors and librarians.

(3) Once during the first year the employee will observe the teaching of a tenured peer colleague.

(4) Once during the year the employee will have a teaching observation conducted by the management supervisor, chair, or a tenured peer colleague.

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(5) At the end of each year the employee will prepare a self-evaluation addressing the areas of professional growth and the job responsibilities as defined in Article 6.00.

Additional details regarding the above steps/items have been agreed to by the Union and the College and will be maintained in writing and provided to both the academic employee and the administrator/dean engaged in this process. Any changes to these steps shall be presented to the Union-Management Committee for discussion and resolution.

(c) **Records** – A copy of the portfolio and the evaluation will be securely maintained in the appropriate division office.

13.40 Evaluation Process for Full-Time Corrections Academic Employee

(a) **Intent** – Because quality teaching and learning opportunities are valued at the College as indicated in our mission statement, an evaluation process will be used to promote professional growth of corrections academic employees to ensure and improve the quality of instruction.

(b) **Procedure** – Each full-time corrections academic employee will complete an evaluation cycle during the first year of employment and every subsequent three (3) years. Multiple indices will be used to provide the academic employee with feedback and information. These will include:

(1) During his or her first quarter, and at the beginning of each subsequent academic year, the faculty member will develop and submit a professional development plan in accordance with section 8.70 of the negotiated agreement. This should be done even if the employee is not eligible for increment salary increases or PAU accumulation.

(2) During the first three quarters of employment, at least one teaching observation and report will be done by the Corrections Education Director.

(3) A self-evaluation completed at the end of the first three quarters. The faculty member will review with the Corrections Education Director his/her self-evaluation at the end of the third quarter of full-time employment.

(c) **Records** – All records from this process will be securely maintained in the appropriate division office.

Applied Baccalaureate Degree Program

Program Proposal

NEW DEGREE PROGRAM PROPOSAL

CRITERIA	STANDARD
1. Curriculum demonstrates baccalaureate level rigor.	Describe curriculum including (1) program learning outcomes (2) program evaluation criteria and process (3) course preparation needed by students transferring with technical associate degree (4) general education component (5) course work needed at junior and senior levels in the BAS.
2. Qualified faculty.	Provide a profile, including education credentials, of anticipated faculty (full-time, part-time, regular, continuing) that will support the program for each year (junior and senior). Include faculty needed to cover the technical course work, general education courses and electives. In addition, provide the total faculty FTE allocated to the program. Faculty and administrators responsible for technical courses must meet certification requirements for professional and technical administrators and instructors in the Washington Administrative Code.
3. Selective admissions process, if used for the program, consistent with an open door institution.	Describe the selection and admission process. Explain effort that will be used to assure the program serves as diverse a population as possible. Include specific detail for selecting and students for admittance when there are more applicants than available seats in the program.
4. Appropriate student services plan.	Describe services that will be needed by the students admitted to the degree program and college plan for providing those services for baccalaureate level students. Include a description of financial aid services and academic advising for student admitted into the program.
5. Commitment to build and sustain a high quality program.	Provide a financial plan for the first five years of program operation. This plan should include (1) types of funds to be used to support the program; (2) projected program expenses; (3) appropriate facilities to be (4) equipment, technology, and instructional resources needed for the program; and (4) anticipated revenue. Document the college's ability to sustain the program over time.
6. Program specific accreditation.	Indicate whether the institution will seek specialized program accreditation. If so, describe plans for accreditation and identify appropriate accreditation body. Include a statement of college's plan to seek accreditation through NWCCU and/or current status of college's standing to offer applied baccalaureate degrees.
7. Pathway options beyond baccalaureate degree.	Describe opportunities and articulation agreements for the place bound BAS graduate to continue their education onto a graduate (Master's) degree program. Detail specific discussions with public and private baccalaureate institutions (when applicable) regarding post-baccalaureate pathways for graduates.

8. External expert evaluation of program	The institution will select two external experts to review the program. External experts should come from a university level institution, i.e. departmental professor, academic dean or department head. The expert should be a practitioner/instructor from within the content area of the proposal. In a separate document, provide copies of external evaluators' report or letters. Summarize the institution's responses and subsequent modification to the proposal based on evaluator's recommendations. Attach a short bio of the evaluators.

Program Rigor at TCC

Continuing Education

Clock Hours for K – 12 Teachers and Staff

Tacoma Community College Continuing Education Department is approved by the Washington State Office of the Superintendent of Public Instruction to provide clock hour certification for K-12 public school instructors. This certification is available for all programs offered in this section.

Continuing Education Units (CEUs)

CEUs are available for Continuing Education classes. The primary purpose of the CEU is to provide a permanent record for individuals who have completed a non-credit educational experience. It is designed as a uniform unit of measurement to facilitate the accumulations and exchange of standardized information about individual participation in non-credit continuing education.

CEU Determination

- One Continuing Education Unit (CEU) will be awarded for the successful completion of ten (10) contact hours in lecture format.
- One CEU unit will be awarded for the successful completion of twenty (20) contact hours in a lab format.

Includes designators consistent with program content in fields of study

Professional/Technical programs design certificates and degrees that satisfy licensure and/or professional certification standards as well as standards for employment in the field. The college offers degrees at both the Associate of Applied Science (AAS) level and the Bachelor of Applied Science (BAS) level. Certificates are also offered at both the lower division and upper division course levels. The college maintains fifteen advisory committees to college AAS, BAS, and certificate programs located on the main Tacoma campus and another four advisory committees to programs at Washington Corrections Center for Women in Purdy. The advisory committees are composed of members of the local professional community and meet two to four times each year with their respective programs to review curriculum, provide advice on competencies expected of entry level practitioners, and otherwise assist the programs they support. Specialty accreditation bodies associated with selected professional/technical AAS,

BAS and certificate programs in the division of Health, Business and Professional Services set rigorous standards and regularly review program achievement of these standards. Eight TCC programs are currently accredited by specialty accreditation bodies. These are:

- **Diagnostic Medical Sonography**. Accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on the recommendation by the Joint Review Committee on Education in Diagnostic Medical Sonography (JRC-DMS).
- **Health Information Management**. Accredited 3/2020 by the Commission on Accreditation for Health Informatics and Information Management Education (CAHIIM).
- **Health Information Techno**logy. Accredited by the Commission on the Accreditation for Health Informatics and Information Management Education (CAHIIM).
- **Nursing**. Accredited by the Nursing is approved by the Washington State Nursing Care Quality Assurance Commission and is accredited by the Accrediting Commission for Education in Nursing (ACEN).
- **Paralegal**. Approved by the American Bar Association.
- **Paramedic**. Accredited by the Commission on Accreditation of Allied Health Education Programs (CAAHEP) on the recommendation by the Committee on Accreditation of Education Programs for the Emergency Medical Services Professions.
- **Radiologic Science**. Accredited by the Joint Review Committee on Education in Radiologic Technology (JRCERT).
- **Respiratory Therapy**. Accredited by the Committee on Accreditation for Respiratory Care (CoARC).

Phase 1 Statement of Need

Degree/Certificate/Distinction Pathway/BAS Major Title:	**Total Credits:**
Division:	**First instructional quarter:**
Name of Individual Submitting Statement of Need:	**Contact Information:**
Is this an alternative Degree/Certificate/Distinction Pathway/BAS Major for an already approved Primary Degree/Certificate/Distinction Pathway/BAS Major? Which Degree/Certificate/Distinction Pathway/BAS Major?	

Phase 1 – Statement of Need for Degree/Certificate/Distinction Pathway/BAS Major

Statement Of Need submitted *two weeks prior* to Curriculum Committee meeting

Criteria	Description
1. Degree/Certificate/Distinction Pathway/BAS Major Description and Learning Outcomes Describe this educational program. Give an overview of the focus of the educational program including the intended student population.	
2. Demand/Rationale/Value Discuss the demand for this educational program. Discuss the value added for future education, transferability, or employment. Use the appropriate means to justify the need for the Educational program. This may include labor market numbers, supply/demand information, the emergence of a new field of study, changing accreditation requirements, etc. If there are similar educational programs already at TCC or the surrounding colleges, discuss how this one is different OR justify the need for additional educational programs in this subject. Discuss the	

Phase 1 Statement of Need

reasons that the needs of the student population are not currently met by the existing educational program Discuss the student demand for this educational program. Provide any evidence you have of student interest (surveys, information sessions, focus groups, etc.).	
3. Education Pathways Discuss any other education programs at TCC that could feed into this newly proposed educational program. Discuss any current campus educational programs that this newly proposed educational program may feed into. Feel free to also discuss any areas or populations outside of the college that might feed into this educational program.	
4. Support Discuss the support received. Be specific about conversations with any/all affected • faculty, • chairs, • Dean(s) of the affected division(s), and • SAS team. Discuss input from the community, including any advisory committees or other local community groups. Professional/Technical areas should show approval and support for this educational program from the appropriate advisory committee.	

Tacoma Community College

Instructional Assessment Plan

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    b. Assessment Coordinator
    c. Instructional Assessment Steering Committee (IASC)
    d. College-Wide Learning Assessment Committee (CLAC)
3. Levels of Assessment……..3
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TCC Instructional Assessment Plan

Purpose

The purpose of this document is to highlight and explain the assessment plan and cycle of student achievement at the course, program/specialization and degree levels at Tacoma Community College.

Roles and Responsibilities

1. Professors

Each quarter professors should be assessing at least one course learning outcome for each course you are teaching. All program/specialization learning outcomes should be assessed at least once in a 5-year-cycle. In our efforts to continue our work to improve student achievement, please consider submitting your course artifacts to CLAC as the invitations to submit your student work for DLO assessment is sent.

2. Curriculum and Assessment Coordinator

Amunoo Tembo is the current curriculum and assessment coordinator. Amunoo is also the chair of IASC and a member of CLAC. Her goal is to provide support, resources and assistance for instructional outcomes, assessment and CurriQnet.

3. Assessment Committees

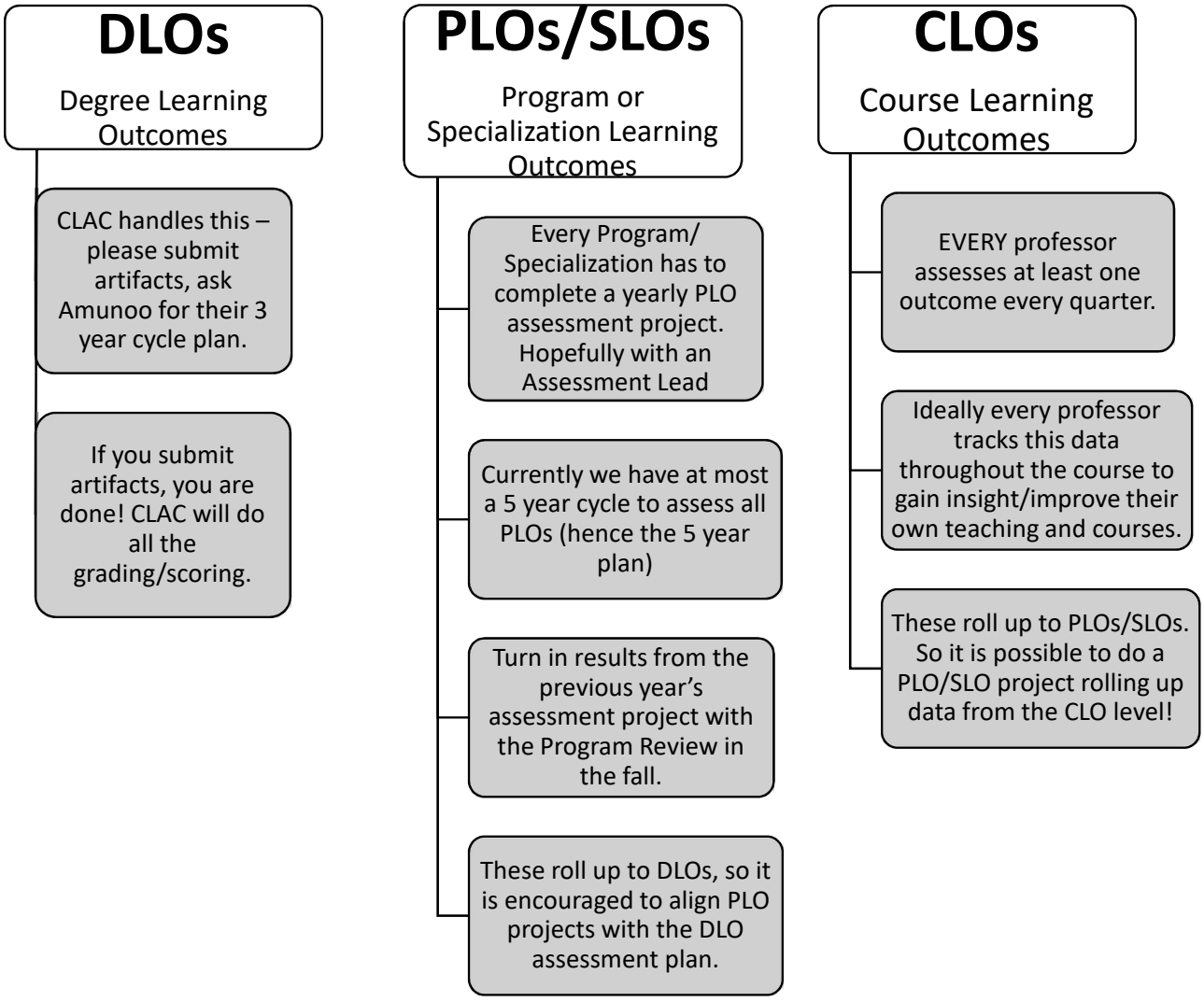
TCC has two assessment committees, the Instructional Assessment Steering Committee (IASC) and the College-Wide Learning Assessment Committee (CLAC) - who foster assessment of course, program, and degree learning outcomes. Members of both committees are a group of faculty from multiple departments/programs on campus.

- IASC acts as an institutional advisory body, guiding the strategic direction of instructional assessment, promoting understanding of systematic assessment, setting priorities and directions of/for assessment projects, and creating a culture of evidence based decision making for CLO, PLO/SLO and DLO assessment levels.
- CLAC supports Tacoma Community College's core themes through the planning and coordination of institution-wide assessment including but not limited to student achievement of degree learning outcomes (DLOS).

CLAC reports to IASC and IASC reports to the Instructional Council (IC).

TCC Instructional Assessment Plan

Levels of Student Learning Outcomes

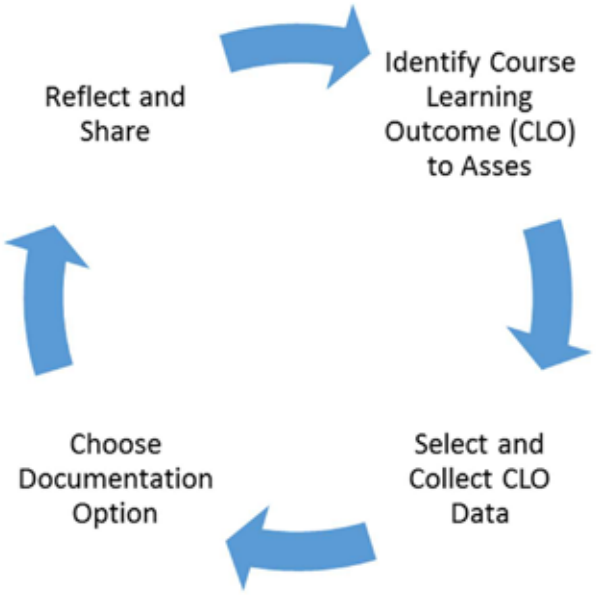


TCC Instructional Assessment Plan

Assessment Cycle at TCC

The Current Cycle for Assessment of the Course Learning Outcomes (CLO):

TCC performs Course Learning Outcome (CLO) assessment through individual courses using student achievement results from the outcomes that are set for a course. These outcomes are approved by the Curriculum Committee and Instructional Council (IC). The Instructional Assessment Steering Committee (IASC) members assist in the process by providing options for professors to document their student achievement of particular CLO. Though the steps for Course Learning Outcomes (CLO) and Program Learning Outcomes (PLO) assessment are similar, the assessment levels, parts of the process and resources are different.



Step A: Communicate and identify course learning outcome(s) to assess.

Professors identify the learning outcome(s) they would like to focus on in any given quarter. Conversations with department colleagues are encouraged as a part of the planning process.

Step B: Select and collect course learning outcome(s) data.

Professors select how they will collect student achievement information for a given course learning outcome(s) each quarter. Then they collect student data through the course of the quarter.

STEP C: Choose documentation option and review

Professors choose which option they will use to document student achievement, student insights from the collection of the data and plans for improvement based on the insights. The data should be analyzed to determine and document results. Options are located in Instructional Assessment Canvas Page to fill in the blanks and answer the questions about your assessment.

TCC Instructional Assessment Plan

Options include but are not limited to:

1. CLO Survey in Canvas.
2. CLO Sharing Paragraph in Canvas.
3. CLO Sharing 15 Minute Interview (Contact Amunoo Tembo for more details).

Step D: Reflect and share

Reflect upon the assessment results, consider revising the curriculum based upon the results, and share with colleagues in the department as part of the process of continuous improvement. As a result of sharing within the department consider how the lessons learned can help contribute to the program review and PLO/SLO assessment.

The Current Cycle for Assessment of the Program/Specialization Learning Outcomes (PLO or SLO):

Step A: Plan for learning- Create or Specify Program/Specialization Learning Outcomes (Development of 5-Year-Plan). Identify which is to be assessed first.

1. Faculty should meet with their program or department colleagues, IASC representative (and/or advisory groups) to establish goals.
2. Outcomes will need to be written to describe what students need to be able to do upon completion of the program/specialization. Use measurable language (see Bloom's Taxonomy) and concise wording for the outcomes. Program/Specialization Learning Outcomes may align with certification or professional standards.

TCC Instructional Assessment Plan

This process can include a review of the program/specialization learning outcomes and the institutional learning outcomes that were already developed

Use the above step to then develop, review and/or revise the program/specialization 5-Year-Plan.

Step B: Select/design methods to assess program/specialization learning outcomes.

Program/Specialization Learning Outcomes (PLO-SLO) may be assessed using different methods than evaluations used for determining grades- (See the Examples of Direct and Indirect Evidence of Student Learning).

1. Identify which outcome(s) you will assess and which course(s) will be the specific target/performance used to perform the assessment.

STEP C: Assess Program/Specialization Learning Outcomes.

Assess Outcome(s) per Plan:

The assessment plan lives in the Program Review and demonstrates alignment of courses and services with program learning outcomes. The 5-Year-Plans programs/departments develop will be used to identify which learning outcomes(s) are scheduled to be assessed per year. The plan should include a schedule for conducting assessments over the forthcoming five years. All program/specialization outcomes may not be assessed every quarter but should be assessed at least once during the assessment plan cycle.*

1. Once an assessment method and the target population(s)/course(s) are identified review your 5-Year-Plan to confirm the learning outcome(s) that will be assessed.
2. Department Chairs should communicate to all faculty teaching the course(s) used to assess the learning outcome(s) and confirm that there is a tracking method per term.

Evaluate Assessment Results and decide if assessment results met established goals:

After the data is collected, it should be analyzed to determine and document results. Use the Program/Specialization Learning Outcomes Report to fill in the blanks and answer the questions about your assessment.

Step D: Consider implementing changes- discuss what areas of instruction or processes can be changed to improve outcomes for student learning.

These assessment and results should be included in the Program Review and can be used as a way to identify the existing gains, gaps and goals.

At the end of each assessment cycle, before getting started on the next cycle, faculty in all programs/departments will meet to discuss the results and the process, and to:

1. Identify gaps between desired and actual results
2. Document the results
3. Outline desired changes in curriculum, instructional materials, resources, teaching and/or assessment strategies.

TCC Instructional Assessment Plan

The Current Cycle for Assessment of Degree Learning Outcomes (DLO).

DLO assessment measures how instruction contributes to the achievement of TCC's Core Themes and our mission and vision. Please see the revised DLO language here:

Core of Knowledge: Basic knowledge of Written Communication, Humanities, Quantitative Skills, Natural Sciences and Social Sciences.
Communication: Ability to listen, speak, read, and write effectively, and use nonverbal and technological means to communicate.
Critical Thinking & Problem Solving: Compare, analyze and evaluate information and ideas to solve problems.
Information & Information Technology: Locate, evaluate, retrieve and ethically use relevant and current information for academic or professional/ technical applications.
Intercultural Collaboration & Diversity: Apply an interdependent, diverse, and multicultural worldview through collaborative engagement.
Responsibility & Ethics: Understand what is responsible and ethical behavior toward individuals, the community and the environment.

The College-wide Learning Assessment Committee (CLAC) assess DLO's on a 3-Year Cycle.*See DLO 3-Year Cycle table at the end.

DLO assessment timeline for our current 3 Year Cycle (2017-2020):

- Communication (COMM), Information Technology (IIT) 2017-2018 (First Year)
- Critical Thinking and Problem Solving (CRT) and Responsibility and Ethics (RES) 2018-2019 (Second Year)
- Intercultural Collaboration and Diversity (ICD) and Core of Knowledge (COK). 2019-2020 (Third Year)

The following steps take place in collecting and scoring the student achievement of DLOs.

1. CLAC Co-Chairs, Corrine Jarvis and Heather Gillanders, send out an email request to collect artifacts for the DLO focus on that cycle.
2. CLAC and other assessment participants score the artifacts using shared rubrics. See scoring rubrics on the Instructional Assessment Canvas Page.
3. Upon completion, CLAC members also present student achievement data at the professional development days.

TCC Instructional Assessment Plan

Annual Timeline for Learning Outcomes Assessment

*Each quarter professors should be assessing at least one course learning outcome for each course you are teaching.

*All program/specialization learning outcomes should be assessed at least once in a 5-year-cycle.

*In our efforts to continue our work to improve student achievement, please consider submitting your course artifacts to CLAC as the invitations to submit your student work for DLO assessment is sent.

August	• Enter spring quarter's assessment data (if not already completed). • Consider sharing assessment results/program improvements at department meetings/retreats • Review, Revise or Create 5-Year-Plan for upcoming year (if not completed).
September	Great time to consider starting your Program Review. ➢ Do you know what program/specialization learning outcomes you are assessing this year? ➢ Do you know what course learning outcome(s) you will assess this fall quarter?
October	Have you chosen your assessment method for the outcome(s) you will assess this fall quarter?
November	Feel free to contact your IASC Rep or Outcomes Email for questions or concerns about outcomes and/or assessment resources or assistance.
December	Remember to complete assessment data for fall quarter before leaving for break.
January	• Enter fall quarter assessment data (if not already completed). • Share assessment results/identify needed program improvements at department meetings/retreats and document through improvement plans ➢ Do you know what course learning outcome(s) you will assess this winter quarter?
February	➢ Have you chosen your assessment method for the outcome(s) you will assess this winter quarter?
March	Remember to complete assessment data for winter quarter before leaving for break.
April	• Enter winter quarter assessment data (if not already completed). • Share assessment results/identify needed program improvements at department meetings/retreats and document through improvement plans Do you know what course learning outcome(s) you will assess this spring quarter?
May	Have you chosen your assessment method for the outcome(s) you will assess this spring quarter?
June	Remember to complete assessment data for spring quarter before leaving for summer break. • Submit results of 5-Year-Plan assessment to IASC Rep or Amunoo Tembo. • Review, Revise or Create 5-Year-Plan for upcoming year (if not completed).

TCC Instructional Assessment Plan

Appendix

3 Year Plan for Assessing DLOs

DLOs	Fall 2017	Winter 2018	Spring 2018	Fall 2018	Winter 2019	Spring 2019	Fall 2019	Winter 2020	Spring 2020	Fall 2020
COM/IIT	Finalize COM and IIT rubric; determine how work will be collected; craft e-mails for feedback on rubrics and for submission of work	Begin collecting work for COM and IIT	Continue collecting COM and IIT work, norm rubrics and begin scoring	Continue collecting and scoring COM and IIT work	Finish scoring COM and IIT work and write report	Present final COM and IIT report to IASC and IC for endorsement				Begin collecting work for COM and IIT; norm rubrics; score work as it is submitted
CRT/RES			Finalize CRT and RES rubric	Begin collecting work for CRT and RES	Continue collecting CRT and RES work, norm rubrics and begin scoring	Continue collecting and scoring CRT and RES work	Finish scoring CRT and RES work and write report	Present final CRT and RES report to IASC and IC for endorsement		
ICD/COK					Finalize ICD and COK rubric	Begin collecting work for ICD and COK	Continue collecting ICD and COK work, norm rubrics and begin scoring	Continue collecting and scoring ICD and COK work	Finish scoring ICD and COK work and write report	Present final ICD and COK report to IASC and IC for endorsement

Assessment Contacts

If you're interested in getting involved in assessment or for questions, comments or concerns about instructional outcomes and/or assessment please feel free to contact the following:

1. Assessment Coordinator, Amunoo Tembo at atembo@tacomacc.edu or 243-566-5354 (Bldg 9, Rm 102).
2. See your Instructional Assessment Steering Committee (IASC) representatives here.
3. Co-Chairs of the College-Wide Learning Assessment Committee (CLAC), Corrine Jarvis and Heather Gillanders.
4. For assessment tools, templates, examples, information and more, visit the Instructional Assessment Canvas Course.

Let's continue to work together in ensuring that our students are learning at every level! ☺

Building a Degree Map : Guided Pathways: TCC 2021

Instructions:

- Specialization title – Use the official degree or certificate title from the catalog. If the degree is a DTA or MRP, indicate that at the end.
- Discipline – This is optional. If your Specialization is very broad, you may need to break it down and produce separate maps based on discipline (major). The Associate of Science sample map gives an example of a discipline level map. Most Specializations are narrow enough that they are already discipline level.
- Welcome language will be standard, not Specialization specific – leave this blank.
- Description of Specialization – See samples for ideas
- Quarters – If your Specialization has classes that are only offered once or twice a year, it might be important to state, Fall/Winter/Spring. If specific quarters don't matter, please use Quarter 1, Quarter 2, etc. See sample maps.
- Category – These codes indicates why you have the class in the map. There is a list at the bottom of the samples. PC means a prerequisite class. This does not mean that the class has prerequisites, but that it is a prerequisite for a required specialization class. You may use "and" or "or" with the codes.
- Asterisk – If you are including a class that has no prerequisites, please indicate this with an asterisk. This will flag classes for pre-college level students.
- "Do This" – Are there specific things that students should be doing at this point in their academic career? Applying for programs? Meeting with university advisors? Looking for internships? Signal by saying "Do This" and put in the "Comments/Next actions" cell.

Specialization title: Bachelor of Applied Science in Applied Management - Project Management Specialization from the Associate of Applied Science in Accounting

Welcome language - standard

Description of Specialization: The Bachelor of Applied Science in Applied Management brings together the theory and practice of business management. It prepares raduates to leverage the technical skills of any professional/technical associate degree so they can advance in their careers. It is a hybrid program (part in the classroom, part online) designed for working professionals. This degree is appropriate for graduates of an associate degree program or anyone with 90 college credits, but especially for anyone with an associate degree in business and any business-related fields such as accounting, paralegal and human services.

The Project Management specialization prepares graduates for a career in project management.

This degree program requires a secondary application process.

ivision entry requirement courses must be completed with a grade of C or higher prior to taking upper division (300 and 400) c

All upper division (300 and 400) courses must be completed with an earned grade of C or higher.

A minimum of 180 credits are required to earn the AM BAS degree.

More than 180 credits are reflected below because some listed courses are below college level.

Quarter by Quarter plan

Fall -Freshman year	Credits	Category	Comments/ Next actions

*HD 101 for Business - Student Success Seminar LC w/ENGL 95	3	PC	HD 101 and ENGL 95 are a Learning Community - students register into BOTH classes
ENGL 95 - Academic Reading and Writing II: Threshold LC with ENGL 95	7	PC	DO THIS: Attend the Business Information Session held every quarter on Educational Planning and Advising Day
Math 85 - Introduction to Elementary Algebra	5	PC	

Winter - Freshman year	Credits	Category	Comments/ Next actions
ACCT 101 - Practical Accounting	5	PC/RC	DO THIS: After completion of ACCT 101, BUS 164, and CU 105 apply for Accounting Office Associate Certificate
BUS 164 - Leadership and Human Relations	5	RC	May substitute PSYC & 100 for transfer level for BUS 164.
*CU 105 - Word & Excel	5	PC/RC	Can also take CU 102 & CU 103. CU classes can be challenged through a proficiency test. Contact CU

Spring- Freshman year	Credits	Category	Comments/ Next actions
ACCT& 201 Principles of Accounting 1	5	PC/RC	DO THIS: After completion of ACCT& 201, BUS 110 and ENG& 101, apply for Assistant Bookkeeping Clerk
BUS 110 - Business Math	5	RC/QS	May substitute MATH& 147 for transfer level for BUS 110.
ENGL& 101 - English Composition I	5	RC / CD	

Summer between Freshman and Sophomore year	Credits	Category	Comments/ Next actions
Elective - BUS& 101 - Introduction to Business	5	RC	
*BUS 280 - Career Readiness Skills	2	RC	
*CMST& 101 Introduction to Communication	5	RC / CD	
CU 203 - Excel II	3	RC	Must attain a B or better or pass the MOS Excel Core level MOS certification exam (contact the CU chair for

Fall - Sophomore year	Credits	Category	Comments/ Next actions
ACCT 165 Accounting with Sage	5	RC	Only offered Fall quarter
ACCT 250 Federal Income Tax	5	RC	Only offered Fall quarter
Elective - BUS 165 - HR Management or BUS 160 - Small Business Entpreneurship or	5	RC	

Winter - Sophomore year	Credits	Category	Comments/ Next actions
ACCT 175 Accounting with QuickBooks	5	RC	Only offered Winter quarter

Tacoma Community College Instructional Assessment Overview Revision Recommendations

December 2016 (revised January 2017)

Process and timeline

In Fall 2016, the Instructional Assessment Steering Committee (IASC) undertook the responsibility of reviewing the current instructional assessment processes in order to make recommendations for update and improvement. IASC members reviewed the Course, Program, and Degree Learning Outcome assessment reports from the past year, held a joint meeting with the Student Learning Improvement Council (SLIC) to discuss past practice, and sent out a survey to all faculty asking about current practice and inquiring into the desired future approach.

The IASC analyzed 112 survey responses. Members specifically looked for themes and general understandings in the written comments. Detailed survey responses are found **here**. The recommendations below are the result of review and discussion at IASC meetings on 11/10/2016 and 11/28/2016. Expedient endorsement of these recommendations will allow the IASC to then create exact processes and procedures (forms, training, timelines) during Winter 2017 and implement them in Spring 2017.

IASC members:

Jared Abwawo, Mathematics
Jonathan Armel, Mathematics
Bruno Arzola-Padilla, World Languages
Analea Brauburger (Co-chair), Curriculum & Assessment Coordinator
Pam Costa, Psychology
Heather Gillanders (Interim Co-chair), Library
Katie Gulliford, Chemistry
Corinne Jarvis, HIT
Ruth Lopes, Nursing
Anne Lyman, Music
Matthew Mburu, Business
James Mendoza, Counseling
Monica Monk, EAP
Deb Padden, eLearning
Kelley Sadler, Institutional Research
Mecca Salahuddin, Organizational Learning and Effectiveness
Kristina Young, Written/Oral Communication and Humanities

Recommendations

TCC instructional assessment includes three levels of outcomes: Course Learning Outcomes (CLO), Program Learning Outcomes (PLO) and Degree Learning Outcomes (DLO). We recommend practices around the three levels as follows.

Course Learning Outcomes (CLO)

Recommendation

- CLO assessment will be determined by the individual disciplines (and their respective programs). Course level assessment is the responsibility of each individual instructor at the college. The program chair and his/her designated assessment person (if not the chair) along with their faculty will determine the process for collecting CLO data. Faculty will collect information on student achievement of all CLOs.
- IASC, SLIC and the Office of Organizational Learning and Effectiveness (OLE) will provide professional development/guidance around CLO data collection strategies.

Rationale

The current CLO process does not provide reliable data for meaningful longitudinal comparison because of low response rates and opportunistic sampling. Creating strategies for collecting data on course outcomes, processes for aggregating the information in meaningful ways, and opportunities for instructors to reflect on the information in order to make improvements to their courses is essential. Collecting data surrounding student achievement of course level outcomes allows for the meaningful, data driven approach to course proposal updates and discipline level strategies for improving student learning.

In order to respect the diversity of disciplines at TCC, CLO data collection strategies and implementation will be determined by the discipline and program chairs. Instructional leaders at the college (IASC/SLIC/OLE) will develop a toolkit for chairs that includes possible collection strategies such as the current survey; instructions/training on using the Learning Mastery tab in Gradebook in Canvas to gather embedded, authentic assessment data; and guidance on developing common assignments/rubrics.

Program Learning Outcomes (PLO)

Recommendation

- Composition of programs must be meaningful from both faculty and student perspectives. Individual discipline faculty, along with current program chairs and deans should analyze current programs to determine which disciplines belong to which programs. As program composition is determined, the current PLOs should be re-evaluated for meaning and updated, if necessary.
- PLO assessment will be done at the program level. Program chairs, their designated assessment person and their faculty will determine their process for collecting and reporting on PLO achievement. Programs may elect to continue using the annual PLO form (updated) if that works well or they may choose a different process that works better for their needs. This process is intimately tied to the collection of CLO data. PLO assessment should include the aggregate of

CLO data as well as any other meaningful research projects. PLO assessment will be reported in the Program Review. More explicit guidelines for PLO assessment inclusion in the Program Review process is needed.

- Because longitudinal comparisons are important to mark progress and achievement, programs should choose assessment strategies that will remain stable.

Rationale

Individual programs should have the leeway to determine their own assessments within the proscribed PLO guidelines (to be created in Winter 2017). Most PLO assessment should revolve around aggregating course level assessment meaningfully and connecting it to the program level outcomes. The idea of PLOs centers on meaningfully grouping courses together into a program, identifying unifying outcomes for the program, determining how students are progressing in achieving those outcomes for the program, and making programmatic or curricular improvements based on collected information, as well as on community and other stakeholder needs.

PLO assessment need not be completely separate from CLO assessment. After all, the programs are comprised of individual courses, and those course outcomes should be directly tied to program outcomes, allowing for data aggregation.

Degree Learning Outcomes (DLO)

Recommendation

- DLO assessment will be done on a yearly basis with a rotating schedule. Rubrics will be created by IASC and/or SLIC to assess achievement levels of the individual DLO. The process for applying the DLO rubrics will be created and applied uniformly to each DLO (with room for minor adjustment given the nature of each DLO). Each DLO will be assessed at least once in a five-year cycle.

Rationale

The verbiage of the DLOs is currently under review by SLIC. Once the DLO review is complete and the recommendations are endorsed, the annual DLO cycle will begin. DLOs are the college-wide promise to students. TCC commits to educating students by providing them the skills outlined by the DLO. We must collect student DLO achievement data to determine individual DLO relevance and to guide interventions for greater student DLO achievement.

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INSTRUCTIONAL ASSESSMENT

Tacoma Community College

Spring 2007

Introduction

This document presents the history and philosophy of Tacoma Community College's instructional assessment effort and describes assessment activities that are currently underway and planned for the future. For definitions of terms related to instructional assessment *as they are used at Tacoma Community College (TCC)*, see Appendix A.

How does instructional assessment relate to the mission and goals of the institution and where does it fit within the broader context of institutional effectiveness?

Tacoma Community College Mission Statement

> Tacoma Community College shall provide *quality educational programs* in a dynamic learning environment. The college shall be accessible, comprehensive and flexible, and shall address the personal, professional and social needs of its diverse community.

Tacoma Community College Strategic Plan 2005-2010: Learning (the first focus)

> We are all lifelong learners. We progress and *acquire skills, knowledge and understanding* in an invigorating and technologically advanced learning environment. Together we engage in inquiry, construct meaning and develop connections that improve individual lives and promote social progress. TCC is a learning college. We *design and use creative, student-centered instructional methodologies*, and we respond to emerging and evolving student and community needs. TCC learners are equipped to be ethical decision makers who contribute culturally, economically and socially to the public good.

Instructional Assessment measures our students' acquisition of *skills, knowledge and understanding*. Assessment results inform the *design and use of creative, student-centered instructional methodologies* in order to provide *quality educational programs*. In other words, instructional assessment supports the mission of the College by improving student learning.

At TCC Instructional Assessment is located within the broader context of Institutional Effectiveness. **Figure 1**, on the following page, presents TCC's Institutional Effectiveness model. Instructional Assessment is an integral component of the model. **Figure 2** elaborates on the instructional assessment cycle within Institutional Effectiveness.

