

AGENDA

Board of Trustees
Bob Ryan-Chair
James Curtis-Vice Chair
Gretchen Adams
Lois Bernstein
Liz Dunbar

Co-Presidents
Mary Chikwinya
Bill Ryberg

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

Board Mission and Vision:
The Board will govern with a style that emphasizes 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.

- | | |
|--|-----------------------------|
| I. CALL TO ORDER | Bob Ryan |
| II. GENERAL MATTERS | |
| A. Changes/Approval of Agenda | Bob Ryan |
| B. Approval of Minutes | Bob Ryan |
| C. Introductions & New Hires | Vice Presidents |
| D. Correspondence | Co-Presidents |
| E. Board Report | Bob Ryan |
| III. PRESENTATION | |
| A. TCC All Washington Academic Team: <i>Jamie Johnson & Georges Camille Motchoffo Simo</i> | Mary Chikwinya |
| B. Student Voice: <i>Stephon Shaw, Student, Men's Basketball player, and Men of Distinction cohort</i> | Jason Prenovost |
| IV. NON-ACTION ITEMS | |
| A. Pathways to Completion: Progress and Self-Assessment | Katie Gulliford |
| V. ACTION ITEMS | |
| A. Table Budget Reserves Approval | Bill Ryberg |
| B. Approval of Course Fees for New Courses Only | Tod Treat |
| C. Approval of Professional Leave | Analea Brauburger |
| D. Approval of Presidential Selection | Bob Ryan |
| VI. REPORTS | |
| A. Associated Students | Kerry Ramroop |
| B. Faculty | Dave Howard |
| C. Classified Staff | Jill Merritt |
| D. Foundation | Tony Lindgren |
| E. Legislative | Bill Ryberg |
| F. Co-Presidents | Mary Chikwinya, Bill Ryberg |
| VII. PUBLIC COMMENT/REMARKS | Bob Ryan |
| VIII. EXECUTIVE SESSION | Bob Ryan |
| Under RCW 42.30.110, an executive session may be held for the purpose of receiving and evaluating complaints against or reviewing the qualifications of an applicant for public employment or reviewing the performance of a public employee; consultation with legal counsel regarding agency enforcement actions or actual or potential agency litigation; considering the sale or acquisition of real estate; and/or reviewing professional negotiations. | |
| IX. BOARD ACTION AS A RESULT OF EXECUTIVE SESSION | Bob Ryan |
| X. ADJOURNMENT | Bob Ryan |
| Interpreters for people with hearing impairments and Braille or taped information for people with impairments can be provided. Please contact Kelly Maxfield, Office of the President at 6501 South 19 th St., Tacoma WA 98466; Tel: 253/566-5169 or e-mail kmaxfield@tacomacc.edu . | |

**Tacoma Community College
Board of Trustees Regular Meeting
February 21, 2018 4:00 p.m.
College Board Room #120, Building 12**

MINUTES

Board Members

Bob Ryan
James Curtis
Gretchen Adams
Lois Bernstein
Liz Dunbar (via conference call)

Administration/Faculty/Staff/Guests

Mike Goncharuk	Pattie Green
Janine Mott	Rain Coley
Joe Shannon	Greg Randall
Bill Ryberg	Sultana Shabazz
Cliff Frederickson	Kim Ward
Dolores Haugen	Emily Jones
Will Howard	Krista Fox
Liz Felizardo	Valerie Robertson
Beth Brooks	John Falskow
Sonja Morgan	Carol Avery
Kelly Maxfield	Sarah Lewandowski-Noble

I. CALL TO ORDER

Chair **Ryan** called the meeting to order at 4:02 p.m.

II. General Matters

A. Changes/Approval of Agenda

MOTION: Upon a motion by Board member **Bernstein** the Board unanimously approved the agenda as submitted.

B. Approval of Minutes:

January 10, 2018 Board Meeting

MOTION: Upon a motion by Board member **Adams** the Board unanimously approved the minutes of the January 10, 2018 Board Meeting.

C. Introductions

There were no introductions of new employees this month.

D. Correspondence

Co-President Ryberg read a letter from the **Washington Student Achievement Council's State Approving Agency** who conducted a compliance survey of our veterans' programs on December 28, 2017. Records were randomly selected from a list of veteran students at Tacoma Community College. No findings were registered by the auditors. TCC staff are to be complimented on the general good condition of the student records. All information was provided in a timely fashion by the college. No further action is required of TCC and the auditors thanked us for our cooperation during the survey.

E. Board Report

Board Member **Adams** attended the January TCC Board meeting and the TCC Foundation Board meeting. She hosted a table for the Foundation Reach Higher Luncheon on February 6. She attended the ACT Transforming Lives dinner in Olympia on January 23 as well. Her community meetings included the Tacoma-Pierce County Chamber of Commerce Horizon Breakfast, two Tacoma Rotary lunches, and a COMTO chapter meeting. In Olympia, she attended the Senate Committee meeting to repeal I-200.

Board Member **Bernstein** attended the January TCC Board meeting, the TCC Legislative Council, and the January 30 Presidential Search Committee meeting. She also was present at the TCC Foundation Reach Higher Luncheon on February 6. Her community meetings included the Tacoma-Pierce County Chamber of Commerce Horizon Breakfast. Lois attended

the ACCT National Legislative Summit in Washington DC, February 11-14, where she spoke with our representatives in the House and Senate about education budgets and DACA issues.

Board Co-Chair **Curtis** attended the January TCC Board meeting and the January 30 Presidential Search Committee meeting. He also was present at the TCC Foundation Reach Higher Luncheon on February 6. James travelled to the ACCT National Legislative Summit in Washington DC, February 11-14, where he met with our representatives in the House and Senate about education budgets and DACA issues. He attended the ACT Legislative Conference on January 22-23 and the Transforming Lives Awards dinner on the 23rd.

Board Chair **Ryan** attended the January TCC Board meeting and was present at the TCC Foundation Reach Higher Luncheon on February 6. Bob attended the ACT Legislative Conference on January 22-23 and the Transforming Lives Awards dinner on the 23rd.

