

TCC

TACOMA COMMUNITY COLLEGE ACCREDITATION 2021

Narrative



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Institutional Overview



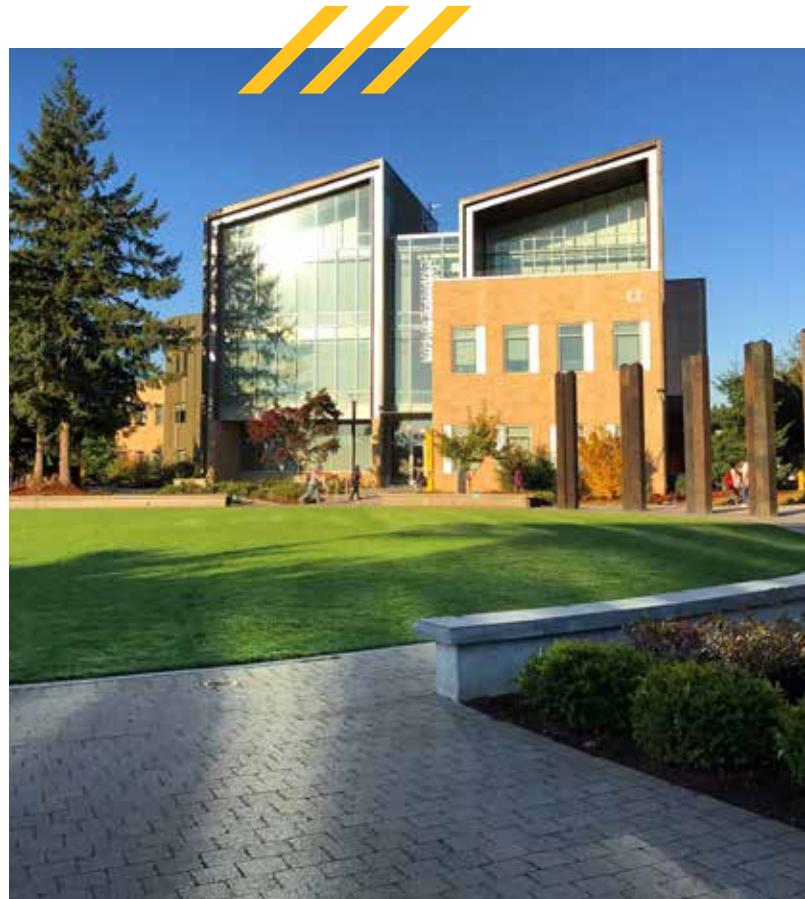
Tacoma Community College (TCC) is a public, two-year institution of higher education authorized by the State of Washington under the Community College Act of 1967.

The college is part of a system of 34 community and technical colleges, the State Board of Community & Technical Colleges (SBCTC). Under the purview of a local Board of Trustees, with oversight by SBCTC, 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 891,299 residents of Pierce County. The college also provides programs at a second campus in nearby Gig Harbor, another at the Washington Corrections Center for Women in Purdy, Washington, as well as the Mission Creek Corrections Center for Women in Belfair, Washington.

TCC offers over 60 associate degrees, 24 professional certificates, and four Bachelor of Applied Science degrees. Basic reading/writing and math skills, Fresh Start, GED testing, I-BEST (Integrated Basic Education and Skills Training), and EAP (English for Academic Purposes) are offered primarily as pre-college programs. Also, the Continuing Education Division offers personal enrichment activities for the community.

In 2019-2020
the annual
enrollment
headcount
was 11,566.



- 6,054 full-time
- 7,985 part-time
- 1,042 Running Start
(dual-enrollment for 11th- and 12th-grade students)
- 64.6% female
- 21.5% male
- 14.3% gender unknown
- 43.3% under age of 30
- 58.9% age 30 or older

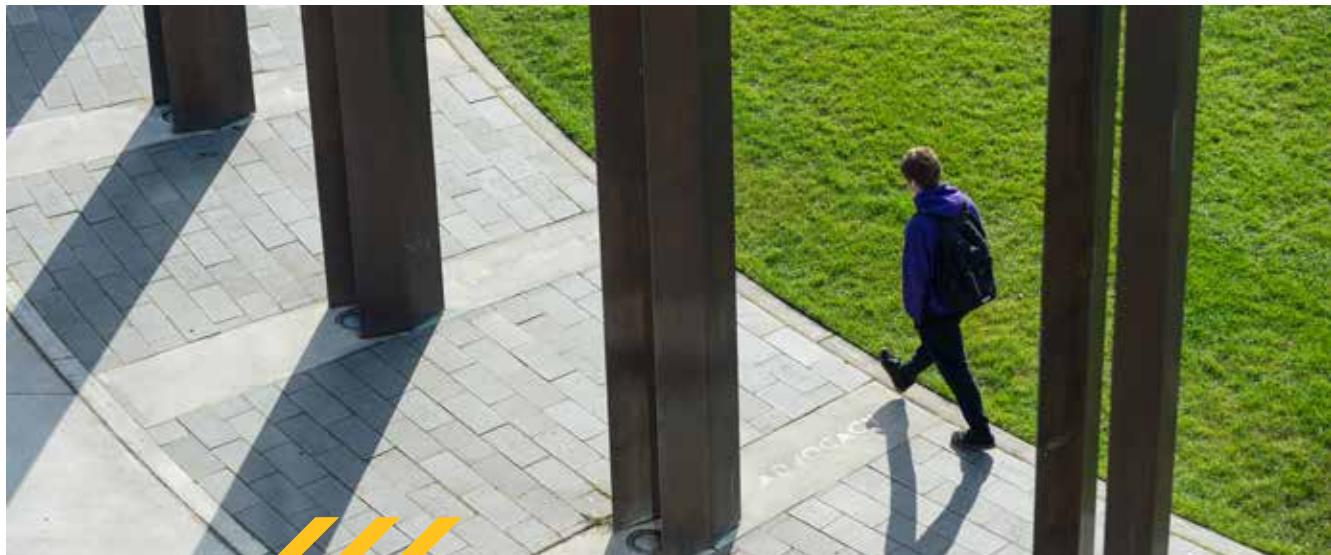
- 37.3% of students of color (including multi-racial)
- 42.1% of white students
- 22.4% race/ethnicity unknown
- 51% pursuing transfer degrees
- 25% pursuing workforce certificates and degrees
- 10% pursuing basic skills
- 16.5% pursuing other education
- 844 veterans
- 358 international students



Preface

In the constant re-shaping of an institution and a community, there are significant events that cause shift and reform. Outside of those areas addressed by the NWCCU 2020 Standards, it's important to note the successes and challenges that have shaped our institution as a whole. These circumstances make the great work that the TCC faculty and staff accomplish even more impressive and more meaningful. Over the 55+ years that TCC has been in operation, the challenges and growth of the last seven years seem to be significant. For faculty and staff, many would agree the challenges of the last four years, in particular, have pushed and changed the college to new ways of thinking and re-focusing priorities about what matters: The students.

Societal impacts in 2020 have had a significant impact as well. The public murders of innocent Black people in America spurred outrage and protest and forced Americans to take a long, hard look at our institutional systems. And, as we write this report, a pandemic rages on that has brought isolation, economic hardships, and trauma into all of our community's lives.