Figure 1

Institutional Effectiveness

June 2007

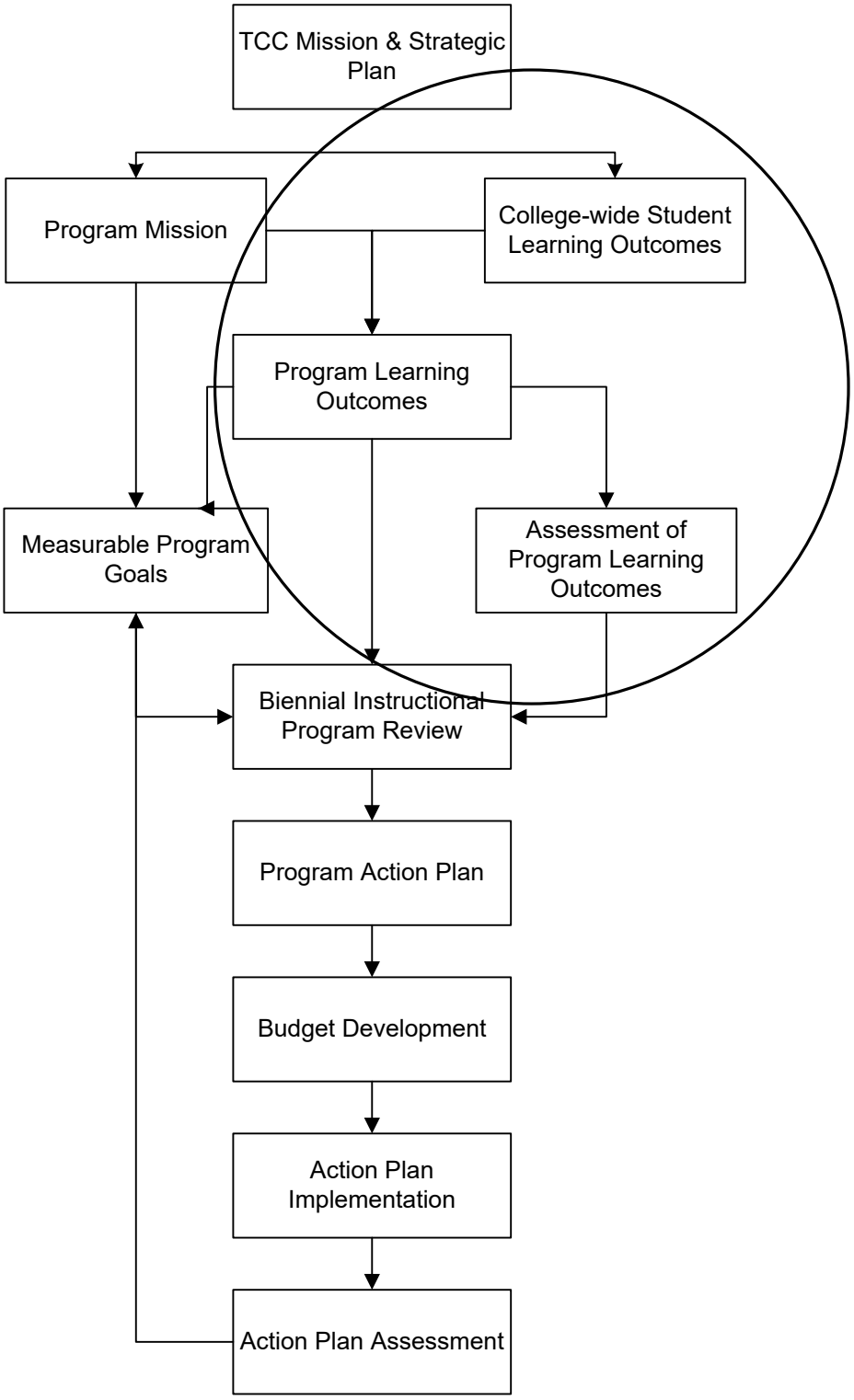
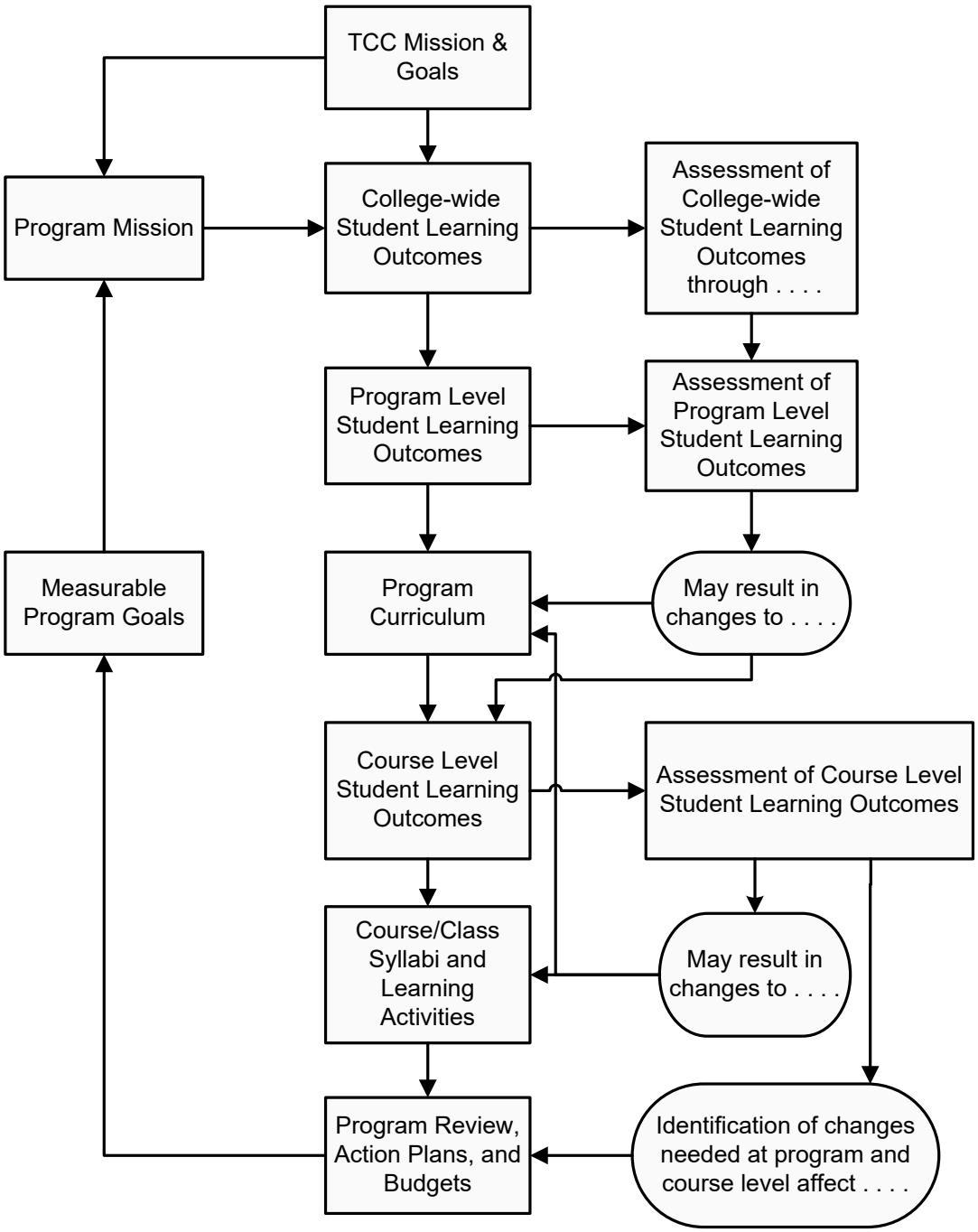


Figure 2

Instructional Assessment Cycle

June, 2007



For the full 1.C.5B EXHIBIT, click here

Tacoma Community College					
Program Learning Outcome--Five Year Plan					
Program Name:					
Person Submitting Five Year Plan:					
Date Submitted:					
	Year 1 (2017-2018)	***Year 2 (2018-2019)***	***Year 3 (2019-2020)***	***Year 4 (2020-2021)***	***Year 5 (2021-2022)***
Program Learning Outcome to be Assessed					
Brief Description of Assessment Method Relating to the Program Learning Outcome(s)					
Optional - 2nd Brief Description of Assessment Method (if more than 1 assessment method is being used)					
DLO being assessed by SLIC	COM/IIT	CRT/RES	ICD/COK	COM/IIT	CRT/RES

Most of you probably have a sense of who you have in your courses or in your degree and certificate programs (which we call Specializations) – but have you had the chance to really take a dive into those numbers? Have you been able to see if your impressions bear out in what the data shows? Well fret no more – this exercise, coming out of the Provost and VP of Academic Affairs Office, will give you the opportunity to do just that!

For the full 1.C.5D EXHIBIT, click here

Taking Stock – Who is in our courses and who is successful?

Contents

What....1
Who....1
Why....1
How....2
Option A: If you are a specialization (degree or certificate)....2
Option B: If you are a cluster of courses (such as a Distribution area of an area such as ABE), but are not a specific Specialization (meaning you are not responsible for a degree program).....3
When....4
Terminology....4
Listing of Resources....5

What

- The purpose of this exercise is to examine the student populations found within specific specializations or course clusters administered by your department and to further identify how different populations are effected in our gateway or high impact courses.

- You will look at disaggregated data related to the headcount in your Specializations or course clusters and report on the diversity of students in your offerings. Using this data you will be asked to have meaningful reflection on what you noticed in the data and what you want to learn more about.

- You will identify the course(s) for your Specialization or course clusters that are the gateway or high impact courses. You will then look at disaggregated data related to successful completions of those courses. You will be asked to discuss why you chose those courses and what you noticed from the data (for example, is there a point at which we begin to lose the diversity of students in our offerings?).

Who

- All Instructional units responsible for courses
    - All Specializations (degrees and certifications)
    - All Distribution Areas (COM, HUM, SS, Q, NS)
    - All other Course Clusters in your area (all courses that may not fit into the above categories)

Why

- To allow you the opportunity to look into who is in your courses in general and which students are succeeding.
- By asking each Specialization or course cluster to collect and analyze the same data, we can compare our findings across all of Instruction.
- This assessment ties to TCC's Strategic Plan
    - Core Theme 1: Advancing Equity, Diversity, and Inclusion. Goal 1. We are

committed to equity, diversity, and inclusion by ensuring that our campus reflects our community. Objective 1 Increase and foster the diversity of our students, staff, and faculty

- Core Theme 2: Cultivate Exceptional Learning. Goal 2: Our faculty and staff strive for teaching and learning excellence. Objective 1: Review and revise curriculum, instructional, and institutional practices to optimize student success

How

You will download data and submit your information through two different online forms.

1. Headcount data will be submitted here
2. Gateway/High Impact data will be submitted here

There are two options for obtaining the data depending on the type of area you are.

Option A: If you are a specialization (degree or certificate)

Please note: You must have ALL of the following information ready when you go to submit it to the Headcount MS Teams Form

Headcount Data

1. Watch this video for an overview of the following directions OR Click here for the full written version with pictures.
2. Access the IR Dashboards in the TCC Portal
3. Access the Student Head Count Dashboard
    a. Choose your Major Plan (this aligns to your program plan stack)
    b. Choose the Ethnicity & Need Based Aid tab
    c. Download the crosstab (Excel)
        i. Make sure you are saving it in Excel format (xlsx)
        ii. Make sure to follow the naming conventions when saving this to your computer
    d. Download the image
        i. Make sure to save it as a png
        ii. Make sure to follow the naming conventions when saving this to your computer
    e. Upload the crosstab and image into the Headcount MS Teams Form
        1. Watch this video if you need help uploading to the form.
4. Looking at the disaggregated data reported for Student Headcount reflect and give a meaningful answer the following two questions directly into the Headcount MS Teams Form
    a. What did you notice in the data?
    b. What do you want to know more about?

Nursing Program Assessment:

The TCC Nursing program utilizes a Systematic Evaluation Plan to direct program assessment and to facilitate quality improvement. The 2019-2020 systematic evaluation plan (SEP) was developed as a collaborative effort between faculty, program specialist and the Associate Dean of Nursing, utilizing the 2017 ACEN standards (accrediting body). The nursing program SEP identifies the essential program data to be aggregated/trended under each criterion to include the timeframe for assessment. The program specialist gathers the raw data and summarizes the information, then creates tables and/or graphs that provide a visual representation of the information. This data is then sent to the Program Assessment Committee (PAC) and the Associate Dean of Nursing. The PAC reviews the data for any trends or determines if additional data is needed. The committee, after analysis of the data, provides a summary with recommendations to the full faculty. The full faculty then have an opportunity to review, ask questions, provide feedback, and vote on a recommendation. The program SEP is housed in OneNote, which allows for the document to be easily shared, referenced, and updated by faculty and staff.

The plan evaluates the following: end-of-program student learning outcomes, program learning outcomes, Washington State Nursing Care Quality Assurance Commission (WSNCQAC) rules, ACEN Standards and other assessment points the program is using for decision-making. The plan is set up using the ACEN standards; key WSNCQAC (Nursing Educational WAC's) guidelines are noted to ensure the program is meeting requirements for both state approval and national accreditation. The plan identifies the following elements:

- definitions of criteria;
- defined measurable expected levels of achievement (decisional rules for action);
- components;
- location of relevant documentation or information;
- person(s) responsible for each component of the plan;
- frequency of assessment;
- method(s) of assessment;
- data collected for the last three years, aggregated, analyzed and trended;
- actions resulting from analysis of the data used for program development;
- and maintenance and revision of the plan

The plan is embedded in the meeting agendas by the chairs based on a review/assessment schedule. The items are reviewed, discussed and then it is determined what action is needed. The 2019-2020 Systematic Evaluation Plan (SEP) includes the last three years of results and identifies actions based on those results. The faculty review the SEP standards and criteria and update throughout the year. Faculty are instrumental in continuing development and updates to the plan via the current review and discussion process.

For the full 1.C.5F EXHIBIT, click here

Tacoma Community College

Curriculum Committee Manual

Last updated: March 5, 2014

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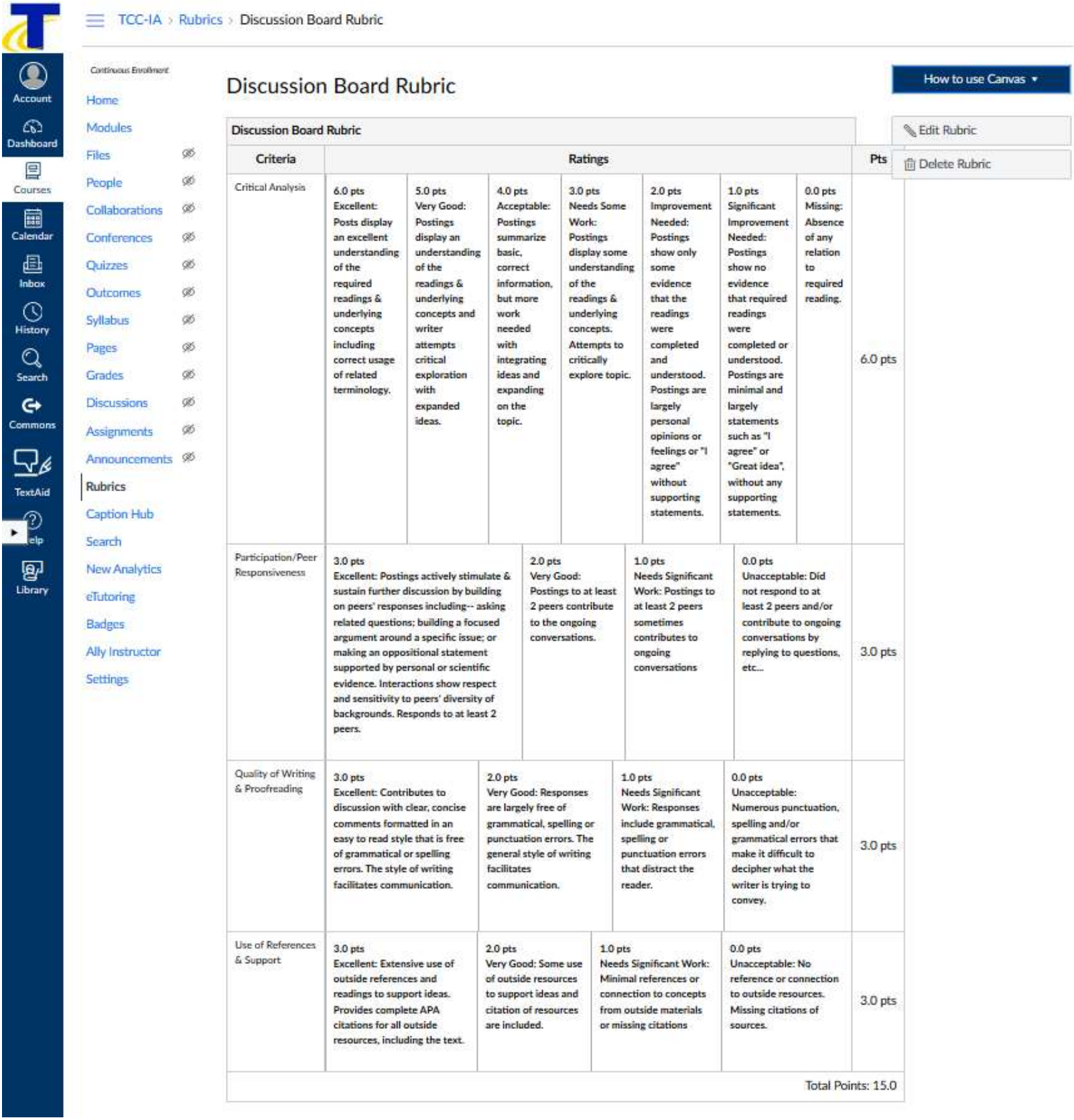
Appendix K

Curriculum Alignment Project (2010-2015)

The Purpose of CAP is to evaluate each course in a Program's curriculum for its role in helping students meet the Program's learn outcomes. Faculty participating in the project are asked to consider:

- Competencies that should be learned upon completion of each specific course
- Content needed (cognitive, affective, psychomotor)
- Appropriate sequencing of courses
  - What competencies do students need to ENTER a given course?
  - What prerequisites/co-requisites are needed?
- Competencies needed for moving on to next course (EXIT Competencies)
- Leveling of courses
  - Where does a course fall in Revised Bloom's Taxonomy level?
  - Use of behavioral/measurable language
- Fit of course outcomes within the larger picture of the Program Learning Outcomes
- Correlation of all course objectives to Program Learning Outcomes (PLOs)—how does this course contribute to achievement of the PLOs?
- Creating a curriculum map or flowchart (recommended)
- Assuring that approved course learning objectives along with PLO designation are included on all course syllabi

For the full 1.C.6A EXHIBIT, click here



TCC-IA › Rubrics › Discussion Board Rubric

Continuous Enrollment

Account
Dashboard
Courses
Calendar
Inbox
History
Search
Commons
TextAid
Help
Library

Home
Modules
Files
People
Collaborations
Conferences
Quizzes
Outcomes
Syllabus
Pages
Grades
Discussions
Assignments
Announcements
Rubrics
Caption Hub
Search
New Analytics
eTutoring
Badges
Ally Instructor
Settings

How to use Canvas

Discussion Board Rubric

Edit Rubric
Delete Rubric

Discussion Board Rubric

Criteria	Ratings							Pts
Critical Analysis	6.0 pts Excellent: Posts display an excellent understanding of the required readings & underlying concepts including correct usage of related terminology.	5.0 pts Very Good: Postings display an understanding of the readings & underlying concepts and writer attempts critical exploration with expanded ideas.	4.0 pts Acceptable: Postings summarize basic, correct information, but more work needed with integrating ideas and expanding on the topic.	3.0 pts Needs Some Work: Postings display some understanding of the readings & underlying concepts. Attempts to critically explore topic.	2.0 pts Improvement Needed: Postings show only some evidence that the readings were completed and understood. Postings are largely personal opinions or feelings or "I agree" without supporting statements.	1.0 pts Significant Improvement Needed: Postings show no evidence that required readings were completed or understood. Postings are minimal and largely statements such as "I agree" or "Great idea", without any supporting statements.	0.0 pts Missing: Absence of any relation to required reading.	6.0 pts
Participation/Peer Responsiveness	3.0 pts Excellent: Postings actively stimulate & sustain further discussion by building on peers' responses including-- asking related questions; building a focused argument around a specific issue; or making an oppositional statement supported by personal or scientific evidence. Interactions show respect and sensitivity to peers' diversity of backgrounds. Responds to at least 2 peers.		2.0 pts Very Good: Postings to at least 2 peers contribute to the ongoing conversations.		1.0 pts Needs Significant Work: Postings to at least 2 peers sometimes contributes to ongoing conversations		0.0 pts Unacceptable: Did not respond to at least 2 peers and/or contribute to ongoing conversations by replying to questions, etc...	3.0 pts
Quality of Writing & Proofreading	3.0 pts Excellent: Contributes to discussion with clear, concise comments formatted in an easy to read style that is free of grammatical or spelling errors. The style of writing facilitates communication.		2.0 pts Very Good: Responses are largely free of grammatical, spelling or punctuation errors. The general style of writing facilitates communication.		1.0 pts Needs Significant Work: Responses include grammatical, spelling or punctuation errors that distract the reader.		0.0 pts Unacceptable: Numerous punctuation, spelling and/or grammatical errors that make it difficult to decipher what the writer is trying to convey.	3.0 pts
Use of References & Support	3.0 pts Excellent: Extensive use of outside references and readings to support ideas. Provides complete APA citations for all outside resources, including the text.		2.0 pts Very Good: Some use of outside resources to support ideas and citation of resources are included.		1.0 pts Needs Significant Work: Minimal references or connection to concepts from outside materials or missing citations		0.0 pts Unacceptable: No reference or connection to outside resources. Missing citations of sources.	3.0 pts

Total Points: 15.0

Upon successful completion of the program, the student will be able to:

1. Employ strategic processes of inquiry to guide and refine information needs and search strategies (IIT, COK). Research as Inquiry

2. Select appropriate sources based upon information need and context (CRT, IIT, COK). Authority is Constructed and Contextual, Information Creation as a Process, Searching as Strategic Exploration

3. Use information ethically by citing sources in a standard citation style, with minimal errors (IIT, RES, COK). Information Has Value, Scholarship as Conversation

4. Practice synthesizing information from more than one source into a new information product. (COM, CRT, IIT, RES, COK) Scholarship as Conversation, Information Has Value

5. Demonstrate the effective use of electronic search strategies (IIT, COK). Searching as Strategic Exploration

illume®

Clear Insight. Confident Action. Successful Students.

Manage persistence across the student journey through precise actions, from nudge campaigns to policy changes, and target the right support to the right students to drive positive outcomes.

"By unlocking the insightful information in our data, we were able to identify struggling students we weren't previously aware of and get them the support they needed, ultimately lifting our persistence rate and getting us off of our 3 year performance plateau."

Paul Dosal
VP of Student Affairs & Student Success, USF

44% OF AT-RISK STUDENTS HAVE A 3.0+ GPA...

WHAT IF YOU KNEW WHO THEY WERE? HOW WOULD YOU SUPPORT THEM?

CIVITAS LEARNING *COMMUNITY INSIGHTS* REPORT
VOLUME 1, ISSUE 1, JUNE 2016

Institution-Specific Models, Student-Level Predictions

Your student data tells a unique story. Get clear signal as to which students are at-risk and the factors influencing likelihood to succeed at your institution by unifying data from across the student life cycle.

Precise Insight Drives Confident Action

On the first day of the term, our predictive models capture an average of 82% of the students who will leave your institution so that you can take timely action to improve their outcome.

An Investment in Measurable Outcomes

You can't afford to invest in the unproven. You need a solution that includes outcomes analysis so you can understand the impact of your actions and continuously improve efforts over time.

Precise Identification & Segmentation

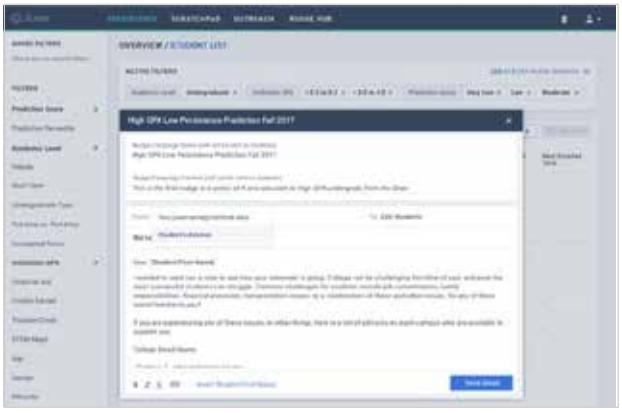
Risk is not binary. Gain insight to the spectrum of risk that exists at your institution so you can individualize student support strategies.

- Quickly identify groups of students that share similar drivers of success and risk.
- Segment student populations by Prediction Score and powerful predictors of success to effectively differentiate student support.

Precise Engagement, at Scale

Confidently take action to improve outcomes for students- whether you're nudging students toward successful behaviors, empowering staff with names and context, or making policy decisions that set students up for success.

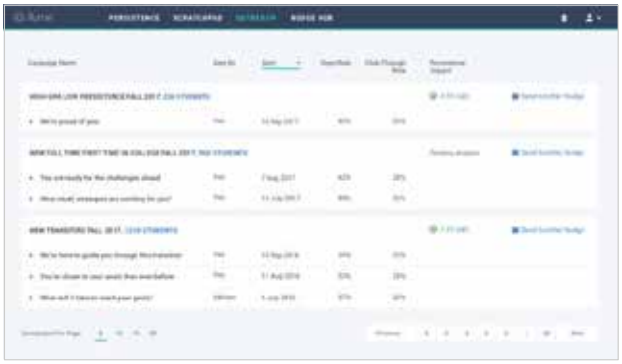
- Craft, send, and track personalized and timely student success campaigns that move the needle on persistence.
- Create messages that deliver outcomes by leveraging our database of mindset-based, and researched-informed nudges.



Precise Measurement

Avoid the performance plateau by gaining insight into impact so you can continuously learn and improve.

- Track campaign success with leading indicators, like open and click-through rates, and know when additional actions are needed to boost impact.
- Understand your campaign's overall impact on persistence, as well as the effects on student subpopulations. Get guidance and recommendations from an expert Outcomes Consultant to help you get started and refine your persistence management efforts.



Ready to learn more about our Persistence Management solution?

Get started now

civitaslearning.com/contact

"In higher ed, it's tempting to overcomplicate student success programs. We forget the simplicity of a nudge and how effective that kind of campaign can be."

– Dr. Rito Silva
VP of Student Affairs, Del Mar College

Del Mar saw a 31% increase in graduation and 38% increase in credentials awarded from 1 precisely targeted nudge campaign.

CIVITAS LEARNING

RUFFALO NOEL LEVITZ

Student Satisfaction and Priorities

STUDENT SATISFACTION INVENTORY™ RESULTS, Fall 2018 ADMINISTRATION

TACOMA COMMUNITY COLLEGE

N= **807** Students
(Number of completed surveys)

Student satisfaction is defined as "when expectations are met or exceeded by the student's **perception** of the campus reality."* **Remember perception is reality!**

*Schreiner & Juillerat, 1994

Why does student satisfaction matter?

Student satisfaction has been positively linked to:

- Individual student retention
- Annual giving
- College completion rates

Priorities for Our Students

Matrix for prioritzing action:

1 Our Institutional Strengths

These are the top areas our students care about, where we are meeting their expectations.

1. The campus is safe and secure for all students.
2. My academic advisor is knowledgeable about my program
3. I am able to experience intellectual growth here.
4. Nearly all of the faculty are knowledgeable in their fields.
5. My academic advisor is approachable.

2 Our Institutional Challenges

These items are the key areas to improve, based on the priorities of our students.**

1. The quality of instruction I receive in most of my classes is excellent.
2. I am able to register for classes I need with few conflicts.
3. Classes are scheduled at times that are convenient for me.
4. Security staff respond quickly in emergencies.
5. Faculty provide timely feedback about student progress in a course.

3 Next steps on our campus:

Widespread results sharing with key stakeholders such as; faculty, staff, administration, board of trustees, and the student senate through a variety of communication vehicles such as;

a. Committees- and councils-specific presentations.
b. Measures that Matter newsletter focused on the satisfaction survey results.
c. Data-inspired discussion session following the release of Measures that Matter newsletter

In addition, these results along with previous two administrations results are shared on the TCC portal and available to all faculty and staff.

4 The Importance of Institutional Choice

Students attending their first choice institution are more likely to have higher satisfaction levels overall.

The percentage of our students indicating that we are their:

1ST CHOICE 78%

5 What Factors Influence Our Student to Enroll?

It is important to understand why students enroll here.

The percentage of students saying the following factors were important or very important:

FINANCIAL AID 66%

6 Bottom Line Indicators

How satisfied are our students compared with students nationally?

PERCENTAGE SATISFIED/ VERY SATISFIED 60%

NATIONAL LEVEL SATISFIED/ VERY SATISFIED 64%

Community College Survey of Student Engagement **- Tacoma Community College (2020 Administration)**
2020 Benchmark Scores Report - Main Survey
Comparison Group: Medium Colleges in the 2020 Cohort*

[Weighted]

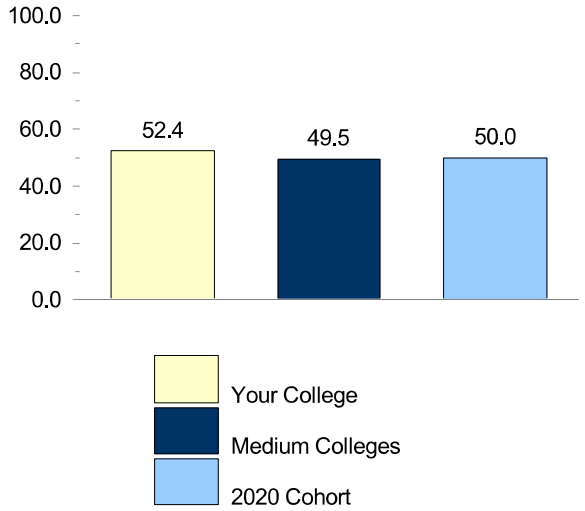
	Your College	Medium Colleges		2020 Cohort	
Benchmark	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	52.4	49.5	2.9	50.0	2.4
Student Effort	52.0	50.0	2.0	50.0	2.0
Academic Challenge	52.5	50.3	2.2	50.0	2.5
Student-Faculty Interaction	50.8	49.8	1.0	50.0	0.8
Support for Learners	51.7	49.9	1.8	50.0	1.7

* The comparison group and cohort columns on this page INCLUDE your college.

Due to COVID-19, only 23 colleges were able to complete the administration of CCSSE 2020 in the classroom. The 2020 three-year cohort, therefore, consists of 2020 data from these 23 colleges and 2018 and 2019 data from all participating colleges excluding these 23.

Community College Survey of Student Engagement
Tacoma Community College (2020 Administration)
2020 Benchmark Bar Chart - Main Survey
Comparison Group: Medium Colleges in the 2020 Cohort*

[Weighted]
Active and Collaborative Learning (ACTCOLL)

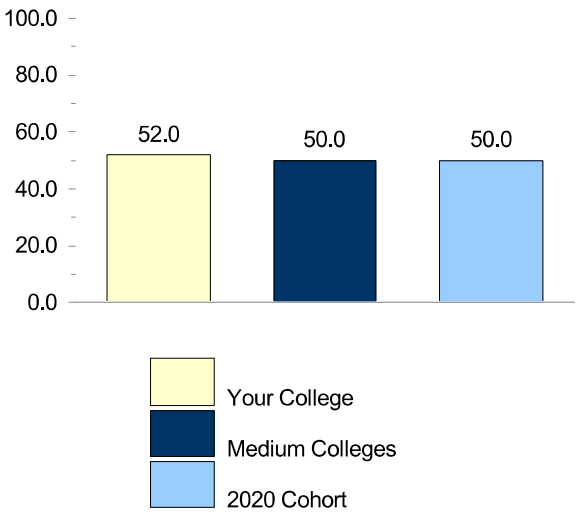


* The comparison group and cohort bars on this page INCLUDE your college.

21JUL20

Community College Survey of Student Engagement
Tacoma Community College (2020 Administration)
2020 Benchmark Bar Chart - Main Survey
Comparison Group: Medium Colleges in the 2020 Cohort*

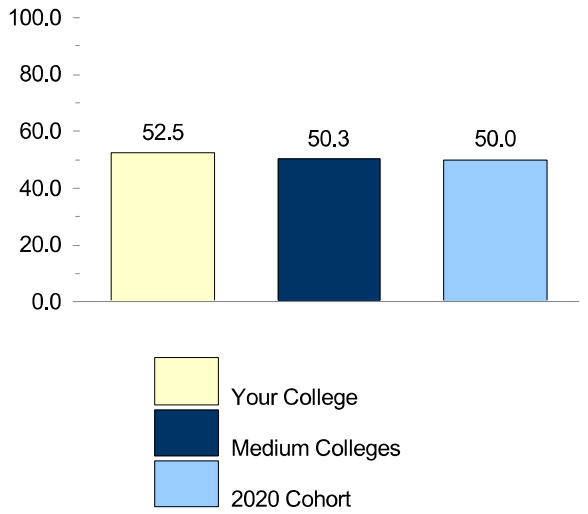
[Weighted]
Student Effort (STUEFF)



* The comparison group and cohort bars on this page INCLUDE your college.

Community College Survey of Student Engagement
Tacoma Community College (2020 Administration)
2020 Benchmark Bar Chart - Main Survey
Comparison Group: Medium Colleges in the 2020 Cohort*

[Weighted]
Academic Challenge (ACCHALL)

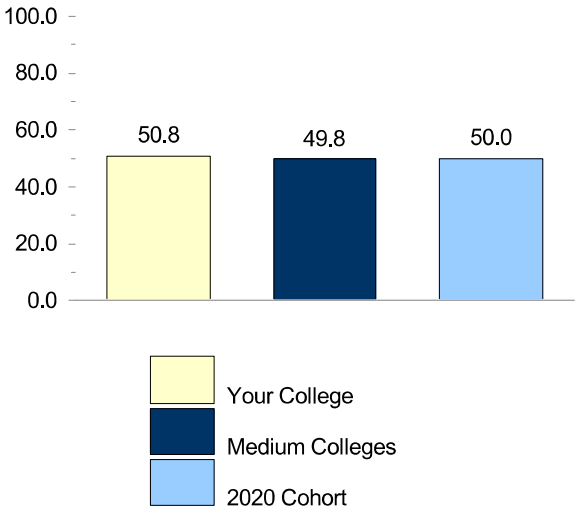


* The comparison group and cohort bars on this page INCLUDE your college.

21JUL20

Community College Survey of Student Engagement
Tacoma Community College (2020 Administration)
2020 Benchmark Bar Chart - Main Survey
Comparison Group: Medium Colleges in the 2020 Cohort*

[Weighted]
Student-Faculty Interaction (STUFAC)



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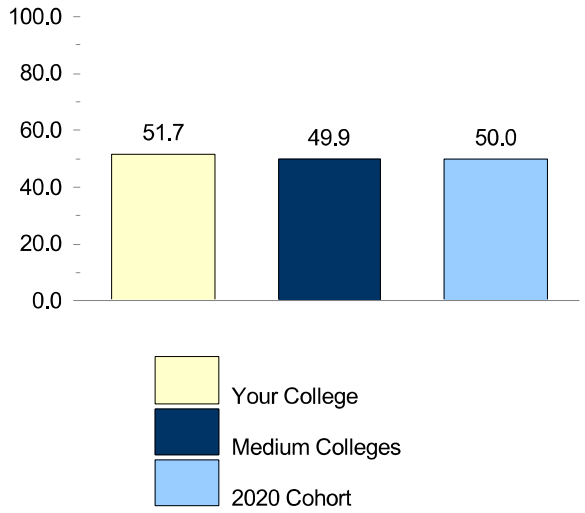
Community College Survey of Student Engagement
Tacoma Community College (2020 Administration)
2020 Benchmark Bar Chart - Main Survey
Comparison Group: Medium Colleges in the 2020 Cohort*

[Weighted]
Support for Learners (SUPPORT)



* The comparison group and cohort bars on this page INCLUDE your college.

21JUL20

For the full 1.D.2C EXHIBIT, click here

TACOMA COMMUNITY COLLEGE

CORE INDICATORS of MISSION and STRATEGIC FULFILLMENT

Mission:

As the community's college, we create meaningful learning, advance equity, and strengthen student and community success.

Core Theme 1: **Advancing Equity, Diversity, and Inclusion**

Core Theme 2: **Cultivating Exceptional Learning**

Core Theme 3: **Strengthening Community Partnerships**

Core Theme 4: **Enhancing Institutional Vitality**

KEY

Status	Description
	At or above mission fulfillment target
	Not at mission fulfillment target yet, but improving
	Below mission fulfillment target and not improving
	New metric, no data yet

Core Theme 1: **Advancing Equity, Diversity, and Inclusion**

Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	***Mission Fulfillment Target***	*Status*
1.1: Increase ethnic/racial student and employee diversity									
1.1.A: Student Headcount - Fall Quarter									
o African American/Black	6.1%	7.1%						10.0%	
o Asian	7.5%	7.9%						9.2%	
o Latinx/Hispanic	6.0%	5.9%						10.9%	
o Native American	0.6%	0.8%						1.6%	
o Native Hawaiian/Other Pacific Islander	0.9%	1.0%						1.2%	
o White	40.6%	41.4%						58.1%	
o Multi-Race	11.0%	12.6%						9.2%	
o Unknown	27.1%	23.3%						0.0%	
1.1.B: Employee Headcount - Fall Quarter									
o African American/Black	9.1%	10.2%						10.0%	
o Asian	10.6%	10.2%						9.2%	
o Latinx	3.6%	5.2%						10.9%	
o Native American	1.8%	2.4%						1.6%	
o Native Hawaiian/Other Pacific Islander	1.2%	0.7%						1.2%	
o White	73.2%	70.5%						58.1%	
o Multi-Race	0.5%	0.7%						9.2%	
o Unknown	0.0%	0.0%						0.0%	
1.2: Increased awareness of the diverse identities that compromise our campus community									
1.2.A Aware of diverse identities that compromise our campus.	-	-	Baseline					TBD	
1.3: Decrease in student equity gaps, regarding entry, progression, graduation and transfer.									
1.3.A: SAI College English									
African American/Black	6.5%	8.0%						10.0%	
American Indian	0.5%	0.6%						9.2%	
Asian	6.8%	9.2%						10.9%	
Latinx/Hispanic	6.2%	7.8%						1.6%	
Native Hawaiian/Pacific Islander	1.0%	1.3%						1.2%	
Multi-Race	13.1%	16.2%						9.2%	
White	40.0%	44.7%						58.1%	
Unknown	25.9%	12.1%						0.0%	
1.3.B: SAI College Math									
African American/Black	5.6%	7.8%						10.0%	
American Indian	0.4%	0.6%						9.2%	
Asian	8.9%	10.4%						10.9%	
Latinx/Hispanic	5.7%	6.9%						1.6%	
Native Hawaiian/Pacific Islander	1.5%	0.9%						1.2%	
Multi-Race	12.8%	16.5%						9.2%	
White	41.6%	44.0%						58.1%	
Unknown	23.4%	12.9%						0.0%	

Core Theme 1: **Advancing Equity, Diversity, and Inclusion (continued)**

Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	***Mission Fulfillment Target***	*Status*
1.3.C: SAI 15 College Credits									
African American/Black	9.4%	13.5%						10.0%	
American Indian	0.9%	0.4%						9.2%	
Asian	5.5%	7.4%						10.9%	
Latinx/Hispanic	8.9%	11.0%						1.6%	
Native Hawaiian/Pacific Islander	1.5%	1.6%						1.2%	
Multi-Race	19.0%	21.5%						9.2%	
White	34.1%	35.8%						58.1%	
Unknown	20.9%	8.9%						0.0%	
1.3.D: SAI Completion									
African American/Black	7.8%	10.0%						10.0%	
American Indian	0.8%	1.1%						9.2%	
Asian	7.4%	7.4%						10.9%	
Latinx/Hispanic	8.2%	8.2%						1.6%	
Native Hawaiian/Pacific Islander	1.2%	1.5%						1.2%	
Multi-Race	17.2%	18.0%						9.2%	
White	41.8%	43.8%						58.1%	
Unknown	15.6%	10.1%						0.0%	
1.4: Increase in the number, number of attendees, and quality of EDI trainings									
1.4.A: Number of EDI trainings attended that were paid by TCC	-	9						4	
1.4.B: Quality of EDI trainings that were paid by TCC	-	92%						90%	
1.4.C: Increase in EDI shared understanding and language	-	67%						75%	
1.5: Increase in the number of TCC policies and procedures reviewed using an EDI related checklist									
1.5.A: Number of policies created, reviewed or revised using EDI Checklist.	-	8						30	
1.6: Increase in the representation of identities and abilities in campus physical spaces									
1.6.A: Percentage noted having a disability being a representation of ability status in our employees at TCC	-	65%						65%	
1.7: Increase in positive responses on employee exit interviews									
1.7.A: Percentage of positive responses on employee exit surveys/interviews	-	50%						65%	
1.8: Increase in the college's shared understanding and use of EDI related language.									
1.8.A: Increase in EDI shared understanding and language	-	68%						75%	

Core Theme 1: **Advancing Equity, Diversity, and Inclusion (continued)**

Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	***Mission Fulfillment Target***	*Status*
1.9: Increased feeling of "welcomeness" on campus by students and employees									
1.9.A: Feeling of welcomeness on campus by students	-	90%						100%	
1.9.B: Feeling of welcomeness on campus by employees	-	81%						100%	
1.10: Increase the number of students who receive need-based aid									
1.10.A: Transfer and professional technical students receiving need based aid	30.4%	33.1%						35.0%	

Core Theme 2: **Cultivating Exceptional Learning**

Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	***Mission Fulfillment Target***	*Status*
2.1: Increase in student retention rates (fall-winter, fall-spring, fall-fall)									
o Fall to Winter	71.6%	70.8%						80%	
o Fall to Spring	64.4%	59.7%						69%	
o Fall to Fall	50.2%							53%	
2.2: Increase in 4-year completion rate (First-Time at TCC)									
o 4-Year Completion Rate	24%	26%						32%	
2.3: Increase in the number of SAI points the college earns									
o Total SAI points	13,374	13,128						13,966	
o Points per student	1.5	1.5						1.9	
2.4: Increase in the IPEDS graduation & transfer-out rate									
o IPEDS graduation rate	25%	26%						30%	
o IPEDS transfer out rate	22%	24%						27%	
2.5: Increase in TCC graduate passing licensure/certification examinations on the first attempt									
2.5.A: TCC graduates passing licensure/certification examinations on first attempt:									
o Diagnostic Medical Sonography	100%	100%						95%	
o Paramedic	100%	100%						95%	
o Registered Nurse	91%	92%						95%	
o Radiologic Science	90%	100%						95%	
o Respiratory Care	100%	100%						95%	
2.6: Increase in annual student enrollments in low-cost and zero-cost text sections, including OER									
2.6.A: OER course sections	10.2%	15.1%						16%	
2.6.B:Low Cost course sections	1.2%	0.0%						6%	
2.7: Increased diversity of course offerings (mode of instruction and time of day)									
2.7.A: Programs that can be completed online	3	3						6	
2.7.B: Programs that can be completed in evenings	0	0						2	
2.7.C: Programs that can be completed on weekends	0	0						2	
2.7.D: Programs that can be completed as a combination of online, weekends, and/or evenings	0	1						10	
2.8: Increase in the number, number of attendees, and quality of teaching and learning professional development activities									
2.8.A: Rating on participant survey for quality of PD activity	-	-	Baseline					TBD	
2.8.B: Number of attendees at PD activities (duplicated)	677	728						710	

