

Tacoma Community College Year Seven Self-Evaluation 2014



create
TACOMA
COMMUNITY
COLLEGE

learning
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inspire
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equity
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celebrate
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Year Seven Self-Evaluation Report

*Prepared for
The Northwest Commission on Colleges and Universities*

**Tacoma Community College
February 1, 2014**

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Institutional Overview

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; at the college's Bridge Program located at The Evergreen State College Tacoma; at the Family Literacy Program at the Madison School in Tacoma; 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.

In the 2012-13 academic year the college enrolled more than 10,700 unduplicated state-supported students. In the same year, 1,157 unduplicated students were enrolled in Continuing Education, and 6,131 students were enrolled through Washington State Department of Corrections programs, corporate programs, and the Running Start program (11th and 12th grade students enrolled at TCC while simultaneously earning high school and college credit). Total unduplicated enrollment for the 2012-13 academic year was 14,366.

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.

TCC is one of nineteen Washington colleges participating in Achieving the Dream (ATD), a nationally funded student success initiative focused on students of color and low-income students. This initiative has increased the college's institutional research capacity, fostered evidence-based decision making across the college, and facilitated the development and implementation of interventions to increase student success, particularly that of historically underrepresented populations.

TCC's Achieving the Dream accomplishments inspired the development of the college's current Pathway to Completion initiative, which aims to increase student certificate and degree completion. Pathway to Completion, based on the Bill & Melinda Gates Foundation's "Completion by Design Concept Paper" (Exhibit 1.1), focuses on how students experience TCC. It identifies points when students are most likely to leave college, and develops corresponding activities to maintain student momentum and retain students in their educational paths. Pathway to Completion emphasizes student success within each pathway step, as well as the successful transition from one step to the next. The Pathway to Completion initiative is an example of the college's commitment to systematically and continuously improving student success and fostering student achievement of educational goals (Exhibit 1.2).



NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

To enable consistency of reporting, please refer to the glossary in the 2003 Accreditation Handbook for definitions of terms.

Institution: Tacoma Community College

Address: 6501 South 19th Street

City, State, ZIP: Tacoma, WA 98466

Degree Levels Offered: Doctorate Masters Baccalaureate Associate Other

If part of a multi-institution system, name of system: _____

Type of Institution: Comprehensive Specialized Health-centered Religious-based
 Native/Tribal Other (specify) _____

Institutional control: Public City County State Federal Tribal
 Private/Independent (Non-profit For Profit)

Institutional calendar: Quarter Semester Trimester 4-1-4 Continuous Term
 Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education. (Add additional pages if necessary.)

Program or School	Degree Level(s)	Recognized Agency	Date
Diagnostic Medical Sonography	AAS	Joint Review Committee on Education in Diagnostic Medical Sonography	April 2013
Health Information Management	AAS	Commission on the Accreditation for Health Informatics and Information Management	April 2013
Nursing	ADN	Accreditation Commission for Education in Nursing	October 2012
Paralegal	AAS	American Bar Association	2012
Paramedic Education	AAS	Commission on Accreditation of Allied Health Education Programs	June 2007
Radiologic Science	AAS	Joint Review Committee on Education in Radiologic Technology	May 2009
Respiratory Therapy	AAS	Committee on Accreditation for Respiratory Care	April 2010

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: 15 credits = 1 FTE)
Official Fall 2013 (most recent year) FTE Student Enrollments

Classification	Current Year Dates: Sept – Dec, 2013	One Year Prior Dates: Sept – Dec, 2012	Two Years Prior Dates: Sept – Dec, 2011
Undergraduate	6,479	6,084	6,308
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	6,479	6,084	6,308

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

Official Fall 2013 (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: Sept – Dec, 2013	One Year Prior Dates: Sept – Dec, 2012	Two Years Prior Dates: Sept – Dec, 2011
Undergraduate	4,808	4,482	4,565
Graduate	0	0	0
Professional	0	0	0
Unclassified	0	0	0
Total all levels	4,808	4,482	4,565

Numbers of Full-Time and Part-Time Instructional and Research Faculty & Staff and 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	133	375		2	10	88		33
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
Undesignated Rank								

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	\$58,488	10.1
Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

Financial Information. Complete each item in the report using zero where there is nothing to report. Enter figures to the nearest dollar. Auxiliary and service enterprises of the institution (housing, food service, book stores, athletics, etc.) should be included. The institution's audit materials should be an excellent reference for completing the report.

Fiscal year of the institution: July 1 – June 30

Reporting of income:	Accrual Basis	<u>Yes</u>	Accrual Basis	<u>Yes</u>
Reporting of expenses:	Accrual Basis	<u>Yes</u>	Accrual Basis	<u>Yes</u>

BALANCE SHEET DATA

ASSETS	Last Completed FY 2011-12 Dates: 7/1 – 6/30	One Year Prior to Last Completed FY 2010-11 Dates: 7/1 – 6/30	Two Years Prior to Last Completed FY 2009-10 Dates: 7/1 – 6/30
CURRENT FUNDS			
Unrestricted			
Cash	9,746,334	7,171,549	6,067,781
Investments	0	0	0
Accounts receivable gross	79,988	318,004	245,471
Less allowance for bad debts	(821)	(9,009)	(6,747)
Inventories	375,821	489,349	516,947
Prepaid expenses and deferred charges	248,326	85,726	88,481
Other (identify)	0	0	0
Due from	497,107	2,370,045	781,988
Total Unrestricted	10,946,756	10,425,664	7,693,921
Restricted			
Cash	5,709,545	7,454,534	7,609,720
Investments	12,818,641	13,874,596	15,302,083
Other – A/R & Allowance	564,093	293,093	326,293
Due from	5,321,674	1,558,660	2,169,334
Total Restricted	24,413,954	23,180,883	25,407,430
TOTAL CURRENT FUNDS	35,360,711	33,606,547	33,101,351
ENDOWMENT AND SIMILAR FUNDS			
Cash	0	0	0
Investments	0	0	0
Other (identify)	0	0	0
Due from	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended			
Cash	31,514	419,821	583,275
Investments	0	0	0
Other – due from	43,074	24,205	21,299
Total unexpended	74,588	444,026	604,574
Investment in Plant			
Land	1,450,071	1,450,071	1,450,071
Land improvements	0	0	0
Buildings	62,138,675	64,579,923	67,023,110
Equipment	1,999,319	2,614,942	2,493,533
Library resources	134,267	159,430	145,561
Other – Improvements / Retire L/T Obligation, Construction in Progress	10,309,477	10,431,652	10,305,575
Total investments in plant	76,031,809	79,236,018	81,417,850
Due from			
Other plant funds (identify)	0	0	0
TOTAL PLANT FUNDS	76,106,397	79,680,044	82,022,424
OTHER ASSETS (IDENTIFY)	0	0	0
TOTAL OTHER ASSETS	0	0	0
TOTAL ASSETS	111,467,105	113,286,591	115,123,775

BALANCE SHEET DATA (continued)

LIABILITIES	Last Completed FY 2011-12 Dates: 7/1 – 6/30	One Year Prior to Last Completed FY 2010-11 Dates: 7/1 - 6/30	Two Years Prior to Last Completed FY 2009-10 Dates: 7/1 – 6/30
CURRENT FUNDS			
Unrestricted			
Accounts payable	519,409	447,115	322,653
Accrued liabilities	986,782	862,904	1,118,211
Students' deposits	358,740	272,990	392,307
Deferred credits	0	0	0
Other liabilities- Current portion of retiring L/T Obligation	130,000	180,093	173,266
Due to	346,442	1,930,247	90,116
Fund balance	12,659,682	10,827,337	8,929,100
Total Unrestricted	15,001,055	14,520,686	11,025,653
Restricted			
Accounts payable	140,161	221,099	149,370
Other – Salaries Payable / Students' deposits	3,122,609	2,427,197	3,070,218
Due to	13,938,385	13,949,285	15,063,913
Fund balance	7,212,801	6,583,573	7,588,142
Total Restricted	24,413,956	23,181,154	25,871,643
TOTAL CURRENT FUNDS	39,415,011	37,701,840	36,897,295
ENDOWMENT AND SIMILAR FUNDS			
Restricted	0	0	0
Quasi-endowed	0	0	0
Due to	0	0	0
Fund balance	0	0	0
TOTAL ENDOWMENT AND SIMILAR FUNDS	0	0	0
PLANT FUND			
Unexpended			
Accounts payable	71,232	7,276	291,360
Notes payable	0	0	0
Bonds payable	0	0	0
Other liabilities – Salaries Payable	0	4,058	4,058
Due to	478,463	267,447	295,026
Fund balance	31,514	419,821	448,159
Total unexpended	581,209	698,602	1,038,603
Investment in Plant			
Notes payable	2,684,215	2,977,026	4,527,206
Bonds payable	0	0	0
Mortgage payable	0	0	0
Other liabilities (identify)	0	0	0
Due to	0	0	0
Other plant fund liabilities (identify)	0	0	0
TOTAL INVESTMENTS IN PLANT FUND	66,099,737	69,252,487	69,950,594
OTHER LIABILITIES – L/T LEAVE	2,686,933	2,656,636	2,710,077
TOTAL OTHER LIABILITIES	2,686,933	2,656,636	2,710,077
TOTAL LIABILITIES	25,463,371	26,203,373	28,207,780
FUND BALANCE	86,003,734	87,083,218	86,915,995

CURRENT FUNDS, REVENUES, EXPENDITURES, AND OTHER CHANGES

REVENUES	Last Completed FY 2011-12 Dates: 7/1 – 6/30	One Year Prior to Last Completed FY 2010-11 Dates: 7/1 – 6/30	Two Years Prior to Last Completed FY 2009-10 Dates: 7/1 – 6/30
Tuition and fees	8,541,579	10,955,430	9,595,144
Federal appropriations	0	0	0
State appropriations	18,999,794	22,612,842	21,704,853
Local appropriations	0	0	0
Grants and contracts	28,288,846	25,501,669	24,964,105
Endowment income	0	0	0
Auxiliary enterprises	5,100,763	5,134,759	5,339,379
Other – Fees / Capital / Gifts	3,520,838	3,171,869	3,361,843
Not reported on IPEDS: FA Loans / Internal Service	15,737,330	15,531,495	12,573,964
EXPENDITURE & MANDATORY TRANSFERS			
Educational and General			
Instruction	30,003,485	34,127,000	28,315,197
Research	0	0	0
Public services	0	0	0
Academic support	3,926,717	5,247,038	4,494,729
Student services	6,201,555	7,031,074	6,863,922
Institutional support	7,024,600	8,196,166	7,924,332
Operation and maintenance of plant	0	0	0
Scholarships and fellowships	9,412,026	9,001,477	10,279,223
Other – Institutional Aid	999,414	626,156	523,663
Not Reported on IPEDS: FA Loans / Internal Service	15,952,407	15,575,462	12,685,983
Mandatory transfers for:			
Principal and interest	0	0	0
Renewal and replacements	0	0	0
Loan fund matching grants	0	0	0
Other (identify)	0	0	0
Total Educational and General	73,520,204	79,804,373	71,087,049
Auxiliary Enterprises			
Expenditures	6,415,070	6,680,009	6,664,256
Mandatory transfers for:			
Principal and interest	0	0	0
Renewals and replacements	0	0	0
Total Auxiliary Enterprises	6,415,070	6,680,009	6,664,256
TOTAL EXPENDITURE & MANDATORY TRANSFERS	79,935,274	86,484,382	77,751,305
OTHER TRANSFERS AND ADDITIONS/DELETIONS (identify)	0	0	0
EXCESS [deficiency of revenues over expenditures and mandatory transfers (net change in fund balances)]	253,876	(3,576,318)	(212,017)

INSTITUTIONAL INDEBTEDNESS

TOTAL DEBT TO OUTSIDE PARTIES	Last Completed FY 2011-12 Dates: 7/01 – 6/30	One Year Prior to Last Completed FY 2010-11 Dates: 7/01 – 6/30	Two Years Prior to Last Completed FY 2009-10 Dates: 7/01 – 6/30
For Capital Outlay	0	0	0
For Operations	0	0	0

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites within the United States where degree programs and academic 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

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Washington Corrections Center for Women/ Mission Creek Corrections Center for Women 9601 Bujacich Rd NW Gig Harbor, WA 98332	Interactive Media/Interactive Media Design Certificate	12	33	2
	Ornamental Horticulture Certificate	18	72	1
	Technical Design Certificate	10	24	1
	Business Technology Certificate	20	48	2
Gig Harbor Campus 3993 Hunt Street Gig Harbor, WA 98335	Associate in Arts and Sciences	47	1,107	37

Programs and Academic Courses Offered at Sites Outside the United States. Report information for sites outside the United States where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (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 COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount

Preface

Brief Update on Institutional Changes since the Last Report

Tacoma Community College's most recent NWCCU (regular interim) evaluation visit was conducted in spring 2009. Since spring 2009 TCC has experienced changes in the areas of enrollment, revenue, division growth, facility and grounds development, leadership, the college advising model, and curriculum assessment and management, which are described immediately below. The college's Standard One Self-Evaluation Report was submitted in spring 2011, and the Standard Two Self-Evaluation Report was submitted and evaluation visit conducted in spring 2012. There were no recommendations associated with the 2012 report and evaluation visit.

Enrollment and revenue

Over the past five years Tacoma Community College has continued to experience enrollment growth. Between fall 2009 and spring 2013, TCC state-supported student headcount increased by 12%, full-time-equivalents by 15%. This increase resulted in full utilization of college instructional space, maximum enrollment in many courses, and increased demand on instructional and student services staff.

During this period of increasing enrollments Washington State general allocation (revenue) to Tacoma Community College decreased dramatically. Each year from the 2007-09 biennium through the 2012-13 biennium, the college experienced a reduction in state budget allocation. For 2007-08 TCC's state allocation was \$22,130,193, while the 2012-13 allocation was \$16,301,835, reflecting a 26% reduction in the college's state funding in four years. The college responded to this reduction in funding by proactively and strategically implementing budget reductions by prioritizing programs, re-evaluating staffing needs, and refocusing resources, while continuing to advance the college mission. TCC's leadership subscribes to a thoughtful, anticipatory, and conservative fiscal perspective that has allowed the college to weather the fiscal impact of recent years with minimal stress to the institution. This downward funding trend was broken in 2013-14, the current year, with TCC receiving a state allocation of \$18,287,087. Using the same principles identified above, the college made strategic investments in personnel that included seven full-time faculty positions, three classified positions, and two exempt positions. All staffing decisions were based on program review and align with the college's strategic plan. A total of \$809,233 was set aside this year to address commitments identified in the college's annual operational plan.

Corporate training

In September 2011, Tacoma Community College signed an Interlocal Cooperative Agreement with two other Pierce County community and technical colleges to form a separate entity, Invista Performance Solutions, to provide a single point of contact for regional business to access workforce development services. The mission is to help companies gain a competitive advantage in the global economy by increasing the skills of their workforce. Profits from this effort are equally distributed between TCC, Clover Park Technical College, and Pierce College.

The colleges expect numbers of workers trained as well as revenues to the colleges to increase significantly as a result of this partnership. To accommodate the initiative, the continuing education arm of the college's former Division on Corporate and Continuing Education was split off from corporate training and retained within the college.

Facility and grounds

Tacoma Community College continues to implement its long range 2007 *Facilities Master Plan*. This document is based on the college's strategic plan, aligning capital and facility planning with instructional and administrative planning. Updated in 2009, the Facilities Master Plan provides a vision of the college campus and facility development for a twenty-year period.

In 2009 half of an existing building was demolished to make room for construction of a new health careers building. In 2010 the college received a large financial gift from local philanthropist Joe Harned, which was combined with Washington State capital funds to build the new 69,715 square foot health careers instructional facility. Because of the generous gift the new building was named after Harned. The Harned Center, which will house instructional programs in registered nursing, emergency medical technician, paramedic, respiratory therapy, health information management, radiologic sciences, and diagnostic medical sonography, is tentatively scheduled to open in fall 2014.

Additionally, in the past five years some 30% of the college's campus perimeter was improved with landscaping and hardscape; way-finding was improved with the addition of roadway intersection signage, building identification signage, way-finding signs at major pedestrian intersections, building roof numbers, and parking lot identification signage, an electronic reader board and sign at the 12th Street entrance replaced outdated signage; and an existing parking lot was renovated, adding over 100 additional parking spaces and improved vehicular navigation. Throughout the campus, all campus classrooms not previously accommodating multi-media equipment were upgraded to do so, and an outdoor campus commons was designed and is currently under construction.

Leadership

College leadership has changed since 2009 with the appointment of four new trustees: Chad Wright (replacing Dave Edwards in 2009), Liz Dunbar (replacing Marilyn Walton in 2010), Bob Ryan (replacing Laurie Jinkins in 2010), and Gretchen Adams (replacing Fred Whang in 2013). There are three Executive Staff members: Tod Treat, Executive Vice President for Academic and Student Affairs (hired in 2013), Silvia Barajas, Vice President for Administrative Services (hired in 2009), and Mary Chikwinya, Vice President for Student Services (hired in 2008). Mecca Salahuddin assumed the position of Dean for Organizational Learning & Effectiveness in January 2014.

Advising model

In the past several years Tacoma Community College completed implementation of its "Declared and Prepared" total intake advising model. This multi-interventional approach to the student first year experience was developed as an Achieving the Dream strategy to increase student success. One particularly notable component of this model is "Advisor Dashboard," an advising software application that was designed at TCC. Other colleges in Washington State's community college system have expressed interest in implementing Advisor Dashboard on their campuses.

Curricular assessment and management

Tacoma Community College's instructional assessment systems continue to mature as a result of the college's recent implementation of its Curriculum Alignment Project and acquisition of Curricunet,

curriculum management software. Both initiatives align, systematize, and make comprehensive the college's curriculum management, establishing consistency of learning objectives across courses and program pathways, and supporting comprehensive and consistent assessment of course, program, and degree learning outcomes.

Accolades

Academically, TCC has made significant gains in important areas. In 2010-11 TCC was ranked first among Washington State's thirty-four community and technical colleges in percentage of increases in Student Achievement Points, a unit developed by the Washington State Board for Community and Technical Colleges (SBCTC) for measuring college student achievement as the basis for distribution of state performance funding (Exhibit 1).

In recent years, TCC has received several notable accolades. In fall 2011, TCC was granted Leader College status in connection with the national Achieving the Dream initiative (Exhibit 1.2). Leader Colleges "have demonstrated commitment to and made progress on the four principles of Achieving the Dream: committed leadership; use of evidence to improve programs and services; broad engagement, and systemic institutional improvement. They have also shown three years of sustained student success improvement."

This year, March 31, 2014, President Transue will be among 25 AtD Leader College or Aspen Prize presidents invited to attend a symposium consisting of thought provoking sessions on building a robust college wide culture of evidence, restructuring to achieve more significant student improvements and equity.

TCC's Achieving the Dream success led to the college participation in the Carnegie Foundation's Statway® Project, 2011-2012 to present. Statway® is designed to teach mathematics skills that are essential for a growing number of occupations and professions and will help students understand the world around them and it is the math they can use right now. TCC was the first college to offer the full Statway® math sequence in an innovative, condensed one-quarter format, and has received national recognition in terms of both numbers student enrolling in and numbers completing the sequence.

Also notable is President Transue's invitation by the White House to participate in a day-long summit, on January 16, 2014, to discuss how to help connect more low-income students with college and strengthen remedial education on college campuses. President Transue was joined by other higher education leaders, along with private sector, city and state, non-profits and philanthropy leaders.

The TCC Fresh Start Program received a 2012 Washington Achievement Award for Language Arts which is based on the Washington Achievement Index. The award celebrates schools for excellence in language arts, math, science, extended graduation rates and closing achievement gaps. The Award is based on statewide assessment data for the three previous years.

For 2013-2014, TCC has retained its status as Military Friendly, a designation available to only the top 15% of college and universities. The college signed an agreement with the Global Assessment Program (GAC), an internationally recognized university preparation program for ESL learners found in more than ten countries and partnerships with over 34 universities in the United States, to include TCC has a pathway college.

Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements

Tacoma Community College is in compliance with the Commission’s eligibility requirements as indicated below:

1. *Authority.* Tacoma Community College is one of thirty-four community and technical colleges comprising Washington State's community college systems and is governed under the broad regulatory authority of the Washington State Board for Community and Technical Colleges. Created through the Community College Act of 1967, college districts in the system are charged with offering “thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural and recreational nature; and adult education”(RCW 28B.50.020) (Exhibit I).
2. *Mission and Core Themes.* Tacoma Community College’s current mission statement was approved by the Board of Trustees in June 2008. The mission was developed through a collaborative eight month process. In fall 2009 the college formed a Strategic Planning Task Force to review the college’s mission and develop a strategic plan intended to generate stakeholder ownership, guide resource allocation, and support the college’s transition to the NWCCU's new accreditation format and cycle. Twenty-seven college employees representing all college divisions were invited to serve on this six month task force.

The 2009 Strategic Planning Task Force affirmed the currency and utility of the 2008 mission and developed a set of core themes derived from the mission. The core themes as concepts reflect the programmatic breadth of the college, the weighted value of the college’s diverse activities, and the multiple needs and goals of the college community. The Strategic Planning Task Force subsequently developed a four-year strategic plan based on the existing mission and new core themes. The 2010-2014 strategic plan was aligned with the college’s current four-year accreditation cycle.

In June 2010, the Tacoma Community College Board of Trustees approved the college’s four-year strategic plan, “Commitment to Success,” reaffirming TCC’s mission statement and establishing its core themes.

The college’s mission is appropriate to its charter as a Washington State public community college and responds to the unique characteristics of its Pierce County service district. TCC devotes all its resources to support its educational mission and core themes.

Standard 1.A: *Mission*

Tacoma Community College Mission Statement:

Tacoma Community College (TCC) creates meaningful and relevant learning, inspires greater equity, and celebrates success in our lives and our communities.

Interpretation of Mission Fulfillment:

Tacoma Community College's mission is fulfilled when the college meets (below 50% of target) or exceeds (at or above 50% of the target) mission fulfillment targets for each of its three core themes. As the college advances toward mission fulfillment it annually assesses outcomes for each benchmarked indicator and evaluates progress toward achieving its indicators, core themes, and mission. The college's core themes are mission-based institutional goals that are operationalized using strategic objectives and measured by the achievement of core indicators. Benchmarked core indicators identify outcomes that are used annually to evaluate performance of the college's objectives and core themes and degree of mission fulfillment.

The college mission and core themes express TCC's student-focused institutional identity. Mission fulfillment is defined in relation to student learning and success, equity and social justice, and community engagement. The college's student-focused core themes are applied across TCC's baccalaureate transfer, professional/technical, transitional studies, and continuing education programs.

Tacoma Community College appreciates and respects the concept of *community* in its title. The college believes the fulfillment of its student-focused mission can only be understood in the context of the larger local community. By providing high quality learning opportunities to TCC students, the college aspires to have a positive effect on social, economic, and cultural change in the community.

Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment:

An acceptable degree of mission fulfillment is achieved when the college's three core themes meet or exceed TCC's mission fulfillment targets. Core theme achievement includes core objective achievement and, within each core objective, core indicator achievement. TCC's mission fulfillment framework is illustrated in figure 1-1.

Core indicators. Each core indicator has been assigned a measurable performance target informed by the previous five year's performance data. Each indicator is rated at one of three levels: exceeds expectations, meets expectations, or needs improvement, based on the indicator's performance relative to its target. In September of each year core indicators rated *needs improvement* for the previous academic year are analyzed, and appropriate action plans developed for improvement of future performance. The college periodically reevaluates performance targets associated with the core indicators, adjusting them as appropriate.

Core objectives. Core objectives are rated annually at one of three levels: exceeds expectations, meets expectations, or needs improvement, based on core indicator performance, contextual information, and qualitative analysis.

Core themes and mission fulfillment. Achievement of core themes is determined by ratings attached to their respective core objectives, contextual information, and qualitative analysis.

The performance of all three core themes must achieve *meets expectations* or *exceeds expectations* for the college to achieve an acceptable level of mission fulfillment.

The core indicators are integrated into the college's annual planning activities. Every August the college publishes an annual report on its progress in achieving its core themes and objectives as determined by its success in achieving the mission fulfillment targets associated with the core indicators. The report is

distributed to the Board of Trustees, Executive Staff, and TCC faculty and staff and used in the academic program and administrative unit planning processes that occur every fall, and in the institutional operational and budget planning activities that occur every spring.

The core indicators are also essential to TCC's continuous improvement planning activities and its institutional assessment, planning, action, and assessment cycle. In this context, the core indicators are complemented by annual operational plan indicators, which are measured using a variety of data sources including, among others, student learning outcome data at the course, program, and degree levels; assorted interactive visual analytic dashboards; data collected from surveys, including the Community College Survey of Student Engagement (CCSSE), Personal Assessment of the College Environment (PACE), Student Satisfaction Inventory (SSI), and Survey of Entering Student Engagement (SENSE); and reports from the Integrated Postsecondary Education Data System (IPEDS) and Washington State Board for Community and Technical Colleges (SBCTC) Student Achievement Initiative. The Student Achievement Initiative (SAI) is a Washington State Board for Community and Technical College (SBCTC) funding initiative which financially rewards colleges for advancing students to higher attainment levels. One momentum point is awarded each time: a student makes a significant basic skills test score gain in math, listening, or reading, or earns a GED; passes a course in developmental English or math; earns his or her first 15 college level credits; earns his or her first 30 college level credits; earns his or her first 5 college level quantitative skills credits; or earns a degree or certificate of at least 45 credits. TCC's continuous improvement framework is illustrated in figure 1-2.

Tacoma Community College's core indicators are the foundation of the college's instructional and administrative planning, resource allocation and staffing, and long term strategic planning. The indicators provide data on immediate past performance and historical trends and are used to assess current achievements, determine future objectives, and evaluate college mission fulfillment.

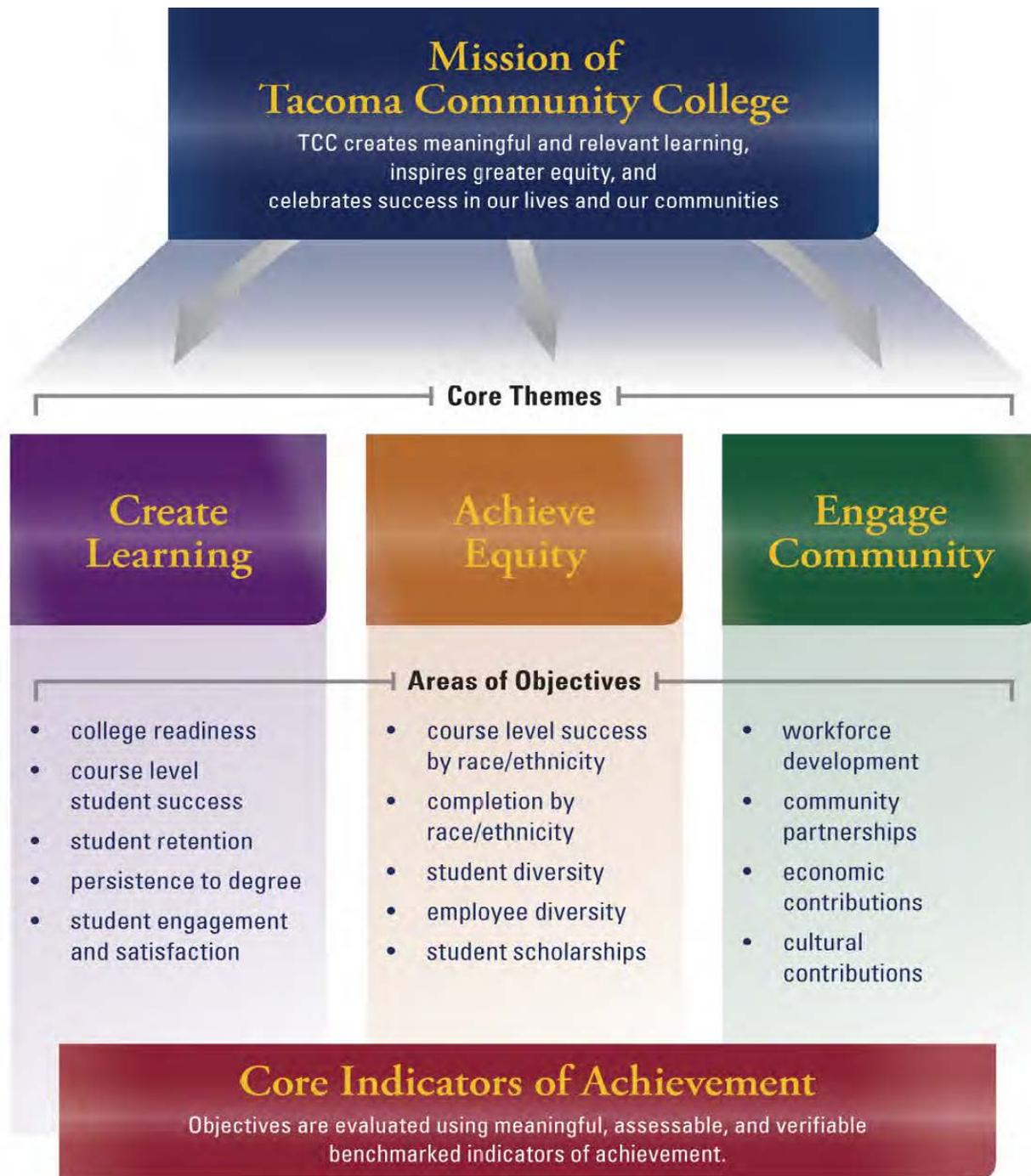
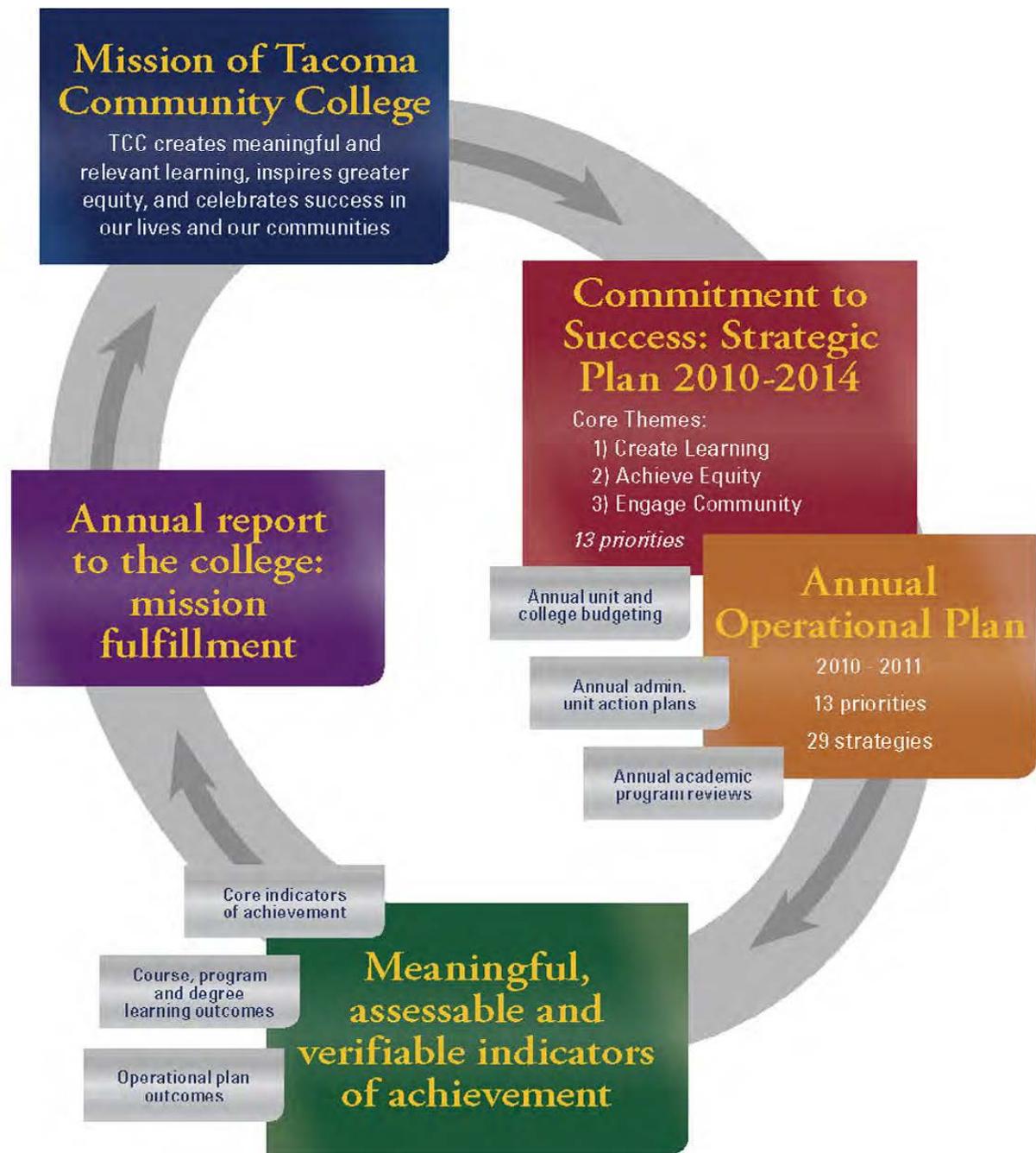


Figure 1-1
(Exhibit B)



Tacoma Community College | Operational Framework for Continuous Improvement

Figure 1-2
(Exhibit C)

Standard 1.B: Core Themes

Create Learning, Achieve Equity, Engage Community

Measurable core indicators (Exhibit A) are used to assess achievement of core objectives associated with the college's core themes, *Create Learning, Achieve Equity, and Engage Community*. The core indicators are informed by standards of professional practice and relevant literature, and evaluation of their achievement is supported by college data systems and research capacity.

The core indicators are incorporated into annual reports describing the college's progress in achieving its core themes, core objectives, and mission fulfillment targets for the core indicators. Reports to the college community tie the core indicators to the mission, and articulate the college's annual progress in fulfilling its mission to stakeholders.

Core Theme I: Create Learning

Description-Create Learning

Tacoma Community College is a student-centered learning environment. Learning opportunities at the college are aligned with student and community needs and focus on preparing students to transfer to baccalaureate institutions, enter or re-enter the workforce, or gain literacy skills. The college's learning environments address the educational needs of the local population. TCC's innovative curricula, programs, and support services strive to increase student learning, achievement, and success.

Objectives—Create Learning

Objectives supporting the Create Learning theme are associated with college readiness, student retention, persistence to degree, course level student success, and student engagement and satisfaction. The objectives are identified below with related indicators.

Core Indicators—Create Learning

Core Objective	Core Indicators
1.A: College Readiness	1.A.1: CASAS points in math, listening, and reading, or earns a GED/HS diploma 1.A.2: Successful completion rates for developmental education courses in: English, math, reading 1.A.3: HD 101: successful completion rates 1.A.4: Successful completion rates of last developmental course and first college course within one year in: English, math
1.B: Student Retention	1.B.1: Quarterly and annual transfer and workforce cohort retention rates: fall to winter, fall to spring, fall to fall 1.B.2: SAI points for students completing: 15, 30, 45 college level credits
1.C: Persistence to Degree	1.C.1: SAI Quant point math courses completed, required for professional/technical or transfer degrees 1.C.2: SAI completion point 1.C.3: IPEDS graduation and transfer-out rate, within 3 years

Core Objective	Core Indicators
1.D: Course Level Student Success	1.D.1: Successful course completion rates in: Developmental education, General education and professional/technical
1.E: Student Engagement and Satisfaction	1.E.1: Meeting or exceeding national mean for CCSSE: academic challenge, active and collaborative learning, student effort, student-faculty interaction, support for learners
	1.E.2: Satisfaction scores for SSI: academic advising/counseling, admissions and financial aid, campus support services, registration effectiveness

Rationale for Core Indicators' Selection as Assessable and Meaningful Measures - Create Learning

College readiness

Many entering TCC students are unprepared for college level English/reading and math courses. TCC's pre-college courses provide students with the skills, knowledge, and habits to enter and succeed in college level courses and advance toward degree or certificate completion in a timely fashion. In 2012-13, 63.6% of new, first-time TCC students who graduated from Washington State public high school in 2011-12 enrolled in a pre-college course in English, math, and/or reading during their first year. This percent is considerably higher than the 56.6% average for Washington State community and technical colleges. Helping students succeed in developmental English, math, and reading is critical to the college's commitment to student learning, success, and equity. The College Readiness core objective supports the Create Learning core theme.

TCC has selected the following core indicators to measure mission fulfillment in relation to this objective:

1. TCC students' pre-college level math, listening, and reading achievement gains on the Comprehensive Adult Student Assessment Systems (CASAS) test and pass rates on the American Council of Education's GED test (1.A.1) (Exhibit 1.5)
2. Course completion rates for students enrolled in pre-college level English/reading and math courses, of which timely and successful completion is critical to student persistence (1.A.2).
3. Successful completion rates for TCC's student success seminar, HD 101, required for entering TCC students who assess in two or more levels of developmental education. (Research indicates that students who successfully complete a student success course are more likely than other students to persist and achieve degree completion) (1.A.3) (Exhibit 1.7).
4. Successful completion rates for students last developmental course and first college course within one year as an indicator of progression (1.A.4).

Student retention

Tacoma Community College is committed to increasing student momentum, retention, and completion. The college understands there are critical retention points in TCC student pathways: points of success and momentum, or points of discouragement and failure. This "momentum" framework allows TCC staff to conceptualize, track and analyze student achievement and retention, and is the basis for the college's Pathway to Completion initiative (Exhibit 1.2). The Student Retention core objective is directly aligned

with the Washington State Board for Community and Technical College (SBTC) Student Achievement Initiative (SAI) and supports the Create Learning core theme.

TCC has selected the following core indicators to measure mission fulfillment in relation to this objective:

1. Quarter-to-quarter retention rates (1.B.1).
2. Number of Student Achievement Initiative (SAI) points accrued for students attaining 15, 30, and 45 college level credits (1.B.2).

Persistence to degree

Tacoma Community College is committed to increasing student persistence to certificate, degree, and/or transfer to baccalaureate study. Educational goal achievement is fundamental to all three of the college's core themes. TCC understands the importance of both *access* to education and certificate and degree *completion*. The Persistence to Certificate/Degree Completion core objective supports the Create Learning core theme.

TCC has selected the following core indicators to measure mission fulfillment in relation to this objective.

1. Student Achievement Initiative (SAI) points accrued for students who complete specific degree-requisite math courses. Completion of the first college math requirement is critical for students to maintain momentum toward credential/degree completion (1.C.1).
2. Number of Student Achievement Initiative (SAI) points accrued for students who complete degrees and certificates (1.C.2).
3. Rate of student transfer success within three years as measured by the Integrated Postsecondary Education Data System (IPEDS) (1.C.3).

Course level student success

Timely course completion is essential to students' quarter to quarter retention and persistence to certificate/degree completion. The Course Level Student Success core objective supports the Create Learning core theme.

TCC has selected the following core indicator to measure mission fulfillment in relation to this objective:

1. Successful course completion rates in developmental education and general education and career training (professional/technical) (1.D.1).

Student engagement and satisfaction

Student engagement is a key indicator of student learning (Exhibit 1.11), and student satisfaction reflects the quality of the student experience (Exhibit 1.12). High levels of student satisfaction and engagement are essential to student retention and persistence to completion. These measures are particularly valuable in providing context when analyzing other student learning assessments (Exhibit 1.6, page 14). The Student Engagement and Satisfaction core objective supports the Create Learning core theme.

TCC has selected the following core indicators to measure mission fulfillment in relation to this objective:

1. Community College Survey of Student Engagement (CCSSE) benchmarks for academic challenge, active and collaborative learning, student effort, student-faculty interaction, and support for learners (1.E.1).
2. Student Satisfaction Inventory (SSI) survey items on academic advising/counseling, admissions and financial aid, campus support services, and registration effectiveness (1.E.2).

Core Theme II: Achieve Equity

Description—Achieve Equity

Tacoma Community College’s commitment to social justice is reflected in its Achieve Equity core theme. TCC values the variety of cultures, learning styles, and life experiences reflected in its diverse student body. TCC is committed to making the college accessible and affordable for and improving completion rates of its historically underrepresented students. The college maintains a comprehensive outreach system to engage the diverse population it serves.

Objectives—Achieve Equity

Objectives for the Achieve Equity theme are associated with course level student success rates disaggregated by race/ethnicity, degree and certificate completion rates disaggregated by race/ethnicity, diversity of TCC students, the diversity of TCC employees, and student scholarships awarded. The objectives are identified below with related indicators.

Core Indicators—Achieve Equity

Core Objective	Core Indicators
2.A.: Student Diversity	2.A.1: Annual enrollment disaggregated by race/ethnicity 2.A.2: Annual headcount, international students 2.A.3: Annual percent enrollment, science, technology, engineering, math (STEM) courses: historically underrepresented populations
2.B.: Course Level Student Success by Race/Ethnicity	2.B.1: Successful developmental education course completion rates disaggregated by race/ethnicity 2.B.2: Successful general education and professional technical course completion rates disaggregated by race/ethnicity
2.C.: Degree and Certificate Completion by Race/Ethnicity	2.C.1: Four year workforce students completion rate disaggregated by race/ethnicity 2.C.2: Four year transfer students completion rate disaggregated by race/ethnicity 2.F.2: Annual amount of scholarship funds awarded by the TCC Foundation
2.D.: Degree and Certificate Completion by FT/PT Status	2.D.1: Four year workforce students completion rate disaggregated by full-time and part-time 2.D.2: Four year transfer students completion rate disaggregated by full-time and part-time

Core Objective	Core Indicators
2.E: Diversity of TCC Employees	2.E.1: Diversity of TCC employees for each of the employee job groups: African American, Asian/Pacific Islander, Latino/a, Native American, white
2.F: Student Scholarships	2.F.1: Annual number of scholarships awarded by the TCC Foundation 2.F.2: Annual amount of scholarship funds awarded by the TCC Foundation

Rationale for Core Indicators' Selection as Assessable and Meaningful Measures- Achieve Equity

The Achieve Equity theme is central to the Tacoma Community College mission. Understanding that inequity of educational opportunity is pervasive in higher education, the college has actively pursued an equity agenda for the past eight years. The college began strategically focusing on improving student performance of historically underserved student groups in 2005 with its participation in the national Achieving the Dream initiative. Supporting these efforts is the college's Multicultural Advisory Council (Exhibit 1.13), composed of community stakeholders and college leadership, and the President's Council on Equity and Diversity, and composed of internal stakeholders. In addition, Washington's Governance Institute for Student Success, sponsored by National Trustees Association (ACCT) has recently focused the state's community college system on student success and completion, with an emphasis on the disparity in success between racial and ethnic student groups (Exhibit 1.14).

Student diversity

Tacoma Community College strives to recruit and retain a student population that reflects the demographic diversity of its urban community. Equitable access and retention of a diverse student body is required to fulfill the college's Achieve Equity core theme. The Student Diversity core objective supports the Achieve Equity core theme.

TCC has selected the following core indicators to measure mission fulfillment in relation to this objective.

1. Annual enrollment disaggregated by race/ethnicity (2.A.1).
2. Annual headcount, international students (2.A.2).
3. Annual percent of enrollment of historically underrepresented populations in science, technology, engineering, math (STEM) courses (2.A.3).

Course level student success by race/ethnicity

Achievement gaps associated with college efforts to realize the Achieve Equity theme are revealed when course level student success data is disaggregated. Successful course completion is critical to timely student progression toward certificate/degree completion. Momentum is critical to student progression, and failure to successfully complete courses increases the potential for students to abandon their educational goals. The Course Level Student Success by Race/Ethnicity core objective supports the Achieve Equity core theme.

TCC has selected the following core indicators to measure mission fulfillment in relation to this objective.

1. Successful developmental education course completion rates disaggregated by race/ethnicity (2.B.1).
2. Successful general education and professional technical course completion rates disaggregated by race/ethnicity (2.B.2).

Degree and certificate completion by race/ethnicity

Certificate and degree completion rates disaggregated by race/ethnicity are another indication of the degree of equity in student achievement. The college seeks to improve completion rates of all student racial and ethnic groups. The Degree and Certificate Completion by Race/Ethnicity core objective supports the Achieve Equity core theme.

TCC has selected the following core indicators to measure mission fulfillment in relation to this objective.

1. Four year completion rates of workforce students, disaggregated by race/ethnicity (2.C.1).
2. Four year completion rates of transfer students, disaggregated by race/ethnicity (2.C.2).

Degree and certificate completion by FT/PT status

Certificate and degree completion rates disaggregated by enrollment status also indicates inequitable student achievement. The college seeks to improve completion rates of both part-time and full-time students. The Degree and Certificate Completion by FT/PT status core objective supports the Achieve Equity core theme.

TCC has selected the following core indicators to measure mission fulfillment in relation to this objective.

1. Four year completion rate for workforce students disaggregated by full-time and part-time student status (2.D.1).
2. Four year completion rate for transfer students disaggregated by full-time and part-time student status (2.D.2).

Diversity of TCC employees

Tacoma Community College seeks to reflect the vibrant and diverse demographic character of the Tacoma community. The college also understands that TCC's diverse student body requires a similarly diverse staff to create a welcoming, supportive, and relevant environment for all students. The college therefore strives to provide a culturally responsive educational environment. The Employee Diversity core objective supports the Achieve Equity core theme.

TCC has selected the following core indicator to measure mission fulfillment in relation to this objective.

1. Diversity of TCC employees for each of the employee job groups: African American, Asian/Pacific Islander, Latino/a, Native American, white (2.E.1).

Student scholarships

The college is committed to mitigating economic inequities that are barriers in educational opportunity for low-income students. Over the past four years, more than 80% of annual scholarships provided by the Tacoma Community College Foundation have been need-based awards to low-income students. The

college believes these funds are critical to low-income student attendance and achievement. The Student Scholarships core objective supports the Achieve Equity core theme.

TCC has selected the following core indicators to measure mission fulfillment in relation to this objective.

1. Number of scholarships awarded annually by the TCC Foundation (2.F.1).
2. Total amount of scholarship funds awarded annually by the TCC Foundation (2.F.2).

Core Theme III: Engage Community

Description—Engage Community

Tacoma Community College creates and sustains collaborative relationships within the college and in the local community. TCC is committed to fostering a climate that values and celebrates divergent perspectives, works to achieve social justice, and cultivates community partnerships that support regional economic growth and sustainability. The college works to create an attractive, accessible and easy-to-navigate physical and virtual environment that supports community engagement.

Objectives—Engage Community

Objectives for the Engage Community theme are associated with the development of Tacoma’s workforce; community partnerships that increase student access, learning, and completion; and economic and cultural contributions to the Tacoma community. These objectives are identified below with related indicators.

Core Indicators—Engage Community

Core Objective	Core Indicators
3.A: Development of Tacoma’s Workforce	3.A.1: Annual workforce training enrollment 3.A.2: Number of annual workforce and general studies degrees awarded 3.A.3: Number of graduates passing licensure/certification examinations for Health Information Management, Paramedic, Registered Nurse, Radiologic Science, Respiratory Care on first attempt 3.A.4: Number of businesses receiving contract training 3.A.5: Gross revenue of training contract 3.A.6: Unduplicated headcount of contract training students 3.A.7: Employer satisfaction with contract training 3.A.8: IBEST cohort enrollment and progression: Headcount, earned 15 credit SAI point, completed(earned) certificate

Core Objective	Core Indicators
3.B: Community Partnerships to Increase Access, Learning, and Completion	3.B.1: Fresh Start and Running Start course completion rates 3.B.2: Maintenance of current specialized articulation agreements: Evergreen State College Bridge Program, University of Washington Tacoma Dual Enrollment Program 3.B.3: Maintenance of baccalaureate programs offered on TCC campus: St. Martin's University 3.B.4: Annual revenue of the TCC Foundation 3.B.5: Number of community members participating in TCC Foundation events 3.B.6: Perceived quality of workforce performance of professional/technical graduates as measured by employer survey responses 3.B.7: Perceived responsiveness of TCC's professional/technical programs in meeting area workforce needs as measured by employer survey responses 3.B.8: WABERS Federal level (ESL) literacy scores for students enrolled in Madison Family Literacy Program
3.C: Economic Contributions to the Tacoma Community	3.C.1: TCC's annual gross operating expenditures 3.C.2: TCC's Labor Market Placement: Employed TCC graduates, percentage employed full-time, median wage, percentage employed in Pierce county
3.D: Cultural Contributions to the Tacoma Community	3.D.1: Number of cultural programs for the community: Art Gallery events, music performances, sports events 3.D.2: Number of Student Life sponsored programs for the community

Rationale for Core Indicators' Selection as Assessable and Meaningful Measures - Engage Community

Developing Tacoma's workforce

Tacoma Community College plays a critical role in developing Tacoma's workforce. The college is committed to providing timely and innovative workforce training in response to regional economic needs. The college encourages new businesses, assists existing businesses, and creates long-term economic growth for the region. Each year thousands of TCC students enter the workforce with new skills, thus steadily increasing the training levels of the Pierce County workforce (Exhibit 1.17). The Developing Tacoma's Workforce core objective supports the Engage Community core theme.

TCC has selected the following core indicators to measure mission fulfillment in relation to this objective.

1. Number of workforce training enrollment (3.A.1).
2. Number of workforce and general studies degrees awarded (3.A.2).
3. Number of licensure/certification examinations passed by HIM, Paramedic, Registered Nurse, Radiologic Science, Respiratory Care students (3.A.3).
4. Number of businesses receiving contract training (3.A.4).
5. Gross contract training revenue (3.A.5).
6. Contract training headcount (3.A.6).
7. Employer satisfaction with contract training (3.A.7).
8. IBEST cohort enrollment and progression: Headcount, Student Achievement Initiative (SAI) points accrued for earning 15 credits, completed (earned) certificate (3.A.8).

Community partnerships to increase access, learning, and completion

TCC is committed to partnering with a wide variety of community stakeholders in order both to engage the community and to respond to student needs. The Community Partnerships to Increase Access, Learning, and Completion core objective supports the Engage Community core theme.

TCC has selected the following core indicators to measure mission fulfillment in relation to this objective:

1. Course completion rates of Running Start and Fresh Start students (3.B.1).
2. Number of TCC students participating in University of Washington Tacoma's dual enrollment program and Evergreen State College's Bridge Program (3.B.2).
3. Maintenance of baccalaureate programs on the TCC campus in partnership with St. Martin's University (3.B.3).
4. Annual amount of Tacoma Community College Foundation revenue (3.B.4).
5. Number of community members participating in TCC Foundation events (3.B.5).
6. Number of students participating in service learning activities (3.B.6).
7. Perceived responsiveness of TCC's professional/technical programs in meeting community workforce needs as measured by responses to employer surveys (3.B.7).
8. Literacy scores of students enrolled in TCC's Hispanic community outreach program, The Madison Family Literacy Program (3.B.8).