Leadership

Our long-term president, Dr. Pamela Transue, retired in December of 2014 after 17 years as president. She agreed to stay on until we hired our new president. TCC's eighth president, Dr. Sheila Ruhland, was hired in March of 2015 and began her presidency in May of 2015. After a year and a half, Dr. Ruhland resigned in December of 2016.

Faculty and staff began to show signs of distrust and disengagement with Dr. Ruhland before her resignation. It came to a head in November of 2016, when the faculty

submitted a four-page letter that outlined allegations of bullying, racial insensitivities, and critical errors of leadership to the Board of Trustees. Dr. Ruhland denied all of these allegations. At the December Board of Trustees meeting, Dr. Ruhland submitted her resignation letter and thanked the students and staff for her experience at TCC.

The Board of Trustees appointed Vice Presidents Bill Ryberg and Mary Chikwinya as interim co-presidents after Dr. Ruhland's resignation. Their time in leadership was focused on healing the institution, maintaining smooth operations for our community, and getting the college ready for its new president. They served until May 2018. After a national comprehensive search, the Board of Trustees selected Ivan L. Harrell, II, Ph.D. as TCC's 11th president.

Since arriving at the college Dr. Harrell has provided steady and strong leadership. He has spent significant time working to lead the college through continued healing, structural and procedural improvements, greater connection to the broader community, increased transparency, all with a strong equity focus.

As with most new top leadership transitions, other significant changes in leadership took place. Between 2018 and 2020, four Deans and three Vice Presidents separated from the college. Each of these positions has been filled, and TCC is standing strong with its executive leadership team.

These past five to seven years have been deeply challenging for TCC. But we have a remarkably strong culture of resilience, perseverance, and an unwavering commitment to supporting and promoting the success of our students. This culture will continue to provide us the needed environment to meet any challenges that we will face in the future.

ctcLink (PeopleSoft)

In August 2015, TCC implemented a new Enterprise Resource Planning (ERP) program called ctcLink (PeopleSoft). This included three main pillars and impacted all areas of the institution. The SBCTC named its ERP program ctcLink, which was planned to be rolled out to all 34 community and technical colleges in Washington state.

TCC was selected as a pilot college and one of three colleges to be the first to go-live with ctcLink, along with Spokane Falls Community College and Spokane Community College. The colleges went live with ctcLink in August of 2015. The go-live was extremely challenging and not successful for many reasons including, but not limited to:

- The system was not ready for production.
- Support systems set up by SBCTC were quickly overwhelmed.
- Many parts of the system did not work and it was exceptionally difficult or impossible for employees to serve students.
- Critical pillars such as financial aid, financial services, and enrollment services failed. These systems continued to break for months.

During this time, students waited for financial aid, registration errors were rampant, and many systems impacted the college's ability to appropriately support students and employees. Our team worked extremely hard to make the best of the situation and serve students by providing temporary tuition waivers and emergency food, among many other things (see [2015 ctcLink update article](#)).

In 2016, SBCTC hired an independent consultant to conduct an evaluation, and it was determined the entire project had to be re-set. As TCC and the two Spokane colleges continued to struggle operationally with a defunct system, the remaining colleges' implementations were put on hold, as the system was slowly fixed in a process called remediation. No other college implemented ctcLink until October of 2019 after the project underwent a rigorous system overhaul. Although



significant improvements have been made since the initial implementation, there continues to be day-to-day operational challenges with our use of the system. Long-term operational changes are detailed in various standards throughout this document.

Beginning with the initial implementation of the system, TCC faculty and staff rose to the challenge with innovative solutions focused on student needs and the overall needs of the college. During this time our team spent countless hours developing an understanding of the new system and designed many processes that improved our ability to use the system more effectively. Based on the work of our team, TCC became in many ways the system-wide expert and helped to provide leadership to move the system forward.

Institutional Flexibility in the Challenges of 2020

POWER OUTAGE

On the Tacoma campus, there was a significant power outage from February 4 – February 8. We were unable to operate on-campus and hold classes until power could be restored. TCC responded quickly and, led by Dr. Harrell, created the Extended Leadership Team (ELT). This team consisted of approximately 40 participants, which included executive leadership, along with deans and management-level staff to respond to this campus-wide emergency (see 1.B.3 for more information). Fortunately, this created a structure that allowed our institution to quickly respond to the COVID-19 pandemic.

RESPONSE TO THE COVID-19 PANDEMIC

As the case with the entire world, the COVID-19 pandemic greatly impacted the operations of the college in 2020 and is continuing to do so in 2021. On March 1, 2020, the college received communication that potentially one of our faculty members had contracted COVID-19, which – if true – would have been the first case in Pierce County. Fortunately, the faculty member tested negative, but since March 1, 2020, the college has been deeply entrenched in responding to the pandemic in a way that gave us the ability to continue to provide a strong learning environment for students. In the same spirit that has guided the college through addressing previous challenges, such as the implementation of ctcLink and responding to the power outage, the faculty and staff remained extremely committed to serving students and meeting their needs. Most importantly, equity was in the center of all decisions, as we wanted to ensure that students with the most significant needs would receive the greatest supports we could provide.

In early March the college decided to quickly change the remainder of the winter quarter to be offered remotely. Fortunately, this only impacted the last week of instruction and winter quarter finals. During this time faculty worked intensely to develop creative solutions that would allow students to successfully complete the winter quarter. Staff also began to develop creative solutions to continue the needed operations of the college, while most importantly providing needed support for students.

During this time the Extended Leadership Team (ELT), which was developed to respond to the week-long power outage, was expanded and began meeting daily to develop plans to ensure needed college operations and instruction would take place, even remotely. It was at this time that Dr. Harrell began to establish a strong working relationship with the Tacoma-Pierce County Health Department (TPCHD). Additionally, at the same time, the ELT decided that all of the college's actions to respond to the pandemic would be in alignment with necessary guidance from TPCHD and the Governor's Office.

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

INSTRUCTION

Beginning with the end of the winter quarter, significant time was devoted to developing plans to provide adequate remote instruction. As the college transitioned into spring and summer quarters, the focus was placed on creating clear instructional plans. A task-force was formed to guide the college in developing various classroom learning modalities. A clear definition of various learning modalities that would be offered was developed and widely distributed across the college; see the chart above. Due to changing needs and desires of students and faculty, the number of courses offered in the varying modalities varied by quarter.

Additionally, due to the importance of ensuring healthcare students made needed progress, plans were developed for needed healthcare labs to continue to be offered on campus.

SUPPORT FOR FACULTY & STAFF

To assist faculty in developing and maintaining a strong teaching and learning remote environment, professional development opportunities were provided. These opportunities included online courses and one-on-one instruction. The courses covered topics on how to develop

and strengthen online courses in a way that promotes student success and engagement.

Additionally, each vice president and dean worked with each faculty and staff member to determine what equipment, technologies, software, and other things were needed for them to continue their instruction and work at a distance.

Also, based on the impact we knew the pandemic was having on certain employees, the TCC Foundation developed an Employee Emergency Grant Program. This grant program provides needed employees up to \$500 to cover their emergency needs.