Core Theme 2: **Cultivating Exceptional Learning (continued)**

Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	***Mission Fulfillment Target***	*Status*
2.9: Increase in the number of courses taught with equity-minded pedagogies, such as CRP and UDL									
2.9.A: Courses taught with equity minded pedagogies	-	-	Baseline					TBD	
2.10: Increase in the number of students supported through non-academic resources									
2.10.A: Percent of (CHAP) housing students retained to next fall	-	-	Baseline					TBD	
2.10.B: Number of students supported with Food Bank	-	845						870	
2.10.C: Percent of students supported with child care (ELC) retained to next fall	-	-	Baseline					TBD	
2.10.D: Percent of students supported with State Emergency Grant (SEAG) retained to next quarter	-	-	Baseline					TBD	
2.10.E: Amount of Foundation Emergency Grant Aid provided for Students	-	$40,000						$45,000	
2.10.F: Increase in the percentage of students using the Student Learning Centers (SLCs) in targeted courses									
Business Education Center (BEC)	25%	25%						30%	
Dedicated Tutoring (DT)	25%	17%						30%	
Math Advising Resource Center (MARC)	19%	14%						24%	
Supplemental Instruction (SI)	39%	37%						44%	
Writing & Tutoring Center (WTC)	13%	11%						18%	
2.11: Increase in the number of new students attending new student orientation									
2.11.A: Percentage of students attending orientation	-	26%						95%	
2.12: Increase in the number of students enrolling in HD101									
2.12.A: Percentage of new students enrolled in HD101	21%	19%						95%	
2.13: Increase the average number of attempted and earned credits for full-time and part-time students									
2.14.A: Full-Time Student Earned Credits / Full-time Student Attempted Credits	90%	91%						95%	
2.14.B: Part-time Student Earned Credits / Part-time Student Attempted Credits	92%	94%						95%	

Core Theme 3: **Strengthening Community Partnerships**

Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	***Mission Fulfillment Target***	*Status*
3.1: Increase in the number, number of attendees, and quality of cultural events offered in-person and virtually both on and off-campus									
3.1.A: Number of Cultural Events (on campus)	-	12						13	
3.1.B: Number of Cultural Events (off campus)	-	5						6	
3.1.C: Percent of attendees rating quality as very good or excellent.	-	-	baseline					TBD	
3.2: Increase in labor market placement									
3.2.A: Employed TCC graduates (completed degree or certificates)	425	398						450	
3.2.B: Percentage employed full-time (30+ hours)	69%	67%						75%	
3.2.C: Median wage (full-time only)	$48,366	$47,670						$53,000	
3.2.D: Percentage employed in Pierce County	33%	36%						39%	
3.3: Increase annual enrollment in Running Start and Fresh Start									
3.3.A: Running Start Headcount	1,094	1,042						1,150	
3.3.B: Running Start FTE	2,827	2,664						2,970	
3.3.C: Fresh Start Headcount	283	284						297	
3.3.D: Fresh Start FTE	485	439						509	
3.4: Increase in the number, and quality, of partnerships between TCC and community organizations									
3.4.A: Percent of partners rating partnership as very good or excellent	-	-	baseline					TBD	
3.5: Increase in the percentage of local, recent high school graduates that enroll at TCC									
2.E.4: Local Tacoma Public School % of graduates that enroll in TCC	22%	23%						30%	
2.E.5: Local Peninsula Public School % of graduates that enroll in TCC	22%	25%						30%	
3.6: Increase annual headcount of workforce and professional studies students									
3.6.A: Professional Technical headcount	2,871	2,879						3,015	
3.7: Increase annual headcount of continuing educations students									
3.7.A: Continuing Education Student Headcount	1,446	1,299						1,590	
3.8: Increase in the number of employees, and departments, engaged with community organizations									
3.8.A: Percentage of employees engaged with community organizations	-	-	baseline					50%	
3.9: Increase in the number of international students studying at TCC									
3.9.A: International Student Headcount	427	358						427	

Core Theme 4: **Enhancing Institutional Vitality**

Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	***Mission Fulfillment Target***	*Status*
4.1: Increase in the number of innovation grants awarded									
4.1.A: Innovations grants awarded	2	3						15	
4.2: Increase in annual student enrollment									
4.2.A: Annual Student Headcount	11,883	11,566						12,950	
4.2.B: Annual Student FTE	6,016	5,801						6,610	
4.3: Increase in annual headcount of corrections students									
4.3.A: Annual Headcount of corrections students	703	730						703	
4.4: Increase in annual headcount of students age 18-24 who are earning high school diplomas (e.g., Fresh Start, HS 21+, GED)									
4.4.A: Annual Headcount of students 18-24 earning diploma/GED	570	538						627	
4.5: Increase in annual headcount of community members who are currently not engaged in post-secondary education for credits 25 and above									
4.5.A: Annual Headcount of students 25 and older in credit classes	5,062	4,971						5,568	
4.6: Increase in annual headcount of Running Start students who have a low-income waiver									
4.6.A: Annual Headcount of low-income running start students	277	213						291	
4.7: Increase in annual headcount of students from service area zip codes									
4.7.A: Annual Headcount of students residing in service district	6,392	6,291						7,031	
4.8: Increase in annual headcount of ABE and ESL students									
4.8.A: Annual Headcount of students in ABE or ESL classes	1,191	1,106						1,191	
4.9: Increase in annual revenue of the TCC Foundation									
4.9.A: Annual Revenue of TCC Foundation	$ 1,810,000	$ 2,030,000						$1,900,500	
4.10: Increase in number of scholarships awarded by the TCC Foundation									
4.10.A: Scholarships awarded by TCC Foundation	265	254						450	
4.11: Increase in the total amount of scholarship funds awarded by the TCC Foundation									
4.11.A: Scholarship money awarded by TCC Foundation	$ 408,000	$ 317,371						$500,000	
4.12: Increased revenue generated through auxiliary operations		*							
4.12.A: Auxiliary revenue	$ 2,587,892	$ 2,068,527						$2,717,000	

* Budgeted for a reduction in 2019-20 due to Covid

Core Theme 4: **Enhancing Institutional Vitality (continued)**

Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	***Mission Fulfillment Target***	*Status*
4.13: Increase in the success rate of number of grants received									
4.13.A:Percentage of successful grant proposals	74%	82%						80%	
4.14: Decrease in the size of the college's carbon footprint and amount of greenhouse gasses produced									
4.14.A: Decrease tons of co2 produced annually	2,108	2,097						2,003	
4.14.B: Greenhouse gas inventory	-	-						3,076.55	
4.15: Increase the amount of available emergency aid for employees									
4.15.A: Amount of emergency aid for employees	-	$25,000						$30,000	

Information regarding the core themes and core indicators:
Core themes are mission-based institutional goals. TCC measures its effectiveness toward reaching these goals by assessing indicators organized under each core theme. These measurements are TCC's core indicators and reflect the core values of our institutional mission.

Mission fulfillment targets for the core indicators reflect the institution's aspirations toward meeting its goals. Mission fulfillment targets are established for each indicator by TCC's Leadership Team and are monitored annually.

Each fall quarter the TCC community receives a report of the College's progress toward achieving its institutional goals as measured by its success in meeting mission fulfillment targets of the core indicators. This core indicator report is used at the unit level in annual academic program planning and administrative unit planning which occur in the fall, and at the institutional level in the operational and budgetary planning which occur in the spring.

Core indicators which fall below mission fulfillment targets are analyzed and appropriate action plans developed to improve future performance. The annual core indicator report provides the College community with data to monitor and advance TCC's performance relative to its stated mission. The core indicators are a six-year (2019/20 - 2024/25) commitment to institutional improvement and are foundational to TCC's continuous improvement planning activities and its iterative cycle of institutional assessment-planning-action-assessment. The core indicators are complimented by diverse data sets which include assorted TCC data dashboards, survey results, Integrated Postsecondary Education Data System (IPEDS) and Washington State Board for Community and Technical Colleges (SBCTC) data.

KEY

Status	Description
	At or above mission fulfillment target
	Not at mission fulfillment target yet, but improving
	Below mission fulfillment target and not improving
	New metric, no data yet

BOARD OF TRUSTEES

POLICY MANUAL

FEBRUARY 2021

CHAPTER I – ADVISORY & LEGISLATIVE FUNCTION OF THE BOARD

1. **General Policy Statement**

   Legal power and responsibility for the operation of Tacoma Community College rests with the Board of Trustees. The Board of Trustees establishes general policies, as articulated herein. Its function in the area of policy contrasts with the administrative function exercised by the President. A comprehensive statement of board responsibilities and prerogatives is set forth in the Revised Code of Washington, Chapter 28B.

2. **Authority of the Board & Board Members**

   The Board is an agency of the State of Washington and derives its authority as described in Chapter 8, Laws of 1967, Extraordinary Session, RCW. Every act of the Board shall conform to the constitution, statutes, and court decisions of the state and federal governments and the regulations issued pursuant thereto.

   The Board is charged by the State with the responsibility of providing community college instruction and services for residents within the College District who are qualified for admission, according to the standards prescribed by the District; establishment and operation of the college campus(es) within the District; and the custody of and responsibility for the property of the District and the management and control of said District.

   Individual members of the Board have power and authority only when acting formally as members of the Board in session at regular or special meetings. In support of effective community college governance, the Board follows the Guide to Ethical Governance issued by the Association of Community College Trustees (ACCT). The Board believes:

   - That it derives its authority from the community and that it must always act as an advocate on behalf of the entire community;
   - That it must clearly define and articulate its role;
   - That it is responsible for creating and maintaining a spirit of true cooperation and a mutually supportive relationship with its CEO;
   - That individual trustee members have no legal authority outside the meetings of the Board, and will conduct their relationships with the community college staff, the local citizenry, and all media of the community on the basis of this fact; That its trustee members should engage in a regular and ongoing process of in-service training and continuous improvement;
   - That its trustee members come to each meeting prepared and ready to debate issues fully and openly;
   - That its trustee members vote their conscience and support the decision or policy made;
   - That its behavior, and that of its members, exemplify ethical behavior and conduct that is above reproach;
   - That it endeavors to remain always accountable to the community;

- That it honestly debates the issues affecting its community and speaks with one voice once a decision or policy is made.

3. **Duties & Responsibilities of the Board**

The Board, responsible to the citizens of the District and sensitive to their hopes, ambitions, and needs, shall have the legislative responsibility of formulating broad public policy for community college education in the District, and the provisions adopted in this Policy Manual shall constitute the basic method by which the Board exercises its leadership in the operation of the District. Without limiting the powers granted to the Board by the State under RCW 28B, and subject to lawful and applicable rules and regulations, Board responsibilities are as follows:

- Select and appoint the President of the District who shall be the Executive Officer, through whom the Board exercises its control and operation of the District and to whom all other administrators, employees, agents and professional consultants of the District shall be responsible.
- Adopt and periodically review a statement of philosophy, mission, and goals which clarifies educational beliefs and educational responsibilities of the District.
- Establish broad general policies for the governance of the District and hold the President responsible for administering them.
- Consider and take appropriate action on recommendations of the President in matters of uniform policy relating to the welfare of the District, such as admission and retention of students, student conduct, curricular offerings, academic freedom and responsibility, academic standards, academic calendar, governance, tuition and fees, financial management, salary schedules and general personnel issues, due process, and confidentiality of records.
- Utilize the services of the Attorney General of the State of Washington; cooperate fully with officers of the State Attorney General.
- Adopt an annual budget to finance the operation of the District in accordance with the statutes of Washington and lawful and applicable regulations.
- Delegate to the President the authority to approve the expenditures of funds and to let all contracts.
- Provide required personnel, physical facilities, and means of financial support to carry out the goals and objectives of the District within the policies, regulations and procedures of the State Board for Community and Technical Colleges.
- Review and take action on matters relating to site selection and physical plant development.
- Consider communications and requests from citizens and organizations of the District on matters of policy, administration and other items of public concern affecting the District.
- Appraise the efficiency and effectiveness of District operations and evaluate the educational programs and services of the College.
- Refer all matters concerning the District directly to the President for study and recommendation before such matters are considered by the Board, except where immediate action is deemed necessary by the Board.

- Inform the public concerning the progress and needs of the District, the educational programs, and the financial status of the District, and accurately account to the public for receipts and expenditures.
- Charge the prescribed level of tuition, operating fees, and service and activity fees consistent with statutes and State Board rules regarding part-time students and non-credit, non-graded and short courses.
- Receive such gifts, grants, conveyances, devises, and bequests of real or personal property from private sources, as may be made from time to time, in trust or otherwise, whenever the terms and conditions thereof will aid in carrying out the community college programs as specified by law and the regulations of the State Board; sell, lease or exchange, invest or expend the same or the proceeds, rents, profits, and income thereof according to the terms and conditions thereof.
- The Board of Trustees shall act only at meetings called and held as provided herein and consistent with the state of Washington Open Public Meetings Act. All matters coming before the Board for determination shall be determined by the vote of the majority of the members when a quorum is present.
- It is the purview of the Board of Trustees to set the College's strategic direction. Operational or administrative procedures to enact the Board's strategic direction are the responsibility of the President.
- Except when specifically authorized by the Board of Trustees, no trustee may make or enter into any contract or agreement on behalf of Tacoma Community College.
- Perform such other duties as may be prescribed by law and act directly in matters not covered by specific law or policy.
- Approve all new programs of study, degrees, certificates, and diplomas.
- The Board shall conduct an annual self-evaluation in which goals and responsibilities will be reviewed and assessed. Changes to the Board's goals will be made at that time as the Board deems appropriate. The Board will report on its self-evaluation at its next regular meeting.

4. **Code of Ethics**

The Board of Trustees shall set the ethical tone in both the personal conduct of its members and their organizational leadership. Therefore, each trustee shall adhere to the highest ethical standards and promote the moral development of the organization and the community and technical college system community. Board members will encourage trustee education to provide an arena in which trustees are able to learn their responsibilities and are able to practice the tenets of good trusteeship.

To achieve these goals, the Board of Trustees shall support active dialogue and principled conduct among members, with other community and technical college system leaders, and with members of the community at large. While no code of ethics alone can guarantee ethical behavior, the values and principles set forth in the Washington state ethics law are intended to guide the Board of Trustees in carrying out its duties.

Trustees in the state of Washington are expected to adhere to the Washington state ethics law that went into effect on January 1, 1995. (45.52 RCW) The provisions that pertain to trustees in their capacity as volunteers of the state are enumerated therein.

5. **Conflict of Interest**

Purpose

The purpose of this policy is to protect Tacoma Community College's interest when it is contemplating entering into a transaction or arrangement that might benefit the private interest of a trustee of Tacoma Community College. A conflict of interest may exist if a trustee, or a member of his family, has an existing or potential financial or other interest which impairs or might reasonably appear to impair such member's independent, unbiased judgment in the discharge of his or her responsibilities to the College, or a conflict of interest may exist if a Trustee or a member of his family is an officer, director, employee, member, partner, Trustee or controlling stockholder of an organization that has such existing or potential financial or other interest.

If such a conflict or the appearance of such a conflict, exists it is the responsibility of that Trustee to make a disclosure to the Board of this conflict at the earliest practicable time using the attached declaration form.

Furthermore, no Trustee shall vote on any matter under consideration by the Board or any of its committees in which such Trustee may have a conflict of interest. The minutes of any meeting wherein such conflict arose must reflect that a disclosure was made and that the affected Trustee abstained from any relevant voting. Any Trustee who is uncertain whether a conflict of interest may exist in any matter before the Board should request that the Board or committee resolve the question by a recorded majority vote.

Definitions

Interested Person
Any trustee, who has a direct or indirect financial interest, as defined below, is an interested person.

Financial Interest
A person has a financial interest if the person has, directly or indirectly, through business, investment or family:

- an ownership or investment interest in any entity with which Tacoma Community College has a transaction or arrangement;
- a compensation arrangement with Tacoma Community College or with any entity or individual with which Tacoma Community College has a transaction or arrangement;
- a potential ownership or investment interest in, or compensation arrangement with, any entity or individual with which Tacoma Community College is negotiating a transaction or arrangement.

Compensation includes direct and indirect remuneration as well as gifts or favors that are substantial in nature.

CHAPTER IV – BOARD-PRESIDENT RELATIONSHIP

1. **Administration of President's Contract**

   An important task of the Board is administration of the President's contract. The Board is responsible for recruiting, hiring, establishing the compensation for, nurturing, evaluating, and separating the President.

2. **Delegation of Authority**

   The District shall be under the direction of the President (Chief Executive Officer) who shall operate and organize the College in accordance with these operating procedures. The President shall develop and maintain a College administration whose members shall: (1) Carry out the policies of the College District; (2) Perform their duties as outlined in approved job descriptions; (3) Perform their duties in conformance with College District regulations and procedures; and (4) Perform their duties in support of the College's vision, mission, goals, objectives, and core values.

   The Board specifically delegates to the President the authority given the Board by virtue of RCW 28B.50, wherein the Board is charged by the State Legislature with the responsibility of providing community college instruction and services for residents within the College District who are qualified for admission, according to the standards prescribed by the District; establishment and operation of the College campus(es) within the District; and the custody of and responsibility for the property of the District and the management and control of said District.

3. **Duties & Responsibilities of the President as Deemed by the Board**

   The President of the District shall be the Chief Executive Officer through which the Board carries out its program and exercises its authority. The President may delegate to members of the College administration such of the President's powers as the President may deem desirable to be exercised under the President's supervision and direction. In addition, the President shall:

   a. Inform the Board of all actions taken under authority granted by it that the President believes to be significant and to respond in a timely manner to Board requests for information.
   b. Perform all executive functions for the Board such as: (1) prepare the agenda for Board meetings; (2) conduct official correspondence of the Board; (3) issue its orders; (4) prepare all documents as directed by the Board and execute all documents pursuant to authority granted to the President by the Board; (5) provide for the custody of all records, proceedings, and documents of the Board and assume responsibility for making them available for public inspection; and (6) ensure that trustees and employees handling the District funds are adequately bonded at District expense to protect the District from loss sustained through fraudulent or dishonest acts or any act of omission performed in the line of official duty.
   c. Advise the Board in all areas of policy and make recommendations on all matters that affect the District before the Board takes action.
   d. Determine the qualifications, appoint, manage, supervise, and discharge all employees of the College, including fixing their salaries and the terms and conditions of individual contracts,

provided that the procedures established by the tenure laws of the State of Washington, when appropriate, and the statutes, rules and regulations of the State of Washington shall be followed.

e. Appoint, manage, supervise, and discharge administrative personnel, including fixing their salaries and the terms and conditions of their individual contracts.

f. Prepare and submit to the Board an annual budget and administer the Board approved budget.

g. Be responsible for the formulation of all reports as may be required by the Board and by local, state, and national agencies.

h. Formulate and promulgate regulations and procedures designed to implement Board policies.

i. Represent the District to the community by interpreting the District program to the public, the press, and community organizations.

j. Approve the expenditure of all budgeted funds and execute all contracts consistent with the budget adopted by the Board and in compliance with Board rules and all applicable state and federal laws and regulations.

k. Prepare and submit to the Board an annual report of the operation of the District, including recommendations for the immediate and long-range development of the District.

l. Act as the chief administrator and educational leader of the District, responsible for the organizational structure of the District and for all executive and administrative duties in connection with the operation of the District.

m. Propose the long-range direction and scope of District programs, recommending to the Board from time to time such changes in programs and services as he or she deems desirable to fulfill the stated philosophy and goals of the District.

n. Establish the District objectives consistent with Board approved philosophy and goals, determine the need for and qualifications of all positions within the District, and provide for evaluation of all personnel and programs.

o. Recommend to the Board site location and site utilization, and direct the development of the campus building program.

p. Participate in community college programs at the local, state and national level by representing the District at meetings of organizations to which the District belongs and others as approved by the Board.

q. Review legislation providing assistance to the District and report the substance thereof to the Board.

r. Attend Board meetings.

s. Designate an administrative officer of the District to serve as Acting President in the President's place and stead during absences.

t. Perform such other duties as may be assigned or granted by the Board or required by law.

4. **Evaluation of the President**

   On a yearly basis the Board will conduct an evaluation of the President's performance using criteria upon which there is mutual agreement. Part of the evaluation will be a review of the President's annual executive goals. A summary report will be completed and placed in the President's personnel file. The conclusion of this evaluation process will occur at the same time as the presidential contract renewal or non-renewal.

For the full 2.A.1A EXHIBIT, click here

BOARD OF TRUSTEES
SELF EVALUATION
PERFORMANCE REVIEW
2019-2020

"The Board will govern with a style that emphases outward vision rather than an internal preoccupation, encouragement of diversity in viewpoints, strategic leadership rather than administrative detail, clear distinction of Board and presidential roles, collective rather than individual decisions, future rather than past or present, and proactive rather than reactive."

1 = needs improvement 2 = meets standards 3 = excellent

SCORE	GOVERNANCE	COMMENTS NEEDS IMPROVEMENT AND WHY
	TCC MISSION The Board shall periodically review the mission, vision, values, student learning outcomes, and state-mandated performance measures.	
	STRATEGIC PLAN COMMITMENT TO INNOVATION PRIORITIES Each month the Board will review progress on a Strategic Initiative of the Commitment to Innovation Strategic Plan.	
	STUDENT SUCCESS The Board shall promote student success by: • Embracing TCC's core values of Integrity, Access, and Diversity; Excellence; Leadership and Innovation; Responsibility; Mutual Respect; Collegiality and Trust. • Governing a dynamic learning community that ensures opportunities for achievement of student goals; • Measuring its effectiveness by the achievement of its students, the strength and accomplishments of its faculty and staff, the responsiveness of its programs and services, and the support of its community; • Ensuring access to comprehensive educational opportunities that reflect the needs of its diverse community through enhanced outreach, recruitment and retention activities; • Leading the college in the use of emerging technologies to foster educational excellence; • Attaining essential funding to achieve its mission of access, quality and diversity; • Recruitment and retention; • Quality of services and programs for students; • Curricular offerings; and • Academic standards.	
	EDUCATIONAL ADVOCACY The Board shall maintain advocacy for TCC as well as the whole community and technical college system by service on the ACT board and committees, the Pierce County Coordinating Council and the Legislative Task Force. The Board shall represent the interests of the college with legislators, congressional representatives, and community members. • Each Board member shall attend at least one ACT statewide meeting and a regional or the national ACCT convention annually. • The Board shall review ACT committee opportunities annually and place as many Board members as practicable on ACT committees. • Board members shall contact legislators on behalf of TCC	

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	and/or the community and technical college system as requested. • Board members shall contact members of Congress and their staffs as appropriate. • A Board member shall chair the Legislative Task Force. • Two Board members shall serve on the Pierce County Coordinating Council. • A Board member shall attend each Pierce County Coordinating Council meeting.	
	EXTERNAL RELATIONS • Through personal and professional contacts in the community, the Board shall inform the public concerning the progress and needs of the District and educational programs. • The Board shall participate in the creation of partnerships and coalitions to ensure the College is an integral part of the community's growth and development. • The Board shall be knowledgeable about major social and economic trends and issues that affect the institution.	
	TCC FOUNDATION The Board shall support the goals and objectives of the TCC Foundation. • The Board shall appoint a liaison to the TCC Foundation Board who will actively participate throughout the year in the meetings and committees of the Foundation. • One hundred percent of TCC Board members shall participate in fundraising activities of the Foundation. • The TCC Board will participate twice a year in TCC Foundation functions.	
	DIVERSITY The Board shall promote pluralism (diversity) of TCC faculty, staff and student body and inclusion of multi-cultural contributions in the curriculum. • The Board will monitor institutional strategies for promoting a diverse and inclusive climate. • Board members shall participate in the Multi-Cultural Advisory Council by attending a minimum of 80% of the Council meetings.	
	ETHICS Trustees shall exemplify the highest ethical standards and conduct. • Trustees shall adhere to ethical conduct consistent with college and State policies. • Trustees shall avoid conflicts of interest. • Trustees shall respect the confidentiality appropriate to issues of a sensitive nature. • The Board shall speak with one voice.	
	BUDGETS • The Board shall meet the stated philosophy, objectives, and goals of the college District within the available resources, reviewing and approving annual budgets of funds for the operation of the college. • The Board shall maintain authority to approve all budgets including Student Activity fees. • The Board shall review and take action on matters relating to site selection and physical plant development. •	

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	RELATIONSHIP WITH CEO • The Board shall communicate regularly and openly with CEO. • The Board-CEO relationship shall be completely based on ethical standards. • The Board and CEO shall encourage each other in professional development. • The Board and CEO shall know their separate responsibilities. • The Board shall annually evaluate CEO's performance and provide a written summation for the Board minutes	
	BOARD GOVERNING • The Board shall annually monitor and review the Board's process and performance. • The Board shall seek input from staff, students, alumni, employers and other community members on college activities and issues as appropriate. • The Board will be actively involved in accreditation. • The Board is knowledgeable regarding all aspects of the college.	
	BOARD PARTICIPATION Each trustee shall participate in Board meetings and the annual retreat to the maximum extent consistent with responsible governance. • One hundred percent of regularly scheduled Board meetings shall have a quorum • The Board shall participate in college-wide and student activities. • The Board shall fully participate in the review of proposed candidates for tenure.	
	BOARD CHAIR • The Board Chair shall execute the duties of the office as set forth in the Board Policy Manual. • The Board Chair shall assure the integrity of the Board process. • During meetings, the Board Chair shall provide open, efficient, and timely deliberations.	
	BOARD EDUCATION • New members shall receive an orientation to the board and the institution. • The Board shall have an ongoing program of board development.	

Proposed Trustee goals, 2020-21
September 3, 2020

1. Ensure educational equity for all TCC students
   - Monitor progress on Strategic Plan core indicators
   - Identify policy barriers and address them
   - Seek ongoing EDI education, including monthly briefings by TCC's EDI team and attendance at college-wide EDI trainings as possible
   - Act on the commitments made in our Black Lives Matter statement

2. Ensure sound fiscal management in this year's especially challenging environment
   - Monitor quarterly results and variance reports
   - Encourage continued transparency and communication to the college community
   - Where possible, assist in identifying external sources of additional funding

3. Working with Institutional Advancement and the Foundation, increase the board's role in community and legislative advocacy
   - Become more informed about community needs and trends as they relate to the work of the college
   - Where possible, assist the college in forming helpful community partnerships
   - Become more familiar with Foundation goals; determine our role in achieving them

4. Monitor and measure strategic plan initiatives
   - Ensure the board agenda is aligned with strategic priorities
   - Use metrics to measure progress
   - Identify where policies impede progress and/or where new ones are needed
   - Lead and ask questions in support of strategic priorities

5. Continue to improve board processes
   - Create and maintain a pipeline of trustee candidates
   - Revise the board self-evaluation
   - Seek out and participate in board education via study sessions, ACT and ACCT offerings, and campus-wide events
   - Increase informal communication with Dr. Harrell

TACOMA COMMUNITY COLLEGE

Board of Trustees **STRATEGIC PRIORITIES** 2020-2021

During the summer Board of Trustees Retreat, the Board developed the following strategic priorities for the 2020-2021 academic year. The Board is committed to ensuring adequate progress is made in each of these areas through the work of the college during the 2020-2021 academic year. The Board has directed the college president to provide regular updates on each of the priorities.

- Vision 2025 (new strategic plan)
- Equity, Diversity & Inclusion
- Student Learning & Success (including Guided Pathways)
- College Operating Budget
- Community Relationships
- Student Enrollment
- Foundation/Fundraising

Lois Bernstein *Chair* | Liz Dunbar | Dona Ponepinto | Robert Ryan | Pat Shuman *Vice Chair*

Board of Trustees / **Tacoma Community College**

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For the full 2.A.2A EXHIBIT, click here

TOOL TO REVIEW POLICIES & PROCEDURES THROUGH AN EQUITY LENS

(TRPPEL: PROUNCED "TRIPLE")

Created by:

Tacoma Community College's Office of Equity, Diversity, and Inclusion

November 2019

Informed by PSESD's Racial Equity Tool: Worksheet
https://resources.finalsite.net/images/v1533747720/psesdorg/awqpcid1l6cgytocuiix/PSESD_RET_Worksheet.pdf
And the PRCRF created by Assistant Attorney General, Rick Brady

Created JLM November 2019

About Tacoma Community College

Tacoma Community College (TCC) believes that all students and employees should have equitable opportunities and access regardless of and responsive to their multiple identity statuses. One of the ways that we actively seek to fulfill our mission—*TCC creates meaningful and relevant learning, inspires greater equity, and celebrates success in our lives and our communities*— is by integrating equity, diversity, and inclusion (EDI) in every aspect of our institution, including, and especially in our policy work. Equitable policies are important for creating our institution's capacity to provide robust, effective opportunities for students and employees to learn and work.

About This Tool

This checklist offers a guide to support the examination of policy creation and revision with a particular focus on educational and employment equity at TCC. Its purpose is to provide a tool that complements TCC's policy review process and engages stakeholders in critical examination of and reflection on the policies that inform our daily practices.

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POLICY EQUITY ANALYSIS TOOL

To prepare for critical reflection on your proposed/reviewed policy, consider the following key framing questions:

1. What is the intent behind the policy being reviewed?
2. Who benefits from the way things are and who does not?
3. Does the policy create or improve equitable opportunity or access?
    a. Is there an opportunity for this policy to eliminate structural inequities?
    b. Does the policy potentially harm groups?
    c. How have the groups potentially affected by the policy been involved in the development, implementation, and evaluation of the proposed or reviewed policy?

Policy Review Instructions:

This guide outlines four domains—Legal, Research Base, Response to Context, and Accountable. For each item, rate the extent to which the policy being reviewed reflects the policy review domain. Provide a rationale statement to support your rating. Propose a modification, addition or deletion to the policy related to the domain for changing, improving or enhancing the policy. Indicate whether the proposed change is a recommendation (revision needed to adequately address the domain) or a consideration (revision that would reflect best practice).

LEGAL				
Rate the extent to which the policy:	To A Great Extent	Somewhat	Very Little	Not At All
Satisfies/meets relevant legal mandates (e.g. Title IX, IDEA, Title III, etc.).				
The RCWs and WACs referred to in the policy are current and appropriate.				
Rationale/Explanation:				
Note—you may have checked "Not At All" because the policy is not impacted by any mandates. If this is the case, please outline your rationale below.				
□ Recommendation or □ Consideration				
For the full 2.A.2B EXHIBIT, click here				

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TCC Councils, Committees, and Task Forces/Work Groups

Committees

- Academic Calendar Committee
- Academic Technology Committee
- BAS Steering Committee
- Behavioral Intervention Team
- Budget Committee
- ctcLink Committee
- College-wide Learning Assessment Committee
- Curriculum Committee
- Dean Team
- eLearning Advisory Committee
- Emergency Preparedness and Safety Committee
- Enrollment Management Committee
- Facilities Master Planning Committee
- Faculty Professional Development Committee
- Health and Wellness Committee
- Instructional Assessment Steering Committee
- Institutional Effectiveness Committee
- Legislative Connection Committee
- Parking Appeals Committee
- Student and Academic Services (SAS)
- Student Affairs Professional Development Committee
- Student Conduct Appeals Board
- Sustainability Advisory Committee
- Wellness Committee

Councils

- Classified Staff Council
- College Council
- Equity and Diversity Council
  - Asian & Pacific Islander Coalition
  - Bias Incident Response Team
  - CARES- Committee on Access Respect and Equity for Sexual and Gender Identity
  - Committee on Supporting Formally Incarcerated Students
  - Diversity Film Festival Committee
  - Learning Communities Advisory Committee

- Instructional Council
- Multicultural Advisory Council

Task Forces/Work Groups

- Civitas Work Group
  - Insight Team
  - Action Team
- Communities of Practice
- Faculty and Professional Learning Communities
- Open Education Steering Group (permanent)
- Pathways Guiding Teams and Sub-Groups
  - Choose and Enter
  - Ensure Learning
  - Guiding Team
  - Keep on Path
  - Mapping
  - Metrics and Tools
- Strategy Steering Team

FACULTY NEGOTIATED AGREEMENT

July 1, 2017 to June 30, 2020

Tacoma Community College

And

TCC

Federation of Teachers

Local 2196

8.00 ACADEMIC EMPLOYEE PERSONNEL PRACTICES

8.10 Academic Freedom

The Board recognizes the right and responsibility of the academic employee to insist that students be free to learn and academic employees free to teach broad areas of knowledge, including those that may be considered controversial. Academic freedom implies not only freedom of discussion in the classroom, but also the absence of unusual restriction upon the academic employee method of instruction and testing, provided that they are consistent with the academic employee's assignment. Every academic employee is presumed competent and responsible until specific evidence is brought forward to the contrary. No suspicion concerning either the judgment or the goodwill of the academic employee should find any place in our administrative regulations or customary procedures. The rights guaranteed to all citizens under the Constitution of the United States of America in regard to freedom of speech shall not otherwise be limited or diminished by reason of a person's employment by the College. Whenever any group or individual brings charges against an academic employee concerning that employee's freedom to teach, the employee may request that the Board of Trustees grant, without charge to the academic employee, the necessary and sufficient leave, legal assistance, and other support for the protection of that individual's academic freedom. The Board of Trustees shall grant such a request if provided by State law (RCW 4.92.060 and RCW 4.92.070).

8.20 Personnel Records (Content)

(a) The only information placed in the academic employee's file will be that which relates to rendering of professional services and the performance thereof. No anecdotal records or other non-official information shall be placed in the personnel file of an academic employee.

(b) In the case of new academic employees, all confidential or privileged material (i.e., reference checks) will be maintained in a separate file in accordance with record retention schedules once the academic employee has signed an employment agreement.

(c) All written charges or complaints of any type against an academic employee that are received by management will be investigated by the appropriate management supervisor. For corrections academic employees, DOC may also be included in the investigation. When charges or complaints against an employee are found to have possible personnel significance, the affected employee shall be notified. Only substantiated complaints, signed by the person filing the complaints, may be placed in the employee's file and only as an attachment to an official action. If the academic employee chooses, his or her representative may be present at all proceedings on the charges or complaints. In the case of DOC investigation, the opportunity for representation may be limited at DOC discretion or by DOC policy or regulation.

8.60 Intellectual Property

(a) In order to foster free and creative expression and exchange of ideas, the College recognizes the right of faculty members to exercise individual initiative in creating materials that are protected under federal copyright statutes. This Section works to balance the faculty members' interests and ownership rights in intellectual property and copyrightable materials while recognizing the College's role in supporting faculty in the creation of materials and also complying with the Ethics in Public Service Act. For purposes of this section, intellectual property is defined as any material, process, or invention created by an academic employee.

(b) An employee who creates intellectual property, including instructional materials, has primary claim to ownership of that property and has the right to use and license that property.

(c) In those instances in which intellectual property is created by an employee with College or state support beyond that allowed by state law, the ownership of the intellectual property and provision for any residuals shall vest in both the College and individual(s) who created that property who may modify or utilize it at will, unless designated by written agreement between the parties entered into prior to the production.

(d) Intellectual property owned solely by the employee while employed at TCC may be published through College resources in the same form and attributed to the owner as long as the content has not become outdated or inaccurate.

(e) Third parties may license or purchase intellectual properties created by an employee only from the owner(s) of that property, namely the employee, the College, or the employee and the College jointly.

(f) If two or more employees collaborate in creating intellectual property at the direction or provision of the College, intellectual property shall vest between all employees and the College, absent a written agreement.

(g) A written agreement to clarify or modify ownership of intellectual property may be initiated, on a case-by-case basis, at the request of either party, individual faculty member(s) or the College.

8.70 Professional Development Program Content

Management and the Union agree that individual professional development is extremely important to the continued professional growth of academic employees, the quality of educational programs and services, and the future of the College. To this end, academic employees are encouraged to participate in activities that will promote professional growth, maintain the quality of educational offerings, and enhance the individual's contribution to the general welfare of the College. In keeping with high professional standing, each full-time academic employee is required to develop and review individually with his or her immediate supervisor a personalized professional growth plan which (1) relates to his or her present or future instructional assignment and professional interests, and (2) supports College goals and objectives. This plan should be a part of the self-evaluation that is done during the post-tenure evaluation process as described in

For the full 2.B.1A EXHIBIT, click here

BOARD OF TRUSTEES

POLICY MANUAL

FEBRUARY 2021

The Board recognizes that comprehensiveness is central to the mission of a community college and that maintaining a curriculum that responds to a wide array of students' interests is, therefore, fundamental to the College's role. Further, the Board recognizes that those interests change, as do the community's needs as a whole, and that the capacity to meet these changes is paramount if the College is to responsibly serve the community. Therefore, the Board considers it important that there be maintained at the College an atmosphere where new programs and instructional methods will be considered, developed, and tested.

Finally, the Board believes that cooperation with other agencies dedicated to working toward these same ends will enhance the College's contribution to the community.

6. **Goals**

- The College will create a dynamic learning community that ensures opportunities for achievement of student goals.
- The College will measure its effectiveness by the achievement of its students, the strength and accomplishments of its faculty and staff, the responsiveness of its programs and services, and the support of its community.
- The College will ensure access to comprehensive educational opportunities that reflect the needs of its diverse community through enhanced outreach, recruitment and retention activities.
- The College will lead its community in the use of emerging technologies to foster educational excellence.
- The College will attain essential funding to achieve its mission of access, quality and diversity.
- The College will lead in the creation of partnerships and coalitions to ensure the College is an integral part of the community's growth and development.

7. **Strategic Plan**

The Board of Trustees supports and upholds the College's strategic plans as they are implemented.

8. **Academic Freedom**[1]

- Faculty are entitled to full freedom in research and in the publication of the results, subject to the adequate performance of their other academic duties; but research for pecuniary return must be discussed and approved by the Provost & Vice President of Academic Affairs.
- Faculty are entitled to freedom in the classroom in discussing their subject, but they should be careful not to introduce into their teaching controversial matter which has no relation to their subject.

[1] Adopted from AAUP's 1940 Statement of Principles on Academic Freedom

- Faculty are citizens and members of a learned profession. When they speak or write as citizens, they should be free from institutional censorship or discipline, but their special position in the community imposes special obligations. As scholars and educational officers, they should remember that the public may judge their profession and their institution by their utterances. Hence, they should at all times be accurate, should exercise appropriate restraint, should show respect for the opinions of others, and should make every effort to indicate that they are not speaking for the college.

9. **Actions against college employees and volunteers**

   In accord with RCW 4.92.060 and .070, college employees and college volunteers may request and receive representation by the office of the attorney general whenever an action or proceeding for damages is instituted against them if, in the opinion of the attorney general's office, the action or proceeding for damages arose from acts or omissions the employee performed or purported to perform in furtherance of their official duties.

For the full 2.B.1B EXHIBIT, click here

TACOMA COMMUNITY COLLEGE

Date Rec'd _____ Staff Initials _____

Request to Evaluate Official Transcripts

COMPLETE & SUBMIT THIS FORM to Enrollment Services, Bldg 7 for an evaluation of incoming OFFICIAL transcripts. *ONLY official transcripts are evaluated.*

PLEASE PRINT CLEARLY

NAME: _____ **ctcLink ID:** _____
Last First MI (Required)

PREVIOUS NAME(S): _____ **PHONE:** (____)_____

Are you enrolled in TCC classes this term? ____ **Yes** ____ **No**
If no, evaluation will be completed **AFTER** enrolled into classes.

Expected Graduation / Completion Date: Term _____ **Year** _____
(If not sure, please estimate completion date.)

INSTRUCTIONS:

- Student must request official transcripts from other institutions.
- Complete and submit transcript evaluation request form.
  Transcripts are evaluated AFTER a student has registered for at least one quarter at TCC.
- Check Student Center (Admissions tab) for verification that transcripts have arrived. If received, schools will be listed under "External Education" as Type = **Official** and Action = **Received**. (If necessary, click the green arrow on the left to display details.)
- Submit completed transcript evaluation request to **Enrollment Services** in **Building 7** or electronically to credeval@tacomacc.edu.

Allow 6 - 8 weeks for the evaluation process, longer during peak graduation periods.
NOTE: For transcripts submitted at different times, a new evaluation request form is required.

TRANSCRIPTS TO EVALUATE:

1. _____ **4.** _____

2. _____ **5.** _____

3. _____ **6.** _____

Evaluated courses will be posted to ctcLink in Student Center under the Transfer Credit tab.

_____ _____
Date Student Signature

A maximum of 60 transfer college level credits will be accepted towards a degree or certificate.

Tacoma Community College does not release or certify copies of transcripts from other institutions. Transcripts submitted to Tacoma Community College are part of the official file and will not be returned to the student.

TOOL TO REVIEW POLICIES & PROCEDURES THROUGH AN EQUITY LENS

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Created by:

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TACOMA COMMUNITY COLLEGE

BIAS INCIDENT RESPONSE TEAM (BIRT)

Tacoma Community College supports free expression. The ways in which we respond to bias incidents respects that value. Those who engage in speech that offends others and those that respond to the speech may be protected by First Amendment rights.

When speech is protected, neither the student conduct system nor the criminal justice system can be applied. It is through the speech of others, including the Bias Incident Response Team (BIRT) that bias incidents are best addressed.

TCC aspires to create an environment that is inclusive and safe for all members of the community.