Economic contributions to the Tacoma community

Tacoma Community College is committed to building Tacoma's human capital through its educational programs, as well as contributing to Tacoma's economic capacity through institutional expenditures. A March 2011 study completed by Economic Modeling Specialists International (EMSI) found the net added income generated by TCC operations, \$36 million, and the spending of TCC's international students, \$2.3 million, contributes a total of \$38.3 million in annual income to the Pierce County economy (Exhibit 1.16). The Economic Contributions to the Tacoma Community core objective supports the Engage Community core theme.

TCC has selected the following core indicators to measure mission fulfillment in relation to this objective:

1. TCC's annual gross operating expenditures (3.C.1).
2. TCC's Labor Market Placement data: number of TCC graduates employed, percentage employed full-time, median wage, percentage employed in Pierce county (3.C.2).

Cultural contributions to the Tacoma community

Tacoma Community College values its role as a cultural leader, contributing to the community's educational, economic, and intellectual capacity, and serving as a cultural resource for students and community members. The Cultural Contributions to the Tacoma Community core objective supports the Engage Community core theme.

TCC has selected the following two core indicators to measure mission fulfillment in relation to this objective:

1. Annual number of college art gallery events, music performances, and sporting events (3.D.1).

2. Annual number of Student Life sponsored community cultural events on the college campus (3.D.2).

Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements

Tacoma Community College is in compliance with the Commission's eligibility requirements as indicated below:

4. *Operational Focus and Independence.* Tacoma Community College's primary purpose is to serve the higher education interests of its students. Its principal programs lead to recognized certificates and associate degrees. The college devotes all its resources to support its educational mission and goals, and has the organizational independence and capacity to meet the NWCCU's standards and eligibility requirements.
5. *Non-Discrimination.* Tacoma Community College ensures equal employment opportunity and prohibits discrimination in employment on the basis of race, ethnicity, national origin, gender, gender identity, sexual orientation, age, marital status, status as a disabled or Vietnam era Veteran, the presence of any sensory, mental, or physical disability, or genetic information. The college is an equal opportunity employer, as is stated on all college employment recruitment materials (Exhibit K).

The college integrates the principles of diversity into all its operations and activities. TCC strives to eliminate barriers to employment restricting hiring, promotion, recruitment, and tenure, and to create an organization that reflects the diversity of the constituencies it serves. Further, the college is committed to creating a climate in which diversity is valued and fostered, and exposure to differing cultures and peoples is viewed as a key component of employment readiness. TCC seeks to strengthen and expand the diversity of faculty, staff and students wherever possible (Exhibit 2.1).

The college is committed to creating a culture and environment that respects and values individual differences and encourages the productive potential of every employee. TCC believes the diversity of the college workforce is directly related to the quality of services provided to meet students' cultural, economic and social needs.

6. *Institutional Integrity.* The integrity of Tacoma Community College is reflected in the conduct of the Board of Trustees and employees, the academic freedom afforded faculty and students, the fair and consistent treatment of students and employees, and the accuracy of information communicated to students and the public regarding college policies, programs, and services. The college prohibits discrimination and provides equal opportunity and equal access to its programs and services.
7. *Governing Board.* Local governance of the college is the responsibility of the Board of Trustees. The five Trustees are appointed by the Governor of the State of Washington. In appointing Board members, the Governor is required by state law to consider "geographical diversity, and representation from labor, business, women, and racial and ethnic minorities" (*Revised Code of Washington* 28B.50.100, Exhibit 2.2). The composition of the Board of Trustees reflects that of Tacoma Community College's service district.

The Trustees have no contractual, employment, or financial interest in the college. Each Trustee's Conflict of Interest Annual Statement is on file at the President's office (Exhibit 2.3).

8. *Chief Executive Officer.* Tacoma Community College's President, Pamela Transue, was appointed to the position in 1997 by the college's Board of Trustees. President Transue is engaged full-time in the leadership of the college and serves as an ex officio member of the Board of Trustees.
9. *Administration.* Tacoma Community College retains a sufficient number of qualified administrators to manage the college at all organizational levels. Each manager is responsible to provide effective unit as well as cross divisional leadership, aimed at advancing the college toward mission fulfillment.
10. *Faculty.* Tacoma Community College employs appropriately qualified instructional staff in sufficient number to achieve its educational objectives, provide academic policy oversight, and ensure the integrity and continuity of its academic programs.

Tacoma Community College faculty are evaluated in a regular, systematic, substantive, and collegial manner. College evaluation policy specifies process timelines, evaluation criteria, and indices of effectiveness, opportunities for continuous feedback, and administrative access to primary evaluation data. TCC faculty evaluation is prescribed by Section 13.00: Academic Employee Evaluations, in the *Faculty Negotiated Agreement* (Exhibit H).

11. *Educational Program.* Tacoma Community College provides programs with appropriate content and rigor consistent with its mission. Certificate and degree programs in recognized fields of study culminate in the achievement of identified student learning outcomes, and ultimately in degrees and certificates consistent with program content.
12. *General Education and Related Instruction.* Statewide degree guidelines and articulation agreements facilitated by the Washington State Board for Community and Technical Colleges (SBCTC) define and regulate the character and composition of general education within all the college's transfer degrees. These agreements require that each degree include content and methods from the humanities and fine arts, mathematical and natural sciences, and social sciences. The articulation agreements require that degrees adhere to an approved distribution course list published in the *Tacoma Community College 2011-2012 Catalog*.

Tacoma Community College's career training (professional/technical) certificate and terminal degree programs of forty-five quarter credits or more provide instruction that supports identifiable and assessable student learning outcomes that align with program goals. These programs include related instruction in communication, computation, and human relations.

13. *Library and Information Resources.* The Tacoma Community College library effectively supports TCC's mission and core themes of Create Learning, Achieve Equity, and Engage Community by providing extensive paper and digital resources. Ongoing collection development is conducted by faculty librarians and supported by guidance from instructors across the curriculum. Collection decisions are made in response to clearly anticipated needs and are guided by a comprehensive set of policies and principles outlined in the library's Collection Development Policy (Exhibit 2.4).

14. *Physical and Technological Infrastructure.* Tacoma Community College maintains physical facilities that are accessible, safe, secure and sufficient in quantity and quality to support its educational programs, core themes, and mission fulfillment.

Tacoma Community College's main campus is situated on 150 acres in west Tacoma. The main campus consists of 27 buildings encompassing 484,826 square feet of state owned facilities. In addition, the college owns a 13,000 square foot satellite campus in Gig Harbor, bringing the total to 497,826 square feet of state owned facilities with associated technology, managed by Tacoma Community College.

15. *Academic Freedom.* Tacoma Community College establishes, publishes, and adheres to policies of academic freedom and responsibility which protect students and faculty from inappropriate influence, pressure, and harassment.

The College's faculty academic freedom policy is located in Chapter II, item 8 of the *Board of Trustees Policy Manual* (Exhibit J) and Section 8.10 of the *Faculty Negotiated Agreement* (Exhibit H). The College's student academic freedom policy is based upon *Washington Administrative Code* 132F-121-020 (Exhibit 2.5). Policies on due process, distribution and posting, demonstrations, off campus speakers, and student complaints are located in this code.

16. *Admissions.* Consistent with its core themes of Create Learning, Achieve Equity, and Engage Community, Tacoma Community College is an open admission institution serving a diverse student body with a wide range of abilities and educational needs.

In order to assure a reasonable probability of student success, TCC has developed policies and programs to guide admission and placement of students in courses and certificate/degree programs based on individual assessment of prerequisite knowledge, skills, and abilities. The college's continuation, termination, and readmission policies are clearly stated, published, (Exhibit F) and administered in an equitable and timely fashion.

17. *Public Information.* The college catalog provides comprehensive information about college costs, programs, policies and procedures, the college mission, vision and values, faculty and staff credentials, and the academic calendar. The catalog is published annually and developed through a collaborative process directed by TCC's Executive Vice President for Academic and Student Affairs with support from the Department of Marketing, Communication and Outreach. The catalog is available digitally to students and college stakeholders on the TCC website (Exhibit F) and on TCC's student internet portal.

18. *Financial Resources.* Tacoma Community College is committed to responsible, stable, and informed long term financial planning that supports its programs, services, core themes and mission fulfillment.

The Washington State Legislature provides to the Washington State Board for Community and Technical Colleges (SBCTC) a biennial budget allocation for the operation of the state's thirty-four public community and technical colleges. The SBCTC distributes these funds to colleges in the system using an FTE allocation formula reviewed and approved by the college presidents. Colleges are authorized by the Legislature to collect and retain tuition to subsidize state funding.

TCC has adopted a financial reserve policy requiring that the college begin each fiscal year with local operating reserve of no less than 15% of the annual operating budget (Exhibit 2.6). This diminishes financial risk, ensuring a measure of stability in the fiscal management of the college.

Tacoma Community College realistically plans for its use of Washington State revenue, tuition revenue, earned income, donations and other revenue sources. TCC has a long history of responsible and strategic financial planning that advances its core themes and mission fulfillment.

19. *Financial Accountability.* Tacoma Community College has traditionally been audited biennially by the Washington State Auditor’s Office (SAO). At the conclusion of each audit an Accountability Audit Report was drafted by the SAO and presented to the college in an exit conference attended by the college President, Vice President for Administrative Services, Director of Financial Services, and a member of the college’s Board of Trustees. A final report was posted on the Washington State Auditor’s Office website www.sao.wa.gov (Exhibit 2.7).

In November 2011, the college was notified that the SAO was undertaking a new approach to its accountability audits, shifting focus to auditing and reporting on statewide audit topics rather than separate accountability audits of individual agencies. From July 1, 2010 through June 30, 2011 the SAO performed a statewide accountability audit of tuition waivers issued at 10 Washington State public community colleges and all 6 Washington State public colleges and universities. TCC was not one of the 10 community colleges selected for a tuition waiver audit.

In order to comply with the NWCCU standard concerning financial audits, Tacoma Community College has contracted with the State Auditor’s Office and a private firm to conduct a full audit, which will be completed in March 2014.

20. *Disclosure.* Tacoma Community College discloses to the Northwest Commission on Colleges and Universities all information required by the Commission for its evaluation and accreditation functions.
21. *Relationship with the Accreditation Commission.* Tacoma Community College accepts and agrees to comply with the standards and related policies of the Northwest Commission on Colleges and Universities. The college agrees that the Northwest Commission on Colleges and Universities may disclose the nature of any action, positive or negative, regarding its status with the Commission.

Standard 2.A: Governance

2.A.1: Tacoma Community College has an effective and widely understood system of governance with clearly defined authority, roles and responsibilities. The college’s decision making structures allow for the consideration of faculty, staff, administrator and student views on matters in which they have a reasonable interest.

TCC is part of the Washington State community college system, composed of thirty-four community and technical colleges falling under the broad regulatory authority of the Washington State Board for Community and Technical Colleges (SBCTC). Created through the Community College Act of 1967, college districts in the system are charged with offering “thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by

combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural and recreational nature; and adult education" (*Revised Code of Washington* 28B.50.020(2), Exhibit I). State funds for community and technical colleges are appropriated by the state legislature and disbursed to the colleges by the state board.

Because the college was created by and receives support from state government, it is subject to rules, regulations, and policies promulgated by a number of state boards and agencies. These are outlined in Figure 2-1.

Figure 2-1: Overview of Washington State Government

Board/Agency	Function
State Board for Community and Technical Colleges	Nine member board appointed by the Governor. Provides general oversight of the state system of community and technical colleges.
Student Achievement Council	Nine member board appointed by the Governor. Proposes to the governor and legislature goals, improvements, and innovations for increasing educational attainment in the state.
State Board of Education and Office of the Superintendent of Public Instruction	Oversees the K-12 system, including college programs that serve high school students.
Office of the Attorney General	Provides legal oversight of state agencies.
Office of Financial Management	Promulgates financial reporting regulations.
Washington State Department of Enterprise Services (personnel and general administration)	Administers the state civil service system, including the merit system rules and the classification and pay system; promulgates regulations governing official records, procurement, facilities, and capital construction.
Washington Personnel Resources Board	Promulgates rules and regulations consistent with state civil service law, and hears personnel appeals.
Washington State Auditor’s Office	Conducts financial audits.
Washington State Department of Retirement Systems	Administers public employee retirement systems as well as deferred compensation and dependent care assistance programs for eligible state employees.
Washington State Employment Security Department	Regulates unemployment benefits.
Washington State Health Care Authority	Develops and provides comprehensive health care program for eligible state employees.
Workforce Training and Education Coordinating Board	Provides oversight of special legislative workforce development programs.
Tacoma-Pierce County Workforce Development Council	Provides oversight of local federal and state workforce development activities.

The local administrative organization of the college, summarized on the TCC Organizational Chart (Exhibit E) guides the authority, roles, and responsibilities of the college administrators.

Participation in college governance is ensured through the college's local administrative organization and faculty and staff participation on committees, councils, panels, and task forces. These groups are organized as indicated on the TCC Shared Governance Flow Chart (Exhibit G). The committees, councils, panels, and task forces are identified on the college's employee internet portal, which also includes each group's purpose, administrative officer, authority, meeting schedule, member selection criterion, list of current members, and an archive of minutes of past meetings (Exhibit 2.8).

Student engagement in college governance is provided for through the Associated Students of Tacoma Community College (ASTCC) Senate, which serves as the primary representative body. The ASTCC president represents the Student Senate at TCC Board of Trustees meetings. The ASTCC Senate appoints student representatives that serve on college tenure committees, and the ASTCC president or designee serves on the Student Services Committee and the College Council.

The TCC Board of Trustees participates in the Pierce County Coordinating Council, a leadership group composed of two trustees and the president of each of the four Pierce County community and technical college districts. The purpose of this group is to promote collaboration among these institutions (Exhibit 2.9).

2.A.2: Tacoma Community College is a single college with five satellite units. It retains a single governance system that supports the requirements, policies, regulations, and procedures for all college units. College policies are equitably administered across the college.

TCC retains a main campus in Tacoma; a satellite campus in Gig Harbor; a Bridge (lower division degree) Program at The Evergreen State College Tacoma; a family literacy program at the Madison School in Tacoma; and programs at the Washington Corrections Center for Women in Purdy, Washington, and the Mission Creek Corrections Center for Women in Belfair, Washington. The organization of these programs, summarized on the Tacoma Community College Organizational Chart, (Exhibit E) guides the authority, roles, and responsibilities of the college's instructional programs, faculty and administrators.

TCC's main and satellite programs administer and adhere to the same policies, regulations, and procedures. The college's two Washington State Department of Corrections programs also adhere to the requirements and regulations of that agency (Exhibit 2.10) .

The Tacoma Community College Foundation maintains a Board of Directors that oversees that 501(c)(3) organization. The Foundation is housed on the TCC campus. Its relationship to the college is described in section 2.F.8.

TCC is one of thirty-four Washington State public community and technical colleges. This statewide system is governed by the Washington State Board for Community and Technical Colleges (SBCTC). The SBCTC, governed by a nine-member board appointed by the Governor, (Exhibit 2.11) is required to provide "general supervision and control over the state system of community and technical colleges." Its specific responsibilities include to:

- Prepare a single system operating budget request and capital budget request for consideration by the Legislature.
- Disburse to the college districts capital and operating funds appropriated by the Legislature.
- Ensure that each college maintains an open door policy and offers the educational, training, and service programs specified by law.

- Administer criteria for establishment of new colleges and for the modification of district boundary lines.
- Establish minimum standards for the operation of community and technical colleges with respect to personnel qualifications, budgeting, accounting, auditing, curriculum content, degree requirements, admission policies, and the eligibility of courses for state support.
- Prepare a comprehensive master plan for community and technical college education.
- Encourage innovation, coordinate research, and disseminate research findings (Exhibit 2.12).

2.A.3: Tacoma Community College is currently in compliance with the *Standards for Accreditation* of the Northwest Commission on Colleges and Universities. The college also complies with its collective bargaining agreements, legislative initiatives, and external mandates.

Reporting to the Executive Vice President for Academic and Student Affairs, TCC’s accreditation liaison officer (ALO) directs the Office of Organizational Learning and Effectiveness (OL&E). The OL&E Office is located in the college’s administration office suite, immediately adjacent to the office of the college’s Executive Vice President for Academic and Student Affairs and near the office of the college President. In order to stay abreast of developments and provide information relevant to the college’s compliance with NWCCU Standards for Accreditation, the ALO attends meetings of the Board of Trustees, Budget Committee, College Council, Instructional Administrators, Instructional Assessment, Instructional Council, Joint Administrative Council, President’s Council on Equity and Diversity, and select Executive Staff and Student Services Council meetings.

Governing Board

2.A.4: Tacoma Community College is supported by a five member Board of Trustees, who have no contractual, employment, or financial interest in the college. Each Trustee’s Conflict of Interest Annual Statement is on file at the President’s office (Exhibit 2.3).

The Trustees (Figure 2-2) are appointed by the Washington State Governor and are responsible for local governance of the college. In appointing board members, the Governor is required by state law to consider “geographical diversity, and representation from labor, business, women, and racial and ethnic minorities” (*Revised Code of Washington* 28B.50.100, Exhibit 2.2) The composition of the Board of Trustees reflects the diversity of Tacoma Community College’s service district.

Figure 2-2: Tacoma Community College Board of Trustees

Name	Occupation	Appointment Dates
Gretchen Adams	Co-founder and President of Systems Consulting, LLC. Current: Women in Transportation; Conference of Minority Transportation Officials; High Speed Rail Association; American Leadership Forum; Rotary International; Multicare Foundation Board (pending) 2014. Former: Board Member, Lindquist Dental Clinic, 2010-11; Board Member, Northwest Bookfest, 1995-98; Advisory Board, Northwest Sinfonietta, 2000-01.	Nov. 2013-Sept. 2018

Don Dennis	Manager, Washington State Governmental Affairs, CenturyTel, 1977-2006 (Retired). Current: Board Member, Gig Harbor Chamber of Commerce (Chair, Public Affairs Committee); Chair, Gig Harbor Rotary Club. Former: Board Member, Association of Washington Business, 14 years.	Jan. 2007-Sept. 2011; Oct. 2011-Sept. 2016
Liz Dunbar, Vice Chair	Executive Director, Tacoma Community House. BA, Sociology/Social Work Certificate, Washington State University. Current: Secretary, Japanese American Citizens League, 2000-present. Board Member, Pioneer Human Services; Board Member, LADCO Foundation. Former: Chair, Governor's New Americans Policy Council, 2008-2010; Board Member, American Leadership Forum (Chair, 2006-08); Board Member, Assoc. Ministries, 2006-2011.	Oct. 2010-Sept. 2015
Robert Ryan	President, Ryan, Jorgenson & Limoli, P.S. BS, University of Puget Sound. Current: Board Member, Franciscan Foundation; Member, Washington Society of CPAs; Member, American Institute of CPAs; Rotarian, Rotary Club of Gig Harbor, Association Diversity Committee Member, Association of Community College Trustees, 2013-14. Former: Founder and Former President, Peninsula Schools Education Foundation; Member, Steering Committee, St. Anthony's Hospital; Chairman, Narrows Bridge Citizen Advisory Committee, 2005-09; Scoutmaster, District Chairman, and District Treasurer, Boy Scouts of America, 1987-2008.	Dec. 2010-Sept. 2012 Oct. 2012-Sept. 2017
Chad Wright, Chair	Chief Executive Officer, Marine View Ventures, Inc. BS, Boston College; JD, Pepperdine School of Law; MBA, Stanford Graduate School of Business. Current: Board Member, Tacoma Goodwill Industries (Chair, 2012 and 2013); Member, Washington State Bar Association; Member, California Bar Association.	Nov. 2009-Sept. 2014

2.A.5: Tacoma Community College's Board of Trustees acts only as a committee of the whole. No board member acts on behalf of the Board except by formal delegation of authority.

Because Tacoma Community College is a Washington State public community college, its Board of Trustees' responsibilities and prerogatives are defined in the *Revised Codes of Washington* (RCW 28B.50, Exhibit 2.13). The Board's authority, duties, responsibilities, and code of ethics are formally articulated, along with Board procedures, in Chapter I of TCC's *Board of Trustees Policy Manual* (Exhibit J). These duties and responsibilities include provision for "the personnel, physical facilities, and means of financial support to carry out the [college's] goals and objectives."

Chapter III of the *Board of Trustees Policy Manual* defines Board structure and operating procedures and directs that the Board's business is to be conducted only at meetings by a quorum (three members) of the Board membership, and Board policy be passed by a majority of the Board. Chapter VI of the *Board of Trustees Policy Manual* defines the fiscal responsibilities of the Board, including review and approval

of the annual budget, which is to “meet the stated philosophy, objectives, and goals” of the college, and accountability and control of college funds.

In compliance with the *Washington Administrative Code* (WAC), President Transue serves as Secretary to the Board of Trustees, and Vice President for Administrative Services Silvia Barajas serves as Board Treasurer.

In accordance with Washington State's Open Public Meetings Act of 1971 (RCW 42.30), Board meetings are open to the public (Exhibit 2.14). Pursuant to the Open Public Meetings Act, Chapter III of the *Board of Trustees Policy Manual* provides for private executive sessions in meetings otherwise open to the public to allow for discussion of confidential personnel issues, real estate transactions, or litigation or potential litigation. Official actions of the Board can be taken only in public meetings. As representatives of their respective constituencies, the college Executive Staff, President of the Associated Students of Tacoma Community College (ASTCC), faculty union President, Classified Staff Council President, and TCC Foundation President attend and present reports at public Board meetings. Other college staff, particularly administrators, routinely attend Board meetings. An attorney from the Office of the Washington State Attorney General attends all Board meetings to provide legal advice.

2.A.6: The Tacoma Community College Board of Trustees regularly reviews, revises as necessary, and provides Board oversight of both the College’s and the Board’s organizational and operational policies.

The TCC Trustees review the *Board of Trustees Policy Manual* as needed during the annual summer Board Retreat. The *Board of Trustees Policy Manual* was last fully updated in 2013. Additionally, the Board reviews, as needed, the administrative policies recorded in the *College Administrative Manual*. The *College Administrative Manual* was fully updated in 2011. The Board participates in the development and continuous oversight of TCC’s strategic and operational plans. The Board also provides continuous budget oversight ensuring that fiscal policies are implemented. The process for Board policy adoption is described in Chapter III of the *Board of Trustees Policy Manual*.

2.A.7: The Tacoma Community College Board of Trustees selects and regularly evaluates the college President. The Board delegates authority to the President for the operation of the college and implementation of Board approved policies. The President’s authority, duties, and responsibilities are defined in Chapter IV of the *Board of Trustees Policy Manual* (Exhibit J) as well as in the *Presidential Contract* (Exhibit 2.15).

The *Board of Trustees Policy Manual* stipulates that the President be annually evaluated by the Board. The President’s contract further defines her evaluation to include Board-President relationships; community and external relations; classified, faculty, and administrative relationships; educational and student programs; business and financial matters; professional and leadership achievement; and the achievement of previously established goals (Exhibit 2.14). The President keeps the Board informed monthly through Board meeting reports and periodically through a detailed newsletter outlining her activities on behalf of the college.

2.A.8: Tacoma Community College’s Board annually evaluates its performance in relation to its duties, responsibilities, and annual goals for the previous year, and sets new goals for the upcoming year. This evaluation and planning activity occurs at the annual summer Board Retreat. Prior to the retreat, a Self-Evaluation Performance Review is completed by each board member for consideration at the summer Board Retreat (Exhibit 2.17). The Board’s goals and objectives for the coming year are also developed at the retreat (Exhibit 2.18).

Leadership and Management

2.A.9: Tacoma Community College has an effective system of leadership, staffed with highly qualified administrators with appropriate levels of responsibility and accountability. TCC leadership plans, organizes, and manages the college and assesses its achievements.

Board policy (Chapter IV of the *Board of Trustees Policy Manual*) requires the college President to develop and maintain a college administration to carry out the policies of the college. TCC's executive leadership consists of four Executive Officers and the President. The college is organized into three administrative divisions: Academic and Student Affairs, Student Services, and Administrative Services. These are led, respectively, by an Executive Vice President for Academic and Student Affairs, a Vice President for Student Services, and a Vice President for Administrative Services. The President, Executive Vice President, two Vice Presidents and the Executive Assistant to the President compose the college's Executive Staff (Exhibit E).

The Executive Staff meets weekly to review and assess college performance, with particular attention to policy, planning, and accountability. The Executive Staff is responsible for monitoring the college's core indicators, assessing the college's degree of core theme achievement, and assessing fulfillment of the college mission.

The President performs annual formative and summative reviews of Executive Staff members. At the end of each year, the President and Executive Officers prepare written self-evaluations of their progress in meeting their goals, and develop their goals for the coming year. Goals and performance are aligned with TCC's mission statement, core themes, strategic, and operational plans. The President submits her self-evaluation to the Board for review during the Board's summer retreat. The President reviews Executive Officers' self-evaluations, and meets individually with Executive Officers before she prepares their written performance evaluations. Mid-year evaluations are performed as necessary.

The qualifications of the college's Executive Officers are summarized below.

Pamela J. Transue, President

Education:

Institute of Educational Management, Harvard University, Cambridge, MA
Ph.D., English, Ohio State University, Columbus, OH
M.A., English, Ohio State University, Columbus, OH
B.A., English, University of Washington, Seattle, WA

Prior Experience:

Executive Dean, Rock Creek Campus, Portland Community College, Portland, OR
Executive Dean, Open Campus, Portland Community College, Portland, OR
Special Assistant to the President, University of Washington, Seattle, WA
Assistant Director, Office of Continuing Education, Ohio State University, Columbus, OH
Program Coordinator, Office of Continuing Education, Ohio State University, Columbus, OH
Graduate Administrative Associate, Center for Medieval and Renaissance Studies, Ohio State University, Columbus, OH

Tod Treat, Executive Vice President for Academic and Student Affairs

Education:

Ph.D., Human Resource Development, University of Illinois – Urbana-Champaign, IL
M.S., Chemistry, University of Colorado, Boulder, CO.B.S., Biochemistry, University of Illinois – Urbana-Champaign, IL

Prior Experience:

Vice President of Student and Academic Affairs, Richland Community College, Decatur, IL
Assistant Professor of Education, University of Illinois – Urbana-Champaign, Urbana, IL
Dean of Academic Services, Parkland College, Champaign, IL

Mary Chikwinya, Vice President for Student Services

Education:

M.A., Student Personnel Services, Slippery Rock State University, Slippery Rock, PA
B.A., Psychology, Slippery Rock State University, Slippery Rock, PA

Prior Experience:

Vice President for Learning and Student Success, Pierce College, Puyallup, WA
Dean of Instruction, Green River Community College, Auburn, WA
Associate Dean for Instruction, Highline Community College, Des Moines, WA
Director of Minority Affairs, Highline Community College, Des Moines, WA
Director of Minority Affairs, Seattle University, Seattle, WA
Counselor/Advisor, Washington State University, Pullman, WA
Career Counselor/Instructor, Slippery Rock State University, Slippery Rock, PA

Silvia Barajas, Vice President for Administrative Services

Education:

M.P.A., Public Administration, University of Washington, Seattle, WA
B.A., Psychology, University of California, Irvine, CA

Prior Experience:

Director, Finance and Administration, University of Washington, Seattle, WA
Director, Administrative Services, Santa Ana College, Santa Ana, CA
Budget Officer, Sonoma State University, Rohnert Park, CA

2.A.10: TCC's President, Dr. Pamela Transue, holds exemplary credentials for her role as Chief Executive Officer of Tacoma Community College. President Transue is engaged full-time in the leadership of the college and serves as an ex officio member of the TCC Board of Trustees.

Dr. Transue has served as President of Tacoma Community College since 1997 (Exhibit 2.19). She is active in local civic improvement efforts and in regional and national professional activities. She has served as chair of the Board of the American Association of Community Colleges, as secretary of the Board of the American Council on Education, as president of COMBASE, a national organization devoted

to community-based learning, and as president of the Washington Association of Community and Technical College Presidents. Dr. Transue currently serves on a number of boards including those of Tacoma Goodwill Industries, Tacoma/Pierce County Chamber of Commerce, and the Brandman University Advisory Board. She is the recipient of the 2010 CEO of the Year Award from the Pacific Region of the National Association of Community College Trustees and the 2010 CEO of the Year Award from the State of Washington Trustees Association.

Dr. Transue attended the University of Washington, where she earned her bachelor's degree, and the Ohio State University, where she earned her M.A. and Ph.D. degrees. Additionally, she has completed the Institute of Educational Management at Harvard. She is the author of two books and numerous articles. Before coming to TCC, she served as Executive Dean at Portland Community College in Portland, Oregon, and as Special Assistant to the President at the University of Washington.

2.A.11: Tacoma Community College retains a sufficient number of qualified administrators to manage the college at all organizational levels. At every level, managers are responsible for effective leadership of their respective units, as well as cross-division collaborative leadership aimed at advancing the college toward mission fulfillment.

Mission statements, goals and objectives of instructional programs and administrative units are aligned with the mission and core themes of the college. At the program and unit levels, faculty and staff annually review performance, develop goals and objectives, and devise action plans for achieving unit goals. Planning processes include Annual Program Reviews for instructional programs and Unit Action Plans for administrative units (Exhibit 2.20).

The college mission is fulfilled through realizing the college's core themes. The core themes are referenced in all levels of college planning, and college administrators are responsible for aligning the work of their units to achieve core themes. The college's comprehensive annual evaluation and planning processes clarify responsibilities and objectives for which administrators are accountable.

Tacoma Community College is committed to a system of shared governance. Faculty and staff participate in Board meetings and on College Council, the college Budget Committee, and a variety of other committees charged with developing policies and procedures for college operations. Regular meetings of academic divisions, programs, and administrative units facilitate communication.

Tacoma Community College's Shared Governance Flow Chart describes the organization of TCC's active councils and committees (Exhibit G). Descriptions of the committees and councils are located in the Tacoma Community College Councils and Committees Chart (Exhibit 2.21) as well as on the college Information page located on the employee internet portal (Exhibit 2.8).

Policies and Procedures

Academics

2.A.12: Tacoma Community College's academic policies on teaching, service, scholarship, research, and artistic creation are clearly communicated to TCC students and staff through the *College Administrative Manual*, the college catalog, the Code of Student Rights & Responsibilities, and negotiated agreements with the college's collective bargaining units. All academic policies are available electronically through the college's student and employee internet portals.

Students have ready access to all pertinent policies on the internet through a "Policies and Procedures" link in the college's student internet portal (Exhibit 2.22). Among others, these policies include the college's Academic Review, Confidentiality of Student Records, and Student Right to Know policies, as well as such related information as Completion and Transfer Rates (Exhibit 2.23). Academic policies are also located in the college catalog (Exhibit F), and appropriate policies are included on course syllabi.

Faculty and staff have access to academic policies in the *College Administrative Manual* located in the "Forms and Publications" section of the college's employee internet portal (Exhibit 2.24) and in the college catalog.

During the 2010-2011 academic year TCC Executive and administrative staff completed comprehensive reviews of the *College Administrative Manual*, the college catalog, the Code of Student Conduct, and the college's negotiated agreements. These efforts led to a significant reorganization of the *College Administrative Manual* in June 2011.

2.A.13: Tacoma Community College's library and information resource policies are documented, published, and enforced.

To support TCC's core theme, Create Learning, the Library provides access to relevant and diverse academic resources in several formats. The Library maintains monograph, reference, and periodical collections in both print and electronic formats. These collections are available to all currently-enrolled students.

The Library has a comprehensive set of circulation and conduct policies that are published and available to students on site and online. Policies are reviewed annually and updated as needed.

Circulation Policies

Circulation policies and database use policies are posted in the student internet portal: Library > About the Library > Borrowing Materials (Exhibit 2.25). In addition, a concise version of circulation policies is posted at the circulation desk.

Policies related to check-out duration and conditions for books, DVDs, laptops, periodicals, headphones, calculators, and reserve materials are also conveyed to students verbally by circulation staff at the time of check-out.

Computer Use Policies

The TCC Computer Use Policy is posted in the Student Portal: Library > About the Library > Computers & Other Equipment (Exhibit 2.26). A concise version of the TCC Computer Use Policy is also posted on the desktop of every computer in the Library.

Study Space Use and Reservation Policies

Policies for use and reservation of Library group study space are posted in the student internet portal: Library > About the Library > Study Spaces (Exhibit 2.27). Policies are also posted at the entrance to the group study spaces.

Copyright Policies

A U.S. Copyright Law notice is posted on all campus copy machines—including those in the library, along with directions to access TCC's fair use copyright policy (Exhibit 2.28). Extensive copyright information for students is available on the TCC website in the library's LibGuides (Exhibit 2.29).

Library Conduct Policies

Policies related to student conduct in the library are posted in the student internet portal: Library > About the Library > Library Conduct (Exhibit 2.30). Concise versions of student conduct policies are posted in the library. Additionally, librarians verbally convey library conduct policy to students in TCC's Student Success Seminar (HD 101).

Online Access Policy

Approximately half the library's monograph collection, and the majority of the library's periodical collection, are in electronic format and available to all currently enrolled TCC students via the TCC Portal.

Library and information resource guidelines of particular interest to e-learning students, for both print and online resources, are posted in the student internet portal: Library > About the Library > For Distance Learners (Exhibit 2.31).

Overdue Items and Processing Fees Policies

Policies related to consequences and charges for overdue, lost, or damaged items are posted on the student internet portal: Library > About the Library > Borrowing Materials (Exhibit 2.25).

2.A.14: Tacoma Community College maintains clear, widely published policies and consistent processes for accepting credit from accredited colleges and universities. These policies maintain the integrity of TCC's programs while facilitating student mobility between institutions and supporting students in the completion of their educational goals.

Guidelines for transfer-of-credit are provided in the college catalog, including those on transfer among Washington State Community and Technical Colleges, credit transfer out of and into Tacoma Community College, acceptance of nationally-recognized exams, and the character of select articulation agreements (Exhibit F). Basic transfer information, including that related to transcript review, is provided on the student internet portal (Exhibit 2.32). A comprehensive transfer-of-credit policy is available in the college catalog, and on the college's student and employee internet portals. Additionally, TCC's external website includes transfer-of-credit information for prospective students within the site's "Getting Started" section (Exhibit 2.33).

Official transcripts are evaluated by the college's credential evaluator to determine TCC course equivalencies. Credit is evaluated on a course by course basis, and credits without TCC course equivalents may be accepted as elective credit. Evaluated courses are noted in a course equivalency database to ensure consistent evaluations. For courses that have not been previously evaluated, the evaluator consults course descriptions in the catalogs of the transferring institutions. If catalog information is insufficient, the evaluator requests course descriptions from the transferring colleges and may ask students to provide course syllabi. The evaluator then confers with TCC's instructional faculty in the academic fields to which the credit potentially would be applied. Transcripts are evaluated within four to six weeks of receipt to ensure that students are able to design educational plans in a timely manner.

Credit accepted for transfer to TCC is not used to calculate TCC grade point averages, but is used to calculate graduation grade point averages used in determining awards at the time of graduation.

TCC subscribes to the Inter-College Reciprocity Policy of Washington's State Board for Community and Technical Colleges. This policy provides for reciprocity of specific courses and distribution areas and is

intended to ease student transfer between Washington State community and technical colleges (Exhibit 2.34). The reciprocity agreement is referenced in the college catalog (Exhibit F).

The college also maintains policies for College in the High School, Service Member's Opportunity College, and challenge exams for select courses. College in the High School consists of articulation agreements with regional school districts to grant college credit to high school students for completing approved courses in their high schools (Exhibit 2.35). TCC is a participant in the U.S. Department of Defense's Service Member's Opportunity College which intends to increase access to higher education for military personnel. This program allows military personnel to transfer and apply military credits to TCC's non-transferable Associate in General Studies degree (Exhibit F). Challenge Exams are available to TCC students in the areas of Computer User (CU) and Information Technology (IT) (Exhibit 2.37). Advanced Placement, International Baccalaureate, and CLEP/DANTES programs all provide opportunities for students to earn credit applicable to TCC degree programs. Descriptions of these credit policies are located in the college catalog (Exhibit F).

In 2007 the Washington State Board for Community and Technical Colleges established a common course numbering system (Exhibit 2.38). This system now includes many courses at the 100 level and above in transfer and professional/technical curricula (Exhibit 2.39). Common course numbering provides easy transfer-of-credit for students moving between Washington State colleges. The common course numbering system is described in the college catalog (Exhibit F).

Students

2.A.15: Policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances, and disability accommodations are clearly stated and available to students, and are administered consistently and equitably.

TCC's policies and procedures governing students' rights and responsibilities are codified in State law, *Washington State Administrative Code* (Exhibit M). Pertinent policies are included in the college catalog and on the student internet portal. The student portal Policies and Procedures page includes policies and procedures on the topics of Academic Review, Acceptable Use of Information Systems, Academic Dishonesty, Alcohol and Drugs, Student Record Confidentiality, Financial Aid, Satisfactory Academic Progress, Grievance Procedure—Sexual Harassment, Sex Discrimination and Disability Discrimination, Hazing, Loss of Eligibility—Athletics, Grievance Procedure—Final Course Grades, and Grievance Procedures—Other (Exhibit 2.22). TCC's Code of Student Conduct is available on the student internet portal and in hard copy format from the Office of the Vice President for Student Services (Exhibit N). Disability policies are also available to students in hard copy format at the Access Services counter. Students new to TCC receive information on policies and procedures at the college's mandatory New Student Orientation.

During the 2010-2011 academic year, a workgroup of faculty, staff and students met to review and revise the Code of Student Conduct based on material published by the Association of Student Conduct Affairs (ASCA), and specifically, E. Stoner and J. Lowery's "A Twenty-First Century Model Student Conduct Code." Stoner and Lowery's model code is based on the premise that conduct issues at institutions of higher education, while following basic principles of fairness and due process, are not criminal proceedings and as such should be structured to support the educational mission of the college. TCC's revised Code of Student Conduct was presented to students, faculty, and staff prior to approval in October 2011 by the TCC Board of Trustees, and was implemented on January 1, 2012. A review of the

code will be conducted every third year to ensure that it provides fair and balanced guidance for student conduct issue resolution.

TCC faculty are required to include academic dishonesty policies and related sanctions on their course syllabi. The college's academic dishonesty procedure was reviewed and evaluated during the 2007-2008 academic year, and an updated procedure was approved by the Instructional Council in January of 2008. The procedural update included the creation of the Academic Dishonesty Report Form that faculty may use when meeting with students accused of violating the policy. These forms are forwarded to the Office of Student Services Administration for record-keeping purposes.

Policies and procedures for students of disability were reviewed and updated during the 2011-2012 academic year in compliance with the Student Services Administration's unit action plan for that year. The updated documents incorporate changes made to the Americans with Disabilities Act as a result of the Reauthorization of Higher Education Act of 2008.

All student policies and procedures include provisions for students to appeal decisions they believe to be unfair or discriminatory. The Vice-President for Student Services designates a qualified student services administrator, currently the Director of K-12 Partnerships and Student Conduct, to ensure that the student conduct process is carried out fairly and consistently. The Coordinator of Assessment and Access Services is responsible for administering accommodations to students of disability in compliance with federal and state laws and guidelines and ensuring that all students have access to college programs, services and activities.

2.A.16: Consistent with its core themes of Create Learning, Achieve Equity, and Engage Community, Tacoma Community College is an open admission institution serving a diverse group of students with a wide range of abilities and educational needs.

In order to assure a reasonable probability of student success, TCC has developed policies and programs to guide admission and placement of students in courses and certificate or degree programs that are consistent with an evaluation of their prerequisite knowledge, skills, and abilities. The college's continuation, termination, and readmission policies are published, clearly stated, and administered in an equitable and timely fashion.

TCC's primary legal mission, as articulated in the *Revised Code of Washington* (Exhibit I) is to serve adult learners. Consequently, college policy limits admission of students under the age of 18 who have not graduated from high school. Students under the age of 18 are served by the following programs:

Running Start is a partnership between Washington State's community college system and public school districts that provides for eligible high school juniors and seniors to enroll in TCC courses at no tuition cost. College credits earned through Running Start simultaneously satisfy high school and community college requirements. To be eligible for Running Start, students must have college-level English skills.

Fresh Start is a program established through an agreement between TCC and the Tacoma School District and is approved by the Washington State Office of Public Institutions as an Open Doors Program partnership. The program is designed to serve young adults between the ages of 16 and 21 years who have dropped out of high school and wish to resume their education. Students work toward high school diplomas while preparing for vocational careers. Eligible students complete courses at the college that simultaneously satisfy their high school and community college

requirements. The program admits young people ages 16-20 who have been out of school for 60 days or have releases from their high schools, and who assess at the 85 level (pre-college) or above in English (Exhibit 2.41).

Admission of students under the age of 18 who do not have high school diplomas and are not enrolling in Running Start or Fresh Start occurs on a limited case-by-case basis when students demonstrate exceptional abilities that area high schools are unable to accommodate. The college does not admit such students who need to make up credits lost due to poor high school performance.

Selected professional technical programs in TCC's Health, Justice, and Human Services programs have additional admissions criteria and competitive admission processes. Currently, these programs include Nursing, Radiologic Technologies, Respiratory Therapist, Diagnostic Medical Sonography, and Paramedic. Admission requirements for these programs are published in the college catalog and administered by the Dean for Health, Business, and Professional Services.

Admission and placement policies for international students are provided in written publications (Exhibit 2.42) and on the college website (Exhibit 2.43). International applicants must submit completed TCC International Student Applications, including copies of high school or college transcripts and official bank statements documenting that students meet TCC and U.S. Immigration requirements.

All students are evaluated for placement into math and English courses, most often using the ACCUPLACER exam. Cutoff scores for math and English placement are determined by the Developmental Studies, Mathematics, and Written and Oral Communications programs with oversight by appropriate deans. The college regularly reviews its testing and placement processes, and implements improvements to increase student success. For example, in 2010-11 the English program revised its developmental English and reading curriculum and adjusted entry scores to improve alignment with student learning outcomes. TCC collaborates with regional school districts to better prepare students for skill acquisition prior to beginning college work, and the college provides a series of ACCUPLACER Prep Workshops to help students perform well on the placement exam (Exhibit 2.45).

The college's Academic Review Policy is designed to help students in academic difficulty improve their academic performance. The policy provides college students, faculty, and staff with guidance regarding student academic continuance, termination, appeal, and readmission. The policy is published in the college catalog (Exhibit F), on the college's external website (Exhibit 2.46), and on the student internet portal (Exhibit O). Students review the policy during New Student Orientation.

The college's Academic Review Policy is supported by several formal processes. The first is the college's Early Alert System. An early alert can be triggered by an instructor when a student is in danger of failing a course. The student and his or her advisor receive the alert from the instructor in time for the student to improve academic performance. The second is the college's academic deficiency process. At the end of each academic quarter, students whose grade point averages fall below 2.0 are identified, and receive timely notification from the Vice President for Student Services followed by assistance from academic advisors in developing academic success plans. A similar process places students who earn GPAs below 2.0 in the quarter following academic deficiency for placement on academic probation. Academic suspension may follow academic probation.

2.A.17: Tacoma Community College publishes clear and consistent policies that guide its co-curricular student life program. These policies include student rights and responsibilities for clubs, events, fund expenditures, and use of student media.

TCC recognizes the significance of student engagement and its link to student success. TCC's Student Life program offers a diverse set of programs and activities designed to engage students and create a strong climate of co-curricular programs (Exhibit 2.47). TCC complies with state regulations regarding student service and activity fees used to support student activities and programs. The Office of Student Life has developed a budgeting process for distribution and allocation of student service and activity funds, guided by college policies located in the *Constitution of the Associated Students of TCC, Services and Activities Budget Guidelines and By-laws*, and the *Student Club Handbook*. These policies guide student groups recognized by the Associated Students and are consistent with TCC Board of Trustees policy (Exhibit J).

Recognizing that the exercise of free speech is fundamental to the democratic process, the TCC Office of Student Life supports *The Challenge*, a student-run news site and open public forum (Exhibit F). *The Challenge* is run by student staff and advised by the Coordinator of Student Life. The *Challenge's* student staff control *Challenge* content in accordance with principles defined by the code of ethics of the Society of Professional Journalists, which defines student journalists' professional and ethical responsibilities (Exhibit 2.48).

TCC is a member of the Northwest Athletic Association of Community Colleges (NWAACC) and adheres to the association's rules, regulations and guidelines. The college supports three women's intercollegiate teams (basketball, volleyball, and soccer) and three men's teams (basketball, baseball and soccer). Student athletes meet the same admission requirements, academic standards, and degree requirements applied to general TCC students. Financial aid awards to student athletes adhere to the same institutional practices as those applied to all TCC students. Athletic financial aid is limited in the number of grants allowed per sport, as mandated by NWAACC, and is subject to annual reporting.

Human Resources

2.A.18: Tacoma Community College publishes, regularly reviews, and equitably applies its human resource (HR) policies to employees and students.

TCC's HR policies and procedures are published, maintained, and made available to all college employees in the *College Administrative Manual*, which is accessible on the employee internet portal. These policies and procedures are aligned with federal and state law and applicable collective bargaining agreements.

Policies are updated when there are changes in federal and state law and are also reviewed every two years to ensure currency. New policies associated with Human Resources are reviewed by the Director for Human Resources and forwarded for approval to the Vice President for Administrative Services. Once a policy has been approved by the Vice President for Administrative Services, a recommendation for approval is submitted to the college President for her consideration.

The college's policy forms have been updated to include review dates. These annotations provide a record of each policy's most recent review.

To ensure TCC's compliance with Washington State and U.S. Government human resource, payroll, and benefit regulations, the Director for Human Resources participates in the Washington State Board for Community and Technical College (SBCTC) system-wide Human Resource Management Commission (Exhibit 2.49).

The college complies with federal and state affirmative action and nondiscrimination laws. College policy prohibits discrimination and provides equitable employment and equal access to its programs and services without regard to race, ethnicity, national origin, gender, gender identity, sexual orientation, age, marital status, status as a disabled or Vietnam era Veteran, the presence of any sensory, mental, or physical disability, or genetic information. The college is an equal opportunity employer and educator, as is stated on all college employment recruitment materials, the college catalog and other related publications (Exhibit 2.59). Additionally, the college provides reasonable accommodation for persons with disabilities including students, employees, and applicants for employment.

2.A.19: All employees of Tacoma Community College are apprised of employment conditions, assignments, rights and responsibilities, and policies and procedures for evaluation, retention, promotion and termination.

All employees, full-time and part-time, are first informed of employment conditions and work assignments through detailed position descriptions provided at the time of recruitment. Once hired, employees receive appointment letters that confirm their terms and conditions of employment.

Employees covered by negotiated agreements are provided with copies of the applicable negotiated agreements, outlining employee rights and responsibilities and criteria and procedures related to evaluation, retention, promotion, and termination. Policies, procedures and collective bargaining agreements are posted on the Human Resources page of the employee internet portal, which is accessible to all employees.

New employees attend a new employee orientation presented by the college's Human Resources staff. Orientations of new full and part-time faculty are provided quarterly.

Full-time employees are evaluated annually and managers are encouraged to provide feedback to part-time staff (Exhibit T).

The college has the following three classifications of full-time employees.

Faculty

TCC faculty are represented by the Tacoma Community College Federation of Teachers, which is affiliated with the American Federation of Teachers. The *Faculty Negotiated Agreement* includes specific criteria and procedures for faculty evaluation, retention, promotion, and termination (Exhibit H). The agreement is negotiated locally by union leaders and college management using a collaborative Interest-Based Bargaining (IBB) model, which promotes collegiality and transparency in the negotiation process. Agreements are renegotiated every three years. Once agreements are in effect, Union-Management Communication Committee (UMCC) meetings are held periodically to facilitate communication between parties. While an agreement is in effect the UMCC may meet, and if necessary, modify the agreement through development of Memoranda of Understanding.

Classified

The college complies with the negotiated agreements for Washington Public Employees Association Higher Education (WPEA HE) and Washington Federation of State Employees Higher Education (WFSE HE)(Exhibit 2.50). Washington State’s Chief Negotiator, along with representatives from the statewide Community and Technical Colleges (CTC), negotiate the agreements with the WPEA HE and WFSE HE, respectively. The college can inform this process by communicating with the Chief Negotiator and statewide CTC representatives. Contracts are negotiated for two year periods. The college holds quarterly Union-Management Communication Committee (UMCC) meetings to enhance communication between parties, share information, address concerns, and promote constructive union-management relations. Memorandums of Understanding (MOUs) for WPEA HE and WFSE HE are developed at the state level. An issue must affect the CTC as a whole to be brought forward for MOU development (Exhibit 2.51).

Exempt

TCC has an exempt union comprised of Advisors, Educational Planners, Career Placement Coordinator, Family Support Specialist/Coordinator. This union is represented by the Washington Federation of State Employees (WFSE). Management and Union are in currently bargaining the first negotiated agreement.

Non-represented administrative and professional staff are employed at the will of the college. College policies are in place to address the rights and responsibilities and conditions of employment of these employees.

2.A.20: Tacoma Community College ensures the security and appropriate confidentiality of Human Resource records.

TCC’s Human Resource records include paper and electronic applicant data, employee information, and payroll data that may be subject to public disclosure. Security and confidentiality of tangible paper records, property and equipment are achieved through use of traditional locks, keys, and electronic security monitoring systems. Intangible electronic data is protected by secure data systems that include secure log-ins, unique system identification numbers, passwords, controlled access, encryption, back-up systems, off-site duplicate storage, and contractual relationships that guarantee the safeguard and integrity of institutional data.

Electronic records are safeguarded at the time of receipt, transmission, retrieval, storage, and disposition of data. College systems have expanded to capture electronic data records through an electronic applicant tracking system, indexing of information, state approved digital archives, centralization of processing servers, automation of time and leave processes, reliance on email records, growing use of e-forms, and shared drives.

The college has the ability to use Voice over Internet Protocol (VoIP) for telephone services, and to send and receive facsimiles (FAX) from email accounts. FAX protocol protects data security by eliminating potential for paper faxes being left at FAX stations. The VoIP allows electronic review and repeat of telephone messages and creates an electronic log of incoming calls and the telephone numbers from which the calls were received.