Board Member **Dunbar** attended the January TCC Board meeting and was present at the TCC Foundation Reach Higher Luncheon on February 6. She also attended the February 7 Multicultural Advisory Council meeting that featured a presentation by Tacoma Housing Authority Director Michael Mirra and TCC Co-President Mary Chikwinya.

III. PRESENTATION

Student Voice – Rain Coley, TCC 2018 Transforming Lives Award student:

Rain Coley was introduced by Professors Pattie Green and Carol Avery who asked her to share her experience as a Tacoma Community College student. Rain did not finish high school, became a mother at a young age, and struggled with homelessness. In 2013, her husband left the military and she felt their financial safety cushion as a family was slipping. Rain decided to return to school to find a career. She was interested in the Diagnostic Medical Sonography Program but struggled with her confidence and questioned her ability to succeed. When she feels like quitting, she looks at her two daughters for motivation. Rain is in her second quarter of the 21 month, 7 quarter program. More than 100 students apply and approximately 20 are picked for enrollment.

Pattie Green and Carol Avery nominated Rain for the 2018 ACT Transforming Lives Award due to her tenacity in tackling a rigorous program and taking advantage of every support service available at TCC, including the MARC and the Writing & Tutoring Center. She spent many hours in her professor's offices seeking assistance with her studies. Rain is also a member of the Phi Theta Kappa Club on campus.

IV. ACTION ITEMS

A. Approval of Exempt Contract Roll Over – Beth Brooks

MOTION: Upon motion by Board Co-Chair **Curtis**, the Board unanimously approved the Exempt contract roll over.

B. Approval of Instructional Calendar for 2019-2020 – Joe Shannon

MOTION: Upon motion by Board member **Adams**, the Board unanimously approved the 2019-2020 Instructional Calendar.

C. First read of Course Fees for new courses only – Joe Shannon

MOTION: Upon motion by Board member **Bernstein**, the Board unanimously approved the first read of Course Fees for new courses only.

D. First read of Increase to Budget Reserves – Bill Ryberg

MOTION: Upon motion by Board member **Adams**, the Board unanimously approved the first read of the Increase to Budget Reserves.

Board members asked for the 90-day reserve financials to be updated for the second read of the motion and policy change at the March Board meeting.

V. NON-ACTION ITEMS

A. Capital Budget Funding Update – Bill Ryberg

Bill reviewed the TCC capital project funding status with the Board. Several projects, amounting to approximately \$1.8 million dollars, will not receive reimbursement from the state supplemental budget. We will be reimbursed for the Department of Energy ESCO Project for \$649,191. Gig Harbor fire sprinklers, Building 18 HVAC, preventative maintenance, and repair & minor improvements will be reimbursed as well. The Building 11 exterior cladding replacement costs are a maybe at this point.

B. Pathways to Completion: WCCW – Emily Jones

Emily is one of nine Education Navigators in the state community college system that assist incarcerated students with re-entry planning and enrollment support. The services provided by these navigators assist 441 students in correction center classrooms. Currently there are 15 students enrolled in community colleges, nine of which are TCC students. The largest obstacle to the students reentering society is safe and affordable housing. The TCC partnership with Tacoma Housing Authority provides up to 25 vouchers for our formerly incarcerated students. Our SPRUCE and Workforce programs also provide support for students.

C. Emergency Operations Update – Will Howard/Greg Randall

Will and Greg updated the TCC Incident Command System Team (ICS) goals of campus safety, which include learning our gaps, finding resources, creating relationships, and having bi-annual drills. The team attended hands-on emergency training at Portland State University last year. They continue to educate the campus community about public safety via classroom visits, the TCC Ready page on the web site, and a quarterly reminder to sign up for TCC Alerts.

<http://www.tacomacc.edu/resourcesandservices/security/tccready/>
http://www.tacomacc.edu/resourcesandservices/security/tcc_alerts/

Four of the ten emergency towers have been installed on campus and the remainder will be operational by the fall 2018. Public safety has a relationship with Pierce County Emergency Management and the City of Tacoma. Tacoma Police and Fire are the campus first responders and have a mutual aid agreement with Fircrest and University Place for back up assistance.

Public Safety would like to have a campus-wide active shooter drill in the near future. They will seek campus and leadership endorsement for the time and location of the drill. From this drill, the ICS hopes to identify our gaps, work to improve communication, and be campus ready in case of an incident.

Board member Dunbar requested regular updates from ICS and Public Safety at future Board meetings.

D. President Search Committee Update – James Curtis/Lois Bernstein

The Search Committee has selected ten applicants to interview for the position. The interviews will occur very soon at a confidential site. Three final candidates will be disclosed on March 12 to the campus. The Committee asks their names be kept strictly confidential to protect the candidates. Forums are being organized for the campus community to meet the individuals chosen during the week of March 12-16. More information to come.