SUPPORT FOR STUDENTS

How the college was going to be able to appropriately provide needed support to students remotely was central to the planning that took place. More specifically, we were very concerned about the impact on students of color, students from low-income backgrounds, and those from other traditionally marginalized communities. All support services developed ways for students to access needed support remotely. Additionally, we knew that based on the needs of our most vulnerable student populations that some on-campus



support would be needed. In response to this, we reviewed all of the student support functions and prioritized potential on-campus support based upon the needs of these students.

Early in our response to the pandemic, it became very clear that we needed to provide support for students that went above the student support services described above. It was evident that moving to remote instruction was inadvertently impacting our most vulnerable students in very inequitable ways, particularly regarding access to needed technologies.

In response the college, in conjunction with the TCC

Foundation provided the following:

- WiFi access in parking lots
- Free laptops
- Free internet hotspots
- Free home broadband services

Additionally, we ensured that access to critical supports such as the food pantry and Foundation emergency grants could still be accessed.

We also developed, in conjunction with the Office of Student Engagement, innovative and safe ways to continue to offer student engagement opportunities and even our very first virtual commencement ceremony. A website was developed that outlined for students how to access all of the student support services.

COMMUNICATION

Communication and transparency were vital as the college responded to the pandemic. The ELT met frequently, and daily messages were sent to the college community by Dr. Harrell. Early on, we quickly created a website – in four languages – that provided critical information to students. This information included but was not limited to; health and safety guidelines, instructional plans, how to access student support services, as well as links to other community resources. Also, a page specifically for staff and faculty was created, with similar information on how to access faculty online teaching resources, Employee Assistance Program materials, and more. These pages had frequent (4-5 days/

week) posts from President Harrell and Provost and Vice President for Academic Affairs Marissa Schlesinger. The content was consistently community and health focused. Everything from social distancing measures, to reinforcing a “no tolerance” policy for any discriminatory behavior aimed at Asian American and Pacific Islander individuals and communities, and the importance of mental health during such a traumatic time, was included on the site. Also, two Town Halls were held in the beginning months, which engaged over 400 students.

As a community college, we thought it was very important to keep our community members and external constituents apprised of how the college was responding to the pandemic. Our communications included participating in needed community conversations, as well as developing and disseminating several community updates. **[EXHIBIT A]**
[EXHIBIT B]

GUIDED PATHWAYS

To improve the experience and success of TCC students in 2018, the college applied and was selected as one of five Washington community and technical colleges to be awarded a College Spark Guided Pathways Grant. This \$500,000 grant supports TCC’s efforts to implement the Guided Pathways model. This approach has been empirically proven to simplify choices for community college students, so that students choose their programs early and take the right classes at the right time, improving completion and graduation rates.

Since 2018 the college has made significant progress in moving forward the work of Guided Pathways. This progress includes developing a 5-year work plan that outlines the essential practices of guided pathways and the actions TCC has, and will, take to implement those essential practices. Some of the achievements have included developing a cross-functional, collaborative Guiding Team that provides leadership and direction of the guided pathways efforts. This Guiding Team also oversees pillar teams that are aligned with

the four guided pathways pillars: *Clarify the Path, Enter the Path, Stay on the Path, Ensure Learning*. Each pillar team is led by both an instructional faculty and a student support staff member. Additionally, each pillar team has established action teams that work to move forward specific yearly actions as outlined in the five-year work plan. These teams are formed to bring together people with different areas of expertise, and who report to different areas of the college, to create more innovative and integrated solutions to move forward the Guided Pathways work. Currently, over 100 people are representing a cross-cut of our college personnel that serves on either the Guiding Team or one of the four pillar teams.

Since the college has been engaged in this work, many milestones have been met, such as developing five career clusters (meta-majors), as well as an online program finder. The five career clusters are: Arts & Communication, Business, Health & Wellness, People & Communities, and Science, Technology, Engineering, and Math (STEM). Additionally, program maps that provide students with clear direction on the completion of their academic program have been developed. Substantial work has also been completed to restructure and improve the college's intake and advising model, restructure the student success course (HD101), and redesign developmental English and math.

Although a great deal of work has been accomplished, significant improvements must be made. Due to multiple challenges related to leadership turnover, staff turnover, organization of the work, and needed attention being given to other important college matters (i.e. development of the strategic plan, response to the COVID-19 epidemic) we have not made as much progress as we would have liked to. Due to this, we are currently in the process of analyzing what we have accomplished, determining what gaps exist, and restructuring the work in a way that moves forward actions needed to effectively implement this very important work.

Moving Forward & Lessons Learned

Although the college, and world, is still in the midst of responding to the pandemic, we have already begun thinking about lessons learned and how those lessons will impact our future. During this time, the college has adjusted many procedures and practices to provide a strong learning environment for students, and we know that we will continue many of these. We believe that although our college will forever be changed by this experience, we will emerge from this an even stronger institution.

INCREASED EMPHASIS ON EQUITY & BLACK LIVES MATTER

TCC serves a very diverse community and a diverse student body. We embrace this diversity and understand that it is an important and critical part of who we are as an institution. We also recognize that:

- We have challenges regarding how to effectively support the diverse needs of our student population.
- Our current systems and structures have resulted in equity gaps for some student populations including Black students and others from traditionally marginalized communities.
- The diversity of our employees, particularly faculty, is not representative of our student population or the broader community.
- Some groups of employees and students have varying experiences on campus that impact their thoughts of feeling welcome and supported.

Understanding the great need for the college to deepen its understanding of issues impacting our diverse student body and employees, and more importantly the need to develop systems to address identified issues, the college has made equity a central part of our work. We understand that this is continual work that is the responsibility of every single faculty and staff member. Based on the commitment to equity, the college has made significant improvements. Additionally,



through the college's strategic planning process, Equity, Diversity, and Inclusion (EDI) was identified as a major area of focus for the college and is the first core theme of the plan.

In the fall of 2019, the college hired its first Vice President of Equity, Diversity & Inclusion (VPEDI). This position was requested to be developed by the college community. The VPEDI is tasked with leading the college in its efforts to understand and dismantle systemic racism and create an environment where socio-demographic factors will no longer be the primary determinants of success and inclusion at our college. The position is responsible for developing, aligning, and/or integrating a range of new and existing initiatives, policies, and procedures into a cohesive platform that will foster a more inclusive, welcoming, supportive, and diverse college community. Understanding that this critical work is the responsibility of everyone at the college, this position will guide the college community in expanding and extending the values of Equity, Diversity, and Inclusion through collaboration, teaching, scholarship, and broad engagement of students and employees. To create meaningful alignment of the college's EDI work, the position oversees institutional research and planning, institutional assessment and accreditation, strategic planning, professional development, and innovative EDI action and research, as well as the college's Equity, Diversity & Inclusion Council (EDIC). Under the leadership of the first VPEDI, Dr. Judy Loveless-Morris, the Office of Equity, Diversity & Inclusion (OEDI) engaged the college in self-reflective and institutional change in the following ways:

- The EDIC was re-organized into Action Groups (AG) that focused on institutional change.
- A three-part training was designed and implemented to create leaders for building a culturally responsive institution with over 40 staff and faculty participating.
- An EDI baseline assessment, which captured the experiences of our diverse campus community, to develop needed actions.