The college conscientiously protects the privacy rights of individual employees while allowing the general public to request information not deemed confidential or subject to regulation, by complying with the Washington State Public Records Act (Exhibit 2.52), the Family Educational Rights and Privacy

Act (FERPA)(Exhibit 2.53), and the Health Insurance Portability and Accountability Act (HIPAA)(Exhibit 2.54) among others. Increased statewide litigation and legislative mandates require increasing data accumulation and greater ease of retrieval. Electronic systems lend themselves to data filters, making timely responses possible.

Increasing electronic and mobile computing environments present a challenge to the college. Human resource records continually migrate from paper to electronic formats, and equipment portability creates ease of access. The use of mobile devices with access to institutional information moves data away from traditional, centralized work stations. Employees with access to institutional data are, therefore, required to accept responsibility for the integrity, security and safeguarding of institutional data through their acceptance of campus policy as identified in the college's Data Confidentiality and Security Agreement (Exhibit 2.55).

The college network is protected by the controlled assignment of unique log-ins, passwords, and identification numbers. Employee identity is protected through the elimination of data records including personal identifying information such as employee social security numbers. Whenever possible, data records include unique assigned identification numbers. This protocol protects employee privacy and eliminates the risk of identity theft when data records are shared, stored, and transported.

TCC, in compliance with the General Retention Schedule for Washington's State Board for Community and Technical Colleges, has developed a plan and corresponding retention schedule for digital data records (Exhibit 2.56). The plan guides the college as it replaces human resource paper records with electronically scanned records. Electronic storage of records allows for data indexing and subsequent retrieval eliminates the physical space requirements needed for paper records, eliminates the need for confidential paper record shredding, and supports compliance with the Washington State Governor's request for state agencies to create a more sustainable environment.

In January 2011, TCC adopted a web-based application tracking system for prospective employees, reducing the volume of paper records maintained for this purpose and eliminating ineffective paper routing. The electronic format has provided streamlined access to records, better cost accountability, improved data security, and reduced risk of accidental or intentional alteration or destruction of records. The system's electronic records have safeguards to lock record submission with a time and date stamp look-up capacity and can be backed-up and restored. The college's contract with NeoGov for provision of this service includes strict provisions for the protection and safeguarding of data (Exhibits 2.58 and 2.59).

TCC's Time and Leave System (TLS) provides for paperless timesheet submission and approval, and includes an auto pay feature. System security relies on a record of unique network employee user and time and date stamps. Electronic data records eliminate manual clerical errors and calculations.

TCC complies with Health Insurance Portability and Accountability Act (HIPAA) accountability requirements by communicating health care information directly by a secure email system from the college to the Washington State Health Care Authority (HCA) through FUZE Digital, a third party provider (Exhibit 2.60). Communications are stored on a secure server, with access to content managed through user IDs and passwords. HCA responses to user questions are electronically delivered to user college email addresses. A similar system is in place for confidential data exchange through the Higher Education Retirement Plan (HERP) TIAA-CREF plan administrator(Exhibit 2.61). Confidential data exchange requires the use of frequently updated security questions to validate identities of predefined system users.

Most of the college's internal policies, procedures and applicable data security safeguards are identified on TCC's employee internet portal, including secure log-in protocol for college users. The employee internet portal also describes access protocol based on employee need-to-know. For example, Instructor Briefcase, TCC's electronic system for the recording of student grades, requires personal identification numbers (PINs) for faculty users in addition to unique system network user identification and passwords.

Institutional Integrity

2.A.21: Tacoma Community College represents itself to students and the public in a clear, accurate, and consistent manner. Students are informed of the college's academic intentions, programs, and services in a timely manner through continual web page updates and annual review and revision of print publications.

TCC's Department of Marketing, Communication and Outreach prepares and disseminates the college's digital and print publications, and manages the college's recruitment initiatives. The department goal is to provide clear and accurate information with a consistent focus on TCC's mission. The online quarterly schedule provides critical course information for students in a timely manner. Easy homepage access ensures that both prospective and current students can find the classes they need when registration opens each quarter.

The college catalog is published annually as an on-line searchable document, a printable PDF document, and as a printed and bound document upon request. An annual catalog publication schedule allows for timely updates and review of information accuracy. The college is careful to ensure that policies, programs of study, and other content that serves students in a "contractual" capacity are not changed between catalog publications.

To further encourage accuracy and consistency, the Director of Marketing, Communications and Outreach serves as the college's official spokesperson, providing accurate, consistent messages to the public, the media, community leaders, legislators, and other constituents.

2.A.22: Tacoma Community College and its staff advocates, subscribes to and exemplifies high ethical standards in the treatment of students and staff and interaction with the Commission, external organizations, and all other constituencies. Complaints and grievances are addressed by the college in an equitable and timely manner.

A number of policies and procedures are in effect to ensure fair and consistent treatment of TCC students and employees.

Code of Ethics: Employees

The Washington Ethics law, *Revised Code of Washington*, Chapter 42.52, applies to all state employees. It governs the actions and working relationships of Tacoma Community College employees with current or potential customers, fellow employees, suppliers, government representatives, the media and others with whom the college has contact. In these relationships, employees must observe the highest standards of ethical conduct. They are to place the college's interest above their own self-interest, expected in all education, business, and other matters and decisions where there is any actual or potential conflict. TCC's code of ethics is provided to all employees when hired (Exhibit 2.62). An ethics

brochure is available to employees on the employee internet portal in the *College Administrative Manual* (Exhibit 2.63).

Mary Ann Brummond, Director of Financial Services, serves as the college Ethics Officer. She is a resource to all employees and provides ethics related information to them as needed. In February of 2012, the college provided on site ethics training, presented by the Executive Director of the Ethics Board for the State of Washington, to over 100 employees. This training, offered every two years, is next scheduled for spring 2014.

Code of Ethics: Board of Trustees

TCC's *Board of Trustees Policy Manual* includes a code of ethics. TCC trustees are directed to "adhere to the highest ethical standards and promote the moral development of the organization and the community and technical college system community"(Exhibit J). Trustees are also expected to adhere to the Washington State ethics law, *45.52 Revised Code of Washington* (RCW) (Exhibit L).

Nondiscrimination

The college complies with federal and state laws related to affirmative action and nondiscrimination, and all college policies and practices related to these areas conform to these laws. College policy prohibits discrimination and provides equal opportunity and access to its programs and services without regard to race, ethnicity, national origin, gender, gender identity, sexual orientation, age, marital status, status as a disabled or Vietnam era Veteran, the presence of any sensory, mental, or physical disability, or genetic information. The college is an equal opportunity employer, as is stated on all college employment recruitment materials (Exhibit K).

Code of Student Conduct

The rights and responsibilities of students enrolled at the college are codified in state law in Chapter 132V-121 of the *Washington Administrative Code* (WAC) (Exhibit M). The complete text of *the Code of Student Conduct* is available to students on the student internet portal, on the TCC website (Exhibit N), and in hard copy format from the Office of the Vice President for Student Services. Information related to the Code is published in the college catalog. The procedure established in the Code of Student Conduct for disciplinary proceedings provides due process to students accused of violating the code.

Student Grievance Procedure for Final Course Grade

The college's procedures for students to grieve final course grades are included in the *Code of Student Conduct*, which are codified in state law and in *Washington State Administrative Code* (WAC) 132V-121 (Exhibit M). These procedures are published by the college and can be obtained on the student internet portal (Exhibit 2.64) and in hard copy format from the Office of the Executive Vice President for Academic and Student Affairs and the Office of the Vice President for Student Services.

Grievance Procedures: Sexual Harassment, Sex Discrimination, and Disability Discrimination

Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act, Washington State's Law Against Discrimination, the federal Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973 prohibit discrimination on the basis of gender and/or disability in education and employment. The college is committed to protecting the rights and dignity of all TCC students and staff, does not tolerate illegal discrimination or harassment of any kind, and is committed to providing an environment in which students and employees are free from harassment and intimidation. The college's definition of harassment and related grievance procedure for students is codified in state law

in *Washington State Administrative Code (WAC) 132V-300* (Exhibit 2.65). The complete text of the grievance procedures for sexual harassment, sex discrimination, and disability discrimination is available in the student internet portal, and in hard copy format from the Office of the Vice President for Student Services. The college's sexual harassment policy (Exhibit 2.66), nondiscrimination policy (Exhibit 2.67), and grievance procedure for employees (Exhibit 2.68) are included in the *College Administrative Manual* available in the college's employee internet portal, and in hard copy format from the Human Resources Office.

Academic Review Policy and Procedures

The college's Academic Review Policy and Procedures define processes for placing students on academic deficiency, academic probation, and academic suspension, and sets forth the process for appealing these actions and for reenrollment following academic suspension. This policy is available in the student internet portal (Exhibit O) and is published in the college catalog (Exhibit F).

Dismissal from Professional Technical Program

A number of professional technical programs offered through the college's Health, Justice, and Human Services Division, including Diagnostic Medical Sonography, Health Information Technology, Human Services, Radiologic Technologist, and Nursing, maintain policies for dismissing students who do not meet program academic or conduct standards. These policies are published and distributed to all students enrolled in these programs and are also available in hard copy format from the Office of the Dean for Health, Business and Professional Services. These policies provide for due process, including opportunities for appeal. Dismissal from a particular program does not result in dismissal from the college.

Accommodations Requests

To ensure that its programs and activities are accessible to students with documented disabilities, TCC's Access Services reviews student requests and provides accommodations that do not compromise the academic integrity of instructional programs and courses (Exhibit 2.69). The college offers a similar procedure through which employees with documented disabilities can request and receive accommodations in order to perform the essential functions of their positions (Exhibit 2.70). The employee program is managed through Human Resources.

FERPA

The federal Family Education Rights and Privacy Act (FERPA), protects the confidentiality of student information and records. The college complies with FERPA and has established written policies governing the review, inspection, release, amendment, and maintenance of student educational records. These policies are codified in state law, *Washington State Administrative Code (WAC) 132V-15*, and monitored by the Registrar. FERPA information is published in the college catalog (Exhibit F) and on the TCC website (Exhibit 2.71).

Grievances

The college has established grievance procedures that are available to students who believe they have not received fair or equitable treatment. These procedures are designed to protect students from arbitrary or capricious actions on the part of college employees, and to encourage informal resolution of complaints. They are described in the Academic Review Policy and Procedures located on the student internet portal (Exhibit O), and include timelines to ensure complaints are resolved in a timely manner. Procedures for decision appeal are included.

2.A.23: Tacoma Community College is a Washington State public institution of higher education without social, political, corporate or religious affiliation. TCC retains clearly defined policies that prohibit conflict of interest on the part of its Board of Trustees, administrators, faculty, and staff.

The Washington Ethics law, located in the *Revised Code of Washington*, Chapter 42.52, applies to all state employees (Exhibit L). It governs the actions and working relationships of TCC employees with current or potential customers, fellow employees, suppliers, government representatives, students, the media and others with whom the college has contact. As indicated above, TCC employees are expected to observe the highest standards of ethical conduct in these relationships. Employees are expected in all education, business, and other matters to place the college's interest above their own self-interest, in contexts of actual or potential conflict. In adopting the Washington Ethics law, the state legislature intended that state employees may not, directly or indirectly, have a financial interest in nor engage in activities which are in conflict with the proper discharge of their official duties; use their official positions to secure special privileges for themselves or others; or receive compensation from sources other than the State of Washington for performing their official duties. Additionally, employees are individually responsible for resolving any doubt regarding the meaning of the code in favor of good, ethical judgment. It is each employee's responsibility to avoid even an appearance of impropriety.

The Washington State Executive Ethics Board, established and supported by the Washington State Legislature, provides guidance in ethical conduct for all Washington public institutions, including TCC (Exhibit 2.72). Employee behavior is governed by the laws, policies, and practices of the state Executive Ethics Board. Policies included in the *College Administrative Manual* address a variety of conflict of interest issues, including, among others, "Ethical Standards for the College Workplace"(Exhibit P) and "Nepotism/Employment of Relatives" (Exhibit 2.73).

Members of TCC's Board of Trustees sign conflict of interest statements upon initial appointment to the Board and annually thereafter. The *Board of Trustees Policy Manual* contains a conflict of interest section that includes the policy's purpose, definitions, procedures, and the annual statement requirement (Exhibit J).

2.A.24: Tacoma Community College maintains clearly defined policies with respect to intellectual property, as stated in the *Faculty Negotiated Agreement*, Section 8.60 (Exhibit H). These policies cover materials, processes, or inventions created by academic employees and include properties created with college or state support, properties published using college resources, properties created by employees yet licensed through the college, properties created without college or state resources, and properties with potential for joint ownership.

TCC's copyright policy is published in the *College Administrative Manual* (Exhibit Q) and is posted above all college copiers.

2.A.25: Tacoma Community College accurately represents its accreditation by The Northwest Commission on Colleges and Universities (NWCCU), which is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education (Exhibit 2.74). TCC maintains an accreditation webpage on its external website stating that the college is accredited by the NWCCU and includes a link to the college's NWCCU accreditation reports (Exhibit 2.75).

2.A.26: Tacoma Community College's contractual agreements with external entities are consistent with the mission and core themes of the college, adhere to TCC policies and procedures, and comply with the

NWCCU's Standards for Accreditation. All contractual agreements are written and approved by the college, and are clear regarding scope of work, roles, and responsibilities.

All college requests for contracted services are reviewed and approved by TCC's Vice President for Administrative Services or the President of the college. The Vice President for Administrative Services is responsible for all Washington State Office of Financial Management (OFM) reporting requirements.

OFM requires that employees approving or managing contracts complete OFM contract management training. TCC's Vice President for Administrative Services and Executive Assistant to the Vice President for Administrative Services have received this training. All TCC contracts are consistent with Chapter 15 of the *Washington State Administrative and Accounting Manual* (Exhibit 2.76). Annual college OFM reports of all contracts exceeding \$5,000 are on file in the office of the TCC Vice President for Administrative Services.

TCC uses standard contract forms approved for use by the office of the Washington State Attorney General. Use of these forms assures that legal and liability issues are addressed. For select contracts, such as those noted below, templates are posted on the portal for use by campus constituents (Exhibit 2.77). All college contracts require approval by the college's Vice President for Administrative Services.

When a tailored contract is required, the Vice President for Administrative Services works with the Washington State Attorney General's Office to develop an appropriate contract. TCC also works with Washington State community colleges to develop contracts that are of useful for all the colleges.

TCC engages in the following contracted services:

- Client Service Agreements, through which services are provided directly to state agency clients. The community college views students as agency clients.
- Educational Services Agreements, through which agencies agree to provide clinical experience to students in order to satisfy students' educational program requirements.
- Interagency Agreements, between two or more public agencies for the purpose of joint or cooperative action pursuant to *Revised Code of Washington (RCW) 39.34* (Exhibit 2.78).
- Personal Services Contracts, through which professional or technical expertise is provided to the college by a consultant in order to accomplish a specific study, project, task, or other college objective.

Academic Freedom

2.A.27: Tacoma Community College publishes and adheres to policies related to academic freedom and responsibility. These policies protect TCC students and faculty from inappropriate influence, pressure, and harassment.

TCC's policy of faculty Academic Freedom is located in Section 8.10 of the *Faculty Negotiated Agreement* (Exhibit H) and is reiterated in Chapter II item 8 of the *Board of Trustees Policy Manual* (Exhibit J). This agreement is approved by the TCC Board of Trustees and includes a comprehensive agreement on academic freedom and responsibility and protecting college faculty from inappropriate internal and external influences, pressures, and harassment.

TCC students are provided the right of academic freedom as described in the college catalog (Exhibit F). The catalog also includes policies on due process, distribution and posting, demonstrations, off campus

speakers, and student complaints. These policies, approved by the Washington State Legislature and the TCC Board of Trustees, are available to students in the publications section of the TCC student internet portal (Exhibit O).

2.A.28: Tacoma Community College's mission, core themes, and values affirm the right and responsibility of all members of the college community to pursue knowledge without impediment or undue influence. The mission, core themes and values are displayed in a variety of college locations, and TCC's mission, vision and values are stated on the first narrative page of the college catalog (Exhibit F).

TCC recognizes the right and responsibility of academic employees 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 of the teacher's instructional and testing methods, provided that they are consistent with the academic employee's assignment. Every academic employee is presumed to be competent and responsible until specific evidence is presented to the contrary. No suspicion concerning either the judgment or the goodwill of academic employees is present in the college's 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 a 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 employee, the necessary and sufficient leave, legal assistance, and other support required for the protection of the individual's academic freedom. The Board of Trustees are required to grant such a request as provided by state law as stated in *Revised Code of Washington* (RCW) 4.92.060 and RCW 4.92.070 (Exhibit 2.79).

2.A.29: Tacoma Community College faculty are required to present scholarship fairly, accurately, and objectively as outlined in section 6.22 of the *Faculty Negotiated Agreement's* "Faculty Job Description" section (Exhibit H). TCC's Copyright policy is published in the *Administrative Policy Manual* (Exhibit Q).

Finance

2.A.30: Tacoma Community College maintains clearly defined, board approved policies for the oversight and management of college financial resources. These policies address financial planning for the college, as well as approval and monitoring of operating and capital budgets, reserves, fundraising, cash and debt management, and transfers between funds (Exhibit R). These policies are based on legislation published in the *Revised Code of Washington* (Exhibits 2.79 and 2.80).

The Board of Trustees is responsible for financial oversight of the college. The Board is involved in the development, implementation, and evaluation of the annual operating and capital budgets. Annual budgets are developed within available resources to support fulfillment of TCC's mission through achievement of its strategic and operational plans.

In the course of the college's September through April budget development process, regular updates on the budget's development are provided at Board meetings. At the May Board meeting, a proposal for the general operations budget is presented to the Board for study. At the June meeting, the proposed

general operations budget is presented to the Board for approval. TCC's Executive staff responds to any Board questions or concerns regarding the proposed budget.

TCC maintains a *Facilities Master Plan* developed with input from campus constituents and approved by the Board of Trustees (Exhibit 2.81). Typically, every two years, the college submits requests for capital projects to the Washington State Board for Community and Technical Colleges (SBCTC) for funding by the Legislature (Exhibit 2.82). These requests are submitted in priority order in accordance with the *Facilities Master Plan*. Because of state budget constraints, the two year cycle has currently been suspended. TCC will be able to next submit a request for a capital project for the 2017-19 biennium.

State Minor Capital Improvement funds are allocated by the Legislature and designated for use by the State Board for Community and Technical Colleges. Once awarded to TCC, internal requests for the use of these funds are approved by the college's Executive Staff, based on information provided in the Facilities Master Planning Committee and by college constituents.

TCC's Board of Trustees monitors the college's budget throughout the year. Budget presentations are provided at the September, October, February, and June Board of Trustees meetings. During the past two biennia the college has absorbed mid-year reductions in state funding. Executive Staff keep the board apprised of funding reductions and recommended plans to address them.

As described in section 2.F.1 below, TCC carries some long term debt. Board of Trustees approval is required prior to incurring debt, as well as for the early retirement of debt.

The college President's spending authority is limited to \$50,000, requiring Board approval for expenditures exceeding this threshold, either through the annual budget approval process or as individual Board agenda items (Exhibit R). TCC's reserve policy also requires the Board approve expenditures from the college's required 15% reserve fund.

The college's investment policy is defined by state law in *Revised Code of Washington (RCW)* 39.58 and RCW 39.59 (Exhibit S), restricting investment of state funds to the Washington State Local Government Investment Pool (LGIP) and limited low risk investments with A ratings. The college currently participates in the LGIP with an account offering the advantage of next day liquidity (Exhibit 2.83).

Standard 2.B: Human Resources

2.B.1: Tacoma Community College employs sufficient numbers of qualified employees to support college operations. Selection of personnel is guided by clear and published criteria, qualifications, and procedures. Position descriptions accurately reflect the duties, responsibilities, and authority of each position.

TCC recruits and employs personnel who are qualified in their fields of expertise to provide high quality instruction for students and high quality service for external and internal customers. TCC recruits employees in compliance with federal and state law, established policies and procedures, and applicable collective bargaining agreements.

The Human Resource Department (HR) is responsible for ensuring that college positions are appropriately classified, with requisite qualifications and selection criteria, and that positions are standardized across the college.

As vacancies occur and recruitment is anticipated, the college conducts in-depth reviews of relevant position descriptions and recruitment strategies (Exhibit 2.84). Senior HR staff meet with division administrators, deans, and department directors to develop job descriptions that identify essential functions and competencies (Exhibit 2.85).

Human resources staff and hiring managers develop specialized recruitment plans tailored to vacant positions. These plans may include marketing in specialized journals, and to professional associations, graduate schools, web sites, conferences, professional association meetings, list serves, and other venues. HR staff continually monitor active recruiting to gauge the effectiveness of marketing plans and adjusts the plans if needed.

HR staff work with hiring managers to assist in the recruitment process. Screening committees are composed of a dean, director, or manager; a President's Diversity/Equal Opportunity Representative; and members of the college community (Exhibit 2.87). Online recruitment software streamlines hiring processes and assists the college in responding to staffing needs in a timely manner.

TCC continually assesses its workforce in terms of affirmative action goals and development. The college assigns President's Diversity Representatives to exempt and faculty screening committees to work with committee chairs to review job descriptions and recruitment plans, ensuring that they effectively attract potential employees from the college's diverse service community.

2.B.2: Performance evaluations for exempt (administrative and professional) and classified staff are conducted annually in order to encourage professional growth and improvement, recognize outstanding performance, and when appropriate, implement corrective and improvement processes related to performance.

TCC administrators and classified staff are expected to uphold high standards of competence and integrity provide for human dignity and privacy, and be guided by due process. The college's performance evaluation process reflects these principles.

Annual evaluations of exempt and classified staff (Exhibit T) follow a Performance and Development Plan (PDP) model. The PDP evaluation template includes supervisor evaluation, self-evaluation, peer evaluation, and employee-developed annual performance goals, objectives, outcomes, and implementation plans. The PDP evaluation model provides evaluative feedback and performance planning at the end of each performance period.

2.B.3: Tacoma Community College provides faculty, exempt staff, and classified staff with appropriate opportunities and support for professional development. These opportunities are intended to assist employees increase their effectiveness and fully realize their roles, duties, and responsibilities.

Faculty

TCC is committed to faculty professional development as indicated in section 8.70 of the *Faculty Negotiated Agreement*:

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 (Exhibit H).

The College has created a new position, Dean of Organizational Learning and Effectiveness to provide leadership for faculty and staff professional development and institutional assessment activities. The new position was filled in January 2014, and the Dean will soon begin working with the Faculty Professional Development Committee to provide a full array of professional development opportunities.

The faculty Professional Development Committee (PDC) also works with the four academic deans to oversee professional development opportunities supported by a \$63,000 annual budget provided by the Executive Vice President for Academic and Student Affairs. College faculty are routinely released from normal instructional responsibilities and often receive financial support to attend off-campus training and conferences. The PDC works with the college's Executive Staff to program activities for twice-yearly Professional Development Days, organize quarterly faculty development activities, plan a fall faculty retreat, publicize conferences and other off-campus faculty development opportunities, and coordinate the selection and presentation of annual faculty awards. In addition, the college supports a part-time coordinator to oversee an annual faculty institute and a comprehensive new faculty orientation.

Section 6.12.b of the *Faculty Negotiated Agreement* provides for five contract days each year designated as Professional Development Days. Typically, four of these days are scheduled immediately prior to Fall Quarter. The remaining day is offered on a non-instructional day in early Spring Quarter. An additional contracted non-instructional day may be used for professional development at the discretion of individual faculty members. Each full-time instructor completes an annual Professional Development Growth Plan, providing implementation and assessment plans for individual non-instructional professional development activities (Exhibit 2.88).

TCC's annual Faculty Retreat is scheduled immediately before each fall quarter. Organized by the Faculty Professional Development Committee, the retreat goals are for faculty to work and learn collectively, to explore learning and teaching at TCC, and to become better acquainted with one another. The 2011 Faculty Retreat included a panel of community leaders sharing their views on TCC's place and work in the community and an interactive activity for faculty to share what they do on the first day of class to set a tone of success for the quarter. The focus of the 2012 retreat was professional and personal wellness, exploring strategies for faculty to achieve balance in their busy, often chaotic lives. The 2013 retreat theme was Connecting with Diverse People, thinking about what it means to teach and learn in a culturally responsive environment.

During the 2009-10 and 2010-11 academic years, the Student Learning Improvement Council (SLIC) sponsored monthly Teaching-Learning Labs. These two hour teaching and learning sessions on subjects selected by the participants included such topics as How to be an Effective Teacher, Time Management/Self Care, Classroom Strategies for Active Learning, Dealing with Difficult Students/Classroom Management, Fourteen Ways to Assess Student Learning, and Academic Honesty.

The college's Teaching-Learning Center provides office space for the Professional Development Committee and the adjunct Faculty Development Coordinator, as well as space for meetings and small workshops. The Center maintains a collection of more than 230 books, videotapes, and subscriptions to several journals on teaching and learning.

In the past five years TCC has dramatically increased the number of courses taught in web enhanced, blended or hybrid, and online formats. Faculty development to support teaching in digital formats has

grown accordingly. The eLearning Department now includes a director, an instructional designer, a support specialist, two media production specialists, a help desk coordinator for faculty technical support, a help desk program assistant, an office assistant, and additional support staff exceeding ten full time equivalents (FTE). Computer labs, office space, and instructional space in the eLearning area are used for student learning and faculty development.

TCC's eLearning Department has developed The Studio, an innovative laboratory for faculty development. The Studio is a space, modeled after the Stanford D. School, for faculty to gather and share ideas, explore new teaching methods, and be exposed to new technology. The Studio is flexible teaching and learning space that allows TCC faculty to push the limits of their creativity. As a result of the formative needs assessment and faculty feedback, TCC is placing an additional emphasis on one-on-one personalized training. An evening and Saturday eLearning Program Assistant position was added to increase the number of hours of support.

Other faculty development opportunities include peer mentoring, individualized consultation, departmental trainings and workshops, a series of faculty learning communities, and a community of practice. During the 2013-2014 academic year, TCC faculty can choose to participate in the following learning communities:

- Inclusive Excellence
- Transitional Studies
- Chairs Institute for Teaching and Learning
- UDL, Studio Learning, and Innovation Spaces

The *Faculty Negotiated Agreement* provides for a system of increment raises for faculty who accumulate a required number of Professional Activity Units (PAUs) by participating in professional development activities. One unusual feature of this incentive system is that there is no ceiling on the associated salary schedule. All full-time faculty are eligible for increments each year they earn PAUs, and nearly all full-time faculty accumulate enough PAUs each year to earn salary increments. The increment and its size are contingent on state funding for faculty salary increases and "turnover" savings realized when experienced faculty are replaced with new faculty (Exhibit H).

The college offers professional (sabbatical) leave opportunities to tenured, full-time faculty through a policy described in Section 5.19 of the *Faculty Negotiated Agreement*. In the last decade, the Professional Leave Committee has recommended, and the President and Board of Trustees has approved, professional leave to an average of 2.2 faculty a year.

Classified Staff

TCC supports the professional development of classified staff with a current annual budget of \$16,000. These funds are used to support several activities, including the annual classified staff development day. Activities for this day are organized by the Classified Staff Council (Exhibit 2.91). Both classified and exempt staff are encouraged and provided release time to attend this event.

Classified employees are each eligible to receive \$200 annually from college funds and \$200 annually from TCC Foundation funds for activities including workshop or seminar registration, college course registration, college course textbooks, professional organization membership, and other activities as approved (Exhibit 2.92). Approvals are required from the employee's supervisor, the Classified Staff Council, and the Vice President for Administrative Services. College departments may also fund professional development activities for classified staff from department accounts.

Classified staff represented by the Washington Federations of State Employees Higher Education (WFSE HE) and Washington Public Employees Association Higher Education (WPEA HE) are eligible for professional development opportunities described in their respective negotiated agreements:

WFSE HE: (Exhibit 2.93)

- Educational Leave – Article 19.6
 - “Leave without pay may be granted for educational leave for the duration of actual attendance in an educational program.”
- Outside Entity Requirement – Article 25.3
 - “When an outside entity, e.g., by state regulation or local ordinance, requires a new license and/or certification following the appointment of the employee into the affected position, the Employer will reimburse the employee for the initial cost of the new license and/or certification. Thereafter, the employee will be responsible for maintaining the license and/or certification and for all renewal costs.”
- Employer Convenience – Article 25.4.
 - “When a license and/or certification is not required by an outside entity and the Employer, for its own convenience, requires a new license and/or certification following the appointment of the employee into the affected position, the Employer will reimburse the employee for the initial cost of the new license and/or certification. Thereafter, the Employer will continue to pay for maintaining the license and/or certification and for all renewal costs.”

WPEA HE: (Exhibit 2.94)

- Educational Leave – Article 19.6
 - “Leave without pay may be granted for educational leave for the duration of actual attendance in an educational program.”
- Outside Entity Requirement – Article 10.3
 - “When an outside entity, e.g. by state regulation or local ordinance, requires a new license and/or certification following the appointment of the employee into the affected position, the Employer will reimburse the employee for the initial cost of the new license and/or certification. Thereafter, the employee will be responsible for maintaining the license and/or certification and for all renewal costs.”
- Employer Convenience – Article 10.4.
 - “When a license and/or certification is not required by an outside entity and the Employer, for its own convenience, requires a new license and/or certification following the appointment of the employee into the affected position, the Employer will reimburse the employee for the initial cost of the new license and/or certification. Thereafter, the Employer will continue to pay for maintaining the license and/or certification and for all renewal costs.”

Exempt Staff

The college does not maintain an explicit professional development policy or procedure for exempt staff. Funding for exempt staff professional development is accommodated within department budgets. If adequate funds are not available at the department budget level, funding may be requested from the appropriate vice president.

All eligible employees may attend classes at any Washington State public college or university on a space available basis (Exhibit 2.95). Employees receive information on this benefit at new employee orientations (Exhibit 2.96).

During the 2012-13 academic year, a taskforce composed of faculty and staff identified the need for the reinstatement of a high level administrative position to professional development. The Executive Staff reviewed the report and expanded the role to include a more comprehensive enterprise-wide solution that would create a synergy between organizational learning and institutional effectiveness. As a result, TCC created the new position of Dean for Organizational Learning & Effectiveness, which was filled in January 2014. The college intends that the new dean will provide for comprehensive and cohesive professional development across the college.

2.B.4: Tacoma Community College employs appropriately qualified instructional staff, in sufficient number to achieve its educational objectives, provide academic policy oversight, and assure the integrity and continuity of its academic programs.

Qualifications and Staffing Levels

Tacoma Community College's faculty have academic training and professional experience appropriate to the disciplines in which they teach. The college employs full-time faculty in all its university transfer, transitional studies, and professional technical programs.

Of 133 full time faculty, thirty-three hold doctoral degrees, and eighty-eight hold terminal master's degrees. Those who have not earned graduate degrees teach in professional/technical programs that require vocational certification based on experience in their respective fields rather than academic qualifications. Some pre-college level courses are taught by bachelor's level part-time faculty. The number of college faculty, and their degrees, awarding institutions, salaries, experience, and instructional loads are presented in the Institutional Faculty Profile (Exhibit 2.97) and Number and Source of Degrees of Faculty (Exhibit 2.98) tables. The college takes pride in the quality and number of its faculty. As a group, they are one of the college's greatest strengths.

TCC maintains an appropriate balance of full-time to part-time faculty in order to achieve mission fulfillment while remaining responsive to a dynamic and challenging environment. During recent budget reductions the college met an increased demand for courses and programs by hiring additional adjunct faculty. This said, the college continues to replace full-time, tenure track faculty in programs and disciplines as faculty retire unless the program or discipline is discontinued. New faculty positions are being added as funds become available. Twenty-one TCC faculty members are engaged in the three-year tenure process. This number reflects the college's determination to move into the future with a sufficient number of full-time faculty.

Maintaining a sufficient number of full-time faculty has been challenging during a period when state appropriations have decreased 26.4% over four biennia (2007/2009 – 2013/15). However, the college remains committed to its goal of employing a sufficient number of full-time, tenured faculty to meet the mission and scope of its educational offerings.

Faculty Roles

Tacoma Community College's primary role is to facilitate student learning. As they interact with students, faculty contribute more directly than other employee group in achieving the institution's

mission. Faculty engage with student learning as course instructors, assessors of student learning, curriculum supervisors, program and career advisors, and instructional policy managers.

Full-time faculty hold primary responsibility for student learning assessment. They are charged with assessing student learning at the course, program, and degree levels, and have developed assessment implementation processes for each level. They are also responsible for communicating and discussing their assessment results, determining what improvements should be made based on their assessment results, and implementing and evaluating these improvements.

TCC faculty implement the college curriculum. They work individually to prepare course materials, collaborate with colleagues to select textbooks, write course guidelines and lab manuals, and develop instructional procedures. Faculty develop and revise courses and design curricular pathways in their disciplines.

The faculty Curriculum Committee oversees all curricular development and revision, reviewing course changes and new course proposals, degrees, certificates, and curriculum related policy and recommending changes to the Chief Academic Officer for approval. The Curriculum Committee also oversees the use of Curricunet, the college's curriculum management software program.

New degree proposals are reviewed and approved by faculty, the college's Board of Trustees, and the State Board for Community and Technical Colleges. Certificate programs are approved by program faculty, TCC's Board of Trustees, and the State Board for Community and Technical Colleges. Professional/technical program faculty plan curriculum in collaboration with program advisory committees composed of industry professionals.

College faculty collaborate with TCC's Advising Center staff to support student success. Students are assigned initially to academic advisors and subsequently to faculty advisors, based on their intended programs of study. A faculty advisor is assigned when a student has demonstrated success with at least 15 college-level credits, identified a clear educational pathway, and is ready for college-level English, which TCC refers to as "Declared and Prepared" (Exhibit 2.99). Professional technical program faculty advise students who are enrolled in, and often those who intend to apply for, their programs. The college schedules an educational planning day each quarter, during which classes are not scheduled and students are encouraged to meet with assigned advisors to plan for the following quarter.

Faculty are organized into departments within university transfer areas, and into programs in professional/technical fields and transitional studies. University transfer department chairs are selected by department faculty, while professional/technical and transitional studies chairs are selected by college management, who consider faculty and staff suggestions and concerns.

College faculty elect voting representatives to the Instructional Council, which meets monthly to discuss instructional concerns and make instructional policy recommendations. Any faculty member may attend, but not vote at, these meetings. The Executive Vice President for Academic and Student Affairs, instructional and student services administrators, and the college President are also members of this body, which is co-chaired by an elected faculty member and the Executive Vice President for Academic and Student Affairs.

Faculty participate in a wide variety of college committees that contribute to institutional governance. The faculty union president represents faculty at monthly meetings of the college's Board of Trustees. Board meetings typically include brief faculty presentations on instructional topics. Faculty participate on a variety of college committees and forums (Exhibit G), including Instructional Council, a public

monthly forum where prospective policies and campus issues affecting instruction are presented and discussed; the college's Budget Committee, in which faculty, administrative, and staff representatives review the budget process and make budget recommendations to the Executive Staff; and the Facilities Master Planning Committee, in which faculty, administrative, and staff representatives consider proposed and current capital projects, making recommendations to the Executive Staff. Faculty screening committees and faculty tenure committees are composed primarily of faculty. Faculty participation on college committees is supported by a system through which they are awarded Professional Activity Units that accrue toward eligibility for salary increments to their base salaries for the subsequent year's appointment.

Another important faculty role is to represent the college, both formally and informally, to community organizations in which they participate. Faculty service and involvement in such organizations support the college's core theme, Engage Community, and strengthen TCC's engagement in and responsiveness to the local community.

Faculty are represented by the Tacoma Community College Federation of Teachers, which is affiliated with the American Federation of Teachers. For over a decade, the college has successfully engaged in an interest-based, collaborative bargaining model for faculty negotiations. Use of collaborative bargaining has facilitated faculty and management cooperation in meeting common goals.

2.B.5: TCC faculty have responsibilities and workloads commensurate with the college's expectations for teaching, service, and scholarship.

While the primary responsibility of faculty is teaching, they are also expected to perform other duties, including advising, curriculum development, instructional assessment, and shared governance. These expectations are described in section 6.22 of the *Faculty Negotiated Agreement* (Exhibit H). Although community college faculty are not expected to conduct scholarly research, time and resources are available for scholarship and other professional growth opportunities as described in section 8.70, Faculty Professional Development, of the *Faculty Negotiated Agreement*.

Faculty teaching workloads have remained relatively stable since the college was founded. Most full-time faculty teach three five-credit classes (15 instructional contact hours) each quarter. The *Faculty Negotiated Agreement* stipulates that, whenever possible, faculty will be assigned no more than two course preparations per quarter. Part-time academic employees may teach up to 14 contact hours each quarter. Instructional loads for faculty who teach laboratory courses, physical education activity courses, art or music performance courses, and clinical courses are targeted at an annual average of 16 instructional contact hours per week and cannot exceed 19 instructional contact hours per week as prescribed in section 6.23, Instructional Load for Full-Time Academic Employees, of the *Faculty Negotiated Agreement*. There is no faculty workload distinction between eLearning and classroom teaching assignments.

2.B.6: Tacoma Community College faculty are evaluated in a regular, systematic, substantive, and collegial manner. College policy specifies timeline, criteria, indices of effectiveness, opportunities for continuous feedback, and administrative access to primary evaluation data. If needed, the process includes the development and implementation of an improvement plan.

TCC faculty evaluation is prescribed by Section 13.00, Academic Employee Evaluations, of the *Faculty Negotiated Agreement* (Exhibit H). Faculty evaluation is considered a continuous improvement process,

formal in character, and intended to strengthen faculty professional skills. It is not intended as a disciplinary tool.

Tenured faculty members complete a post-tenure evaluation cycle every three years. The *Faculty Negotiated Agreement* states, “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 are intended to effectively document a faculty member’s continuous improvement achievements. The cycle includes a first-year consultation with the faculty member’s supervisor, development of a three-year professional growth plan, documentation of student feedback, peer feedback, a third-year self-evaluation, and a third-year supervisor-evaluation. The portfolio and evaluations are filed in the appropriate academic division office.

Evaluations for part-time academic employees are similar in character, but more explicitly focused on quality of instruction. Part-time faculty evaluation is ongoing. Multiple indices are included in the construction of a portfolio which is used to provide information to both instructor and supervisor. All portfolios include student opinion survey results; course materials including syllabi, handouts, assignments and other documents; teaching observations; and self-evaluations completed at the end of the first three quarters of employment, and every third-year thereafter. Supervisor evaluations may also be included. The portfolio and evaluations are filed in the respective academic division office.

Tenure for probationary temporary academic employees is defined in Section 12.00 of the *Faculty Negotiated Agreement*.

Temporary, specially funded, and full-time academic employees at off-campus corrections facilities follow a similar protocol to that for tenured faculty. Evaluation information on these academic employee groups is included in Section 13.00 of the *Faculty Negotiated Agreement*.

Standard 2.C: Education Resources

2.C.1: Tacoma Community College provides programs with appropriate content and rigor consistent with its mission. Certificate and degree programs culminate in the achievement of identified student learning outcomes, with awards consistent with program content in recognized fields of study.

Through the college's governance structure, TCC faculty, in conjunction with the college’s academic administration, provide oversight of all courses, certificates and degrees offered by the college. Responsibility for appropriate content, rigor, and consistency of mission are managed by the college’s Curriculum Committee, eLearning Advisory Committee, Instructional Assessment Steering Committee, and Instructional Council. Both instructional faculty and management hold membership on these committees and are responsible for program integrity.

Additionally, the college’s instructional administrators, Executive Vice President for Academic and Student Affairs, President, and Board of Trustees oversee the implementation of all instructional programs, through supervision of academic personnel, curriculum, instruction, instructional sites and teaching modalities. College faculty are closely involved in the evaluation and professional development of their peers as defined in Sections 12 and 13 of the *Faculty Negotiated Agreement* (Exhibit H), and therefore assist in maintaining and improving the integrity of the academic personnel.

TCC students speak well of the college's academic rigor. In spring 2011, TCC students who participated in the Community College Survey of Student Engagement (CCSSE) rated the academic challenge of their TCC experience well above the national cohort average. At 56.6, TCC students gave academic challenge their highest survey ranking, just .40 below that of the top 10% of all colleges responding on the national survey (Exhibit 2.100).

One indicator of TCC's high degree of program integrity is the articulation agreements the college retains with baccalaureate institutions, demonstrating that TCC programs conform to area-wide standards. TCC provides six specialized associate degrees structured for efficient transfer to Washington State's six public baccalaureate institutions and eight of Washington State's private baccalaureate institutions. These associate degrees are recognized by the Washington State Student Achievement Council Intercollegiate Relations Commission (ICRC), a council that coordinates transfer articulation, and of which TCC is a member (Exhibit 2.101). The ICRC coordinates Direct Transfer Agreements (DTA) and ensures program consistency across Washington State community colleges for the fourteen baccalaureate institutions located in the state that receive Washington State community college transfer students.

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 maintains thirteen advisory committees to college professional/technical 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 programs in the division of Health, Business and Professional Services set rigorous standards and regularly review program achievement of these standards. Seven TCC programs are currently accredited by specialty accreditation bodies. These are:

- Diagnostic Medical Sonography. Accredited by the Joint Review Committee on Education in Diagnostic Medical Sonography.
- Health Information Management. Accredited by the Commission on the Accreditation for Health Informatics and Information Management.
- Nursing. Accredited by the National League for Nursing Accrediting Commission.
- Paralegal. Approved by the American Bar Association.
- Paramedic Education. Accredited by the Commission on Accreditation of Allied Health Education Programs.
- Radiologic Science. Accredited by the Joint Review Committee on Education in Radiologic Technology.
- Respiratory Therapy. Accredited by the Committee on Accreditation for Respiratory Care.

TCC is committed to student learning outcome assessment and considers the assessment process to be an indication of the college's academic integrity. College faculty implement student learning outcome assessment at the course, program, and degree levels. Faculty are responsible for the design, implementation and communication of these outcomes and are assisted in this task by a .60 FTE Coordinator of Curriculum and Learning Outcomes.

2.C.2: Tacoma Community College identifies and publishes course, program, and degree learning outcomes that are provided to all enrolled students in written and/or electronic form.

Program learning outcomes are published in the college catalog organized by categories of College Transfer, Career Training (professional/technical), and Transitional Studies, which includes English for Academic Purposes; Developmental Education; Adult Basic Skills; and English as a Second Language (Exhibit F).

Course level student learning outcomes are published on all course syllabi and cross referenced on the syllabi to align with program learning outcomes. College policy requires that syllabi be distributed to students by the second class meeting (Exhibit 2.102). The college's syllabus policy and syllabus template are located in the Instructor Briefcase section of the employee internet portal (Exhibit 2.103). The syllabus policy applies to all courses in all formats: classroom, online, computer-mediated, learning community, condensed, experiential, and study abroad.

Curricunet, the college's electronic curriculum management system, was fully implemented in fall 2011. Curricunet includes updated master syllabi for most college courses, available to faculty in Instructor Briefcase on the college portal. Each syllabus includes course level student learning outcomes and indicates how the course outcomes are aligned with program level learning outcomes. Curricunet's Degree/Certificate module now includes a few updated degrees and certificates, with the rest scheduled for revision and placement in the module by end of the 2014-15 academic year.

TCC's eLearning Department has adopted policies to ensure quality online instruction for web enhanced, hybrid, and full online courses. Policies and related processes include those for new online and hybrid online course development; course development timeline; eLearning course expectations for web enhanced, hybrid and full-online courses; course evaluation rubric; and eLearning support roles (Exhibit 2.104).

2.C.3: Tacoma Community College awards credit and degrees based on documented student achievement. Credit awards are made in a manner consistent with college policies and related to acceptable higher education learning outcomes and equivalencies.

TCC course grades are awarded by instructors based on assessment of student learning outcomes identified on course syllabi. Institutional grading policies are published in the college catalog (Exhibit F). Course grades determine credits awarded, and determine the ability of students to progress to subsequent courses requiring satisfactory prerequisite achievement. Certificates and degrees are awarded based on student achievement of student learning outcomes at the course and program levels.

TCC courses, student learning outcomes, grading policies, and certificates and degrees are recognized by the Washington State Board for Community and Technical Colleges and the Washington public four-year colleges and universities as demonstrated by TCC's participation in Direct Transfer Agreements (DTA) (Exhibit 2.105), Major Related Programs, a dual enrollment agreement with University of Washington Tacoma, and the Bridge Program at The Evergreen State College Tacoma (Exhibit F). These agreements and programs indicate that TCC student achievement is consistent with accepted local and regional higher education norms.

2.C.4: Tacoma Community College certificate and degree programs are coherent programs with appropriate breadth, depth, course sequencing, and learning synthesis. Admission and graduation requirements are clearly defined and widely published.

TCC proposals for certificate and degree programs originate at the instructional program level and are reviewed for substance and integrity by TCC's Executive Vice President for Academic and Student Affairs, the college's Curriculum Committee and Instructional Council, the Board of Trustees, and the Washington State Board for Community and Technical Colleges. In fall 2010, TCC launched its Curriculum Alignment Project (CAP). This ongoing project charges faculty to review, in a comprehensive and strategic manner, the curricular design of their degree programs. Faculty involved in CAP:

- State the skills necessary for students to enter each course.
- Develop measurable student learning outcomes for each course.
- Make explicit each course's contributions to a program's student learning outcomes.
- State the most effective sequence or pathway of courses in each program.
- Specify course design that assures consistency of student learning outcome achievement regardless of delivery format or instructional staffing.
- Attend to the articulation of students to the next course in a pathway, level of education, or employment.
- Increase accountability to students and to receiving faculty for consistent student learning outcomes within each course.

TCC transfer degrees are in compliance with statewide degree frameworks that facilitate articulation between Washington State colleges and universities. These frameworks ensure appropriate breadth, depth, course sequencing, and learning synthesis within the college's transfer degrees (Exhibit 2.105).

2.C.5: Tacoma Community College faculty, through well defined structures and processes, exercise a major role in the design, approval, implementation and revision of curriculum. TCC faculty have an active role in selecting new faculty, and take individual and collective responsibility for the assessment of student learning outcomes and student achievement.

Selection of New Faculty:

Faculty are involved in the selection of new faculty as specified in section 8.40-8.50 of the *Faculty Negotiated Agreement*. The Negotiated Agreement notes, "Academic employees shall have the opportunity to be involved in the selection process of new full-time or part-time academic employees in their appropriate departments or programs" (Exhibit H). Faculty involvement in the selection of academic personnel including full-time and part-time instructors, and department and program chairs is stipulated in the agreement.

Curriculum:

The college's instructional programs continually develop and modify curriculum. College faculty have primary responsibility for these efforts, which are overseen by the college Curriculum Committee, a college-wide faculty group charged with determining that curriculum changes meet the standards of the college's academic community (Exhibit 2.106).

Prior to consideration by the Curriculum Committee, proposals for new courses and revisions are reviewed by the relevant program chair, the relevant instructional dean, and, if approved by the dean, are then distributed to Curriculum Committee members.

The Curriculum Committee includes faculty representatives from all instructional divisions of the college and three ad hoc non-voting members. Two ad hoc members represent Enrollment Services, and one ad

hoc member is the college's Coordinator of Curriculum and Learning Outcomes. The committee meets monthly during the academic year. Usually a faculty member from the instructional program initiating the proposal is present to answer questions and provide clarification when the proposal is considered. The Curriculum Committee maintains the academic quality of credit bearing courses, provides for faculty authority over the college curriculum, and promotes an understanding across the college of the standards and interests that inform the college's educational offerings.

A faculty librarian sits on the Curriculum Committee to assess the impact of curriculum proposals on library resources. This structure encourages inclusion of appropriate library work in course design. Representatives from Enrollment Services (registration and records office) review course proposals for course coding accuracy and course transfer concerns.

Considerations applied to the development and review of course proposals include:

- Regular scheduling of courses in required sequences, to ensure reasonable time-to-degree for completion.
- Regular scheduling of courses that satisfy general education distribution requirements, including attention to depth and breadth of courses offered each quarter.
- Appropriateness of courses in meeting distribution requirements, related instruction requirements, and multicultural and writing intensive designations.
- Alignment of course outcomes to program level student learning outcomes.
- Changing requirements of baccalaureate programs to which students transfer.
- Advisory committee recommendations.
- Student demand.
- Faculty availability.

Full-time TCC faculty are authorized to use CurricuNet, the college's curriculum management system, to develop and revise courses. The CurricuNet course proposal process is programmed to include course objectives, showing their alignment with program learning outcomes; distribution and related instruction requests; a syllabus template; and, if applicable, Writing Intensive and Multicultural Course designation requests. The course approval process is built into the CurricuNet system which requires review and recommendations by the department or program chair, dean, curriculum committee, and final approval by the Executive Vice President of Academic and Student Affairs, ensuring compliance with all federal, state and accreditation standards. CurricuNet allows for the posting of comments, questions, and responses by reviewers and the originator prior to the convening of the Curriculum Committee.

The *Curriculum Committee Handbook* provides guidance to faculty in the processes of course design, origination, revision and approval (Exhibit 2.107).

During the 2010-2011 academic year, TCC launched its Curriculum Alignment Project (CAP), which involves program faculty in the evaluation and revision of all courses in their respective programs to improve articulation between courses and align degree or certificate pathways for the purpose of increasing student success. The project is being implemented by faculty with coordination and assistance from the Coordinator of Curriculum and Learning Outcomes, the Curriculum Committee, and the Instructional Assessment Steering Committee. This project is ongoing on a five year cycle. Instructional assessment results from the previous years are analyzed and incorporated in course revisions.

Assessment of Learning Outcomes:

TCC faculty take an active role in the assessment of student learning outcomes and student achievement. The college has had a faculty-led Instructional Assessment Steering Committee (IASC) since the early 1990s which has coordinated the college's instructional assessment efforts (Exhibit 2.108).

In 2007, a revised assessment structure and process was developed by faculty, including development of the Student Learning Improvement Council (SLIC), a group of five faculty representing each instructional division, who meet monthly with the Coordinator of Curriculum and Learning Outcomes. Through the efforts of both IASC and SLIC, faculty have improved the instructional assessment process (Exhibit 2.109). Brief accounts of TCC's assessment structure and faculty involvement with the assessment processes follow.

Course Level Assessment:

During the 2000-2004 period, classroom and course level student learning assessment was addressed by faculty at TCC. The college used the Nichols model to organize and report on instructional assessment efforts at this time. More ambitious Classroom Learning Outcomes Projects (CLOPs) were conducted by faculty and supported by college stipends. Faculty were involved in formative and summative student learning assessment activities aligned with the Nichols model.