- To report a bias incident, please click on this link: BIRT Report Form. The team will respond by meeting in a timely manner to evaluate the nature of the incident (hate crime/bias/discrimination) and respond appropriately.
- Depending on the severity of the event, the BIRT may inform and consult with college leadership on additional steps to be taken to respond to bias and prevent future occurrences.
- In the case of a hate crime, Campus Public Safety staff will contact local law enforcement to assist with the investigation.

BIRT Members

Dolores Haugen, Community Standards	dhaugen@tacomacc.edu	253-566-6090
Nigeria Bell, Faculty Counselor	nbell@tacomacc.edu	253-566-5046
Will Howard, Public Safety	whoward@tacomacc.edu	253-566-5344
Sonja Morgan, Student Engagement	scmorgan@tacomacc.edu	253-566-5322
Julie Lancour, Equity, Diversity & Inclusion	jlancour@tacomacc.edu	253-566-5212

BIRT Report Form

TACOMA COMMUNITY COLLEGE
INVESTMENT ROLL FORWARD FOR THE FISCAL YEAR ENDED JUNE 30, 2019

DESCRIPTION	SECURITY ID	6/30/18 MARKET	PURCHASES	SALES	DIV/INT REINVESTED	REALIZED GAIN/LOSS	BROKERAGE FEES	UNREALIZED GAIN/LOSS	6/30/19 MARKET
FNMA	3136G3ND3	1,458,696.00	-	-	-	-	-	31,198.50	1,489,894.50
Federal Farm Credit Bank	3133EFC54	967,837.00	-	-	-	-	-	28,787.00	996,624.00
Federal Home Loan Bank	3130A8KD4	961,350.00	-	-	-	-	-	32,270.00	993,620.00
FNMA	3136G4BQ5	981,596.00	-	-	-	-	-	14,075.00	995,671.00
FNMA	3136G3N27	986,107.00	-	-	-	-	-	12,949.00	999,056.00
Resolution Funding Corp	76116FAD9	-	963,989.00	-	-	-	-	14,849.00	978,838.00
TOTAL		5,355,586.00	963,989.00	-	-	-	-	134,128.50	6,453,703.50

TACOMA COMMUNITY COLLEGE ADMINISTRATIVE POLICY AND PROCEDURE

OPERATING RESERVES

Section: **IV. ADSV – 404**	**President's Authorization**: Approved by Dr. Ivan Harrell 12/10/20 **President's Signature** **Date**

PURPOSE

The purpose of this policy is to define the operational reserves for Tacoma Community College.

TO WHOM DOES THIS POLICY APPLY

The policy applies to all budget authorities of Tacoma Community College.

REFERENCES

RCW 28B.50.140
WAC 132K.995.990
Board Policy Manual, Chapter VI Fiscal Responsibility

DEFINITIONS

Fund: A fiscal and accounting entity with a self-balancing set of general ledger codes in which cash and other financial resources, together with all related liabilities and residual equities or balances, and changes therein, are recorded and segregated for the purpose of carrying on specific activities or attaining certain objectives in accordance with special regulations, restrictions, or limitations.

Fund Balance (Reserves): The difference between a fund's assets and liabilities.

Budget: A plan of financial operation embodying an estimate of proposed expenditures for a given period of time and the proposed means of financing them.

Operating Budget: A plan of current expenditures and proposed means of financing them. The operating budget is the primary means of ensuring that the financing acquisition, spending, and service delivery activities of the College are controlled.

POLICY

In compliance with the Tacoma Community College Board of Trustee's direction, the College will maintain an operational reserve balance to ensure the College has the ability to carry out its mission. The Board in its fiduciary capacity for prudent financial management, directs the College to accumulate and maintain sufficient reserves to accomplish specific, strategic objects of the College. The Tacoma Community College Board of Trustees has directed the college to begin each fiscal year with local operating

reserves of no less than 15% of the annual operating revenue budget of the College except for Board-approved expenditures.

The operational reserves are intended for use in non-recurrent situations. Examples of such situations may be:

- One time expenditures for program start-up
- Expenditures to cover building damages from natural disasters
- Non government-funded portions of capital projects
- Other situations as determined by the President and/or approved by the Board of Trustees

PROCEDURE

Assessment of this reserve balance will be provided through the annual budgeting process. The funds included for this assessment are:

Fund 148 – Dedicated Local - exclusive of restricted fee revenue
Fund 149 – Operating Local
Fund 570 – Other Auxiliary
Fund 145 – Grants and Contracts – exclusive of restrictions and reimbursable grants.

All recommendations to expend reserve funds will be forwarded to the Executive Staff and the President. Approval must be obtained prior to expenditure.

Expenditures of greater than $50,000 will be submitted by the President to the Board of Trustees for approval prior to the use of such funds.

Initial Adoption Date: Unknown Prior Revision Dates: February 7, 2005; June 30, 2011; Sept. 3, 2020 Last Revision Date: December 8, 2020 Last Review Date: December 8, 2020

Office of the Washington State Auditor
Pat McCarthy

Accountability Audit Report

Tacoma Community College

For the period July 1, 2013 through June 30, 2017

Published May 2, 2019

Report No. 1023607

AUDIT RESULTS

This report describes the overall results and conclusions for the areas we examined. In most of the areas we examined, College operations complied with applicable state laws, regulations, and its own policies, and provided adequate controls over safeguarding of public resources.

As referenced above and described in the attached finding, we identified areas in which the College could make improvements.

These recommendations are included with our report as a finding.

About the audit

This report contains the results of our independent accountability audit of the Tacoma Community College from July 1, 2013 through June 30, 2017.

Management is responsible for ensuring compliance and adequate safeguarding of public resources from fraud, loss or abuse. This includes the design, implementation and maintenance of internal controls relevant to these objectives.

This audit was conducted under the authority of RCW 43.09.310, which requires the Office of the State Auditor to examine the financial affairs of all state agencies. Our audit involved performing procedures to obtain evidence about the College's use of public resources, compliance with state laws and regulations and its own policies and procedures, and internal controls over such matters.

As part of our routine audits of state agencies, the State Auditor's Office is responsible for auditing public funds and accounts that are not managed by, or are in the care of, the State Treasurer. These funds are commonly referred to as local funds.

The Legislature has established some of these local funds. Additionally, state law authorizes the Office of Financial Management to establish local funds when state agencies present compelling reasons to do so. Local funds may be used for regular College expenses.

Every two years, the State Auditor's Office is required by state law (RCW 43.09.420) to report to the Legislature on the status of local funds and accounts that were examined during the preceding biennium and recommendations we made about how state agencies can improve their financial management of these funds.

Our most recent report covered audit reports published from July 1, 2015 through June 30, 2017.

The next report will cover July 1, 2017 through June 30, 2019 and is due to the Legislature by December 1, 2019.

In keeping with general auditing practices, we do not examine every transaction, activity or area. Instead, based on our risk assessment for the years ended June 30, 2017, 2016, 2015 and 2014, the areas examined were those representing the highest risk of fraud, loss, abuse, or noncompliance. The following areas were examined during this audit period:

- Cash receipting – reviewed policies and procedures at the Bookstore and Cashier's Office
- Local funds – reviewed bank reconciliations and general ledger postings
- Bookstore inventory polices and reconciliations
- General disbursements, credit card activity, personal service contracts and reimbursements

For the full 2.E.1C EXHIBIT, click here

Tacoma Community College and Tacoma Community College Foundation Agreement

This Agreement is entered into by and between Tacoma Community College, Community College District No.22 ("College"), and the Tacoma Community College Foundation, a nonprofit corporation ("Foundation").

WHEREAS, the College, pursuant to RCW 28B.50.140(8), may receive such gifts, grants, conveyances, devises and bequests of real and personal property from private sources, as may be made from time to time, in trust or otherwise, whenever the terms and conditions thereof will aid in carrying out College programs as specified by law and the rules of the state college board; sell, lease or exchange, invest or expend the same or the proceeds, rents, profits and income thereof according to the terms and conditions thereof; and adopt rules to govern the receipt and expenditure of the proceeds, rents, profits and income thereof; and

WHEREAS, the College has, from this, express power to receive property, the implied power to solicit the same; and;

WHEREAS, the College has the authority to enter into contracts for these and other lawful purposes; and

WHEREAS, the Foundation is a tax-exempt nonprofit corporation, independent of and separate from the College, organized and operated to receive and administer property and to make expenditures and conduct activities to or for the benefit of the College; and

WHEREAS, the Foundation is empowered to solicit and receive property and to make contributions, grants, gifts and transfer of property to the College;

NOW, THEREFORE, the parties hereby agree as follows:

I. SEPARATE OBLIGATIONS

A. The Foundation shall:

1. Expend its best efforts to seek to accrue gifts, grants, conveyances, devises, and bequests of real and personal property for the benefit of the College. For this purpose, it will design and implement programs and procedures to solicit and receive such personal property and also to acquire such real property by purchase, lease, exchange or otherwise, all to further the purposes of the Foundation which benefit the College;

2. Comply with all applicable federal and state laws. For this purpose, the Foundation will establish rules and procedures for the management of all affairs of the Foundation in accordance with (a) the requirements for tax-exempt entities under the federal Internal Revenue Code, including its section 501(c)(3), and (b) Washington State laws, including those governing charitable

solicitations (e.g., chapter 19.09 RCW), charitable trusts (e.g., chapter 11.110 RCW, and nonprofit corporations (e.g. chapter 24.03 RCW); tender to the College immediately all gifts, grants, conveyances, devises, and bequests of real and personal property it may receive wherein the College is designated as the intended beneficiary;

3. Accept, hold, administer, invest, disburse and properly account and be responsible for all donations of property of any kind or character as from time to time may be given to it, in accordance with the terms of such gifts, grants, conveyances, devises, and bequests any kind;

4. Make contributions, grants, gifts, and transfers of property, both real and personal, either outright or in trust, to or for the benefit of the College;

5. Use all assets and earnings of the Foundation for the benefit of the College or for payment of necessary and reasonable administrative expenses of the Foundation. No part of such assets and earnings shall accrue to the benefit of any director, officer, member, or employee of the Foundation or of any other individual, except for appropriate payment of reasonable compensation for services actually rendered or reimbursement of reasonable expenses necessarily incurred;

6. Not merge, consolidate, or change the Foundation's Articles of Incorporation during the lifetime of this Agreement, without the written agreement of the College;

B. The College shall:

1. Provide the Foundation with office space, including utilities, use of office furniture, file cabinets, and associated equipment, and warehouse space for temporary storage of donated materials and equipment;

2. Provide the Foundation with use of office machines, materials and services as reasonably required for its operation, including consumable office supplies, telephone service, postage, use of word-processing, photocopying, facsimile transmission, duplication, publication, and audio-visual equipment and services, and part-time professional and/or staff services. The time allocated to services to the Foundation shall not be full-time for any College employee;

II. ACCOUNTING AND AUDITING

To provide proper accounting and auditing for the property and services provided by each party under Article I:

A. By April 30 of each year, the Foundation fiscal analyst and the director of financial services shall prepare a draft quid pro quo forecast for the following fiscal year showing all anticipated transactions and services under this Agreement for that upcoming fiscal year, including all space and equipment, supplies, personnel, and other services the College expects to provide to the Foundation. The presidents of the Foundation and the College, and/or their designees, will review that forecast.

B. The value of all space and equipment, supplies, personnel, and other services which the College provides to the Foundation, based on a rolling three year average, shall not exceed the agreed upon annual contract listed in the College and Foundation quid pro quo agreement. By April 30 of each year, the director of financial services and the Foundation fiscal analyst will review the financial

records for space and equipment, supplies, personnel, and other services provided by the College to assure that the maximum amount does not exceed the agreed upon annual contract listed in the College and Foundation quid pro quo agreement. By September 30 of each year, the Director of Financial Services and the Foundation fiscal analyst will prepare, and the presidents of the Foundation and the College and/or their designees will review, a post closing summary of the transactions between the two parties to assure that the maximum has not been exceeded.

C. The Foundation shall annually confirm to the College that it has fully complied with its obligation to expend its best efforts to seek to accrue gifts, grants, donations and endowments for the benefit of the College. For this purpose, the Foundation will list its accomplishments for the preceding year and share with the College its revenue and expense statements for the preceding year and its end-of-year balance sheet.

D. Pursuant to RCW 28B.50.837 et seq. (Washington Community and Technical College Exceptional Faculty Awards Program), the Foundation agrees to accept state matching funds from the College Faculty Awards Trust Fund ("the Fund"), and protect, invest, and manage disbursements from the Fund as required by law."

E. The Foundation is a separate entity from the College, and shall be annually audited by a reputable independent accounting firm. Should Title III matching funds become available, all parties will follow the program-specific auditing and accounting requirements established by the federal government for this program.

F. The College is a state institution of higher education, and shall be audited by the State Auditor's Office.

G. The Foundation, shall permit the president of the College, or the president's designee, to inspect and/or copy all Foundation books, accounts and records at all reasonable times in order to determine compliance with the commitments made in this Agreement. The president's designee may include institutional or state auditors. Nothing herein shall be deemed to affect the rights and responsibilities of the State Auditor.

III. OTHER AGREEMENTS

A. Independent Capacity: At all times and for all purposes of this Agreement, each party shall act in an independent capacity and not as an agent or representative of the other party.

B. No Indemnification: Each party shall be responsible for the actions and inactions of itself and its own officers, employees, and agents acting within the scope of their authority.

C. No Assignment: This agreement is not assignable by either party, in whole or in part.

D. Governing Law and Disputes: This Agreement shall be governed by the laws of the State of Washington. Before instituting any legal action hereunder, a party, through its president, shall meet with the president of the other party and attempt in good faith to resolve the disagreement. Venue of any action hereunder shall be in Pierce County Superior Court.

E. Entire Agreement: This constitutes the entire agreement of the parties, including all oral understandings, on the subject of their general and overall relationship. However, the parties may

enter into other stand-alone agreements on specific subjects. All such agreements shall be in writing and signed by the parties. This agreement shall be updated and reviewed annually.

F. Modification: No alteration or modification of any term of this Agreement shall be valid unless made in writing and signed by the parties.

G. Termination: This Agreement shall continue until terminated. It may be terminated by either party only at the end of a State fiscal biennium, upon written notice to the other party given at least ninety (90) days in advance. Upon termination of this agreement, the Foundation shall cease soliciting and receiving money and property in the name or for the benefit of the College or for any other purpose and shall dissolved under the laws of the State of Washington governing the dissolution of not for profit corporations.

H. Conflict of Interest: This agreement shall be subject to any conflicts of interest policies for either the College or the Foundation.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties on this –

9th day of January, 2019.

FOUNDATION

Tony Lindgren, Board President

COLLEGE

James Curtis, Board Chair

Bill Ryberg
Foundation Director

Dr. Ivan Harrell, President

Approved as to form:

Richard Brady, Assistant Attorney General

Original signature approved form
On 9/2018

Revised September 2018

The College Quid Pro Quo services, salaries and benefits, are an addendum to this document and are negotiated annually.

TACOMA COMMUNITY COLLEGE GRANTS AND CONTRACTS

Program Name	Grant Period	Award
Guided Pathways	2017-2022	500,000
Mathematics Engineering Science Achievement (MESA)	2018-2020	375,000
Basic Education for Adults (BEdA) Master Grant	2020-2021	161,746
TRIO Educational Talent Search Program	2016-2021	1,400,000
Workfirst	2020-2021	468,382
Correctional Education Grant	2020-2021	1,496,537
Child Care Access Means Parents in School (CCAMPIS)	2019-2023	286,400

TACOMA COMMUNITY COLLEGE

Guiding Principles for Budget Development FY 21
October 14, 2019

For the current fiscal year up to $2 million of reserves may be used to adequately cover expenses that may exceed anticipated revenues. This use of reserve funds to balance a yearly budget is not sustainable. To prepare for a truly balanced budget for fiscal year (FY) 2021, this year the college will be engaging in a budget development process that will include reducing projected expenses for FY21. Below are principles that will be used to guide the development of the budget, including identifying needed reductions. The principles below are prioritized; due to the complexity of developing a college-wide budget all principles may not be met for each budget decision that must be met.

Overall budget reduction goal: $2 million.[1]

- Budget development strategies must not only address immediate needs, but also must address long-term strategy.
- Budget development must include an in-depth analysis of funds needed to appropriately operate the college.
- Budget development strategies must challenge the status quo.
- All decisions must be based on empirical data and merit, not on advocacy.
- The good of the college as a whole takes precedence over individual units.
- Budget reductions should have minimal impact on the implementation of the 2020-2025 strategic plan, essential Guided Pathways work, student success recruitment, access, retention, persistence and timely completion of degrees and other credentials.
- Budget reductions must not compromise the safety of the college community.
- Budget reduction strategies should be sensitive to equity, diversity and inclusion.
- Budget reduction strategies must not adversely impact institutional or program accreditations or compliance.
- Budget reductions should include an appropriate balance of cost savings and revenue enhancements.
- Budget reductions should disinvest in non-critical, unnecessary, and/or underperforming programs or infrastructures, and potentially invest in developing and/or expanding needed programs or infrastructures.
- Budget development must include a review of programs/services that may need to be subsidized.
- Across the board cuts will not be considered as a budget reduction strategy.
- Needed professional development of faculty and staff, including travel, will not be totally eliminated as a budget reduction strategy.
- The ability of the college to perform essential operation and maintenance of college facilities will be maintained.
- Cost savings through increased efficiencies will be emphasized.
- The budget reduction process will be as transparent as possible and ongoing communication to the college community will be provided.
- To ensure maximum financial savings, budget reductions will be identified in FY20 with full implementation in FY21.

[1] *This is an estimate based on the budget shortfall for the current fiscal year. This estimate will change as the budget development process takes place.*

Tacoma Community College
Department Expense Budget Template

For Budget Period 2021
Dept 32000 - Enrollment Services

Expense Type	Account	Fund	App	Cls	Dept	Account Description	2017 - 2018 Expense	2018 - 2019 Expense	2019 - 2020 Budget	2019 - 2020 YTD Expense	2019 - 2020 Encumbrance	2019 - 2020 Available Budget	2020 - 2021 Proposed Budget	Explanation
Salary & Benefits	5000020	001	101	061	32000	Exempt Managerial	0.00	0.00	97,850.00	97,849.92	0.00	0.08		
	5000030	001	101	061	32000	Exempt Professional/Technical	0.00	0.00	72,100.00	72,100.08	0.00	-0.08		
	5000100	001	101	061	32000	Community College Classified	0.00	0.00	41,184.00	0.00	0.00	41,184.00		
						Salary & Wages Subtotal	**0.00**	**0.00**	**211,134.00**	**169,950.00**	**0.00**	**41,184.00**		
	5010003	001	101	061	32000	Benefits	0.00	0.00	75,829.00	0.00	0.00	75,829.00		
	5010010	001	101	061	32000	Old Age and Survivors Insur	0.00	0.00	0.00	10,232.08	0.00	-10,232.08		
	5010020	001	101	061	32000	Medicare	0.00	0.00	0.00	2,392.88	0.00	-2,392.88		
	5010030	001	101	061	32000	Retirement and Pensions	0.00	0.00	0.00	2,062.71	0.00	-2,062.71		
	5010040	001	101	061	32000	Medical Aid	0.00	0.00	0.00	330.96	0.00	-330.96		
	5010050	001	101	061	32000	Labor &Industries	0.00	0.00	0.00	451.20	0.00	-451.20		
	5010060	001	101	061	32000	Health Life and Disability Ins	0.00	0.00	0.00	20,316.60	0.00	-20,316.60		
	5010090	001	101	061	32000	Supplemental Retirement Pay	0.00	0.00	0.00	849.82	0.00	-849.82		
	5010140	001	101	061	32000	Other Employee Benefits	0.00	0.00	0.00	8.40	0.00	-8.40		
	5010150	001	101	061	32000	Paid Family Leave	0.00	0.00	0.00	249.84	0.00	-249.84		
						Benefits Subtotal	**0.00**	**0.00**	**75,829.00**	**36,894.49**	**0.00**	**38,934.51**		
						Salary and Benefits Total	**0.00**	**0.00**	**286,963.00**	**206,844.49**	**0.00**	**80,118.51**		
Non Salary & Benefits	5030010	149		061	32000	Supplies	0.00	0.00	7,000.00	6,036.22	0.00	963.78		
	5081090	149		061	32000	Printing and Reproduction	0.00	0.00	4,500.00	427.00	0.00	4,073.00		
	5081100	149		061	32000	Training	0.00	0.00	1,000.00	357.93	0.00	642.07		
	5081102	149		061	32000	Conferences/Registrations	0.00	0.00	0.00	60.28	0.00	-60.28		

Tacoma Community College
Department Expense Budget Template

For Budget Period 2021
Dept 32000 - Enrollment Services

Expense Type	Account	Fund	App	Cls	Dept	Account Description	2017 - 2018 Expense	2018 - 2019 Expense	2019 - 2020 Budget	2019 - 2020 YTD Expense	2019 - 2020 Encumbrance	2019 - 2020 Available Budget	2020 - 2021 Proposed Budget	Explanation
Non Salary & Benefits	5081260	149		061	32000	Communication Services	0.00	0.00	2,500.00	1,776.30	0.00	723.70		
						Goods & Services Subtotal	**0.00**	**0.00**	**15,000.00**	**8,657.73**	**0.00**	**6,342.27**		
	5080010	149		061	32000	Instate Subsitance/Lodging	0.00	0.00	1,500.00	390.44	0.00	1,109.56		
	5080020	149		061	32000	Instate Airfare	0.00	0.00	500.00	306.80	0.00	193.20		
	5080030	149		061	32000	Private Auto Mileage	0.00	0.00	800.00	128.76	0.00	671.24		
	5080050	149		061	32000	Out of State Subsist/Lodging	0.00	0.00	1,500.00	0.00	0.00	1,500.00		
	5080060	149		061	32000	Out of State Airfare	0.00	0.00	1,500.00	0.00	0.00	1,500.00		
						Travel Subtotal	**0.00**	**0.00**	**5,800.00**	**826.00**	**0.00**	**4,974.00**		
	5030070	149		061	32000	Non-Capitalized Assets	0.00	0.00	2,200.00	0.00	0.00	2,200.00		
						Equipment Subtotal	**0.00**	**0.00**	**2,200.00**	**0.00**	**0.00**	**2,200.00**		
						Non Salary and Benefits Total	**0.00**	**0.00**	**23,000.00**	**9,483.73**	**0.00**	**13,516.27**		
						Department Total	**0.00**	**0.00**	**309,963.00**	**216,328.22**	**0.00**	**93,634.78**		

TACOMA COMMUNITY COLLEGE
OPERATING BUDGETS FOR FISCAL YEARS 2015-2021 - TRADITIONALLY BUDGETED FUNDS

	2015	2016	2017	2018	2019	2020	2021
Local Revenue	21,235,699	22,459,600	22,624,646	22,046,495	23,239,655	23,530,516	27,412,447
State Revenue	17,983,958	20,720,400	22,531,219	24,543,036	26,034,235	27,269,521	24,874,005
Total Revenue	39,219,657	43,180,000	45,155,865	46,589,531	49,273,890	50,800,037	52,286,452
Salaries & Wages	25,522,831	27,474,000	28,034,162	29,429,230	31,171,575	32,069,783	33,405,962
Benefits	8,022,536	9,484,000	10,148,308	10,177,618	10,927,708	11,231,810	11,407,268
Other Operating Expenses	5,674,290	6,222,000	6,973,395	6,982,683	7,174,607	7,498,444	7,473,222
Total Expenses	39,219,657	43,180,000	45,155,865	46,589,531	49,273,890	50,800,037	52,286,452

FY 2021 Notes:
The FY 2021 revenue and expense budgets reflect budgeting all funds including dedicated local, grants and proprietary funds.
State revenues reflect an anticipated 15% cut to estimated FY 2021 state funding.

2015 LONG RANGE FACILITIES MASTER PLAN

prepared for_

TACOMA COMMUNITY COLLEGE

FACILITIES MASTER PLAN

2015 Long Range Facilities Master Plan

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6. DEVELOPMENT RECOMMENDATIONS & IMPLEMENTATION PLAN
7. APPENDIX

2015 Long Range Facilities Master Plan

Executive Summary

Executive Summary

In 2005, Tacoma Community College performed a Long Range Facilities Master Plan to align with the College's Strategic Plan entitled "Commitment to Innovation". The Master Plan was updated in 2007 & 2009, and the College's Facilities Master Plan Committee presented it to staff, students, community and Board of Trustees along the way.

In 2014 the Committee began to meet regularly again, updating the Master Plan to align with TCC's revised Strategic Plan and with the state's evolving capital funding process. This 2015 updated Master Plan outlines a renewed vision of the Tacoma Community College campus and facility development for the next 20 years.

TCC conducted this Facilities Master Plan Update primarily to:

- Incorporate changes to building identification numbers
- Update campus development & planning that has occurred over the past five years
- Renew Master Plan strategies relating to the college's updated Strategic Plan and Program Needs Analysis to support future capital funding requests and local funding initiatives
- Update the status of City Zoning Regulations and Design Standards

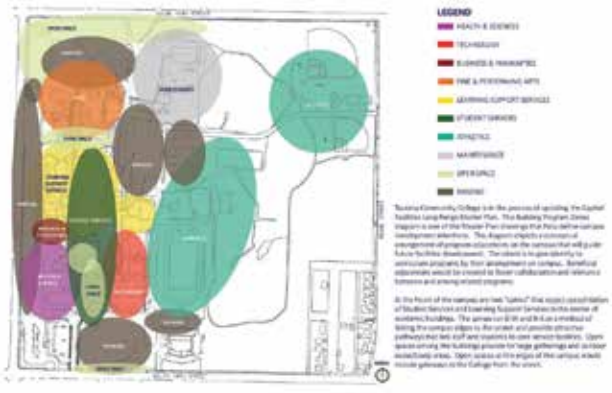
Tacoma Community College is poised to celebrate its 50th Anniversary in 2015.

Following this Executive Summary the Master Plan is organized into 5 sections and an appendix. Summaries of the major sections are included here.

MASTER PLANNING GOALS AND STRATEGIES

Tacoma Community College's updated Strategic Plan 2014-2018 is organized around 4 themes: Create Learning, Achieve Equity, Engage Community and Embrace Discovery. The Committee developed Master Plan Goals and Strategies based on the Strategic Initiatives. Here are some highlights from these:

- Promote a learning environment that provides a simulation of real-world settings and brings together disparate programs and disciplines to form a synergistic learning community.
- Provide for asynchronous learning outside the classroom (wireless network, distance ed., formal & informal study settings, student/faculty/learning support services interaction)
- Consolidate Student Services into a "One Stop Center" at the heart of the campus.
- Foster availability of faculty to students (by locating faculty offices near programs or educational resources)
- Optimize the development of exterior space to create a unique campus that is highly visible, attractive and engaging.
- Provide professional development resources to maintain high standards and adoption of new learning technologies.



- Develop a comprehensive physical campus infrastructure that supports current needs and systems while anticipating emerging technologies and future growth.
- Create master planning zones that support academic/program groupings and interrelationships among similar programs.

PROGRAM NEEDS ANALYSIS

Between 2008-09 and 2013-14, TCC's total student FTE's grew from 6,350 to 7,333 – a 15% increase over the past five years. (This includes state funded, contracted and student funded FTE's.) Between 2012-13 and 2013-14, TCC's state-funded FTE's grew from 5,928 to 6,120 – a 3% increase over the past year.

Through the Capital Analysis Model (CAM) the Washington State Board for Community and Technical Colleges (SBCTC) evaluates each 2-year College against a prototypical model for space allocated to educational and administrative functions based on student FTE (full time equivalent) and growth projections based on demographic data. The State Board conducted a "preliminary" CAM analysis update in June 2015 for 2017-19 project requests.

The CAM analysis forecasted significant shortages at Tacoma Community College in several types of "Instructional" spaces on campus, including Basic Skills Labs, Computer Labs, Library/LRC (Learning Resource Center), Physical Education and Faculty Offices. Overall, the state's CAM analysis for TCC forecasted there will be a 37% shortage of total "Instructional" space on campus in 2024 (as a percentage of the CAM allowance). To address these needs, these types of spaces have been planned by the college to be included in future capital project funding requests to the state, for example, a new Business and Humanities Center and a new Student Learning Commons Building.

The lack of space in buildings for the size of the student body translates to a shortage of technical and collaborative learning spaces on campus. Student services and learning support services are also undersized and housed in various locations across campus, creating challenges to access of these services for students.

EXISTING CONDITIONS

Tacoma Community College is situated on 150 acres in west Tacoma and is bordered by retail/commercial development, multi-family housing, and single-family residences. With the exception of baseball facilities at the NE corner of campus, approximately one half of the site remains largely undeveloped. A majority of this undeveloped acreage is designated as critical wetland area. The main campus currently consists of 28 buildings (plus miscellaneous storage annexes and shelters) encompassing 561,841 gross square feet of state owned facilities. Tacoma Community College also operates a campus in Gig Harbor that offers both credit and non-credit classes. The Gig Harbor campus is a college-owned facility providing 13,000 gross square feet. Total gross square feet for the combined campuses equals 561,841.

Existing utility services to the campus (gas, water, electric) are inadequate to meet currently planned development. At 48 years old, much of the existing on-site utility distribution networks built in 1966 need to be repaired or replaced to accommodate new construction projects and future campus development. The college also contains several buildings from the late 1960's which were not constructed to last this long and don't provide efficiencies in space utilization or program adaptation.

2015 Long Range Facilities Master Plan

Executive Summary

The City of Tacoma requires stormwater detention and wetland mitigation, where necessary, to secure building permits for all campus development projects that add impervious area. "In Lieu of" fees have not been accepted for campus stormwater management since 2005. The City previously expressed interest in providing a Regional Stormwater Facility on the east side of campus, although an agreement has not been reached. A campus wide approach to stormwater management may be prudent for the College to continue to investigate.

Fire lanes were also in need of upgrading to contemporary standards. In 2006 fire lanes on campus were widened to 20 feet to meet City of Tacoma requirements.

In 2009 the City of Tacoma changed the zoning designation of the Tacoma campus from Residential to Commercial Use, which fortunately ceased requirements for Conditional Use Permits on new projects. However some of the Design Standards related to Mixed Use Centers are inconsistent with the unique nature of a college campus. The new Harned Center for Health Careers was the first major project submitted under the new Design Standards. Fortunately the proposed exceptions were accepted by the City and did not create a permitting conflict. Discussions between TCC & the City are ongoing about working out a Development Regulation Agreement (DRA) to exempt future projects from some of the specific Mixed Use Center Design Standards.

The college has added 246 on-site parking stalls since 2009 to serve students, faculty & staff. More parking capacity has been identified in the Master Plan to serve future growth. The College has improved ways to maximize the use of existing parking development and encourage more use of public transit. With a transit hub located on the campus, TCC has greater opportunity than other colleges for encouraging use of public transportation. Ongoing discussions with Pierce Transit regarding the disposition of the Park & Ride facility on the SW corner of the main campus will continue with successive planning and development at the SW corner of the campus. TCC and Pierce Transit have also discussed the development of a Park & Ride on TCC's Gig Harbor campus.

PLANNING & DESIGN GUIDELINES

The Master Plan serves as a roadmap for the sequential development of new facilities and renovation of existing buildings. It aims to set the standard for development of buildings, infrastructure, campus landscape, community image, and college aesthetics, as well as enhance the quality of the learning environment and student support services. The planning and design guidelines make recommendations on the following physical components of the College:

- Campus Zones and Relationships
- Campus Pattern Vocabulary
- Buildings
- Transportation, Vehicular Circulation and Parking
- Pedestrian Circulation
- Open Space
- Edges and Gateways
- Diversity
- Landscaping

- Public Art
- Wayfinding & Signage
- Infrastructure

TCC has adopted a select array of qualitative facility objectives that are derived from Christopher Alexander's book, "A Pattern Language". Each of these six objectives should be considered for each building project. The intent is to enhance aesthetic unity and campus identity through the consistent implementation of these objectives.

- Sheltering Roofs

  Use roof overhangs to provide covered outdoor space; protect the building and users from the elements.

  Incorporate sloped roofs

- Connected Building

  Consider how exterior spaces, walkway connections and plazas can connect related facilities.

- Positive Outdoor Space

  Use outdoor space to bring campus order and to encourage social and academic interaction.

- Gateway

  Introduce campus entries and zones, frame views and improve campus orientation through the use of gateway elements, spaces between buildings and landscaping.

- Family of Entrances

  Implement a hierarchy of entrances through the use of entry height and orientation, finishes and materials.

- Roof Gardens

  Consider use of accessible roof spaces and green (planted) roofs

The most recent buildings on the main campus (since 2006) include elements that reflect the design vocabulary noted above, but also have begun to define a campus material palette. Future buildings should work within this palette to simultaneously provide campus unity and individual building identity through program, structure and site expression.

Here are some examples of this material palette:

- Warm color light to medium tone masonry as seen on the CAB, Science & Engineering, Early Learning Center, and Health Careers Buildings
- Green and red metal panels, fascia and flashing as seen on the CAB, IT, Art Gallery, Science & Engineering, Early Learning Center, and Harned Center for Health Careers Buildings.
- Other elements to consider are aluminum windows with non reflective coatings, minimized expression of concrete on building façades, and including metal or membrane roofs with a noticeable slope.

2015 Long Range Facilities Master Plan

Executive Summary

DEVELOPMENT RECOMMENDATIONS & IMPLEMENTATION PLAN

Since the 2009 renewal of the Long Range Facilities Master Plan, many changes have occurred on the TCC campus and with the state's capital funding process.

- More than half of the campus' physical plant and most of the underground infrastructure turned 48 years old in 2014.
- The new 69,000 square-foot H.C. Joe Harned Center for Health Careers received funding approval for Design in the 2009-11 biennium, however construction funding was not appropriated by the state until the 2013-15 biennium. The new building started construction in 2013 was completed for occupancy in September 2014.
- The state put a moratorium on new capital project funding requests from 2009-2013. Because the Center for Health Careers received funding for construction in the 2013-15 biennium, the state did not place TCC on the list of colleges allowed to submit a Project Request Report (PRR) in February 2014 for the 2015-17 biennium. Starting in 2014, the state also limited each of the allowable colleges to one PRR per biennium. Changes to the criteria on which the PRR's are scored were also introduced, generally favoring renovation and replacement projects over new growth projects. The new criteria eliminated the previous requirement to identify a new project under a singular category of either Growth, Replacement and Renovation, replacing it with a combination of "bundled" scoring based on a weighted proportion of each category. TCC plans to submit its next PRR in January 2016 for 2017-19 biennium Predesign/Design of a new Business and Humanities Center.
- The new outdoor Campus Commons area was constructed in 2013-14, coinciding with and adjacent to the construction of the Harned Center for Health Careers.
- The college decided to retain and renovate Building 9, converting it from offices to academic classroom/conference space. Constructed in phases in accordance with funding availability, phase 1 (exterior) was completed in 2013 and phase 2 (interior) will be completed in 2014 for Winter quarter 2015 occupancy.
- The Associated Students of TCC and the college Foundation partnered to commit a combination of COP and local funding for a new Health & Wellness Center. This addition and partial renovation to the Physical Education & Athletics Building 20 is currently in construction.
- Main campus perimeter landscaping improvements were performed along 12th and Pearl Streets in 2011, and along a portion of Mildred Street in 2014.
- Miscelllaneous access improvements between the east "lower" parking areas and the west "upper" campus have been designed. A new stairway serving parking lot K was constructed in 2012. New ramps along the east sides of Buildings 7 and 18 are scheduled for construction in 2015.
- New building identification signs were installed throughout the Main campus to indicate a new building numbering system that was implemented in 2011.
- New Parking Lot N with 109 new parking stalls will complete construction in 2014.
- A new traffic signal and re-alignment of the SE entrance to campus on 19th Street is being designed to address the current right-turn-only condition. The college is in discussions with the cities of Tacoma and Fircrest jurisdictions to procure joint approval of the project.
- A Feasbility Study was performed in 2013 for future Visual & Performing Arts additions to Buildings 2 and 5.

The 2013 Facilities Condition Survey summarized the conditions of many of the older buildings on the campus as follows, which continues to guide future facilities planning:

"The major problem with the older facilities at Tacoma Community College is the overall quality of construction. The buildings constructed prior to 1971 were financed through a on-time Tacoma School District local bond issue. The bond issue, as passed, was not sufficient to allow for high quality, long lasting construciton. Rising inflation further eroded the available construction funds, forcing additional cuts and comprimises in construction quality. The result has been buildings that reflect low first cost, are not constructed for a life-expectancy of 50 years or more, and many small buildings that do not provide for efficiences in space utilization or program adaptation."

PRIORITIZED LIST OF FUTURE FUNDING REQUESTS FOR MAJOR PROJECTS

The College has formulated a prioritized list of future capital projects from the analysis of enrollment trends, community needs, facility conditions, adjacencies of educational programs, capability of providing student services and learning resources. From these factors and many others, this 2014 update to the TCC Facilities Master Plan recommends the following high-priority projects be developed in Project Request Reports to be submitted in future funding requests:

- 2017-19 Biennium Funding Request:
    1. New Business and Humanities Center (BHC) – a combination of "growth" and "replacement", the project is planned to replace existing buildings 10, F1 & F2, and allow for growth in Business and Humanities programs. This project is TCC's highest capital priority.
- 2019-21 Biennium Funding Request:
    1. New Student Learning Commons Building (SLC) – , primarily in the "replacement" category, the project is planned to replace existing buildings 8, 19, L1 & L2. It also plans to move the existing Library from the south side of Building 7, allowing for its "Phase 2" renovation.
- 2021-23 Biennium Funding Request:
    1. Building 7 Renovation for Student Services (Phase 2) – primarily in the "renovation" category, the project is planned to consolidate the portion of Student Services activities that are currently in Building 14 into a single building. (The Phase 1 renovation on north side of Building 7 was performed in 2007 to house the other portion of Student Services activities.)

OTHER PLANNED FUTURE PROJECTS

- Visual and Performing Arts buildings additions/renovations, Buildings 2 and 5
- Gig Harbor Campus Expansion – Gig Harbor Peninsula Center addition
- Campus Perimeter Improvements – 12th Street Entrance, Mildred Street
- Environmental Studies Center/Wetlands Research Platform
- Cross-campus Promenade connection
- Perimeter Road Development
- Fire Loop / Campus Walkway Extension
- Athletics Amenities (Softball field, turf soccer field, tennis courts, lighting improvements)
- Maintenance & Operations Center – Building 1 Replacement

2015 Long Range Facilities Master Plan

Executive Summary

- Miscellaneous Infrastructure & Parking Improvements

The priority major projects are planned to submitted as Project Request Reports for state funding. Other future projects would be funded primarily through minor program improvements, repairs and local funds. Where possible, campus utility improvements will be made with major projects. The College is committed to the principles of sustainable design, engaging learning environments, and quality standards that will serve the College and community for decades to come.

CRITICAL CAPITAL NEEDS

The highest priority project identified in the Facilities Master Plan is the new Business and Humanities Center, followed by a new Student Learning Commons building. Together they will be transformational for the College in meeting the diverse social and learning needs of our students, and serving the broad reach of Business and Humanities education infused throughout the TCC curriculum. Completion of the Student Services Center through a second phase of renovation of Building 7 is also a critical need of the College, but it cannot occur until the current Library and learning resources move into a new Student Learning Commons building. Accomplishing these Master Plan steps is essential to the realization of Tacoma Community College's Strategic Plan 2014-2018.