VI. REPORTS

A. Associated Students Report – Kerry Ramroop, ASTCC President:

- Since the last board meeting, three Art & Lecture events have occurred including David Kirkland who drew 190 attendees.
 - The Winter Wonderland event on Friday, January 26 had over 100 in attendance.
 - The 4-part Saturday "Identity & Culture" series has 40 students registered with part 4 occurring on February 24.
 - On Saturday, February 17, CASA/MECA held the Men's Summit with 60 students in attendance. The summit was very engaging and motivating.
- B. Faculty Report—Dave Howard, Faculty Union Representative:**
- No faculty report for February.
- C. Classified Staff Report - Patti Hermoso, Classified Staff Representative:**
- Classified Staff are working on their "Outstanding Classified Staff" Award. Deadline for submittals is March 30, 2018.
 - On January 24, the group met to discuss personnel issues, professional development training, orientation, and exit interviews with Human Resources.
 - HR has provided data surrounding the hiring and promotional rates of current classified staff members at TCC.
 - Patti and the classified group recognized the hard work and dedication of Eleanor Boyce in Financial Aid. She tirelessly worked through the ctcLink issues with other departments, assisting the students diligently so they could concentrate on their studies. Kudos to Nor.
- D. Foundation Report – Brandon Ervin, TCC Foundation Secretary**
- The Foundation's February 6 Higher Learning was a great success, raising a record \$73,000 in donations.
 - The ability to give scholarships and have an emergency fund helps students who attend TCC to bridge the gap and focus on their education.
 - Thank you to the Board Trustees, Professor Mary Fox, TCC Alumni Andrew Stout, OSE President and student Kerry Ramroop, and the Leadership Team for their attendance and commitment to the Foundation.
- E. Legislative Report – Bill Ryberg, Co-President and VP for College Advancement:**
- Bill, Lois Bernstein, and James Curtis attended the ACCT National Legislative Congress in Washington DC on February 11-14. Jake Tapper of CNN was one of the main speakers. There is great concern in our country about many legislative issues and attending the conference was a great opportunity to speak directly to the insiders involved in these decisions.
 - One important issue to pay attention to is H.R. 4508 – The Prosper Act. It creates a path to monetize students and fine institutions on their non-completer students. It will ask community colleges to pay back federal dollars if students do not complete their degrees or transfer to four-year universities before reaching a two-year degree.
 - Bill, Lois, and James met with Washington State Congressional members Maria Cantwell, Patty Murray, Danny Heck, and Derek Kilmer to discuss how budgets will affect TCC and other higher education institutions.
 - In Washington State, negotiations in both the House and Senate are occurring on the biennial supplemental budgets. So far, budgets in both chambers appear to be positive for Tacoma Community College.
- F. Co-President's– Bill Ryberg**
- The Executive Director for Equity & Inclusion position is posted but the Leadership Team feels it is prudent to delay the process. Candidates need to know whom we hire as president to lead our campus and the new president needs to have input in the process. HR is notifying the current applicants regarding the delay in the process.
 - Leadership Team has approved an interim Vice President for Administrative Services to work at TCC for 2.5 days per week. Bill Saraceno, a retired Senior Vice President from Columbia Basin College will start on campus on March 5.

- Clark Nuber has been awarded the contract for the 2016-17 audit. They will start their work on March 5.

VII. PUBLIC COMMENT/REMARKS

Attorney General Richard Brady welcomed Morgan Matoskey, a TCC Paralegal Program student and a Washington Attorney General's Office Receptionist. The last three Paralegal's in the AG Office have come from the Tacoma Community College program. Congratulations on a great program.

VIII. EXECUTIVE SESSION

At 5:59 p.m., Board Chair **Ryan** announced that the Board would adjourn into Executive Session for approximately 15-25 minutes to discuss personnel matters.

IX. BOARD ACTION AS A RESULT OF EXECUTIVE SESSION

At 6:25 p.m., the open board meeting reconvened. As a result of executive session, no action was taken by the board.

X. ADJOURNMENT

There being no further business, the meeting was adjourned at 6:35 p.m.

Robert Ryan, Chair

Tacoma Community College

Course Fees New Courses Only March 21, 2018

BACKGROUND

The Board of Trustees regularly approves changes in the course fee schedule. Course fees on state supported courses are fees attached to individual courses to recover costs associated with consumable equipment and supplies used by students. Course fees on self-supported classes are attached to recover all costs associated with the course. The Board Approved fees are maintained through the Office of the Executive Vice President.

STATUS

A list of requested additions and changes is attached. Only new courses are included in the current request.

RECOMMENDATION

The Co-Presidents recommend that the Board of Trustees approve the proposed course fees for these courses.

Proposed Student Course Fees for 2018-19

Course	Supply/Equipment /Printing	Current Fee 2017-18	Proposed Fee	Explanation
CHP 300	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHP 305	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHP 310	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHP 315	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHP 320	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHP 325	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHP 330	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHP 335	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHP 340	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHP 400	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHP 410	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHP 420	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHP 430	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHP 440	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHP 490	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHRC 400	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHRC 410	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)
CHRC 420	Equipment	\$ -	\$ 10.00	software licenses for online learning tools (conferencing tools, EHR, etc)

TACOMA COMMUNITY COLLEGE

PROFESSIONAL LEAVE

March 21, 2018

BACKGROUND

The Board of Trustees of Tacoma Community College has the authority to grant professional leave to full-time, tenured faculty members with three years of full-time teaching experiences in the Negotiated Agreement between the Board of Trustees of Tacoma Community College and the TCC Federation of Teachers. The purposes of professional leave are to provide the academic employee an opportunity to improve, extend or renew his or her professional skills through a plan of study, research or creative work, and to provide needed and useful services to the College upon the academic employee's return.

The 2017-18 Professional Leave Committee members are:

Craig Cowden- Social Science Chair/Professor

Kathy Brown- Counselor

Lia Felizardo- Clinical Consortium Coordinator/Diagnostic Medical Sonography Professor

Sellie DeMarco- Mathematics Professor

Analea Brauburger- Dean of Organizational Learning & Effectiveness (OLE)

Should the award of leave be approved, the leave will be announced publicly at Spring PDD (April 27, 2018).

STATUS

The 2017-18 Professional Leave Committee recommended to Co-Presidents Mary Chikwinya and Bill Ryberg that the application for leave be approved for Mike Flodin.

The 2017-18 Professional Leave Committee recommended to Co-Presidents Mary Chikwinya and Bill Ryberg that the application for leave be approved for Wendy Fein.

RECOMMENDATION

The Co-Presidents recommend the Board of Trustees grant faculty professional leave to Mike Flodin for Spring Quarter 2019.

The Co-Presidents recommend the Board of Trustees grant faculty professional leave to Wendy Fein for Winter Quarter 2019.