As we all know, in 2020 the country and the world experienced a racial reckoning as a result of the murder of George Floyd, Breonna Taylor, and many other black and brown people. Due to the college's deep commitment to equity and the need to further support Black students, faculty, staff, and others from traditionally marginalized communities, several actions were taken. Dr. Harrell developed a [statement](#) that was shared with the college and broader community addressing the recent events. This statement was followed up by a statement by the TCC Board of Trustees.

The statement from Dr. Harrell included an *Eight Point Plan to Address Recent Events Affecting Black Students and Employees* **[EXHIBIT C]**:

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

from Black communities) scholars, students, artists, and communities.

- Allocate and secure existing and additional resources to ensure this plan's success.

Aligned with the goals of the plan and action commitments in both the statements by Dr. Harrell and the Board of Trustees, the college established a goal of becoming an anti-racist institution. The work to move forward this goal included, but is not limited to:

- The entire college engaged in a week-long professional development series that focused on anti-racism, trauma-informed practices, and self-care.
- Nearly 50 individuals representing the various constituent groups on campus participated in an institutional-wide, train-the-trainer, "Becoming a Culturally Responsive Institution," series.
- The LGBTQ+ Support Action Group started workshopping a series on how to combat anti-blackness in their work.
- Established an affinity group policy and procedure. Several new affinity groups were started. These groups meet to celebrate their identities and discuss potential changes they'd like to see the college make.
- The De-Centering Whiteness Affinity Group was created, and seeks to take ownership of their individual and collective education as it relates to whiteness as a racialized experience and commit to disrupting racism by taking action that contributes to TCC's goal to become an anti-racist institution.
- An Equity, Diversity, and Inclusion Fellowship program was started to both highlight non-traditional leadership and advance our college's anti-racist strategies.
- The Curriculum Committee paused all curriculum-related activities to center their learning on anti-racism and to reset the committee with an equity lens.
- Several departments took time to learn or implement anti-racist pedagogies, including the Science and Communications and Transitions departments.

- Created a TCC Tool to Review Policies and Procedures through an Equity Lens (TRPPEL) which College Council requires to be used for all policy development and revision.

As part of recognition for many of these changes, TCC was awarded the regional Charles Kennedy Award for Equity in 2020 by the Association of Community College Trustees (ACCT).

It's important to recognize that these are not the first, nor the only efforts by TCC to promote equity and combat institutional racism, nor will they be the last. The prolific and impactful work of students, faculty, and staff that have advocated for racial justice has been vital to how TCC values its connection to the diverse Pierce County community, and that work will continue in conversation with our society's progress towards racial justice.





Selected Accolades

2021

- President Harrell is named a 2021 Paragon President Award winner by Phi Theta Kappa.

2020

- Assoc. of Community College Trustees (ACCT) Awards
- TCC wins [Regional Equity Award](#)
- Professor Latoya Reid wins [National Teaching Award](#)
- President Harrell is accepted into the inaugural class of the [Aspen New Presidents Fellowship](#)
- TCC Phi Theta Kappa Receives Multiple Regional and International Awards

2019

- TCC wins [Excellence in Affordable Housing Award for Innovation](#)
- Margaret Robinson Receives Social Justice Award at "Redeeming the Prophetic Vision" Event

2018

- Harvard Kennedy School names THA-TCC College Housing Assistance [Top 25 Innovations in Government for 2018](#)
- Health Careers Academy ([see 2019 Annual Report page 14](#))

2017

- TCC Phi Theta Kappa receives multiple Regional and International Awards

2016

- Aspen Institute of College Excellence Program lists TCC as One of the Nation's Top 150 Community Colleges

2015

- Harned Center for Health Careers Awarded LEED Gold Certification
- TCC Wins \$600,000 NSF Grant to Expand Networking & Cyber Security Program

2014

- TCC awarded College Spark Grant (\$150,000 over three years to increase the number of TPS students who graduate ready to take college-level classes)



Update from Last Report

Tacoma Community College (TCC) received two recommendations as part of its 2014 Year Seven Self-Evaluation reaffirmation.

Recommendation 1 requested TCC seek strategies to address the workload created by the 15 percent increase in enrollment since 2009. As per the Commission request, TCC submitted to the Northwest Commission on Colleges and Universities (NWCCU) a separate [Ad Hoc Report](#) without a Site Visit to address Recommendation 1.

Recommendation 2 requested that for each year of operation, TCC undergo an external financial audit. TCC Special Report to the NWCCU was reviewed by the Commission at its January 2017 meeting. On [February 9, 2017](#), TCC was notified by the NWCCU that all requirements for this recommendation had been met.

On February 26, 2016, the NWCCU approved candidacy status for TCC to offer its first Bachelor of Applied Science degree beginning fall 2016.

Basic Institutional Data Form

See **EXHIBITS D, E, AND F**.

EXHIBITS

- **A** COVID 19 Response Report
- **B** COVID 19 Response Report July 2020
- **C** TCC 8 Point Plan
- **D** Basic Institutional Data Form
- **E** TCC Operating Budgets 2020 and 2021
- **F** TCC Capital Appropriations





Student Success and Institutional Mission and Effectiveness

1.A.1



Institutional Mission

The institution's mission statement defines its broad educational purposes and its commitment to student learning and achievement.

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

Tacoma Community College's mission statement was created by the TCC Board of Trustees during the 2018/2019 Strategic Planning process update year and is included in the 2020-2025 Strategic Plan approved by the Board of Trustees on December 11, 2020. Through its mission the college

commits to student learning and achievement through the advancement of equity. The mission will be reviewed with the same process in the next strategic plan cycle.

The [2020-2025 Strategic Plan](#) consists of the college's mission, vision, values, and a student experience statement, as well as its core themes which define how the mission will be measured. The core themes include:

- Core theme 1: Advancing Equity, Diversity, and Inclusion
- Core theme 2: Cultivating Exceptional Learning
- Core theme 3: Strengthening Community Partnerships
- Core theme 4: Enhancing Institutional Vitality

For a full description of TCC's core themes, as well as specific goals and objectives, please refer to the [2020-2025 Strategic Plan](#). Standard 1.B.2 discusses in detail the respective core theme goals and objectives, how they are assessed, and why they are meaningful measures of achievement associated with the core themes.



The current strategic plan and mission reflect TCC's commitment to student learning and achievement; to build upon the diverse perspectives of TCC's students, staff, faculty, community members, Board of Trustees, and our President. To develop the college mission, the Board of Trustees sought input from the college during TCC's Fall and Spring Professional Development Days, through staff and faculty survey response requests, and through a community survey. The Board also met several times with the college's strategic planning consultants, Campus Works, to guide them through the process of solidifying the new mission statement for TCC. In developing this mission update, the campus and community stakeholders highlighted the important role of the college in the Pierce County community, as well as the importance of the community to TCC; in addition, language of the previous mission statement was "inspire greater equity"; the new language, "advance equity," reveals TCC's intentions to more actively pursue new efforts toward equity. Similarly, this mission statement focuses on "strengthening" and not just "celebrating" student success.