For the full 2.E.2C EXHIBIT, click here

Tacoma Community College
Capital Appropriations

Funding Source	2013-2015	2015-2017	2017-2019	2019-2021
057 State Funded - State Building Construction				
Appropriation	28,104,238	8,008,383	203,000	5,000,000
060 State Funded - Community & Technical Colleges				
Appropriation	2,600,910	2,236,505	1,332,000	1,988,867
147 Local Funded - Tacoma Community College				
Appropriation	18,641,960	18,165,083	9,160,552	982,000
Total				
Appropriation	49,347,108	28,409,971	10,695,552	7,970,867

Projects Undertaken	2013-2015	2015-2017	2017-2019	2019-2021
Classroom improvements	✓		✓	✓
Facility repairs HVAC and related equipment	✓	✓	✓	✓
Harned Health Careers Center	✓	✓	✓	
Roof repairs	✓	✓		✓
Building renovations	✓	✓	✓	✓
Preventative Maintenance Improvements (PMI)	✓	✓	✓	✓
Emergency Repairs and Improvements (RMI/URF)	✓	✓	✓	✓
Health & Wellness Center		✓	✓	
Energy efficiency Improvements (DOC Funding)		✓	✓	
Network infrastructure improvements		✓		
ADA improvements		✓		✓
Baseball field bleacher improvements		✓		
Campus safety improve-mass notification system, access controls, fire sprinkler improvements, parking lot lighting			✓	✓
Parking lot improvements-driving surfaces & striping			✓	
Facility improvements (painting, remodeling, carpeting)			✓	✓
Campus pathway and signage improvements				✓
Information Commons Renovation				✓
Emergency electrical fault repair - incident specific				✓
Sewer and stormwater improvements				✓

COLLECTIVE BARGAINING AGREEMENT

TACOMA COMMUNITY COLLEGE EXEMPT BARGAINING UNIT

AND

WASHINGTON FEDERATION OF STATE EMPLOYEES

EFFECTIVE

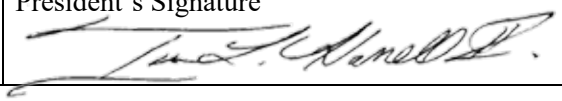
JANUARY 1, 2017 THROUGH DECEMBER 31, 2019

2017-2019

For the full 2.F.1A EXHIBIT, click here

TACOMA COMMUNITY COLLEGE ADMINISTRATIVE POLICY AND PROCEDURE

PERFORMANCE EVALUATION

Section: IV. ADSV - 216	President's Authorization: Approved by Dr. Ivan Harrell President's Signature  Date: 6/18/20

PURPOSE
The purpose of this policy is to provide guidelines and expectations for the annual and ongoing performance evaluation of TCC classified and exempt employees.

The goals of performance evaluation are to:

1) provide an employee a structured process to set goals and job performance expectations with their supervisor;
2) to set a timeline for the structured process to ensure the employee and their supervisor communicate regarding employee development and job expectations; and
3) to provide documentation to support employee development, progress on TCC values, and feedback regarding meeting job expectations.

TO WHOM DOES THIS POLICY APPLY
This policy applies to all full-time and part-time permanent classified and exempt employees.

REFERENCES
WFSE and WPEA Classified staff Agreements: Article 6 (Performance Evaluation) and Article 9 (Training and Employee Development)

TCC WFSE Exempt staff Agreement: Article 8 (Training and Professional Development) and Article 10 (Performance Evaluations)

DEFINITIONS
See College Policy - Definitions

POLICY
Supervisors shall regularly evaluate the development and job expectations of all permanent (non-temporary) classified and exempt employees as directed by the College. In addition, supervisors shall complete and submit the required employee development and evaluation forms for each employee who they supervise on an annual basis, consistent with the procedural requirements determined by the College.

Classified and exempt employees who are non-permanent (temporary) may be evaluated as determined necessary by the employee's immediate supervisor.

Nothing in this policy limits a supervisor from completing an employee performance evaluation on a more frequent basis than required by this policy.

An approved extended leave of absence may affect the annual timing of an employee performance evaluation. The date of an employee's annual evaluation may be extended proportionate to the duration of the employee's extended leave at the supervisor's discretion.

Both the supervisor and the employee shall actively participate in the employee evaluation process, including providing relevant information and feedback for the supervisor's consideration in completing the required forms. All employees are encouraged to maintain ongoing self-evaluation as a continuing part of this process.

The performance evaluation process is subject to the grievance procedure as provided for represented employees by their respective collective bargaining agreement. The specific content of a performance evaluation is not subject to the grievance procedure.

The collective bargaining agreements for our classified staff require annual evaluations using standardized forms. Historically, our staff evaluations have not been completed consistently for all employees. The lack of regular evaluations can be inequitable because it does not provide classified employees with sufficient clarity or documentation of their work performance or identify deficiencies that require improvement. Another inequity has been that exempt staff and supervisors do not have formal requirements for annual evaluations and, similarly, have received inconsistent performance feedback and guidance for professional development. This policy seeks to address these inequities by requiring all classified and exempt employees to participate in a yearly evaluation process using standardized, TCC-specific forms that are consistent with our contractual obligations.

PROCEDURE
The form(s) and procedure(s) for the employee development and evaluation process, which are also included in Appendix B of this policy, are located on the TCC Portal and can be downloaded for use at any time.

All completed evaluation forms, which must be signed where indicated by the employee and supervisor, shall be forwarded to the Human Resources office within ten (10) business days and placed in the employee's official Personnel file. Employees may request a copy of those documents at any time.

ACCREDITATION STANDARD
This policy relates to the following accreditation standards:

2.F.1 Faculty, staff, and administrators are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

2.F.2 The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

2.F.4 Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

Appendix A

Annual Evaluation Due Dates

- Stage 1: Expectations and Goal Setting DUE December 1 (Forms 1 and 2)
- Stage 2: Mid-Year Check In DUE May 1(Form 3, Part 1)
- Stage 3: Evaluation DUE September 1 (Forms 3, 4, and 5)

Appendix B

Evaluation Plan
(The final version will include the finalized forms.)

Appendix C

Procedural History

- Initial Adoption Date: Unknown
- Prior Revision Date: January 29, 2004
- Prior Review Date: June 28, 2011
- Prior Revision Date: July 1, 2011
- Last Review Date: December 10, 2019
- Last Revision Date: April 27, 2020

FACULTY NEGOTIATED AGREEMENT

July 1, 2017 to June 30, 2020

Tacoma Community College

And

TCC

Federation of Teachers

Local 2196

6.22 Job Responsibilities

(a) **Full-Time Instructional Academic Employees** – A full-time instructional academic employee is a full-time academic employee whose primary professional responsibilities involve performing an instructional assignment. This assignment includes all of those activities that are necessary to complete this process. Activities which are an integral part of the instructional academic employee's work load include the following: advising and counseling of students; committee work; preparation of teaching/learning activities; reading and grading of papers and tests; minor curriculum revision and course development; keeping abreast of literature within the area of competence; attendance at department, division and general faculty meetings (department meetings generally limited to ten (10) hours, except that if extenuating circumstances exist, an additional five (5) hours per quarter may be utilized); participating in program review and accreditation; participating in institutional effectiveness, instructional assessment and College accreditation activities; and helping students with class-related questions and other instructional-related activities. Tenured academic employees also serve as mentors for probationary academic employees, provide leadership in College strategic planning and curriculum development, serve on tenure committees, and may serve as Chair. Academic employees are also encouraged to participate in College recognized and related collaborative community activities and initiatives which provide public relations benefits for the College.

All full-time instructional academic employees shall have a schedule that includes a minimum of 25 of the 35-hour workweek at their designated work site or sites. The appropriate management supervisor can agree to and document alternative worksites.

Full-time instructional academic employees shall be available to confer with students in their office or at a designated work site for a minimum of five (5) hours per week. These office hours should be at the designated worksite or online in proportion to any online classes in the teaching assignment for the quarter. This schedule will be made readily available to students. The appropriate management supervisor can agree to and document alternative worksites. Corrections academic employees do not have office hours.

(b) **Chair** – The additional duties of a Chair may vary and will be determined by management. Management will maintain a general description of these duties in the Administrative Manual. All full-time academic employees will be notified whenever changes are made to the description in the Administrative Manual. Each Chair will be provided with a copy of the description each fall quarter.

(c) **Full-Time Learning Support Academic Employees** – A full-time learning support academic employee is a full-time academic employee whose spends more than 50% of his or her assignment performing instructional activities not related to credit bearing class instruction. A full-time learning support academic employee shall spend the first 30 hours of his or her 35-hour workweek performing professional responsibilities as assigned by the appropriate management supervisor, in consultation with the chair, and in accord with the needs of the College.

(d) **Committee Assignments** – Each full-time academic employee shall be required to serve on one College recognized committee, board or council of the College. No full-time academic employee shall be required to serve concurrently on more than one committee, board, or council of the College. If an employee is serving on a recognized Union committee, this requirement is satisfied. Recognized Union committees include the following: (1) the Union-Management Committee, (2) the Negotiations Committee, and (3) the Union Executive Committee.

(e) **Distribution of Advisees** – The college recognizes the value that faculty provide for students through academic advising and career planning. Full-time academic employees shall advise students in their teaching discipline, in their area of academic or vocational expertise or interest, or in a related area. Insofar as possible, all full-time academic employees shall have an equal number of advisees. Exceptions to the distribution and/or assignment of advisees may be made by the coordinator of advising with the consent of the full-time academic employee. The Union President and management supervisor shall receive a report detailing the distribution of advisees on a quarterly basis.

In some cases, faculty expertise, the type of advising, and the needs of the college may create an advising workload that is significantly higher than the norm. In these cases, the faculty member may work with his/her management supervisor to determine appropriate PAU allocation to recognize this additional activity as detailed in section 8.71**(b)** 12.

(f) **Educational Planning and Advising Responsibilities** – One day each quarter shall be designated as a non-instructional educational planning and advising day. Academic employees are encouraged to advise students on educational planning throughout the academic year as well as on this educational planning and advising day. This day may also be used to offer faculty and students other activities related to educational planning and advising. Faculty or administration may schedule other activities or meetings on this date related to college business; however, faculty interaction with students related to advising shall have priority over any other activities.

6.23 Instructional Load for Full-Time Academic Employees

(a) **Full-Time Instructional Contact Hours** – An instructional load for full-time academic employees shall be an annual average of 15 instructional contact hours per week. A quarterly load greater than 19 instructional contact hours per week may only be assigned with the permission of the academic employee. On-line or hybrid courses/labs shall be considered to have the same contact hours as person-to-person contact hours in the classroom or other traditional means.

If an academic employee's annual average instructional contact hour load is greater than 15 contact hours per week, the employee will be compensated for the additional contact hours as a moonlight, as discussed in section 4.80 (d).

This additional load compensation will be issued during the quarter that the moonlight occurs.

(b) **Instructional Contact Hours for Full-Time Learning Support Academic Employees** – Section 6.22(d) states that full-time learning support academic employees, such as counselors and librarians, will spend more than 50% of their assignment performing learning support activities not directly related to classroom instruction. Therefore, the maximum annual average classroom contact hour instructional load for such academic employees shall be less than 50% of the load of a full-time instructional academic employee (i.e. max of 7.5 contact hours per week). The maximum quarterly instructional load shall be 9 contact hours per week. Since learning support academic employees may have significantly more than 50% of their load as learning support activities, no target load is stated, and instructional loads significantly less than the maximums may be assigned.

(c) **Cooperative Education or Independent Study** – Individual assignments involving cooperative education and/or independent study shall be based on 375 student credit hours as equivalent to a full quarterly load.

(d) **Preparation** – Typically, a full-time academic employee shall not be assigned more than two different five (5) credit courses as reflected by course number, during any one (1) quarter.

(e) **New Preparation** – Typically, a tenured academic employee shall not be assigned more than four new preparations during any one academic year appointment. Exceptions may be granted at the request of the employee.

(f) **New Online Distance Education Class Development** – An online class is defined as a class in which 100% of the instruction and interaction between faculty member and student is delivered online. A hybrid class is defined as a course that displaces some, but not all face-to-face class time with web-based tools. When a full-time academic employee accepts an assignment to develop a new hybrid or online class, i.e. one which has not been taught online before, the employee may choose to receive release time for one quarter equal to the instructional load of the new online class, or receive compensation in accordance with the part-time salary schedule, as described in 4.81 (f) A full-time academic employee shall not receive both release time and compensation, regardless of funding source. Compensation may be available to academic employees who provide significant enhancements or improvements to an existing online or hybrid course, contingent upon funding availability and approval by the employee's management supervisor.

(g) **Learning Management Systems –** If changes to the learning management system occur a UMCC will be called to discuss the impact and identify implementation options.

(h) **Full-Time Corrections Academic Employees** An instructional load for full-time corrections academic employees shall be an annual average of 25 instructional contact hours per week for each instructional quarter based on the contracted SFTE allocation requirements.

6.24 Instructional Load for Part-Time Academic Employees

(a) Part-Time Instructional Contact Hours – The academic year instructional load of a part-time academic employee will not exceed a total of 40 credits or 42 contact hours per academic year.

(b) Non-Instructional Assignments – Non-instructional assignments such as curriculum development, advising, special projects, and related non-instructional activities shall not be limited and shall not count toward instructional load limits for a part-time academic employee. These assignments will be paid at the professional hourly rate.

(1) Professional Development Days. Part-time academic employees may utilize annual Professional Development Days for professional development, training, week zero preparation, and academic year division/department meetings and may earn up to 35 hours of paid time, based on the 7-hour academic day. Hours will be credited as actual time documented by employee sign in and advance notice based on the 7-hour academic workday to a max of 35 hours paid at the professional services rate. Time allocated for compulsory training will occur on PDDs unless otherwise suggested by the Dean.

(c) Assignments Between Quarters – Additional appointment assignments may be made between summer, fall, winter, and spring quarters. Load limits for credit class instruction for these between quarter assignments shall apply to the between quarter period. Assignments related to credit class instruction will not be applied to the load limits for the academic quarter before or after the between quarter period to which the class is officially assigned. Assignments unrelated to credit class instruction will not be applied to the load limits for any quarter or any between quarter periods.

(d) Part-Time Corrections Academic Employee – Pursuant to the definition of part-time corrections academic employees, a part-time corrections academic employee shall normally be limited to 17 instructional contact hours per week for each instructional quarter. The College may increase the load of a part-time corrections academic employee to 19 instructional hours per week for not more than one quarter during the academic year.

6.25 Combined Instructional and Non-Instructional Load

A full-time academic employee may be assigned a load involving both instructional and non-instructional activities. In such cases, the total workload shall be prorated between instructional and non-instructional time. The proration shall be based on the load restrictions for each activity assigned.

6.30 Discontinuance of Small Classes

6.30 does not apply to corrections academic employees.

The College will monitor enrollment in classes throughout registration in order to identify class sections, which may have to be canceled due to low enrollment. The justification for discontinuing any credit class which has an actual enrollment of less than 15 students one week or less prior to the start date of the quarter will be reviewed by the program administrator and the department or program chair, if available. The intent of the review

13.10(b), and the joint review of the plan with the supervising administrator may coincide with the meeting specified in 13.10(b). For corrections academic employees, this plan should be a part of the self-evaluation that is done during the first three years. An academic employee is encouraged to participate in activities that he or she recognizes as beneficial to these ends.

Professional Activity Unit (PAU) credits for professional development activities will be granted as defined in 8.71.PAUs are not intended to substitute for Professional Improvement Units (PIUs) which may be required for academic employees teaching in professional/technical areas. PIUs and related requirements, recordkeeping and documentation, which may or may not duplicate PAUs, may still be required in order for the academic employee to maintain required certification. Only PAUs, as detailed below are eligible for PAU credit toward increment accrual.

8.71 Professional Activity Units (PAUs)

(a) Compensation – Each full-time academic employee, including specially funded academic employees and excluding temporary academic employees, may receive additional compensation, i.e. increments, for professional activity as defined in sections 8.71.b.1 through 8.71.b.12. Additional compensation for professional activity completed after initial placement, shall be subject to the limitations described below in8.71.a.1 through 8.1.a. 9.

(1) Additional compensation shall accrue at a maximum rate of $1500.00 per eligible employee per year. Salaries will be adjusted commencing in fall quarter following the year of submission of the PAUs. For corrections academic employees, salaries will be adjusted commencing in summer quarter following the year of submission of the PAUs.

(2) If increment compensation cannot be fully funded in a given year, the unfunded compensation will be tracked so that it may be awarded in future years. In this case, an academic employee's salary may be increased by greater than $1500.00 from one year to the next.

(3) The amount of compensation for increments based on earned PAUs for all eligible continuing full-time academic employees shall be equal to, in accordance with, and contingent upon SBCTC authorization and Legislative funding and will be based on the state allocation and any available turnover dollars divided by the total number of eligible employees. An eligible full-time academic employee whose position is supported by more than 51% special funding (non-operating, dollars) shall be subject to the same increment as other eligible full-time academic employees not supported by special funds.

counted for PAU credits. Conferences, workshops, and seminars shall be defined as eight (8) hours for each full day of attendance. Partial days shall be prorated accordingly. For example, one-half day attendance equals 4 hours.

24 Hours of Conference, Workshop or Seminar Time = 1.00 PAU

As part of earning PAUs for conferences, workshops, and seminars related to College strategic initiatives, faculty are asked to participate in sharing and College planning around the initiative upon return.

(6) Research and Development (R&D) Units – The completion of documented satisfactory work of independent research and development activities in excess of the normal appointment obligations, not otherwise compensated by the College, may convert to PAUs as indicated below. The research and development category includes effort in staying current in one's discipline area, or in fulfilling College strategic initiatives. R&D may include applied research to advance teaching, learning, and technology; other College strategic initiatives; or uncompensated supervision of student research.

40 Hours of Satisfactory Research and Development Work = 1.00 PAU

As part of earning PAUs for R&D, faculty are asked to participate in sharing and scholarship around the initiative upon completion (Examples: Celebration of Learning, conference presentation, or article publication).

(7) Community engagement around initiatives

Uncompensated community engagement related to the College mission, subject to advance Dean approval, will convert to PAUs as indicated below. Documentation of community service activities may include daily logs of the activity.

40 Hours of Community Service Work = 1.00 PAU

(8) In-Service Education/Activities – Participation in in-service education programs, including seminars and workshops offered by the College, TCC book clubs, and other professional development activities, will convert to PAUs as indicated below.

12 Hours of In-Service Education/Activities = 1.00 PAU

(9) Academic Advising and Career Planning – Full-time academic employees are expected to advise students in their teaching discipline, in their area of academic or vocational expertise or interest, or in a related area as part of their assignment. In some cases, faculty expertise, the type of advising, and the needs of the College may create an advising work load which is significantly higher than the norm. In these cases, the faculty member may work with his or her management supervisor to determine appropriate PAU recognition for this additional activity.

13.00 ACADEMIC EMPLOYEE EVALUATIONS

13.10 Continuous Improvement Process for Tenured Academic Employee

(a) Intent – The continuous improvement process for a tenured academic employee is intended to be a formal process between a tenured academic employee and his/her administrator. It provides the employee with the opportunity to share his/her professional experience with his/her administrator and to understand the administrator's perceptions of his/her performance.

The purpose of the continuous improvement process for a tenured academic employee is to strengthen the professional skills of the tenured academic employee. It is not to be used as a tool for disciplinary purposes. Should deficiencies in a tenured academic employee's performance become evident, the employee is responsible for remediation of the deficiencies and the College is expected to assist through development opportunities agreed to by both parties.

(b) Procedure – Each tenured academic employee will complete an evaluation cycle once every three (3) years. During the three (3) year cycle, the employee will collaborate with his or her supervisor to plan, implement, reflect on, and document in a portfolio significant activities undertaken to increase professional learning, growth, and/or accomplishments. Portfolios can be compiled in a variety of formats, and employees are encouraged to think creatively about both their pursuit of professional learning and the most effective way to document and present their continuous improvement achievements.

The supervisor will schedule an initial meeting with the tenured academic employee during the first year of his or her post-tenure evaluation cycle to review the employee's three-year professional growth plan as described in 8.70. The evaluation cycle will be completed three (3) years after the initial meeting.

The tenured academic employee will include in the portfolio the three-year professional growth plan, as well as documentation of at least these four types:

(1) Student feedback which may be comprised of student opinion surveys conducted by administration in one class per year for each tenured academic employee or periodic client opinions accumulated over one quarter per year for counselors and librarians.

(2) Peer feedback, which may include classroom observation reports.

(3) A written evaluation completed by the managing supervisor during the third year.

(4) A self-evaluation by the employee that includes a reflection on the three (3) year professional growth plan, and that addresses areas of significant professional growth, learning, or accomplishment. Additional details regarding the above steps/items have been agreed to by the Union and the College and will be maintained in writing and provided to both the academic employee and administrators/deans engaged in this process. Any changes to these steps shall be presented to the Union-Management Committee for discussion and resolution.

(c) **Records** – A copy of the portfolio and the evaluation will be securely maintained in the appropriate division office.

13.20 Part-Time and Part-time Corrections Academic Employee Evaluation

(a) **Intent** – Because quality teaching and learning opportunities are valued at the College as indicated in our mission statement, an evaluation process will be used to promote professional growth of part-time academic employees to ensure and improve the quality of instruction.

(b) **Procedure** – A part-time and part-time corrections academic employee will be evaluated on an ongoing basis. A part-time and part-time corrections academic employee teaching in his/her first three quarters will be considered as a "new" part-time academic employee. A part-time and part-time corrections academic employee teaching in his/her fourth quarter and beyond will be considered a "continuing" part-time academic employee.

Multiple indices will be included in a portfolio, which will be used to provide feedback to the part-time and part-time corrections academic employee and management supervisor. All portfolios will include student opinion surveys. Student opinion surveys will be conducted by administration in one class per quarter for each new part-time and part-time corrections academic employee and in at least one class per year for continuing part-time and part-time corrections academic employees. Periodic client opinion surveys may be substituted for student opinion surveys for counselors and librarians.

The academic employee may include any information that he/she believes to be relevant; however, in addition to the surveys, the portfolios must include at least one of the following:

(1) A self-evaluation completed at the end of the first three quarters, and once every three (3) years for continuing part-time academic employees.

(2) Course materials including syllabi, handouts, assignments and other physical or electronic documents,

(3) A teaching observation conducted by the management supervisor, chair, or designee.

(4) An administrative evaluation may be completed by the management supervisor after three quarters, and once every three (3) years for a continuing part-time academic employee. The administrative evaluation may consist of, but is not limited to, a review of the portfolio discussed above.

Additional details regarding the above steps/items have been agreed to by the Union and the College and will be maintained in writing and provided to both the academic employee and administrators/deans engaged in this process. Any changes to these steps shall be presented to the Union/Management Committee for discussion and resolution.

(c) **Records** – A copy of the portfolio and the evaluation will be securely maintained in the appropriate division office.

(d) **Part-Time Appointments for Full-Time Academic Employees** – A full-time academic employee who accepts additional part-time teaching assignments shall not be subject to the part-time evaluation process. However, student opinion surveys may be administered in classes taught by a full-time academic employee on a part-time or moonlight basis.

13.30 Evaluation Process for Temporary and Specially Funded Academic Employees

(a) **Intent** – Because quality teaching and learning opportunities are valued at the College as indicated in our mission statement, an evaluation process will be used o promote professional growth of academic employees to ensure and improve the quality of instruction.

Temporary and specially funded academic employees in their first three (3) years of academic employment will be evaluated under the provisions of this section. After three years of employment as a temporary or specially funded academic employee this process will no longer be used and the employee will be evaluated using the process established for tenured academic employees, as described in 13.10. The evaluation process for temporary and specially funded academic employees during the first three (3) years will involve participation by their tenured academic employee colleagues as outlined below.

(b) **Procedure** – During the first three (3) years multiple indices will be included in a portfolio which will be used to provide feedback to the temporary or specially funded academic employee and the management supervisor. These will include:

(1) Each year the employee will create and review with his/her management supervisor a professional development plan as described in Article 8.70.

(2) Student opinion surveys will be conducted in all classes taught or client opinions will be accumulated over each quarter for counselors and librarians.

(3) Once during the first year the employee will observe the teaching of a tenured peer colleague.

(4) Once during the year the employee will have a teaching observation conducted by the management supervisor, chair, or a tenured peer colleague.

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(5) At the end of each year the employee will prepare a self-evaluation addressing the areas of professional growth and the job responsibilities as defined in Article 6.00.

Additional details regarding the above steps/items have been agreed to by the Union and the College and will be maintained in writing and provided to both the academic employee and the administrator/dean engaged in this process. Any changes to these steps shall be presented to the Union-Management Committee for discussion and resolution.

(c) **Records** – A copy of the portfolio and the evaluation will be securely maintained in the appropriate division office.

13.40 Evaluation Process for Full-Time Corrections Academic Employee

(a) **Intent** – Because quality teaching and learning opportunities are valued at the College as indicated in our mission statement, an evaluation process will be used to promote professional growth of corrections academic employees to ensure and improve the quality of instruction.

(b) **Procedure** – Each full-time corrections academic employee will complete an evaluation cycle during the first year of employment and every subsequent three (3) years. Multiple indices will be used to provide the academic employee with feedback and information. These will include:

(1) During his or her first quarter, and at the beginning of each subsequent academic year, the faculty member will develop and submit a professional development plan in accordance with section 8.70 of the negotiated agreement. This should be done even if the employee is not eligible for increment salary increases or PAU accumulation.

(2) During the first three quarters of employment, at least one teaching observation and report will be done by the Corrections Education Director.

(3) A self-evaluation completed at the end of the first three quarters. The faculty member will review with the Corrections Education Director his/her self-evaluation at the end of the third quarter of full-time employment.

(c) **Records** – All records from this process will be securely maintained in the appropriate division office.

For the full 2.F.1C EXHIBIT, click here

COLLECTIVE BARGAINING AGREEMENT

THE STATE OF WASHINGTON

AND

WASHINGTON FEDERATION OF STATE EMPLOYEES HIGHER EDUCATION COMMUNITY COLLEGE COALITION (WFSE HE CCC)

EFFECTIVE
JULY 1, 2019 THROUGH JUNE 30, 2021

2019-2021

For the full 2.F.1D EXHIBIT, click here

COLLECTIVE BARGAINING AGREEMENT

Washington Public Employees Association
WPEA
Est. 1956 | UFCW Local 365

THE STATE OF WASHINGTON

AND

WASHINGTON PUBLIC EMPLOYEES ASSOCIATION HIGHER EDUCATION

EFFECTIVE
JULY 1, 2019 THROUGH JUNE 30, 2021

THE SEAL OF THE STATE OF WASHINGTON 1889

2019-2021

For the full 2.F.1E EXHIBIT, click here

Tacoma Community College Professional Development Week

Fall 2020 Agenda, Day 1

Tuesday, September 15, 2020				
Time	AM/PM	Link	Presenter(s)	Intended Audience
8:00 - 8:40	AM	Click here to enter Zoom meeting	Dr. Ivan Harrell	All
Session Description	Dr. Harrell and LT will celebrate how TCC has successfully navigated recent challenges, including the power outage and COVID-19, and also how institutional, local, and national current events inform our work going forward.			
8:40 - 9:00	AM	**Same as above**	DJ Qualifi	All
Interlude	Escape in the mix with DJ Qualifi as he guides us through a musical journey across the globe.			
9:00 - 9:50	AM	**Same as above**	Dr. Gloria Ladson-Billings	All
Session Title, Description & Objectives	**Understanding the Meaning of Being an Anti-Racist College** **What would the student and employee experience look like if we committed to acting bravely and boldly?** This session is designed to assist TCC in learning about and identifying steps we can take to help students and employees reach their full potential. To do so, we need to understand the systemic and institutional design embedded in the policies and practices of our educational systems. As we learned in our previous session with Tim Wise (April), our educational systems were not originally designed to serve all students. With knowledge and skill, however, we have the opportunity and tremendous responsibility to redesign an institution that is intentional about serving all students and employees through the creation of equity and dismantling of oppression.			
9:50 - 10:20	AM	Click here to enter Zoom meeting	DJ Qualifi	All
Session Description	Attendees are invited to dance or chill as DJ Qualifi provides an escape, guiding listeners through a musical set featuring diverse artists, eras, and genres. Attendees will have a chance to submit their musical requests prior to the event. To do so, click here, and submit your requests by 9/7/2020.			
10:30 - 10:50	AM	Click here to enter Zoom meeting	Jimmie G	All
Session Description	**Trivia with Jimmie G.** His debut during the SPKO event went so well, that we have invited him back to guide us through a fun competition about the history of Tacoma, including local, historical facts about the Puyallup Tribe, Asian, and Black communities.			
11:00 - 11:50	AM	Click here to enter Zoom meeting	Dr. Debi Jenkins, Clark College and Share The Flame	All
Session Title & Description	**Racialized Trauma and Care for Self and Colleagues** With all that is happening in our world today, it is important to learn how we can care for ourselves. It Is also important to learn strategies to prevent retraumatizing colleagues experiencing racialized trauma. This workshop will introduce racially informed trauma practices and include racially informed strategies of care for self and colleagues.			
1:00 - 2:30	PM	Sent by your **division**	Varies	All
Session Description	**Division meeting time**. **Divisions will operationalize the strategic plan**, using the SPYD tool. Divisions will also have time for general meeting and updates.			
2:30 - 3:30	PM	Sent by your **department**	Varies	All
Session Description	**Department meeting time**. Departments will have time for general meetings and updates.			
4:00 - 4:30	PM	Click here to enter Zoom meeting	Allison Muir	All
Session Title & Description	**Creating a Culture of Self-Care** Amidst the turmoil and sorrow of recent events, there exists an invitation to dismantle a culture that harms by actively creating a culture that heals. We will discuss how practicing self-care improves our wellbeing, uplifts our community, and allows us to bring our best selves to TCC. Together we will learn more about self-care as a form of resistance and engage in self-care practices that you can take with you. Learning Objectives: 1) Attendees will learn why creating a culture of self-care is essential to our antiracist work at TCC. 2) Attendees will discuss strategies and ideas to help them develop a self-care plan. 3) Attendees will engage in self-care practices.			

For the full 2.F.1F EXHIBIT, click here

Office for Equity, Diversity, and Inclusion

Educational Equity and Empathy in Both Pandemic and "Normal" Times (Tim Wise)
Discussion Guide

BACKGROUND

The following questions are designed to serve as a reflection tool for Tim Wise's presentation (April 24, 2020). It is not intended to serve as step-by-step instructions for advancing equity; that does not exist. Additionally, there is no one-size-fits all approach. Strategies that are appropriate for one individual or department of Tacoma Community College (TCC), may not be appropriate for another. We all must engage in and contribute to exploration and planning to determine best practices and approaches for ourselves and our respective areas.

PURPOSE

My hope is that we will have meaningful discussions about equity, authentically reflect on our part in eradicating inequity in our institution, and grow in ways that lead to excellence personally and in our school. Viewed with Tim Wise's presentation, Educational Equity and Empathy in Both Pandemic and "Normal" Times (password: **T1tan$2020**), the following questions serve as a starting point for meaningful discussions, reflection, and action.

TASKS

The guide includes self-reflection, overview, and video-specific questions. Use these prompts (and some of your own questions) to initiate reflection and real discourse informally or formally, as part of your group of choosing, or department/division.

CRITERIA FOR SUCCESS

- You will have taken some time to answer at least of few of the questions in this document, and, or
- You and others (of your choosing or your departmental or divisional colleagues) will convene to discuss at least a few of the questions in this document

There are words or phrases hyperlinked throughout this document that will direct you to an external resource or video. These links are meant to provide introductory background or context. Simply click the link to connect to the external resource.

Office for Equity, Diversity, and Inclusion

Discussion Questions

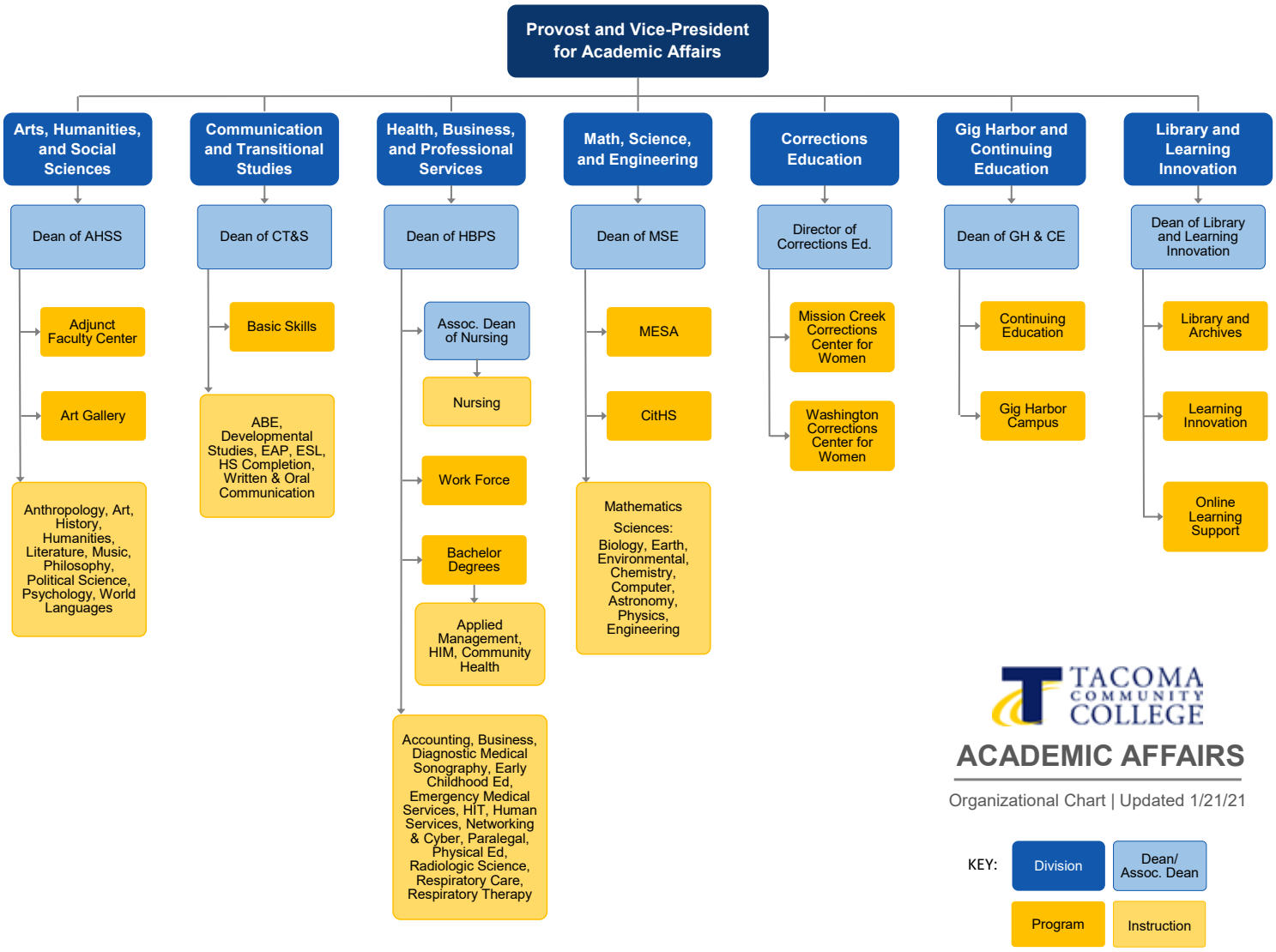
Self-Reflection Questions

1. Why did I take this job?
    a. What do I believe makes me good at my job?
    b. How do your answers align or depart from contributing to equitable outcomes?
2. What social identities and groups do I belong to?
    a. How might my identities and groups inform the lens through which I view the world?
3. What privileges and power do I have in my position at TCC?
    a. How am I similar to the students I serve? How am I different?
4. How does my social identity, privilege, power position me to address inequity at TCC?
    a. How might they create blind spots to how I approach my work?
    b. How can you give yourself a check-in about your own mindset and lens?
5. In my role at TCC, are my practices equitable or equal?
   *Equity involves trying to understand and give people *what they need* to enjoy full, lives. Equality aims to ensure that *everyone gets the same things* in order to enjoy full lives.
6. How can I start thinking away from a focus on sameness and treating everyone identically to a focus on treating everyone appropriately and accommodating their differences?

Overview Questions

1. To what extent do improvements to education depend on me/us improving educational equity?
2. What is/are the dominant culture(s) (also see this resource) of our society and our institution?
    a. How does the dominant culture affect your office or classroom?
    b. In what ways do students experience these effects?
3. Which individuals, committees, and councils on campus hold power?
    a. What is the positionality, demographic, and ideology or values of each?
4. How can we promote culture and identity as resources in our professions?
    a. Fact or fiction: Most educators believe that all students can succeed. (Explain your thinking)
    b. What happens when people have different definitions of equity? Is this a good thing or a bad thing?

EXHIBIT 2.F.3A
ACADEMIC AFFAIRS ORG CHART



TACOMA COMMUNITY COLLEGE

ACADEMIC AFFAIRS

Organizational Chart | Updated 1/21/21

KEY: Division | Dean/ Assoc. Dean | Program | Instruction

JAY INSLEE
Governor

STATE OF WASHINGTON
OFFICE OF THE GOVERNOR
P.O. Box 40002 • Olympia, Washington 98504-0002 • (360) 902-4111 • www.governor.wa.gov

EXECUTIVE ORDER 16-05

BUILDING SAFE AND STRONG COMMUNITIES
THROUGH SUCCESSFUL REENTRY

WHEREAS, the purpose of adult corrections and juvenile rehabilitation is to improve public safety by holding those who commit crimes accountable while also rehabilitating these individuals to reduce recidivism;

WHEREAS, it is the state's responsibility, once an individual has been sentenced to an adult correctional facility or juvenile residential facility, to ensure that those facilities are secure and humane while also providing treatment, programming, and opportunities that will ultimately reduce the likelihood that those individuals will harm future victims when they return to their communities;

WHEREAS, in Washington State approximately:

- 17,000 adults are incarcerated in prisons;
- 95 percent of which will eventually return to society; and
- 50 percent of those incarcerated are parents.

WHEREAS, employment following incarceration reduces the likelihood of an individual reoffending and the state has set a Results Washington goal of increasing six-month post-incarceration employment from 30% to 40% by 2017;

WHEREAS, research shows that effective juvenile reentry programs can reduce juvenile recidivism and improve long-term outcomes for these youth;

WHEREAS, individuals with criminal records face pervasive obstacles in many areas of life that hinder their ability to successfully reintegrate, including obstacles relating to employment, education, housing, and eligibility for many social service benefits;

WHEREAS, the collateral consequences of incarceration disproportionately affect communities of color;

WHEREAS, in its recent guidance manuals, the Equal Employment Opportunity Commission endorsed, as a best practice, eliminating policies or practices that exclude people from employment based on any criminal record, and the Obama Administration's *My Brother's Keeper* Task Force endorsed hiring practices that give applicants a fair chance and allow employers the opportunity to judge individual job candidates on their merits;

WHEREAS, a "Ban the Box" policy is intended to improve public safety, by providing individuals with criminal records a better opportunity to reintegrate in society, receive skill development and training, and support themselves and their families;

WHEREAS, the state of Washington has already eliminated from the standard state employment application the "box" requiring an applicant to disclose whether or not she or he has been arrested or convicted of a crime;

WHEREAS, the state of Washington must continue to lead in offering increased state employment opportunities for applicants with past criminal records by identifying additional barriers in the application process that disallow otherwise qualified candidates to explain their individual circumstances to potential employers;

WHEREAS, the Washington State Department of Corrections and Correctional Industries are currently partnering with the Washington State Department of Veterans Affairs, the State Board for Community and Technical Colleges, local governments, non-profits, faith communities, labor organizations, and businesses to support and increase opportunities for those reentering their communities;

WHEREAS, the Department of Social and Health Services' (DSHS) Juvenile Rehabilitation (JR) and Division of Vocational Rehabilitation (DVR) divisions are currently in partnership with Workforce Development Councils and Institution Education Schools to develop pathways of opportunity for job readiness and work-based learning;

WHEREAS, the Washington State Legislature has recognized the importance of successful transitions from incarceration, most recently by creating a Certificate of Restoration of Opportunity program (CROP) that removes barriers for individuals who have demonstrated that they successfully reintegrated in their communities, and also by launching a statewide reentry council to develop collaborative and cooperative relationships between the criminal justice system, victims and their families, impacted individuals and their families, and service providers, in order to improve public safety and outcomes for people reentering their communities; and

WHEREAS, further actions by state agencies to support successful reentry into the workforce following incarceration will bolster Washington's reputation as an ideal place to do business by bolstering qualified applicant pools and improving the likelihood that an employer will identify committed and prepared candidates for its workforce.

NOW THEREFORE, I, Jay Inslee, Governor of the state of Washington, direct Washington State agencies to implement further hiring policies intended to encourage full workforce participation of motivated and qualified persons with criminal histories in order to improve public safety by reducing recidivism and help repair and rebuild families and communities impacted by incarceration.

I hereby direct these agencies to engage in the directives below with a goal of substantial compliance by January 1, 2017. By October 1, 2016, they shall also submit to my office any additional barriers that they identify that may be addressed through future executive and legislative actions.

Department of Corrections (DOC) and Juvenile Rehabilitation (JR): Build a reentry-focused orientation program for every individual as she or he enters and exits a correctional

facility. This orientation shall provide individuals information regarding the certificate of restoration of opportunity, restoration of voting rights, resources for individuals currently in and leaving the system, and crisis services. All people leaving a state prison facility and juvenile residential facility shall receive electronic and/or hard copies of necessary documents to include certificates of completion, medical information, voter registration forms, and other documents that assist in transition to the community. DOC and JR shall also pilot technological solutions that improve safe and successful transition to the community.