Date: March 1 , 2018

To: Co-Presidents Mary Chikwinya and Bill Ryberg

From: Professional Leave Committee: Craig Cowden, Social Science Chair/Professor; Kathy Brown, Counselor; Lia Felizardo, Clinical Consortium Coordinator/Diagnostic Medical Sonography Professor; Analea Brauburger, Dean of Organizational Learning & Effectiveness

Subject: Recommendation for Professional Leave for 2018-2019

In accordance with the provisions of the *Negotiated Agreement*, the Professional Leave Committee met January 22, 2018, to review and discuss applications for professional leave for next year. The Committee achieved consensus in recommending approval of the following professional leave proposals for the 2018-19 academic year.

Wendy Fein, Transitional Studies, Winter Quarter 2019

During the Winter Quarter, Wendy Fein will . . .

- learn more about the people, history and culture of SE Asia while volunteering to teach English
- Develop stronger teaching skills and strategies while working with ESL students.
- integrate those experiences and acquired knowledge into her Contemporary World Issues, Health Science and math curriculum
- Share her teaching and cultural experiences with faculty and staff through professional development opportunities upon her return

Wendy submitted a proposal that includes the following activities:

- Teaching English to the Hill Tribes in Northern Thailand and in urban/rural regions of Cambodia and Vietnam
- Participating in rural and urban home stays in SE Asia, visiting local schools
- Exploring the cultural and historical regions including: Siem Reap, Killing Fields, Vietnam Memorial sites, museums and other educational sites and programs

Wendy has linked her proposal to all four of the College's core themes – *Create Learning, Achieve Equity, Engage Community, and Embrace Discovery*. She has outlined her plan for replacement while gone and has connections to PD at TCC, SBCTC and other local agencies where she plans to share the information gained through her experiences.

Mike Flodin, Mathematics, Spring Quarter 2019

During the Spring Quarter, Mike will . . .

- Improve his teaching related to diversity issues in mathematics
- Increase collaboration between the math departments of TCC and UWT
- Enhance coordination and articulation to improve success for students transitioning from TCC to UWT

Mike submitted a proposal that includes the following activities:

- Audit (unofficially) TEDCU 473, Math, Power, & Society- he has permission from the instructor, Julia Aguirre.
- Attend all UWT math department meetings as a visitor. Math department Coordinator, Ryan Card, has provided a letter of support for his attendance and participation.

Mike has linked his proposal to all four of the College's core themes – *Create Learning, Achieve Equity, Engage Community, and Embrace Discovery*. This proposal includes aspirations to create clearer transfer guidelines and aligns directly with our Guided Pathways efforts at TCC.

Notes typed on 1/23/2018 by Analea Brauburger from meeting on 1/22/2018 1:45pm-3:00pm

In attendance:

Craig Cowden

Analea Brauburger

Kathy Brown

Lia Felizardo

Sellie DeMarco

Meeting began with pleasantries, offered chocolates, and a reading of the Contract Language surrounding the Professional Leave Guidelines.

Analea (administrative chair) had all documents pulled up on the TLC 9-102 computer and ready to share. All documents had been submitted through the Canvas application and one of the applications was also sent through email (but was also in the Canvas site, too).

Two applicants were announced: Mike FLodin and Wendi Fein.

The first applicant's documents were read: Mike FLodin. All submitted documents were read and viewed on the big screen. The document reading started with the support letters from Mike's Dean and Chair and then the email from UWT professor/instructor and a faculty member in the math department was read followed by his online application in the excel format and his resumé was passed out for committee members to read. Committee commented that Mike's application seemed to fit all the requirements for professional leave and followed the guidelines well for the evaluation of the application, too.

All submitted documents were viewed on the big screen and read: Wendi Fein. The reading began with the letter or support signed by both the Dean and Director of Wendi's program. Her resume was passed around and viewed on the big screen and then her example teaching documents (lesson plan documents) and her entire application was read, as well. Comments were made that her life and volunteer experience made us feel like we had boring lives. Analea commented that she wanted to talk to Wendi about her service in New Orleans, as they were there at the same time.

COMMITTEE RECOMMENDATIONS:

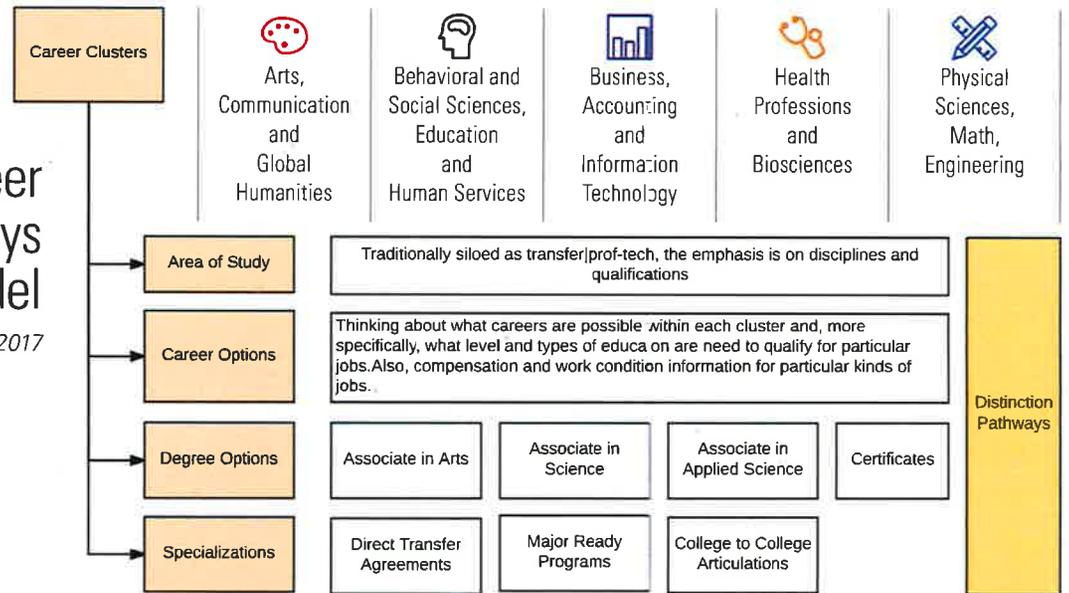
The committee supports BOTH applications unanimously. The committee is impressed by the scope and strength of the projects proposed and how they will benefit the college and TCC students. The enthusiastic support provided by the deans was included and indicated their support for applicant replacement during the leave periods requested.