In 2005 the Nichols model was discontinued at TCC. At this time, faculty focused their course level assessment by conducting Classroom Assessment Techniques (CAT). CAT continues at the college, with assessment information used by faculty for ongoing course improvement.

Course outcomes are developed by faculty, individually or in collaboration with others teaching the same or related courses. The course outcomes are included in all course proposals located in CurricuNet, TCC's curriculum management system. Once approved by the faculty Curriculum Committee, course outcomes are listed in course syllabi. Updating outcomes and their alignment with the Program Learning Outcomes (PLO) and using the learning outcomes assessment process to improve learning is the primary focus of TCC's ongoing Curriculum Alignment Project (CAP).

Program Level Assessment:

In 2004, Program Learning Outcomes (PLOs) were developed by faculty for professional technical programs, transfer distribution areas, special population areas, and service areas. This resulted in twenty-six "programs" identified for this purpose, each with a set of Program Level Learning Outcomes (PLOs). These were published, aligned with College Wide Student Learning Outcomes (CWSLOs), and beginning in 2005, assessed on a five year cycle. Each program's PLOs are assessed at least once in each five year cycle. Assessment results are documented in a database and results used by faculty for curriculum improvement.

Program faculty design, implement, evaluate, and report on program level outcome assessment. The college's Coordinator of Curriculum and Learning Outcomes facilitates this work by assisting faculty in developing assessment projects, coordinating funding to support the projects, maintaining the program outcomes database in which projects are documented, and disseminating reports generated by the database to assure continuous improvement for program level outcomes. The Coordinator of

Curriculum and Learning Outcomes also facilitates faculty measurement of student learning outcomes and curriculum improvement. Five year program assessment plans are documented and on file.

Degree Level Assessment:

In 1995-96, TCC faculty developed six College Wide Student Learning Outcomes (CWSLOs) to be achieved by students participating in degree and certificate programs. Initially, the CWSLOs, while not assessed, were aligned with Program Learning Outcomes (PLO) which were assessed. Over the next several years, the CWSLOs were refined and became a driving force for curriculum development and faculty development efforts.

In 2010-11, a faculty task force recommended and gained approval to revise the CWSLOs as Degree Learning Outcomes (DLOs) (Exhibit F). The revised outcomes are "big ideas" intended to apply to students graduating with Associate degrees. The DLOs guide the development of learning outcomes at the program and course levels as well as curriculum development.

In 2010-11, a faculty task force devised a protocol for assessing Communication, and Information/Information Technology, the first two of six Degree Learning Outcomes. Data collection for these assessments did commence in Winter Quarter 2012, with analysis in Summer Quarter 2012.

Five of the six DLOs are being assessed on a five year cycle with different faculty task forces developing applicable assessment strategies and methodology. Information gained from assessing Degree Learning Outcomes is disseminated to faculty through presentations, workshops, and conversations coordinated by the faculty Professional Development Committee. Results are incorporated into faculty curriculum revisions through the college's ongoing Curriculum Alignment Project (CAP) work, and at the course and program levels.

In addition, the faculty Professional Development Committee has adopted the practice of identifying an annual theme for its work, reflecting the DLO to be assessed that year. The faculty's professional development theme was Communication/Information Technology in 2011-12, was Critical Thinking in 2012-13, and Living and Working Cooperatively in 2013-14. The college believes that pairing Degree Learning Outcome assessment with faculty professional development activities encourages faculty to incorporate assessment results into their course and program revisions in a focused, informed manner.

The sixth DLO, Core of Knowledge (COK), refers to discipline and program specific knowledge and skills that students are expected to master in addition to the DLO "big ideas." Core of Knowledge is therefore assessed in specific courses required for the degrees.

2.C.6: Tacoma Community College faculty partner with college library staff to ensure that library and information resources are integrated into student learning.

Instructors collaborate with library personnel to integrate library and information resources and information literacy skills into the learning process. Information literacy, formerly a College-Wide Learning Outcome, was revised and renamed Information/Information Technology, and adopted by TCC faculty in 2010 as one of the six new Degree Learning Outcomes.

The integration of library and information sources into student learning occurs at the various levels of instructional programs, courses within programs, and assignments associated with courses, employing a wide variety of methods, including:

- Faculty participate with librarians in collection development by requesting print and electronic monographs, periodicals, databases and films, and participating in decisions to discard outdated materials. Each instructional program has identified a faculty librarian liaison. New resources are featured in emails and library-hosted faculty workshops.
- Faculty place links to library resources on their web pages and online classrooms develop printed book lists, and place library resources on reserve. They reference library resources on their syllabi and encourage students to use the library to complete assignments.
- Librarians develop electronic “LibGuides (online tutorials)” or “SoftChalk” lessons featuring library resources for student use on specific assignments or program-based research. These are placed in online classrooms or the library’s portal pages.
- A significant portion of course writing assignments include a research component.
- Faculty librarians and the general faculty collaborate on the design of research assignments in order to improve learning outcomes for students and prompt necessary additions to the library collection.
- Faculty librarians are invited to teach approximately 280 times a year in face to face classes, most often with an emphasis on finding, evaluating and integrating the library’s resources into student papers, blogs, discussion boards, or presentations. 81% of students surveyed in spring 2013 who had attended TCC for two quarters or more reported attending at least one classroom library instruction session (Exhibit 2.110).
- Faculty librarians teach four two credit research skills courses each quarter. Some sections are open to all students; other are targeted to students enrolled in specific course with research requirements such as English 95, English 101, or Political Science.
- Faculty librarians have a presence in online courses through LibGuides (online tutorials), discussion boards, and/or “Collaborate” sessions (live video and audio).

2.C.7: Tacoma Community College grants credit for prior experiential learning based on clearly stated and widely published policies and procedures, determined by college faculty.

The college serves a diverse community of learners, including adults who have acquired previous learning through work experiences, training, or independent study. In order to recognize the accomplishments of these learners, the college has a formal policy for awarding credit for prior experiential learning. This policy is published for employees in the *College Administrative Manual* on the employee internet portal (Exhibit 2.111), and for students and community members on the college website (Exhibit 2.112).

The following guidelines apply to the evaluation of prior learning:

- Credit is awarded when students demonstrate college-level learning that combines theory and practice. Credit is not awarded for work experience alone.
- Awarded credit must be linked to established learning outcomes of specific courses in TCC's program of study, and must align with instructional standards for these courses.

- TCC faculty serve as content specialists, assessing prior learning associated with courses in their disciplines and recommend appropriate credit awards. Credit is granted only upon faculty recommendation.
- No more than 25% of credits awarded for a degree may be earned through prior learning assessment.

The award of credit for prior experiential learning varies from program to program as determined by program faculty. Instructional programs recognize non-traditional evidence for prior experiential learning in three areas:

Nationally recognized exams

Advanced Placement, International Baccalaureate, and CLEP/DANTES provide opportunities for students to earn credit toward degree programs. Policies associated with these programs are located in the college catalog (Exhibit F).

Articulation agreements

TCC maintains articulation agreements with sixteen school districts and skill centers subscribing to the statewide Tech Prep program, as well as through College in the High School and the Service Member's Opportunity College. College in the High School provides for articulation agreements with regional school districts to provide high school students college credit for completing approved courses in their high schools (Exhibit 2.113). TCC participates in the U.S. Department of Defense Service Member's Opportunity College, the mission of which is to increase access to higher education for military personnel. This program allows military personnel to transfer and apply military credits to TCC's nontransferable Associate in General Studies degree (Exhibit F).

Other options

Challenge Exams are available to TCC students enrolled in the Computer User (CU) and Information Technology (IT) programs (Exhibit 2.114). TCC's portfolio review process allows students to submit Prior Experiential Learning Petitions for review by appropriate faculty and, if approved, subsequent approval by the respective division deans. Certifications, licenses, and work related training are also considered within the portfolio review process.

TCC's prior experiential learning practices are rigorous and comply with the standards of the Northwest Commission on Colleges and Universities. With the exception of credit awarded for exams, prior experiential learning credit is noted on student transcripts as the equivalent of TCC courses. Credit is awarded only for courses that are offered by Tacoma Community College. In some cases, the college may waive prerequisite courses as an alternative to awarding credit for prior experiential learning.

Prior experiential learning credits are generally posted with grades of S, for satisfactory. An exception is made for credit based on articulation agreements, for which grades are assigned as stipulated in the agreements. Prior experiential learning is identified on student transcripts with a notation of PLA (prior learning assessment) following course titles.

Prior experiential learning credit awarded in the "Other Options" category requires that students be enrolled during the quarter the learning assessment is made. Credit is posted to transcripts following the academic quarter in which the assessment is completed. Prior experiential learning credit is not

used to calculate the college's state supported FTE, nor considered in determining student enrollment status or financial aid awards.

The Washington State Board for Community and Technical Colleges (SBCTC) organized several workgroups to address issues of efficiency throughout the SBCTC system. One of these workgroups was charged with addressing prior experiential learning. SBCTC has published policy and procedure recommendations intended to assure consistency and cooperation across the state in awarding prior experiential learning credit. These recommendations and related action plan were published in the report, *Instruction Commission Efficiency Report, July 15, 2011* (Exhibit 2.113).

2.C.8: Tacoma Community College maintains clear, published policies and consistent processes for accepting credit from accredited colleges and universities. TCC ensures that accepted credit is appropriate for its programs and comparable to the credit of the college's credit offerings. Articulation agreements exist between select institutions, providing potential students ease of credit transfer into TCC, and providing TCC students ease of credit transfer out to receiving institutions.

Guidelines for transferring credit are published in the college catalog where they are presented under the categories of transfer among Washington State Community and Technical Colleges, Credits Transferring from Tacoma Community College, Transcripts from Other Schools, Nationally-Recognized Exams, and Articulation Agreements (Exhibit F). A comprehensive transfer-of-credit policy is published in the college catalog, on TCC's website, and on the employee internet portal.

Official transcripts are evaluated for TCC course equivalencies by the college's credential evaluator. Credit is evaluated on a course by course basis. To ensure consistent evaluations, evaluated courses are noted in a course equivalency database. In evaluating courses that have not previously been evaluated, the evaluator refers to course descriptions in the catalogs of the transferring institutions. If catalog information is insufficient, the evaluator requests course descriptions from the transferring colleges and may ask students to provide course syllabi. The evaluator then confers with TCC faculty in instructional areas to which the credit might apply. Transcripts are evaluated within four to six weeks of receipt to enable students to develop educational plans in a timely manner.

Credit accepted for transfer to TCC is used to calculate graduation grade point averages, but not calculate TCC grade point averages. Graduation grade point averages are used to determine awards at the time of graduation.

TCC subscribes to Washington's State Board for Community and Technical Colleges' Inter-College Reciprocity Policy. This policy provides reciprocity for specific courses and distribution areas and is intended to ease student transfer between Washington State community and technical colleges (Exhibit 2.34). The reciprocity agreement is noted in the college catalog (Exhibit F).

As noted in 2.C.7, TCC maintains policies for College in the High School (Exhibit 2.113), Service Member's Opportunity College, and challenge exams for select courses (Exhibit F). Descriptions of these credit policies are located in the college catalog.

In 2007 Washington State Board for Technical and Community Colleges established a common course numbering system (Exhibit 2.38). This system now includes many courses at the 100 level and above in transfer and professional/technical curriculum (Exhibit 2.39). Common course numbering provides easy transfer-of-credit for students moving between Washington State colleges. Common course numbering is described for students in the college catalog (Exhibit F).

TCC publishes its policies on Student Rights and Responsibilities and College and University Rights and Responsibilities in the college catalog. These policies provide guidance to students and college employees regarding transfer credit, ensuring academic quality and procedural integrity.

Undergraduate Programs

2.C.9: Tacoma Community College's general education program is integrated into the college's certificate and degree programs, preparing students for lives of productive work, citizenship, and personal fulfillment.

Transfer Degree Programs

Washington State guidelines for associate degrees, developed by the Intercollege Relations Commission (ICRC) to facilitate statewide articulation agreements (Exhibit 2.101), define and regulate the character and composition of general education requirements for TCC transfer degrees. These agreements require the inclusion of distribution courses in the humanities and fine arts, mathematical and natural sciences, and social sciences. An approved distribution course list is published in TCC's college catalog (Exhibit F).

Tacoma Community College offers the following transfer degrees:

- Associate in Arts and Sciences (DTA Transfer Degree).
- Associate in Biology (DTA Transfer Degree).
- Associate in Business (DTA Transfer Degree).
- Associate in Elementary Education (DTA Transfer Degree).
- Associate in Pre-Nursing (DTA Transfer Degree).
- Associate of Science Degree (AS-T Transfer Degree).

Two degree categories, Direct Transfer Agreement (DTA) and/or Associate in Science (AS-T) meet the standards of the statewide transfer agreements.

In reference to the general education component of these articulation agreements, the Intercollege Relations Commission states that:

The Intercollege Relations Commission has developed Associate Degree Guidelines under which an Associate degree offered by Washington community colleges may be used to satisfy the lower division general education program of baccalaureate institutions within the state. These Guidelines and their periodic revisions have encouraged the development of the general education component in Associate degrees, with the result that the general requirements within Associate degrees in Washington are currently among the most rigorous in the United States (Exhibit 2.101).

SBCTC describes the DTA transfer degree as follows:

Degrees based on the DTA provide:

- Priority consideration in the admissions for most humanities and social science majors in public universities ahead of non-degreed transfers.

- *Completion of lower division general education requirements.*
- Credit for all courses completed within the DTA up to and in some cases beyond 90 credits.
- Opportunity to explore several fields of study through the category of up to 30 credits of elective courses.
- Opportunity to complete prerequisites for a future major (Exhibit 2.115).

SBCTC describes the AS-T transfer degree as follows:

Degrees structured under the AS-T umbrella provide:

- Priority admissions consideration at public universities for most science and engineering majors ahead of non-degreed transfers.
- *Completion of similar lower division general education requirements as first- and second-year university students in engineering or science-based fields.*
- Credit for all courses completed within the AS-T up to and in some cases beyond 90 credits.
- Opportunity to complete math and science prerequisites for the chosen major.
- Opportunity to explore other fields within the electives included in the degree (Exhibit 2.116).

Professional/Technical Degree and Certificate Programs:

Tacoma Community College offers forty-seven applied certificate and terminal degree career training (professional/technical) programs. TCC's career training certificate and terminal degree programs of forty-five or more credits are approved by the Washington State Board for Community and Technical Colleges (SBCTC), which requires related instruction components in the areas of communication, computation, and human relations with identifiable and assessable student learning outcomes that align with and support program goals. Related instruction for these programs is either embedded within program courses or composed of applicable courses selected by program faculty from TCC's general education curriculum (Approved Distribution Course List) (Exhibit F). Related instruction is developed or selected to align with and support program goals. Certificates of less than forty-five quarter hours may or may not include related instruction.

2.C.10: All Tacoma Community College transfer associate degree programs include identifiable and assessable student learning outcomes. These outcomes are identified at the course and program levels. Additionally, there is a single set of degree learning outcomes for all TCC degrees that encompass general education. All transfer associate degree programs identified in section 2.C.9 contain general education components specified by DTA and AS-T statewide articulation agreements. The general education requirements associated with these degrees are satisfied by selecting courses from TCC's Approved Distribution Course List (Exhibit F).

Student learning outcomes are assessed for each course, program, and degree. These levels of student learning assessment support the college's core themes of Create Learning, Achieve Equity, and Engage Community, and in doing so, advance mission fulfillment.

2.C.11: Tacoma Community College's career training (professional/technical) certificate and terminal degree programs of forty-five or more credits contain related instruction components in

communication, computation, and human relations, described in 2.C.9 above, that align with and support program goals. Related instruction student learning outcomes within each certificate and degree program are identified and assessed at the program level. All related instruction courses are taught by TCC faculty qualified to teach in appropriate disciplines or fields.

Graduate Programs (2.C.12 to 2.C.15)

Tacoma Community College does not offer graduate programs

Continuing Education and Non-Credit Programs

2.C.16: Tacoma Community College's continuing education programs support TCC's mission and core themes of Create Learning, Achieve Equity, and Engage Community, and specifically advance the Engage Community core theme's objectives of workforce development, community partnerships, and cultural contributions.

In September 2011, Tacoma Community College signed an Interlocal Cooperative Agreement with Pierce College District and Clover Park Technical College to launch Invista Performance Solutions a service that operates as a single point of contact for regional business to access workforce development services. The mission is to help companies gain a competitive advantage in the global economy by increasing the skills of their workforce. Invista focuses solely on corporate education. The Client base has grown to 52 businesses and the annual number of employees trained grew to 56,007. Gross revenue in 2012-13 was \$1,638,558.

To accommodate the initiative, the continuing education arm of the college's former Division on Corporate and Continuing Education was split off from corporate training and retained within the college. TCC's division of Continuing Education, directed by the Executive Director of TCC's Gig Harbor campus, manages all non-credit continuing education (personal enrichment) courses and programs at the college's Gig Harbor and Tacoma sites. This division, reporting to the college's Vice President for Student Services, provides a wide array of programs that align with the college mission. The Executive Director is responsible for all course offerings, instructor hiring, student learning assessment, and the overall quality of all non-credit personal enrichment program offerings. Courses and programs offered by the division support the fulfillment of TCC's mission by creating meaningful and relevant learning and broadly engaging the community. Both the workforce development oriented Invista initiative and the enrichment offered through the college's continuing education program directly advance TCC's mission core themes, and especially its core theme, Engage Community.

2.C.17: Tacoma Community College maintains direct responsibility for the academic quality of its continuing education programs and courses, which are fully integrated into the college's academic governance structure. Courses offered for academic credit are approved, and student learning assessed, with appropriate faculty involvement.

All courses provided in any setting for which participants earn Tacoma Community College credit are submitted for review and approval through the college's regular course approval process, which is administered through TCC's Curriculum Committee. The Curriculum Committee reviews all credit bearing continuing education and corporate training courses, and courses offered at the Washington Corrections Center for Women in Purdy, Washington, and the Mission Creek Corrections Center for Women in Belfair, Washington, using the same criteria and standards used for courses in the college's academic curriculum. Appropriate program chairs oversee the planning of courses, and review,

interview, and approve all teaching faculty for credit granting continuing education courses. Program chairs also review and approve course syllabi for all credit granting continuing education and corporate training courses and courses offered at extension sites. Course proposals and syllabi associated with these programs and sites include the same expectations of student learning outcome assessment as those for regular college courses.

2.C.18: Tacoma Community College’s granting of credit for continuing education courses adheres to accepted higher education norms, conforms with college policy, is consistent across the college, is appropriate to course objectives, and is determined by achievement of student learning outcomes.

TCC adheres to the American Council on Education’s guidelines for the granting of continuing education credits (CEUs). TCC’s procedures and criteria for granting CEUs were developed by the dean of the Business Division in consultation with the Executive Vice President for Academic and Student Services and are consistent with the college’s core themes and mission (Exhibit 2.117). This protocol provides consistent standards for student learning objectives, course outcomes, and the assessment of student learning across continuing education programs. CEU’s are awarded on the basis of documented knowledge attainment in a consistent and disciplinarily appropriate manner. CEU’s are granted with the same rigor and integrity as that applied to the college’s academic offerings.

2.C.19: Tacoma Community College maintains records of courses, syllabi, course objectives and student learning outcomes for all non-credit courses delivered. These records are kept in TCC’s Division of Continuing Education.

Standard 2.D: *Student Support Resources*

2.D.1: Tacoma Community College maintains effective learning environments appropriate to the college’s programs and its dynamic student population.

TCC is a two year public community college that offers comprehensive educational, training and service programs to meet the needs of both the students and communities served. In its effort to realize its core themes of Create Learning, Achieve Equity, and Engage Community, TCC provides learning environments at five sites: the main Tacoma campus, a satellite campus in the adjacent community of Gig Harbor, and adult learning programs at the Tacoma Public School's Madison Family Literacy Center (Exhibit 2.118), the Washington Corrections Center for Women (Exhibit 2.119), and the Mission Creek Corrections Center (Exhibit 2.120). Each site provides programs and services that effectively support student learning appropriate to its mission.

TCC supports a number of learning centers and programs on the main Tacoma campus and Gig Harbor Center that are intended to support effective and inclusive student learning:

LEARNING CENTERS

Business Education Center (BEC)

The BEC provides peer and staff tutoring for business courses and business related courses, learning strategy assistance, study space, and computer access (Exhibit F).

Career Center

The Career Center provides resources to assist students in making educational and career decisions including, among others, individual career counseling, interest inventories, access to Washington Occupational Information Services, transfer catalogs, employment assistance, resume and interviewing skill development, and internships and volunteer opportunities (Exhibit F).

Counseling and Advising Center

The Counseling and Advising Center offers a variety of services to students including, among others, educational planning, academic problem resolution, personal counseling, academic and career counseling, interest assessment, educational and career opportunity information, human development courses and workshops, career and life planning, substance abuse and recovery counseling, and community resource referral. Additionally, men's and women's services are coordinated by counseling staff and include classes in Life Choices for Men and Life Choices for Women (both HD 116). Most services are free to TCC students (Exhibit F).

eLearning and the Information Commons

eLearning provides students with staff support for eLearning, computer workstations, portable equipment (projectors, laptops, digital camcorders and cameras), and multimedia and digital formatting. The Information Commons provides eighty-six student computers with internet access, software programs, digitally equipped small group study rooms, and Help Desk staff to assist with student needs (Exhibit F).

Learning Resource Center (Gig Harbor)

The Learning Resource Center at TCC's Gig Harbor site supports student learning by providing access to a student computer lab, writing and math tutors, transfer materials, and scholarship information (Exhibit F).

Library

The TCC Library provides TCC students, faculty, and staff access to research materials, technology, instruction, study space, and a variety of services that support teaching and learning. Library services include, among others, individual research assistance from faculty librarians and staff, information literacy workshops, research materials in print and digital formats, special collections such as the TCC Archive, English as a Second Language and English for Academic Purposes collections, and computer access and support (Exhibit F).

Math Advising and Resource Center (MARC)

The MARC is a student learning center devoted to helping students succeed in math courses. Resources include, among others, student access to study areas, tutoring, advising, calculators, computers and other learning tools. The MARC also supports students enrolled in developmental math courses with supplemental courses focusing on success tools tailored to specific math courses (Exhibit F).

The Reading and Study Skills Center and the Computer Assisted Learning Center (CAL)

The Reading and Study Skills Center offers support for transitional studies courses and individual assistance for students in reading and study skills. The CAL lab supports transitional studies courses. Students participate with their classes during reserved times, drop in to use available computers, or are referred by instructors for individualized learning (Exhibit F).

Writing and Tutoring Center

The Writing and Tutoring Center offers drop-in and by-appointment tutoring for most college courses, as well as assistance in developing effective learning strategies (Exhibit F).

TCC offers a variety of experiences and programs that support student learning. These include:

PROGRAMS

Center for Academic Support and Achievement (CASA)

CASA houses two programs that support student success: TRIO Student Support Services and the Center for Multi-Ethnic/Cultural Affairs (MECA). Supported by a federal grant, TRIO Student Support Services provides a broad set of services to eligible students including, among others, academic planning and advising, advocacy within the college, career exploration, skills workshops, needs assessments, disability service coordination, financial aid and financial literacy advising, mentoring, scholarship search assistance, tutoring, and transfer advising (Exhibit F). MECA offers programs and support services designed to ease the transition to college for incoming students of color. MECA provides programs to help students with diverse learning styles and backgrounds develop college-level learning strategies that promote academic persistence, success and timely graduation (Exhibit 2.121).

Early Learning Center

The Early Learning Center is a state-certified, nonprofit campus center that offers high-quality, affordable child care and early childhood education in a safe, nurturing environment in order to enable parents to pursue education at TCC (Exhibit F).

Fresh Start

The Fresh Start program is intended to provide non-completing high school students the opportunity to complete high school while enrolled in one of TCC's applied certificate or degree programs. Fresh Start also offers students assistance with goal clarification, development of life skills, study skills, and job search strategies (Exhibit 2.41)

Internships

TCC's career training programs include internship and clinical opportunities. Students pursuing transfer degree programs may enroll in the college's EXPLR 290 Internship for elective credit. Internships allow students to earn college credit through on-the-job workplace learning (Exhibit F).

Study Abroad

TCC offers quarter-long study abroad programs to students who wish to experience new cultures and develop global competencies. Credits earned apply to TCC's AAS degree. Study Abroad is coordinated by TCC's Office of International Student Services.

International Student Services

The Office of International Student Services supports over 400 students each quarter from thirty different countries in their TCC studies through the Fast-Track Dual Degree Program, a 2+2 University Transfer Program, an English for Academic Purposes program, and short-term programs tailored to the interests of specific international student groups. Academic courses are staffed by TCC faculty, while retention, housing, and student life support is provided by the Office of International Student Services staff (Exhibit 2.42).

Running Start

Running Start is a partnership between the Washington State community college system and Washington's public school districts. High school juniors and seniors may enroll in TCC courses at no tuition cost and earn credits that simultaneously apply toward high school graduation and college requirements. All TCC student support services are available to Running Start students (Exhibit F).

Supplemental Instruction (SI)

Supplemental Instruction is a series of weekly review sessions for students taking historically difficult courses. SI is available to all students who want to improve their understanding of course material and improve their grades. SI sessions are free, voluntary, and collaborative learning (Exhibit F).

2.D.2: Tacoma Community College provides a safe and secure environment for all students at all locations. The college complies with federal and state regulations regarding crime statistics, campus security policies, and other disclosures.

Reporting to the Vice President for Administrative Services, Campus Public Safety (CPS) provides campus security services to the TCC community 24 hours a day, 365 days a year. CPS Officers do not have arrest powers but are authorized to enforce campus policies and assist police agencies. In order to have a visible presence on campus, CPS Officers wear blue shirts with gold badges and carry handcuffs. The campus is patrolled via cruiser, on foot, in a cart, or on a bicycle. CPS maintains cooperative relationships with the Tacoma Police Department, Pierce County Sheriff, Washington State Patrol, and other law enforcement jurisdictions. CPS also works collaboratively with other law enforcement agencies, including local fire departments and the Washington State Department of Corrections.

The college complies with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act). Three CPS staff have received annual training on Clery Act compliance. CPS prepares an Annual Security and Fire Report and discloses annual crime and fire statistics in compliance with the Clery Act. The crime, arrest, and disciplinary referral statistics on-campus, in non-campus buildings or properties, or public property are reported to college officials with responsibility for student and campus activities. CPS also obtains information from local law enforcement on the occurrence of crimes on public property at the college or immediately adjacent to and accessible from the college.

CPS complies with the Clery Act requirement of timely notification of significant safety events. CPS uses E2 Campus (a text service) and campus e-mail to notify the campus community of significant safety events and security issues in the surrounding area, including weather and travel advisories, and emergency management system advisories.

CPS takes a proactive and educational approach to safety. The CPS Supervisor issues quarterly safety and security e-mails to faculty, staff, and students. The CPS staff provides safety workshops to students. The CPS Supervisor chairs the Campus Safety Committee, composed of staff designated as building safety officers, which assists CPS with dissemination of information and education regarding campus-wide safety issues.

The CPS Supervisor also serves on TCC's Behavioral Intervention Team (BIT), composed of representatives from Campus Public Safety, Counseling, and Student Services. The team focuses on prevention and early intervention in situations involving students experiencing serious distress or engaging in harmful or disruptive behaviors. The team takes a proactive approach of risk assessment and referral to assure that TCC is a safe learning and working environment.

2.D.3: Tacoma Community College recruits, admits, orients, and advises students with potential to benefit from its educational offerings. The college provides timely, useful and accurate information to potential and matriculated students pertaining to academic requirements, and graduation and transfer policies. TCC's recruitment and orientation activities are part of the college's comprehensive first-year "Declared and Prepared" experience.

Recruitment

TCC is an open admission community college committed to serving a diverse community. As such, it exercises considerable care to assure that students recruited and admitted to the institution are prepared to succeed.

The college's guiding recruitment principle is that better preparation of prospective students will lead to greater student success. TCC actively recruits in the middle schools and high schools within the college's service district. The college conducts continuous outreach through school visits and fairs, and liaison work with school counselors, faculty, and district administrators. Students are encouraged to complete college preparatory coursework before completing high school. High school faculty are encouraged to align high school curriculum with college entry curriculum, particularly in English and math. In several schools, students are offered placement testing opportunities at the sophomore and junior levels to increase their awareness of college level expectations.

In 2008, TCC merged Outreach and Recruitment Services with its Department of Marketing and Communications to create greater continuity in communications, and to better prepare prospective students to navigate the college entry process. In 2009, the college implemented a prospective-student communication system, "Inside TCC," to help student prospects prepare for college entry through financial aid preparation and awareness of program requirements and transfer policies. Prospective students who participate in "Inside TCC" receive a targeted set of messages based on their ages, interests, and quarters they plan to enter TCC to help them prepare for college success. Separate message "tracks" have been developed for 8th graders (Exhibit 2.122), 9th graders (Exhibit 2.123), 10th graders (Exhibit 2.124), 11th graders (Exhibit 2.125), 12th graders (Exhibit 2.126), and adult learners (Exhibit 2.127). Information is collected from prospective students through an online or in-person form,

allowing the college to target messages to student interests. As of January 2012, over 20,000 prospective students had received regular communications in preparation for TCC entrance.

TCC's *Quarterly Preview*, a four times/year direct mailing to all 135,000+ households in the college's service area, was launched in 2010 to provide accurate and timely information to potential students. Through this mailing, TCC endeavors to effectively orient new students to the college in an accurate and timely manner. The *Quarterly Preview*:

- Reminds current and first-term students that it is time to register, and directs them to the online class schedule/registration system where they receive up-to-the-minute information about class offering and availability.
- Provides an overview or reminder of the necessary registration steps.
- Encourages potential students to sign up for "Inside TCC."

Through high school partnerships, including TCC's Educational Talent Search program (Exhibit 2.129), dual enrollment programs such as Fresh Start (Exhibit 2.130) and Running Start (Exhibit 2.131), Tech Prep agreements, Tacoma's REACH Center (Exhibit 2.132), and community partnerships such as the College Success Foundation Scholars (Exhibit 2.133), TCC reaches under-served populations that otherwise might not aspire to college. TCC serves the adult community through, among others, its workforce development efforts (Exhibit 2.134), partnerships with the Metropolitan Development Council (Exhibit 2.135), and participation in community events such as the Western Washington State Fair and the Tacoma Ethnic Fest.

Orientation

Each quarter TCC provides orientation sessions that is mandatory for entering first-time college students and encouraged for re-entering students. The orientation, conducted by a team of advisors and other student services staff, focuses on establishing the student-advisor relationship, campus navigation, key support services, and registration and financial aid. Participating students are taught to use TCC's student internet portal, college catalog, and online class scheduling system. Students learn about prerequisite classes, developmental course sequences, course waitlists, certificate and degree programs of study, and degree and transfer requirements. Orientation sessions are conducted in a computer lab in order to support students' first online registration experience. In addition to in-person orientation, TCC offers an online orientation for students who enroll primarily in online coursework. The online orientation includes interactive learning tips and quizzes designed to increase engagement with the orientation material.

At the end of both in-person and online orientations, students are assigned to academic advisors and assigned to (coded for) an initial program of study. The college also provides orientation sessions combined with assessment testing and campus tours to allow students to accomplish all three tasks in a single trip to campus.

Upon admission to the college, students are assessed, usually using Accuplacer testing, to determine appropriate placement in English and math. Over the past two years the English and math departments have reevaluated Accuplacer placement cutoff scores, adjusting placement thresholds to more effectively identify appropriate course levels. The college assessment staff may also refer to high school and college transcripts to establish placement levels.

Information on programs of study and certificate and degree requirements is available to students online on the college's external website, in the online and print versions of the college catalog, and on printed program flyers located at key campus sites. Students receive hard copies of their program requirements when they meet with their advisors.

New students who are unable to find available classes are given the option to defer admission to a future quarter. These deferred students receive prioritized registration dates, which are earlier than those assigned to other new students.

Advisor Dashboard is a student management software tool, developed by TCC staff, to assist advisors in developing relationships with their assigned students and track student progress. Advisor Dashboard collects information from the college's student management and degree audit systems, along with notes entered by advisors. This tool facilitates advisor review of student records and advising history in order to more effectively support student achievement of educational goals. Tracking data in Advisor Dashboard also allows TCC's lead advisor to review advising practice across the Advising Department to assure that guidelines are followed, supporting documents collected, and student interventions appropriately performed (Exhibit 2.136).

The college uses degree audit software to assist student and advisor review of student progress toward degree and certificate attainment. The degree audit software can also be used by students to conduct "what if?" analyses, entering various programs of study to see what courses students would need to complete to achieve alternative goals (Exhibit 2.137).

2.D.4: In the event Tacoma Community College eliminates or significantly changes a certificate or degree program, the college makes arrangements to ensure that students enrolled in the program have an opportunity to complete in a timely manner. In that case, the Executive Vice President for Academic and Student Affairs oversees the development and implementation of a teach-out plan to accommodate existing program students to complete within five years of the change date.

When degree requirements change, students may take advantage of the college's "grandfather" policy. This policy allows students who complete their degrees within five years of their original enrollment dates to choose to graduate under the provisions of the degree requirements in effect when they originally enrolled at the college (Exhibit F).

All significant professional/technical certificate and degree program changes at TCC require approval from the Washington State Board for Community and Technical Colleges. This approval process requires appropriate teach-out plans for currently enrolled students.

2.D.5: The college catalog provides comprehensive information about college costs, programs, policies, and procedure. The catalog, which is published annually, is developed through a collaborative process directed by TCC's Executive Vice President for Academic and Student Affairs and supported by the Department of Marketing, Communication and Outreach. The catalog is available to students and college stakeholders on the TCC website, on TCC's student and employee internet portals, and in print from the college bookstore at a cost of \$7.00.

Included in the catalog (Exhibit F) are:

- TCC's mission, vision and values
- Entrance requirements and procedures

- Grading policies
- Information on academic programs and courses, including degree and program completion requirements
- Required course sequences (when applicable)
- Expected learning outcomes
- Names of administrators and full-time faculty, including titles, degrees held, and conferring institutions
- Policies regarding conduct, rights, and responsibilities
- Tuition, fees, and other program costs
- Refund policies and procedures for students who withdraw from enrollment
- Opportunities and requirements for financial aid
- Academic calendar

2.D.6: Tacoma Community College’s print and online publications fully describe the college’s certificate and degree programs, and include accurate information on licensure, entry to professions, and unique occupational or transfer requirements.

The college catalog and website provide students and college stakeholders with extensive information on certificate and degree programs. The college catalog includes college transfer degrees, baccalaureate transfer requirements, and career training certificates and degrees (Exhibit F), including information on entry to professions, licensure, and specialized program accreditation.

TCC’s public website prominently includes an "Areas of Study" section, providing catalog information on programs along with additional information and links to relevant sources. This digital, interactive resource is intended to provide students and other stakeholders with more detailed information than can feasibly be included in a print publication (Exhibit 2.138).

2.D.7: Tacoma Community College adheres to explicit policies and procedures regarding secure retention, retrieval, and backup of student records, regardless of form.

TCC follows Washington State mandated records retention schedules. Paper records are filed, stored, and removed as is prescribed in the retention schedule (Exhibit 2.56). Additionally, the college maintains a large portion of its records electronically. These records are kept in the student management (SMS) and financial aid management (FAM) systems used by all thirty-four Washington public community and technical colleges. System maintenance and back-up is maintained by the State Board of Community and Technical College's Information Technology division (SBCTC-IT). The college also has begun the process of storing student documents electronically in Singularity, an electronic document storage system. Singularity eases the storage of student documents, and automatically removes student documents/records on the state mandated record retention schedule.

The college also protects the release of student records in compliance with the Family Education Rights and Privacy Act (FERPA) and corresponding Board policy (Exhibit 2.139). These policies are published in the TCC catalog and on the college website (Exhibit F). The college blocks release of information on students that request their information not be disclosed. All staff sign confidentiality statements before they are granted access to student information (Exhibit 2.140).

2.D.8: Tacoma Community College provides an effective and accountable financial aid program to support its mission and core themes of Create Learning, Achieve Equity, and Engage Community. The

college publishes and provides to prospective and enrolled students, accessible and complete information on the breadth of financial aid opportunities.

Information regarding categories of available aid and related application processes are posted on TCC's external website (Exhibit 2.141) and the college's student internet portal (Exhibit 2.142). Financial Aid staff make presentations to local high schools and community groups, and each year TCC's outreach staff host three on-campus "Ways2Pay" sessions for the public. Printed literature is available in the Financial Aid reception area.

Financial aid application assistance is provided to students as needed by Financial Aid office staff and by the Equal Opportunity Center representative located in the college Advising Center.

Financial Aid staff provide information on aid opportunities and processes to TCC's departments of Outreach, CASA/MECA, TRIO, and the Advising/Counseling front desk staff. Financial aid staff are often invited to make presentations in TCC's Student Success Seminar, HD 101.

The Director of Financial Aid Services regularly communicates with the Washington State Student Achievement Council regarding Washington State financial aid policy and available resources. In order to keep abreast of federal aid programs, the financial aid staff attend trainings provided by the U.S. Department of Education and their professional organizations.

TCC helps students access financial aid funds from a variety of sources, including federal student aid, Washington State government resources, TCC Foundation scholarships, institutional funds, and external scholarship opportunities. Approximately 50% of TCC students receive financial aid.

Accountability of TCC's Financial Aid Services is maintained through audits performed by the U.S. Department of Education and the Washington State Board for Community and Technical Colleges, oversight from the college's Executive Staff, and oversight from the college's Business office.

2.D.9: Tacoma Community College students receiving financial aid are clearly informed of repayment obligations. The college closely monitors its loan default rate, as well as the character and effectiveness of its financial aid programs.

TCC's draft cohort default rate is published by the United States Department of Education every February, and final rates are published in September. TCC's 2011 (two year official) cohort default rate is 7.5%. TCC's 2010 three year official cohort default rate is 16.4% The Director of Financial Aid Services closely monitors TCC's student loan program and consistently reports program issues, status, and default rates to the college's Student Services leadership team.

Student loan recipients are notified of their repayment obligations through completion of their master promissory notes (Exhibit 2.143), mandatory U.S. Department of Education entrance counseling (Exhibit 2.144), mandatory National Student Loan Data System exit counseling (Exhibit 2.145), the U.S. Department of Education's Direct Loan Servicing (Exhibit 2.146), and, as requested, counseling from TCC's Financial Aid staff.

Tacoma Community College students may access their personal loan histories through the TCC student internet portal (Exhibit 2.147). Individualized, real-time accounting for students' loan histories includes total subsidized and unsubsidized loans borrowed, aggregate (total) loan limits, and annual loan limits for Direct Loans. Additionally, a link to the National Student Loan Data System (NSLDS) is located on the

financial aid pages of the TCC student internet portal. The NSLDS site provides access to students' detailed loan information (Exhibit 2.148).

Repayment and default information is provided by financial aid staff in most Student Success Seminar (HD 101) classes. In addition, a financial literacy task group was charged with assessing the college's current financial literacy programming and creating a comprehensive financial literacy program, with implementation and an evaluation plans. Although the financial literacy product that was chosen no longer exists due to closure of the company, components of the programs are now included in the New Student Information sessions, the Free Student Workshop Series, and the CASA MECA intake and needs assessment process.

2.D.10: Tacoma Community College maintains a systematic and highly effective academic advising program to support student success. Advising personnel are knowledgeable regarding the college curriculum, program requirements, graduation requirements and transfer opportunities for certificate and degree programs. They are fully prepared to fulfill the responsibilities of this student support program. Advising requirements are clearly defined, published, and available to all students.

Advising Program

Over the past decade TCC has developed and implemented a major revision of its advising program. The college developed a systematic and effective advising model that brings together a variety of strategies aimed at helping students move from college entry to the successful completion of their educational goals. The college's "Declared and Prepared" advising model is an intrusive model that identifies multiple steps, interventions, and achievements in a student's pathway to the status of Declared and Prepared (Exhibit 2.149).

The first step in Declared and Prepared is *Entry*, which includes assessment, orientation and the assignment of an advisor. The second step is the *First Quarter*, which includes relationship building with the assigned advisor and the college's Student Success Seminar (HD 101) for students who score below college level in more than one area of the placement test. The third step is *Intervention*, which includes quarterly advisor contact for the student. The *Intervention* is currently being further developed, with the introduction of Completion Coaches who will work with both students and advisors. The fourth step is *Advising*, continued work with the advisor, culminating in student achievement of "Declared and Prepared" status, which requires a 2.0 or greater GPA, achievement of college English and reading levels, completion of a college level math course required for program completion, a completed educational plan, Student Success Seminar (HD 101) completion or exemption, a minimum of 15 college credits, and assignment to a faculty advisor (Exhibit 2.150).

TCC's "Declared and Prepared" advising model is supported by an effective software program, Advisor Dashboard. This application, used by students, faculty, and advisors, includes in a single electronic file of student records pertinent to academic advising, including contact information, registration, GPA, Early Alert records, transcripts, credits transferred in, test scores, relevant documents, the advisor intake survey, advisor actions and comments, and the student's educational plan(Exhibit 2.150).

In addition to the development of the "Declared and Prepared" model, the college restructured the Advising Center by moving multiple entry services into a Welcome Center. This attractive and functionally integrated center includes a large, well-equipped, and inviting lobby that encourages students to explore career possibilities, learn to use online tools and resources, and meet with academic advisors, counselors, and career center staff.

Advising, Counseling, and Career Center staff are co-located in the Welcome Center. The close proximity of staff encourages cooperation among between services and more effective processes for students. Staff collaborate to integrate the content of New Student Orientation, the Student Success Seminar (HD 101), and various career assessment tools, providing students an array of high quality resources for developing effective educational plans.

Advising Personnel

The implementation of TCC's advising model is supported by eight full-time and three part-time advisor positions (Exhibit 2.151). The advising training plan has refocused the advising process to support students' first year as opposed to the previous model that focused on first quarter schedule planning. Advisors are expected to establish relationships with students and support their success by guiding them in charting their educational careers, developing educational plans, and achieving "Declared and Prepared" advising status. While all advisors are trained to assist all incoming students, specific advisors are assigned to support the success of targeted populations, including athletes, students from traditionally underrepresented groups, and students who wish to be admitted to the college's Allied Health programs. TCC has developed a partnership with the University of Washington Tacoma (UWT) through which the two institutions share an advisor who works on both campuses to support students who begin at Tacoma Community College with the intention of UWT transfer.

Advisor development has involved participation in national and regional training opportunities offered through the National Academic Advising Association (NACADA), as well as statewide advising and student services conferences, workshops, and council meetings. An extensive three stage advisor training program was provided for advisors during the first years of the new model and has now evolved to weekly training meetings. During these meetings faculty are invited to update advising and counseling staff, transfer institutions are invited to discuss transfer options and concerns, and TCC administrators are invited to discuss policies and practices relevant to advising.

New advisors spend two to three months in training regarding TCC's curriculum, program requirements, and advising practices. They learn to use various support tools, including Advisor Dashboard, the college's student management system (SMS), and degree audit software. They also shadow and are shadowed by experienced advisors and are paired with advisor-mentors.

Publication of Advising Requirements

The college's student internet portal includes a prominent "Academics and Registration" menu that includes a Calendar of Important Dates; the College Catalog; Transfers and Career Counseling; Graduation, Advising Announcements, Advising Information; Academic Worksheets, Registration; and Wait Lists. Advising policies and information are personalized for individual students under the "Advising Information" menu option, which includes "My Advisor" (messages from the student's advisor), "My Educational Plan" (a link to a digital plan template and to an instructional video which assists students in developing educational plans), "My Registration Time" (the student's assigned registration date and time), and "Advising Services" (a list of services and contact information) (Exhibit 2.152). In addition, during New Student Orientation a YouTube video link is provided to students to help them through the registration process (Exhibit 2.153).

TCC's college catalog provides advising information for students in a section labeled "Your Academic Future" (Exhibit F) that includes information on admission, assessment, orientation, the college's Student Success Seminar (HD 101), and the opportunity for dual enrollment at TCC and the University of

Washington Tacoma (UWT). Potential students have access to preliminary advising information on the college's external website (Exhibit 2.154) as well as through the college catalog.

Current advising policies, guidelines and materials are available to all TCC advisors on a shared drive on the college network.

2.D.11: Tacoma Community College's co-curricular activities are consistent with, and directly support, the college mission, core themes, programs, and services. Co-curricular activities are appropriately governed and fully supported within the college.

TCC's Office of Student Life collaborates with faculty, staff, students, and the local community to support the college mission. The Office of Student Life places a strong emphasis on co-curricular activities while providing opportunities for students to focus on student government, leadership, and event planning. The Office of Student Life also supports more than thirty active campus clubs and organizations that provide opportunities for student engagement on campus and in the community (Exhibit 2.154).

Co-curricular activities are governed within the structure of the Associated Students of Tacoma Community College. They are supported by student fees and seek to engage students with educational, social, and recreational experiences that enhance classroom learning.

2.D.12: Tacoma Community College operates auxiliary services that support the college mission, contribute to TCC's intellectual climate, and enhance the environment for student learning. Students and college personnel have appropriate opportunities to provide suggestions on the operation of these services.

Bookstore

Students are the target market for the TCC Bookstore, which provides textbooks, school supplies, convenience items, and TCC promotional clothing and items. The college faculty selects the academic materials sold in the bookstore. The bookstore seeks and promotes low priced course materials to enhance accessibility. In an effort to help mitigate the increasing cost of textbooks, the bookstore has implemented a textbook rental program that has been well received (Exhibit 2.155). The bookstore generates modest profits that support college priorities.

Food Services

Food services are provided through a bid-awarded contract with Lancers, an independent food services company. The operation includes the TCC Café, located in the Student Center, and event catering. Solicited student opinions guide menu options.

Conference Services

Conference services were formalized as a TCC enterprise in 2006. Student and faculty needs take priority in facility use, with the rental of college facilities secondary to college functions. While facility rental produces some revenue, its primary value to the college is engagement with the broader community. The location of community events and performances at the college enriches TCC's educational and cultural environment.

2.D.13: Tacoma Community College's athletic programs support the college's mission and core themes of Create Learning, Achieve Equity, and Engage Community. The athletic program retains appropriate college oversight. Student athletes are required to satisfy the same academic standards, degree requirements, and financial aid policies as those for other TCC students.

The intercollegiate athletics program is committed to providing positive experiences for student athletes through their enrollment in the college's educational programs and participation in athletic competition (Exhibit 2.156). The program emphasizes cooperation, competition, and active citizenship in its student athletes, while strengthening the bond between the college and its community. Students who participate in athletics may receive financial aid awards and scholarships to assist their achievement of transfer degrees, professional-technical degrees and certificates, and preparation for successful transfer to accredited baccalaureate programs. Coaches and academic advisors work closely with student athletes to promote their satisfactory academic progress. The athletic program collaborates with the college's Financial Aid Office and the TCC Foundation to identify funds to support financial aid awards for eligible student athletes.

2.D.14: Tacoma Community College maintains an effective student identification process for students enrolled in distance learning courses. This process ensures student privacy, and students are informed of associated current and projected charges.

All TCC students are assigned student identification numbers (SID). Upon admission, students are also issued email addresses that serve as usernames for logging into the college's student internet portal. Students create their own individual passwords, containing eight characters that must include upper and lower case characters and a number and/or a special character. Usernames and passwords are required for logging into the Canvas course management system, which supports TCC's online courses. At this time no additional costs are associated with the college's online identification process.

Standard 2.E: *Library and Information Resources*

2.E.1: TCC librarians are committed to providing authoritative and up-to-date content, and ready access to that content through extensive print and digital resources. Ongoing collection development is conducted by faculty librarians with guidance provided by instructors across the curriculum. Collection decisions are made in response to clearly anticipated needs and are guided by a comprehensive set of policies and principles outlined in the library's Collection Development Policy (Exhibit 2.4).

In 2013-14, the college will invest \$113,151 in information resources and software services, \$18.27 per full-time equivalent student (FTE). Sixty-nine percent of this funding, or \$78,290 will be devoted to content, representing an annual investment of \$12.62 per FTE.

The library currently owns 48,960 titles and 65,867 volumes in the circulating book collection, and 2767 titles and 6339 volumes in the non-circulating reference collection. The library provides access to 88,223 electronic books, which represents a 35% increase in collection size over two years. In the 2009-10 conspectus report, which analyzed the library's book collection by subject area, the average publication date was 1975 for the print book collection, 2000 for the e-book collection, and 1981 for the entire collection. By fall 2013, the library's expanding e-book collection represented nearly two-thirds of the library's book collection and improved the currency of the entire collection to an average publication date of 1996.

Circulation of the print book collection dropped by 16% during the four-year period between 2008-09 and 2012-13 as a greater proportion of e-books became accessible 24/7 through the library's catalog. Two-hour textbook reserves represent an increasingly large proportion of print book circulation; 45% in 2012-13. During the same four-year period, circulation of the library's print magazine collection decreased by 79% as the collection size decreased, while use of online periodical databases soared.

Digital formats represent an increasing proportion of the library's content purchases and will account for 50 % of its operating expenditures for content in 2013-14. Since 2010, sizeable investments have been made in the electronic book collection and several research databases, with start-up funding provided by the Associated Students of Tacoma Community College (ASTCC). Using a combination of operating funds and ASTCC funding, as of fall 2013, students have access to sixteen licensed research databases, which include almost 13,000 licensed online journal and magazine titles, over 6000 open source titles, and a wealth of articles from scholarly resources such as Academic Search Premier. The majority of these offer full-text access to articles dating from the present back at least twenty years.

In a 2008-11 study of the library's electronic database, usage was shown to have increased 28% over the two year period with no significant expansion of the collection. The trending pattern continued into late 2013 with usage increases in most major databases.

TCC faculty librarians assess the effectiveness of the library's collections by studying data and reflecting on interactions at the reference desk, in the classroom, and with faculty in bi-annual surveys, informal conversations, and forums. In 2012-14, librarians are engaged in an examination of collection development practices with the goal of addressing changing needs of the curriculum. The library annually commits "focus funds" to areas of the print collection that are anticipated to be in heavy future demand due to curriculum changes. When available and appropriate, e-books are purchased to meet these needs, and occasionally licensed for multiple users if the text will be assigned to an entire class.