The following agencies shall work in coordination with the DOC Reentry Division and JR to complete the following tasks:

Office of Financial Management: Work with state human resource managers across all state agencies to identify and reduce other barriers to state employment for those with criminal records; develop training tools for appointing authorities on the appropriate consideration of criminal history to allow qualified applicants the opportunity to provide information that demonstrates their rehabilitation.

Department of Licensing: Identify a mechanism to ensure that all individuals leaving a state correctional facility have a Washington State identification card.

Department of Commerce: Build a corporate outreach plan with Correctional Industries to identify workforce needs that may be met with appropriately trained individuals with criminal backgrounds; build commitment within the business community to remove barriers for qualified applicants with criminal records so that they may compete for living wage jobs.

Department of Social and Health Services (DSHS): Create mechanisms to allow qualified individuals to be pre-screened for federal and state benefits before leaving a correctional facility; analyze the agency's list of positions for which certain criminal conviction disqualifiers exist, as well as the reasons that purport to support those disqualifiers, to identify any potential adjustments that can remove barriers but maintain safety.

Employment Security Department (ESD): Facilitate access to the statewide Work Source system for DOC and JR staff, so that they may input employment and training information obtained by incarcerated individuals to better assist ESD in helping these individuals plan for new careers upon release by connecting them to training programs and employment opportunities.

State Board of Community and Technical Colleges (SBCTC): Create a statewide correctional post-secondary education and apprenticeship pathway for youth and adults in collaboration with DOC, JR, and the Office of the Superintendent of Public Instruction.

State Apprenticeship and Training Council: In coordination with SBCTC and Correctional Industries, identify both apprenticeship and pre-apprenticeship training opportunities in correctional facilities.

State Cybersecurity Office: Develop recommendations to introduce secure internet-based reentry tools for individuals in adult and juvenile correctional facilities, such as ESD's job search system, library materials for education programs, housing information, college information, and similar resources.

Health Care Authority: Build a process that allows Medicaid benefits to suspend rather than terminate when individuals are incarcerated to ensure seamless delivery of critical treatment services upon an individual's release. The suspension would end once the individual is released from incarceration back into the community. While in suspended status, qualified inpatient events for these individuals will be paid by Medicaid.

Provisions of this Executive Order are not intended to alter any existing collective bargaining agreements. This Executive Order shall take effect immediately.

Signed and sealed with the official seal of the state of Washington, on this 26th day of April 2016, at Olympia, Washington.

By:

/s/
Jay Inslee
Governor

BY THE GOVERNOR:

/s/
Secretary of State

TACOMA COMMUNITY COLLEGE

Education Re-Entry Plan

A Guide to Creating Your Re-Entry Plan for Students Rebuilding after Incarceration

This is the plan of:

_____

Acknowledgments

This guide evolved in 2016 from a re-entry guide developed by faculty and staff at Rutgers University who were utilizing it within the Pennsylvania Department of Corrections. Once it made it's way to WA state it was refined for our students through the committed work of Gerald Bradford (Renton Technical College), Russell Dorsey (Edmonds Community College) and Khalia Carter while at the U.S. Attorney's Office.

In 2020 we have revised this plan with thanks to the numerous suggestions and questions offered by students that made us recognize what needed to be changed. Also important to note contributions by Chris Hansen (Bates Technical College) and Morgan Denton (FEPPS).

Thanks to all have contributed to this guide, constructing into a tool for our students working hard to transform their lives through education.

Education Re-Entry Plan

A Guide to Creating Your Re-Entry Plan for Students Rebuilding after Incarceration

TACOMA COMMUNITY COLLEGE

Message to Our Students

"In every change, in every falling leaf there is some pain, some beauty.

And that's the way new leaves grow."
— Amit Ray

"Every great dream begins with a dreamer.
Always remember, you have within you the strength, the patience, and the passion to reach for the stars to change the world."
-attributed to Harriet Tubman-

WHAT'S YOUR PLAN?

This plan is designed to help you create a plan to fulfill your education, and ultimately your career goals. We want to help you build a meaningful life, and know education is a powerful tool for transformation for all of us. Transitioning back into the community and pursing an education can be a challenging experience. However, by taking the time to create a realistic plan now, you are setting yourself up for greater success.

This document will guide you through the process of planning by asking you questions, and giving you guidance on steps you can take to help you along the way. Space is left for you to add notes. When you get stuck, and you will, reach out and please ask for assistance from a college staff, education navigators, or local librarians.

Pursuing an education is a proven way to ensure you change your life but it is not easy. We know transitioning home can be challenging. We encourage you get the information you need to set priorities, and empower yourself along the way. Always remember, it may take some time and focus, but **you can do it!** We are here to support you along the way (look for WA state Education Navigator contact info on page 37).

For corrections or most recent version contact Emily Dykstra Jones: ejones@tacomacc.edu / 253-858-4215 or at WCCW/MCCCW kiosk Education/ Attn: Ms. Jones
Revised April 2020

A Guide to your Education Re-Entry Plan

Working on a reentry plan can be challenging.

When you get overwhelmed or stuck please reach out and ask for assistance from college staff, education navigators, or local librarians.

Show them what you are working on, and keep asking until you get the information you need.

Steps:

One: **Creating a Vision for your Future**
What is Your Dream? 5
Who are you? 6

Two: **Personal Assessment**
Values & Strengths 7
Identify Challenges/ To-Do List 8
Identify Career Pathway Challenges 9

Three: **Create Your Re-Entry Plan**
Where are you starting? 10
Basic Needs Goal 11
Health Goal 12
Employment Goal 13
Create a Schedule: An Exercise 14
Family & Friends Goal 15
Community Support 17
Personal Development 18
Other goals to consider 19

Four **Create Your Education Plan**
Choosing a College/ Degree Pathway 21
College Enrollment Plan 22
College Financial Plan 23
Understanding Cost of Attendance 24
Understanding Financial Aid 25
Create your Budget.....29
Defaulted Student Loans 30

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For the full 2.G.1B EXHIBIT, click here

COLLEGE CONNECTIONS: Planning for College

TACOMA COMMUNITY COLLEGE

New Chances
6501 South 19th Street,
Tacoma, WA 98404
Phone/Fax: 253-460-4394
Email: reentry@tacomacc.edu

Start with your dream. What are your life goals? Why do you want to go back to school? What kind of life do you want? Get clear about your motivations.

What are your strengths? Trying something new, like going to school, or building a new life can be very challenging. Sometimes we fall down or fail in our attempts. Part of creating a new life is learning to get up, learn from the experience, and keep moving towards our goals. Who is part of your support network? What are your personal strengths? Knowing your strengths can help you overcome your challenges.

Understanding the challenges & create a plan. Listed below are some common challenges people face when returning home. What other challenges will you face? What steps do you need to take? Do you have a backup plan if things don't work? Conduct a thorough inventory to help create an individualized plan.

Some Areas to Consider

- **ESSENTIAL NEEDS** How will you get food, clothing and hygiene supplies after your release?
- **HEALTH CARE** What kind of medical or mental health services do you need? How will you access health care services?
- **FAMILY/ FRIENDS** Who can you count on to support you? Family Friends, Mentors, other community members?
- **SCHEDULE** What will your daily schedule look like?
- **ADDRESS** What is your release address? Do you have a backup?
- **FINANCES** How will you financially support yourself & your family? What is your budget?
- **EMPLOYMENT** Where do you want to work? How do you plan on looking for work?
- **TRANSPORTATION** What are your transportation options? If you have a car, how will you maintain it? How will you make sure it is legal to drive? How will you obtain and pay for insurance?
- **LEGAL OBLIGATIONS** Do you know the stipulations of your judgement and sentencing? How do you plan to pay your LFOs/legal financial obligations?
- **COMMUNITY SUPPORT** What community supports do you need? Do you want to access Drug/Alcohol Treatment or Meetings?
- **FUN!** How will you spend your free time? What are your plans for fun, rest and relaxation? How will you pay for those activities?
- **EDUCATION** What is your plan for education? Where will you be going to school? What are the school's academic and financial aid deadlines for the quarter you plan to start? How will you pay for it?

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Basic Steps to Enrollment

Most colleges follow similar enrollment steps:

1. **APPLY:** Complete an application and if applicable pay or get waived an application fee.
2. **PLACEMENT:** Get your skills assessed through testing and/or submit your transcripts for evaluation and appropriate placement.
3. **PAY**: Apply for Financial Aid by completing a FAFSA and other Institutional forms.
4. **ORIENTATION:** Attend a new student orientation.
5. **ENROLL:** Meet with an advisor, create an educational plan and enroll in classes.

Prepare for college level classes

Community and Technical schools offer **A**dult **B**asic **E**ducation in order to help you prepare for college level classes. At WA Community & Technical Colleges the classes are affordable, however, if needed ask if tuition waiver is available.

Adult Basic Education courses available include:

- GED test preparation
- Obtain your High School Diploma—no matter your age.
- I-Best programs—earn college credit and obtain a certificate while increasing your skills.

Consider Workforce Education

Workforce Educations provides tuition & other assistance with ABE classes, and Professional Technical Certificate & Degree Programs

Types of Workforce Funding include:

- **BFET (Basic Food Employment & Training)** – for people receiving federal food assistance from DSHS
- **Opportunity Grant** – for people with limited income and limited college credits
- **Worker Retraining** – for people who are on unemployment insurance (UI) or exhausted UI; veterans discharged in the past 48 months; active duty military with separation orders; or displaced homemakers due to divorce or death of a spouse in the past 48 months
- **WorkFirst** – for parents who are receiving TANF (Temporary Assistance for Needy Families)

COLLEGE CONNECTIONS: Planning for College

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Phone/Fax: 253-460-4394
Email: reentry@tcomacc.edu

Paying for College

- **Create a plan.**

The first step to applying for financial aid is understanding how much you need to attend. Ask yourself:

  - What are my goals?
  - What are my expenses?
  - How much assistance do I really need?
  - What are my options for financial aid and assistance?

- **Financial Aid is a PROCESS—not a single step.**

APPLY FOR FINANCIAL AID	→	TYPES OF AID	→	FINANCIAL AID AWARD
⇒ Complete your FAFSA ⇒ Institutional Form ⇒ Verifications (if required)		• Scholarships: Foundation & Merit based • Grants: Based on income (Pell & SNG) • Student loans • Work-study		⇒ Know total COA ⇒ What's your actual need? ⇒ You can Accept, Decline, and also reduce amount of loans you accept

  - Check the deadlines for the quarter you plan to start. If you are incarcerated it is best to start at least 12 weeks before the financial aid deadline.
  - Complete your FAFSA. It is often available in your correction center library, mail to address on front page of FAFSA. If you submit a paper FAFSA it may take at least 6 weeks for it to be processed. If done online it only takes about 48 hours for it to be processed. TCC's Federal School Code: 003796
  - Complete the TCC Institutional Form & supply necessary verifications (if requested)
  - If applicable, submit letter from Selective Service regarding failure to register.* If you need this letter it can take several months—start now!
  - Check in with your navigator, or college staff to determine any next steps or check "TO DO LIST" on your ctcLink Student Center and respond to any requests for information by deadline listed.
  - Keep in mind there are maximum financial and credit limits for financial. Know them and plan so you can reach your education goals!

- **Things you should know:**
  - Financial Aid is not available for High School Completion, GED, ABE, ESL, Running Start, Fresh Start or Continuing Education classes.
  - Want your HS Diploma or getting ready for college level? Great! Classes are affordable! Ask us to learn more.
  - Accept only the financial aid you actually need. You can decline aid awarded to you (this means you do not have to accept student loans).
  - There are maximum limits to financial aid. Know your limits and plan for them.

***Selective Service**

Male U.S. citizens and male immigrant non-citizens between the ages of 18-25 are required to register with Selective Service, even if you have a felony you must register. If you have not registered and are over the age of 25 and are applying for financial aid you will be required to obtain a letter from Selective Service regarding your failure to register. Failure to register can limit or delay your ability to access financial aid.

COLLEGE CONNECTIONS: Planning for College

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Common Resources in Washington State

Washington Information Network: Dial 211 or visit http://win211.org/
If you are incarcerated visit your corrections center librarian for community resources.

Some community resources are included below:

- FOOD/ID: Visit your local DSHS office for food assistance and to get a state ID voucher. This will allow you to get a WA state photo ID for $5. https://www.dshs.wa.gov/
- PHOTO ID/Driver's License: Washington State ID locations: http://www.dol.wa.gov/driverslicense/gettingidcard.html
- CELLPHONE: Lifeline/ Assurance Cellphone: http://www.assurancewireless.com/Public/Welcome.aspx# or call 1-888-898-4888.
- WASHINGTON STATE BENEFITS: https://www.washingtonconnection.org/home/
- BIRTH CERTIFICATE: http://www.cdc.gov/ncha/w2w/
- BACKGROUND CHECKS: FBI ID History Summary: https://www.fbi.gov/about-us/cjis/identity-history-summary-checks WSP History: https://fortress.wa.gov/wsp/watch/
- CREDIT REPORT: Visit www.annualcreditreport.com for a copy of your current credit report or call: 1-877-322-8228
- EVICTION HISTORY: WA State Courts: http://dw.courts.wa.gov/
  Tenants Union of WA State: http://www.tenantsunion.org/en/rights/section/eviction
- CLEAN AND SOBER HOUSING: Oxford House, http://www.oxfordhouse.us/docs/wadir.pdf or 1-800-562-1240
- RESTORE VOTING RIGHTS: https://wei.sos.wa.gov/agency/osos/en/voters/pages/felons_and_voting_rights.aspx
- EMPLOYMENT: Worksource, https://www.worksourcewa.com/ or 1-888-316-5627
- EDUCATION: http://wacareerpaths.com/
- STUDENT LOAN INFORMATION: National Student Loan Data System. 1-800-433-3243 or https://www.nslds.ed.gov/nslds/nslds_SA/

WA State Educational Re-Entry Services

Re-Entry Navigators are available to assist you transition home and enroll in a local community and technical college. Contact them for more specifics about how they can help.

Bates TC	Chris Hansen	253-680-7244	chansen@bates.ctc.edu
Clark College	Angelica Pravettoni	360-992-2072	apravettoni@clark.edu
Edmonds CC	April Roberts	425-640-1192	april.roberts@email.edcc.edu
Evergreen College	James Jackson	360-867-5947	jacksoja@evergreen.edu
Highline CC	Michelle McClendon	206-592-3802	retp@highline.edu
Northwest Indian College	Michael McDaniel	360-392-4265	mmcdaniel@nwic.edu
Renton TC	Gerald Bradford	425-235-2352 x5733	gbradford@rtc.edu
Seattle Central		206-934-4018	
Skagit Valley College	Aaron Kirk	360-416-7849	aaron.kirk@skagit.edu
South Seattle		206-934-6669	
Spokane CC	Em Daniels	509-533-7196	em.daniels@scc.spokane.edu
Tacoma CC	Larry Quintana	253-460-4394	lquintana@tacomacc.edu

Comparison of Services

	BEC	CALLab	DT	MARC	SI	WTC
Appointment Tutoring	X					X
Drop-in sessions	X	X	X	X	X	X
Resources	X	X		X		X
Study Spaces	X	X		X		X
Open Computers	X	X		X		X
Study Skills Help	X		X	X	X	X
Study Group Sessions					X	
In-Class Help			X		X	
Advising				X		

TACOMA COMMUNITY COLLEGE

Strategic Planning Yearly Documentation (SPYD)

Please review the 2020-2025 Strategic Plan and work with the individuals in your unit/area to complete the following SPYD. Report on **3 or more** priority areas of focus for the fiscal year that are directly linked to the Strategic Plan as well as measures of effectiveness/evaluation. Please use the following timeline for completion:

(Practice Round): Practice Round due End of Spring 2020

Please complete this Strategic Planning Yearly Documentation (SPYD), Phases 1-3, in regards to your area reflecting back upon items of focus from Summer 2019, Fall 2019, Winter 2020 and up through current (Spring 2020) and link them to the new Strategic Plan.

- Phase 1 typically includes the following elements: Statement, Alignment, Action Steps, Measurement, and Resources.
- Phase 2 typically includes the following element: Updates (not included here for the Practice Round).
- Phase 3 typically includes the following elements: Evidence & Continuous Improvement

Typical Schedule:

- End of Spring Quarter 2020: Complete Phase 1 regarding work planned for fiscal year 2020 (July 1, 2020 to June 30, 2021)
- End of Summer 2020: Complete Phase 2
- End of Fall 2020: Complete Phase 3
- Winter Quarter 2021: Plan with budget process in order to complete Phase 1 for the next fiscal year.
- End of Spring 2021: Complete Phase 1 regarding work planned for fiscal year 2021 (July 1, 2021 to June 30, 2022)

For this PRACTICE ROUND, complete PHASES 1 & 3 at the same time-

Please enter information directly on this form and send it to klawson@tacomacc.edu with the title: LastName_SPYDfor19.20

1. **Please enter the department/area name:** Student Learning Centers (Writing & Tutoring Center, Math Advising Resource Center, Business Education Center, Dedicated Tutoring, and Supplemental Instruction programs)
2. **Please enter the name of the person submitting this information:** Heather Urschel, Shannon Pressley, Elmira Utz, and Lindsey Stixrud.

Area of Focus #1* (required)-

Apply for ITTPC and SI program certification for our tutor and SI Leader training programs in order to ensure learning excellence in the Student Learning Center programs.

Statement-

We encourage and challenge students to excel in a supportive teaching and learning environment: Our faculty and staff strive for teaching and learning excellence through

- Reviewing and revising curriculum, instructional, and institutional practices to optimize student success.
- Developing intentional outcomes, assessment, and curriculum design.

TACOMA COMMUNITY COLLEGE

Alignment-

CT2G2O1, CT2G203

Actions & Steps-

List the actions and/or steps necessary to accomplish the Goal. For each action, number it, and provide a due date for the action to be completed. If actions require multiple steps, include the steps under each action.

- Action 1: Complete overview narrative of the SLC's tutoring and training program to include program history, program objectives, reporting lines, sources of funding, students/population served, description of physical location and available resources, program management and administration. Additionally, Supplemental Instruction grade data compiled for submission to UMKC. (9/25/19)
- Action 2: Develop description of hiring, training, tracking, and evaluation measures used, to include tutor and SI Leader selection, topic selection, training modes, required tutoring experience, tutor and SI Leader evaluation, and program summary chart. (9/25/19)
- Action 3: Align the sequence of module topics among learning centers in the Canvas classrooms for all programs, with the exception of SI, which instead compiled and submitted program observations, planning sheets, and training agendas for UMKC certification. (8/29/19)
- Action 4: Document copyrighted materials used in training and provide statement of copyright compliance for these items (not required for SI which uses UMKC approved sources). Secured three faculty letters of recommendation for SI application to UMKC.(9/15/19)
- Action 5: Develop annotated bibliography of all reference materials used in training. Not required for SI. (9/15/19)
- Action 6: Develop supplementary documentation for each certification level (selected topics with measures and outcomes for Levels 1, 2. & 3 not required for SI. (9/15/19)
- Action 7: Review by SLC Directors and application submission to CRLA; Submission of application to University of Missouri-Kansa City International Center for Supplemental Instruction (9/30/19)

Measurement-

Insert a description of how you will collect information in order to measure the stated Area of Focus. Use corresponding numbers for measurement of each action/step listed.

Actions 1-7: complete: Based on evaluation/review of actions 1 – 7 by the College of Reading and Learning Association ITTPC Certification committee and coordinator, the Student Learning Centers were awarded our next five years of certification as a tutor training program. Based on evaluation/review of actions 1-4 and 7, by the University of Missouri-Kansas City International Center for SI, the SI portion of the Student Learning Centers was awarded our next three years of certification as an accredited SI program.

Resources-

Insert the existing resources and/or opportunities that exist for your area/department to achieve this Area of Focus. Delineate whether each is existing or an opportunity.

NOTE: This should NOT include budget requests for the current year.

- Access to SLC Canvas training classrooms (Tutor Discussion Group curriculum)
- ITTPC training records and documentation (ITTPC Canvas classrooms)
- TutorTrac records (to demonstrate tracking process)
- Library assistance (to review annotated bibliographies and copyright statement)
- Supplemental Instruction training curriculum
- Supplemental Instruction D,F, W and grade data

Evidence-

Insert the information collected as evidence of effectiveness/evaluation of this Area of Focus.

Application and supplemental documentation submitted 10/16/2019. Program was re-certified 5/22/2020.

Application and documentation and grade data submitted 10/20/2019 to UMKC International Center for SI. Program was certified/accredited 12/20/2019 for three years.

Continuous Improvement-

After reviewing the information from the evidence above, insert a narrative regarding future improvements regarding this particular Area of Focus.

Certifying the SLC's ITTPC program with CRLA helps ensure that training is compliant with industry best practices while at the same time allowing training to remain relevant to the needs of TCC students and individual disciplines. Renewals are due every five years. Future efforts to recertify might benefit from an early review of the CRLA application process, continued alignment of training module topics and sequence in the Canvas classroom, ongoing documentation of training materials, and—as recommended by CRLA reviewers—further "specifying and aligning . . . training documents to the standards, outcomes, and assessments . . . more clearly."

In the five years since the previous recertification, CRLA substantially revised some of the application and documentation requirements. One of these changes necessitated the re-alignment of the topics and sequence of modules in all three SLC Canvas classrooms over the two-year curriculum cycle. Coordinating and implementing this change was time-consuming and delayed submission of the application by two weeks, to October 16, 2019. CRLA also now requires a list of copyrighted sources, a copyright compliance statement, and a complete annotated bibliography that cites all sources and explains their use in supporting curricular choices. Maintaining a list and description of all sources used for training would make such compilations more efficient. Reviewing the new CRLA requirements earlier will allow better planning and organization, and an improved chance at completion.

In their recommendation for continued growth, CRLA reviewers advised more closely following the standards, outcomes, and assessments (as provided in their publications on these elements) when incorporating training materials. Reviewing these guidelines and taking them into consideration when choosing or developing resources will help guarantee a closer correspondence between CRLA assessment criteria and the SLC tutor training.

Certifying the SLC's SI program with the University of Missouri Kansas City's International Center for Supplemental Instruction verifies that our data collection, training and outcomes are consistent with the best practices for Supplemental Instruction as well as the unique needs of the TCC campus. Renewals are due every three years and require ongoing emphasis on robust training, data collection and follow-through regarding program outcomes. In submitting our program documentation for review, we've learned that our training procedures are currently considered "outstanding," but that we can provide greater emphasis on the SI Leader's session planning documentation as a future area of growth. In their recommendation for continued growth, the UMKC has assigned a representative to advise on how to closely follow the standards, outcomes and assessments required to continue as a certified and accredited SI program.

Area of Focus #2 –

Set up a process to collect and evaluate retention and successful completion data for students who use the SLC programs.

Statement-

We encourage and challenge students to excel in a supportive teaching and learning environment through

- Offering them relevant and timely [academic]*resources to support their needs as demonstrated through increased student retention rates (fall-winter, fall-spring, fall-fall).

* Revised: Strategic plan does not include objective language for *academic* support programs (only non-academic).

Alignment-

CT2G3O1

Actions & Steps-

List the actions and/or steps necessary to accomplish the Goal. For each action, number it, and provide a due date for the action to be completed. If actions require multiple steps, include the steps under each action.

- Action 1: Use 18/19 UAP and other metrics to determine courses to include in data collection. Summer 2019
- Action 2: Run reports in TutorTrac (6/10/19); reformat and send to IR to create the dashboard with TCC data (9/5/19)
- Action 3: Receive dashboard and offer feedback for reporting needs (9/25/19)
- Action 4: Analyze data for data anomalies (9/25/19)
- Action 5: Review IR's final revisions of dashboard (11/1/19)
- Action 6: Present initial findings in presentations for Leadership teams and Board of Trustees.

Measurement-

Insert a description of how you will collect information in order to measure the stated Area of Focus. Use corresponding numbers for measurement of each action/step listed

- Action 1: Selected courses from UAP (identified as "gateway" courses"-- those with either high withdrawal/drop/fail rates or tied to low persistence and completion at C or below grades--using Civitas Illume Courses and information provided by instructional departments) and other metrics (attendance, highest DEW courses, high-use area) were included in data collection: ACCT& 201, BIOL& 160, CHEM& 121, ENGL& 101, ENGL& 102, MATH 090, MATH& 141, MATH& 146, MATH& 151, and PSYC& 100.
- Action 2: Ran TutorTrac reports of selected courses tutored at all Student Learning Centers for school years 16-17, 17-18, and 18-19. Ran reports for all visits from all courses for the same three school years. Sent to IR.
- Actions 3-4: Reviewed dashboard and queried IR on possible center, hour-range, and student group options, and possible anomalies in data.
- Action 5: Completed dashboard reviewed and compared with retention data from "TCC by the Numbers." Dashboard can be accessed here: SLC Dashboard
- Action 6: Presented initial findings in presentations for Leadership Team (11/5/2019), SAS (11/6/2019), and Board of Trustees (11/20/2019).

Resources-

Insert the existing resources and/or opportunities that exist for your area/department to achieve this Area of Focus. Delineate whether each is existing or an opportunity.

- Tutortrac records (to determine visits and hours of tutoring for identified courses)
- IR staff (for dashboard construction)
- TCC by the Numbers data (used to establish retention comparisons between SLC users and general enrollment)

All resources are existing resources.

TACOMA COMMUNITY COLLEGE

Evidence-

Insert the information collected as evidence of effectiveness/evaluation of this Area of Focus.

Retention Data below for SLCs is for students who used our services for ACCT& 201, BIOL& 160, CHEM& 121, ENGL& 101, ENGL& 102, MATH 090, MATH& 141, MATH& 146, MATH& 151, and PSYC& 100.

Retention Fall to Winter

Student Retention Rates	All TCC Students	All SLCs	BEC	MARC	SI	WTC
2016-2017	71.6%	87.0%	92.0%	85.0%	94.0%	86.0%
2017-2018	71.2%	84.0%	84.0%	83.0%	88.0%	84.0%
2018-2019	71.6%	85.0%	89.0%	83.0%	87.0%	87.0%

% higher than all TCC students

	All SLCs	BEC	MARC	SI	WTC
2016-2017	15.4%	20.4%	13.4%	22.4%	14.4%
2017-2018	12.8%	12.8%	11.8%	16.8%	12.8%
2018-2019	13.4%	17.4%	11.4%	15.4%	15.4%

Number of Students (n)

2016-2017	7,855	857	60	348	118	331
2017-2018	7,701	777	51	427	92	207
2018-2019	7,489	829	63	412	106	248

A comparison of SLC dashboard data indicates a clear and statistically significant correlation between use of tutoring services and retention for all four programs.

Continuous Improvement-

After reviewing the information from the evidence above, insert a narrative regarding future improvements regarding this particular Area of Focus.

At TCC, progress towards cultivating exceptional learning is measured, in part, with student retention rates and completion data. Creation of the SLC dashboard allows the centers—individually and as a whole—to assess their impact on these metrics. Future steps entail obtaining access to lab course data from the State Board, adding options to the dashboard that permit fall-to-fall and fall-to-spring selections, aligning the definition of "successful completion" with that of the "TCC by the Numbers" dashboard, and expanding the number of courses included.

To provide a more complete picture of all the data collected, it is necessary to obtain corresponding enrollment and grade data for biology and chemistry lab courses. Right now, lab classes included on the dashboard show a 0% completion rate as there is no correlating grade information available. While these courses are, in fact, lecture classes, enrollment and grade data is not currently reported for them because they are generated off the enrolled lecture sections of classes. Obtaining these numbers entails changing the course builds. IR is waiting on responses from enrollment services and the State Board for this information.

Because SLC dashboard data is used with all-TCC data to establish comparisons between retention and completion rates of students who use the SLCs, other areas for improvement require updates to the dashboard itself that allow it to work more effectively with the TCC by the Numbers dashboard. For example, **adding options to the SLC dashboard that permit fall-to-fall and fall-to-spring** selections would allow SLC retention rates to be compared with the correlating data for TCC by the Numbers reports and provide metrics that more closely align with measurement of retention rates as described in the 2020-2025 Strategic Plan. The SLC dashboard is currently set up to provide retention rates from one term to the next (fall to winter, winter to spring, spring to summer, summer to fall): updating the SLC dashboard to include the same options as TCC by the Numbers will enable direct comparisons.

Another dashboard update has to do with **definition of terms**. On the current SLC dashboard, "successful course completion consists of grades equal to or greater than C for all courses" while on the TCC dashboard, the definition of successful course completion is "C- or higher, except for ENGL courses lower than 100." To ensure more meaningful and accurate comparisons, it is necessary to align the definition of "successful completion" on both dashboards.

Finally, careful consideration was put into determining which courses could be included in the dashboard: those selected are predominantly gateway courses and those for which SLC tutoring services are most used. **Expanding the number of courses available** on the dashboard would permit tracking of the impact of tutoring for other critical courses as well as those that better reflect the diversity of program offerings.

Student Library Survey

Prepared by Heather Marie Gillanders, July 2019

EXECUTIVE SUMMARY

In May 2019, the Library conducted its forth bi-annual student survey. The Survey Monkey survey was distributed to all students via email with incentives for completion. The emphasis of the survey changed slightly this year to focus more on the culture of open in the library in order to gauge how welcome and comfortable students feel with regard to the library space and the services provided. Of the 329 respondents, the majority had attended TCC for three or more quarters (80.24%), which is consistent with previous years; however, that number is slightly higher than it has been in the past.

Respondents overwhelmingly self-identified as either a full on-campus student (55.32%) or a combination online and on-campus student (39.82%). Only 7.90% of students self-identified as full online, however this number has slowly been increasing over the years.

Using a slider bar, respondents were asked to indicate the degree to which they feel welcome and comfortable within the library space on a scale of “not welcome/comfortable” (0%) to “very welcome/comfortable” (100%). The average for all respondents was 85%; therefore, students seem to feel relatively welcome and comfortable. Similarly, when asked the degree to which they feel comfortable asking librarians/staff in the library for help on a scale of “not comfortable” (0%) to “very comfortable” (100%), the average for all respondents was 83%.

When asked what they use the library for, the most frequent reason selected was studying/working alone (80.32%), followed by using the library computers (69.42%) and using the printers (65.14%).

47.71% of respondents expressed an interest in reading non-English-language books. Of those, the majority (84.52%) were interested in books for leisure reading, however 49.68% also said they would be interested in books for their academic work. The most frequently requested language was Spanish (28.26% of respondents), followed by German, Japanese, and French (all at 10.14%). Clearly then, there is an interest in non-English-language books, and Spanish-language books, in particular, might be a good place to begin focusing collection development efforts.

63.08% of respondents had experienced at least one class session with a librarian (compared to 49.29% in 2017, 59.39% in 2015, and 71.65% in 2013), with 79.03% of those students noting that the sessions were extremely or very helpful (compared to 83.94% in 2017, 81.20% in 2015, and 85.61% in 2013). 42.72% of respondents met individually with a librarian at least once (compared to 34.75% in 2017, 43.52% in 2015, and 58.25% in 2013), with 88.41% of those students noting that the experience was essential or very helpful (compared to 74.78% in 2017, 81.77% in 2015, and 92% in 2013). It is important to contextualize these numbers by looking at our instruction session (i.e. “one-shot”) and reference desk statistics. While the total number of one-shot sessions that we have taught has declined over the last five years, when compared to student FTE, which has also declined every year since 2013-14, there is not a clear trend (incidentally, the number of full online one-shots—in the form of online Canvas modules—has, in fact, steadily increased each year since we began offering them in 2014). Initially the number of one-shots relative to student FTE declined, but in 2017-18 it began to increase. It is promising that more respondents are reporting they have attended at least one session with a librarian than in the previous two years that this survey was administered. However, more data is needed before we can make any conclusions. Reference desk statistics on the other hand, show that the total number of reference desk interactions has remained relatively flat for the last five years, but, when compared to student FTE, we have actually seen an increase in the number of reference desk interactions relative to student FTE.

45.51% of respondents indicated that they have used a LibGuide (compared to 40.78% in 2017, 35.28% in 2015 and 31.4% in 2013-14). Of those who have used a LibGuide, 83.68% found it to be extremely or very helpful (compared to

80% in 2017, 77.08% in 2015 and 82.4% in 2013). Our LibGuide statistics confirm that usage has grown every year since 2012, increasing by nearly 45% over the previous year in 2018-19.

If we wish to expand our reach with regard to information literacy instruction, making a more concerted effort to market and provide online one-shots and or/LibGuides to full online and hybrid classes might be a good strategy, as both instructional strategies have seen consistent growth (yet some faculty are not aware of these options, particularly those new to the college). Another option might be a self-serve, a-la-carte LS 101 or LS 95 course (either in Canvas or perhaps in the form of a LibGuide) to which all faculty have access. These might include lectures/videos/activities from which faculty can select and embed in their courses.

When respondents were asked what they would change about the library, the most frequent response was nothing (37.73%). Most of these comments were neutral, such as "I don't see any need for change;" however, some praised the library's current efforts, for example, "Honestly, keep doing what you're doing! I feel the services run well! Thanks ;)" Miscellaneous responses accounted for 13.19% of the total. Miscellaneous responses ranged from everything to providing tea and coffee to having better air circulation. When these two categories are removed, the most frequent responses included requests for more computers (11.88%), more comfortable seating/reading spaces (10.63%), more books (10.00%), and more private workspaces (9.38%). The request for more private workspaces is particularly intriguing and something to explore further. The responses to the question *what do you use the library for* shows that most students are coming to the library to study or work alone (80.43%); the request for private spaces then, likely indicates a need for space that better facilitates independent study/work. One question that arises though, is whether students equate privacy with safety; research into architectural and space design for those with Post-Traumatic Stress Disorder (PTSD), shows a strong need for privacy but also for the ability to have awareness of the people and activities happening within a space, both of which contribute to a feeling of safety.[1] It is important to talk with students to determine what their specific needs are with regard to privacy and if safety is indeed part of the concern.

Our next step will be to conduct a focus group comprised of students during the 2019-20 academic year to add some nuance to the story that the data is telling us and to provide greater insight. This is especially important because the sample for all four of the surveys may not be representative. Suggestions for specific questions to ask during this focus group are provided throughout the results section below.

[1] Kunal Khanade, Carolina Rodriguez-Paras, Farzan Sasangohar, Sarah Lawley, "Investigating Architectural and Space Design Considerations for Post-Traumatic Stress Disorder (PTSD) Patients," proceedings of the Human Factors and Ergonomics Society 2018 Annual Meeting, http://acelab.tamu.edu/wp-content/uploads/sites/23/2018/07/Khanade-et-al._Architecture_HFES18_Final.pdf (accessed June 25, 2019).

TACOMA COMMUNITY COLLEGE
2020-2021 Catalog
tacomacc.edu

TCC Welcome to TCC!

TCC gets students on the right path to a new career or degree

Students who enroll at the college enjoy intimate class sizes, diverse classmates and highly qualified professors. Of TCC's 144 full-time faculty, 99 hold master's degrees, 13 hold doctorates, and 23 hold post doctorates.

TCC students interact with students from local and international backgrounds, and have opportunities to participate in a variety of sports, clubs and activities. The college also offers strong student support services to help ensure student success.

Mission

TCC creates meaningful and relevant learning, inspires greater equity, and celebrates success in our lives and our communities.

Vision

Tacoma Community College is recognized as a spirited leader in emphasizing and documenting student learning. We are known for our commitment to innovation and excellence, our inclusive internal and external community, and our technology integration. We achieve this through the collective dedication and recognition of our college family and the generous support of our community.

Values

The college promotes student success by embracing core values of:

- Agility
- Community
- Equity, Diversity and Inclusion
- Excellence
- Integrity
- Responsibility

Educational Options

Since 1965, we've supported more than 500,000 students in discovering their passion and preparing for fulfilling careers. Students can pursue degrees or receive career training for affordable tuition at convenient locations during the day, evenings, weekends or online. Students can choose:

- **Bachelor Degrees**
  TCC's Bachelor of Applied Science (BAS) degree builds on the knowledge and skills learned in the completion of an associate degree.
- **College Transfer**
  TCC offers you a start on your four-year degree, with numerous degree transfer programs designed to meet the criteria of your next university.
- **Career Training**
  TCC's certificate and degree programs provide training for high demand careers in business, health and professional services.
- **Transitional Studies**
  Students in these programs can improve their basic reading, writing and math skills; earn a high school diploma or job-ready certificate; or study English for Academic Purposes (EAP).
- **Continuing Education**
  TCC provides classes to meet individual needs for improved job skills, employment certification, or personal enrichment.

For the full 2.G.2A EXHIBIT, click here

Academic Planning

IN BETA

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students

I want to see my progress thus far and *easily see what's left* for me to complete my degree.

I want *one solution* to plan, schedule and register for courses.

advisors

I want *visibility into a student's planned path* to graduation so I can help support their goals.

I want *insights* to help me effectively prioritize my caseload to get students back on track to graduation.

leadership

I want to *report on student's plans* so that we can optimize course offerings and operational efficiency.

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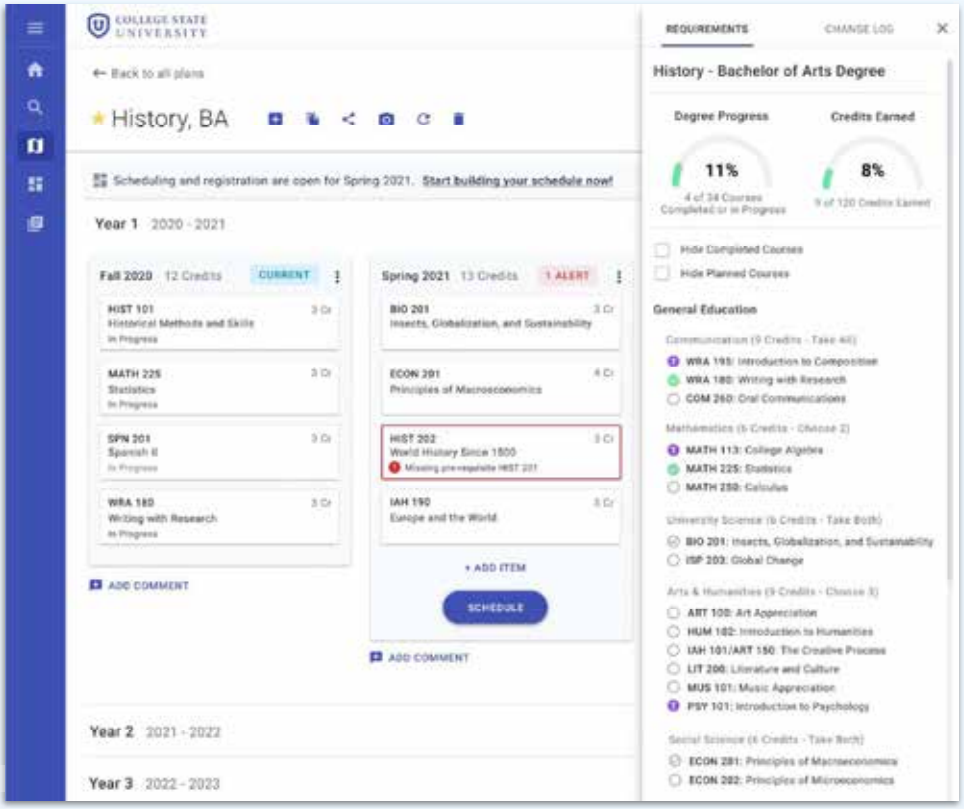
See how to get to the finish

See how completed and planned courses map to requirements and what courses remain

Student's gain a holistic view of their paths to success with support for multiple plans and the ability to add non-course items



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TACOMA COMMUNITY COLLEGE

Associate of Arts (DTA) Degree

Advisor: Initials

Degree Completion Worksheet *(Not an official evaluation document)*

NAME: Click here to enter text. SID: 201Student ID _____ Date: Enter a date.