Over the course of a year, a planning committee, consisting of staff and faculty, worked closely with Campus Works to identify the core themes, goals, and objectives. The team was careful to include voices from as many stakeholders as possible.

For example, they provided opportunities for workshopping and feedback at all-campus events, where faculty and staff from around the college collaborated on elements of the draft. Students were also involved throughout the planning year via focus groups, as well as through student survey opportunities. TCC's mission statement also holds the community as an important part of the college's work. On Jan. 30, 2020, as part of the strategic planning process, the college hosted a "Future Summit" in which over 400 participants and partners from TCC and the broader community provided input into the strategic direction of the college.





Improving Institutional Effectiveness

1.B.1

The institution demonstrates a continuous process to assess institutional effectiveness, including student learning and achievement and support services. The institution uses an ongoing and systematic evaluation and planning process to inform and refine its effectiveness, assign resources and improve student learning and achievement.

Over the last three years, TCC has improved its processes, creating new procedures that have brought the campus together. Faculty and staff have responded by innovating processes in the cross-disciplinary effort of continuous improvement. The 2020-2021 academic year brings a new

purpose to a cross-campus coordinated effort that offers strong internal consistency. Between two full time staff dedicated to Strategic Planning and Assessment (an increase of 1.5 FTE), a new Strategy Steering Team and the work of Guided Pathways, the college is poised to build on the success of the faculty assessment system and measurement of strategic plan goals.

During 2017-2020, TCC worked to create and refine new processes. The strategies for improvement were created within two sections of the campus, Academic Affairs and Staff, while overarching goals related to the strategic plan were housed in the Strategic Plan deliverables. These separate processes are all designed to connect the work of TCC to the strategic plan and/or the six Degree Learning Outcomes.

ASSESSMENT DELIVERABLES ACROSS TCC 2017-2020

Staff Group	Managing Group	Continuous Improvement Activity (2017-2021)
CAMPUS -WIDE	Office for EDI: Assessments Coordinator, Accreditation Liaison & Strategic Planning Officer	<ul style="list-style-type: none">▪ Strategic Plan Yearly Document▪ Strategy Steering Team
	<ul style="list-style-type: none">▪ Special Assist. to the President▪ Guided Pathways Guiding Team▪ Dean Team▪ Leadership Team	<ul style="list-style-type: none">▪ Strategic Plan Development 2019
ACADEMIC AFFAIRS	<ul style="list-style-type: none">▪ Assessments Coordinator & Faculty	<ul style="list-style-type: none">▪ Instructional Assessments Steering committee (Degree, Program/Specialization, Course Learning Outcomes)▪ College-wide Learning Outcomes and Assessment Committee (Learning Outcome data analysis, artifact collection)
	<ul style="list-style-type: none">▪ Special Assist. to the President▪ Guided Pathways Guiding Team	<ul style="list-style-type: none">▪ Program mapping▪ Specialization Learning Outcome rollout▪ Civitas integration
	<ul style="list-style-type: none">▪ Program Deans	<ul style="list-style-type: none">▪ Annual Program Review
STAFF	<ul style="list-style-type: none">▪ Special Assist. to the President▪ Guided Pathways Guiding Team	<ul style="list-style-type: none">▪ Civitas integration (advising, eLearning)
	<ul style="list-style-type: none">▪ Office for EDI: Institutional Research Staff	<ul style="list-style-type: none">▪ Core Indicator Yearly Report▪ College-Wide Surveys

CAMPUS-WIDE STRATEGIC PLANNING

The work of analyzing the strategic plan and associated outcomes has taken place between the Leadership Team and the Office of Instructional Assessment. Multiple assessment and measurement methods are used to chart progress and improvement. Specifically, measurable core indicators are used to assess achievement of core objectives associated with the college's core themes:

- Advancing Equity, Diversity and Inclusion
- Cultivating Exceptional Learning
- Strengthening Community Partnerships and
- Enhancing Institutional Vitality.

The Core Indicator annual report, as well as other college reports, utilizes accessible data including dashboards and surveys. These are tools to help TCC guide strategic priorities, as well as address unnecessary redundancies and expand opportunities. Instructional Research worked with leadership to create the core indicators during Strategic Plan development and updates them each year. Core indicators are then shared with the leadership of the college, the Student, Administrative Services and Academic Affairs Councils, the Board of Trustees and throughout our [Shared Governance](#)'s leadership. Our previous Strategic Plan Cycle's Core Indicators reflect data from 2013-2018 **[1.B.1A]**.

We have begun collecting and processing our new Strategic Plan Core Indicator data from 2019-2020 **[1.B.1B]**. More information on this process of institutional measurement can be found in section 1.B.2.

INSTRUCTIONAL ASSESSMENT

As a result of TCC's 2017 Mid-Cycle Self-Evaluation Report, the Northwest Commission on Colleges and Universities (NWCCU) advised TCC to improve its student learning outcomes assessment and overall continuous improvement processes. In addition to work within the 2016-2017 META Assessment Report, TCC has innovated new plans for assessment and continuous improvement across campus **[1.B.1C]**. TCC has, over the last three years, made

enormous progress in evaluation despite high turnover/change in several key positions and the COVID-19 pandemic. This is largely thanks to a team-based, collaborative approach that works under the Shared Governance system of TCC.

Faculty are responsible for assessing learning outcomes at the course, program and degree levels. Instructional assessment has been guided by two committees: the Instructional Assessment Steering Committee (IASC) and the College-Wide Learning Assessment Committee (CLAC). Both committees are comprised of faculty from diverse disciplines and departments.

IASC serves as an institutional advisory body. It guides the strategic direction of instructional assessment, promoting understanding of systematic assessment, setting priorities and providing directions of/for assessment projects. It also creates a culture of evidence-based decision making for Course Learning Outcomes (CLO), Program/Specialization Learning Outcomes (PLO)/(SLO) and Degree Learning Outcomes (DLO).

The CLAC reports to the IASC and oversees degree learning outcome data. The main difference between the two assessment committees is that CLAC's primary focus is on the assessment of learning outcomes at the degree level, whereas IASC oversees all levels of learning outcomes assessment while primarily guiding and supporting assessment practices at the course and program levels. Both IASC and CLAC create a culture of assessment by providing student learning assessment timelines and expectations, professional development, requesting student artifacts, and, in some cases, scoring artifacts.

The IASC and CLAC committees led a re-evaluation period in 2016-2017 that resulted in the creation of the 2017-2022 Five-Year Program Learning Outcomes Template **[1.B.1D]**. Programs/areas then created their own five-year plan and have used them to guide involvement in the PLO evaluation. The IASC then worked with each department to assess



their learning outcomes. The annual process assesses student learning outcomes and uses the results to make continuous improvements for a student's experience in the classroom. Both CLAC and IASC committee chairs review all student learning assessments in the summer and share the results through an annual assessment report **[1.B.1A]**.

Presentations about the reports and overall results have been shared at the fall Professional Development Week, with the Instructional Council, bi-annually with the Board of Trustees and within the Instructional Assessment Canvas Course.