In spring 2011, the library introduced a federated search software application, funded by ASTCC, which increased usage of databases as students found it easier to search across all or a topical subset of databases, authoritative websites, and the catalog, with one Google-like search. In 2011-12, students retrieved over 101,000 full text articles in over 75,000 sessions, while in 2012-13, they retrieved over 156,000 full text articles in close to 90,000 sessions. Access to authoritative, timely, and relevant content and easy-to-use tools to locate content are essential to student learning. Students seem to be most successful when librarians introduce them to the intricacies of searching appropriate databases for research projects. With guidance from librarians and classroom instructors, students are able to determine which magazines, journals, newspapers, websites, specialized encyclopedias and books will be authoritative for their particular research project. The librarians' intention is always that these skills will inform students' research-seeking decisions in academic endeavors, the work place and their personal lives. In the library's first biannual student survey, conducted in May 2013, students identified research databases as the most highly-valued collection.

2.E.2: Planning for Tacoma Community College's library and information resources is evidence based, and includes solicited feedback from affected users and stakeholders.

The mission of the TCC 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. Library staff and faculty use a formal and efficient strategic planning process, implemented in 2009, which generates annual goals, strategies, and work plans to accomplish the library's mission. The process seeks to identify a limited number of critical goals and specific strategies

and projects to accomplish those goals. The strategic planning process has allowed library staff and faculty to direct their limited time and resources to tasks and projects that have the broadest and deepest impact. The library's planning is part of the college's annual unit action plan and program review processes.

Each year the library develops a unit action plan with long term goals and short term objectives that are aligned with the college's core themes, and an annual work plan to advance the goals and objectives in the coming year (Exhibit 2.157). All unit action plans are submitted to the Executive Vice President for Academic and Student Affairs for review, response, and institutional alignment. The library also submits an annual program review which focuses on instructional goals and annual objectives.

In 2012-13, the library employed a number of methods to garner valuable data and feedback from library users and key stakeholders to support the library's planning process. In 2012, the library instituted biannual student and faculty surveys which assess the importance of and satisfaction with library services and programs. Survey results are used to identify gaps to be addressed. The library surveys TCC's Writing and Tutoring Center, e-Learning, Business Education Center, and the Math Advising Resource Center to assess attainment of the library's Program Learning Objectives (PLOs). The surveys address use, service awareness, and perceptions and needs of the network. The Library Advisory Committee composed of faculty, staff and students, continues to offer advice and guidance on specific library projects and instructional methods, build and strengthen relationships with key stakeholders, and help promote library services and programs. The Writing, Reading, and Research across the Curriculum (WRRAC) group have been a strategic partner for the library in recognizing the importance of information literacy instruction to the success of student research projects. Both the information literacy and critical thinking assessments of student writing clearly show that student success depends on clearly written assignments that spell out expectations and guide students to academic sources, as well as previous student experience with assignments that use appropriate evidence to support claims. Librarians and WRRAC members have worked together to design appropriate cues as part of the research assignment rubric and to craft instruction that assures that students develop skills and strategies that allow them to be successful writers of research projects. That effort has also led to a clearer understanding of how all instructors can be productive in promoting information literacy.

Informal planning methods, ranging from assessment of critical incidents to casual conversations about trends, continue to be effective. A shared staff workspace with cubicles facing a central passageway encourages and supports a collaborative environment.

As a result of evidence-based planning and stakeholder feedback, the Library is able to be responsive to the needs of its users. 2013 student survey results and informal feedback indicated increased frustration with noise levels in the library. The size and physical spaces of the library present challenges in serving student needs for both quiet study and group work in an environment that a portion of the students also value for social interaction. Library staff and faculty are currently working with representatives from Associated Students of Tacoma Community College (ASTCC) to identify environmental, behavioral, and marketing solutions to the problem.

2.E.3: Tacoma Community College provides appropriate instruction and support for students, faculty and staff to enhance their effectiveness in obtaining, using, and evaluating library and information resources, wherever and however accessed.

“Information and information technology” is one of six Degree Learning Outcomes (DLO) adopted by TCC faculty in 2010. This DLO is defined as the ability to “locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for both academic and personal applications.” Instructors collaborate with faculty librarians to integrate this competency into instructional programs, assignment-specific instructional sessions, individual courses, and on-line tutorials and services.

Faculty librarians taught 339 research instruction class sessions in 2012-13; this reflects a 29% increase in demand from 2010-11. They have provided instruction to an average of 274 classes annually at the Tacoma and Gig Harbor campuses over the past five years. . On surveys completed in May 2013, 82% of students who attended TCC for two quarters or more reported attending at least one library instruction session; this reflects an 18% increase over three years. 86% of those students noted that the sessions were extremely or very helpful. 89% reported that an instructor at TCC has taught them how to do research at least once.

Librarians taught six or seven two-credit LS 102 courses for the nursing program each year between 2004-05 and 2011-12. In spring 2012, the Library moved to teaching LS101 and 102 courses for the general student population, filling 2-3 LS101 sections each quarter and filling the three 102 sections offered to date. In a typical week, library faculty and staff answer an average of 172 reference questions ranging from simple technology questions to complex reference interactions, all of which present instructional opportunities. In 2012-13, two-thirds of circulation desk transactions involved checkout of textbook reserves and laptops, typically by students who could not or chose not to purchase their own.

Every course using Canvas course management software includes a link to the library. Librarians are occasionally featured in online classrooms with their own tab, “the Librarian’s corner,” or they maintain a research thread in the course’s Discussion Board. To support eLearning courses and to improve 24/7 access to library sources and help, librarians have produced a selection of online tutorials and over 400 research guides (LibGuides), online pathfinders for students, designed for programs, courses and specific assignments (Exhibit 2.158).

Faculty librarians collaborate with discipline faculty to design research assignments that are effective for teaching information literacy skills and make use of TCC’s range of resources. New library sources and services are featured in campus-wide emails, the Bulletin and in workshops for faculty and staff during Professional Development Days. Faculty librarians collaborate with the Open Education Resource Project Director to identify high quality, free (or pre-paid by the library) resources for instructors who wish to replace or supplement their course textbooks and to answer questions regarding copyright and licensing agreements. In Spring Quarter 2013, an average of 2695 students/day passed through the library Monday through Thursday when the Library is open 12.5 hours a day, and 1965 students/day on Friday, when the library is open 9.5 hours. With approximately 8375 enrolled students, some taking online and hybrid classes, the Library sees a sizeable proportion of the student body each day.

The library has devoted resources to providing self-service access to content and support through its external website (Exhibit 2.159), student internet portal pages (Exhibit 2.160) and marketing and communications related to library resources and services. The library has made a nationwide 24/7 chat service/reference librarian available to students for the past four years.

Faculty librarians are occasionally invited by instructors to serve as embedded librarians, either co-teaching classes or providing supplemental instruction. This model allows librarians to spend time with

students and faculty in their classrooms, enabling them to weave information literacy instruction into courses in deep and contextually meaningful ways.

A 2010 study of the library's long-standing reference desk service model, that used only faculty librarians, resulted in the hiring of part-time paraprofessional reference specialists who capably address the basic technology and reference questions which previously consumed 25% of professional librarian reference desk hours. A new Learning Network internet portal organized around student questions, rather than the college's or library's organizational structure, provides students a self-service option to access answers to frequently asked questions, submit tickets for follow up, and engage in online chat with library staff.

Students value the instructional support they receive from librarians. From pre-test/post-test assessments, surveys, and anecdotal evidence gathered from students and faculty, it is clear that assignment-orientated instructional sessions, quarter-long LS courses and reference desk interactions build student competencies and confidence with the research process. Comments from the May 2013 student survey include:

"The librarians really make sure you know your way around the databases, how to use search terms, and they make sure you know who to go to for help with book and computer questions."

"Were it were not for the help and support of everyone that works at the library I would not have completed any of the classes."

"Without these sessions my projects simply could not have been completed, at least not with the 'A' caliber work that I submitted."

"I definitely learned things about searching databases online that helped me complete my tasks and have continued to serve me well during my time at TCC."

2.E.4: Tacoma Community College regularly and systematically evaluates the quality, adequacy, use, and security of its information resources and services. Planning, evaluation, and informed decision making are essential characteristics of TCC's library.

Overall student satisfaction with library services is assessed through the Student Satisfaction Inventory (SSI) administered every three years by TCC's Office of Organizational Learning and Effectiveness. Over an eleven year period, with surveys administered in 2002, 2006, 2009, and January 2013, the adequacy of library resources and services, as well as the helpfulness and approachability of staff, have become slightly more important to students, satisfaction has increased, and the gap between importance and satisfaction has narrowed. The importance of and satisfaction with online resources have grown significantly over the eleven year period. SSI also measures the importance of and satisfaction with campus study areas and computer access, some of which are provided by the library. In both of these areas, gaps between importance and satisfaction continue to be wide and significant (Exhibit 2.161).

A fall 2010 survey of English developmental and college-level courses revealed that 79% of surveyed students reported using the Library during fall quarter, 30% reported visiting more than fifteen times, and 48% reported visiting one to five times. Sixty-six percent of those responding used the library to study, 65% to use a computer, and 57% to conduct research. Twenty-five percent checked out books, 19.5% worked with a librarian, and 6% used the library for all of the above reasons. Eighty-four percent agreed with the statement, "I feel I received the support I needed," with 12% neutral and 4% dissatisfied.

The library's first bi-annual student survey, conducted in May 2013, revealed that 82% of 369 respondents experienced at least one class session with a librarian, with 86% noting that the sessions were extremely or very helpful. 58% of respondents met individually with a librarian at least once with 92% of those students noting that the experience was essential or very helpful. 31.4% of students have used an online resource guide. In comparing importance of and satisfaction with library resources and services, the gap was largest for quiet study space; there was also a small gap related to level of help available for technology and for research, and an even smaller gap related to databases.

The library's first bi-annual faculty survey, conducted in May 2012, garnered an even distribution of responses across the curriculum and revealed that 68% of respondents often require students to do research; 28% noted that they sometimes require research. The majority teach, and thus affirm, the library's program learning outcomes. Among library services, the most valued were one-on-one reference service for students, followed by classroom instruction tailored to assignments. Among library resources, the most valued were electronic magazine and journal databases, followed by OneSearch, the federated search application. A gap analysis identified a modest gap between importance and satisfaction with databases.

The library uses a number of informal evaluation methods to inform formal planning and evaluation processes, including assessment of critical incidents, quarterly staff meetings that include review of the past quarter's work plan status, and continuing conversations about the effectiveness of the library's response to issues and trends.

By studying longitudinal data from the studies outlined above and elsewhere in this document, the library is better able to understand what students most value and how they actually use library services and resources. By noting trends, engaging with faculty, students and staff across campus, attending professional conferences, attending student government meetings, and keeping abreast of library literature, library staff have been able to take a proactive approach to addressing needs and expectations.

One example of how evaluation and informed decision-making can bring better results for students is the library's role in initiating the Open Education Resource Project in 2011. Evidence pointed to increased use of textbook reserves due to dissatisfaction with increasing textbook costs, which research identified as one-third of the expense of a community college education. Research also pointed to the wide availability of Open Education Resources (free online resources) as an alternative but identified challenges to colleges in locating quality Open Education Resources and integrating them into course design. The Library Director partnered with the e-Learning Director, college faculty, the Associated Students of Tacoma Community College (ASTCC), and the Executive Vice President to fund a project, hiring a two-year project director to work with faculty on adoption and integration of Open Education Resources into course design in order lower student costs and enhance learning. After just nine months, the project had saved students over \$250,000 in textbook costs, \$70-\$350 each for 2100 students in over fifty-five courses.

Standard 2.F: *Financial Resources*

2. F.1: Tacoma Community College is committed to responsible, stable, and informed long term financial planning that support its programs, services, institutional core themes and the fulfillment of its mission.

Financial Planning

The Washington State Legislature provides a biennial budget allocation to the Washington State Board for Community and Technical Colleges (SBCTC) for the operation of the state's thirty-four public community and technical colleges. SBCTC distributes these funds to colleges using an FTE allocation formula reviewed and approved by the college presidents. Colleges are authorized by the Washington State Legislature to collect and retain tuition to subsidize state funding.

Every year since the 2007-09 biennium, the college has experienced a reduction in its state allocation. For the 2007-08 fiscal year the college received a state allocation of \$22,130,193. For the 2012-13 fiscal year the allocation was \$16,301,835. This reflects a 26.34% reduction in TCC's funding from Washington State over the past five years.

The trend was broken for the 2013-14 fiscal year with TCC receiving a state allocation of \$18,287,087. With this increase the college added twelve strategic positions, which included seven faculty positions, three classified positions, and two exempt positions. All positions were based on program review and in alignment with the college's strategic plan. \$809,233 was set aside to address the college's annual operational plan.

To mitigate the state's diminishing budget allocations, TCC strategically planned for additional revenue to assure year-to-year financial stability for the college. Student tuition is the college's greatest single non-state revenue source. TCC consistently exceeds its state enrollment targets, generating revenue in excess of state -projected FTE.

In addition, the college regularly plans for and secures revenue from a variety of other sources. Some of these revenues are restricted for designated purposes, while others can be used at the discretion of the college. TCC has a negotiated agreement with the federal government to retain 45% of federal grants and contracts as indirect cost recovery. When allowed, this percentage for indirect cost recovery is applied to all grants and contracts awarded to the college. These indirect funds support general administrative overhead and instructional objectives.

Grants and contracts provide critical resources for the college to accomplish its core themes and mission. These revenues are reliable funding sources for the periods specified in the grants, and are factored into the college's financial planning processes. TCC is regularly awarded both restricted and unrestricted grants and contracts. Examples of current contracts and grants with restricted funds include, but are not limited to:

- Title III, Endowment Challenge Grant. Over \$500,000 raised by the college through two major endowment campaigns and matched by two federal awards totaling \$500,000 and a state match of \$125,000. The endowment is accounted for and maintained at the Tacoma Community College Foundation.
- Adult Basic Education. A grant of \$155,140 from the State of Washington and awarded by the Office of Adult Literacy at the State Board for Community and Technical Colleges for 2013-14.
- TRIO Student Support Services Program. A \$1.4 million five-year federal grant most recently renewed in September 2010.
- TRIO Educational Talent Search Program. A \$1.4 million five-year federal grant most recently renewed in September 2011.

- First Generation Scholarship Program. A \$1.1 million grant that includes an endowment to fund scholarships in perpetuity.
- Worker Retraining. Base funding for 2013-14 is \$1,002,698 with an additional one-year only funding of \$338,250.
- WorkFirst. Funding for 2013-14 is \$551,256.

Unrestricted revenue may be used to meet general college goals once the needs of programs generating the revenue have been met. Programs that contribute net revenue to the college include:

- Running Start Program. A contract with public schools that generated revenue in 2012-13.
- Fresh Start Program. A contract with public schools that generated revenue in 2012-13.

Cash Flow/Reserve

The TCC Board has adopted a financial reserve policy that directs the college to begin each fiscal year with local operating reserve of no less than 15% of the annual operating budget (Exhibit 2.6). This policy assures stability and diminishes risk in the financial management of the college.

The college's financial planning is responsible and realistic, as demonstrated by revenues exceeding expenditures in each year from 2007 to 2013 (Exhibit 2.162). These are the same years in which Washington State revenues have consistently decreased. Net, unrestricted revenues ("local revenues") exceeded \$2.4 million in the 2012-13 fiscal year. Since TCC is allowed by the state to carry local fund reserves forward from year to year, the fund balance has steadily increased over much of the past five years. In 2013, the college's beginning fund balance was 30.42% of projected 2013-14 operating revenue, including a \$225,072 reserve commitment (Exhibit 2.163). This fund balance provides a cushion for financial exigencies.

As balances in local funds exceed the Board approved 15% reserve balance, and in order to effectively leverage resources, TCC's Board of Trustees has approved a variety of one-time expenditures over the past several years. Approved projects that have advanced the college's strategic plan and mission fulfillment have included a developmental math reform project, acquisition of digital radiology equipment, a Universal Design for Learning project, improvements to interior instructional and student study spaces, re-development of TCC's web site, outfitting of over a dozen existing classrooms with multi-media equipment, purchase of heavy duty maintenance equipment, and funding of retirement incentives offered to college employees. Since these funds will drop as enrollment number decline, the college generally avoids using them for ongoing expenses.

TCC's investment policy is based upon the *Revised Code of Washington* (RCW) 39.58 and 39.59 (Exhibit 2.80). TCC also has an Investment Policy as required by RCW 39.58 that identifies the Vice President for Administrative Services as the President's designee for investments (Exhibit 2.83). The college currently only has funds invested with the Local Government Investment Pool managed by the Office of the Washington State Treasurer.

Long Term Obligations

TCC regularly carries minimal debt in addition to routine leases for equipment purchase. The college has occasionally taken advantage of a state provision for borrowing funds for capital improvements and equipment leasing through the Office of the Washington State Treasurer. This program allows for payment over an extended schedule at very low interest rates.

Current obligations

In 2011, current debt on the college's Gig Harbor campus, built in 1994, was retired early using funds in excess of required college reserves. The early payoff resulted in an interest cost savings of \$41,989 and ongoing savings of \$234,000. Debt on the 2000-01 construction of a two floor student center addition is supported by auxiliary funds to be retired in 2016. A 2003 loan to install energy saving boilers and heat pumps is on schedule to be retired in 2015. More recently, the 2007-08 construction of the college's Early Childhood Education Center was financed by a combination of state, private and local funding sources and a loan from the Office of the Washington State Treasurer. Debt service on this loan is supported by student fees and is scheduled to be retired in 2027.

Risk Management

The Risk Management Division (RMD) of the Washington State Department of Enterprise Services administers the state's Self-Insurance Liability Program (Exhibit 2.164). This program investigates, processes, and adjudicates tort and sundry claims filed against the college. General liability insurance through the RMD provides coverage of up to \$10 million for each claim arising from general liability and vehicle accidents.

However, there are certain exposures that are excluded from the Self-Insurance Liability Program. In order to ensure short-term solvency the college maintains, in addition to the budgeted reserve, a variety of additional policies purchased through the RMD addressing athletics, child care, student malpractice, and student internships. The college maintains policies to address boilers, machinery, and master property for buildings with long term debt. The college has also adopted miscellaneous policies for coverage related to fine art, foreign liability, employee dishonesty, out-of-state workers compensation, and physical damage to specifically identified vehicles. TCC is self-insured for all other property and building exposure.

Additionally, the RMD has established a procedure which allows state employees, through RMD, to purchase notary bonds directly from the state broker of records. The college currently supports notary bonds for four employees.

2.F.2: Tacoma Community College realistically plans for use of Washington State revenue, tuition revenue, earned income, donations and other revenue sources. TCC has a long history of responsible and strategic financial planning that advances the college's core themes and mission fulfillment.

The annual budget is developed based on conservative estimates of the Washington State legislative biennial allocation and annual tuition revenue, the college's two funding sources for regular operating expenses. The college does not use one-time funds, such as excess tuition, to fund on-going operational costs. TCC's prudent budget forecasting process provides stability for college operations.

In recent years, the college has used one-time funds, such as excess enrollment tuition, to address unexpected mid-year reductions in Washington State appropriations. This gave the college time to plan to address reductions on a permanent basis, without affecting current year operations. This practice eliminates the need to declare financial emergencies, provides fiscal stability, and allows for a planning approach as opposed to crisis management approach to budgetary reduction.

The college currently operates in a volatile economic environment. State revenues, tuition, and enrollment demand are continually changing. TCC's Executive Staff closely monitors revenue and expenditures and regularly communicates current and future budget information to the Board of Trustees and other college constituents. The Vice President for Administrative Services works closely with the Executive Vice President of Academic and Student Affairs to ensure that enrollment trends are incorporated into budget planning. The budget planning process is transparent and continuous and incorporates information solicited from college stakeholders.

TCC's auxiliary services, which include the Bookstore, Food Services, and Parking maintain self-balancing accounts. No cross subsidies are provided or expected between auxiliary services budgets and other college budgets.

Bookstore

The college bookstore is self-funded, generating revenue from the sale of textbooks, course materials, supplies, electronic and computer products, sundries, and clothing. Gross profits support bookstore salaries and operating expenses. Net annual profit from bookstore operations has traditionally ranged between 2.5% and 4.5%. This budget pattern is used to develop future bookstore budget projections.

Food Services

The college's food service operations have not proven to be self-sustaining. A significant deficit has accumulated in the food services budget over recent years. The college is committed to providing on-site food services to students and staff and is working to establish food services as a standalone profit center. Due to the inherently low margins of the food services business, the college has outsourced the operations to a third party vendor. A Request for Proposals (RFP) was issued in spring 2012 with the selected vendor, Lancers, providing on-site service beginning September 1, 2012. Collected indirect revenue will be applied to the existing food services fund deficit.

Parking

Campus parking and public safety is funded by two initiatives financed by student fees. Current revenue collection supports safety officers and minimum parking lot maintenance. Although the fund is currently self-sustaining, parking lot upgrades are anticipated. The college is currently reevaluating the revenue stream to insure adequate funding is available for future improvements.

Donations

Grants and donation projections are based on known one-time and multi-year commitments from funder, annual funds, and scholarships. Annual budgeting procedures ensure that funding sources and donors confirm their commitments prior to department commitment for expenditures. Fundraising

campaign projections, when applicable, are based on best practice industry standards and local market peer group analysis.

2.F.3: Tacoma Community College’s budget planning policy guides the development of the college’s annual budget. Numerous opportunities for constituent participation are provided during this transparent and collaborative process.

The development of the annual budget follows a pre-established, detailed timeline. Budget development begins in early fall quarter with an open meeting of the Budget Committee to introduce the budget and share the budget development process with the college community. The college Budget Committee includes faculty, administrative and classified staff representatives, and all meetings are open to the college community. Budget Committee meetings are streamed live on the employee internet portal and posted on the portal for subsequent on-demand viewing. Questions are taken in these meetings from those present as well as the on-line audience. Meeting minutes are posted on the employee portal (Exhibit 2.165).

In addition to the formal Budget Committee meetings, informal all-campus brown bag lunch meetings are held periodically during the budget development cycle to keep the college community informed of recent legislative budget news and other related concerns. The brown bag meetings are also streamed live on the employee internet portal. Information from Budget Committee meetings and brown bag sessions is published in the college Bulletin and emailed to college staff.

Throughout the year the Vice President for Administrative Services attends various college meetings, including College Council, Classified Staff Council, Student Services Council, ASTCC Senate meetings, Instructional Council, departmental meetings, Joint Administrative Council, the Legislative Task Force, and Foundation Board meetings, to present current baseline budget information and entertain questions and suggestions from college constituents.

Administrative managers are asked to discuss and prioritize with their staffs’ departmental budget needs. The departments’ prioritized requests must be tied to the College mission and strategic priorities. Requests are sent to the appropriate division deans and division budget priorities committees. The divisions develop budget priorities that are submitted to the Executive Staff for consideration in developing the college’s final budget recommendation.

The college uses an on-line budget module, developed by TCC's Department of Information Systems, in the budget development process. The Department of Human Resources provides salary and benefit forecasting information for the coming budget year that is pre-loaded into the budget module. For a limited time assigned managers are then able to enter budget requests by line item in their budget areas, justifying requests through their relationship to the college’s core themes and strategic plan. Once access to the module is closed, Executive Staff members review the requests and initiate discussions with budget managers as appropriate. Priority is given to budget requests that clearly support the college’s core themes and strategic plan.

During the budget development process, Budget Committee members are encouraged to solicit suggestions and concerns from their constituents and relay this information to the Executive Staff. The Executive Staff then drafts a budget to recommend to the President. After review by the President, the

draft budget is presented to the Board of Trustees for study at their May meeting and approval at their June meeting.

The final budget is published in October, distributed to the Board of Trustees, and posted on the college internet portal. Managers are expected to review and discuss the final budget with staff.

2.F.4: Tacoma Community College subscribes to an appropriate accounting system that follows generally accepted accounting principles and effective internal controls. TCC's accounting system provides timely and accurate financial information required for effective institutional decision making.

TCC follows Generally Accepted Accounting Principles (GAAP) in financial reporting for fund groups and prepares financial reports using the National Association of College and University Business Officer (NACUBO) model. All accounting transactions are recorded and tracked electronically on the Financial Management Systems (FMS) accounting system of the Washington State Community and Technical Colleges (SBCTC). Using data from this system, the SBCTC produces a single system-wide financial statement. TCC also prepares financial reports from Washington State data using the NACUBO model. Since 2000, the college has used an automated budget tracking system that updates nightly, providing college managers with online, up-to-date, user friendly, downloadable information on budget, expense, revenue, and payroll reports.

The Vice President for Administrative Services is responsible for the college's accounting, budget, and auditing functions, as well as human resources and payroll, purchasing, central services, risk management and contracting. She is a member of the college's Executive Staff and reports directly to the President. Accounting functions are directly overseen by the Director of Financial Services, who reports to the Vice President for Administrative Services and supervises appropriately trained and qualified employees (Exhibit 2.166).

The Vice President for Administrative Services reports on the college's operating budget status quarterly to the Board of Trustees at their regularly scheduled meetings. The college's annual budget development calendar directs that the Board will be updated on budget projections monthly during the budget development period, and receive for study a draft of the preliminary budget at the May Board meeting. Final budget approval is scheduled for the June Board meeting.

2.F.5: Tacoma Community College's capital budgets directly support college mission fulfillment by effectively planning for facility and equipment acquisition. Long-range plans accurately project total ownership costs, and capital debt is periodically reviewed, justified, and carefully controlled to avoid negative impact on the college's educational programs.

TCC's capital budgets are developed each year as a part of the college's integrated planning process, in which budgets explicitly support TCC's strategic (Exhibit D) and operational plans (Exhibit 2.167) that are aligned with the college's master plan for facilities and capital improvements (Exhibit 2.168).

TCC collaborates on its capital budget with the Washington State Board for Community and Technical Colleges (SBCTC) and the Washington State Department of General Administration, which are legislatively charged with administering capital contracts. Over the past decade TCC has been quite successful in requesting and implementing capital improvements at the college.

In 2001, TCC undertook the creation of a comprehensive ten-year facilities master plan (Exhibit 2.168). As President Transue noted in her November 2001 letter prefacing the report, “Driven by our mission, the plan embodies the college’s values and is reflective of its priorities.” The process of implementing this plan began with capital projects funded in the 2001-03 biennium at \$9,056,747 in capital funds (Exhibit 2.169).

Using the 2001 Facilities Master Plan as a guide, the college requested and received state funding for the construction of two new buildings, the design of a third building, and improvement of existing facilities during the 2003-05 biennium. The college received \$26,096,900 for these and other capital improvements during this period of time (Exhibit 2.168).

In the 2005-07 biennium the college requested and received \$30,903,900 in state capital funding for major projects. During the 2007-09 biennium the college requested and received \$6,348,500 in state capital funding for major projects, and allocated local funds for additional capital projects. In the 2009-11 biennium the college requested and received \$3,673,340 in state capital funding for major projects, and allocated local funds for additional capital projects. In the 2011-13 biennium the college requested and received \$1,957,650 in state capital funding for major projects, and requested \$39,107,000 for construction of the Harned Center for Health Careers building. The projects noted above, along with numerous smaller projects demonstrate the college’s focused commitment to improving the college’s physical plant. From 2001 to 2013, a total of \$79.4 million dollars has been allocated by the Washington State Legislature for improvements and repairs at Tacoma Community College. Six new buildings have been constructed and twelve existing buildings removed from campus during this time. Two existing buildings received major structural additions, and major renovations were made to several other buildings. These efforts have significantly improved the quality of the learning, teaching, and working environments at Tacoma Community College. Capital initiatives have dramatically advanced the college and enhanced its ability to fulfill its mission.

2.F.6: Tacoma Community College has clearly defined the financial relationship between TCC’s auxiliary operations and its general operations, as documented in the *College Administrative Manual* (Exhibit 2.171).

As indicated in 2.F.2, TCC manages bookstore, foodservice, and parking operations as auxiliary services. All auxiliary services are administered by the college’s Vice President for Administrative Services. TCC’s auxiliary services maintain self-balancing accounts. No cross subsidies are provided between auxiliary services budgets and other college budgets.

The funds for foodservice, bookstore, and parking services are maintained by the TCC’s Business Office and managed in accordance with regulations within the State Board for Community and Technical College’s *Fiscal Affairs Manual* (Exhibit 2.172) and the Washington State Office of Financial Management’s *Administrative and Accounting Manual* (Exhibit 2.173).

2.F.7: In order to meet accreditation standards and to ensure accurate financial management, Tacoma Community College has been audited biennially by the Washington State Auditor’s Office (SAO). At the conclusion of each audit an Accountability Audit Report was drafted by the auditors and presented to the college in an exit conference attended by TCC’s President, Vice President for Administrative Services, Director of Financial Services, and a member of the college’s Board of Trustees. Audit concerns and recommendations were addressed and corrected. Identified changes were promptly implemented. A final report was posted on the Washington State Auditor’s Office website www.sao.wa.gov.

Due to reduced SAO funding in recent years, the SAO did not perform an audit at Tacoma Community College for the 2009-11 biennium. In November 2011 the college received a letter stating that the SAO is undertaking a new approach to its state government accountability audits, shifting focus to auditing and reporting on statewide audit topics rather than separate accountability audits of individual agencies. From July 1, 2010 through June 30, 2011 the SAO performed a statewide accountability audit of tuition waivers issued at 10 Washington State public community colleges and all 6 Washington State public colleges and universities. TCC was not one of the 10 community colleges selected for a tuition waiver audit.

Technically, the college was included in the scope of two audits. TCC is included in the State's Comprehensive Annual Financial Report (CAFR), which meets the requirement for a financial audit. We are also included in the Statewide Single Audit (SWSA) which meets the requirement for an audit of federally funded programs. Both these audits are posted on OFM's website and identify the college as being part of the entity being audited.

To further meet accreditation audit standards, TCC is currently participating in a SBCTC system wide pilot group to develop financial statements in compliance with GASB35 that will be audited by the SAO. The financial statements will be completed during the 2014 Winter Quarter and the audit is scheduled for the 2014 Spring Quarter. We have requested earlier completion to align with the accreditation process.

The Tacoma Community College Foundation, a wholly separate 501(c)(3) organization, is audited annually by independent certified public accountants, the Tacoma firm of Dwyer, Pemberton and Coulson (Exhibit 2.174). Copies of the audit are provided in a timely manner to both the Tacoma Community College Foundation president and TCC's President and Board of Trustees.

2.F.8: Tacoma Community College conducts its fundraising activities in a professional and ethical manner in compliance with all governmental regulations and requirements. The Tacoma Community College Foundation is a 501(c)(3) tax-exempt organization whose mission is to assist Tacoma Community College in its mission by increasing financial resources and expanding educational opportunities through community advocacy, teamwork and innovation. Established in 1967 by a group of civic and business leaders to provide educational opportunities that would otherwise be unavailable for TCC students, the Foundation is an incorporated nonprofit entity, separate from the college. The college and the foundation have a quid pro quo agreement defining their relationship (Exhibit 2.183).

Governed by a voluntary Board of Directors, the TCC Foundation supports a variety of needs including, but not limited to, scholarships and grants, library and learning resources, international programs, employee professional development and awards, the college's Early Learning Center, and academic and student programs. In the current economy characterized by substantial state budget cuts, the role of the TCC Foundation, in providing opportunities for students and addressing the college's unmet needs, has become even more critical.

TCC Foundation activities are coordinated by the Foundation's Director, a college employee who works with the Foundation's volunteer President and Board. The fundraising and management practices of the TCC Foundation are audited annually by the Tacoma accounting firm, Dwyer, Pemberton and Coulson.

Standard 2.G: *Physical and Technological Infrastructure*

Physical Infrastructure

2.G.1: Tacoma Community College maintains physical facilities that are accessible, safe, secure and sufficient in quantity and quality to support its educational programs, core themes, and mission fulfillment.

Tacoma Community College's main campus is situated on 150 acres in west Tacoma, and is surrounded by retail/commercial development, multi-family housing, and single-family residences. With the exception of physical education facilities and intramural sports fields, approximately half the site remains largely undeveloped. Approximately two thirds of the undeveloped area supports a surveyed, delineated, and registered wetlands that the college uses as a field laboratory for biology instruction.

The main campus currently consists of thirty buildings and four outdoor shelters comprising 484,826 gross square feet of state owned facilities. In addition, the college also owns a 13,000 square foot satellite campus in Gig Harbor bringing the total of state owned facilities managed by the college to 497,826 gross square feet.

Instructional and Support Facilities: Main Campus

The original buildings on the college's main campus were constructed in the mid 1960's. Sixteen of the campus's current buildings, accounting for 221,474 gross square feet, were constructed prior to 1971. An additional five buildings, accounting for 59,583 gross square feet of space, were constructed prior to 1990.

A little over 44 % of the existing square footage is over forty-five years old. Construction of the original buildings was financed through a local bond issue that was insufficient to provide for high quality, long lasting construction. These buildings were designed with a thirty year design life, and the accepted engineering and construction standards of the 1960's and early 1970's do not provide for energy efficient operations. Tacoma Community College, therefore, has a unique planning challenge: most of the buildings on the main campus were constructed within a five-year time frame and have simultaneously reached the end of their design life. Facility improvement, specifically to upgrade and maintain existing classroom and workspaces and to develop new facilities following a facilities master plan has been a major focus for the last decade (Exhibit 2.175).

In the past eleven years, 42,658 gross square feet of facilities have been removed from campus while 196,600 gross square feet have been constructed, resulting in a net increase of 153,942 in building square footage.

The college has diligently modified and updated the remaining facilities within the constraints of available funding. To accommodate new teaching methodologies, thirty-seven classrooms on the main campus have been equipped with multimedia presentation equipment, including ceiling-mounted video projectors, high-speed network connections, cable TV feeds, DVD players, VCRs, audio systems, and other capabilities. In all classrooms, old style tablet arm chairs have been replaced with tables and chairs, providing a more comfortable and flexible study and note taking space for students. Whiteboards have replaced chalkboards across campus.

Instructional and Support Facilities: Off-Campus Sites

The college owns the Gig Harbor campus, where it offers both credit and non-credit courses. The 13,000 square foot building, which opened in 1995, was constructed for the college through a design/lease/purchase Certificate of Participation. The building design included preliminary plans for a future 13,000 square foot addition. Current and 10-year projected community and workforce needs indicate the college should plan for the 13,000 square foot expansion when funding becomes available. The relatively new Gig Harbor campus is well maintained by TCC's facilities staff. As Gig Harbor campus instructional programs have evolved, the facility has been renovated to satisfy additional data and power requirements for computer instruction.

Management and Maintenance

TCC's Facilities Department manages and provides for the maintenance and operation of all college facilities, including building maintenance, grounds maintenance, and custodial services to ensure a high quality and safe learning and working environment and to support the educational programs and support services of the college. The department is supervised by a Director of Facilities, who reports to the Vice President for Administrative Services. In addition to other assigned duties, support staff are responsible for processing incoming work requests, key access management, and vehicle management (Exhibit 2.176).

Health, Safety, and Access

TCC maintains an open campus, which allows community members to move freely among campus facilities. Campus Public Safety monitors access to campus facilities through officer patrols and security checks. TCC Facilities are not open to the general public unless there is a function or event on campus. ID cards must be shown upon request. Campus Public Safety reports to the Facilities Office any maintenance repair issues it might observe in the course of patrolling. Key access to buildings is determined by the appropriate management supervisor. In addition to patrols, buildings that have been identified as having high property value or confidential information have alarm systems that are activated at night and on weekends as appropriate. The alarm system is monitored by an external alarm company that advises on-call Campus Public Safety Officers if there is a security breach. Buildings are secured nightly after a complete check of all rooms in the building; they are unlocked the following morning by campus public safety staff.

All new buildings and construction projects are designed to meet or exceed city, state, and federal health and safety codes and current Americans with Disabilities Act (ADA) standards. Project plans pass city and state review processes and are reviewed by the Washington State General Administration's Architectural and Engineering Services for ADA compliance and design. The college directs the architects and consulting firms it retains to produce designs that exceed ADA standards and design to Universal Access criteria addressing the needs of individuals with disabilities and access issues.

The college has completed a number of construction projects to improve campus safety and accessibility in recent years, including installation of ramps and handrails across campus and automatic door openers at major building entrances. Walkway light fixtures have been replaced to improve nighttime lighting and security; parking lot lighting was retrofitted to improve lighting levels; and shrubbery has been removed or trimmed to increase sight lines around buildings and walkways.

In 2006 the college designed and constructed a 20 foot wide, 2,300 foot long fire lane through the center of campus to provide access for emergency vehicles and to support the weight of fully loaded fire trucks. As part of this project a foot bridge over a ravine that divided the central and southern portions of the campus from the north portion of the campus was demolished and a new bridge was designed and constructed that would allow fire truck access. The fire lane is nearly a half mile in length and capable of handling loads as heavy as 80,000 lbs. This makes it possible for all types of emergency vehicles and fire trucks to access all campus buildings quickly in the event of a medical, fire, or other emergency.

TCC is committed to ADA compliance. To support this commitment, the college Facilities Department uses rating forms based on information provided by the Washington State Department of Social and Health Services to identify areas that are not compliant.

For over a decade, TCC's Facilities Department has reviewed college health, safety, and Americans with Disabilities Act (ADA) processes to ensure workplace safety and compliance with Washington Industrial Safety and Health Act (WISHA) regulations. Processes subject to review include activities of the college's Emergency Preparedness and Safety Committee, Worker-Right-to-Know Program, and the Building Safety Officer Program. The college's Emergency Preparedness and Safety Committee composed of union representatives, students, and college administrators, meets quarterly to review safety and access concerns, and make recommendations to the Facilities Department (Exhibit 2.177).

The college's Right-to-Know Program, based on Washington State's Worker and Community Right-to-Know Act of 1984, strives to ensure that students and employees understand the potential dangers of hazardous chemicals they use (Exhibit 2.178). The Building Safety Officer Program identifies employees in each campus building who are trained in emergency response and basic building systems and can initiate emergency responses within the buildings if necessary.

TCC has had an emergency plan in place for over a decade. In response to the terrorist events of September, 2001 the college's Safety/Security Supervisor developed a *Disaster Plan*. In compliance with a directive from the Washington State Governor, the plan was revised in 2003 (Exhibit 2.179).

Representatives of the Washington State Department of Labor and Industries (L & I) visited TCC in November, 2002 to review college safety programs and audit facilities for compliance with safety requirements. Several L & I violations were identified, primarily in relation to signage and access, and were promptly corrected. The L & I report also concluded that college safety programs were insufficient and out of date. The college responded to these findings by redesigning the Accident Prevention Program required by WISHA regulations, to identify and correct workplace hazards and establish and implement rules for safe working conditions. Program elements reviewed and revised in 2002-03 included fall protection, forklift safety, crane inspection, ladder safety, lifting safety, and lockout-tag out. These systems have been rigorously maintained since the initial review. TCC has made significant investments in safety personnel and equipment since 2009.

TCC employs qualified, capable building maintenance staff, which collectively provide a wide variety of technical skills allowing the college to perform maintenance and repairs in-house that would cost considerably more if contracted out. The staff handles basic ongoing preventative and corrective maintenance for all typical building systems including HVAC, plumbing, mechanical, electrical, architectural, structural, roof, key and lock, and other general systems. They take on additional projects when time permits, including small remodels, alterations, renovations, and projects (Exhibit 2.180).

The college maintains a well-developed ten-year Facilities Master Plan, which is periodically updated to reflect identified needs (Exhibit 2.168). The Facilities Master Plan accommodates timely and effective submission of capital requests through Washington State's capital funding process and timely and efficient communication with the City of Tacoma to obtain permits for capital projects.

Over the past 11 year period the college has constructed 6 new buildings (Exhibit 2.181). These include:

- A 2,000 square foot art gallery.
- A 16,500 square foot Classroom and Administration Building that replaced two portable structures and one original campus building that had come to the end of its useful life. The building includes five classrooms designed to accommodate 30 students each; a sixth classroom to accommodate 48 students; two seminar rooms to accommodate 12 and 24 students, respectively; a conference room to accommodate 16; a large meeting room to seat 53 people; and nine administrative offices. Construction of this building was completed in fall 2004 and cost \$4,122,000.
- A 56,500 square foot Information Technology Building. The building provides 10 classrooms, eight labs for computer instruction, a lecture hall to accommodate 100 students, an open computer lab providing 85 computer work stations for students, four small break out rooms, and 17 faculty and staff offices. Construction on this building was completed in spring 2005 and cost \$15,500,000.
- A 79,000 square foot Science and Engineering Building that replaced one constructed in the mid-1960's that could no longer support modern teaching methods and did not meet current codes for access and life safety. This building includes 11 general purpose classrooms, including a hands-on computer classroom, 9 state-of-the art science laboratories, 18 faculty offices, science prep and storage rooms, and student study areas. Construction on this building was completed in summer 2007 and cost \$32,000,000.
- 4,000 square foot carpenters shop/Grounds storage building. This building replaced two portable buildings that were old and in a failing condition.
- A fifth building, the Early Learning Center was financed primarily by gifts to the Tacoma Community College Foundation and funds allocated by the Associated Students of Tacoma Community College (ASTCC). Construction on this 13,000 square foot facility was completed in fall 2008 at a project cost of \$6,868,929. The Early Learning Center provides six classrooms for children one month to six years of age, one adult classroom, and adjacent observation rooms, increasing by 72 percent the capacity of the facility it replaced. The facility was built to a LEED Gold standard to maximize efficiency, conservation, and sustainability.
- In addition, guided by the *Facilities Master Plan*, the college received state approval for a 69,000 square foot Health Careers Center. The pre-design was completed during the 2007-09 biennium. The design of the building was completed in the fall of 2011, and construction commenced in July 2012. The estimated project cost is \$39,107,000. The building will include 10 classrooms, 3 computer labs, a 4,270 square foot nursing clinical simulation lab, a trans-disciplinary clinical simulation lab, ten skills labs, 39 offices, 5 conference, and meeting rooms,

and provide state-of-the-art teaching environments and technology. The building is designed to achieve a LEED Gold rating and will be the first building on campus to use geothermal heating and cooling technology to reduce energy consumption.

The following college buildings will require extensive renovation in the next decade.

- Learning Resource Center (LRC). The outer portion of this building was constructed in the 1960's. The building's HVAC systems are noisy and aging, and plumbing and electrical systems are aging.
- Auditorium. This facility has poor acoustics and poorly designed HVAC systems, is without fire protection, and needs major electrical renovations.

The condition of several buildings makes renovation unfeasible or impractical. These buildings, identified in the college's Facilities Master Plan, will have to be replaced (Exhibit 2.168).

2.G.2: Tacoma Community College's Facilities Department regularly reviews the use, storage, and disposal of chemicals and hazardous materials as part of its overall safety responsibility. The Washington State Department of Ecology performed its most recent campus inspection in 2003 to evaluate college processes related to proper use of chemicals and substances, and found only one minor record-keeping violation, which was promptly addressed. The inspectors were impressed with the storage of materials in the Science Building, which maintains the largest concentration of hazardous materials on campus. Since that time, the college has been in compliance with Department of Ecology regulations with no cause for additional inspection.

Periodically, the Facilities Department requests that college departments identify hazardous materials for disposal. Department staff collects these materials and stores them in appropriate containers inside a secured, locked, and restricted access metal storage container located in the Facilities Department maintenance yard. Annually, the Facilities Department submits required reporting of the college's handling and shipment of hazardous materials to the Washington Department of Ecology.

In 1997 the Facilities Department undertook a project to reduce the total quantity of hazardous materials on the campus and became a designated "Small Quantity Generator," eliminating record keeping requirements of the State Department of Ecology on larger generator sites. Even so, the current hazardous waste production by the Chemistry Department taxes the ability of the Science Division to pay for disposal. Faculty and lab personnel strive to reduce the amount of waste generated and to recycle or reuse waste whenever possible.

2.G.3: Tacoma Community College develops, implements, and regularly reviews a long range *Facilities Master Plan*, which is aligned with, and responsive to, TCC's educational and financial planning processes. TCC's master plan supports the college's core themes and mission fulfillment.

Upgrading and maintaining existing facilities and developing new facilities within the master plan is one of TCC's priorities, as adopted by the Board of Trustees in 1998. A significant number of campus buildings are more than forty-five years old and have exceeded their design lifespan. In 2001 a Facilities Condition Survey, conducted by a team of independent consultants for the Washington State Board for Community and Technical Colleges, rated nineteen TCC buildings, representing 139,775 square feet or 42% of the existing space on the main campus, as "Renovate or Replace." An additional 84,855 square feet, or 25 % of existing space, was rated "Needs Improvement."

Only 33 % of campus facilities were rated as “adequate or above” at that time. The condition of these buildings, coupled with recent enrollment growth, makes short and long range planning for capital needs critically important. The current number and size of instructional facilities are major constraints to the ability of the college, an institution committed to student access, to accommodate expanding student enrollment.

The *Facilities Master Plan* was revised in 2009, when the college hired McGranahan architects to work with the college to produce a new campus Master Plan consistent with the college's mission, goals, and core themes.

Funding strategies identified in the *Facilities Master Plan* include requests through Washington State’s capital allocation process, which requires legislative approval of the biennial capital budget submitted by the State Board for Community and Technical Colleges. Capital projects approved through this process are funded for pre-design in the first biennium, design in the second biennium, and construction in the third biennium. The college’s ten year capital plan identifies funds to be requested through this process for specific building projects in each biennium of the ten-year period.

The college also pursues alternative financing. The college’s master funding plan encourages the identification of potential development partners, and the college anticipates that funding for a number of capital improvements identified in the *Facilities Master Plan* will be supplemented by funds provided by the Tacoma Community College Foundation and other sources.

In addition to staff participation on the Capital Development Committee, the college provides other opportunities for appropriate staff involvement in facilities planning. Ad hoc building committees, composed of facilities personnel, faculty, staff, and administrators, have served in an advisory capacity to the design of the college's Classroom/Administration Building, Information Technology Building, Science Building, Learning Resources Center, and the Harned Center for Health Careers. The college’s custodial, maintenance, telecommunications, security, grounds, capital project management, and other staff are routinely asked to review project designs to determine if plans are workable, meet specialized needs, and can be efficiently maintained. The Facilities Department sponsors open-campus meetings during project design to provide information on upcoming projects, solicit concerns, and answer questions. College groups, such as the College Council, the President’s Council on Equity and Diversity, The Joint Administrators Council, and Instructional Council, review project design plans and make appropriate recommendations. Facilities staff sends e-mails to college employees sharing information on current and future construction projects.

The Capital Projects Director provides regular updates to the Board of Trustees on the status of all capital projects, providing information on construction schedules, impacts, progress, and other areas of interest and concern in relation to each project.

2.G.4: Tacoma Community College manages equipment sufficient in quantity and quality to support the accomplishment of TCC’s core themes of Create Learning, Achieve Equity, and Engage Community that support of mission fulfillment.

Physical Plant

The Facilities Department is responsible for maintaining and repairing existing buildings and fixed equipment, including HVAC equipment, gas and electric boilers, plumbing fixtures and systems, interior and exterior lighting systems, door hardware, electrical distribution systems, elevators, fire and theft

protection systems and equipment, waste and storm drain maintenance and repair, roofing systems, hydraulic loop heating and cooling systems, and an Energy Management Control System. Maintenance is performed on an established schedule and on an as-needed basis, using a work order system. The college contracts with state approved elevator companies to inspect, maintain, and repair college elevators. College security staff checks the operation of emergency telephones on a weekly basis, and elevator telephones are monitored by an elevator company on a 7-day, 24-hour basis. The Facilities Department maintains an inventory of building and fixed equipment.

Vehicles

College vehicles, including vans, trucks, tractors, electric carts, gas carts, fork-lifts, riding mowers, and riding lifts, are evaluated monthly to assess need for preventative maintenance. The college's twelve vans, maintained for off-campus use, are serviced every 2,500 miles. Gas and diesel powered service vehicles used primarily on the main college campus are serviced after every seventy-five hours of use, and electric vehicles used on campus are serviced after every fifteen hours of use. Routine services include oil changes, vehicle maintenance and safety inspections. In addition, milestone services, including tune-up and shock replacement, are required at 20,000 miles for street vehicles and 500 hours for campus vehicles. Unscheduled repairs are completed on an as needed basis using a work order system. The college recommends that road vehicles be replaced at 100,000 miles. Service vehicles are replaced as needed. A safety program for the vans is in effect.

Instructional Equipment

Each October Instructional and Student Service budget managers prepare lists of equipment needs that are reviewed and prioritized in relation to the college's strategic initiatives and annual operational goals. The Executive Vice President for Academic and Student Affairs and the Vice President for Student Services then recommend funding from equipment budget sources, including state appropriated Worker Retraining Equipment funds, Student Technology Fee funds, and General Fund operating funds. In 2012-13, \$463,821 was available to support instructional equipment acquisition.

Technological Infrastructure

2.G.5: Tacoma Community College has appropriate technology infrastructure and systems to support its academic, managerial, and operational functions.

Management and Operations

The college's Information Systems (IS) staff support approximately 1,950 computers, a converged Local Area Network (LAN) supporting voice, video, and data communications, and a Wide Area Network (WAN) to the Gig Harbor Education Center. The group also operates and supports the college's telephone services, network infrastructure, multimedia presentation classrooms, student labs, print shop, and mail services.

Approximately 625 computers are assigned to college employees. With the exception of groundskeepers and custodians, all full-time and some part-time staff have college-provided computers. Exempt staff and faculty are offered the option of selecting desktop or mobile PCs.

The college operates a robust, highly available Local Area Network (LAN), a Wide Area Network (WAN) to the Gig Harbor Education Center, and newly upgraded wireless network in all college buildings. Links between major LAN nodes operate at 10 Gb/sec. The college's Internet connection, currently provisioned at 500 Mb/sec, is constantly monitored and upgraded as needed.

Academic Program

The college operates a fleet of approximately 1390 student use computers, 550 of which are located in thirty-six departmental and general use labs and another 660 in computer-equipped classrooms. The remaining units are located in information kiosks, the students' Web Café, and general access areas. Student lab access is generally very good with minor congestion during peak load periods.

Some years ago the college decided that all new or remodeled classrooms would include the infrastructure needed to support multimedia presentation equipment, and today ninety seven of the college's 104 classrooms are equipped for multimedia presentations. Selected labs and conference rooms are similarly equipped.

All full-time faculty have college-provided computers. Some adjunct faculty have been assigned college-provided computers, while others share machines in the Adjunct Faculty Center where secretarial help and other forms of assistance are also available.

Support Services

The Information Systems staff operate a Helpline for faculty and staff. Most helpline calls are resolved within hours. Problems that persist for days or longer typically require vendor assistance for resolution.

Student labs and classrooms are supported by a highly organized technical team that also performs support functions during peak load periods and staff absences. The team uses current computer and network technologies to effectively manage, repair, update and generally support approximately 1390 computers and ninety-six multimedia presentation classrooms. Support service strengths include the quality and commitment of Information Systems staff and excellent support from the college's Executive Staff.