To the committee's knowledge both applicants have met all requirements of professional leave as outlined in the contract. Our committee justifiably recommends both applications given that each are requesting only one quarter in year 2019. This two quarter investment appears to be an opportunity with big return for TCC students and the college, as a whole.

Tacoma Community College Pathways to Completion **PROGRESS**



Career Pathways Model October 2017



Declared and Prepared Advising Model

Updated for Guided Pathways
October 2017

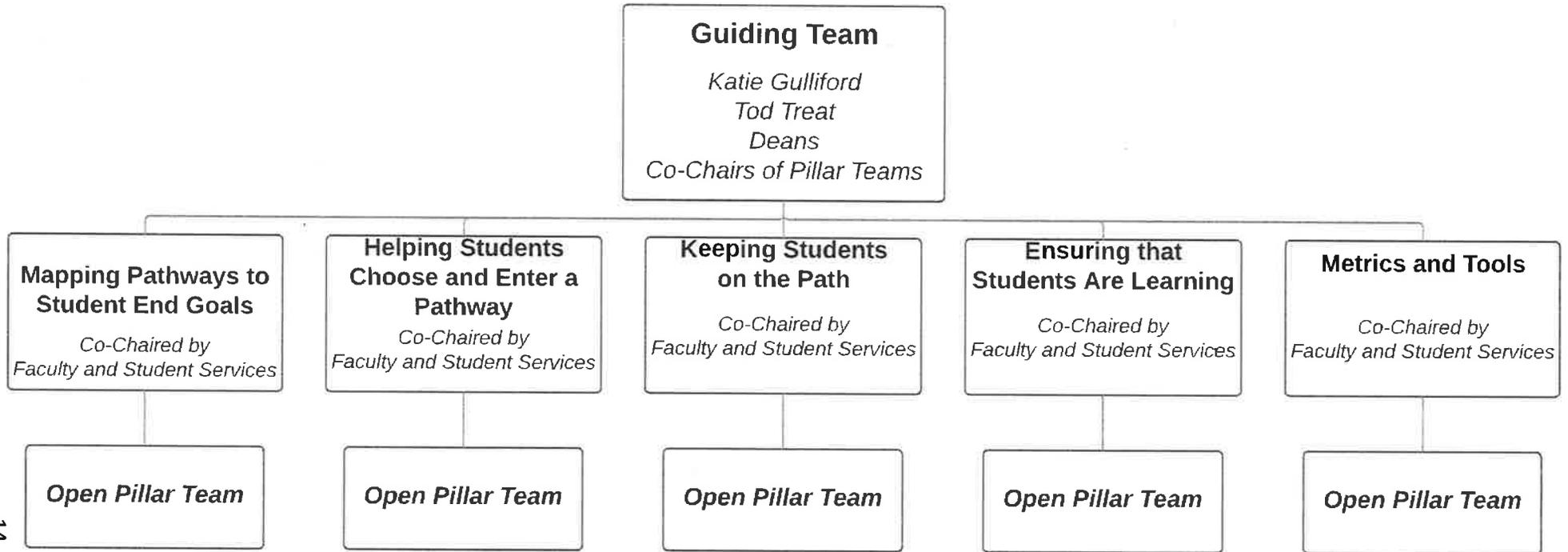
Student Experience	Connection	Beginning	Belonging	Academic Focus	Completion
Entry and First Quarter	<p>Admissions Career Guidance Placement</p>	<p>Selecting Career Cluster Preparing (HD/English/Math)</p>		Declaring	
First Year		<p>Preparing Declaring (Area of Study)</p>	<p>Building Community CoCurr. Engagement</p>	<p>Choosing Degree Options Themed English Learning Communities Looking at Degree and Distinction Options</p>	
Second Year			<p>Completing Distribution Requirements and Moving to Advanced Requirements for Chosen Degree Option</p>	<p>Completing Degree Requirements</p>	<p>Transferring Graduating Reverse Transfer</p>

The "Bucket" Activity

Faculty received an alphabetical list of all Areas of Study currently listed on the website.

Faculty then grouped the Areas of Study into "Buckets" that made sense to them, as well as provided a suggested name.

Engaged student panel to determine accessibility.



-14-

Proposed Meeting Timeframe

Wednesdays: 2:30 - 4:00

Guiding Team: 2nd and 4th Wednesdays

Pillar Teams: 1st and 3rd Wednesdays

WASHINGTON GUIDED PATHWAYS ESSENTIAL PRACTICES: SCALE OF ADOPTION SELF-ASSESSMENT
REVISED JUNE 2017*

Institution Name: Tacoma Community College

Date: Feb 28, 2018

This tool is designed to help your college assess how far along you are toward adopting essential guided pathways practices at scale. The first part of the Scale of Adoption Assessment (SOAA) includes essential practices examined in CCRC’s book, *Redesigning America’s Community Colleges: A Clearer Path to Student Success* by Thomas Bailey, Shanna Smith Jaggars, and Davis Jenkins (Harvard University Press, 2015). We suggest that you convene faculty, student services staff, and administrators from across divisions at your college to discuss the extent to which each essential practice listed in the first column is currently implemented at your college as of spring 2018. In the second column, indicate the extent to which the practices have been adopted at your college using the following scale:

Scale of Adoption	Definition
<i>Not occurring</i>	College is currently not following, or planning to follow, this practice
<i>Not systematic</i>	Practice is incomplete, inconsistent, informal, and/or optional
<i>Planning to scale</i>	College is has made plans to implement the practice at scale and has started to put these plans into place
<i>Scaling in progress</i>	Implementation of the practice is in progress for all students
<i>At scale</i>	Practice is implemented at scale—that is, for all students in all programs of study

In column three, describe the progress your college has made toward implementing each practice at scale. In column four, indicate the next steps your college plans to take toward implementing the given practice at scale and the college’s timeline for implementing these steps.