BASIC REQUIREMENTS (15 credits)				
Communication Skills *- 10 credits*	1. **ENGL& 101** (5 credits)	**GR** Grade	**CR** Credit	• *Students who plan to transfer to any UW campus are strongly advised to take English 102 or 103.*
	2. Click here to enter text.	Grade	Credit	
Quantitative/Symbolic Reasoning Skills *-5 credits*	1. Click here to enter text.	Grade	Credit	
DISTRIBUTION REQUIREMENTS (60 credits)				
Humanities *- 15 credits in at least two disciplines; no more than 10 credits from any one discipline.*	1. Click here to enter text.	Grade	Credit	• No more than 5 credits in world language at the 100 level. • No more than 5 credits in performance/skill courses.
	2. Click here to enter text.	Grade	Credit	
	3. Click here to enter text.	Grade	Credit	
Social Sciences *- 15 credits in at least two disciplines; no more than 10 credits from any one discipline.*	1. Click here to enter text.	Grade	Credit	• Most students use a Humanities or Social Sciences Distribution Course to fulfill the Multicultural degree requirement.
	2. Click here to enter text.	Grade	Credit	
	3 Click here to enter text.	Grade	Credit	
Natural Sciences *- 15 credits in at least two disciplines; no more than 10 credits from any one discipline.* *- Must include at least one lab*	1. Click here to enter text.	Grade	Credit	• Select from the Natural Sciences section or the Math courses listed in the Quantitative/Symbolic Reasoning section of the Distribution Course List. • Must include at least 10 credits from the courses listed as Biological, Earth, and Physical Sciences.
	2. Click here to enter text.	Grade	Credit	
	3. Click here to enter text.	Grade	Credit	
Physical Education Activity *- 3 activity credits*	1. Click here to enter text.	Grade	Credit	• No more than 3 PE activity credits apply toward the degree. • The following PE courses do NOT count as activity credits: PE 190, 191, 285, 292.
	2. Click here to enter text.	Grade	Credit	
	3. Click here to enter text.	Grade	Credit	
Distribution Electives *- 12 credits*	□ Click here to enter text.	Grade	Credit	• Select from courses listed under the Approved Distribution Course List. • No PE activity credits.
	□ Click here to enter text.	Grade	Credit	
	□ Click here to enter text.	Grade	Credit	
OTHER COLLEGE LEVEL ELECTIVES (15 credits)				
Other College Level Electives *- 15 credits*	□ Click here to enter text.	Grade	Credit	• Select from all courses numbered 100 and above. • No PE activity credits.
	□ Click here to enter text.	Grade	Credit	
	□ Click here to enter text.	Grade	Credit	
	□ Click here to enter text.	Grade	Credit	
	□ Click here to enter text.	Grade	Credit	
TOTAL COLLEGE LEVEL CREDITS EARNED TOWARD THE DEGREE:			Credit	□ **At least 5 credits applied to the degree are from an approved multicultural course.**
College Level Credits Required:			**90**	
To earn the Associate in Arts (DTA) degree, student must have earned at least 30 applicable credits at TCC, have a cumulative GPA of 2.00 in all coursework applied to the degree, and have a cumulative GPA of 2.00 in all TCC college-level courses.				

FALL	WINTER	SPRING	SUMMER
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PEARL A. WANAMAKER LIBRARY
COLLECTION DEVELOPMENT POLICY/Revised March 2019

Introduction

The mission of the Pearl A. Wanamaker Library is to teach and promote information literacy, collect and provide access to relevant and diverse academic resources, and provide a welcoming, supportive environment for students, faculty, and staff.

Central to the core mission of the library is the quality and accessibility of its collection. Written by the faculty librarians[i], the collection development policy gives us a concrete set of objectives and procedures to assure that we effectively allocate resources towards a useful, high quality, collection.
At the broadest level, the objectives of collection development at the Pearl A. Wanamaker Library are to:

1. Support the College's strategic plan as approved by the Board of Trustees
2. Support the mission and program outcomes of the Library
3. Provide students and faculty easy access to materials that support teaching and learning
4. Represent diverse opinions and ideas
5. Support the overall development of students by offering resources that are relevant and of interest to the TCC community, which includes diverse racial, ethnic, cultural, social, and economic backgrounds

Collection Philosophy

The TCC Library boldly pursues a collection that reflects current curricular needs, as well as current information trends. The Library strongly adheres to the "just-in-time" model of collection development, in which acquisition is based on a known need with a focus on access, rather than on a perceived need with a focus on holdings (as in the "just-in-case "model). As our collection policy is aligned with the current curriculum, it is not our aim to encompass the whole universe of knowledge in our library. We acknowledge that there may be subject areas in the print collection that receive little or no coverage. The Library strives to support a vital print collection while developing an increasingly robust digital collection.

Collection Overview

The Pearl A. Wanamaker Library collection consists of over 52,304 print volumes, 132,584 Ebooks, and 131 print periodical titles (12,999 volumes). In addition, the Library currently subscribes to 23 databases, which contain full-text access to journal articles or reference resources (as of May 2016).

Intellectual Freedom, Copyright, and Censorship

The Pearl A. Wanamaker Library adheres to the American Library Association's Bill of Rights, Freedom to Read Statement, Intellectual Freedom Principles for Academic Libraries, as well as the ACRL Diversity Standards.

- Bill of Rights
- Freedom to Read Statement
- Intellectual Freedom Principles for Academic Libraries
- Diversity Standards

Responsibility for Collection Development

Selection of library materials is a shared faculty responsibility as delegated by the Board of Trustees and the President. All faculty are encouraged to recommend materials of general interest, as well as materials relative to their areas of expertise. Student recommendations will also be considered. Faculty librarians are charged with specific responsibilities for assuring balanced development of comprehensive and timely collections in a variety of formats: (1) as resources in support of institutional priorities and curricular programs, and (2) as general informational and personal enrichment resources. Library faculty will work with instructors to encourage the selection of materials pertinent to their disciplines and appropriate for use by their students.

Selection Criteria

The following criteria are used as guidelines in evaluating materials for selection:

1. Does the material (individual item, set of items, or database subscription):

- Support the curriculum? Specifically, is it judged likely to be used by students as they carry out course assignments?
- Represent an inadequately represented literary genre or a point of view?
- Represent an inadequately represented topic at a particular reading level or in a particular format?
- Maintain currency in the collection?
- Serve as a significant document of its time?
- Update areas of special, topical, interest?
- Provide highly requested general information or personal enrichment for students?

2. Does the material meet standards for authority, accuracy, currency, completeness, and objectivity?

3. Are reading level, format, and style appropriate for the anticipated use?

- Does the title provide coverage of an often researched topic for pre-college or college level readers?
- Is the format one that can be adequately supported/accessed with College equipment or with students' home computers or mobile devices?
- Would the title serve students more effectively if offered electronically or in print?
- Is the format in compliance with ADA standards?

4. Has the material appeared in one or more approved lists, been favorably reviewed in one or more recognized reviewing publications, or recommended by one or more faculty members or other professionals who are specialists in the discipline?

5. If the material is a new edition, does it represent major revision, or will the older edition suffice?

6. Should the material be purchased or can the need for it be met adequately through interlibrary loan?

7. Can the material, or a close approximation, be accessed free of charge through the Internet or as part of a larger digital collection?

8. Can the cost of this material be justified within the overall budget? Does it meet a reasonable cost per use standard?

9. If the material is included in a database, will cancellation prevent future access to some or all essential content if and when the subscription is renewed?

Collection Development Tools

Faculty librarians consult the following tools for collection development:

- A Collection Conspectus is generated every three years and provides a comprehensive view of the library's print and electronic monograph collection
- The Library's ILS (Sirsi-Dynix) provides call number range and title level information for the print monograph collection
- Database statistics tools provided by individual database vendors, Serials Solutions, and OneSearch provide information on the use of subscription databases and the individual titles within them
- Assignments are noted as librarians teach one shot classes and help students at the reference desk
- The Library has an institutional electronic subscription to *Choice*. Librarians have personal subscriptions to other review publications or find reviews using the library's data bases.
- Faculty input is solicited every quarter via email
- Faculty input solicited biennially regarding periodical subscriptions/databases
- The Library has one representative on the Curriculum Committee to identify new, modified or deleted courses that may affect collection development
- Librarians meet annually to identify focus areas (high circulation/old copyright date) and to assign budgets and topic areas

Collection Assessment

This is a description of the strategies employed to assess whether the collection, as a whole, is effectively fulfilling its intended purpose.

- Circulation statistics for print and non-print resources—how often and when are materials used?
- Use statistics for databases and individual digital periodical subscriptions. Level of use, cost per use

- Reference librarian's observations regarding the availability/accessibility of appropriate resources to fulfill student needs identified at the reference desk or in class sessions
- Biennial survey of faculty members. Importance of and satisfaction with subject matter coverage, quality (authority, currency), level, and availability/accessibility of resources to fulfill student assignments
- Biennial survey of students. Importance of and satisfaction with subject matter coverage, quality (authority, currency), level, and availability/accessibility of resources to fulfill student assignments
- Campus-wide SSI: "Library resources and services are adequate" administered every three to four years. Library may ask to add a question.
- Assessment of student products (as part of Program Learning Outcomes assessment) in order to determine whether:
    - Library owned or recommended resources are used in research assignments
    - Library owned or recommended resources are adequate to appropriately support research assignments

Weeding and Discarding

Weeding of materials is recognized as essential to maintaining a balanced collection of materials in all formats. Incidental weeding to eliminate obsolete, worn out, or irreparably damaged materials is a continuous process. Systematic collection analysis to eliminate materials for lack of value or use is a shared responsibility among librarians, who consult with faculty members as necessary. The Conspectus report is run once every three years for useful statistical data regarding the age and use of the collection.

All materials withdrawn from collections are first officially declared discarded and then are disposed of by legally prescribed means.

Replacement Materials

Replacement of stolen, lost, damaged, and unreturned material is not made if comparable material, particularly more recent material, is adequately available to meet needs. If the need for a particular item is critical, it is replaced at once, funds permitting; otherwise, a waiting period of at least one year is observed in order to allow time for possible return or location of missing items.

Gifts and Donations

Gifts are appreciated and encouraged with the stipulation that donations in all formats must be subject to evaluation and disposition according to selection policies generally applicable to materials under consideration for acquisition. Gifts are accepted with the understanding that they may be discarded on the same basis and in the same manner as other materials are discarded. Library staff may request a general description of the content and size of the donation before materials are brought to the Library. By law, Library staff may not assign value to gifts; this must be done by the donor. The Library writes the

donor a letter of acknowledgement which is dated and which itemizes the number of hardback and paperback items received.

Resource Sharing

The Pearl A. Wanamaker Library uses OCLC's resource sharing network, WorldShare Interlibrary Loan, to borrow and lend resources. Using this network allows TCC students, faculty, and staff to request materials that the Pearl A. Wanamaker Library does not own in print or subscribe to electronically.

Distinct Collections

The Pearl A. Wanamaker Library maintains several unique specialized collections including the Reference Collection, the Children's Literature Collection, the College Archive Collection, the Graphic Novel Collection, the English as a Second Language (ESL) Collection, the Popular Collection, and the Professional Development Collection.

Reference Collection--The Reference Collection exists to support the teaching and research of the students and faculty at TCC. It is comprised of reference materials such as almanacs, atlases, bibliographies, dictionaries, directories, encyclopedias, indexes and abstracts, legal reference materials, manuals, and statistical sources. Primary selection responsibility for reference materials rests with the reference selector in consultation with other selectors. Some of the materials in the collection, such as the legal materials, are purchased outside the Library budget by individual programs.

Children's Literature Collection—The Children's Literature Collection includes picture books, novels, and graphic novels whose primary target audience falls approximately between the ages of 0 and 11. This collection is intended to serve primarily students who are taking children's literature courses, those who are taking certain psychology courses, those who are in English language-learning courses, those who are in the early childhood program, and those who are in the elementary education transfer program. Secondarily, the collection serves students in households that include children or other members who would benefit from access to these materials.

Criteria for selection of Children's Literature Collection:

The children's literature collection includes picture books, novels, and graphic novels whose primary target audience falls approximately between the ages of 0 and 11. This collection is intended to meet academic needs, to serve primarily TCC students who are taking children's literature courses, those who are taking certain psychology courses, those who are in the early childhood program, and those who are in the elementary education transfer program. Secondarily the collection serves students who are in English language-learning courses, and students living in households that include children and other members who would benefit from access to these materials.

Criteria for collection of children's literature collection:

1. Books that represent a "significant work" in a literary, artistic, or historical context*

2. Award recipients that include, but are not limited to:

- Américas Award
- Asian/Pacific American Awards for Literature
- Batchelder Award
- Belpre Award
- Caldecott Medal
- Coretta Scott-King Award
- Geisel Award
- NAACP Image Awards (children's lit)
- Newbery Medal
- Stonewall Award (children's lit)
- Schneider Family Award
- Sibert Medal
- Children's Literacy Legacy Award (honors specific authors) [formerly called *The Laura Ingalls Wilder Award*]

(these include "medal" and "honor" recipients and similar)

3. Books that appear on "notable" lists, including but not limited to:

- ALA's Children's Notable
- American Indians in Children's Literature
- School Library Journal

4. Books that are personal favorites of Library staff and faculty

Collection development considerations for children's literature collection will include how the books:

- Serve student curriculum needs
- Represent significant milestones in the history of children's literature
- Reflect the diversity of TCC students, staff, faculty, and the wider Tacoma community

Whenever possible hardcover books should be selected for durability.

*This may include books that, through images or language, contain material with anachronistic portrayals of people, institutions, historical events, etc.

College Archive Collection--The TCC Archive collects and preserves materials relating directly to the history of the college, the college community and TCC's greater role in Tacoma. The collection includes founding documents, official reports, College publications such as *The Challenge* and *Trillium*, newsletters, scrapbooks, film, photographs, audio-visual materials, and born digital documents. Materials are selected and maintained by the Archivist.

Graphic Novel Collection--The Pearl A. Wanamaker Library seeks to support research in the literary, artistic, and cinematic aspects of graphic novels and selected comics. Books will be selected in a variety of genres and topics to meet the needs of the campus curriculum. The Library is also interested in building a broad collection that supports the rich and diverse racial, ethnic, cultural, social, and economic background of the TCC student body.
Graphic novels have been defined as "book length collections of sequential art containing a single story, or a set of interrelated stories," although many continue to refer to such compilations simply as comics, due to their panel-art format. The Library's collection will concentrate on titles that have won awards or otherwise received critical acclaim. The Library will also include local titles that reflect the burgeoning graphic novel community of the Pacific Northwest. New titles for the Graphic Novels Collection will be purchased at the discretion of the Library and as funding allows.

English as a Second Language Collection--The English as a Second Language Collection consists of novels, short stories, and non-fiction for beginning and intermediate English language learners. Materials are selected by a librarian in collaboration with ESL faculty.

Global Literature Collection--The Global Literature Collection is comprised of contemporary works of fiction in translation from around the globe. Representing the best contemporary fiction from more than 50 countries, the collection has a strong emphasis on African, Asian, and Middle Eastern writing. The collection was created with the following goals in mind:

- To better reflect the TCC community
- To connect with TCC's international students
- To expose native English speakers to more diverse perspectives
- To support efforts to globalize learning at TCC

Materials are selected by a librarian and selection is based—but not limited to--the following considerations:

- Award winners
- International best-sellers
- TCC students' countries of origin

Popular Collection--The Popular Collection includes both fiction and non-fiction books, films, and audiobooks. The collection is supported through the Library's book sale budget. The collection is kept in a separate location with the fiction titles organized by the author's last name, while non-fiction books and DVDs are shelved by OCLC call number. Material is selected based on popularity (best seller lists and by student, faculty, and staff requests.) Material may also be added by the librarians on a case by case basis.

Professional Development Collection--The purpose of the Faculty Professional Development Collection is to provide faculty resources that will improve skills and knowledge related to learning, teaching, college services and faculty functions at all Tacoma Community College Campuses. The Faculty Professional Development collection is currently housed in the Library. While the Library itself does not allocate funds for faculty professional development materials, the Library provides access to those materials by cataloging them, shelving them, weeding them, and checking them out to users. The Faculty Professional Development collection consists of materials, including books, journals, and videos that are purchased by Organizational Learning and Effectiveness funds allocated for campus wide faculty professional use. There are some faculty-donated materials as well.

The Faculty Professional Development Committee outlines its guidelines for selection of materials on the Faculty Professional Development Resources guide. Please refer to the guide for more information, including the process for requesting collection items.

- Faculty Professional Development Resources guide

Special Considerations

Duplicates

Duplicates in print are not normally purchased. Duplicate materials will be added to the collection if warranted by heavy usage of copies already held by the Library.

Contemporary Literature

The Library will attempt to purchase titles receiving major literary recognition. This includes awards such as the National Book Awards for Poetry & Fiction, National Book Critics Circle Awards for Poetry & Fiction, New York Drama Critics Circle Award, Pulitzer Prizes for Fiction, Poetry and Drama.

Local and regional writers, whose works are favorably reviewed and/or meet other selection criteria, will be represented in the Library's collection.

Textbooks

Some heavily used and very expensive textbooks are purchased when special funds are available. Ordinarily, textbooks are not purchased unless they happen to fit other criteria listed above. Instructors are encouraged to place extra copies of textbooks on reserve for students whose financial aid is late in coming or who cannot afford the textbooks at all.

Self-help and Laymen's Medical Books

Books on individual conditions and diseases are rarely purchased, due to the sheer number of possible titles and the lack of funds to keep such titles updated. However, general health and wellness titles, including self-help books, are purchased in support of HD and HSP courses and for students who may not be able to use a public library. Faculty counselors are consulted regarding topics of highest interest/need.

Test Preparation Guides

The Library purchases study guides for the GED and for Washington state and national professional/technical examinations associated with the programs offered at TCC.

Paperbacks

To keep costs down, paperbacks rather than hard bound volumes are generally purchased when available. Reinforced covers, at a small additional prince, will be ordered as judged necessary. Exceptions are items judged to be heavily used, especially certain reference items.

Foreign Language Materials

Acquisition of foreign language materials is generally limited to dictionaries and other general reference tools. Other pertinent materials in foreign languages are represented in English language translations.

Non-English language materials consist of dictionaries and other general reference tools, which support the curriculum. Additional original language materials collected--although not necessarily curriculum-driven--meet other selection criteria in the TCC Library's collection policy.

Advanced Research Materials

In general, materials suitable for advanced levels of research are acquired only as needed for institutional purposes. Except as they can be served through interlibrary loan, faculty members and others pursuing graduate studies or otherwise engaged in non-institutional research projects are referred to university libraries for such materials.

Faculty Requested Film

For faculty-requested films, DVDs are the preferred format for face-to-face courses. If available, streaming video will be considered for purchase for online and hybrid courses.

Periodicals
Criteria for selection of individual periodical titles and periodical databases

1. The periodical or database contents should support the curriculum
2. The individual periodicals titles (or database contents) should represent the "most requested" titles academic departments wish students to access or titles necessary to accreditation (for professional-technical programs)
3. With rare exceptions, individual periodicals should be indexed in a periodical index/database to which the library subscribes or which is freely available on the internet; otherwise, back issues are of little value
4. Periodical database interfaces must be relatively easy to use and accessible from both on and off campus
5. There must be adequate storage space if print back issues are to be retained

Adding Subscriptions

The person(s) making the request will be asked to confer with their colleagues and provide the librarians with a departmental/division recommendation. The librarians will gladly provide information as to current subscription costs and indexing. The intention is to control subscription expenditures while attempting to meet the changing needs of the college and its programs.

Donations of periodicals

Occasionally, faculty members or community residents offer to donate periodicals to the Library. These may include back issues as well as ongoing subscriptions. The Library staff always appreciates such gestures of generosity. However, at times we must turn them down. The following is a consideration in determining our response to such offers:

1. Donated titles are added only if there is reasonable assurance that the source will continue to provide that title for a period judged by the librarians to be adequate. (Having titles which cover short time periods are of limited use but require paperwork comparable to that of ongoing titles.)

The Library accepts as needed loose copies of back issues of periodicals to which it subscribes. (We may accept more than needed but reserve the right to recycle what we cannot use.)

Marketing the Collection

As part of the Pearl A. Wanamaker Library's general marketing plan, the library collection is marketed to students and TCC staff and faculty through:

- Social media, including Facebook
- Displays
- College intranet
- Email
- Library programs and events
- Library subject liaisons

Re-evaluation of Materials

Because evaluation for selection involves subjective judgment, opinions may differ as to the usefulness and merits of materials acquired. Any student, faculty member, staff member, or adult citizen of the community who seriously questions the inclusion of a particular item in the print or non-print collection may call for a re-evaluation of that item. In the process of re-evaluation, the Pearl A. Wanamaker Library will adhere to the American Library Association's **Intellectual Freedom Principles for Academic Libraries.** The following procedures are established to provide a systematic and objective re-evaluation process:

1. Each request for re-evaluation shall be presented, in writing, to the Library Director.
2. Each written request shall be made by filling out, as completely as possible, the Request for Re-evaluation of Material form for each title in question, with specific objections cited.
3. Each request for Re-evaluation of Material shall be signed and identification of the initiator shall be supplied so that proper reply can be made.
4. Within two weeks of receipt of a Request for Re-evaluation of Material, the Library Director or the Library Faculty Chair, as his/her designee, shall appoint a committee to review the item in question and make recommendations concerning its disposition.
5. The committee shall consist of one instructor representing a discipline to which the material in question is related and one faculty librarian.
6. Within fifteen (15) days of appointment the committee shall have reviewed the material in relation to the selection policy defined herein and shall report its conclusions, including recommended dispensation of the material, in writing to the Library Director.
7. Within one week of receipt of the committee's report, the Library Director shall submit it to the College President with his/her endorsement or an alternative recommendation.
8. The initiator of the request for re-evaluation shall be notified in writing of the action taken by the President.

9. The decision of the President shall be implemented immediately by the Library Director**,** the questioned material remaining in the collection pending that decision.

REQUEST FOR RE-EVALUATION OF
MATERIAL IN TCC LIBRARY COLLECTIONS
(Use separate form for each item)

Initiated by (your name)

Telephone _____ Email Address _____

Mailing Address _____

Representing: self ___ group _____
(name of group or organization)

Identify material questioned:
Please respond to the following questions: (If sufficient space is not provided, please use additional sheet of paper.)

1. Have you seen or read this material in its entirety?
2. To what do you object? Please cite specific passages, pages, etc.
3. What do you believe is the main idea or intended purpose of this material
4. What do you feel might result from use of this material?
5. What reviews of this material have you read?
6. What action do you recommend that the College take on this material?
7. In its place, what material on this subject do you recommend that would serve the same purpose?

Date_____ Signature_____

American College and Research Library (ACRL). (2004). *Standards for Libraries in Higher Education*

http://www.ala.org/ala/mgrps/divs/acrl/standards/standardslibraries.cfm

ACRL. (2006). Guidelines for Media Resources in Academic Libraries.
http://www.ala.org/ala/mgrps/divs/acrl/standards/mediaresources.cfm

ACRL (2008). Guidelines for Distance Learning Library Services

http://www.ala.org/ala/mgrps/divs/acrl/standards/guidelinesdistancelearning.cfm#resources

ACRL (2012). *Diversity Standards: Cultural Competency for Academic Libraries*
http://www.ala.org/acrl/standards/diversity

American Library Association. (reaffirmed 1996). *Library Bill of Rights*
http://www.ala.org/ala/issuesadvocacy/intfreedom/librarybill/index.cfm

American Library Association. (1990). *Challenged Materials: An Interpretation of the Library Bill of Rights*
http://www.ala.org/Template.cfm?Section=interpretations&Template=/ContentManagement/ContentDisplay.cfm&ContentID=31881

American Library Association. (updated 2004). *Freedom to Read Statement*.
http://www.ala.org/ala/aboutala/offices/oif/statementspols/ftrstatement/freedomreadstatement.cfm

Faculty Survey conducted by TCC librarians

Longitudinal Data comparison, starting in 2012

Question 1: Do you require your students to do research using academic resources outside their required texts?

	2012 (55 Responses)	2014 (65 Responses)	2016 (44 Responses)	2020 (58 Responses)
Often	**63.64% (35)**	**52.31% (34)**	**59.09% (26)**	**58.62% (34)**
Sometimes	27.27% (15)	32.31% (21)	27.27% (12)	24.14% (14)
Rarely	3.64% (2)	10.77% (7)	11.36% (5)	15.52% (9)
Never	5.45% (3)	4.62% (3)	2.27% (1)	1.72% (1)

Question 2: If you answered rarely or never, why?

	2012 (5 Responses)	2014 (10 Responses)	2016 (5 Responses)	2020 (10 Responses)
Not applicable to my discipline	40% (2)	**60% (6)**	**100% (5)**	NA
Not applicable to my course outcomes	NA	NA	NA	50.00% (5)
Not enough time to include in the curriculum	**60% (3)**	50% (5)	20% (1)	**60.00% (6)**
Not a course outcome	0% (0)	NA	NA	NA
TCC Library does not have the right kind of resources	0% (0)	0% (0)	0% (0)	10.00% (1)
Other (please specify)	*See the survey responses in SurveyMonkey for 2012*	*See the survey responses in SurveyMonkey for 2014*	*See the survey responses in SurveyMonkey for 2016*	*See the survey responses in SurveyMonkey for 2020*

Question 3: The following are the Library's program learning outcomes. They all pertain to "information literacy" and are closely tied to the IIT Degree Learning Outcome. Please let us know which of these you teach or have students practice in your classes.

Note: The design of this question changed between the 2012 and 2014 surveys. In 2012, respondents could answer Yes or No. In 2014 respondents were offered three options (Teach, Practice or Neither) and they could choose more than one. In order to compare results, I assumed that "Neither" and "No" were equivalent. I then subtracted the "Neither" responses from the total number of responses and counted those as the equivalent of a "Yes" response. In brackets I give the percent and number of "Teach" and "Practice" responses separated by a forward slash.

Note: The Library's Program Learning Outcomes were re-written after the survey in 2016; therefore, the results are broken into two sections below 2012 – 2016 and 2020 – present.

2012 – 2016:

Question 3a: Articulate the role of research and describe the collections and services of an academic library

	2012 (53 Responses)	2014 (62 Responses)	2016 (44 Responses)
Yes (Teach/Practice)	54.72% (29)	69.35% (43) [50% (31) / 48.39% (30)]	75% (33) [50% (22) / 63.64% (28)]
No	45.28% (24)	30.65% (19)	25% (11)

Question 3b: Strategically and iteratively use a variety of methods and media to identify, access and retrieve information

	2012 (53 Responses)	2014 (63 Responses)	2016 (44 Responses)
Yes (Teach/Practice)	81.13%(43)	87.3% (55) [52.38% (33) / 69.84% (44)]	84.09% (37) [61.36% (27) / 75% (33)]
No	18.87%(10)	12.7% (8)	15.91% (7)

Question 3c: Use standard and discipline-based strategies to evaluate the appropriateness of resources

	2012 (53 Responses)	2014 (63 Responses)	2016 (44 Responses)
Yes (Teach/Practice)	77.36%% (41)	87.30% (55) [57.14% (36) / 69.84% (44)]	84.09% (37) [61.36% (27) / 75% (33)]
No	2.64% (12)	12.70% (8)	15.91% (7)

Question 3d: Use information ethically by properly citing sources

	2012 (54 Responses)	2014 (65 Responses)	2016 (44 Responses)
Yes (Teach/Practice)	90.74% (49)	95.38% (62) [69.23% (45) / 72.31% (47)]	88.64% (39) [70.45% (31) / 77.27% (34)]
No	9.26% (5)	4.62% (3)	11.36% (5)

Question 3e: Synthesize new information with current understanding and experience to communicate

	2012 (54 Responses)	2014 (63 Responses)	2016 (44 Responses)
Yes (Teach/Practice)	83.33% (45)	87.30% (55) [60.32% 38 / 71.43% 45]	84.09% (37) [65.91% (29) / 77.27% (34)]
No	16.67% (9)	12.70% (8)	15.91% (7)

2020 – present:

Question 3a: Employ strategic processes of inquiry to guide and refine information needs and search strategies.

	2020 (39 Responses)		
Yes (Teach/Practice)	79.49% (31) [48.72% (19) / 64.10% (25)]		
No	20.51% (8)		

Question 3b: Select appropriate sources based upon information need and context.

	2020 (42 Responses)		
Yes (Teach/Practice)	92.86% (39) [57.14% (24) / 71.43% (30)]		
No	7.14% (3)		

Question 3c: Use information ethically by citing sources in a standard citation style, with minimal errors.

	2020 (43 Responses)		
Yes (Teach/Practice)	86.05% (37) [69.77% (30) / 53.49% (23)]		
No	13.95% (6)		

Question 3d: Practice synthesizing information from more than one source into a new information product.

	2020 (43 Responses)		
Yes (Teach/Practice)	88.37% (38) [53.49% (23) / 72.09% (31)]		
No	11.63% (5)		

Question 3e: Demonstrate the effective use of electronic search strategies.

	2020 (42 Responses)		
Yes (Teach/Practice)	78.57% (33) [52.38% (22) / 57.14% (24)]		
No	21.43% (9)		

Question 4: How often do you work with librarians to…

Note: The design of this question changed between the 2012 and 2014 surveys. In 2012, respondents were simply asked, "Have you invited librarians to work with your students for a class session, create an online or paper research guide, or collaborate on the design of a research assignment?" Therefore I provided the same percentages for 2012 for 4a, 4b, and 4c.

Question 4a: How often do you work with librarians to do a library instruction session for your students (our classroom or yours)?

Note: This option was previously worded (2010-2016), "Have you invited librarians to work with your students in a class session (our classroom or yours)?"

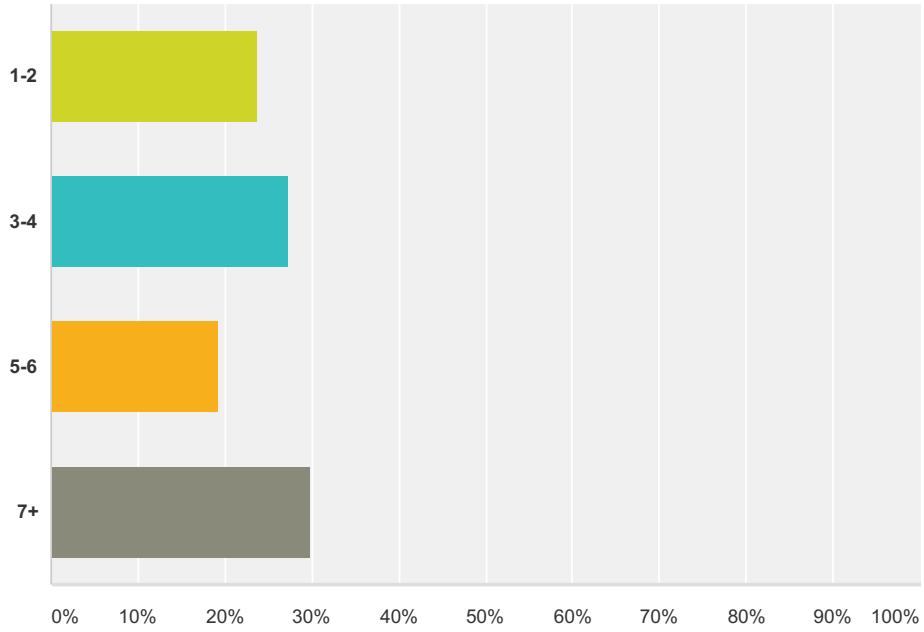
	2012 (53 Responses)	2014 (65 Responses)	2016 (44 Responses)	2020 (43 Responses)
Often + sometimes combined	68.52% (37)	70.77% (46)	70.46% (31)	53.48% (23)
Often	**46.3% (25)**	**41.54% (27)**	29.55% (13)	**34.88% (15)**
Sometimes	22.22% (12)	29.23% (19)	**40.91% (18)**	18.60% (8)
Rarely	14.81% (8)	12.31% (8)	11.36% (5)	25.58% (11)
Never	16.67% (9)	16.92% (11)	18.18% (8)	20.93% (9)

For the full 2.H.1B EXHIBIT, click here

Library Student Survey Data 2017 SurveyMonkey

Q1 How many quarters have you attended TCC?

Answered: 282 Skipped: 0

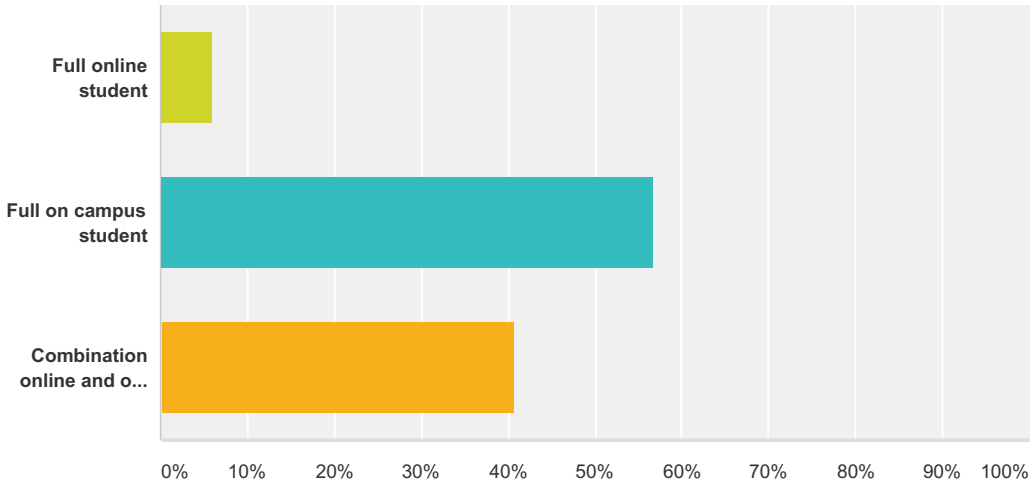


Answer Choices	Responses	
1-2	**23.76%**	67
3-4	**27.30%**	77
5-6	**19.15%**	54
7+	**29.79%**	84
Total		**282**

Library instruction survey, spring 2017 SurveyMonkey

Q2 Are you primarily a:

Answered: 282 Skipped: 0



Answer Choices	Responses	
Full online student	**6.03%**	17
Full on campus student	**56.74%**	160
Combination online and on campus student	**40.78%**	115
Total Respondents: 282		

For the full 2.H.1C EXHIBIT, click here

Student Library Survey

Prepared by Heather Marie Gillanders, July 2019

EXECUTIVE SUMMARY

In May 2019, the Library conducted its forth bi-annual student survey. The Survey Monkey survey was distributed to all students via email with incentives for completion. The emphasis of the survey changed slightly this year to focus more on the culture of open in the library in order to gauge how welcome and comfortable students feel with regard to the library space and the services provided. Of the 329 respondents, the majority had attended TCC for three or more quarters (80.24%), which is consistent with previous years; however, that number is slightly higher than it has been in the past.

Respondents overwhelmingly self-identified as either a full on-campus student (55.32%) or a combination online and on-campus student (39.82%). Only 7.90% of students self-identified as full online, however this number has slowly been increasing over the years.

Using a slider bar, respondents were asked to indicate the degree to which they feel welcome and comfortable within the library space on a scale of “not welcome/comfortable” (0%) to “very welcome/comfortable” (100%). The average for all respondents was 85%; therefore, students seem to feel relatively welcome and comfortable. Similarly, when asked the degree to which they feel comfortable asking librarians/staff in the library for help on a scale of “not comfortable” (0%) to “very comfortable” (100%), the average for all respondents was 83%.

When asked what they use the library for, the most frequent reason selected was studying/working alone (80.32%), followed by using the library computers (69.42%) and using the printers (65.14%).

47.71% of respondents expressed an interest in reading non-English-language books. Of those, the majority (84.52%) were interested in books for leisure reading, however 49.68% also said they would be interested in books for their academic work. The most frequently requested language was Spanish (28.26% of respondents), followed by German, Japanese, and French (all at 10.14%). Clearly then, there is an interest in non-English-language books, and Spanish-language books, in particular, might be a good place to begin focusing collection development efforts.

63.08% of respondents had experienced at least one class session with a librarian (compared to 49.29% in 2017, 59.39% in 2015, and 71.65% in 2013), with 79.03% of those students noting that the sessions were extremely or very helpful (compared to 83.94% in 2017, 81.20% in 2015, and 85.61% in 2013). 42.72% of respondents met individually with a librarian at least once (compared to 34.75% in 2017, 43.52% in 2015, and 58.25% in 2013), with 88.41% of those students noting that the experience was essential or very helpful (compared to 74.78% in 2017, 81.77% in 2015, and 92% in 2013). It is important to contextualize these numbers by looking at our instruction session (i.e. “one-shot”) and reference desk statistics. While the total number of one-shot sessions that we have taught has declined over the last five years, when compared to student FTE, which has also declined every year since 2013-14, there is not a clear trend (incidentally, the number of full online one-shots—in the form of online Canvas modules—has, in fact, steadily increased each year since we began offering them in 2014). Initially the number of one-shots relative to student FTE declined, but in 2017-18 it began to increase. It is promising that more respondents are reporting they have attended at least one session with a librarian than in the previous two years that this survey was administered. However, more data is needed before we can make any conclusions. Reference desk statistics on the other hand, show that the total number of reference desk interactions has remained relatively flat for the last five years, but, when compared to student FTE, we have actually seen an increase in the number of reference desk interactions relative to student FTE.

45.51% of respondents indicated that they have used a LibGuide (compared to 40.78% in 2017, 35.28% in 2015 and 31.4% in 2013-14). Of those who have used a LibGuide, 83.68% found it to be extremely or very helpful (compared to

80% in 2017, 77.08% in 2015 and 82.4% in 2013). Our LibGuide statistics confirm that usage has grown every year since 2012, increasing by nearly 45% over the previous year in 2018-19.

If we wish to expand our reach with regard to information literacy instruction, making a more concerted effort to market and provide online one-shots and or/LibGuides to full online and hybrid classes might be a good strategy, as both instructional strategies have seen consistent growth (yet some faculty are not aware of these options, particularly those new to the college). Another option might be a self-serve, a-la-carte LS 101 or LS 95 course (either in Canvas or perhaps in the form of a LibGuide) to which all faculty have access. These might include lectures/videos/activities from which faculty can select and embed in their courses.

When respondents were asked what they would change about the library, the most frequent response was nothing (37.73%). Most of these comments were neutral, such as "I don't see any need for change;" however, some praised the library's current efforts, for example, "Honestly, keep doing what you're doing! I feel the services run well! Thanks ;)" Miscellaneous responses accounted for 13.19% of the total. Miscellaneous responses ranged from everything to providing tea and coffee to having better air circulation. When these two categories are removed, the most frequent responses included requests for more computers (11.88%), more comfortable seating/reading spaces (10.63%), more books (10.00%), and more private workspaces (9.38%). The request for more private workspaces is particularly intriguing and something to explore further. The responses to the question *what do you use the library for* shows that most students are coming to the library to study or work alone (80.43%); the request for private spaces then, likely indicates a need for space that better facilitates independent study/work. One question that arises though, is whether students equate privacy with safety; research into architectural and space design for those with Post-Traumatic Stress Disorder (PTSD), shows a strong need for privacy but also for the ability to have awareness of the people and activities happening within a space, both of which contribute to a feeling of safety.[1] It is important to talk with students to determine what their specific needs are with regard to privacy and if safety is indeed part of the concern.

Our next step will be to conduct a focus group comprised of students during the 2019-20 academic year to add some nuance to the story that the data is telling us and to provide greater insight. This is especially important because the sample for all four of the surveys may not be representative. Suggestions for specific questions to ask during this focus group are provided throughout the results section below.

For the full 2.H.1D EXHIBIT, click here

[1] Kunal Khanade, Carolina Rodriguez-Paras, Farzan Sasangohar, Sarah Lawley, "Investigating Architectural and Space Design Considerations for Post-Traumatic Stress Disorder (PTSD) Patients," proceedings of the Human Factors and Ergonomics Society 2018 Annual Meeting, http://acelab.tamu.edu/wp-content/uploads/sites/23/2018/07/Khanade-et-al._Architecture_HFES18_Final.pdf (accessed June 25, 2019).

WASHINGTON STATE COMMUNITY AND TECHNICAL COLLEGES

BACCALAUREATE IN APPLIED SCIENCE DEGREES LIBRARY SERVICES RUBRIC

The purpose of this document is to provide colleges establishing BAS programs with the standards on libraries from the Northwest Commission on Colleges and Universities (NWCCU). These standards may be used while developing the program and planning for accreditation visits as a way to demonstrate academic rigor.