For Degree Learning Outcomes, the was created, as detailed in the charts below:

2017-2020 THREE-YEAR DLO ASSESSMENT PLAN

DLOs	Fall 2017	Winter 2018	Spring 2018	Fall 2018	Winter 2019	Spring 2019	Fall 2019	Winter 2020	Spring 2020	Fall 2020
COM/IIT	<ul style="list-style-type: none"> Finalize COM and IIT rubric; Determine how work will be collected; Craft emails for feedback on rubrics and for submission of work 	<ul style="list-style-type: none"> Begin collecting work for COM and IIT 	<ul style="list-style-type: none"> Continue collecting COM and IIT work, norm rubrics Begin scoring (CLAC members) 	<ul style="list-style-type: none"> Continue collecting and scoring COM and IIT work (CLAC members) 	<ul style="list-style-type: none"> Continue scoring (faculty will be paid stipends) 	<ul style="list-style-type: none"> Finish scoring COM and IIT work by mid-May (faculty will be paid stipends) CLAC writes report 	<ul style="list-style-type: none"> Present final COM and IIT report during PDW 			<ul style="list-style-type: none"> Begin collecting work for COM and IIT
CRT/RES			<ul style="list-style-type: none"> Finalize CRT and RES rubric 	<ul style="list-style-type: none"> Begin collecting work for CRT and RES 	<ul style="list-style-type: none"> Continue collecting CRT and RES work 	<ul style="list-style-type: none"> Continue collecting CRT and RES work 	<ul style="list-style-type: none"> Finish collecting CRT and RES work 	<ul style="list-style-type: none"> Norm CRT/RES rubric and Begin scoring (faculty will be paid stipends). 	<ul style="list-style-type: none"> Finish scoring CRT/RES work by mid-May (faculty will be paid stipends) CLAC writes report 	<ul style="list-style-type: none"> Present final CRT and RES report during PDW
ICD/COK					<ul style="list-style-type: none"> Finalize ICD rubric; Meet with IR to discuss project around COK 	<ul style="list-style-type: none"> Begin collecting work for ICD 	<ul style="list-style-type: none"> Continue collecting ICD work 	<ul style="list-style-type: none"> Norm ICD rubric and Begin scoring (faculty will be paid stipends) 		<ul style="list-style-type: none"> Present ICD and COK raw data during PDW (final report may not be complete)

The CLAC is responsible for all of the above, with the exception of scoring artifacts. Faculty will be offered stipends for this task, if funding allows.

DLO ASSESSMENTS FOR THE CURRENT THREE-YEAR CYCLE (2017-2020)

2017-2018.....Communication (COM), Information Technology (IIT) **[1.C.1B,C]**

2018-2019Critical Thinking and Problem Solving (CRT) and Responsibility and Ethics (RES) **[1.C.1D,E]**

2019-2020 (2016 example)Intercultural Collaboration and Diversity (ICD) and Core of Knowledge (COK) **[1.C.1F,G]**

More details on learning outcomes can be found in section 1.C.5.

Student Support Services

ANNUAL STRATEGIC PLAN ALIGNMENT DOCUMENTS

In 2018 and 2019, student support units submitted Unit Yearly Action Plans (UYAP) and in 2020, a Strategic Planning Yearly Document (SPYD). Departments were asked to create measurable plans with outcomes that connected their work to the goals of the strategic plan. While the yearly planning was thorough and check-in points were created, not all departments participated in the follow-up check-ins, nor was there a process for using the data to make improvements (closing the loop) or check in on the progress of these plans. Many departments did use this information to create changes, but it wasn't tracked through the strategic planning system. Please see 1.C.7 for information on how we're creating a closed-loop system of assessment that works across the college.

Select student support programs have been involved in annual assessment practices and used results to make continuous improvements in their areas. These programs have conducted formative and summative assessment and used data collected to amend and expand services. The staff in these programs have participated in assessment committee work or have championed assessment practices in their areas. The challenge moving forward is to involve other areas of the college not directly involved in the assessment committees. See the [Library's Assessment Projects](#) and the Student Learning Centers' 2018 Strategic Planning Yearly Document for a few examples of these assessment practices **[1.B.1E]**.

MOVING INTO 2020-2025 STRATEGIC PLAN

*Assessment and Strategic Planning
Centered in Equity, Diversity and Inclusion*

The year 2020 was one of change, as we closed out the previous five-year Strategic Plan cycle and are finishing our three-year Degree Learning Outcome assessment cycle.

The Office for Equity, Diversity and Inclusion (OEDI) was created in 2018 and aims to bring together staff and faculty around EDI work as a full college, not in separate entities and processes. The rollout of this office coincides with the new Strategic Plan cycle, in which the process of assessment and strategic planning will be combined.

The OEDI started in 2018 with a new VP, one administrative assistant and the Institutional Research office (2.5 staff FTE) into its fold. From 2018-2019, the VP for EDI created a Baseline Assessment of Equity, Diversity and Inclusion Efforts at TCC **[1.B.1F]**. The Baseline Assessment produced three recommendations, one of which was to identify and adopt shared institutional goals. To address this goal, there has been a concerted effort to invest in the Strategic Plan and policies of the college through both staff time and process improvement. From 2019-2020, these goals were enacted in the following ways:

POLICY & PROCESS IMPROVEMENT

Over the past four or so years, the college has been evaluating and revising many college-wide and department-level policies and procures. Here are some examples:

- VP for EDI created a TCC Tool to Review Policies and Procedures through an Equity Lens (TRPPEL) **[1.B.1G]**
- The College Council revised and enacted eight policies from 2019-2020 through our shared governance system to re-organize and focus the college on Strategic Plan goals
- The Curriculum Committee began a year of reflection to revise its processes
- OEDI Expansion
 - » Included 2.5 staff from Institutional Research; increased one staff to full time
 - » Hired 3 FTE Accreditation Liaison and Strategic Planning Officer, EDI Specialist, and Professional Development Coordinator

Between the policy re-orientation and new staff, TCC's work of including Equity, Diversity and Inclusion into the



assessment and strategy of the college will be increased dramatically.

Between fall 2020 and summer 2021, a new Strategy Guiding Team will be collaborating with the Assessments Coordinator and Strategic Planning Officer to build a more cohesive continuous improvement process. They will work to analyze the many continuous improvement processes across campus, streamlining them into one system for the college in the 2020-2025 Strategic Plan cycle. This Strategy Team has representation from across the college: the Assessment Coordinator, the Strategic Planning Officer, one Library Faculty, one Admin Services Staff, one Student Services Staff and two Faculty who have both institutional knowledge and assessment experience. The larger (40+ person) Continuous Improvement Committee is being re-started and will assist in the review of new data and process.



1.B.2



The institution sets and articulates meaningful goals, objectives and indicators of its goals. By doing so, it defines mission fulfillment and improves its effectiveness in the context of and in comparison with regional and national peer institutions.

Foundational to the strategic plan process is building a cycle of continuous improvement that includes assessment cycles at the department, division and college level. TCC's previous 2014-2018 Strategic Plan was extended through December 2019 **[1.B.1H]**. The 2014-2019 strategic plan data was tracked using Core Indicators **[1.B.1A]**. After our mid-cycle accreditation, there have been numerous changes at TCC. As mentioned in the document preface, leadership and other changes across the college required staff and faculty to re-think and revise processes several times over the last few years. Much of the energy around planning has been centered on the 2020-2025 strategic plan and the fresh start it would give the college.