The second part of the SOAA includes three new items that assess your institution’s work in creating a common equity language, equity goals, and metrics. These items were developed collaboratively by a group of your peers representing WACTC, its Commissions, and leaders in our equity and guided pathways work. *Don’t be concerned if your college has made little progress implementing any given practice. This assessment will help your college establish a baseline and develop a plan for next steps.* Project partners will also use this information to follow your college’s progress over time.

Please submit the completed SOAA to Joe Holliday (jholliday@sbctc.edu) of SBCTC by February 28, 2018. For more information, or if you have questions about the SOAA, please contact Hana Lahr (lahr@tc.columbia.edu) or Maggie Fay (mf2812@tc.columbia.edu) of CCRC.

**In June 2017, CCRC revised the essential practices in the fourth practice area, Ensuring that Students are Learning, based on our field research and input from colleges.*

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
<p>1. MAPPING PATHWAYS TO STUDENT END GOALS</p> <p>a. Every program is well designed to guide and prepare students to enter employment and further education in fields of importance to the college's service area.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Prof-tech pathways are well-connected to careers. Transfer – some are linked to careers, but mostly to transfer institutions We have specializations within the AS degrees that allow students to be “junior-ready” at their transfer institutions. We have started to create specializations within the AA DTA degree as well.</p>	<p><i>Next steps:</i> Further work on developing specializations within the AA. There are more specializations that need to be built. AS is to scale.</p> <p><i>Timeline for implementing next steps:</i> Specializations going live in Fall 2018.</p>
<p>b. Detailed information is provided on the college's website on the employment and further education opportunities targeted by each program.</p>	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input checked="" type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Current website – Prof tech info is there. We are building a new website and that content is currently being drafted. Some areas have agreements with four-years and this is displayed on the website.</p>	<p><i>Next steps:</i> New website will be deployed Summer/Fall 2018. Information about careers and transfer opportunities are on the new website. We need more meaningful conversations with the four-years about their requirements in some areas (some areas already have good articulation). Articulation agreements need to be accessible.</p> <p><i>Timeline for implementing next steps:</i> Through Summer 2018</p>
<p>c. Programs are clearly mapped out for students. Students know which courses they should take and in what sequence. Courses critical for success in each program and other key progress milestones are clearly identified. All this</p>	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<p><i>Progress to date:</i> Most AS degrees and prof-tech degrees are well laid-out in current website. AA specializations are not currently on the website.</p>	<p><i>Next steps:</i> New website will have more information, especially in terms of specializations in the AA. Civitas will help with this (Degree Map), provided that we have access to Integration Broker and Sub-Plans</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
information is easily accessible on the college's website.		We are also reviewing all of our Transfer Degrees in a Task Force to look for better alignment with SBCTC requirements and to remove barriers for students.	<p>within ctLink. This functionality is not currently available due to SBCTC policy. Faculty in some pathways still need to map course sequencing. We need better communication to faculty that specializations exist.</p> <p><i>Timeline for implementing next steps:</i> 2018-2019 school year</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
<p>2. HELPING STUDENTS CHOOSE AND ENTER A PATHWAY</p> <p>a. Every new student is helped to explore career/college options, choose a program of study, and develop a full-program plan as soon as possible.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Some students take HD 101 and explore careers in this class. We have a Career Center but it's not required of students. WorkForce helps students to determine careers. Counselors and advisors do participate in career counseling as well.</p>	<p><i>Next steps:</i> See attached Declared and Prepared 2.0 Need to increase early decision / career exploration Need to assign advising teams (professional advisors, faculty advisors, navigators, financial aid) within each Career Cluster. We still need to determine which programs fit in each Career Cluster. Ed Planning Day can be used to introduce more students to different careers. New Student Advising Orientation will be used to help students choose courses and careers.</p> <p><i>Timeline for implementing next steps:</i> Programs in Clusters by end of Spring 2018. Advising Teams implemented 2018-2019 school year.</p>
<p>b. Special supports are provided to help academically unprepared students to succeed in the "gateway" courses for the college's major program areas—not just in college-level math and English.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Supplemental Instruction BEC MARC CASA/MECA Learning Communities WTC Civitas Training</p>	<p><i>Next steps:</i> MESA program (Spring 2018) Using information from Illume Courses to get better insights into courses that affect persistence and graduation rates. Measure effectiveness of our interventions and programs.</p> <p><i>Timeline for implementing next steps:</i> Continual</p>
<p>c. Required math courses are appropriately aligned with the student's field of study.</p>	<p><input type="checkbox"/> Not occurring</p>	<p>We are active in the Math Pathways group through the Dana Center. We are using</p>	<p><i>Next steps:</i></p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
	<input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	Computer-Mediated (CM) math to get students through Dev Ed math quicker. We also have Statway. We have classes up through Differential Equations and Linear Algebra. We are expanding these to meet increased demand.	We need to improve access for online students Statway still needs to be permanently accepted throughout the state. CM is going through a redesign to each module. <i>Timeline for implementing next steps:</i> Continual
d. Intensive support is provided to help very poorly prepared students to succeed in college-level courses as soon as possible.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> HD 101 ABE, iBEST, Navigators Learning Communities (CCPA) help contextualize college-level courses. Career center is going to these classes regarding next steps to help them to see themselves as college students.	<i>Next steps:</i> Conversation about co-req model. <i>Timeline for implementing next steps:</i> 2018-2019 school year
e. The college works with high schools and other feeders to motivate and prepare students to enter college-level coursework in a program of study when they enroll in college.	<input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale	<i>Progress to date:</i> Programs: Running Start Fresh Start Core to College College in the High School We do outreach Counselor's Breakfast with local HSs Educational Talent Search Nurse Camp Write 253 Ready to Rise Men of Distinction program	<i>Next steps:</i> Build real partnerships with local high schools (and junior highs), and align our Pathways with their Pathways (including SAMI, SOTA, iDEA) Make sure our classes work with the HS requirements for Running Start Get Junior High students on campus Reach students that are "falling through the cracks" in high schools. Equity. Summer Bridge with Tacoma Public Schools <i>Timeline for implementing next steps:</i> Unknown