Planning to replace the college's aging administrative data processing system is well under way. The State Board for Community and Technical College's (SBCTC) recent "Lift and Shift" project successfully moved the system's legacy application software onto modern hardware. Lift and Shift, an interim strategy, has provided the time needed to plan and execute a complete replacement of SBCTC's current data processing software. After a comprehensive Request for Proposal (RFP) and vendor evaluation process in 2012, followed by two months of in-depth contract negotiations, Ciber was chosen as the system integration partner for implementation of the new Enterprise Resource Planning (ERP) system known system-wide as ctLink. TCC and Spokane Community College will serve as the two pilot colleges for implementation of the ERP in August 2014. The project is expected to provide many benefits to all colleges in the system, including improved efficiency and the ability to support features and services unavailable with the current legacy system.

2.G.6: Tacoma Community College provides faculty, staff, and students appropriate instruction and support to effectively use the college's technology systems and programs.

The college's Department of Information Services (IS) regularly provides training to faculty and staff on use of the Content Management System, new versions of Windows, Microsoft Office, multimedia classroom equipment, the college's IP Fax system, use of the telephone system, and the administrative data processing system.

The college's eLearning Department regularly incorporates Effective teaching and learning techniques into training provided to faculty, staff, and students on use of the Canvas Learning Management System, the Tegrity lecture capture software, Collaborate, Softchalk, and Respondus.

Recent examples of such training include:

- Canvas Orientation for students - January 2013, June 2013, September 2013, and January 2014.
- Introduction to Canvas Hybrid Training Institute for faculty - January 2013, February 2013, August 2013, October 2013, November 2013, and January 2014.
- Introduction to Canvas Full Online, Self Paced training for faculty.
- Angel to Canvas Migration sessions for faculty – May 2013, June 2013, July 2013, August 2013, September 2013, October 2013, November 2013, and December 2013.
- Setting up & using the gradebook in Canvas for faculty - October 2013
- Building Modules in Canvas for faculty - October 2013
- Setting up Quizzes in Canvas for faculty - October 2013
- Creating Assignments & Discussions in Canvas for faculty - October 2013
- Rubrics & Outcomes in Canvas for faculty - October 2013
- Google Docs & Canvas in Canvas for faculty - October 2013
- Group assignment & peer review in Canvas for faculty - October 2013
- Customizing the tabs for student interaction in Canvas for faculty - October 2013
- Personalized one-on-one training at the request of students, faculty, and staff.

TCC is also a FirstLink, or beta, institution for the ctLink project to replace the State Board for Community and Technical College's (SBCTC) current data processing software. The ctLink project will eventually migrate all 34 institutions in the Washington State Community and Technical College system from a 30 year old SIS to PeopleSoft. As a FirstLink institution TCC will pilot training for staff, faculty and student use of the PeopleSoft tool. Training will be offered in a number of modalities (online, hybrid and face to face) and badges will be awarded for competencies gained.

In addition to presenting faculty and staff training sessions, the multimedia support staff respond throughout the year to numerous requests for individual assistance with the college's classroom presentation equipment.

Other, more specialized staff training is arranged through third party training vendors and funded from the college's professional development budget or department/division budgets. Training for IS staff is limited to support for major changes to critical systems and important new initiatives.

Twice daily during the first week of each academic quarter, eLearning staff offer orientations for students enrolled in web-enhanced, hybrid online and full-online eLearning courses. The orientations are available face-to-face or online. The eLearning staff also operate a Help Desk in the Information

Commons (student computer lab) where students and faculty can receive immediate assistance on the use of any of the college's supported technology tools.

2.G.7: Tacoma Community College provides opportunities for input from college stakeholders in its technology planning processes. Comments are solicited from constituents across the college, including faculty, staff, and students. Annual planning for technology infrastructure is part of the college's larger planning processes, which includes development of the Information Services (IS) Department's unit action plan.

Maintenance upgrades, such as new software versions and patches with potential to disrupt operations or significantly alter user interfaces, are typically planned by Information Services (IS) staff. Such planning includes collaborative development with division managers of implementation schedules. New initiatives originate with IS and in departments and divisions. The college's document management system, implemented in 2008, is an example of an IS technology initiative that was widely supported by college organizational units. In contrast, the current initiative to upgrade the college's wireless Local Area Network infrastructure to the new 802.11n technology originated with, and was funded by the Associated Students of Tacoma Community College (ASTCC).

The college's IS group is well represented on college steering committees for new capital construction projects. The IS group has been deeply involved in the design of data communications facilities, computer labs, multimedia presentation installations, and related components of all new college buildings.

The college's Executive Vice President for Academic and Student Affairs successfully represents the IS group to the college's Executive Staff, and the Executive Staff has provided appropriate support for the Information Systems Department and college technology initiatives and the Information Systems team.

2.G.8: Tacoma Community College develops, implements, and regularly reviews the college technology update and replacement plan to maintain the currency and quality of its technological infrastructure (Exhibit 2.182).

The college provides excellent budget support for classroom instruction and office technology. Equipment, systems, and software intended for general use in offices or labs are typically funded in the Information Services (IS) budget. Installations that are acquired for the exclusive use of specific programs or departments are usually funded through department budgets.

The 2013-14 Information Systems budget includes a \$63,000 line item for annual refresh of multimedia classroom presentation equipment and \$414,700 for annual refresh of office and student use computers. This is an ongoing operational commitment that continues from year to year. At current prices, these budgets are adequate to allow scheduled replacement of equipment before it fails in service, minimizing disruptions for faculty, staff and students.

TCC was among the first of the Washington community colleges to implement a budget line item for regular replacement of obsolete office and lab computers. Currently, the college has a computer replacement cycle of 5 years. Computers are identified for replacement each summer based solely on age, although equipment deployments are adjusted to maintain homogeneity within labs and classrooms.

The decision to implement a new multimedia refresh budget in 2009-10, during a period of budgetary reductions, demonstrates the Executive Staff's continuing commitment to the college's use of technology to support its programs and services. This initiative has already solved many problems with aging video projectors and broken instructor podiums. The program has also provided document cameras and other enhancements to the oldest multimedia classrooms. The recently completed four-year, phased project to replace the college's aging PBX with an IP telephone system and the current initiative to upgrade the college's wireless Local Area Network infrastructure to the new 802.11n protocol also demonstrate the college's commitment to continual improvement of its use of technology.

Chapter Three: Institutional Planning

Standard 3.A: *Institutional Planning*

Tacoma Community College is committed to systemic planning and continuous improvement. The college engages in ongoing, participatory planning through a process that leads to the achievement of the intended outcomes of its programs and services, accomplishment of its core themes, and fulfillment of its mission. The resulting plans reflect the interdependent nature of TCC's operations, functions, and resources. The plans are implemented and are evident in the relevant activities of its programs and services, the adequacy of its resource allocation, and the effective application of institutional capacity. In addition, planning and implementation processes are sufficiently flexible that the college is able to address unexpected circumstances with potential to impact TCC's ability to accomplish its core theme objectives and to fulfill its mission. The Operational Framework for Continuous Improvement presented in Figure 4-1 (Exhibit C) illustrates how TCC's Strategic, Operational, and Budget Planning are connected to the college's assessment efforts and lead to mission fulfillment.

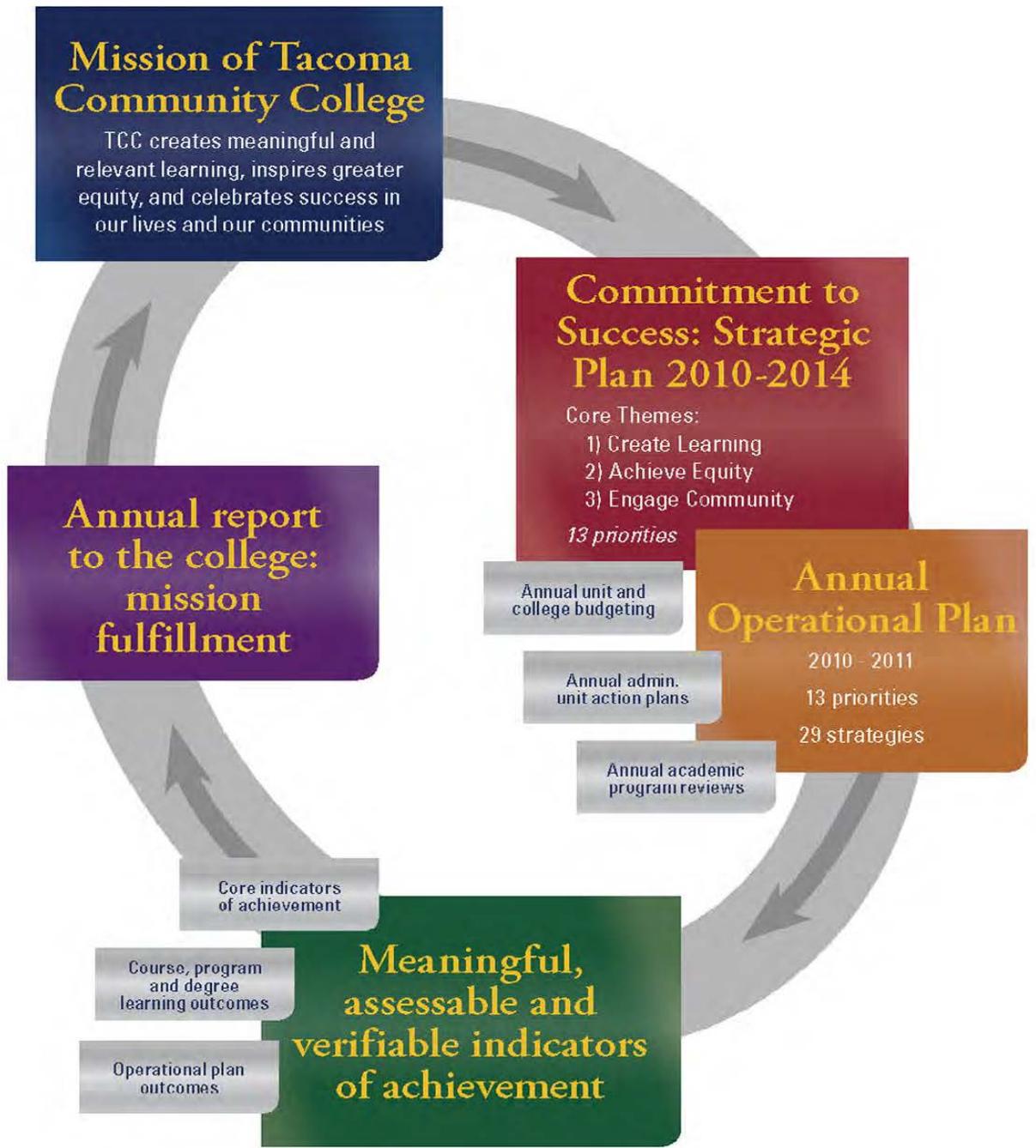
Strategic Planning

The current plan

Tacoma Community College annually reviews its Strategic Plan and, through a campus-wide, inclusive process, develops a new Strategic Plan at the beginning of each new accreditation cycle. In updating the Strategic Plan the college engages in environmental scans of the local community as well as research on best practices and innovative methods to ensure that the plan is responsive and forward-thinking.

The development of TCC's current strategic plan began in 2007 when a collaborative eight month process was used to develop the mission statement. The mission was adopted by the Board in May 2008 and published in the 2008-10 college catalog: "TCC creates meaningful and relevant learning, inspires greater equity, and celebrates success in our lives and our communities." The mission emphasizes the college's commitment to student learning, equity, and the communities in which we operate.

In fall 2009, a Strategic Planning Task Force was appointed to review the college's mission and develop a strategic plan intended to generate stakeholder ownership, guide resource allocation, and support the college's transition to the new NWCCU accreditation format. Twenty-seven college employees representing all college divisions were invited to serve on this six-month task force. The task force affirmed the currency and utility of the 2008 mission and developed three core themes: Create Learning, Achieve Equity, and Engage Community. Each core theme directly supports a specific segment of the mission. As concepts, the core themes reflect the programmatic breath of the college, the weighted value of the college's diverse activities, and the multiple needs and goals of the college community. The strategic planning task force subsequently developed a four-year strategic plan based on the mission and core themes. Since 2010, the 2010-2014 Strategic Plan (Exhibit D) has guided the development of annual operational plans and resource allocations.



Tacoma Community College | Operational Framework for Continuous Improvement

Figure 3-1
(Exhibit C)

The Core Themes are measured annually using the following Core Objectives. Achievement of the respective Core Objectives determines whether the related Core Themes are realized, and the college mission fulfilled. The college's process of measuring Core Indicators associated with each Core Objective by collecting and analyzing explicitly defined data related to each Indicator is described in Chapter Four, "Standard Four - Effectiveness and Improvement."

Figure 3-2: Core Objectives

Create Learning	Achieve Equity	Engage Community
<ul style="list-style-type: none"> • College readiness • Student retention Persistence to degree • Course level student success • Student engagement and satisfaction 	<ul style="list-style-type: none"> • Diversity of TCC students • Course level student success by race/ethnicity • Degree and certificate completion by race/ethnicity • Degree and certificate completion by FT/PT status • Diversity of TCC employees • Student scholarships 	<ul style="list-style-type: none"> • Workforce development • Community partnerships • Economic contributions • Cultural contributions

The next plan

Development of TCC's next strategic plan is already underway. Five teams of representative stakeholders from a range of college divisions and employee categories were appointed in fall 2013 to begin the process of developing the 2014-2018 strategic plan. The first team is tasked with performing an environmental scan to assess lagging and leading indicators in a variety of areas as the basis for providing recommendations to the other teams. Areas to be addressed in the scan include:

- Educational trends in both K-12 and adult learners, including educational attainment levels
- Institutional trends in the college's service area
- Governmental trends, including legislation and agency goals
- Social trends, such as poverty rates and technology use
- Economic trends, such as labor market data and emerging growth industries
- Geographic issues that are distinctive to TCC's service area, including environmental concerns and opportunities.
- Demographic trends, such as population growth, diversity, and age distribution

Three teams are to review the respective current core themes and core objectives to ensure their connection to the mission and continued relevance and to consider whether new priority objectives are called for. Finally, an innovations team is to assess emerging opportunities and challenges, such as competency-based education, the rise of Massive Open Online Classes (MOOCs), new technology in education, globalization, and characteristics of students entering community college education. Coordinated by a steering committee, the planning teams are expected to recommend a four-year strategic plan to the Board of Trustees in June, 2014.

Operational Planning

TCC Operational Plans (Exhibit 3.2) are developed annually based on campus-wide input and directly support the college's Core Themes, providing a yearly focus for the college community's efforts to realize its Core Themes and therefore fulfill its mission.

To support the operational planning process, the College has identified thirteen Planning Priorities tied to the three Core Themes. The Planning Priorities differ from the Core Objectives in that Planning Priorities describe what needs to occur programmatically to realize the respective Core Themes and accomplish the Core Objectives, while the Core Objectives and Core Indicators identify results to be measured to establish that the respective Core Themes, and thereby the college mission, are fulfilled.

Figure 3-3: Planning Priorities

Create Learning
<ul style="list-style-type: none">• Create multiple and equitable learning environments that support the needs of our diverse student population• Invest in innovation and curricula designed to improve student achievement• Structure and promote comprehensive learning and support services to optimize student success• Develop and assess learning outcomes to ensure students transition successfully with the necessary knowledge and skills
Achieve Equity
<ul style="list-style-type: none">• Develop and sustain efforts to make college more accessible and affordable• Increase access and completion rates for diverse populations in programs 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
Engage Community
<ul style="list-style-type: none">• Foster a climate that values and celebrates divergent perspectives and works to achieve social justice• Cultivate local and global partnerships that support college and community economic growth and sustainability• Enhance attractive, accessible and easy-to-navigate physical and virtual environments• Attract support and retain exceptional and diverse faculty and staff• Engage and contribute locally and globally

To facilitate development of the college's Operational Plan, administrative units develop and submit annual unit/program action plans, and instructional programs develop and submit program reviews which inform unit and program planning and are linked to the College's Core Themes. These plans and reviews are collected and maintained by the Dean for Organizational Learning & Effectiveness. Program learning outcomes assessment results, the instructional program review process, and the unit action plans all form part of the planning cycle illustrated in the Operational Framework for Continuous Improvement, page 101. Program level learning outcomes are derived from and support the College-wide Degree Learning Outcomes as well as the respective program missions. The program outcomes

inform the development of measurable program (administrative) goals identified on the unit/program action plans and incorporated into the college's Operational Plan, that drive budget development and other decisions. Program goals and program learning outcomes are documented through program review. Program review and unit action plans drive the budget development process. Achievement of instructional program goals and unit action plans inform the subsequent development of measurable program and unit goals for the next planning cycle.

Near the end of each academic year, the college engages in an operational planning process, which is tied to the budget process. Deans and department managers, informed by the action plans and program reviews noted above, identify specific strategies for the coming fiscal year that support college planning priorities. An example of a 2013 strategy was to equip an UDL (universal design for learning) classroom during the 2013-14 year. This strategy specifically supports the Create Learning planning priority of "invest in innovation and curricula designed to improve student achievement."

Expected outcomes, funding requests (if any), and a responsible person(s)/unit(s) are identified and documented in relation to each strategy. The Executive Staff subsequently prioritizes related funding requests as a step in the budget planning process. During the year, the deans and department managers provide status updates on strategies of their programs and unit, and final outcomes are reported on at the end of each fiscal year.

Input From Appropriate Constituencies

In addition to the participation of faculty and staff in the development of program and unit planning processes described above, Tacoma Community College encourages broad participation and solicits input to decisions at all stages of the planning process. The institutional structure includes a wide assortment of college councils, committees, task forces, and hearing panels, which include representation from a broad range of internal and external constituencies that illustrates TCC's shared governance process (Exhibit G), providing a context for the TCC planning process.

Committees and councils with governance authority inform college policy and planning. College Council, for example, directly relays input from all employee groups to the executive staff regarding college issues and well-being. Instructional Council provides input to the Chief Academic Officer and Executive Staff regarding academic issues and faculty/administrative interactions outside the scope of the negotiated agreement. The Student Services Council provides input to the Vice President for Student Services and Executive Staff regarding issues of student and institutional policy (Exhibit 3.5).

Groups without governing authority influence college policy and planning at an advisory level and play a role in establishing lower level policies that effect limited sectors of the college. The e-Learning Committee may, for example, provide Instructional Council with opinions about how planning issues related to online learning should be addressed. The Sustainability Advisory Committee may provide advice to the Facilities department regarding recycling practices on campus. The college maintains some fourteen of these lower-tier work committees (Exhibit 3.1).

Task Forces, formed to address specific issues, and Professional/Technical Program Advisory Committees composed of industry professionals, and in some cases union representatives, suggest processes and activities that affect planning decisions.

During the 2011-12 academic year, President Pamela Transue met with employees of all departments and divisions of the college to gain input on what was working well at TCC and solicit suggestions on ways the college could improve in the future. The results of these meetings was shared during her Professional Development Days remarks and posted to the college Portal. Information collected through the meetings was considered when the Executive team reviewed institutional goals and priorities.

Budget Planning and Resource Allocation

TCC engages in an annual budgeting process that is closely informed by the college's core themes and strategic plan and the collection of appropriate data.

The college's budget development process is described in detail under 2.F.3 in Chapter Two, page 86. The budget cycle is designed to allow for the Board of Trustees to adopt the budget prior to the beginning of each fiscal year. From November through March, the college's Budget Committee convenes to evaluate budget information that is received from the SBCTC legislative and budget staff. College personnel have the opportunity for budget input through the Budget Committee, in which faculty, administrative, and staff representatives review the budget process and make budget recommendations to the Executive Staff, as well as through the managers of their units and programs. Budget Committee meetings are streamed live on the employee internet portal and posted on the portal for subsequent on-demand viewing. Questions are taken in these meetings from those present as well as from the on-line audience. Meeting minutes are posted on the employee portal. The final budget is based on enrollment projections for the following year and presented to the Board in May for approval in June, prior to beginning of the next fiscal year.

Throughout the year the Vice President for Administrative Services attends various college meetings, including College Council, Classified Staff Council, Student Services Council, ASTCC Senate meetings, Instructional Council, departmental meetings, Joint Administrative Council, the Legislative Task Force, and Foundation Board meetings, to present current baseline budget information and entertain questions and suggestions from college constituents. Administrative managers are asked to discuss the budget with their employees and prioritize budget needs in accordance with the College's mission and strategic priorities. The college uses an on-line budget module (Exhibit 3.6), developed by TCC's Department of Information Systems, in the budget development process. Budget managers enter budget requests by line item in their budget areas, justifying requests through their relationship to the college's core themes and strategic plan. Executive Staff members subsequently review and prioritize the requests.

The final budget is published in October, distributed to the Board of Trustees, and posted on the college internet portal. Managers are expected to review and discuss the final budget with staff.

Emergency Preparedness and Contingency Planning

The office of the Vice President for Administrative Services' coordinates emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations. TCC's Emergency Operation Plan outlines policies and procedures to meet the needs of the TCC community, satisfy State and Federal requirements for emergency planning and for continuity and recovery of operations. The plan is available on the Safety

tab on the college Portal (Exhibit 3.8). While TCC has had an Emergency Plan in place for more than a decade, the College Safety Office has also developed a Disaster Plan for longer term disruptions.

Given the physical size of the campus it is important that college employees are informed and engaged in regular training, planning, and assessment of safety issues. A Safety committee (Exhibit 3.9) composed of representatives from across the college meets quarterly to review the emergency preparedness plan, security data, trends, and identify safety concerns on campus. Emergency preparedness plans are posted in all classrooms and office reception areas, and the Campus Safety Office and designated building staff collaborate to engage college personnel and students in periodic emergency drills. TCC complies with the Clery Act requirements of timely notification of significant safety events. The Annual Security and Fire Safety Report (Exhibit 3.7) is posted on the Public Safety tab on the college portal.

The Safety Office maintains E2 Campus, a mass communications system that is used to send alerts to students and staff by text messaging, email, Facebook and Twitter. E2 Campus can be used for communications during emergencies.

The college's Behavioral Intervention Team (BIT), composed of a member of the Safety office, a faculty counselor, and a student services designee cooperates to prevent or mitigate human crises. The team encourages staff and faculty to report potentially dangerous student behaviors so assessments can be made to determine if interventions are warranted. When appropriate, the team consults with the appropriate local emergency agencies.

In order to ensure continued data center operation of equipment, if one of the locations sustains damage, the Information Systems (IS) Department has planned a redundant secondary data center to be located in the Health Careers building, which is currently under construction and scheduled to be completed by fall, 2014. When the second data center is up and running, buildings housing the data will be physically located on opposite sides of the campus. Equipment in both locations will be able to support the programs and systems necessary for college operation.

Chapter Four: Core Theme Planning, Assessment, and Improvement

Executive Summary of Eligibility Requirements 22 and 23

Tacoma Community College is in compliance with the Commission's eligibility requirements as indicated below:

22. *Student Achievement.* TCC identifies and publishes the degree, program, and course learning outcomes for each of its degree and certificate programs. These degree and program level learning outcomes are published in the TCC Catalog and on the TCC website. The course level learning outcomes are posted in CurricuNet, the college's internet based curriculum management system. The college engages in regular and ongoing assessment to validate student achievement of these learning outcomes and reports findings regularly as part of the academic assessment processes described in this Chapter.
23. *Institutional Effectiveness.* TCC systematically applies clearly defined planning and evaluation processes illustrated in Figure 3-1, Operational Framework for Continuous Improvement, page 101. Planning components of the process, described in Chapter Three of this document, include the college's mission, Strategic Plan Core Themes, Core Objectives, Core Indicators, annual Operational Plan, administrative Unit Action Plans, Instructional Program Review, and course, program, and degree level Student Learning Outcomes. TCC divisions and departments assess the extent to which TCC fulfills its mission and core themes. This chapter describes how each of these planning elements is carefully monitored and assessed. Results are documented and widely shared with the college community. TCC also engages in environmental scanning to identify external factors to be incorporated into the college's planning efforts.

Standard 3.B: *Core Theme Planning*

As described in Chapter One, TCC has developed a conceptual framework for mission fulfillment (Exhibit B) that links the institutional mission to three Core Themes: Create Learning, Achieve Equity, and Engage Community, and has identified measurable Core Objectives supporting each theme. Meaningful, assessable, and verifiable Core Indicators of mission fulfillment have been identified in relation to each Core Objective. The Core Indicators are benchmarked using TCC four year baseline data trends. Mission fulfillment targets associated with the Core Indicators and derived from four-year data trends have been established for each indicator by TCC's Executive Staff and are monitored annually and communicated to the college community through TCC's Core Indicators of Mission Fulfillment report (Exhibit A). The mission fulfillment targets reflect the institution's aspirations for meeting its goals.

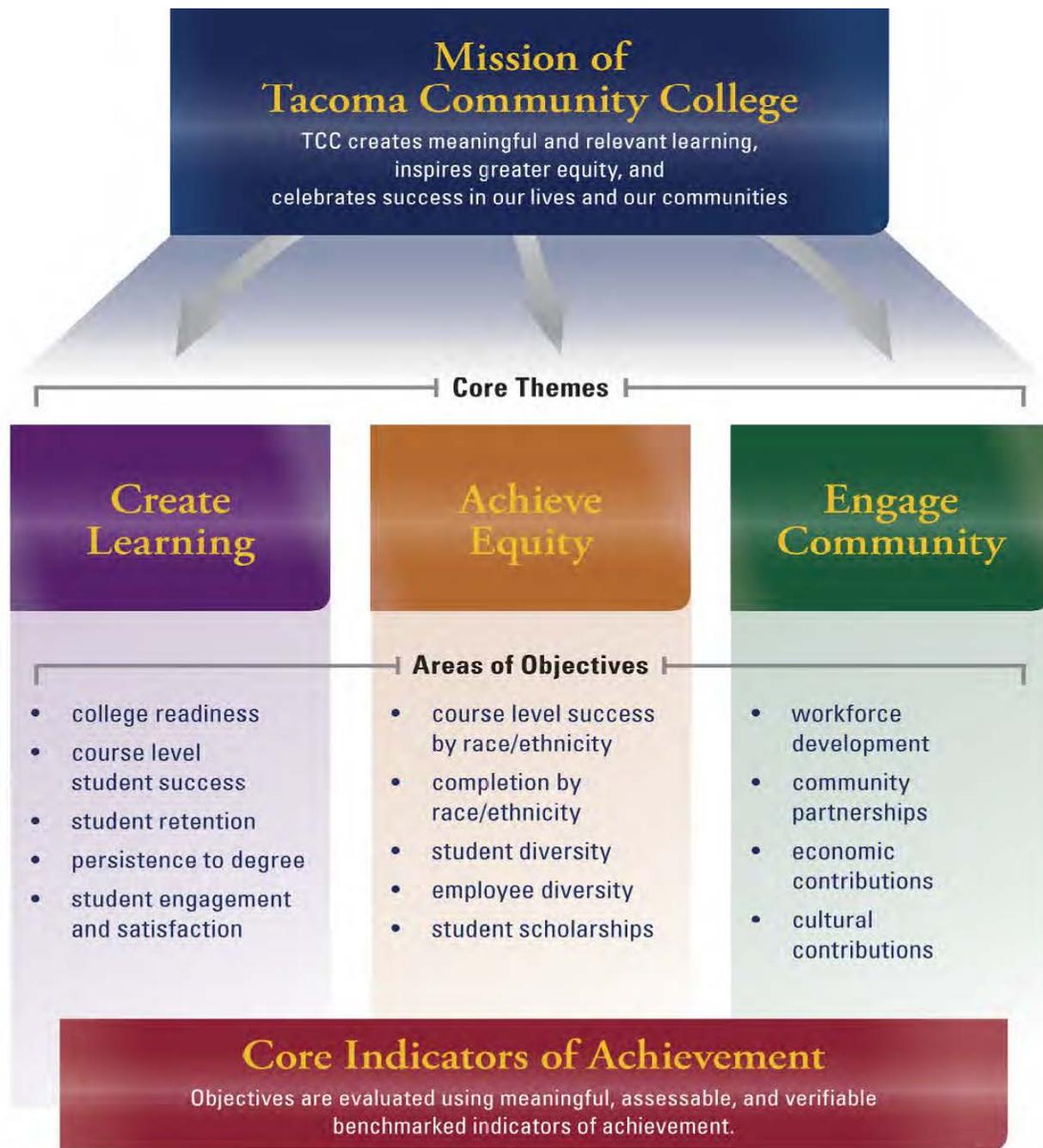


Figure 4-1
(Exhibit B)

The Core Themes, taken directly from the college mission and forming the basis of TCC's planning framework, were developed by a Strategic Planning Taskforce in fall 2009 (Exhibit 4.1) The Core Themes were shared with the college's governing councils and adopted by the Executive Staff and Board of Trustees in 2010. The Institutional Effectiveness team, Student and Academic Services Team, and the Executive Staff developed the Core Objectives and Core Indicators that are used to measure progress in relation to the Core Themes, which were also adopted in 2010. The Core Themes, Core Objectives, and Core Indicators also form the basis of TCC's strategic planning process. The college's strategic planning and assessment activities and the planning and assessment portion of the college's accreditation process are structured as a single integrated process. The current Core Indicators represent a four-year (2010-11 to 2013-14) commitment to institutional objectives and are fundamental to TCC's continuous improvement planning activities and its iterative institutional planning/action/assessment cycle, which includes operational and unit planning, instructional program review, and learning outcomes assessment.

Operational Plans

At the beginning of each year the College enters the operational planning process and requires all administrative units and instructional programs to submit annual strategic goals and objectives. Each goal must correspond to a specific Core Theme and related Core Objective and identify unit/program objectives for completing the goal, needed resources, and responsible staff. At the end of the academic year, the responsible person is required to report on goal achievement. The operational plan and the unit action planning process are based on a culture of evidence. The goals are based on needs identified through institutional research, governmental directives or mandates, or state or regional trend analysis. Report data is generated through the college's Institutional Research Department, the student management system, or other established data tracking systems.

Unit Action Plans (UAP)

Annual Unit Action Plans are developed by each of the college's Student Services and Administrative Services units. These plans (similar to TCC's instructional program reviews) allow the units to reflect on their performance relative to the college mission and strategic plan. Each unit is required to connect its goals with the college's Core Themes and develop evidence based yearly objectives. At the end of the academic year, units report back on their success in meeting their plans' objectives.

As with the overall Operational Plan and Instructional Review Processes (Standard 4.A and 4.B), TCC is intentional about setting goals and priorities that directly support the strategic plan and are measurable using college data systems. As demonstrated in the examples presented in the Systematic Core Theme Improvement Strategies, data and other information collected in relation to outcomes are used to inform practices, processes, and procedures that directly affect programs and services focused on student success.

Standard 4.A and 4.B: *Core Theme Assessment and Improvement*

Instructional Program Review

Instructional Program Review is a regular self-evaluation activity in place since 2005 that encourages instructional programs to reflect on program performance in relation to the college mission and strategic plan. The process is typically conducted during late fall quarter with submission in December or January. The Institutional Effectiveness (IE) Department sends student profile data to the programs; the programs analyze the data, note positive outcomes and progress, and request resources to address challenges. The department and program chairs assemble additional data, review and discuss data and topics (listed below) with their faculty, and set goals and objectives for the following year. Program review reports are submitted to the respective Division Dean as well as the Executive Vice President for Academic and Student Affairs (Exhibit 4.2).

Topics to be discussed in Program Review include:

- Student profile: headcount & FTE (data for past 3 years: classes, gender, students of color)
- Academic transfer, upgrading job skills, vocational prep, average program FTE)
- Faculty profile: number of tenure track and adjunct faculty; percent of classes taught by full-time faculty
- Faculty for past 3 years; optimal percent taught by full-time faculty; student/faculty ratio
- Student success and completion: outlines how the department will address goals identified by the college (identify courses with successful completion below 80%, and target these courses for analysis and intervention; reduce the achievement gap; and improve student success, retention and completion through active instructional assessment)
- Identify budget factors that impact student success
- Planning and evaluation: identify program mission; top three long term goals (five year time horizon) and how the goals support the College's three core themes; identify annual objectives, including action plan and data
- Additional information (anything the department would like to share with Executive Staff)

Instructional program reviews include historical data on student demographics: certificates/degrees awarded, and rates of student success in specific courses, including achievement gap analysis, and identification of budget issues that may impact student success. Programs are asked to look specifically at resources and capacity in evaluating their performance relative to the college mission and strategic plan. This requires assessing external factors that may impact short and long-term program goals and program viability.

Learning Outcomes Assessments

TCC evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.

Input from college constituencies at the operational level relies primarily on faculty assessment of learning outcomes. Explicit course, program, and degree learning outcomes provide a framework for assessing whether the curriculum serves students in ways that address the college's Core Themes. In the past five years, the Instructional Assessment Steering Committee (IASC), a primarily faculty group, has overseen a revision of how the college measures core indicators related to student success. Individual course outcomes have been revised by instructors and linked in a hierarchy to program and degree outcomes. Outcomes assessment projects, coordinated by the IASC and addressing course, program and degree outcomes, measure how instruction contributes to the achievement of goals associated with TCC's Core Themes. Community-sourced advisory committees to TCC's Professional/Technical programs provide input on curricular matters, including course, program, and degree outcomes. The Program Coordinator for Curriculum and Learning Outcomes maintains records of instructional outcomes work and assessment projects.

The annual Core Indicator Report and related Operational Plan provide information to the college community for use monitoring departmental and program performance in relation to the college mission. Core indicators falling below their mission fulfillment targets are analyzed and appropriate action plans developed to improve future performance. This activity occurs at the unit level in fall and the program and institutional level in spring, through the college's operational and budget planning processes. The Core Theme Priorities identified in the operational plan complement the core indicators and a set of diverse data that includes assorted TCC data dashboards, survey results, IPEDS and SBCTC data allowing TCC to focus on a body of work that can be completed in 1 to 2 years while systematically advancing the institution's mission.

Course Level Learning Outcomes (4.A.3)

TCC documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, wherever offered and however delivered, achieve identified course learning outcomes.

Aligning primarily with the Core Theme of 'Create Learning', under the indicator of achievement of learning outcomes, courses at TCC are designed around learning outcomes identified for each course. In order for a course to be approved and offered, the course must pass a rigorous approval process by the college's Curriculum Committee using CurricuNet, an electronic curriculum management system that requires input of course outcomes using measureable verbs corresponding to those provided in Bloom's Taxonomy. The course learning outcomes are then aligned to the respective Program Learning Outcomes (PLOs) and to the college's Degree Learning Outcomes (DLOs). An example is the Health Information Management (HIM) Outcome Map (Exhibit 4.3) that documents a complete program, showing the alignment of learning outcomes at these three levels. The outcomes at all three levels are included on course syllabi provided to students within the first two days of every course. Syllabus templates showing these outcomes are extracted from CurricuNet and made available to faculty in Instructor Briefcase on the college portal (Exhibit 4.4).

Evaluation of student learning for each course measures the achievement of the course learning outcomes. For some courses that use the college's learning management system (Canvas), rubrics may be explicitly linked to course learning outcomes and tracked electronically. As more faculty use Canvas, the college plans to expand use of this method to more easily measure achievement of course learning outcomes by linking them to specific exam questions and other assignments. Meetings between TCC

faculty and Canvas developers are occurring now to discuss future electronic tracking of course outcome achievement.

Achievement of course level learning outcomes is not as easily documented for traditional classrooms. Course exams and assignments are developed to assess the course learning outcomes but are not automatically collated electronically to provide aggregate data. While faculty typically use outcome information to improve their courses, documentation of this process has been limited. Individual student grades, however, are determined in relation to the achievement of course learning outcomes using exams and essays.

In an effort to develop an effective, regular, and comprehensive system for assessment of course outcomes, and to gain more information about how this system is working, a Course Learning Outcome survey was piloted in 2012-13 (Exhibit 4.5). The survey process was designed to allow each faculty member to assess ONE course learning outcome in ONE course ONE time each year. While the survey clearly does not capture all desirable information about student achievement of course learning outcomes, it is intended to remind faculty of the importance of aligning the assessment of student learning to course learning outcomes; documenting that assessment is occurring; and using assessment information to improve student learning. A number of professional development activities around this activity have been provided over the past several years (Exhibits 4.6 and 4.7), so the survey provides evidence that assessment consistently occurs and keeps assessment in faculty minds. Survey results guide professional development activities and provide baseline data for future assessments (Exhibit 4.8).

Program Learning Outcomes (4.A.3)

TCC documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational programs, wherever offered and however delivered, achieve identified program learning outcomes.

Program Learning Outcomes are defined in the following categories:

- Distribution requirements for the Associate of Arts & Sciences degree: Humanities, Social Sciences, Natural Sciences, Math, Written & Oral Communication, Physical Education
- Associate Degrees (DTA/MRP) other than Arts & Sciences: Business Transfer, Engineering
- Professional/Technical Programs: Nursing, Business, Accounting, Diagnostic Medical Sonography, Early Childhood Education, Emergency Medical Services, Health Information Management, Human Services, Networking & Convergence Technologies, Paralegal, Radiologic Sciences, Respiratory Therapy
- Transitional Studies: Adult Basic Skills, English for Academic Purposes, Developmental Studies
- Instructional Support: Counseling, Library, Student Learning Centers

TCC offers twenty-six programs, including one that is taught exclusively online. Each of the programs has developed a mission statement (Exhibit 4.9) and a set of Program Learning Outcomes (PLOs) (Exhibit 4.10). Beginning in 2005, each PLO is assessed at least once in every five year instructional program cycle. TCC is currently in its second five year instructional program cycle.

Program/Department Chairs (or designated program faculty members) are responsible for coordinating the assessment of at least one PLO each year. Instructional programs develop assessment schedules at

the beginning of each five-year cycle (Exhibit 4.11). They are encouraged to coordinate the assessment of PLOs with the assessment of corresponding Degree Learning Outcomes, described below. However, program faculty are free to assess their PLOs in any order they choose.

In November of each year, Instructional program plans for that year's PLOs are submitted to the Program Coordinator for Curriculum & Learning Outcomes. The Program Coordinator coordinates and monitors the assessment projects, but does not conduct assessments. Faculty determine which outcomes to assess each year and how to assess them.

Faculty for each program participate in the annual PLO assessments. They submit plans in November, assessments are completed in winter quarter and the reports are submitted in June (Exhibit 4.12). The annual reports are stored on the college portal (Exhibit 4.13) and/or in SharePoint (Exhibit 4.14), an electronic data storage site that provides access to the annual reports by program as well as of charts documenting previous years' aggregate data (Exhibit 4.15).

During Pre-Instructional Professional Development Days each fall, faculty members meet by program to discuss their prior year's assessment projects and to identify appropriate improvements to be implemented. This information is documented in the office of the Program Coordinator for Curriculum and Learning Outcomes (Exhibit 4.16).

Degree Learning Outcomes (4.A.3)

TCC documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational degrees, wherever offered and however delivered, achieve identified degree learning outcomes.

In 1995 the college faculty developed six College-wide Student Learning Outcomes (CWSLO), which they modified slightly in 2010 for use as Degree Learning Outcomes (DLO), for students who complete degrees (Exhibit 4.17). The Degree Learning Outcomes are as followed:

Upon completing a Tacoma Community College degree, students will be able to:

- **Core of Knowledge (COK):** 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.
- **Communication (COM):** Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.
- **Critical Thinking & Problem Solving (CRT):** Compare, analyze, and evaluate information and ideas, and use sound thinking skills to solve problems.
- **Information & Information Technology (IIT):** Locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for both academic and personal applications.
- **Living & Working Cooperatively/Valuing Differences (LWC):** Respectfully acknowledge diverse points of view, and draw upon the knowledge and experience of others to collaborate in a multicultural and complex world.

- **Responsibility & Ethics (RES):** Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.

Just as the course learning outcomes are aligned with Program Learning Outcomes (PLOs), each PLO is aligned with the Degree Learning Outcomes (DLOs). As the PLOs are appropriately assessed by the faculty within a particular program, the DLOs are assessed by faculty across disciplines because the DLOs are intended to apply to the learning of students who graduate with any of TCC's degrees.

Like the Program Learning Outcomes, the Degree Learning Outcomes are assessed on a five year cycle (Exhibit 4.18). During the first year of the 2011-12 cycle, two DLOs were assessed (Communication and Information/Information Technology (COM/IIT)). Ten faculty members volunteered to serve on a Task Force that met during summer 2011 to develop an assessment process. Eight hundred documents meeting specific criteria were collected during the academic year across all disciplines and stored in an electronic repository. Several other programs also chose to document their course and program level assessment projects using this technology. Of the 800 documents received, 160 were randomly selected for evaluation. Over the following summer, 2012, the Task Force met to evaluate the documents using a rubric they developed for this purpose. The data collected from this project was aggregated into a final report (Exhibit 4.19) and presented to faculty during fall 2012 Pre-Instructional Days, followed by discussion that generated suggestions for improvement. A faculty COM/IIT Core Leadership Team was organized to plan for implementation of the suggested improvements and spearhead efforts to move the agenda forward. This team subsequently merged with another faculty team to form the Writing, Reading, and Researching Across the Curriculum (WRRAC) team, which continues to support activities to improve student learning in this area (Exhibit 4.20).

Assessment of the next DLO, Critical Thinking & Problem Solving (CRT), was conducted in 2012-13 using a similar process. A different faculty Task Force composed of eight faculty met in summer 2012 and summer 2013, first for planning, and later to conduct the evaluation. Documents meeting established criteria were collected from faculty across all disciplines during the academic year. A report (Exhibit 4.21) was presented to faculty in fall 2013 (Exhibit 4.22) and endorsed by Instructional Council in January 2014 (Exhibit 4.23). A CRT Core Leadership Team was organized to move the work forward (Exhibit 4.24). This process will be ongoing until all TCC's DLOs are assessed, when the cycle will begin again.

In an effort to focus faculty attention on each year's DLO, the Faculty Professional Development Committee has adopted an annual development theme that corresponds to the year's DLO assessment project. The professional development theme was Communication/Information/Information Technology in 2011-12, Critical Thinking in 2012-13, and Living and Working Cooperatively this year, 2013-14.

Faculty Review of Assessment Processes, Achievement, and Improvement (4.A.6)

Two faculty groups, the Student Learning Improvement Council (SLIC) and the Instructional Assessment Steering Committee (IASC), exist specifically to foster assessment of course, program and learning outcomes. The SLIC Mission is: *To improve teaching and learning at Tacoma Community College by providing leadership, mentorship, and education for the creation and implementation of meaningful and useful assessment strategies* (Exhibit 4.25).

SLIC is composed of one faculty member from each division, five all told, who meet monthly with the Program Coordinator of Curriculum and Learning Outcomes to plan, organize, and coordinate instructional assessment activities at the course, program, and degree levels. Members mentor faculty performing assessment activities within their divisions and serve as resource persons.

The Instructional Assessment Steering Committee (IASC) is responsible for reviewing the assessment processes. Their purpose is to serve as: *An advisory body, guiding the strategic direction of instructional assessment, promoting understanding of systemic assessment, setting priorities and directions off/for assessment projects, and creating a culture of evidence-based decision making.* IASC is composed of additional faculty representatives along with other administrators and instructional support personnel. They meet quarterly to provide guidance to the Program Coordinator and SLIC (Exhibit 4.26). This group discusses the college's instructional assessment processes to ensure they are providing authentic and meaningful results. In winter 2013 IASC members met to conduct peer reviews of all PLO projects completed during 2011-12. Each project report was evaluated by two faculty members using a rubric developed for this purpose (Exhibit 4.27). The review generated several suggestions for improvement, including focusing on program rather than course level outcomes, establishing clearer benchmarks, and improving the reporting process (Exhibit 4.28).

During the 2013-14 year, the IASC chose to assess PLO project plans instead of the final reports in order to improve the quality of the assessment projects and thereby provide more meaningful results as the basis for quality improvement (Exhibit 4.29). Eight plans were read, and feedback was provided to the responsible faculty.

The assessment processes of both the Course Learning Outcomes and the Degree Learning Outcomes were repeatedly discussed by the IASC (Exhibit 4.30), and modifications were made to both processes. The primary goal of the changes was to ensure that the processes were providing the most authentic, meaningful, valid, reliable, and useful information possible within the college's budget and time constraints.

Standard 4.B: Core Theme Systematic Improvement Strategies

High-performing institutions focus on systems – planning, implementation, assessment, and improvement – aimed at fulfillment of institutional mission and core themes. Sections 3.B. and 4.A. provides examples of a number of TCC's focused, collaborative, evidence based assessment accomplishments. Systematic planning and assessment drives improvement across TCC's three Core Themes. The examples focus on college improvements that span a variety of college departments, divisions and Core Themes and are drawn from various stages of the improvement cycle. They demonstrate the TCC's strong commitment to continuous improvement.

CREATE LEARNING

Core Theme 1, Create Learning, identifies TCC's goal to design and implement learning-focused instructional methods, and respond to student and community needs. We prepare TCC learners to make ethical and positive contributions to our communities.

Learning Communities

CREATE LEARNING CORE OBJECTIVES: Course Level Student Success, Student Engagement and Satisfaction

ACHIEVE EQUITY CORE OBJECTIVE: Student Diversity

Planning Priority 1.A: *Create multiple and equitable learning environments that support the needs of our diverse student population.*

The faculty learning communities program is part of TCC's faculty development strategy aimed at creating multiple, equitable learning environments to support TCC's diverse student population. The Faculty Learning Community (FLC) program began with seed money from a competitive statewide grant to fund one FLC and has grown into a continuing opportunity for faculty and staff to research and implement promising teaching and learning practices in the context of a collaborative, program of seminars and activities.

The program offers cohort-based and topic-based learning communities. The cohort-based FLCs focus on creating community through a year-long program shaped by the participants to include a broad range of teaching and learning areas and topics of interest to them. Topic-based learning communities provide curricula designed to address specific themes, such as Inclusive Excellence, Blended Learning, and The Student Experience of Learning. Faculty and professional staff may propose topics that attract applicants from across the college.

Since its inception in 2010, 284 (duplicate) full-time and adjunct faculty have participated in 24 FLC learning communities (Exhibit 4.32).

Developmental Education Redesign

ACHIEVE EQUITY CORE OBJECTIVE: College Readiness

Planning Priority 1.B: *Invest in innovation and curricula designed to improve student achievement.*

In 2010 TCC initiated a significant reorganization of pre-college programs that included several elements: consolidation, acceleration, and contextualization.

Consolidation

Previously pre-college reading and writing programs were offered across four divisions, complicating program collaboration and course alignment. Through reorganization, the college merged Adult Basic Education, English as a Second Language, English for Academic Purposes, and Developmental Studies into a new Transitional Studies Department within the Arts, Humanities, and Social Sciences Division. Prior to the reorganization, most of the Transitional Studies programs had done substantial work on improving transition rates. However, the new structure required extensive curricular alignment, providing opportunities for students to move more quickly through precollege programs into college level coursework.

Acceleration

The Developmental Reading, English, and Study Skills pathway underwent a full scale redesign. The previous developmental English and reading pathway included three reading levels and three writing levels that included six courses bearing thirty total credits for students placed at the lowest level. The redesign compressed these levels and integrated reading and writing into a variable credit option that

requires only two developmental English courses: English 85 and English 95. The new model reduces, from 30 to 16-20, the total developmental studies credits required for these students. This sequence saves each student an entire quarter of instruction and up to \$1,200 in tuition.

Contextualization

Tacoma Community College is committed to the development of relevant and comprehensive theme-based coursework beginning at the Adult Basic Skills curriculum level. Faculty across the disciplines work collaboratively with students and community stakeholders to identify themes relevant to student interest and experience. In addition to enhancing intrinsic motivation to succeed, contextualization aligns learning goals with potential professional-technical skills areas that can lead to employment or further study in college level disciplines in the arts, humanities, social sciences, sciences, engineering, math, and technology.

In the first year of redesign in English, TCC realized substantial improvements in the number of students who transitioned to college level English. While prior to the redesign, 27% percent of developmental English students transitioned to college-level English, 33% percent did so after the redesign. The transition rate for students of color rose from 35% to 39%, and that for white students rose from 38% to 43% (Exhibit 4.33).

In mathematics, acceleration and contextualization take place in the form of Statway[®], an initiative that integrates relevant college-level statistics with developmental algebra, and C-Math which uses computerized mathematics modules to individualize student learning in developmental mathematics, allowing students to focus on knowledge gaps and content mastery rather than taking unnecessary credits.

Statway[®] blends developmental math and introductory statistics into a problem-focused class that is completed in two quarters. At TCC, success in the two Statway[®] courses is very high, slightly higher than in the developmental mathematics courses making up the traditional algebra sequence. However, because the sequence is accelerated, success through the full sequence is much higher (Exhibit 4.34). C-math classes have regular meeting times with a course instructor, but attendance is not required and students can complete the class at their own pace and/or as if it was online. Students in C-math are experiencing an overall success rate of 70% which is as high or higher than our face-to-face classes: 9% of students are completing multiple classes in one quarter (acceleration) and all of them are experiencing much more flexibility in their learning format (Exhibits 4.34 and 4.35).

Student Support Centers and the Library

CREATE LEARNING CORE OBJECTIVES: Course Level Student Success

Planning Priority 1.C: *Structure and promote comprehensive learning and support services to optimize student success.*

Library

TCC's faculty librarians use a range of evaluation activities to improve the quality of student learning related to library use and research activities. Examples of these evaluations and related improvements are described below.

Bi-annual student survey and informal student feedback

2013 student library survey results (Exhibit 4.36) and informal feedback indicated increased student frustration with library noise levels. The library's limited size and physical design present challenges in serving student needs for both quiet study and group work in an environment that a portion of the students also value for social interaction. Library staff and faculty worked with representatives from the Associated Students of Tacoma Community College (ASTCC) to identify environmental, behavioral, and marketing solutions to the problem. Changes identified and implemented in winter quarter 2014 include creation of silent, quiet and group study zones; furniture rearrangement; bold graphic signage provided by ASTCC; increased interactions with students to explain reasons for the new policies; and collaboration with Campus Public Safety personnel. The Library quickly saw results, including positive changes in student behavior and supportive feedback from students who had stopped using the Library but planned to return. Library staff and faculty recognize the need to remain vigilant regarding this issue, and they will continue to work with the ASTCC to identify methods to provide students with much-needed social and group study space elsewhere on campus.