THE 2020-2025 STRATEGIC PLAN

TCC recognizes that in order to improve student success, it needs to be in alignment across the institution in pursuit of common goals and outcomes. The Strategic Plan can be a driving force behind student success if it is well developed with input from all constituent groups. With this in mind, TCC embarked on a collaborative planning process. The 2020-2025 Strategic Plan was developed over the course of 2019 by a Strategic Planning Committee, led by four chairs (two staff, one faculty member and one member of classified staff) in collaboration with the consulting firm Campus Works. Each core indicator was considered and developed with input from the Strategic Planning Committee, departments, institutional effectiveness committee and TCC's executive cabinet, known as the Leadership Team.

The collaborative creation of the strategic plan was critical in bringing the campus together around its goals. The college had long been in a state of transition, but the strength of leadership from its new president helped to make this process one of collaboration and hope. The TCC community set benchmarks/targets that will help push its staff and faculty to improve the areas it values most.

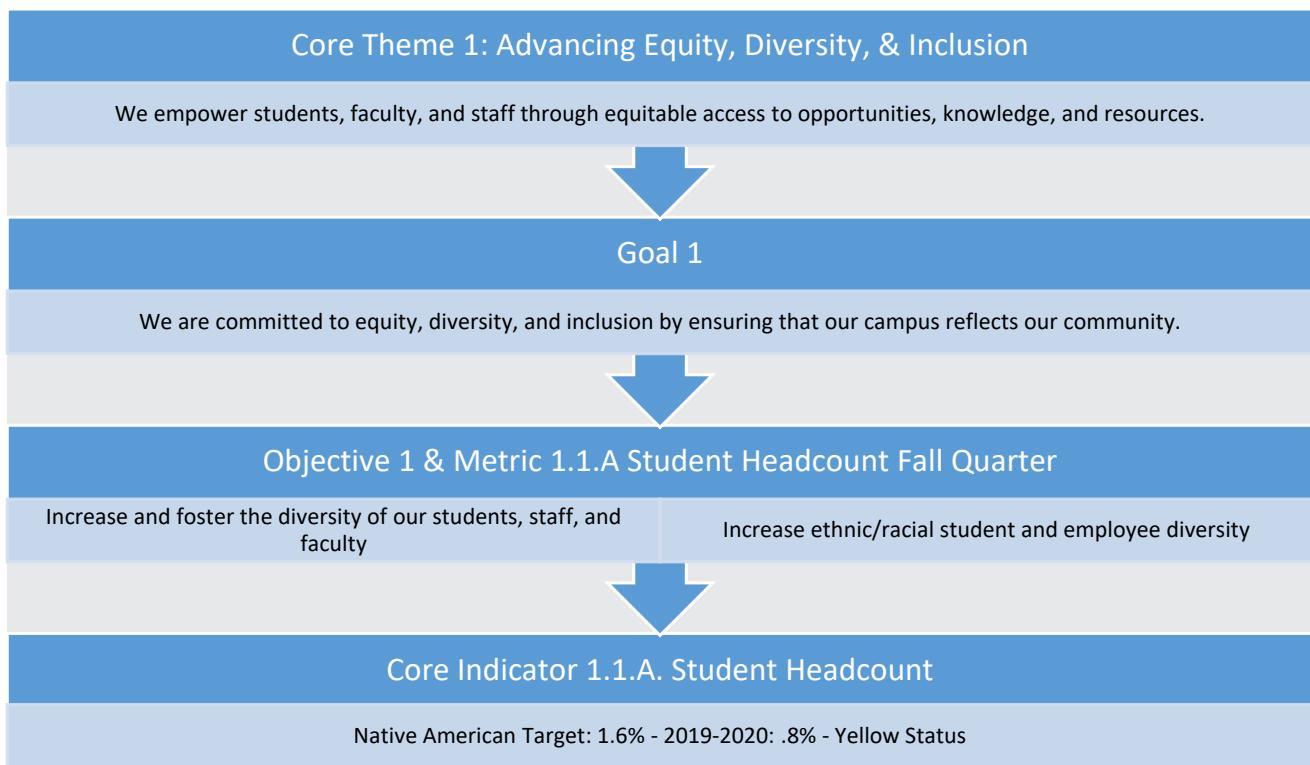
A major goal of Tacoma Community College's revised strategic planning process was to create a set of goals, objectives and priorities that inform not only our long-term visioning, but day-to-day operations at the college. To accomplish this, an institution-wide collaboration was launched at a campus-wide "Future Planning Summit" event. This event was attended by over 400 staff, faculty, students and community members. Data from a campus-wide student experience survey informed the collaborative process.

Four strategic planning chairs, representing different areas of the college, led this collaborative effort at a scale unprecedented for TCC.

The [2020-2025 Strategic Plan](#) includes four Core Themes:

- Advancing Equity, Diversity and Inclusion
- Cultivating Exceptional Learning
- Strengthening Community Partnerships and
- Enhancing Institutional Vitality.

Each Core Theme encompasses several goals with several objectives and metrics, along with core indicators under each of the metrics (see table below). Each metric has at least one core indicator to help track progress. Overall, multiple assessment and measurement methods are used to chart progress and improvement.



Following is the presentation of this method from our Strategic Planning document: Core Theme 1 with two goals, three objectives and 10 metrics.



**TACOMA
COMMUNITY
COLLEGE**

CORE THEME 1

Advancing Equity, Diversity and Inclusion

We empower students, faculty, and staff through equitable access to opportunities, knowledge, and resources.

GOALS

- 1. We are committed to equity, diversity, and inclusion by ensuring that our campus reflects our community.**
 - Objective 1: Increase and foster the diversity of our students, staff, and faculty.
 - Objective 2: Celebrate and engage those who work and learn on our campus as well as those who live in our community.
 - Objective 3: Implement best practices that advance institutional equity, diversity, and inclusion.

- 2. We promote institutional responsibility, awareness, and direct action to dismantle systems of oppression.**
 - Objective 1: Develop a shared understanding and common language that reflects our commitment to highlighting, disrupting, and ending systems of oppression.
 - Objective 2: Promote intercultural engagement and reduce inequity and segregation among students, staff, and faculty, particularly those from historically marginalized groups.