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
<p>3. KEEPING STUDENTS ON THE PATH</p> <p>a. Advisors monitor which program every student is in and how far along the student is toward completing the program requirements.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p>Some programs do a good job (CASA / MECA); some faculty advisors follow their students well, but it's not systematic.</p> <p>Advising Center is doing a good job getting students to the "Declared and Prepared" stage.</p> <p>Prof-Tech programs do a good job, as they're cohort.</p> <p>Civitas is helping, but we can do more with it.</p>	<p><i>Next steps:</i> ctcLink is a definite challenge. Academic Advisement Reports are not always accurate.</p> <p>Civitas will help with this (Degree Map) provided we have access to Integration Broker and Sub-Plans within ctcLink. This functionality is currently not available due to SBCTC policy.</p> <p>Faculty advisors need to get increased training and capabilities about expectations.</p> <p><i>Timeline for implementing next steps:</i> Depends on State Board policy decisions.</p>
<p>b. Students can easily see how far they have come and what they need to do to complete their program.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Some students meet with advisors, but it's not simple.</p> <p>Cohort programs (prof-tech) and AS are good at this. They can see what they need, but it's not "easy"</p> <p>We have an incomplete degree audit system.</p> <p>Students can do "what-ifs" in ctcLink, but it's a mess / not user-friendly.</p> <p>Planning sheets work well, but it's not "easy".</p>	<p><i>Next steps:</i> Civitas will help with this (Degree Map) provided we have access to Integration Broker and Sub-Plans within ctcLink. This functionality is currently not available due to SBCTC policy.</p> <p><i>Timeline for implementing next steps:</i> Depends on State Board policy decisions.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
<p>c. Advisors and students are alerted when students are at risk of falling off their program plans and have policies and supports in place to intervene in ways that help students get back on track.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> We have an Early Alert system, but it doesn't really work. Inspire for Advisor (Civitas) is a good tool for predictive quality, but not used systemically. Faculty are trained in this tool.</p>	<p><i>Next steps:</i> We are testing ctcLink version of Early Alert. <i>Timeline for implementing next steps:</i> Unknown</p>
<p>d. Assistance is provided to students who are unlikely to be accepted into limited-access programs, such as nursing or culinary arts, to redirect them to another more viable path to credentials and a career.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> We created Allied Health AAS-T (Winter 2018) degree for other options within health care that aren't nursing or other selective entry programs (radiology).</p>	<p><i>Next steps:</i> Keep equity at the heart; don't redirect underrepresented students early. <i>Timeline for implementing next steps:</i></p>
<p>e. The college schedules courses to ensure students can take the courses they need when they need them, can plan their lives around school from one term to the next, and can complete their programs in as short a time as possible.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Not systemic. Science / Engr has annual plan.</p>	<p><i>Next steps:</i> We need to create annual schedule. We need to do this across disciplines. We need to schedule for students' preferred schedules. We need to keep the part-time, evening, and online students in mind. <i>Timeline for implementing next steps:</i> 2019-2020 school year</p>
<p>4. ENSURING THAT STUDENTS ARE LEARNING a. Program learning outcomes are aligned with the requirements for success in the further education and employment outcomes targeted by each program.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Prof-Tech – Advisory Committees ensure alignment to industry. DACUM for new degrees where appropriate Transfer – CAP project... we have PLOs, but they're focused more toward transfer in distribution areas rather than programs</p>	<p><i>Next steps:</i> We need to define what PLOs are We may be moving toward Outcomes within Specializations. Degree Map will also let students see labor market data Curricunet update (now-ish)</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice (If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)	Next Steps Toward Implementing Practice at Scale & Timeline
			<p><i>Timeline for implementing next steps:</i> 2018-2019 school year</p>
<p>b. Students have ample opportunity to apply and deepen knowledge and skills through projects, internships, co-ops, clinical placements, group projects outside of class, service learning, study abroad and other active learning activities that program faculty intentionally embed into coursework.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> CCSSE data indicates that students think they're good. Starting more study abroad, service learning Distinction Pathways have capstone projects These are requirements for Prof-Tech programs, but we aren't intentional in Transfer areas.</p>	<p><i>Next steps:</i> Collect data on how/when we do this. Departments need to have conversation about when/where these opportunities exist. (Job shadowing, etc)</p> <p><i>Timeline for implementing next steps:</i> 2018-2019 school year</p>
<p>c. Faculty assess whether students are mastering learning outcomes and building skills across each program, in both arts and sciences and career/technical programs.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Prof-Tech is at scale Outcome-based tracking within Canvas Common Finals in some courses National Standardized exams</p>	<p><i>Next steps:</i> 5-year plans for assessing PLOs Use Instructional Assessment Steering Committee (IASC) more effectively</p> <p><i>Timeline for implementing next steps:</i> Continual</p>
<p>d. Results of learning outcomes assessments are used to improve teaching and learning through program review, professional development, and other intentional campus efforts.</p>	<p><input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input checked="" type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> Program review happens annually. Assessment is tied into Program review. Professional development is tied to this.</p>	<p><i>Next steps:</i> Improve on this process</p> <p><i>Timeline for implementing next steps:</i> Ongoing</p>
<p>e. The college helps students document their learning for employers and universities through portfolios and other means beyond transcripts.</p>	<p><input type="checkbox"/> Not occurring <input checked="" type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input type="checkbox"/> At scale</p>	<p><i>Progress to date:</i> In some distinction pathways, there are capstone programs. Not happening at scale. HD 101 has portfolios, but it's early in their academic path.</p>	<p><i>Next steps:</i> We can help students put together "transfer packages". Teach faculty advisors how to help students how to make portfolios with letters of rec, resume, etc. We have eLearning support for this.</p>