Committee involvement, assessment, & informal faculty feedback on instructional sessions

The Writing, Reading, and Research across the Curriculum (WRRAC) assessment group and the librarians both recognize the importance of information literacy instruction to the success of student research projects. Assessments by both the Communication and Critical Thinking Core Leadership Teams also indicate that student success depends on clearly written assignments that spell out expectations and guide students to academic sources and previous student experience with assignments that use appropriate evidence to support claims. Librarians and WRRAC members have collaborated to design appropriate cues for the college's research assignment rubric and to design instructional content and assignments that help students develop skills and strategies to write successful research projects. That effort has also led to better understanding of how all instructors can effectively support information literacy. Topics addressed in library faculty's "one shot" (fifty minute) classroom presentations have shifted away from button pushing to such concepts as evaluating information and developing research questions and search terms. Realizing that students often don't see research and writing as separate activities, librarians and content instructors collaborated to break down the barriers of "who teaches what," so that *both* classroom and library faculty help students learn about finding, evaluating and incorporating sources. The librarians are working much more closely with developmental studies instructors to incorporate research elements into pre-college classes, an area that previously was not introduced until students entered college level English courses. The number of class sessions the librarians now spend with English 85 and 95 classes is now about equal to that spent with college level English classes. One of the psychology instructors is reviewing all of the psychology department's research assignments to improve and then to align them with the Library's online research guides (LibGuides) (Exhibit 4.37).

Assessment of student learning & informal faculty feedback on instructional sessions

TCC students value instructional support from college librarians. Pre-test/post-test assessments, bi-annual surveys (Exhibit 4.38, 4.39), and anecdotal evidence collected from TCC students and faculty indicate that assignment-oriented instructional sessions, quarter-long library courses, and reference desk interactions build student competencies and confidence with the research process. Comments from the May 2013 student survey included:

"The librarians really make sure you know your way around the databases, how to use search terms, and they make sure you know who to go to for help with book and computer questions."

"Were it were not for the help and support of everyone that works at the library I would not have

completed any of the classes.”

“Without these sessions my projects simply could not have been completed, at least not with the ‘A’ caliber work that I submitted.”

“I definitely learned things about searching databases online that helped me complete my tasks and have continued to serve me well during my time at TCC.”

Many students taking the two credit Library Science classes have commented that the courses should be “mandatory for all students.”

Instructors who invite librarians to their classrooms have said:

“The quality of research papers is improving.”

“The students I send for your help at the reference desk have made marked improvements in the sources they use.”

“The students were excited about finding sources, and most of them are easily finding three reliable ones.”

Writing, Reading, Researching Across the Curriculum (WRRAC) (4.B.2)

CREATE LEARNING CORE OBJECTIVES: Course Level Student Success, Student Retention

Planning Priority 1.D: *Develop and assess learning outcomes to ensure students transition successfully with the necessary knowledge and skill.*

TCC's Written & Oral Communications (W&OC) program provides an example of a complete cycle of “closing the loop” on, and alignment of, Learning Outcomes. In 2005-6, the W&OC program conducted an assessment project designed to determine the competencies of students exiting the Developmental Studies (pre-college level) program and entering English 101. As part of this assessment project, a faculty team collected and evaluated student essays. While the team expected to assess student competency levels, they actually discovered that grading performed by the team was extremely inconsistent, with one member assigning an A grade and another a D to the same student assignment.

Consequently, in 2006-07, the W&OC faculty held several retreats to revise the W&OC Program Learning Outcomes, revise course learning outcomes for English 101, and design an Essay Grading Rubric to be used in all sections of English 101. The intent was to develop consensus on course outcomes in order to improve consistency across courses. The goals were accomplished, and related changes were implemented in 2007. A beneficial side effect of this project was that several non-English programs across the college also adopted the Essay Grading Rubric developed by the project. Professional Development activities were conducted to orient faculty to the rubric and encourage its use. Since then, all English 101 sections require that at least one essay be evaluated using the rubric. Follow-up Program Learning Outcome projects have used the collated results of evaluated essays to determine student competencies (Exhibit 4.40). There is now greater grading consistency among these courses.

During the 2011-12 academic year, the college conducted the first year of the Degree Learning Outcome (DLO) assessment cycle focusing on Communication and Information/Information Technology. This project built on the work of the W&OC program, using the Essay Grading Rubric to assess student writing across disciplines. The results indicated that over 50% of student artifacts assessed demonstrated competency at the benchmarked acceptable level in writing, and 70% demonstrated competency at or above the acceptable level in researching. Not only did this project provide consistency across faculty, a result of norming the rubric, it also provided a baseline for future assessments of the W&OC Degree Learning Outcome.

As a follow-up to this DLO project, a Communication/Information Technology Core Leadership Team was organized to continue to improve student competencies. The team merged with the Writing, Reading, and Researching Across the Curriculum (WRRAC) group, which was working on similar issues. The merged group has been responsible for major curriculum revisions, including the revision of English 101 courses, and now presents several faculty workshops each quarter on topics such as creating writing assignments, scaffolding of writing assignments, best practices, and creating a TCC template for writing assignments.

Curriculum Alignment Project

CREATE LEARNING CORE OBJECTIVES: Course Level Student Success, Student Retention

Planning Priority 1.D: *Develop and assess learning outcomes to ensure students transition successfully with the necessary knowledge and skills.*

All TCC faculty members meet by program annually to discuss the prior year's Program Learning Outcomes assessment project and to determine appropriate improvements to implement based on the assessment results. These recommendations for improvement are then assigned to specific faculty members for follow-up.

Perhaps the best example of how the PLO projects have been used to inform academic and learning support to enhance student learning is the Curriculum Alignment Project (CAP), which began in 2010-11. Upon completion of one five-year cycle of Program Learning Outcome assessments (2005-10), all programs began a comprehensive program curricula review. The CAP was intended to be the first year of a new ongoing five-year curriculum review cycle. During the 2010-2011 year, one-third of the college's courses were to be reviewed for:

- a) Appropriate pre- and co-requisites
- b) Appropriate placement in the college curriculum
- c) Review of content for rigor and volume
- d) Course learning outcomes using measurable verbs, corresponding with Bloom's or other suitable taxonomy
- e) Alignment of course learning outcomes with program learning outcomes
- f) Revisions based on learning outcomes assessment results

Forty percent of the college's 900+ courses were revised in the first year of the cycle, 2010-11. With the implementation of CurricuNet, the college now has the ability to evaluate how courses meet not only course learning outcomes, but also program and degree learning outcomes (Exhibit 4.3). Currently, all active credit bearing courses have been revised using this process. Developing a structure through which faculty are required to examine how courses fit within their respective programs and degrees has considerably improved the process of aligning courses to work together and individually to improve student learning.

The college anticipates that the next five year cycle of Program and Degree Learning Outcome assessments will demonstrate significant improvements in student learning as a result of these efforts.

Course level improvements based on assessment of course learning outcomes are the responsibility of individual faculty conducting assessments. A culture of inquiry is now the college norm. Faculty routinely engage in conversations about curricular improvements based on assessment data.

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.

Achieving Student Financial Literacy

ACHIEVE EQUITY CORE OBJECTIVES: Completion by Race/Ethnicity, Student Scholarships

Planning Priority 2.A: *Develop and sustain efforts to make college more accessible and affordable.*

In order to fulfill its objective of making TCC more accessible and affordable, TCC has identified a need to help student and their families better understand available financial aid programs, college financial planning, and how to evaluate the disadvantages of debt accrual in view of employment and earnings potential.

Students need information on such topics as colleges cost; options for financing college; including financial aid and scholarships; the financial value of clear educational goals and other financial considerations, including how much debt to incur, the consequences of using loan funds as income, and consequences of enrolling for classes that do not apply to identified degree programs or repeating successfully completed courses in order to raise grades. To address this need, TCC has initiated a number of activities focused on student financial literacy. The college admission information session address financial topics (Exhibit 4.41a). New Student Information sessions include a segment on financial literacy as it relates to the cost of higher education and attendance. The Free Student Workshop Series includes a Financial Literacy workshop: the College Success Strategies Course, HD 101, includes a unit on financial literacy. Two programs that support student success, the Center for Multi-Ethnic/Cultural Affairs (MECA), and the TRIO supported Center for Academic Support and Achievement (CASA), require completion of financial literacy modules as a part of their intake and needs assessment activities. TCC's Outreach program hosts annual Ways2Pay4College expert sessions for current and prospective students, which are also open to our local community. These sessions include workshops on FAFSA Help, Applying for Scholarships, Writing a Personal Statement, Options for 1079 Students, Claiming your College Bound Scholarship, Veterans, and Worker Retraining Options, and assists families with free tax preparation assistance and provides Health Care Plan Assistance sessions.

In 2013, the college's Marketing, Communication and Outreach department began a campaign for students to "Keep Calm and FAFSA On." The outreach campaign includes placing FAFSA follow-up postcards and posters in counseling offices of high schools and in community agencies throughout Pierce County (Exhibit 4.41). The campaign also includes sending college representatives into the community to host workshops, provide presentations on scholarships and financial aid, and simply to help students and parents understand the financial landscape. TCC has also empowered students to identify potential scholarships through its Scholarship Tracking And Review System (STARS).

The intent of these activities is to help students identify and address their educational and financial needs and keeping their financial debt low, benefiting students as well as their college which has an interest in decreasing the institutional cohort default rate (CDR) low. It is important to keep in mind in this context that the CDR is in fact one reflection of TCC's affordability to its students.

Progress on lowering the institutional cohort default rate is encouraging, although, as the data are currently in a transition period as the period defining the default rates has changed from two to three

years. While it was expected that most schools would see significant increases as a result of this change, TCC is performing well relative to other Pierce County community and technical colleges and relative to national averages.

	3year CDR				2 year CDR	
	2009	2010	2011		2009	2010
TCC	8.9	10.3	7.5		16.8*	16.4**
Bates	14.6	16.9	11.7		24.6	25.2
CPTC	12.5	9.5	12.3		20.7	20.6
Pierce	7.4	7.4	8.2		12.7	13.2

* 153 students in default of 906 in repayment

** 166 students in default of 1007 in repayment

National average :	14.7%	Washington State- average:	12.2%
lowest: North Dakota	6.0%	lowest (all WA schools)	2.6%
highest: Arizona	23.2%	highest (all WA schools)	46.6%
Public 2 years	20.9%	lowest CTC	7.5%
Public 4 years	9.3%	highest CTC	27.7%

College Success Strategies Course

ACHIEVE EQUITY CORE OBJECTIVES: Course Level Success by Race/Ethnicity, Student Diversity

CREATE LEARNING CORE OBJECTIVES: College Readiness, Persistence to Degree, Course Level Success Rates, Student Retention

Planning Priority 2.B: Increase access and completion rates for diverse populations in programs that lead to higher wage employment.

In an effort to improve the persistence and success rates of students who arrive at the college unprepared for college level courses or who have not decided on their courses of study, the College developed a College Success Strategies course (HD 101) that includes content on study skills, college and career planning, goal setting, and financial literacy. The course was launched in 2005. In 2006, because early data indicated that the students who completed the course had increased quarter-to-quarter, and year-to-year persistence, the course was made mandatory for students who place two levels below

college level upon entry to the college. Current data indicates an 80% college completion rate for students who take the course and enroll in subsequent quarters (Exhibits A and 4.42).

Successful Course Completion Dashboard

ACHIEVE EQUITY CORE OBJECTIVES: Course Level Success by Race/Ethnicity, Student Diversity

CREATE LEARNING CORE OBJECTIVES: Course Level Success Rates, Student Retention

Planning Priority 2.B: *Increase access and completion rates for diverse populations in programs that lead to higher wage employment.*

TCC is committed to creating a culture that is both *evidence driven and evidence engaged*. The college believes that data based decision making should be the norm at every level of the institution. In an effort to increase completion rates for diverse populations, TCC created its Successful Course Completion Dashboard (Exhibit 4.43), which was originally designed to identify courses with successful completion rates below 80%. The list, which is useful in identifying courses with low completion rates and used regularly by the Executive Vice President for Academic and Student Affairs and instructional deans, was updated annually and posted on the faculty/staff portal. Because many faculty resented the list, however, feeling it was punitive, the college appointed a faculty task force to review the list, including its format and report content, and make a recommendation to the Vice President for Academic and Student Affairs. The task force requested a dashboard that reported completion rates for every course (Exhibit 4.44). When this report format was adopted, faculty felt ownership of the tool and became enthusiastic about the availability of data and utility of the dashboard. As a result, faculty now use course completion evidence to inform classroom, department and division level decision making.

Workforce Development (4.A.5)

ACHIEVE EQUITY CORE OBJECTIVES: Completion by Race/Ethnicity, Student Diversity

ENGAGE COMMUNITY CORE OBJECTIVES: Workforce Development, Economic Contributions

Planning Priority 2.B: *Increase access and completion rates for diverse populations in programs that lead to higher wage employment*

TCC continually tracks student enrollments, student completion data, and county-wide labor market trends to coordinate the use of workforce grants and allocations from State and federal sources such as Worker Retraining, WorkFirst, Basic Food Employment & Training, Opportunity grants, and Perkins. Tracking this data allows the college to leverage available workforce funding to best address identified student and community needs. In order to do so more effectively, the college formed a cross-unit task force to identify way to improve the use of workforce funds to serve the college's diverse student population.

As a result of the task force's analysis, the college is currently preparing to launch a Workforce Department, support ways to college entrance by first generation, low-income, unemployed or underemployed and other under-represented populations. The restructured workforce program will combine student services previously provided separately by the college's Student Services Division and workforce instructional departments. The intention of this reorganization is to more effectively remove barriers, including expenses for tuition, textbooks, transportation, and child care, as well as provide accurate, appropriate information on program entry requirements and program pathways.

Workforce funding is used to provide targeted support services, and support professional-technical program development and implementation, high demand programs, highly enrolled programs, and those identified as a high need in the labor market.

Worker Retraining – In the past two years, TCC has provided tuition, fees, and textbook assistance to 962 worker retraining students in the amount of \$768,400; allocated \$221,813 to purchase state of the art equipment to provide authentic work settings in classrooms; provided \$721,774 to hire adjunct faculty in order to increase the number of professional-technical class sections needed to meet enrollment demands; and provided \$461,404 in financial contributions to the college's advising, retention, and tutoring centers.

WorkFirst – The WorkFirst program serves clients receiving Temporary Assistance for Needy Families (TANF) and referred by their case workers to the college to pursue short term (twelve or fewer months) training programs leading to living wage employment. In the past two years, \$841,458 in WorkFirst funding has provided training for 460 students. To prepare for their success in twelve month professional/technical programs, most of TCC's WorkFirst students are registered in their first quarter for GED classes and courses in basic computer and life skills. WorkFirst funding is also used to provide tuition assistance and college work-study positions for these students. For the past two years a portion of WorkFirst funding was used to provide performance incentives. As a result, TCC met its performance targets both years by the end of fall quarter, earning \$174,547 in performance funds, which allowed the college to provide tuition assistance and work-study positions to additional qualified students.

Basic Food Employment and Training (BFET) - In summer 2012 TCC received \$12,000 to pilot the new Basic Food Employment and Training program to serve students receiving food assistance from the State. BFET students do not qualify for Worker Retraining or WorkFirst and would not be able to pursue an education without this assistance. The college was able to fund tuition, fees, textbooks, and transportation and child care assistance for seven students in the summer 2012 pilot program. During federal fiscal year 2013, TCC received \$168,837 in BFET funds, serving 323 students, and the college has received \$194,208 for federal fiscal year 2014.

Perkins – Over the past two years TCC has received \$681,073 in federal Perkins funds, which have been used to develop and update program curriculum in Emergency Medical Services and the college's Entrepreneur certificate program and to explore the possibility of offering a new Child Protective Service certificate; to expand services provided to nursing students, addressing issues stemming from large enrollments in this field; to provide Access Services to disabled students by hiring a student support specialist and an adaptive technology specialist; to provide advising, intervention, and retention services to professional-technical students; to provide additional student tutors for professional technical programs; and to provide professional development opportunities to professional-technical faculty and administrators to increase their academic knowledge and understanding of industry standards.

Pathway to Completion Initiatives

ACHIEVE EQUITY CORE OBJECTIVE: Completion by Race/Ethnicity

CREATE LEARNING CORE OBJECTIVES: College Readiness, Persistence to Degree

Planning Priority 2.C: *Use technology to increase learning, access, affordability and support for all students.*

An ongoing college goal is to increase the number of students completing degrees and certificates. Students who fulfill program and degree or certificate requirements, but leave the college without applying for these credentials, present a circumstance that both deprives students of their credentials and reflects badly on the college's completion rates. Through its engagement in Achieving the Dream (AtD), TCC focused on driving success for *all students* throughout the organization, creating a sense of urgency around the need to close the achievement gap. As part of this effort, TCC created a framework based on the AtD *Completion by Design* intended to reduce barriers to success by establishing a clear pathway supporting the student experience from initial contact through graduation– the *Pathway to Completion*. The Pathway to Completion imagines the student experience in stages: from connection, to entry, to pre-college, to gateway classes, to capstone experiences (such as internships), and finally, to completion. TCC has identified several opportunities to use technology to reach students in the Pathway to Completion. Several examples of TCC's use of technology to make connections with students are described below.

Connection: Inside TCC

As TCC considered student completion of stages, particularly connection and entry, it became clear that the institution needed an interdepartmental process-based approach to accelerate both student intake and program completion. To accomplish this, TCC designed *Inside TCC*, an electronic tool to provide customized, just-in-time delivery of information addressing student interests and concerns at each stage of the TCC process from the time they enter the college through program completion.

Entry: Accuplacer Outreach and Workshops

TCC recognizes the importance of placement to establish college readiness and of the need for students to understand that process. TCC currently offers free placement testing in local high schools, usually during students' junior year or at the beginning of the senior year. The testing is intended to provide students feedback of their current skills and help identify areas of improvement in order to reach college level upon graduation, and to make them familiar with the testing instrument in order to reduce anxiety during the actual placement process. During fall quarter 2013 TCC tested 1004 students from the Tacoma School District at no cost to the students. Of those tested 605 were students of color.

TCC also encourages students through workshops to prepare for placement testing. The workshops are designed to refresh math and English skills for students that have been away from the classroom for an extended period of time or need help with test-taking strategies. In the coming year the college will study the impact the workshops through student satisfaction surveys and statistical comparison of assessment scores before and after the workshops.

Completion: Degree Boost

Students who fulfill program and degree or certificate requirements but leave the college without applying for these credentials, present a situation circumstance that both deprives students of their credentials and reflects badly on the college's completion rates. In order to identify such students, in fall 2012, the college's Enrollment Services Department acquired and implemented Degree Boost, software developed by another Washington community college. This program, in coordination with TCC's degree audit software, identifies students who although no longer attending the college, completed but failed to apply for degrees or certificates. In the first five quarters using Degree Boost, Enrollment Services

staff were able to contact forty-one students who subsequently applied for and were awarded their degrees and certificates, thereby increasing the number of students who graduated. The Enrollment Services Department has also programmed its degree audit software to provide messages to students informing them when they are close to completing requirements for degrees and certificates (Exhibit 4.45).

Collectively, these steps help students to access higher education, understand the financial requirements and value of completion through a defined pathway, and support the journey to completion. (Standard 5.B)

Enhancing Participation and Success of Underrepresented Groups in STEM

ACHIEVE EQUITY CORE OBJECTIVES: Course Level Success by Race/Ethnicity, Student Diversity

Planning Priority 2.D: Develop and maintain a comprehensive outreach system that connects and engages our diverse community.

In spring 2012, TCC's Science and Engineering Division evaluates participation of students in underrepresented racial/ethnic groups in science, technology, engineering and mathematics (STEM) disciplines in order to focus on improving their recruitment and retention and to identify points at which students of color were lost in the STEM pipeline.

Racial/ethnic representation in an entry-level STEM class, Chem 161, was compared to that in late sophomore-level STEM exit classes. Chem 161 was selected as the entry level class because it is required for all STEM students and only STEM majors are enrolled in it. Three exit classes were selected: 1) Phys 223 for Engineering/Physics, 2) Chem 262 for Chemistry/ChemistryEngineering, and 3) Biol 223 for Biology. Asian students were not included in the demographic ratios, as they are not underrepresented in STEM disciplines.

Table 4.1: STEM participation by underrepresented racial/ethnic groups

Course	N	2008-2009	2009-2010	2010-2011	Average Exit Ratio
Chem 161	391	0.333	0.358	0.232	0.302
Phys 223	161				0.323
Biol 223	90				0.357
Chem 263	55				0.875

The data presented in Table 4.1 indicate that over a three year period the ratio of non-Asian students of color in STEM exit classes was higher than that in the entry class. The chemistry pathway demonstrated an exceptionally high exit ratio, probably primarily due to the small number of non-Asian students of color.

The Science and Engineering Department continues to focus assessment efforts on tracking individual students in order to answer the following questions:

- Are non-Asian students of color progressing at the same rates as white students?

- Do particular classes serve as roadblocks to STEM majors in general and to non-Asian students of color in particular?
- Are students from different demographics running into different barriers?

Although the original analysis was undertaken to determine where students of color were being lost from the STEM pipeline, the data suggest that departmental focus should shift to recruiting students into STEM disciplines. As a consequence of the identified participation gap, the department recommended a marketing campaign that was included, along with related resources, in the college's 2013-2014 Operational Plan.

Student Engagement and Satisfaction Surveys

CREATE LEARNING CORE OBJECTIVE: Student Engagement and Satisfaction

Planning Priority 2.D: *Develop and maintain a comprehensive outreach system that connects and engages our diverse community.*

TCC's Institutional Effectiveness (IE) Department routinely administers surveys to determine student perceptions of the institution. Results are posted on the TCC Portal (Exhibit 4.46) and presented to appropriate college groups, including committees and councils with governing authority. Survey results directly inform decisions outlined in annual action plans of various college units. The Student Services Division, for example, uses Community College Survey of Student Engagement (CCSSE) survey and Student Satisfaction Inventory (SSI) results as Core Indicators of Core Objective achievement.

ENGAGE COMMUNITY

We create and sustain collaborative relationships across the college and with local and global communities.

Student Voice Project

ENGAGE COMMUNITY CORE OBJECTIVE: Cultural Contributions

ACHIEVE EQUITY CORE OBJECTIVE: Student and Employee Diversity

Planning Priority 3.A: *Foster a climate that values and celebrates divergent perspectives and works to achieve social justice.*

In response to faculty and student surveys and research emphasizing achievement gap issues that impact the persistence and success of TCC students, the college is focusing on elevating student voices in order to better integrate diverse perspectives, student self-reflection, and opportunities to learn from students in and out of the classroom. Student opinions are collected through surveys, focus groups, and innovative instructional approaches such as the Student Voice Project.

In September, 2013, to support that year's theme of Living and Working Cooperatively, the Faculty Professional Development Committee invited a panel of ethnically diverse TCC students to join Dr. Geneva Gay, a national leader on culturally responsive teaching, to present at the 2013 Fall Faculty Retreat. Four students from a variety of cultural, income, and academic backgrounds, spoke candidly in an unfiltered forum to over one hundred faculty and administrators about the daily challenges they face in college. While the students conveyed appreciation that TCC is advancing their education, they also spoke about teachers who do not seem to understand students' experiences or who appear to lack skills and attitudes that are necessary for reaching and teaching diverse students. The panel was encouraged to provide divergent perspectives and in some cases conveyed anger and frustration about some of their

TCC experiences. As a result of the students' comments, the Faculty Professional Development Committee is organizing follow-up gatherings to encourage faculty and staff to continue these difficult conversations and to provide professional development and other opportunities to explore culturally responsive teaching strategies and apply them to their work with students. The President's Council on Cultural Diversity also discussed the student forum and faculty reaction to it, and committed to conducting Cultural Competency Training in spring 2014, including assessment using the Intercultural Development Inventory (IDI). The overall goal is to offer regular opportunities for faculty and staff to participate in training in this area.

TCC's Student Voice Project is an intentional community that creates opportunities for students to be creative change agents and to co-create learning at the college. Student and faculty Co-Inquirers conduct action research and create student-produced documentary films addressing campus-wide issues such as student voice, teaching and learning, and institutional decision making. These documentaries support student motivation, agency, and academic persistence. The Student Voice Project has been presented to TCC's Board of Trustees, Instructional Council, and the Multicultural Education Committee, as well as at statewide conferences, where the value of this approach has been reaffirmed.

Core to College

ENGAGE COMMUNITY CORE OBJECTIVE: Community Partnerships

CREATE LEARNING CORE OBJECTIVE: College Readiness

Planning Priority 3.B: *Cultivate local and global partnerships that support college and community economic growth and sustainability.*

Tacoma Community College's Core to College partnership with the Tacoma Public Schools addresses TCC's Core Themes: Create Learning and Engage Community. Initiated by the TCC Board of Trustees and the Tacoma Public School Board in the spring of 2013, the project addresses key K-20 alignment, correlation and integration beliefs:

- Collaboration between high school and community college partners is necessary for implementation of the Common Core Standards,
- Collaboration encourages us to learn from each other, share resources, and, thus, improve the transition of our students from high school into college,
- Collaboration allows us to do a meaningful gap analysis to determine what steps could be taken to improve the transition from high school to college,
- Collaboration fosters a trust-based relationship that will support difficult work on achievement gap issues that are connected to college readiness and placement,
- Collaboration offers the unusual but important opportunity to explore innovative practices, such as Open Educational Resources, shared classrooms, new ways to assess student learning and, thus, smooth the pathway between high school and college.

The Core to College Project includes monthly gatherings of TCC and Tacoma high school writing instructors. TCC representatives include college and developmental level writing instructors, the co-chair of the Written Communications Department, the Dean of the Transitional Studies Program, the Director of the Open Educational Resources department, and the Coordinator of Instructional Design and eLearning. The Tacoma school district is represented by faculty from all five Tacoma high schools. Agenda items include topics such as:

- Analyzing high school and college writing assignments, rubrics, papers and portfolios to find similarities and differences in expectations,
- Research and discussion of Washington State's Common Core Standards and their impact on teaching, learning, and assessment at the high school and college level,
- Research on various student placement models, including Accuplacer, the placement tool used by TCC. Discussions of best-case outcomes of our work together, specifically about more high school students moving from high school directly into college-level writing classes (Exhibit 4.47).

For 2013-14, this year's Core to College project received a \$5,000 grant from the State Board for Community and Technical Colleges (SBCTC) to form a Faculty Learning Community (FLC) to "re-imagine relationships between high school and college instructors, students, teaching and learning in Tacoma." The FLC will explore pressing problems and innovative systemic changes that seek to bridge the divide between high school and college teaching and learning without "blaming" one group or another. It will be effective if, at the end of the year, participants can offer concrete, data-driven proposals for trying new teaching/learning/assessment models that value collaboration among high school and college colleagues.

Student Contributions to TCCs Physical Plant

ENGAGE COMMUNITY CORE OBJECTIVE: Cultural Contributions

CREATE LEARNING CORE OBJECTIVE: Student Engagement and Satisfaction

Planning Priority 3.C: *Enhance attractive, accessible and easy-to-navigate physical and virtual environments.*

TCC develops its Facilities Master Plan using a process that includes faculty, staff, students, and community members to enhance the accessibility, usability, and physical attractiveness of the campus. The college is proud of direct contributions of students to the design, development, and funding of buildings.

The current Student Center, which opened in fall 2001, was financed through student fees and provides students with a web café with wireless internet access, student club space, ASTCC office space, a bookstore, dining services, and office space housing student life, international student programs, the college's Center for Multi-Ethnic/Cultural Affairs (MECA), and the TRIO supported Center for Academic Support and Achievement (CASA) programs.

Student leaders were also involved in developing, funding, and building TCC's Early Learning Center for early childhood development, which opened in the fall of 2008. This state of the art facility provides an eco-friendly, safe campus environment on campus for students to access childcare and early learning for their children in one location, providing service to a wider age range of children than the previous facility.

In spring of 2012 a student focus group identified interest in furthering efforts to construct a multi-purpose health and wellness facility. ASTCC student leaders subsequently funded the research, design, and development of a Health & Wellness Center expansion and renovation of the existing Gymnasium facility. This space will allow increased student access and opportunity for participation in recreational activities, such as intramural programs, special events, speakers, and other multi-purpose functions.

The expansion will extend and modify the current fitness room space to allow increased student accessibility to equipment use as well as additional study space.

Staffing Decisions during an Economic Downturn

ENGAGE COMMUNITY CORE OBJECTIVE: Economic Contribution

ACHIEVE EQUITY CORE OBJECTIVE: Employee Diversity

Planning Priority 3.D: *Attract, support and retain exceptional and diverse faculty and staff.*

Since the 2008 economic downturn ushering in the 2009 global recession, TCC has been challenged in its aim to continue contracting, supporting, and retaining exceptional diverse faculty and staff while experiencing significant declines in state funding. Reduced state funding was manifest in three forms: necessity cuts in programs and staff, an inability to offer pay increases, and large enrollment increases associated with the downturn. Rather than make arbitrary cuts to programs, and in an effort to demonstrate that TCC values its employees, the college appointed a Priorities of Instruction Task Force that included leadership from faculty, classified, exempt staff, and unions, and used a data-driven process to downsize based on financial urgency. In order to protect employee groups that work most directly with students, TCC disproportionately cut positions from exempt staff, reducing from 120 exempt employees in 2008 to 97 in 2011. Over the same period, TCC reduced full-time faculty from 138 to 124 and classified staff from 143 to 136. During this period, the college was forced to increase its reliance on adjunct faculty to continue providing services to a growing enrollment. As a consequence, adding back full-time faculty positions to better balance out full-time to part-time ratios has been a high priority. By 2013-14, the current academic year, TCC has restored the base number of full-time faculty to 134 with additional positions planned for 2014-15. TCC is also strategically replacing exempt and classified positions while monitoring overall institutional sustainability.

Even while subjected to statutory limitations, including an inability to offer pay increases or recognize faculty excellence through awards, TCC has been able to attract highly qualified candidates from a variety of backgrounds because of the college's recognized excellence, culture of inclusion, and commitment to our core themes which are clearly evident to candidates as they visit our college. TCC has also prioritized restoration of recognition awards and cost of living increases as allowed to do so by the state (Exhibit 4.48).

International Partnerships

ENGAGE COMMUNITY CORE OBJECTIVES: Community Partnerships, Economic Contributions, Cultural Contributions

Planning Priority 3.E: *Engage and contribute locally and globally.*

TCC is deeply involved in Tacoma-Pierce County, its local service area. At the same time, TCC recognizes the importance of engaging globally and has worked since 2006 on developing short-term language and culture programs. These programs were originally developed through conversations initiated through existing sister city relationships, the first of which with the University of Kitakyushu in Japan. TCC found there was a need to provide an American education experience for Japanese students who did not care to earn degrees for such reasons as cost or length of time required away from home. Similar programs were later marketed to Kunsan, Tacoma's Korean sister city, and subsequently around the globe. TCC has hosted participants from China, Japan, Korea, Taiwan, and Egypt, who have participated in programs ranging in length from two weeks to six months.

Table 4.2: Short-term Language and Cultural Program Participants

Tacoma Community College Short-Term Language and Culture Program Participants				
Year	Global Discovery Program	Short-Term Program	Total	Countries
2008	28	0	28	Japan, Korea, China
2009	44	37	81	Japan, Egypt, Korea, China
2010	45	59	104	Japan, Korea
2011	53	118	171	Japan, Korea, China
2012	55	68	123	Japan, Korea, Denmark
2013	43	82	125	Japan, China, Denmark, Taiwan, Korea
Grand Total	268	364	632	

These programs provide students opportunities to participate in academic life in America through a combination of formal instruction, cultural immersion, and professional language development, all designed to provide students with well-rounded experiences. Various activities and field trips are also integrated into the programs.

TCC's short-term language and culture programs are completely customizable to meet student needs. Many of the college's overseas partners use these programs to recruit students, providing participants opportunities to sample American education and culture, while shopping for their long-term school, which may in fact be Tacoma Community College.

While these programs provide obvious benefits to the international participants, domestic students and the community also benefit from their interaction with TCC's foreign guests. Students are placed with host families and experience what it is really like to live in America. Additionally, they interact with TCC students at the college, practicing their newfound conversation skills and developing lifelong friendships.

In 2013, TCC became the first 2-year college recognized as a pathway college for graduates of the Global Assessment Certificate™ program (GAC). The GAC is an internationally recognized university preparation program that provides students with the academic skills and knowledge, independent learning skills, English language proficiency and confidence to enter and successfully complete a university bachelor's degree. It is a product of ACT Education Solutions, Limited (a wholly owned subsidiary of ACT Inc). The college is part of a network consisting of more than 100 pathway colleges and universities worldwide. The University of Iowa, Oklahoma State University, and Tacoma's Pacific Lutheran University are among thirty-four participating U.S. universities.

Finally, TCC has joined Community Colleges for International Development (CCID) and is in the initial stages of completing CCID's Framework for Comprehensive Internationalization (FCI), which will inform TCC's improvement efforts in this area.

Standard 4.B: Improvement

Use of Results for Improvement (4.B.1)

As described at more length in Standards Three [page 104] and Five [page 146], TCC used broad stakeholder involvement to identify three Core Themes: Create Learning, Achieve Equity, and Engage Community. Each core theme directly supports a specific segment of the college mission. As concepts, the core themes reflect the programmatic breadth of the college, the weighted value of the college's diverse activities, and the multiple needs and goals of the college community. A set of Core Objectives was developed in order to assess mission fulfillment. Achievement of the respective Core Objectives determines whether the related Core Themes are realized and the college mission fulfilled. Core Theme achievement depends on Core Objective achievement and, within each Core Objective, Core Indicator achievement. The college measures the Core Indicators associated with each Core Objective by collecting and analyzing explicitly defined data related to each Indicator. The Core Indicators are measurable, and progress on the indicators is determined longitudinally and by comparison with other institutions. Currently, TCC considers mission fulfillment to be at or above the State Board for Community and Technical Colleges (SBCTC) mean for each achievement indicator. TCC references Core Indicator achievement in its annual planning process and allocates time, effort, and resources to areas identified for priority improvement.

Tacoma Community College's Core Themes and Annual Operational plans are developed and carried out by all TCC administrative units and instructional programs using unit action plans and program reviews. Each administrative unit and instructional program:

- identifies annual unit/program goals that support one or more of the college's strategic initiatives
- develops strategies for achieving each unit/program goal
- establishes expected results, stated in terms of measurable criteria, when goals are successfully achieved
- assesses, at the end of the planning cycle, whether the unit/program goals were accomplished at the expected level for success
- indicates how the results of the activity will be used to bring about future improvement

Analysis of results at the end of each planning cycle is used to develop future plans, and the planning loop is closed when improvements identified through the planning process have been implemented.

As described on page 110 of this chapter, all TCC's instructional programs regularly conduct comprehensive program reviews using a common review model. The reviews are linked to the college's Core Themes and Indicators, and aimed at improvement. Reviews are expected to:

- Articulate how the program supports the college mission
- List the program's measurable goals and strategies for achieving the goals
- Respond to changing curriculum needs
- Provide and discuss the demographic profile of students enrolled in the program, and address unique program factors that influence the profile
- Provide a profile of program faculty and indicate if the current faculty level is adequate to support the program

- Describe needed program service changes, such as recruitment, orientation, and advising
- Describe connections between the program and the external community
- Describe program facilities, equipment, and safety standards, and indicate if these are adequate
- Identify budget needs
- Document needs for program improvement including appropriate improvement action plans

The instructional program review process is used to identify areas for program improvement and to justify and evaluate program budget requests.

Faculty also evaluate all instructional programs through the Instructional/Learning Outcomes Assessment processes described under Standard 4.A.3 (pages 110-113).

In addition, many of TCC's professional/technical programs also conduct a series of post-graduation evaluations. These evaluations include graduate and employer surveys, as well as evaluations of licensing and certifying examination data (Exhibits 4.49 and 4.50). All professional/technical programs are supported by Advisory Committees composed of industry professionals who are regularly requested to provide evaluative feedback to programs (Exhibit 4.51). The results of all these evaluative methods are taken to faculty for discussion and development of appropriate improvements (Exhibit 4.52).

Effort is made to ensure that student learning assessment results are used by instructional programs to demonstrate achievement of learning goals and to identify gaps in targeted outcomes. Faculty use results to revise curriculum, courses, lessons, and assessment processes. Upon completion of each assessment cycle, reports are completed and posted to the college portal. Program and degree level assessment projects are shared and discussed among faculty. Assessment results are disseminated and discussed by faculty at division, department and program meetings (Exhibit 4.53).

Communicating Results to Stakeholders (4.B.2)

As demonstrated throughout this chapter, TCC plans and assesses fulfillment of the Core Themes and Objectives using meaningful, institutionally identified Core Indicators of achievement and mission fulfillment, and shares both plans and results with the college community. Results are used to identify improvement needs. The operational plan provides an opportunity for TCC to target specific improvement goals based on its core indicators. Each year, divisions and departments identify performance gap resource needs through program review and unit action plan formation. These planning activities use measurable core indicators and targets. During the college budget process, instructional Deans reference assessment results when proposing specific projects to be funded through the operational plan. These projects are prioritized by the Executive Staff who allocate resources toward their completion. All operational plan projects are expected to link to Core Themes and the related Core Objectives, and the status of each project is reviewed at the completion of the period for which they are funded (Exhibits 4.54, 4.55, 4.56).

Chapter Five: Mission Fulfillment, Adaptation, and Sustainability

Executive Summary of Eligibility Requirements

Tacoma Community College is in compliance with the Commission’s eligibility requirements as indicated below:

- 24. *Scale and Sustainability.* The institution demonstrates that its operational scale (e.g., enrollment, human and financial resources and institutional infrastructure) is sufficient to fulfill its mission and achieve its core themes in the present and will be sufficient to do so in the foreseeable future (Standard 5.B).

Standard 5.A: *Mission Fulfillment*

As introduced in Standard One and further discussed in Standards Three and Four, TCC engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments related to its Mission Fulfillment targets.

In order to assess TCC’s fulfillment of its mission, TCC created three Core Themes that relate directly to the mission: Create Learning, Achieve Equity, and Engage Community. Measurable Core Indicators support each of the Core Themes. As described in Standard One, achievement of the Core Themes is determined by ratings attached to their respective Core Objectives, and determined by analysis and contextual information. The performance of all three Core Themes must achieve ratings of *meets expectations* or *exceeds expectations* for the college to achieve an acceptable level of mission fulfillment.

Every August the college publishes an annual report, presented below, on its progress in achieving its core themes and objectives, as determined by its success in achieving the mission fulfillment targets associated with the core indicators. This Core Indicator report is used at the unit level in annual academic program planning and administrative unit planning that occurs in the fall, and at the institutional level in the operational budget planning that occurs in the spring.

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 indicators that fall below their mission fulfillment targets are analyzed, and appropriate action plans are developed to improve future performance. The annual core indicator report and the annual operational plan provide the College community with data for use in monitoring and advancing TCC’s performance relative to the college mission. The core indicators are a four-year (2010/11 - 2013/14) 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 complemented by the annual operational plan indicators and a set of diverse data sets which include assorted TCC data dashboards, survey results, IPEDS and SBCTC data.

Core Theme 1 – Create Learning

Tacoma Community College is a student-centered learning environment. Learning opportunities at the college are aligned with student and community needs and focus on preparing students to transfer to baccalaureate institutions, enter or re-enter the workforce, or gain literacy skills. The college's learning environment address the educational needs of the local population. TCC's innovative curricula, programs, and support services are designed to increase student learning, achievement, and success.

It will be helpful for readers unfamiliar with the Washington State Board for Community and Technical College's (SBCTC) Student Achievement Initiative (SAI) funding, to know that Washington Community and Technical Colleges receive financial rewards for advancing students to higher attainment levels. One momentum point is awarded each time: a student makes a significant basic skills test score gain in math, listening, or reading, or earns a GED; passes a developmental English, or developmental math course; earns his or her first 15 college level credits; earns his or her first 30 college level credits; earns his or her first 5 college level quantitative skills credits; or earns a degree or certificate of at least 45 credits. This initiative rewards colleges for effort all along the educational continuum, recognizing key academic benchmarks that students must meet to complete degrees and certificates.

Core Theme 1: Create Learning								
Core Objective	Indicators of Achievement	08-09	09-10	10-11	11-12	12-13	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	2,383	2,028	2,231	1,842	1,937	1,775 - 3,320	▲
		0.18	0.14	0.13	0.12	0.15	0.11 - 0.21	▲
	1.A.2: Successful completion rates of developmental education courses in:							
	o English	70.1%	75.4%	76.3%	76.6%	77.1%	70% - 80%	●
	o Math	66.1%	69.4%	69.1%	68.0%	72.3%	65% - 75%	●
	o Reading	72.7%	74.1%	74.7%	--	--		
	1.A.3: HD 101; successful completion rates	75.8%	81.1%	80.9%	81.9%	80.1%	70% - 80%	●
	1.A.4: Successful completion rates of last developmental course and first college course within year							
o English	24.1%	27.6%	27.3%	33.1%	35.5%	25% - 35%	●	
o Math	21.6%	20.8%	26.4%	29.3%	30.4%	25% - 35%	●	

Analysis of Core Theme 1.A, College Readiness, indicates that TCC students are making considerable gains in completing developmental English, math, and reading courses as well as successfully completing their first college level English and math courses within a year of completing their respective developmental English and math course sequences. TCC will continue focusing on improving the success of basic skills/GED students, as over the past three academic years momentum points earned by students in this area have trended downward. A major reason for this trend has been the reduced number of distribution of sites and intensity and duration of instruction in this area as a result of reduced State funding. TCC will continue to monitor students' college readiness by tracking the Core Indicators associated with this objective.

Core Theme 1: Create Learning								
Core Objective	Indicators of Achievement	08-09	09-10	10-11	11-12	12-13	Mission Fulfillment Target	Status
1.B: Student Retention	1.B.1: Quarterly and Annual SAI* cohort retention rates:							
	o Transfer (Fall to Winter)	75.4%	75.0%	76.4%	74.1%	--	70% - 80%	▲
	o Transfer (Fall to Spring)	67.0%	64.2%	65.7%	63.4%	--	60% - 70%	▲
	o Transfer (Fall to Fall)	42.6%	45.3%	45.9%	48.9%	--	45% - 55%	▲
	o Workforce (Fall to Winter)	72.3%	77.3%	84.0%	80.4%	--	70% - 80%	●
	o Workforce (Fall to Spring)	63.0%	69.6%	71.1%	71.2%	--	60% - 70%	●
	o Workforce (Fall to Fall)	41.2%	43.9%	52.5%	50.8%	--	45% - 55%	●
	1.B.2: SAI* points for students completing:							
	o 15 college level credits	2,038	2,374	2,426	2,361	2,378	1,692 - 2,445	●
		0.15	0.16	0.14	0.15	0.18	0.11 - 0.16	●
	o 30 college level credits	1,605	1,784	2,008	1,995	2,027	1,392 - 2,026	●
	0.12	0.12	0.11	0.13	0.16	0.09 - 0.13	●	
o 45 college level credits**	1,265	1,392	1,517	1,584	1,669	907 - 1,579	●	

Core Theme 1: Create Learning								
Core Objective	Indicators of Achievement	08-09	09-10	10-11	11-12	12-13	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							
		1,282	1,631	1,945	1,976	2,079	1,138 - 1,549	●
		0.09	0.11	0.11	0.12	0.16	0.07 - 0.11	●
	1.C.2: SAI Completion Point **							
		827	876	1,046	1,144	1,190	907 - 1,145	●
		0.06	0.06	0.06	0.07	0.09	0.05 - 0.08	●
	1.C.3: IPEDS Graduation and Transfer-out rate ***							
	o Graduation Rate, within three years	18%	18%	21%	18%	21%	15% - 20%	●
o Transfer-out rate, within three years	23%	34%	29%	28%	18%	20% - 25%	◆	
o Transfer success (Graduation & Transfer-out) rate, within three years	41%	52%	50%	46%	39%	35% - 45%	▲	
Note: workforce success is located in 3.C.2								

Core Theme 1.C, Persistence to Degree, focuses both on completion of degrees or certificates of at least 45 credits (1.C.2) and on completion of required math courses, recognizing that math often presents a significant barrier to degree and certificate completion. TCC's significant success in these areas is also reflected in graduation rates. The college continues to closely monitor transfer out rates in an effort to identify whether students' course taking practices prevent efficient transfer or whether transfer patterns were disrupted by high TCC enrollment during the recent economic downturn.

Core Theme 1: Create Learning								
Core Objective	Indicators of Achievement	08-09	09-10	10-11	11-12	12-13	Mission Fulfillment Target	Status
1.D: Course Level Student Success	1.D.1: Successful course completion rates in: o Developmental education o General education and professional/technical	74.8%	77.3%	76.8%	77.2%	75.4%	70% - 80%	●
1.E: Student Engagement and Satisfaction	1.E.1: Meeting/exceeding national mean for CCSSE****: o Academic challenge o Active and collaborative learning o Student effort o Student-faculty interaction o Support for Learners 1.E.2: Satisfaction scores for SSI*****: o Academic advising/counseling o Admissions and financial aid o Campus support services o Registration effectiveness	--	--	57	--	--	45 - 55	●
		--	--	57	--	--	45 - 55	●
		--	--	53	--	--	45 - 55	●
		--	--	55	--	--	45 - 55	●
		--	--	52	--	--	45 - 55	●
		--	5.19	--	--	5.10	4.5 - 5.5	●
		--	4.91	--	--	4.90	4.5 - 5.5	▲
		--	4.89	--	--	4.91	4.5 - 5.5	▲
		--	5.26	--	--	5.22	4.5 - 5.5	●

* Student Achievement Initiative (SAI) is the State Board of Community and Technical Colleges' performance based funding model.
 ** Completions in new SAI Model were formerly called Tipping Point (details are being determined by SBCTC with a completion study).
 *** U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Graduation Rates component and Fall Enrollment component. (2009 Cohort reported in 12-13).
 **** CCSSE is the Community College Survey of Student Engagement, given every three years to randomly selected classes of students.
 ***** SSI is the Student Satisfaction Inventory, given every three years to randomly selected classes of students.

TCC effectively influences course level student success, Core Theme 1.D, through its course level assessment and professional development successes described elsewhere in this report. The college takes pride in its success in this area, and particularly in developmental education course completion rates. The college plans to continue to focus on successful course completion with an increased emphasis on using the course level outcomes assessment process to improve quality and inspire classroom innovation.

Fulfillment of TCC's core theme, Create Learning, cannot be effectively determined without considering the perspectives of the college's primary stakeholders, its students. TCC tracks student satisfaction and engagement, Objective 1.E, using the Community College Survey of Student Engagement (CCSSE) and the Student Satisfaction Inventory (SSI) results as Core Indicators of Core Objective achievement. Each survey is administered every three years. The most recent (winter 2011) CCSSE results indicated that students were strongly engaged with their academic pursuits at the college. SSI results (fall 2012) indicate that students were satisfied with college admission and financial aid services and with college support services, and very satisfied with advising and counseling services and registration effectiveness. The college is considering increasing the frequency of these surveys.

Core Theme 2 – Achieve Equity

Tacoma Community College's commitment to social justice is demonstrated in Core Theme 2, Achieve Equity. The college values the variety of cultures, learning styles and life experiences reflected in its diverse student body. TCC is committed to making the college accessible and affordable for and improving completion rates of its historically underrepresented students. The college maintains a comprehensive outreach system to engage the diverse population it serves and strives to create an inclusive climate in which all students feel welcome and are exposed to a wide variety of cultural perspectives, both domestic and international.

TCC considers fulfillment of core theme 2, Achieve Equity, in terms of climate (2.A), outcomes (2.B, 2.C and 2.D), culture (2.E), and in creating scholarship support that is directed at both appreciation of difference and resolution of hardship (2.F). A climate of inclusion is one in which students feel welcome, can identify themselves reflected in college personnel and can explore communities with different perspectives from both the United States and elsewhere.

Core Theme 2: Achieve Equity								
Core Objective	Indicators of Achievement	08-09	09-10	10-11	11-12	12-13	Mission Fulfillment Target	Status
2.A.: Diversity of TCC Students	2.A.1: Annual enrollment:*							
	o African American	1,314	1,306	1,459	1,313	1,311	720 - 2159	▲
	o Asian/ Pacific Islander	2,157	2,186	2,418	2,460	2,605	720 - 2159	●
	o Latino/a	997	1,093	1,075	1,075	1,177	720 - 2159	▲
	o Native American	251	203	204	158	163	72 - 215	●
	o White	7,479	7,354	7,309	6,685	6,527	5,039 - 7,198	●
	o Other/Multi-Race/Unknown	2,724	3,361	6,136	5,576	2,614	720 - 2159	●
	• Received Need Based Financial Aid	3,177	4,024	4,282	4,583	3,998	3580 - 4000	●
	• Reported Disability	752	840	883	888	756	360 - 1070	●
	2.A.2: Annual headcount: international students	416	342	394	460	519	350 - 450	●
	2.A.3: Annual percent, STEM** course enrollment:							
	o Female	32%	39%	32%	29%	33%	30% - 40%	▲
	o Students of Color	31%	32%	31%	34%	36%	30% - 40%	●

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

** STEM race/ethnicity categories are aggregated into "Students of Color" to account for the small student populations in many areas this represents all race/ethnicity categories with the exception of white students

The Core Indicators associated with Core Objective 2.A, TCC Student Diversity, demonstrate that the college attracts local and international students from a diverse range of ethnic/cultural backgrounds. TCC tracks Core Indicator 2.A.3, annual STEM course enrollment; because math and science courses not only function as gatekeepers to success but also create opportunity for employment and socio-economic advancement. As described in Standard Four, page 126, the college is initiating improvement projects to attract more women and persons of color to STEM disciplines.