Recommended Best Practices: Colleges will establish a procedure for regular communication with the library, such as a library representative on BAS Committees to:

- Develop a strategy to provide adequate library information resources and information literacy learning strategies for BAS programs
- Provide guidance for future BAS degree proposals
- Develop a clear timeline for library information resources, integration of information literacy into the curriculum, and personnel needs
- Provide periodic review and assessment of goals and student learning outcome achievements and assessment of expanding/developing needs

NWCCU Standard 2.C.6: Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.			
0—Lacking	**1—Some Evidence**	**2—Progressing**	**3--Meets Standard**
Program faculty design no assignments that require use of library information resources including information literacy instruction in support of the program or course learning outcomes. There is little to no contact between program faculty and library faculty.	Program faculty establish some contact with library faculty regarding the availability of library and information resources including information literacy instruction in support of the program, but contact is not systematic or ongoing. Limited integration into assignments and learning process.	Program faculty and library faculty engage in systematic and ongoing communication to ensure that library information resources including information literacy instruction are available in support of the program. Some integration into assignments and learning process.	Program faculty and library faculty partner to scaffold library and information resources including information literacy instruction into the program curriculum at appropriate levels and times to ensure academic rigor and higher order thinking.

NWCCU Standard 2.E.1: Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.			
0—Lacking	**1—Some Evidence**	**2—Progressing**	**3—Meets Standard**
Library information resources including information literacy instruction support general education at an Associate level with little depth in subject areas.	Library information resources including information literacy instruction support program areas showing some currency, breadth and depth, but with inconsistent effort.	Library has made progress in upgrading information resources including librarians' capacity to provide information literacy instruction to support the upper-division program and general education courses. However, resources lack depth, breadth, or currency in relevant areas. Access across multiple modalities may be lacking.	Library information resources including librarians' capacity to provide information literacy instruction consistently reflect the depth, breadth, and currency necessary to support a rigorous, upper-division program and general education courses accessible across multiple modalities. LIbrary resources align with the program and course outcomes and are selected to assist students in applying a broad range of ideas and perspectives.
NWCCU Standard 2.E.2: Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.			
0—Lacking	**1—Some Evidence**	**2—Progressing**	**3—Meets Standard**
Library demonstrates little or no planning for library information resources including information literacy instruction for upper-division programs or general education, notably lacking feedback from program administration or faculty and library administration or faculty.	Library demonstrates progress in planning for information resources including information literacy instruction for upper-division programs and general education curriculum, but lacks sufficient data from program and library administration, faculty, and students.	Library demonstrates progress in planning for information resources including information literacy instruction for upper-division program and general education curriculum with some data and some support from program and library administration, faculty, and students..	Library administration and faculty plan information resources, space, services, and education, including information literacy instruction, needed to assure students are engaging with 300-400 level program and general education curriculum on an ongoing basis guided by data from library and program

EXHIBIT 2.H.1E
LIBRARY RUBRIC FOR BAS DEGREES

			administration, faculty, and students.
NWCCU Standard 2.E.3: Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.			
0—Lacking	**1—Some Evidence**	**2—Progressing**	**3—Meets Standard**
Library provides general level instruction but does not support 300-400 level courses, programs, or program-related general education courses.	Library has had some involvement in developing library-related instruction for 300-400 level courses, programs, or program-related general education courses, but is not consistently involved in delivering support. Librarians have identified information literacy student learning outcomes.	Library provides significant instruction and support, as appropriate, in obtaining, evaluating, and using library and information resources that support its 300-400 level courses, programs, or program-related general education courses, but not systemically. Librarians have identified student learning outcomes and metrics for assessing information literacy.	The library faculty collaborate with discipline faculty to design an integrated, multi-dimensional, and developmental instructional program for students systemically and strategically placed throughout the curriculum of each program that assures students can achieve program and course learning outcomes. Student learning is focused on obtaining, evaluating, and using library and information resources, as well as the strategies and ways of thinking that result in effective use of information in the discipline, i.e., students recognize authority as constructed and contextual, research as inquiry, scholarship as conversation, and searching as strategic exploration. Librarians have assessed information literacy
			student learning outcomes and show evidence of using data for program improvement.
NWCCU Standard 2.E.4: The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.			
0—Lacking	**1—Some Evidence**	**2—Progressing**	**3—Meets Standard**
Institution provides little or no evidence of regular and systematic evaluation of the quality, adequacy, utilization, and security of library and information resources and services.	Institution provides some evidence of evaluation, but not regular and systematic.	Institution demonstrates some progress in regular and systematic evaluation of the quality, adequacy, utilization, and security of library and information resources and services but is lacking in depth or across all localities and modalities.	Institution demonstrates that it regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services contributing to the rigor of upper-division program and general education wherever offered and however delivered.

Score Range: 0 – 15 Score:_____

Longitudinal LibGuide Statistics

LibGuide Stats without "Research Guides" Guide Stats								
Quarter	**2012-2013**	**2013-2014**	**2014-2015**	**2015-2016**	**2016-2017**	**2017-2018**	**2018-2019**	**2019-2020**
Summer	1522	1540	6239	3844	5529	7294	10925	17402
Fall	8021	14932	22322	24133	25671	29347	44746	53956
Winter	10058	15383	19153	23359	22709	30787	44455	49322
Spring	9649	17147	15420	20073	20350	29232	39859	65173
Total	**29250**	**49002**	**63134**	**71409**	**74259**	**96660**	**139985**	**185853**
Percent of previous year		**167.53%**	**128.84%**	**113.11%**	**103.99%**	**130.17%**	**144.82%**	**132.77%**

NOTE: LibGuides was first purchased for the period of June 2011 through May 2012

NOTE: Data only goes back to July 2012, so data for the first week of summer quarter 2012 (the last week of June) is not included

NOTE: A Research Databases LibGuide was created in winter 2015, and a A TCC Library LibGuide was created in fall 2015. These statistics are NOT included in the tables above. The Research Guides guide is also not included.

NOTE: In Spring 2018, a LibGuides revision project may have contributed to higher use stats

2015 LONG RANGE FACILITIES MASTER PLAN

prepared for_

TACOMA COMMUNITY COLLEGE

FACILITIES MASTER PLAN

Executive Summary

In 2005, Tacoma Community College performed a Long Range Facilities Master Plan to align with the College's Strategic Plan entitled "Commitment to Innovation". The Master Plan was updated in 2007 & 2009, and the College's Facilities Master Plan Committee presented it to staff, students, community and Board of Trustees along the way.

In 2014 the Committee began to meet regularly again, updating the Master Plan to align with TCC's revised Strategic Plan and with the state's evolving capital funding process. This 2015 updated Master Plan outlines a renewed vision of the Tacoma Community College campus and facility development for the next 20 years.

TCC conducted this Facilities Master Plan Update primarily to:

- Incorporate changes to building identification numbers
- Update campus development & planning that has occurred over the past five years
- Renew Master Plan strategies relating to the college's updated Strategic Plan and Program Needs Analysis to support future capital funding requests and local funding initiatives
- Update the status of City Zoning Regulations and Design Standards

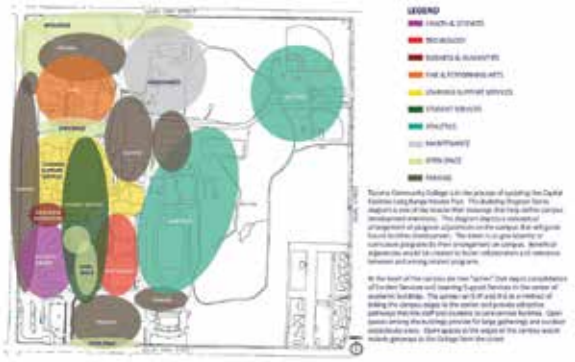
Tacoma Community College is poised to celebrate its 50th Anniversary in 2015.

Following this Executive Summary the Master Plan is organized into 5 sections and an appendix. Summaries of the major sections are included here.

MASTER PLANNING GOALS AND STRATEGIES

Tacoma Community College's updated Strategic Plan 2014-2018 is organized around 4 themes: Create Learning, Achieve Equity, Engage Community and Embrace Discovery. The Committee developed Master Plan Goals and Strategies based on the Strategic Initiatives. Here are some highlights from these:

- Promote a learning environment that provides a simulation of real-world settings and brings together disparate programs and disciplines to form a synergistic learning community.
- Provide for asynchronous learning outside the classroom (wireless network, distance ed., formal & informal study settings, student/faculty/learning support services interaction)
- Consolidate Student Services into a "One Stop Center" at the heart of the campus.
- Foster availability of faculty to students (by locating faculty offices near programs or educational resources)
- Optimize the development of exterior space to create a unique campus that is highly visible, attractive and engaging.
- Provide professional development resources to maintain high standards and adoption of new learning technologies.



2015 Long Range Facilities Master Plan

Executive Summary

- Develop a comprehensive physical campus infrastructure that supports current needs and systems while anticipating emerging technologies and future growth.
- Create master planning zones that support academic/program groupings and interrelationships among similar programs.

PROGRAM NEEDS ANALYSIS

Between 2008-09 and 2013-14, TCC's total student FTE's grew from 6,350 to 7,333 – a 15% increase over the past five years. (This includes state funded, contracted and student funded FTE's.) Between 2012-13 and 2013-14, TCC's state-funded FTE's grew from 5,928 to 6,120 – a 3% increase over the past year.

Through the Capital Analysis Model (CAM) the Washington State Board for Community and Technical Colleges (SBCTC) evaluates each 2-year College against a prototypical model for space allocated to educational and administrative functions based on student FTE (full time equivalent) and growth projections based on demographic data. The State Board conducted a "preliminary" CAM analysis update in June 2015 for 2017-19 project requests.

The CAM analysis forecasted significant shortages at Tacoma Community College in several types of "Instructional" spaces on campus, including Basic Skills Labs, Computer Labs, Library/LRC (Learning Resource Center), Physical Education and Faculty Offices. Overall, the state's CAM analysis for TCC forecasted there will be a 37% shortage of total "Instructional" space on campus in 2024 (as a percentage of the CAM allowance). To address these needs, these types of spaces have been planned by the college to be included in future capital project funding requests to the state, for example, a new Business and Humanities Center and a new Student Learning Commons Building.

The lack of space in buildings for the size of the student body translates to a shortage of technical and collaborative learning spaces on campus. Student services and learning support services are also undersized and housed in various locations across campus, creating challenges to access of these services for students.

EXISTING CONDITIONS

Tacoma Community College is situated on 150 acres in west Tacoma and is bordered by retail/commercial development, multi-family housing, and single-family residences. With the exception of baseball facilities at the NE corner of campus, approximately one half of the site remains largely undeveloped. A majority of this undeveloped acreage is designated as critical wetland area. The main campus currently consists of 28 buildings (plus miscellaneous storage annexes and shelters) encompassing 561,841 gross square feet of state owned facilities. Tacoma Community College also operates a campus in Gig Harbor that offers both credit and non-credit classes. The Gig Harbor campus is a college-owned facility providing 13,000 gross square feet. Total gross square feet for the combined campuses equals 561,841.

Existing utility services to the campus (gas, water, electric) are inadequate to meet currently planned development. At 48 years old, much of the existing on-site utility distribution networks built in 1966 need to be repaired or replaced to accommodate new construction projects and future campus development. The college also contains several buildings from the late 1960's which were not constructed to last this long and don't provide efficiencies in space utilization or program adaptation.

The City of Tacoma requires stormwater detention and wetland mitigation, where necessary, to secure building permits for all campus development projects that add impervious area. "In Lieu of" fees have not been accepted for campus stormwater management since 2005. The City previously expressed interest in providing a Regional Stormwater Facility on the east side of campus, although an agreement has not been reached. A campus wide approach to stormwater management may be prudent for the College to continue to investigate.

Fire lanes were also in need of upgrading to contemporary standards. In 2006 fire lanes on campus were widened to 20 feet to meet City of Tacoma requirements.

In 2009 the City of Tacoma changed the zoning designation of the Tacoma campus from Residential to Commercial Use, which fortunately ceased requirements for Conditional Use Permits on new projects. However some of the Design Standards related to Mixed Use Centers are inconsistent with the unique nature of a college campus. The new Harned Center for Health Careers was the first major project submitted under the new Design Standards. Fortunately the proposed exceptions were accepted by the City and did not create a permitting conflict. Discussions between TCC & the City are ongoing about working out a Development Regulation Agreement (DRA) to exempt future projects from some of the specific Mixed Use Center Design Standards.

The college has added 246 on-site parking stalls since 2009 to serve students, faculty & staff. More parking capacity has been identified in the Master Plan to serve future growth. The College has improved ways to maximize the use of existing parking development and encourage more use of public transit. With a transit hub located on the campus, TCC has greater opportunity than other colleges for encouraging use of public transportation. Ongoing discussions with Pierce Transit regarding the disposition of the Park & Ride facility on the SW corner of the main campus will continue with successive planning and development at the SW corner of the campus. TCC and Pierce Transit have also discussed the development of a Park & Ride on TCC's Gig Harbor campus.

PLANNING & DESIGN GUIDELINES

The Master Plan serves as a roadmap for the sequential development of new facilities and renovation of existing buildings. It aims to set the standard for development of buildings, infrastructure, campus landscape, community image, and college aesthetics, as well as enhance the quality of the learning environment and student support services. The planning and design guidelines make recommendations on the following physical components of the College:

- Campus Zones and Relationships
- Campus Pattern Vocabulary
- Buildings
- Transportation, Vehicular Circulation and Parking
- Pedestrian Circulation
- Open Space
- Edges and Gateways
- Diversity
- Landscaping

- Public Art
- Wayfinding & Signage
- Infrastructure

TCC has adopted a select array of qualitative facility objectives that are derived from Christopher Alexander's book, "A Pattern Language". Each of these six objectives should be considered for each building project. The intent is to enhance aesthetic unity and campus identity through the consistent implementation of these objectives.

- Sheltering Roofs

  Use roof overhangs to provide covered outdoor space; protect the building and users from the elements.

  Incorporate sloped roofs

- Connected Building

  Consider how exterior spaces, walkway connections and plazas can connect related facilities.

- Positive Outdoor Space

  Use outdoor space to bring campus order and to encourage social and academic interaction.

- Gateway

  Introduce campus entries and zones, frame views and improve campus orientation through the use of gateway elements, spaces between buildings and landscaping.

- Family of Entrances

  Implement a hierarchy of entrances through the use of entry height and orientation, finishes and materials.

- Roof Gardens

  Consider use of accessible roof spaces and green (planted) roofs

The most recent buildings on the main campus (since 2006) include elements that reflect the design vocabulary noted above, but also have begun to define a campus material palette. Future buildings should work within this palette to simultaneously provide campus unity and individual building identity through program, structure and site expression.

Here are some examples of this material palette:

- Warm color light to medium tone masonry as seen on the CAB, Science & Engineering, Early Learning Center, and Health Careers Buildings
- Green and red metal panels, fascia and flashing as seen on the CAB, IT, Art Gallery, Science & Engineering, Early Learning Center, and Harned Center for Health Careers Buildings.
- Other elements to consider are aluminum windows with non reflective coatings, minimized expression of concrete on building façades, and including metal or membrane roofs with a noticeable slope.

DEVELOPMENT RECOMMENDATIONS & IMPLEMENTATION PLAN

Since the 2009 renewal of the Long Range Facilities Master Plan, many changes have occurred on the TCC campus and with the state's capital funding process.

- More than half of the campus' physical plant and most of the underground infrastructure turned 48 years old in 2014.
- The new 69,000 square-foot H.C. Joe Harned Center for Health Careers received funding approval for Design in the 2009-11 biennium, however construction funding was not appropriated by the state until the 2013-15 biennium. The new building started construction in 2013 was completed for occupancy in September 2014.
- The state put a moratorium on new capital project funding requests from 2009-2013. Because the Center for Health Careers received funding for construction in the 2013-15 biennium, the state did not place TCC on the list of colleges allowed to submit a Project Request Report (PRR) in February 2014 for the 2015-17 biennium. Starting in 2014, the state also limited each of the allowable colleges to one PRR per biennium. Changes to the criteria on which the PRR's are scored were also introduced, generally favoring renovation and replacement projects over new growth projects. The new criteria eliminated the previous requirement to identify a new project under a singular category of either Growth, Replacement and Renovation, replacing it with a combination of "bundled" scoring based on a weighted proportion of each category. TCC plans to submit its next PRR in January 2016 for 2017-19 biennium Predesign/Design of a new Business and Humanities Center.
- The new outdoor Campus Commons area was constructed in 2013-14, coinciding with and adjacent to the construction of the Harned Center for Health Careers.
- The college decided to retain and renovate Building 9, converting it from offices to academic classroom/conference space. Constructed in phases in accordance with funding availability, phase 1 (exterior) was completed in 2013 and phase 2 (interior) will be completed in 2014 for Winter quarter 2015 occupancy.
- The Associated Students of TCC and the college Foundation partnered to commit a combination of COP and local funding for a new Health & Wellness Center. This addition and partial renovation to the Physical Education & Athletics Building 20 is currently in construction.
- Main campus perimeter landscaping improvements were performed along 12th and Pearl Streets in 2011, and along a portion of Mildred Street in 2014.
- Miscelllaneous access improvements between the east "lower" parking areas and the west "upper" campus have been designed. A new stairway serving parking lot K was constructed in 2012. New ramps along the east sides of Buildings 7 and 18 are scheduled for construction in 2015.
- New building identification signs were installed throughout the Main campus to indicate a new building numbering system that was implemented in 2011.
- New Parking Lot N with 109 new parking stalls will complete construction in 2014.
- A new traffic signal and re-alignment of the SE entrance to campus on 19th Street is being designed to address the current right-turn-only condition. The college is in discussions with the cities of Tacoma and Fircrest jurisdictions to procure joint approval of the project.
- A Feasbility Study was performed in 2013 for future Visual & Performing Arts additions to Buildings 2 and 5.

2015 Long Range Facilities Master Plan

Executive Summary

The 2013 Facilities Condition Survey summarized the conditions of many of the older buildings on the campus as follows, which continues to guide future facilities planning:

"The major problem with the older facilities at Tacoma Community College is the overall quality of construction. The buildings constructed prior to 1971 were financed through a on-time Tacoma School District local bond issue. The bond issue, as passed, was not sufficient to allow for high quality, long lasting construciton. Rising inflation further eroded the available construction funds, forcing additional cuts and comprimises in construction quality. The result has been buildings that reflect low first cost, are not constructed for a life-expectancy of 50 years or more, and many small buildings that do not provide for efficiences in space utilization or program adaptation."

PRIORITIZED LIST OF FUTURE FUNDING REQUESTS FOR MAJOR PROJECTS

The College has formulated a prioritized list of future capital projects from the analysis of enrollment trends, community needs, facility conditions, adjacencies of educational programs, capability of providing student services and learning resources. From these factors and many others, this 2014 update to the TCC Facilities Master Plan recommends the following high-priority projects be developed in Project Request Reports to be submitted in future funding requests:

- 2017-19 Biennium Funding Request:
    1. New Business and Humanities Center (BHC) – a combination of "growth" and "replacement", the project is planned to replace existing buildings 10, F1 & F2, and allow for growth in Business and Humanities programs. This project is TCC's highest capital priority.
- 2019-21 Biennium Funding Request:
    1. New Student Learning Commons Building (SLC) – , primarily in the "replacement" category, the project is planned to replace existing buildings 8, 19, L1 & L2. It also plans to move the existing Library from the south side of Building 7, allowing for its "Phase 2" renovation.
- 2021-23 Biennium Funding Request:
    1. Building 7 Renovation for Student Services (Phase 2) – primarily in the "renovation" category, the project is planned to consolidate the portion of Student Services activities that are currently in Building 14 into a single building. (The Phase 1 renovation on north side of Building 7 was performed in 2007 to house the other portion of Student Services activities.)

OTHER PLANNED FUTURE PROJECTS

- Visual and Performing Arts buildings additions/renovations, Buildings 2 and 5
- Gig Harbor Campus Expansion – Gig Harbor Peninsula Center addition
- Campus Perimeter Improvements – 12th Street Entrance, Mildred Street
- Environmental Studies Center/Wetlands Research Platform
- Cross-campus Promenade connection
- Perimeter Road Development
- Fire Loop / Campus Walkway Extension
- Athletics Amenities (Softball field, turf soccer field, tennis courts, lighting improvements)
- Maintenance & Operations Center – Building 1 Replacement

- Miscellaneous Infrastructure & Parking Improvements

The priority major projects are planned to submitted as Project Request Reports for state funding. Other future projects would be funded primarily through minor program improvements, repairs and local funds. Where possible, campus utility improvements will be made with major projects. The College is committed to the principles of sustainable design, engaging learning environments, and quality standards that will serve the College and community for decades to come.

CRITICAL CAPITAL NEEDS

The highest priority project identified in the Facilities Master Plan is the new Business and Humanities Center, followed by a new Student Learning Commons building. Together they will be transformational for the College in meeting the diverse social and learning needs of our students, and serving the broad reach of Business and Humanities education infused throughout the TCC curriculum. Completion of the Student Services Center through a second phase of renovation of Building 7 is also a critical need of the College, but it cannot occur until the current Library and learning resources move into a new Student Learning Commons building. Accomplishing these Master Plan steps is essential to the realization of Tacoma Community College's Strategic Plan 2014-2018.

For the full 2.I.1A EXHIBIT, click here

2020

Security and Fire Safety Report

for TCC Main Campus
and Gig Harbor Campus

TACOMA COMMUNITY COLLEGE

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A Message from the **President**

Ivan L. Harrell II, Ph.D. (President)

We are pleased to present the Tacoma Community College Annual Security and Fire Safety Report. The Tacoma Community College Public Safety Department has prepared this report to disseminate important information about Tacoma Community College, including:

- A Message From Public Safety
- The Clery Act
- TCC Public Safety Department
- Emergency and Crime Reporting and Response
- Access to Campus Facilities
- Drug & Alcohol Policies
- Smoking Policies
- Weapons Free Campus
- Sexual Assault Policies and Reporting Procedures
- VAWA (Violence against Women Act)
- Sexual Assault Education Programs
- Crime Prevention Programs
- Fire Safety
- Appendix (Definitions)
- TCC Crime/Fire Statistics

Tacoma Community College (TCC) provides this annual report to not only comply with the Clery Act, but also to make the TCC and broader community more aware of the safety and security issues that affect our campuses. Our goal is to have everyone assist in creating a safe and welcoming college environment.

At Tacoma Community College, the safety and well-being of our students, faculty, and staff are our top priority.

Thank you for your support.

Dr. Ivan Harrell

A Message from **Campus Public Safety Department**

Will Howard *(Campus Public Safety Supervisor)*

The Campus Public Safety Department is a professional team that's committed to promoting a safe and secure, educational, cultural, and working environment for students, faculty, staff and visitors.

At Tacoma Community College, we take the issue of Public Safety seriously and are committed to all necessary efforts to assure that our campus remains safe and secure. To do so, of course, requires not just the efforts of the Public Safety Department, but the cooperation and understanding of every member of the college community.

Our team is committed to providing our community with progressive, proactive, and professional services that are courteous and service driven. It is my expectation that the professionally trained members of our department are guided by integrity and a service-oriented mindset in ensuring the safety of our community.

We invite you to partner with us to maintain a safe and secure campus. Should you have any questions or concerns regarding our department, please feel free to contact me at whoward@tacomacc.edu.

Will Howard

Will Howard

Campus Public Safety

Clery Act

The Jeanne Clery Disclosure Act of Campus Security and Campus Crime Statistics Act (The Clery Act) requires that post-secondary schools, participating in the Title IV student financial aid programs, publish a statistical report of crimes occurring on or near the institutions campus and provide information about policies, procedures and programs. To comply with Clery, every institution must:

1. **Collect, classify and count crime reports and crime statistics.**
2. **Issue campus alerts** that provide to the campus community with information necessary to make informed decisions about their health and safety.Institutions must: *Issue a **timely warning** for any Clery Act crime that represents an ongoing threat to the safety of students or employees.*
3. **Issue an *emergency notification*** upon the confirmation of a significant emergency or dangerous situation involving an immediate threat to the health or safety of students or employees occurring on the campus.
4. **Publish an annual security report** by October 1st, that includes three years of campus crimes and fire statistics, campus security policies and procedures and information regarding programs available to educate the Tacoma Community College community on safety and crime prevention. Institutions must also inform prospective students and employees about the availability of the report.
5. **Report crime statistics** for campus, non-campus buildings or property, or public property that are within the campus or immediately adjacent to and accessible from the campus.
6. **Maintain a public, written crime log** that records crimes reported to the campus Public Safety office which occur on campus, on non-campus buildings or property, or public property that are within the campus or immediately adjacent to and accessible from the campus.
7. **Report fire statistics for each on-campus student housing facilities**. Currently Tacoma Community College has no on-campus student housing.
8. **Periodically review and maintan policies and procedures** relating to campus security and fire safety.
9. **Periodically review and maintan policies and procedures** relating to VAWA (Violence Against Women Act).
10. In addition to the requirements for all institutions, Tacoma Community College (TCC) maintains a Campus Public Safety Department that keeps a daily crime log of alleged criminal incidents that is open to public inspection.

Campus Public Safety Department

ABOUT CAMPUS PUBLIC SAFETY

Campus safety is a priority at Tacoma Community College (TCC) and the Campus Public Safety Department works diligently to maintain a safe and secure campus for all students, faculty, staff and visitors. The college takes great pride in the community and has many advantages for students, faculty and staff. The community is a great place to live, work and study; however that does not mean that the campus community is immune from situtations that pose a risk to person or property. With that in mind, TCC has taken progressive measures to create and maintain a safe environment on campus.

The Campus Public Safety Department reports to the Vice President for Administrative Services. Campus Public Safety provides campus security services to the TCC community 24 hours a day, 365 days a year.

Campus Public Safety is responsible for providing services for the Tacoma campus, located at 6501 S. 19th Street, Tacoma, WA 98466 and the Gig Harbor campus, located at 3993 Hunt Street, Gig Harbor WA 98335.

Public Safety Officers are non-sworn officers that do have the right to detain a person or person(s) for criminal offenses or at the request of a Police Agency. Public Safety officers are authorized to enforce college policies, state laws, county laws and city ordinances. Public Safety also assists all police agencies. Public Safety Officers have the right to demand identification to determine if a person is a student **(WAC 132v-121-060)**. Public Safety Officers will give notice against trespass to a person, persons, or group of persons against whom the license or privilege has been withdrawn or who have been prohibited from entering onto or remaining upon all or any portion of a college facility that is owned, leased, and/or operated by the college. Public Safety Officers will also issue citations for policy violations and traffic infractions.

Public Safety Officers wear navy blue shirts, have a gold and silver badge and carry handcuffs. Public Safety Officers patrol the campus in a vehicle, on foot, in a gem cart, on bikes or ATV. The Public Safety Office is located at 6501 S. 19th Street (Bldg. 14), Tacoma, WA. 98466.

LOCAL LAW ENFORCEMENT AGENCIES

While Tacoma Community College does not have formal agreements or memoranda of understandings regarding the investigation of criminal incidents in place with any law enforcement agency, Campus Public Safety has a close working relationship with the Tacoma Police Department, Pierce County Sheriff, Washington State Patrol, Gig Harbor Police Department and other law enforcement jurisdictions. The Campus Public Safety office works hand in hand with agencies, such as but not limited to, Law Enforcement, Fire Department, Investigators, Detectives, and Department of Corrections on arrests, warrants, missing persons, training's and any other matters where Campus Public Safety can be of assistance.

TCC recognizes that laws and rules are necessary for society to function and supports the enforcement of the law by governmental agencies and rules by officials of the college. All persons on the campus are subject to these laws and rules at all times. While the college is state property and constitutional protections apply, law enforcement officers may enter the campus to conduct business as needed.

PREPARATION OF ANNUAL CRIME AND FIRE STATISTICS

The Campus Public Safety Office prepares the "Annual Security and Fire Report" and discloses the annual crime and fire statistics to comply with the Jeanne Clery Disclosure of Campus Security and Crime Statistics Act using information obtained by the Campus Public Safety Department. The Clery Act is a complicated law that includes many requirements.

Campus Public Safety discloses all the incidents reported to the department that fall into any of the required reporting classifications as a statistic in the annual report. The Crime statistics are disclosed for the year they were reported in and not the year in which the incidents occurred.

Campus *Security Authorities*

To ensure that campus crime is not unreported, the Clery Act requires campus crime statistics include any crime that is reported to the local police agencies or campus security authorities; a broad designation that potentially includes many institutional personnel.

The regulations define a campus security authority as:

- A campus police department or campus security department of an institution.
- Any individual or individuals who have responsibility for campus security but who do not constitute a campus police department or a campus security department, such as an individual who is responsible for monitoring entrance into institutional property.
- Any individual or organization specified in an institutions statement of campus security policy as an individual or organization to which students and employees should report criminal offenses, or
- An official of an institution who has significant responsibility for a student and campus activities, including, but not limited to, student housing, student discipline, and campus judicial proceedings.

The crimes, arrest and disciplinary referral statistics on campus, in non-campus buildings or property, or public property include those reported to the Campus Public Safety Office and other campus officials with responsibility for student and campus activities:

- President of the College
- Vice President for Student Affairs
- Vice President for Administrative Services
- Athletic Department (all athletic coaches)
- All Early Learning Center Staff
- International Programs
- Human Resources
- Student Engagement
- All Program Advisors
- All Student Club Advisors
- All Directors and Deans

The following staff perform secondary duties as campus security and is therefore included:

- Director of Facilities
- Custodians
- Maintenance Staff
- Groundskeepers

The Campus Public Safety Department also obtains information from local law enforcement regarding the occurrence of crimes on public property within the campus or immediately adjacent to and accessible from the campus. This will include, Tacoma Police Department, Gig Harbor Police Department, Pierce County Sheriff, Washington State Patrol and Pierce Transit Police. The Capmus Public Safety Department collects all statistics and compiles them in accordance with the Clery Act.

This report provides statistics for the previous three years concerning reported crimes that occurred on campus, in certain off-campus buildings or property owned, leased, or controlled by Tacoma Community College. This report also includes institutional policies concerning public safety, such as policies regarding sexual assault, alcohol, and drugs.

The Campus Public Safety Department is not required to obtain fire statistics because we do not have Residential Halls. On or before October 1st each year, a copy of the “Annual Security and Fire Safety Report” (ASR) will be available at the Campus Public Safety Office, located at 6501 S. 19th Street (Bldg. 14), Tacoma, WA 98466. The ASR will also be available on the college website, the intranet and is also emailed to all employees and students.

For the full 2.I.1B EXHIBIT, click here

TACOMA COMMUNITY COLLEGE

Information Technology

Our Services at a Glance

- Campus Email
- Campus File Storage and Backup
- Campus Network
- Campus Pay-for-Print
- Campus VPN
- Campus Wireless
- Classroom/Lab Computer Support
- Classroom Technology Support
- ctcLink Tier 1 Support and Security Roles
- Enterprise Content Management
- Home Use Software (O365 & Antivirus)
- IT Training
- Multifunction Copier/Printers
- Office 365
- Server Hosting
- Staff/Faculty Computer/Tablet Support
- TCC Application Development
- Telecommunication & Phone Systems

How do I get help?

FACULTY & STAFF

Call the IT Help Line at **460.HELP (4357),** email **ITSupport@tacomacc.edu,** or submit a support ticket at **tcclearn.tacomacc.edu**.

STUDENTS

Call the eLearning support line **566.5176,** email **elearning@tacomacc.edu,** or consult the eLearning at **tcclearn.tacomacc.edu**.

TACOMA COMMUNITY COLLEGE

INFORMATION TECHNOLOGY STRATEGIC BUSINESS PLAN 2018

AUGUST 1, 2018

Welcome & Introduction

Welcome to the Tacoma Community College IT Department Strategic Business Plan! We embarked on this planning process in early 2018, with a goal of producing a finished strategic business plan in the summer of 2018.

Tacoma Community College is in the process of developing and implementing a comprehensive, multi-year Strategic Plan tentatively finished in February of 2019. This IT Strategic Business Plan will become part of the greater Tacoma Community College Strategic Plan and be adjusted accordingly and as-needed in relation to the finished TCC Strategic Plan in 2019.

TCC's Commitment

Create Learning | Achieve Equity |

Engage Community | Embrace Discovery

About TCC

Tacoma Community College (TCC) is a public, two-year institution of higher education authorized by the State of Washington under the Community College Act of 1967. The college offers comprehensive educational and service programs to meet the needs of the students and communities served. The main campus, located on 150 acres in Tacoma, Washington, provides educational opportunities and resources for the estimated 812,000 residents of Pierce County. The college also provides programs at a second campus in nearby Gig Harbor and at the Washington Corrections Center for Women in Purdy, Washington and the Mission Creek Corrections Center for Women in Belfair, Washington.

TCC provides Associate degrees in Arts and Sciences, Biology, Business, Elementary Education, Pre-Nursing, and Science for students with university transfer intent. The college also offers twelve degrees and a variety of certificates through its professional/technical programs. Basic reading/writing and math skills, GED testing, I-BEST (Integrated Basic Education and Skills Training) and EAP (English for Academic Purposes) are offered primarily as pre-college programs. In addition, a Corporate and Continuing Education Division offers customized training for the business and corporate sector and personal enrichment activities for the community.

Tacoma Community College (TCC) is a member of the State Board for Community and Technical Colleges of Washington State. With an enrollment of around 4,000 full-time and 2,800 part time students, TCC is accredited by the Northwest Commission on Colleges and Universities.

The college's student body reflects the diversity of its urban locale. In the 2012-13 academic year, 64% of TCC students were female and 36% male; 51% of students were under age 26 and 49% age 26 or older; and 55% of students were white, while 45% were students of color. In the same year, 48% of students intended to transfer, 32% intended to pursue workforce training, 8% intended to pursue basic skills (transitional studies), and 12% indicated other educational intentions. Five hundred nineteen international students and approximately 870 students with documented disabilities attended TCC.

For the full 2.I.1D EXHIBIT, click here

TACOMA COMMUNITY COLLEGE ADMINISTRATIVE POLICY

Information Technology Security

Section:	President's Authorization:
III. ADSV 504	President's Signature — Date: 1-11-2018

Initial Adoption Date: January 10, 2018
Prior Revision Dates:
Last Revision Date:

PURPOSE:
Tacoma Community College (TCC) places a high priority on IT security; seeks to deploy technology which meets organizational objectives while protecting system and network security, data integrity, and confidentiality; and seeks to operate in a manner consistent with the goals of the Washington State Office of the Chief Information Officer (OCIO) and SBCTC IT Security Policies to maintain a shared, trusted environment for the protection of sensitive data and business transactions. This policy establishes the basis upon which college Information Technology (IT) security standards and practices will be created, guiding the appropriate risk mitigation to ensure an effective and secure environment for IT processing and college-related activities.

TO WHOM DOES THIS POLICY APPLY:
Individuals or groups of individuals responsible for overseeing, managing, or implementing applicable programs and services where information technology is deployed at Tacoma Community College.

REFERENCES
RCW 42.56 Public Records Act
Washington State OCIO Policy 141 – Securing Information Technology Assets
Washington State OCIO Policy 141.10 – Securing Information Technology Assets Standards

POLICY
The college will create, maintain, and review annually an IT Security Program, which will outline specific measures and standards necessary for balancing college educational, business, and IT Security objectives, and ensuring compliance with legal mandates or applicable policies. The scope of this program includes the security of IT facilities; electronic data; off-site data storage; computing and telecommunications equipment; application-related services furnished by TCC,

other state agencies, or commercial concerns; internet-related applications and connectivity; and/or any other areas necessary to mitigate IT-related risks. TCC's IT Security Program, and associated processes, procedures, and practices may contain information (confidential or private) about the agency's business, communications, computing operations, or employees. Persons responsible for handling and/or distribution of the IT Security Program should consider the highly sensitive nature of the information as well as related statutory exemptions from public disclosure and limit distribution to authorized entities and individuals with a legitimate need to know.

Workstation Replacement Standard
Tacoma Community College / Information Technology Department

Originator:	Clay Krauss, IT Director Jason Sandusky, Technology Support Manager	**Included:**	**[ ] Policy** **[X] Standard** **[ ] Procedure**
Approved By:	Clay Krauss, IT Director		
Approval Date:	9/15/2020		

Purpose:

The purpose of this IT standard is to communicate guidelines for administrative and instructional computer replacements. The document defines computer classroom and lab, faculty and staff workstation (desktop and laptop) specifications and standards that are deployed by the IT department to Tacoma Community College. The document also describes target timelines for replacement cycles.

Definitions:

Laptop: An end-user workstation which typically has a built-in keyboard and monitor and is optimized for portability.

Desktop: An end-user workstation which type has a separate keyboard and monitor and is not portable.

Tablet: A portable mobile device whose keyboard is typically onscreen, but lacks full computing power and functionality.

Hybrid: A portable mobile device which performs as a laptop, but has touch-screen capabilities and sometimes tablet-like form-factor convertibility.

Standard:

This standard is administered by the Director of IT, Manager of Technology Support, and the desktop support team.

Instructional Computer Classroom and Lab Workstations

Unless planned otherwise by IT in accordance with instructional stakeholders, instructional classrooms and computer labs will be replaced by like form-factor devices.

Faculty/Staff Administrative Workstations

Pre-COVID considerations:

- Employees are issued desktops by default depending on the functional requirements of the position or assignment..
- Employees with demonstrated permanent need for a mobile workstation will be issued a laptop and dock on condition of their supervisor/director approval.

- If an employee is required to move from a desktop to a laptop before the desktop replacement is due, their department will fund the new laptop. The desktop will be recovered by IT for reassignment.

Post-COVID considerations:

- Employees are issued laptops and docks.
- Employees can specifically request a desktop with demonstrated appropriateness of a non-mobile solution on condition of their supervisor/director approval.
- If an employee is required to move from a desktop to a laptop setup before the desktop replacement is due, their department will fund the new laptop and dock. The desktop will be recovered by IT for reassignment.

Multiple Devices:

- If an Employee needs a workstation, they will be issued one workstation device.
- Multiple devices are not encouraged due to support and equipment costs. Departments may fund multiple devices for an employee from department budgets. Such devices will not be part of the replacement cycle.

Replacement Program

- At the start of each fiscal year, IT purchases replacement workstations based on available funding, focusing on the oldest devices in the fleet.
- The target replacement cycle for workstations is four years as we have found this to be the optimal spot for support and functionality needs. Actual replacement cycle is dependent on available funding.
- Unless planned otherwise by IT, employee workstations will be replaced by a like form-factor (laptop/desktop) device.
- Unless planned otherwise by IT in accordance with instructional stakeholders, instructional classrooms and computer labs will be replaced by like form-factor devices.
- Employee's primary issued devices will be replaced. Secondary, tertiary, or other devices will not be replaced and considered out of scope of the replacement cycle.
- If a user is required and approved to move from a desktop to a laptop at the time their computer is due for a replacement, their department will pay the difference between the two models.

Specified models are determined by available budget, market offerings, and minimal effective requirements of general users.

Revision History:

Original Author:	Originally Approved by:	Original Approval Date:	
Clay Krauss/Jason Sandusky	Clay Krauss	9/15/2020	
Revision Made by:	Revision Approved by:	Revision Approval Date:	Revision Notes:

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

TECHNOLOGY SOLUTIONS GROUP

December 5, 2018

Clay Krauss
Director of Information Technology
Tacoma Community College
6501 South 19th Street
Tacoma, WA 98466

INDEPENDENT ACCOUNTANT'S REPORT ON APPLYING AGREED-UPON PROCEDURES

To the management of Tacoma Community College(TCC)

We have audited the compliance of the Tacoma Community College with the requirements which were agreed to by management of Tacoma Community College solely to assist in evaluating your agency's compliance with the Office of the Chief Information Officer's *Standard No. 141.10 Securing Information Technology Assets (Nov 2017)*.

Tacoma Community College's management is responsible for the agency's information technology security policies and information systems. This agreed-upon procedures engagement was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. Those standards require that we plan and perform the audit to obtain reasonable assurance Tacoma Community College has complied with the requirements of the OCIO. An audit includes examining, on a test basis, evidence about Tacoma Community College's policy compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our audit provides a reasonable basis for our opinion. Our audit does not provide a legal determination of the Tacoma Community College's compliance with those requirements.

The results of performing the procedures referenced above are also shown in the files provided electronically:

- *3 2018 TCC OCIO Schedule of Documentation Required_Final.pdf*
- *6 2018 TCC On-site Worksheet _Final.pdf*
- *3 2018 TCC OCIO Schedule of Documentation Required_Recommendations.pdf*

Tacoma Community College *is in compliance* with all requirements, and in all material, respects as noted in the attached documents, with the requirements referred to above.

This report is intended solely for the information and use of the management of the Tacoma Community College and is not intended to be and should not be used by anyone other than these specified parties. However, this report is a matter of public record, and, while its distribution is not limited, it may contain information that is exempt from public disclosure as defined in RCW 42.56.420.

Sincerely,

Jerry Simmons
TSG Associate

Completion Date: December 5 2018