Guided Pathways Essential Practices	Scale of Adoption at Our College	Progress to Date Implementing Practice <i>(If Scaling in Progress or At Scale, please indicate which term (e.g., fall 2015) the college first reached this point)</i>	Next Steps Toward Implementing Practice at Scale & Timeline
			<i>Timeline for implementing next steps:</i> Unknown
f. The college assesses effectiveness of educational practice (e.g. using CCSSE or SENSE, etc.) and uses the results to create targeted professional development.	<input type="checkbox"/> Not occurring <input type="checkbox"/> Not systematic <input type="checkbox"/> Planning to scale <input type="checkbox"/> Scaling in progress <input checked="" type="checkbox"/> At scale	<i>Progress to date:</i> We use CCSSE and CCFSSSE.	<i>Next steps:</i> There's room for improvement. Hopefully this will show up in Strategic Plan with new President We need to do a better job with end-of-course surveys for all faculty and the analysis of these surveys. Other campuses have adapted the CCSSE to their own campus, which may be useful to target TCC specifically. (Build our own instrument) <i>Timeline for implementing next steps:</i> Unknown

**Part II: Washington State Board for Community and Technical
Colleges (WACTC) Focus on Student Equity**

The following set of essential equity practices are designed to assess your college's progress toward goals that are part of the WACTC's initiative to address equity gaps in postsecondary student outcomes. The equity practices are listed in the left-hand column. Please provide concrete examples of progress your college has made toward addressing each equity practice as of winter 2018 in the middle column, and describe plans for future activities related to each goal and a timeline for next steps in the right-hand column.

Essential Equity Practices	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
<p>a. Our institution has adopted a common language around equity.</p>	<p><i>Progress to date:</i> We have language around equity in our strategic plan. However, results from campus-wide Survey Monkey with this question indicates that we do not all have the same language.</p>	<p><i>Next steps:</i> We are hiring a Executive Director for Equity and Inclusion.</p> <p><i>Timeline for implementing next steps:</i> Ongoing</p>
<p>b. Our institution has established equity goals.</p>	<p><i>Progress to date:</i> We have an EDC work-plan in draft form. We have 19 Core Indicators in the Achieve Equity Core Theme that we measure. BAS degrees intentionally target a diverse pool of students</p>	<p><i>Next steps:</i> We are hiring a Executive Director for Equity and Inclusion. Intentionality in new strategic plan. Include entire campus (adjuncts, students, classified staff, etc.) in the conversations. Needs to be deeply embedded with everything we do. Implicit bias training Adoption of EDC work-plan Data on Opportunity Gap Equity in access to course planning and support services for online, evening, and part-time students</p> <p><i>Timeline for implementing next steps:</i> Ongoing</p>

Essential Equity Practices	Progress to Date Implementing Practice	Next Steps Toward Implementing Practice at Scale & Timeline
<p>c. Our institution has established measures of assessment for equity goals.</p>	<p><i>Progress to date:</i> We have measures that attempt to get at how we are achieving mission fulfillment, but these need to be redone Safe Zone training</p>	<p><i>Next steps:</i> We are hiring a Executive Director for Equity and Inclusion. Intentionality in new strategic plan. Equity in selective-admission programs</p> <p><i>Timeline for implementing next steps:</i> Ongoing</p>

AGENDA

Board of Trustees

*Bob Ryan-Chair
James Curtis-Vice Chair
Gretchen Adams
Lois Bernstein
Liz Dunbar*

Co-Presidents

*Mary Chikwinya
Bill Ryberg*

TCC Mission Statement:

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

Board Mission and Vision:

The Board will govern with a style that emphasizes 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.

- | | | |
|-------|--|-----------------------------|
| I. | CALL TO ORDER | Bob Ryan |
| II. | GENERAL MATTERS | |
| | A. Changes/Approval of Agenda | Bob Ryan |
| | B. Approval of Minutes | Bob Ryan |
| | C. Introductions & New Hires | Vice Presidents |
| | D. Correspondence | Co-Presidents |
| | E. Board Report | Bob Ryan |
| III. | PRESENTATION | |
| | A. TCC All Washington Academic Team: <i>Jamie Johnson & Georges Camille Motchoffo Simo</i> | Mary Chikwinya |
| | B. Student Voice: <i>Stephon Shaw, Student, Men's Basketball player, and Men of Distinction cohort</i> | Jason Prenovost |
| IV. | ACTION ITEMS | |
| | A. Table Budget Reserves Approval | Bill Ryberg |
| | B. Approval of Course Fees for New Courses Only | Tod Treat |
| | C. Approval of Professional Leave | Analea Brauburger |
| V. | NON-ACTION ITEMS | |
| | A. Pathways to Completion: Progress and Self-Assessment | Katie Gulliford |
| | B. Presidential Update | Bob Ryan |
| VI. | REPORTS | |
| | A. Associated Students | Kerry Ramroop |
| | B. Faculty | Dave Howard |
| | C. Classified Staff | Jill Merritt |
| | D. Foundation | Tony Lindgren |
| | E. Legislative | Bill Ryberg |
| | F. Co-Presidents | Mary Chikwinya, Bill Ryberg |
| VII. | PUBLIC COMMENT/REMARKS | Bob Ryan |
| VIII. | EXECUTIVE SESSION | Bob Ryan |
| | Under RCW 42.30.110, an executive session may be held for the purpose of receiving and evaluating complaints against or reviewing the qualifications of an applicant for public employment or reviewing the performance of a public employee; consultation with legal counsel regarding agency enforcement actions or actual or potential agency litigation; considering the sale or acquisition of real estate; and/or reviewing professional negotiations. | |
| IX. | BOARD ACTION AS A RESULT OF EXECUTIVE SESSION | Bob Ryan |
| X. | ADJOURNMENT | Bob Ryan |
| | Interpreters for people with hearing impairments and Braille or taped information for people with impairments can be provided. Please contact Kelly Maxfield, Office of the President at 6501 South 19 th St., Tacoma WA 98466; Tel: 253/566-5169 or e-mail kmaxfield@tacomacc.edu. | |