Core Theme 2: Achieve Equity, continued								
Core Objective	Indicators of Achievement	08-09	09-10	10-11	11-12	12-13	Mission Fulfillment Target	Status
2.B: Course Level Student Success by Race/Ethnicity	2.B.1: Successful course completion rates, dev. ed							
	o African American	66.3%	67.9%	65.8%	62.3%	66.6%	70% - 80%	◆
	o Asian/Pacific Islander	76.1%	75.1%	77.8%	75.1%	76.7%	70% - 80%	●
	o Latino/a	77.5%	77.4%	77.0%	74.4%	75.0%	70% - 80%	●
	o Native American	78.7%	75.6%	72.7%	75.1%	74.5%	70% - 80%	▲
	o White	76.7%	80.6%	79.2%	77.7%	75.6%	70% - 80%	●
	o Other/Multi-Race/Unknown	73.1%	80.9%	82.6%	88.8%	82.5%	70% - 80%	●
	• Received Need Based Financial Aid	71.0%	74.2%	73.6%	71.2%	74.3%	70% - 80%	▲
	• Reported Disability	68.5%	69.9%	71.4%	66.4%	68.0%	70% - 80%	◆
	2.B.2: Successful course completion rates, general ed and prof/tech							
	o African American	72.9%	71.9%	73.5%	71.8%	72.5%	70% - 80%	▲
	o Asian/Pacific Islander	81.7%	81.6%	82.1%	83.0%	82.1%	70% - 80%	●
	o Latino/a	78.1%	79.0%	78.9%	78.6%	79.0%	70% - 80%	●
	o Native American	79.0%	73.1%	77.2%	75.3%	77.1%	70% - 80%	●
	o White	83.5%	84.5%	84.8%	84.9%	84.0%	70% - 80%	●
o Other/Multi-Race/Unknown	83.7%	84.6%	83.6%	82.7%	81.3%	70% - 80%	●	
• Received Need Based Financial Aid	82.9%	82.1%	82.7%	82.2%	82.2%	70% - 80%	●	
• Reported Disability	81.1%	78.1%	81.5%	79.3%	78.5%	70% - 80%	●	

Core Objective 2.B, Course Level Student Success by Race/Ethnicity disaggregates data considered in relation to Core Theme 1, Create Learning, in order to focus on the achievement gap for students from various racial and ethnic groups and students with disabilities. TCC's goal is not only to reduce the achievement gap but to eliminate it entirely, which is why the mission fulfillment targets associated with Core Theme 2.B are the same for every identified group. Although this gap has yet to be eliminated, the college takes pride in the course level success of students from all racial and ethnic backgrounds.

Core Theme 2: Achieve Equity, continued								
Core Objective	Indicators of Achievement	08-09	09-10	10-11	11-12	12-13	Mission Fulfillment Target	Status
2.C: Degree and Certificate Completion by Race/Ethnicity	2.C.1: 4 year completion rate, Workforce (SAI*):							
	o African American	--	--	11%	13%	18%	20% - 30%	
	o Asian/Pacific Islander	--	--	23%	31%	31%	20% - 30%	
	o Latino/a	--	--	16%	19%	24%	20% - 30%	
	o Native American**	--	--	40%**	0%**	50%	20% - 30%	
	o White	--	--	20%	27%	28%	20% - 30%	
	o Other/Multi-Race/Unknown			20%	20%	25%	20% - 30%	
	2.C.2: 4 year completion rate, Transfer (SAI*):							
	o African American	--	--	12%	23%	12%	20% - 30%	
	o Asian/Pacific Islander	--	--	16%	21%	20%	20% - 30%	
o Latino/a	--	--	6%	17%	12%	20% - 30%		
o Native American**	--	--	20%**	38%**	0%	20% - 30%		
o White	--	--	21%	20%	23%	20% - 30%		
o Other/Multi-Race/Unknown			12%	13%	20%	20% - 30%		

* Student Achievement Initiative (SAI) 4 Year Success Cohort data reported after fourth academic year instead of the Cohort Year (2007 Cohort reported in 11-12) this includes both full-time and part-time students.
 ** The population size (N) is very small for these groups, so the percentages are exceptionally variable.

As noted earlier, TCC continues to focus on four year completion rates in transfer programs. TCC believes that the combination of high enrollment and high unemployment in the service area during an economic downturn is impacting students' course selections. If this is true, the institution anticipates seeing significant increases in four year completion rates across all races and ethnicities in coming years. However, TCC does not intend to be complacent around these issues. Using principles such as reduced choice as advocated in much of the completion agenda work, TCC plans to create schedules marketed to part-time students who want to complete a degree in six quarters while initiatives such as reduced choice and more intentional advising around programs of study are expected to have a positive impact on four year completion rates for transfer regardless of the factors contributing to the current status of this objective.

Core Theme 2: Achieve Equity, continued									
Core Objective	Indicators of Achievement	08-09	09-10	10-11	11-12	12-13	Mission Fulfillment Target	Status	
2.D: Degree and Certificate Completion by FT/PT Status	2.D.1: 4 year completion rate, Workforce (SAI*):								
	o Full-Time	--	--	24%	32%	31%	20% - 30%	●	
	o Part-Time	--	--	12%	12%	19%	20% - 30%	◆	
	o Combined	--	--	19%	24%	27%	20% - 30%	●	
	2.D.2: 4 year completion rate, Transfer (SAI*):								
	o Full-Time	--	--	20%	24%	24%	20% - 30%	▲	
o Part-Time	--	--	12%	11%	13%	20% - 30%	◆		
o Combined	--	--	17%	19%	20%	20% - 30%	▲		
2.E: Diversity of TCC Employees	2.E.1: Diversity of TCC Employees**								
	o African American	8%	7%	7%	7%	7%	5% - 15%	▲	
	o Asian/Pacific Islander	7%	7%	7%	7%	8%	5% - 15%	▲	
	o Latino/a	2%	2%	2%	2%	2%	5% - 15%	◆	
	o Native American	1%	1%	1%	1%	1%	1% - 2%	●	
	o White	82%	83%	83%	83%	82%	45% - 75%	●	
2.F: Student Scholarships	2.F.1: Annual number of scholarships awarded by TCC Foundation		128	107	140	139	161	122 - 135	●
	2.F.2: Annual amount of scholarship funds awarded by TCC Foundation		255,840	230,548	281,667	280,158	330,995	261,000 - 289,000	●
* Student Achievement Initiative (SAI) 4 Year Success Cohort data reported after fourth academic year instead of the Cohort Year (2007 Cohort reported in 11-12).									
** Mission Fulfillment Targets are based on Census Data (Fall 2010 Estimate) for Pierce County									

TCC believes that student success is enhanced by a culture of inclusion that begins when the race and ethnicity of college faculty, staff, and administrators reflect the diverse tapestry of backgrounds and experiences present in our community. The college tracks the diversity of its employees, intentionally focusing its recruitment and selection policies and practices on this objective. The college has been less successful than desired in meeting this objective, which presents opportunity for institutional prioritization in the next planning cycle. Beyond enhancing employee diversity, TCC expends significant effort in increasing faculty and staff sensitivity to the learning needs of diverse learners through professional development initiatives along with soliciting improvement suggestions from a variety of internal and external sources including TCC's President's Council on Equity and Diversity (PCED) and Multicultural Advisory Committee (MAC).

Core Theme 3 – Engage Community

Tacoma Community College creates and sustains collaborative relationships within the college and in the local community. TCC is committed to fostering a climate that values and celebrates divergent perspectives, works to achieve social justice, and cultivates community partnerships that support regional economic growth and sustainability. The college works to create an attractive, accessible and easy-to-navigate physical and virtual environment that supports community engagement.

Core Theme 3: Engage Community								
Core Objective	Indicators of Achievement	08-09	09-10	10-11	11-12	12-13	Mission Fulfillment Target	Status
3.A: Development of Tacoma's Workforce	3.A.1: Annual workforce training enrollment	5,281	5,561	6,140	5,720	5,169	5,000 -5,600	▲
	3.A.2: Annual workforce and general studies degrees awarded	766	759	909	977	1,114	800 -950	●
	3.A.3: TCC graduates passing licensure/certification examinations on first attempt:							
	o DMS	100%	100%	100%	100%	100%	85% -95%	●
	o HIM	100%	92%	83%	93%	88%	85% -95%	▲
	o Paramedic	91%	95%	100%	100%	100%	85% -95%	●
	o RN	91%	87%	77%	84%	73%	85% -95%	◆
	o Radiologic Science	100%	100%	100%	100%	100%	85% -95%	●
	o Respiratory Care	86%	85%	85%	100%	95%	85% -95%	●
	3.A.4: Number of businesses receiving contract	32	21	22	31	38	25 -35	●
	3.A.5: Gross revenue of contract training*	298,952	795,629	1,613,128	899,832	1,638,558	700,000 -1,000,000	●
3.A.6: Unduplicated headcount of contract training	2,276	4,005	15,764	9,425	56,007	6,250 -10,000	●	
3.A.7: Employer satisfaction with contract training*	--	--	85%	95%	97%	80% -90%	●	
3.A.8: I-Best** enrollment and progression:								
o Unduplicated Headcount	63	53	62	66	83	55 -65	●	
o Earned 15 Credit SAI Point	49%	30%	55%	30%	39%	25% -50%	●	
o Completed (earned certificate)	40%	32%	42%	38%	27%	25% -50%	▲	

*Contract Training became INVISTA in 2011-12. The businesses, headcount and satisfaction data is for all three locations. The funding is equally distributed between TCC, Clover Park and Pierce College.

**I-Best (Integrated Basic Education and Skills Training) students earning career specific certificates.

TCC's professional/technical programs serve the community by addressing its need for well qualified workforce. The advisory committees to these programs, composed of industry professionals, ensure that the curricula are current and relevant. Area employers provide clinical sites and internships. TCC graduates generally demonstrate high proficiency on their licensure and certification examinations. The college is currently challenged by a declining pass rate on the NCLEX exam for registered nurse (RN) certification, possibly due to the nursing program doubling its capacity since 2008, with significant turnover in the nursing faculty. Lack of program consistency appears to be the reason for the program's decline in first-attempt pass rates. The college is addressing this challenge through a program revitalization plan, which will have been approved and available for review in time for the NWCCU site visit.

In 2011, TCC developed an Interlocal Cooperative Agreement with two neighboring colleges, Pierce College and Clover Park Technical College, to form Invista Performance Solution, a service that operates as a single point of contact for regional business to access workforce development services. The Invista mission is to help companies gain a competitive advantage in the global economy by increasing the skills of their workforce.

Core Theme 3: Engage Community, continued...								
Core Objective	Indicators of Achievement	08-09	09-10	10-11	11-12	12-13	Mission Fulfillment Target	Status
3.B: Community Partnerships to Increase Access, Learning, and Completion	3.B.1: Successful course completion rates:							
	o Fresh Start students	53.7%	59.8%	62.3%	63.7%	60.5%	55% - 65%	
	o Running Start students	82.0%	83.9%	83.4%	82.3%	83.3%	75% - 85%	
	3.B.2: Maintenance of articulation agreements:							
	o TESC Bridge Program	Yes	Yes	Yes	Yes	Yes	Yes	
	o UWT Dual Enrollment Program	Yes	Yes	Yes	Yes	Yes	Yes	
	3.B.3: Maintenance of baccalaureate program offered on TCC campus:							
	o Lesley University	Yes	Yes	Yes	Yes	Yes	Yes	
	3.B.4: Annual revenue for the TCC Foundation	900,859	1,401,767	2,434,781	1,829,914	2,572,261	1,000,000 - 2,000,000	
	3.B.5: Participation of community members in TCC Foundation events	1,580	1,817	1,725	1,480	1,364	1,000 - 2,000	
3.B.6: Perceived quality in performance of TCC's prof/tech graduates in the workplace (5 pt. scale; program advisory committee survey)	--	--	4.2	4.3	4.2	4.0 - 5.0		
3.B.7: Perceived responsiveness of TCC's prof/tech programs in meeting area's workforce needs (5 pt. scale; workforce and program advisory committees survey)	--	--	4.4	4.3	4.2	4.0 - 5.0		
3.B.8: WABERS Federal level scores (ESL) in literacy at Madison Family Literacy Program	70%	--	60%	60%	63%	60% - 70%		

TCC reaches out to area employers through its workforce and program advisory committees. An annual survey was initiated in 2010 – 11 that allows longitudinal tracking of employer perceptions of TCC's responsiveness to workforce needs. While the responses are within the range of TCC's mission fulfillment target, TCC is monitoring a downward trend carefully and is seeking input from area employers, particularly in the area of healthcare, around ways to better support workplace needs.

TCC partners with the Tacoma public schools to provide ESL instruction to immigrant parents of Head Start students in the Madison Family Literacy Program. Parents and children learn together in this innovative program.

Core Theme 3: Engage Community, continued...								
Core Objective	Indicators of Achievement	08-09	09-10	10-11	11-12	12-13	Mission Fulfillment Target	Status
3.C: Economic Contributions to the Tacoma Community	3.C.1: Annual gross expenditures:							
	o Personnel	29,129,714	29,239,760	31,469,589	29,158,602	29,905,651	27,000,000 - 30,000,000	●
	3.C.2: TCC Labor Market Placement*							
	o Employed TCC graduates (completed degrees or certificates)	546	564	680	801	--	500 - 600	●
	o Percentage employed full-time (30+ hours)	56%	57%	54%	50%	--	45% - 55%	●
o Median wage (full-time only)	41,312	39,991	36,799	40,671	--	25,000 - 40,000	●	
o Percentage employed in Pierce County	42%	37%	36%	38%	--	35% - 45%	▲	
*Note: TCC Labor Market Data is data provided through SBCTC with linked data from employment security. --This data is provided one year behind from SBCTC as it represents students that do not return to TCC. (The 2007-08 data is not available from SBCTC anymore.)								

Core Theme 3: Engage Community, continued...								
Core Objective	Indicators of Achievement	08-09	09-10	10-11	11-12	12-13	Mission Fulfillment Target	Status
3.D: Cultural Contributions to the Tacoma Community	3.D.1: Cultural programs for the community:							
	o Art gallery events	37	33	33	31	32	25 - 35	●
	o Public music performances	14	16	16	16	16	10 - 20	●
	o Public sports events	126	126	126	134	130	125 - 135	●
3.D.2: Student Life sponsored cultural programming	--	16	20	22	31	15 - 30	●	

Finally, TCC considers key outcomes for community partnerships both in financial and cultural terms. TCC's economic contributions to Tacoma and Pierce County are significant as indicated in various economic impact studies. TCC continues to seek new ways to enhance its students' economic well-being as well as to provide art, music, and sports activities and programs for both community members and students.

Reviewed holistically, the college is able to state with confidence that it demonstrates mission fulfillment through its core themes and objectives as demonstrated by longitudinal measurement and comparison of its core indicators. Regular review of TCC's mission fulfillment targets and related results are key to achieving and demonstrating continuous improvement.

Standard 5.B: Adaptation and Sustainability

Tacoma Community College exercises sound fiscal management and adheres to all applicable governing laws and regulations to ensure financial sustainability of the institution. Final responsibility for the fulfillment of the college's mission and institutional planning rests with its executive staff with oversight from the Board of Trustees, a five-member policy making body appointed by the Washington State Governor. Within this framework, TCC continues to succeed in fulfilling its mission, pro-actively addressing areas needing improvement, and through its work as a leader college under the Achieving the Dream nationwide initiative, has created a sound evidence-based culture of continuous improvement and student success.

With the global recession of 2009, TCC's ability to ensure fiscal sustainability was challenged on many occasions. As a result of careful stewardship and financial management of existing resources by the college Executive Staff, TCC was able to sustain enrollment and staffing levels for the first year of the financial crisis.

A Board policy requires the college to begin each fiscal year with local operating reserves of no less than 15% of the annual operating budget. Prudent management of fiscal resources and reserves provided a buffer affording the college additional time to strategically plan for the extreme federal and state budget cuts which followed with increasing severity in 2009-12. Despite a 26% reduction in state funding in the four year period from the 2007-09 biennium through 2012-13, crucial re-balancing of the operating budget based on conservative estimates of tuition income allowed TCC to successfully maintain enrollment levels and the college viability while continuing to respond to community needs and maintain core functions. While the majority of budget cuts imposed were implemented through employee attrition, including attrition encouraged through voluntary separation incentives, elimination of weaker or low-enrollment and non-core programs, TCC also implemented a variety of measures to increase operational efficiency as well as seeking other resources, including but not limited to grant funding.

From a facility standpoint, Tacoma Community College has also made significant strides in increasing the environmental sustainability of the campus. Over the past five years, the college has either completed or is currently involved in six primary initiatives that have (or will) reduce energy costs and emission of greenhouse gases and/or increase the sustainability of the campus. These efforts include:

- (1) Electric Vehicles –Over the past several years TCC has replaced gasoline vehicles, which emit greenhouse gases, with electric vehicles. The college now has eight electric vehicles that support the operation, maintenance, and security of the campus.
- (2) Electric Vehicle Charging Stations – Currently, TCC has charging stations for its maintenance, operation, and security fleet of electric vehicles. The college recently solicited consulting services to design the infrastructure for three electric vehicle charging stations, to be installed in one of the parking lots for student, staff, faculty, and visitor use. Construction has begun and is schedule to be completed in spring 2014. The project was undertaken to encourage the use of electric vehicles and lead the way in the reduction of fossil fuel vehicles. This initiative will help reduce greenhouse gas emissions, as well as serving as an example of an environmentally responsible way to think about transportation.
- (3) Solar Generated Electricity – In 2008 Tacoma Community College received a grant from the Office of Financial Management in their Green Energy Project category, to install one of the largest solar arrays in this region at that time. TCC now has 120 solar panels on the roof of the relatively new Center for Science and Engineering building. Averaged over the year, this project generates approximately 87 kilowatt hours per day. The initiative reduces TCC’s purchased electricity consumption and its greenhouse gas emissions.
- (4) LEED Gold Early Learning Center – In 2009 TCC's 13,000 square foot, newly constructed Annette B. Weyerhaeuser Early Learning Center was awarded LEED Gold Certification by the U.S. Green Building Council. The LEED (Leadership in Energy and Environmental Design) Green Building Rating System is a voluntary, consensus-based national standard for developing sustainable buildings which reduce overall greenhouse gas emissions. The project, which went well beyond the current sustainable design required for State projects, set a new standard for sustainable design at TCC and is a model in this respect for other projects within Washington's community college system. The building incorporates natural ventilation, day-lighting, the use of carbon

dioxide (CO₂) occupancy sensors, in-slab hydronic heating, sun shading, low flow toilets, native drought tolerant plants, translucent panels, and other features designed to reduce energy and water consumption. In addition, the building's playground equipment was manufactured from recycled plastic milk containers. The structure was selected from more than 2,500 nominated projects as a Green Building of America Award-winning project and was featured in a special Northwest Green Success Stories edition of *Real Estate & Construction Review*.

- (5) LEED Gold Harned Center for Health Careers –TCC is currently constructing a 69,700 square foot Health Careers Center which is designed to receive a LEED Gold rating from the US Green Building Council. A unique feature of this building is a heating and cooling system featuring 150 200 foot deep geo-thermal wells, incasing a closed water line loop. This heating and cooling system, which also includes a heat recovery system, will significantly reduce the college's external energy consumption and will reduce greenhouse gas emissions. When complete, this building will exceed current building codes for energy efficient lighting and insulation. The structure will also include numerous other sustainable LEED design features including day-lighting, use of local and recycled materials, water conservation fixtures, energy star appliances, energy efficient mechanical systems, occupancy sensors, native and drought, and tolerant landscaping. The building is expected to open in fall 2014.
- (6) Recycling –Over the past number of years Tacoma Community College has increased its recycling volume, significantly reducing its municipal waste stream and refuse disposal costs. The college's Sustainability Committee has made concerted efforts to purchase and increase the number and use of recycling containers, educate students, staff, and faculty on the college's recycling program, and encourage a cultural shift to a more energy conscious and sustainable mindset. The college's Custodial Department recycles the cardboard, paper, and aluminum cans discarded by students and staff, as well as the college bookstore's unused books. The Facilities Department recycles scrap metals, batteries, oil, and fluorescent tubes collected from maintenance activities. The Information Systems Department recycles the college's outdated computers. The college print shop and college photocopiers use only recycled paper. The college's art students melt down and use aluminum and brass in their artwork production.

In addition, a Sustainability Advisory Committee composed of various representatives from across campus meets monthly to discuss best sustainability practices and promote these practices at the college.

Aspirations

As stated in the NWCCU Accreditation Handbook (2013 Edition), accreditation is "a process of recognizing educational institutions for performance, integrity, and quality that entitles them to the confidence of the educational community and the public" (p.1). TCC's year seven self-evaluation is both a retrospective analysis and a demonstration of mission fulfillment. TCC also views this process as aspirational. Reviewing where the college has been, where it is now, and where it hopes to be in the future, accommodates the development of goals for the next planning and accreditation cycle. As part of the self-evaluation, TCC has identified three areas on which to focus these efforts:

1. Significant reductions in state support over the past several years coupled with a cultural shift towards evidence-based decision-making has led the college community to appreciate how organizational performance and mission fulfillment can be improved. For example, although TCC's annual planning and budgeting processes are linked to strategic planning, the steps involved in annual planning, prioritization, resource allocation, and implementation can be better synchronized for improved results. In 2014 – 15, the college will review criteria and tools, such as Baldrige, Six Sigma, or Lean, that might facilitate its institutional planning, assessment, and improvement processes to be more effective and more systematic.
2. While TCC demonstrates strong instructional planning and assessment processes, the integration of degree learning outcomes and program learning outcomes into instructional planning can be improved. The college will consider focusing on ways to better align program planning and assessment to ensure that assessment of degree and program learning outcomes drive curriculum improvements.
3. The recent integration of TCC's institutional effectiveness and professional development functions into a new department (Organizational Learning and Effectiveness) presents an opportunity for the college to be more intentional and systematic in its development activities, developing incentives and indicators to further encourage improvement around learning. To ensure broad stakeholder support, as in the past the college's faculty, classified staff, and student services development groups will be involved in planning in this area.

TCC's ultimately aspires to maintain access, affordability, and success for all the students, providing opportunities them to grow, thrive, and prosper. TCC can only succeed in this endeavor by providing superlative programs and services, demanding excellence from its students, and eliminating the racial/ethnic achievement gap.

Conclusion

Over the past several years, Tacoma Community College has focused on creating meaningful and relevant learning, inspiring greater equity, and celebrating success in our lives and communities. As the college developed core themes to support this mission, established core objectives, and sought to demonstrate fulfillment of the mission and core themes, we saw transformational change in our institutional culture and achieved superior results on our core indicators of achievement.

As we sought to create learning, our underprepared students experienced increased progress towards college readiness, and measures of student success, retention, persistence, satisfaction, and engagement improved.

As we sought to achieve equity through innovations in our developmental education, mathematics, counseling and advising, and professional development programs race and gender achievement gaps were reduced, and the college climate was perceived as welcoming by students of all backgrounds and readiness levels.

As we sought to engage our community, we have been able to establish sustained partnerships with the veterans' community, nonprofit and educational organizations, area business and industry, and advocates for the homeless, disabled, incarcerated, and disenfranchised. Partnerships with other higher education providers are stronger, and our graduates perform at higher levels upon transfer and in the workplace.

In the face of significant economic pressure and internal change, and despite considerable faculty, staff, administrative and Board turnover, TCC's commitment to and fulfillment of its mission and core themes has remained consistent.

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

Appendix: Exhibits

Accessing Exhibits: Employee Portal> College Info> [Institutional Effectiveness](#) » Accreditation Self Study

NOTE: For the dashboards, you will be required to download and install [Tableau Reader 8.0](#) software.

Common Exhibits:

Exhibit A [Core Indicators](#)

Exhibit B [Conceptual Framework for Mission Fulfillment](#)

Exhibit C [Operational Framework for Continuous Improvement](#)

Exhibit D TCC [2010-14 Strategic Plan](#)

Exhibit E [TCC Organizational Chart](#)

Exhibit F [Tacoma Community College 2013-2014 College Catalog](#) ; [Tacoma Community College 2013-2014 Online Catalog](#)

Exhibit G TCC [Shared Governance Flow Chart](#)

Exhibit H [Faculty Negotiated Agreement, July 1, 2011 to June 30, 2014](#)

Exhibit I [Community and Technical Colleges Chapter RCW 28B.50.020](#)

Exhibit J [Board of Trustees Policy Manual](#)

Exhibit K TCC [Employment Page](#) and [Administrative/Staff Opportunities Page](#) & [Faculty Opportunities Page](#)

Exhibit L [Ethics in Public Service Chapter 42.52 RCW](#)

Exhibit M [Code of Student Conduct Chapter 132V-121 WAC](#)

Exhibit N TCC: [Code of Student Conduct](#)

Exhibit O Student Portal > Student Services & Support > Publications/Forms > Academic Review Policy & Procedures: [Screenshot](#)

Exhibit P TCC Employee [Code of Ethics](#)

Exhibit Q TCC [Copyright Policy](#)

Exhibit R TCC [Budget Development, Adoption, and Administration](#)

Exhibit S [Public Contracts and Indebtedness Title 39 RCW](#)

Exhibit T [Administrative and Professional Performance Assessment](#) and [Classified Performance and Development Plan](#)

Standard One:

Exhibit 1.1 [Completion by Design Concept Paper](#)

Exhibit 1.2 [Pathway to Completion](#)

Exhibit 1.3 [Achieving the Dream: Tacoma Community College](#)

Exhibit 1.4 [Achieving the Dream: Leader Colleges](#)

Exhibit 1.5 [SBCTC: Student Achievement Initiative](#)

Exhibit 1.6 [Lumina Research Report - Data Don't Drive](#)

Exhibit 1.7 [A Matter of Degrees: Promising Practices for Community College Student Success](#) (Page 15)

Exhibit 1.8 [Preventing Loss, Creating Momentum Framework: Our Approach](#)

Exhibit 1.9 [ACCT's College Completion Challenge: Tacoma Community College](#)

Exhibit 1.10 [Finish What You Start Study: A Look at Broward College Student Success Pipeline](#)

Exhibit 1.11 [About Community College Survey of Student Engagement \(CCSSE\)](#)

Exhibit 1.12 [Student Satisfaction Inventory™ \(SSI\)](#)

Exhibit 1.13 [Multicultural Advisory Council](#)

Exhibit 1.14 [Governance Institute for Student Success \(GISS\)](#), now known as Student Achievement Initiative (SAI)

Exhibit 1.15 [Bill and Melinda Gates Foundation: Postsecondary Success](#)

Exhibit 1.16 [TCC Economic Impact, The Business Perspective, March 2011](#)

Exhibit 1.17 [Role of Pre-College \(Developmental and Remedial\) Education Report](#)

Standard Two:

- Exhibit 2.1 TCC Non-discrimination policy: [Equal Employment Opportunity/Diversity](#)
- Exhibit 2.2 [Board of Trustees Chapter RCW 28B.50.100](#)
- Exhibit 2.3 TCC Board of Trustees [Conflict of Interest Annual Statement](#)
- Exhibit 2.4 [Collection Development Policy](#)
- Exhibit 2.5 [Student Rights, Freedoms, and Responsibilities](#)
- Exhibit 2.6 [Operating Reserves, CAM ADSV-404](#)
- Exhibit 2.7 [WA State Auditor's Office Audit Report 2007-2009](#)
- Exhibit 2.8 Employee Portal > College Info > TCC Committees: [Screenshot](#)
- Exhibit 2.9 [Pierce County Coordinating Council](#)
- Exhibit 2.10 [Education and Vocational Programs for Offenders](#) and [Offender Financial Responsibility, 2012](#)
- Exhibit 2.11 [SBCTC: About Us](#)
- Exhibit 2.12 [SBCTC: Board](#)
- Exhibit 2.13 [Community and Technical Colleges: Chapter 28b.50 RCW](#)
- Exhibit 2.14 [Open Public Meetings Act Chapter 42.30 RCW](#)
- Exhibit 2.15 [TCC Presidential Contract](#)
- Exhibit 2.16 [Presidential Goals and Evaluation](#)
- Exhibit 2.17 [Board of Trustees Self Evaluation Performance Review 2012-13](#)
- Exhibit 2.18 [Board of Trustees Goals and Objectives 2013-14](#)
- Exhibit 2.19 [President Transue, Resume](#)
- Exhibit 2.20 [Unit Action Plan Fall 2012](#) and [Annual Program Review Fall 2012](#)
- Exhibit 2.21 [TCC Councils and Committees](#)
- Exhibit 2.22 Student Portal > Student Services & Support > Policies and Procedures: [Screenshot](#)
- Exhibit 2.23 [TCC Student Right to Know/Completion and Graduation Rates](#)

Exhibit 2.24 Employee Portal > College Info > Forms & Publications > Campus Publications > College Administrative Manual: [Screenshot](#)

Exhibit 2.25 Student Portal > Library > About the Library > Borrowing Materials: [Screenshot](#)

Exhibit 2.26 Student Portal > Library > About the Library > Computers & Other Equipment: [Screenshot](#)

Exhibit 2.27 Student Portal > Library > About the Library > Study Spaces: [Screenshot](#)

Exhibit 2.28 [TCC Copyright Notice](#)

Exhibit 2.29 [TCC Copyright Basics](#)

Exhibit 2.30 Student Portal > Library > About the Library > Library Conduct: [Screenshot](#)

Exhibit 2.31 Student Portal > Library > About the Library > For Distance Learners: [Screenshot](#)

Exhibit 2.32 Student Portal > Academics & Registration > Transfers & Career Paths: [Screenshot](#)

Exhibit 2.33 TCC [Assess Your Skills](#)

Exhibit 2.34 [CTC Inter-College Reciprocity Policy](#)

Exhibit 2.35 [College in the High School Program MOU](#)

Exhibit 2.36 [Servicemembers Opportunity Colleges \(SOC\) Consortium](#)

Exhibit 2.37 [Challenge Courses](#)

Exhibit 2.38 History: [SBCTC Common Course Numbering](#)

Exhibit 2.39 [SBCTC: Common Course List](#)

Exhibit 2.40 Student Portal > Student Services & Support > Publications/Forms > Policies and Procedures: [Screenshot](#)

Exhibit 2.41 [Fresh Start Information](#) and [Fresh Start Page](#)

Exhibit 2.42 [TCC International Student Programs Brochure](#)

Exhibit 2.43 TCC: [English for Academic Purposes \(EAP\)](#) and [International Students](#)

Exhibit 2.44 [Validation Report 2008](#)

Exhibit 2.45 TCC [Accuplacer](#)

Exhibit 2.46 TCC [Academic Review Policy](#)

Exhibit 2.47 TCC [Student Government](#)

- Exhibit 2.48 [Editorial Policy, The Challenge](#)
- Exhibit 2.49 SBCTC: [Human Resource Management Commission \(HRMC\)](#)
- Exhibit 2.50 Employee Portal > Campus Services > Human Resources > Union Agreements/Seniority Lists > Classified Staff Union Agreements: [Screenshot](#)
- Exhibit 2.51 [Data Sharing Agreement MOU](#)
- Exhibit 2.52 [Public Records Act Chapter 42.56 RCW](#)
- Exhibit 2.53 [Family Educational Rights and Privacy Act \(FERPA\)](#)
- Exhibit 2.54 [Health Information Privacy](#)
- Exhibit 2.55 [Data Confidentiality and Security Agreement](#)
- Exhibit 2.56 [General Retention Schedule for Washington's Community and Technical College System](#)
- Exhibit 2.57 [TCC Approval Letter with Retention Schedule](#)
- Exhibit 2.58 [Information Security Policy](#)
- Exhibit 2.59 [Careers @ TCC Login](#)
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- Exhibit 2.62 TCC [Code of Ethics](#)
- Exhibit 2.63 [TCC 2005 Ethics Brochure](#)
- Exhibit 2.64 Student Portal > Student Services & Support > Policies & Procedures > Grievance Procedure for Final Course Grades: [Screenshot](#)
- Exhibit 2.65 [Grievance Procedure - Sexual Harassment, Sex Discrimination, and Disability Discrimination Chapter 132V-300 WAC](#)
- Exhibit 2.66TCC [Sexual Harassment Policy](#)
- Exhibit 2.67 TCC [Discrimination and Harassment Policy](#)
- Exhibit 2.68 TCC [Grievance Procedure](#)
- Exhibit 2.69 TCC Students [Access Services](#) and [Access Services Student Handbook](#)
- Exhibit 2.70 TCC Employees [Reasonable Accommodation Policy](#)

Exhibit 2.71 TCC [Privacy Policy](#)

Exhibit 2.72 [Washington State Executive Ethics Board](#)

Exhibit 2.73 TCC [Nepotism/Employment of Relatives Policy](#)

Exhibit 2.74 [Northwest Commission on Colleges and Universities](#)

Exhibit 2.75 About TCC: [Accreditation](#)

Exhibit 2.76 Chapter 15 - [Personal Service Contracts](#)

Exhibit 2.77 Employee Portal > Campus Services > Campus Financial Services > Forms > Contract: [Screenshot](#)

Exhibit 2.78 [Interlocal Cooperation Act Chapter 39.34 RCW](#)

Exhibit 2.79 [Request for Defense Chapter RCW 4.92.060](#) and [Legal Expenses Chapter RCW 4.92.070](#)

Exhibit 2.80 [Public Funds - Deposits and Investments - Public Depositories Chapter 39.58 RCW](#); [Public Funds - Authorized Investments Chapter 39.59 RCW](#)

Exhibit 2.81 [TCC - 2009 Facilities Master Plan](#)

Exhibit 2.82 [SBCTC Policy Manual, Chapter 6 Appendices](#)

Exhibit 2.83 TCC [College Investments Policy](#)

Exhibit 2.84 [Exempt and Faculty Supplemental Recruitment Plan](#)

Exhibit 2.85 [Administrative, Professional/Technical and Faculty Hiring Procedures](#)

Exhibit 2.86 [Recruitment & Hiring Procedures for Classified Employees](#)

Exhibit 2.87 [Academic, Administrative & Professional Employee Screening Guidelines](#) and [Classified Screening](#)

Exhibit 2.88 [Faculty Professional Growth Plan](#)

Exhibit 2.89 [Institute of Design at Stanford](#)

Exhibit 2.90 [Faculty Development in eLearning](#) and [Faculty Learning Communities](#)

Exhibit 2.91 Employee Portal > College Info > TCC Committees > Classified Staff Council Committee: [Representative Screenshot](#)

Exhibit 2.92 Classified Staff: [Funding Request Guidelines](#) and [Funding Request Form](#)

Exhibit 2.93 [WFSEHE Negotiated Agreement 2013-2015](#)

- Exhibit 2.94 [WPEAHE Negotiated Agreement 2013-2015](#)
- Exhibit 2.95 [SBCTC Tuition Waiver](#)
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- Exhibit 2.97 [Institutional Faculty Profile](#)
- Exhibit 2.98 [Number and Source of Degrees of Faculty](#)
- Exhibit 2.99 [Students Welcome Brochure](#)
- Exhibit 2.100 [CCSSE 2011 Key Findings](#)
- Exhibit 2.101 [About ICRC](#)
- Exhibit 2.102 [TCC Course Syllabi Policy](#)
- Exhibit 2.103 [Syllabus Template Table](#)
- Exhibit 2.104 [eLearning Course Expectations and Development](#)
- Exhibit 2.105 [SBCTC: Transfer Associate Degrees](#)
- Exhibit 2.106 Employee Portal > College Info > TCC Committees > Curriculum Committee: [Representative Screenshot](#)
- Exhibit 2.107 [Curriculum Committee Manual](#)
- Exhibit 2.108 [TCC Instructional Assessment](#)
- Exhibit 2.109 [Learning Outcomes Assessment](#)
- Exhibit 2.110 [Student Library Survey, 2013](#)
- Exhibit 2.111 [Prior Learning Assessment Policy](#)
- Exhibit 2.112 [Prior Learning Assessment through a Portfolio \(PLA\)](#)
- Exhibit 2.113 [IC Efficiency Report](#)
- Exhibit 2.114 [The ICRC Handbook, Updated August 2013](#)
- Exhibit 2.115 SBCTC: [Transfer Associate Degrees](#)
- Exhibit 2.116 [SBCTC: Associate in Science-Transfer \(AS-T\)](#)
- Exhibit 2.117 [Invista Annual Report 2012-2013](#)
- Exhibit 2.118 [Madison Family Literacy Center Facebook Page](#)

- Exhibit 2.119 [Washington Corrections Center for Women](#)
- Exhibit 2.120 [Mission Creek Corrections Center for Women](#)
- Exhibit 2.121 TCC [CASA/MECA](#)
- Exhibit 2.122 [Inside TCC, Eighth Grade Example](#)
- Exhibit 2.123 [Inside TCC, Freshman Example](#)
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- Exhibit 2.128 [Inside TCC, Request for Information Form](#)
- Exhibit 2.129 TCC: [TRIO Educational Talent Search](#)
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- Exhibit 2.133 TCC: [Achievers Scholars](#)
- Exhibit 2.134 TCC: [WorkFirst](#) and [Worker Retraining](#)
- Exhibit 2.135 [Metropolitan Development Council](#); [MDC Partnership with TCC](#)
- Exhibit 2.136 [Advisor Dashboard PowerPoint](#)
- Exhibit 2.137 Student Portal > Quick Links > My E-Services > Degree Audit: [Screenshot](#)
- Exhibit 2.138 For example TCC: [Respiratory Therapy](#)
- Exhibit 2.139 [Confidentiality of Student Records Policy](#)
- Exhibit 2.140 [Statement of Confidentiality](#)
- Exhibit 2.141 TCC: [Costs and Aid](#)
- Exhibit 2.142 Student Portal > Money & Jobs > Financial Aid & Scholarships: [Representative Screenshot](#)
- Exhibit 2.143 Federal Student Aid: [StudentLoans.gov](#)

Exhibit 2.144 [Entrance Counseling Guide for Direct Loan Borrowers](#)

Exhibit 2.145 Federal Student Aid: [Exit Counseling Welcome](#)

Exhibit 2.146 Direct Loans: [When you Leave or Graduate School](#)

Exhibit 2.147 Student Portal > Money & Jobs > Financial Aid & Scholarships > Financial Aid Portal: [Representative Screenshot](#)

Exhibit 2.148 [National Student Loan Data System Student Access](#)

Exhibit 2.149 [MtM - Declared and Prepared](#)

Exhibit 2.150 [Declared and Prepared PowerPoint](#)

Exhibit 2.151 [TCC Focused Interim Review, 2006](#)

Exhibit 2.152 Student Portal > Academics & Registration > Advising Information: [Representative Screenshot 1](#) and [Representative Screenshot 2](#)

Exhibit 2.153 TCC: [Advising](#)

Exhibit 2.154 Student Portal > Campus Life > Student Life > About: [Screenshot](#); TCC: [Campus Life](#)

Exhibit 2.155 [Tacoma Community College Bookstore: Ways to Save](#)

Exhibit 2.156 TCC [Athletics](#)

Exhibit 2.157 [Library Unit Action Plan Fall 2012](#)

Exhibit 2.158 For example LibGuide: [English 101](#)

Exhibit 2.159 TCC [Library](#)

Exhibit 2.160 Student Portal > Student Services & Support > Library: [Screenshot](#)

Exhibit 2.161 Employee Portal > College Info > Institutional Effectiveness > Institutional Research > Surveys > SSI: [Representative Screenshot](#)

Exhibit 2.162 [Revenues and Expenditures Summary Report 2004-05 to 2012-13](#)

Exhibit 2.163 [TCC Financial Report, June 2013](#)

Exhibit 2.164 [Washington State Department of Enterprise Services: Risk Management](#)

Exhibit 2.165 Employee Portal > College Info > TCC Committees > Budget Committee: [Representative Screenshot](#)

Exhibit 2.166 TCC [Administrative Services Organization Chart](#)

- Exhibit 2.167 TCC [2012-13 Operational Plan](#)
- Exhibit 2.168 [TCC Facilities Master Plan 2001-11](#)
- Exhibit 2.169 [Capital Projects 2001-03](#)
- Exhibit 2.170 [Capital Projects 2003-05](#)
- Exhibit 2.171 TCC [Auxiliary Services](#)
- Exhibit 2.172 [SBCTC Fiscal Affairs Manual](#)
- Exhibit 2.173 [State Administrative & Accounting Manual \(SAAM\)](#)
- Exhibit 2.174 Combined TCCF Audited Financial Statements for [2009](#), [2010](#), [2011](#)
- Exhibit 2.175 [Major Capital Improvements from 2001-2013](#)
- Exhibit 2.176 [Organizational Units within Facilities Department](#)
- Exhibit 2.177 Employee Portal > College Info > TCC Committees > Emergency Preparedness & Safety Committee: [Representative Screenshot](#)
- Exhibit 2.178 Washington State Department of Labor and Industries: [Worker Right to Know](#)
- Exhibit 2.179 [TCC Disaster Plan](#)
- Exhibit 2.180 [Maintenance Staff Renovations Examples](#)
- Exhibit 2.181 [Additional Capital Improvements Examples](#)
- Exhibit 2.182 [Information Systems, Unit Action Plan 2010-11](#)
- Exhibit 2.183 [TCC Foundation Agreement](#)
- Standard Three:**
- Exhibit 3.1 Employee Portal > College Info > TCC Committees: [Screenshot](#)
- Exhibit 3.2 Operational Plans [2012-13](#), [2011-12](#), [2010-11](#), [2009-10](#)
- Exhibit 3.3 [Unit Action Plan Fall 2012](#)
- Exhibit 3.4 [Annual Program Review Fall 2012](#)
- Exhibit 3.5 [TCC Councils and Committees](#)
- Exhibit 3.6 Employee Portal > Campus Services > Campus Financial Services>BudgetTrack: [Screenshot](#)
- Exhibit 3.7 [TCC Annual Security and Fire Safety Report](#)

Exhibit 3.8 Employee Portal > Campus Services > Public Safety: TCC [Emergency Procedures](#)

Exhibit 3.9 Employee Portal > College Info > TCC Committees > Emergency Preparedness & Safety Committee: [Representative Screenshot](#)

Standard Four:

Exhibit 4.1 [Strategic Planning Taskforce Membership Fall 2009](#)

Exhibit 4.2 [Annual Program Review Form](#)

Exhibit 4.3 [Health Information Management \(HIM\) Outcome Map](#)

Exhibit 4.4 [Syllabus Templates in Instructor Briefcase](#)

Exhibit 4.5 [Course Learning Outcome Survey](#)

Exhibit 4.6 [Professional Development Day Powerpoint September 2011](#)

Exhibit 4.7 [Professional Development Day Powerpoint September 2012](#)

Exhibit 4.8 [Course Learning Outcome Survey Results 2013](#)

Exhibit 4.9 Program Missions and Program Learning Outcome: [Link](#) and [Screenshot](#)

Exhibit 4.10 TCC [Program Learning Outcomes \(PLO\)](#)

Exhibit 4.11 Five Year Program Learning Outcomes Plans: [Link](#) and [Sample Accounting Program Screenshot](#)

Exhibit 4.12 [Program Learning Outcomes Assessment Cycle](#)

Exhibit 4.13 Old Program Learning Outcome Projects: [2005-2007](#), [2007-2012](#), and [Sample 2005-2006 Accounting Program Screenshot](#)

Exhibit 4.14 [Program Learning Outcome Projects \(2013\)](#)

Exhibit 4.15 Charts of Aggregate Program Learning Outcome Reports: [Link](#) and [Sample Screenshot](#)

Exhibit 4.16 [Program Learning Outcome Discussion Form \(Pre-Instructional Week\)](#)

Exhibit 4.17 TCC [Degree Learning Outcomes](#)

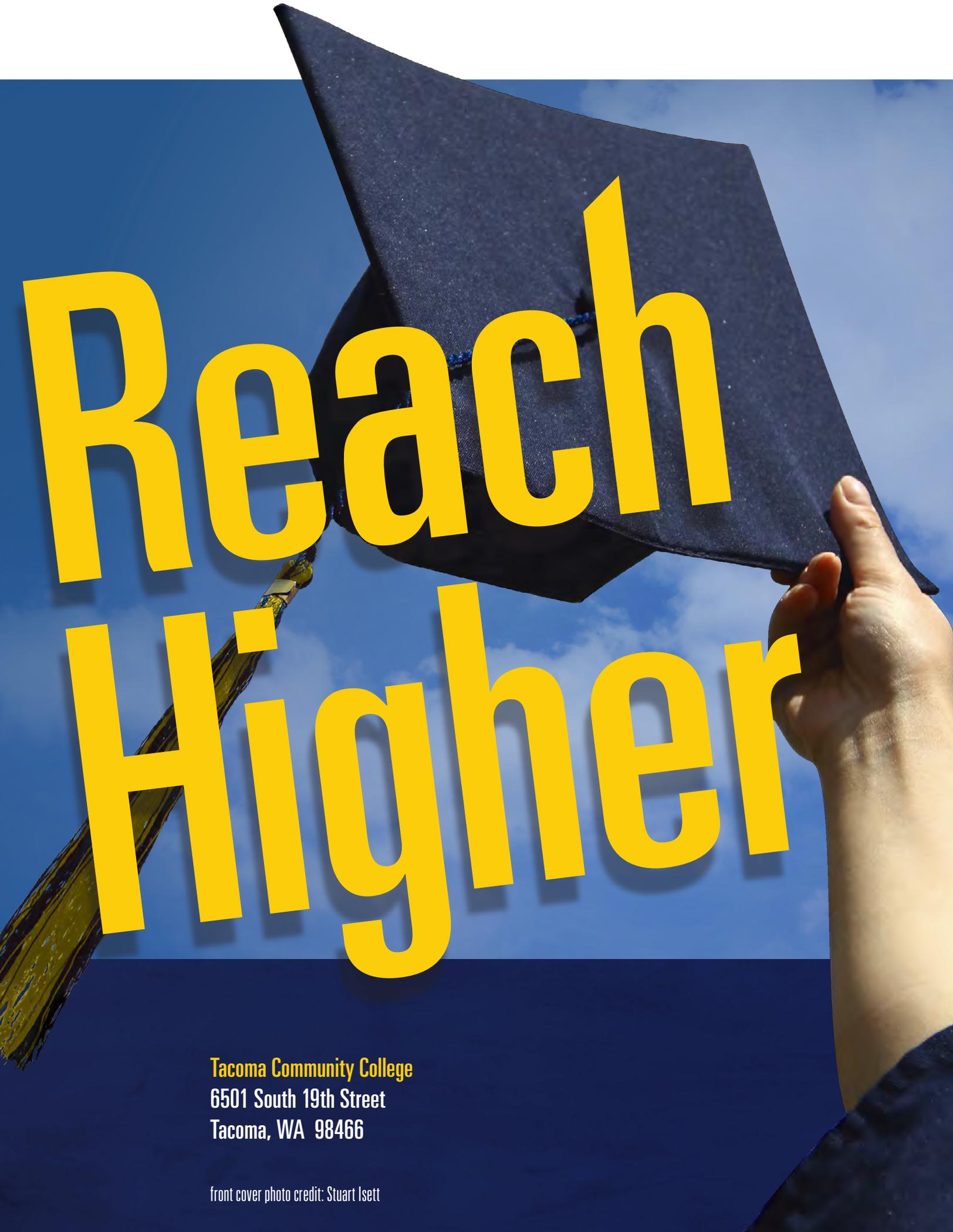
Exhibit 4.18 [Five Year Cycles for Learning Outcomes](#)

Exhibit 4.19 [Degree Learning Outcome COM/IIT Final Task Force Report 2012](#)

Exhibit 4.20 [COM/IIT Core Leadership Team \(WRRAC\) Report 2012](#)

- Exhibit 4.21 [Degree Learning Outcome Critical Thinking Final Task Force Report 2013](#)
- Exhibit 4.22 [Professional Development Day Presentation September 2013](#)
- Exhibit 4.23 [Minutes of Instructional Council, January 13, 2014](#)
- Exhibit 4.24 [Critical Thinking Core Leadership Team Minutes](#)
- Exhibit 4.25 [Student Learning Improvement Council \(SLIC\) Minutes](#)
- Exhibit 4.26 Instructional Assessment Steering Committee (IASC) Minutes: [Link](#) and [Page Screenshot](#)
- Exhibit 4.27 [IASC Program Learning Outcome Project Peer Review Rubric](#)
- Exhibit 4.28 [Summary Report of PLO Project Peer Review by IASC 2013](#)
- Exhibit 4.29 [IASC Minutes of PLO Plan Peer Review \(November 20, 2013\)](#)
- Exhibit 4.30 IASC Minutes of Discussions of Course and Degree Learning Outcomes Processes 2012 and 2013: [Link](#) and [Page Screenshot](#)
- Exhibit 4.31 Fall Pre-Instructional Days Agenda of PLO Project Results Discussions: [2012 Schedule](#) and [2013 Schedule](#)
- Exhibit 4.32 [Faculty Learning Communities Data Sheet](#)
- Exhibit 4.33 [Developmental Education Redesign](#)
- Exhibit 4.34 [Statway Statistics](#)
- Exhibit 4.35 [C-Math Statistics](#)
- Exhibit 4.36 Library Bi-annual Student Survey Results 2013: [Analysis](#) and [Report](#)
- Exhibit 4.37 LibGuides: [HD 101](#)
- Exhibit 4.38 [Library Bi-annual Faculty Survey](#)
- Exhibit 4.39 [Library Faculty Survey Results Report](#)
- Exhibit 4.40 Written & Oral Communications PLO Reports Following Up on Essay Grading Rubric (2009/10 and 2011/12): [Link](#) and Sample [Accounting Program 2009-10 Screenshot](#)
- Exhibit 4.41 FAFSA [brochure](#) and [Flyer](#)
- Exhibit 4.41a [Inside TCC Dashboard](#)*
- Exhibit 4.42 HD 101 Data on: [GPA](#), [SAI Points](#), and [Retention](#)

- Exhibit 4.43 Successful Course Completion: [Dashboard](#) or [PDF](#)
- Exhibit 4.44 Completion Dashboard: [Dashboard](#) or [PDF](#)
- Exhibit 4.45 [Degree Boost Data Table](#)
- Exhibit 4.46 TCC Institutional Effectiveness Page on Portal: [Link](#) and [Page Screenshot](#)
- Exhibit 4.47 [Core to College Minutes, Task Force Update, Work Group Notes](#)
- Exhibit 4.48 [Employee Profile by Classification](#)
- Exhibit 4.49 [Examples of Professional/Technical Program Graduate Surveys](#)
- Exhibit 4.50 [Examples of Professional/Technical Program Employer Surveys](#)
- Exhibit 4.51 [Examples of Advisory Committee Meeting Discussions about Graduate/Employer Survey Data](#)
- Exhibit 4.52 [Examples of Faculty Committee Meeting Discussions about Graduate/Employer Survey Data](#)
- Exhibit 4.53 Examples of Division and Program Meeting Discussions of PLO/DLO Project Results: [Division Meetings](#) and [Program Meetings](#)
- Exhibit 4.54 [2012-14 Operational Plan Report](#)
- Exhibit 4.55 [2013-14 Operational Plan](#)
- Exhibit 4.56 [Examples of Division and Program Meeting Discussions of PLO/DLO Project Results](#)
- Standard Five:**
- Exhibit 5.1 [TCC Solar Power Installation](#)
- Exhibit 5.2 [TCC Green Projects](#)

A hand is shown from the right side, holding a blue graduation cap (mortarboard) against a bright blue sky with light clouds. The cap is tilted upwards. The text 'Reach Higher' is overlaid in large, bold, yellow letters across the center of the image.

Reach Higher

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front cover photo credit: Stuart Isett