CORE THEME 1 METRICS

1. Increase ethnic/racial student and employee diversity
2. Increased awareness of the diverse identities that comprise our campus community
3. Decrease in student equity gaps, regarding entry, progression, graduation and transfer.
4. Increase in the number, number of attendees, and quality of EDI trainings
5. Increase in the number of TCC policies AND PROCEDURES reviewed using an EDT related checklist
6. Increase in the representation of identities and abilities in campus physical spaces
7. Increase in positive responses on employee exit interviews
8. Increase in the college's shared understanding and use of EDI related language.
9. Increased feeling of "welcomeness" on campus by students and employees
10. Increase the number of students who receive need-based aid

For Core Theme 1, Metric 1, “Increase ethnic/racial student and employee diversity,” these are the corresponding Core Indicators:

Core Theme 1: Advancing Equity, Diversity, and Inclusion	Indicators of Achievement	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Mission Fulfillment Target	Status
1.1: Increase ethnic/racial student and employee diversity										
1.1.A: Student Headcount - Fall Quarter										
o African American/Black	6.1%	7.1%							10.0%	▲
o Asian	7.5%	7.9%							9.2%	▲
o Latinx/Hispanic	6.0%	5.9%							10.9%	◆
o Native American	0.6%	0.8%							1.6%	▲
o Native Hawaiian/Other Pacific Islander	0.9%	1.0%							1.2%	▲
o White	40.6%	41.4%							58.1%	▲
o Multi-Race	11.0%	12.6%							9.2%	◆
o Unknown	27.1%	23.3%							0.0%	▲
1.1.B: Employee Headcount - Fall Quarter										
o African American/Black	9.1%	10.2%							10.0%	●
o Asian	10.6%	10.2%							9.2%	●
o Latinx	3.6%	5.2%							10.9%	▲
o Native American	1.8%	2.4%							1.6%	●
o Native Hawaiian/Other Pacific Islander	1.2%	0.7%							1.2%	◆
o White	73.2%	70.5%							58.1%	●
o Multi-Race	0.5%	0.7%							9.2%	▲
o Unknown	0.0%	0.0%							0.0%	●

TCC is proud that the racial diversity of its staff and faculty have increased in the past couple of years. Though our student diversity is closer to being reflective of our local population, we are working on improving the “unknown” categorization. When we moved to ctcLink, this category increased dramatically each year due to the way this data was being collected in the online application. We now have a new application and have opened access for students to update, so are making improvements.

As you can see for Core Theme 1, Metric 3, "Decrease in student equity gaps, regarding entry, progression, graduation and transfer," we are committed to student progression and completion for all our students while working to ensure that no students are left behind. The core indicators are as follows:

Core Theme 1: Advancing Equity, Diversity, and Inclusion

<i>Indicators of Achievement</i>	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	<i>Mission Fulfillment Target</i>	<i>Status</i>
1.3: Decrease in student equity gaps, regarding entry, progression, graduation and transfer.									
1.3.A: SAI College English									
African American/Black	6.5%	8.0%						10.0%	
American Indian	0.5%	0.6%						9.2%	
Asian	6.8%	9.2%						10.9%	
Latinx/Hispanic	6.2%	7.8%						1.6%	
Native Hawaiian/Pacific Islander	1.0%	1.3%						1.2%	
Multi-Race	13.1%	16.2%						9.2%	
White	40.0%	44.7%						58.1%	
Unknown	25.9%	12.1%						0.0%	
1.3.B: SAI College Math									
African American/Black	5.6%	7.8%						10.0%	
American Indian	0.4%	0.6%						9.2%	
Asian	8.9%	10.4%						10.9%	
Latinx/Hispanic	5.7%	6.9%						1.6%	
Native Hawaiian/Pacific Islander	1.5%	0.9%						1.2%	
Multi-Race	12.8%	16.5%						9.2%	
White	41.6%	44.0%						58.1%	
Unknown	23.4%	12.9%						0.0%	
1.3.C: SAI 15 College Credits									
African American/Black	9.4%	13.5%						10.0%	
American Indian	0.9%	0.4%						9.2%	
Asian	5.5%	7.4%						10.9%	
Latinx/Hispanic	8.9%	11.0%						1.6%	
Native Hawaiian/Pacific Islander	1.5%	1.6%						1.2%	
Multi-Race	19.0%	21.5%						9.2%	
White	34.1%	35.8%						58.1%	
Unknown	20.9%	8.9%						0.0%	
1.3.D: SAI Completion									
African American/Black	7.8%	10.0%						10.0%	
American Indian	0.8%	1.1%						9.2%	
Asian	7.4%	7.4%						10.9%	
Latinx/Hispanic	8.2%	8.2%						1.6%	
Native Hawaiian/Pacific Islander	1.2%	1.5%						1.2%	
Multi-Race	17.2%	18.0%						9.2%	
White	41.8%	43.8%						58.1%	
Unknown	15.6%	10.1%						0.0%	

Many of the metrics in Core Theme 2, "Cultivate Exceptional Learning," are designed to help the college track and move forward the Guided Pathways efforts. The core indicators about outcomes like graduation rates and transfer rates are lagging indicators that will take time to influence, but we know we are compared to other institutions with these metrics, so we always include them as something that should be monitored. There are indicators that help us focus on course-level design that improve student learning and success for all students. These include tracking the courses that use Open Educational Resources (OER) and courses that use equity minded pedagogies. Some of this data we have tracked historically, and some will be collected in the assessment of CLOs and our strategic planning yearly documents, which will

be discussed later. We also included metrics and indicators that address some of the external factors that impact individual students' ability to be successful such as housing and food insecurity.

The metrics and indicators in Core Theme 3, Strengthening Community Partnerships," are to ensure that TCC truly is the community's college to the students we serve, the graduates that serve our community, as well as ongoing relationships between the college and the community. We have a strong reputation in the community and are committed to not only continuing the partnerships and relationships we currently have, but looking to continuously improve.



The metrics and indicators in Core Theme 4, Enhancing Institutional Vitality, are to help us serve the students we have as well as the students we could have while ensuring that we are being both innovative and responsible stewards.

CORE INDICATOR RESULTS

Comparison with regional and national peer institutions comes from two places: published data on [Student Achievement](#) at the state level and data from the Integrated Postsecondary Education Data System (IPEDS). Each core indicator has a mission fulfillment target that was established by the Leadership Team. Those targets are based on how we are doing in comparison to other institutions, how well we are serving our community as compared to census data or a projected growth/decline as determined from baseline data captured.

Multiple constituents were involved in developing the 78 core indicators, including members from our Institutional Effectiveness committee, leadership and our Board of Trustees. The core indicators are incorporated into an annual report and shared with the college community which articulates the college's annual progress in fulfilling its mission to stakeholders. The most recent core indicators are from 2019-2020 [1.B.1B]. This annual report, as well as other readily accessible data including dashboards and surveys, helps TCC to develop benchmarks that allow the college to create strategic priorities as well as identify unnecessary redundancies and opportunities. The Office of Instructional Research works with leadership to create the core indicators, to update them each year and share those with executive leadership, cross functional institutional committees, Student and Academic Services Leadership Team and the Board of Trustees.

CORE INDICATOR DEEP DIVE

Here are a couple of examples of the indicators of achievement and the reasoning for choosing those targets:

Core Theme 1: Advancing Equity, Diversity, and Inclusion					
Indicators of Achievement	2018-19	2019-20	Mission Fulfillment Target	Status	
1.1: Increase ethnic/racial student and employee diversity					
1.1.A: Student Headcount - Fall Quarter					
o African American/Black	6.1%	7.1%	10.0%		
o Asian	7.5%	7.9%	9.2%		
o Latinx/Hispanic	6.0%	5.9%	10.9%		
o Native American	0.6%	0.8%	1.6%		
o Native Hawaiian/Other Pacific Islander	0.9%	1.0%	1.2%		
o White	40.6%	41.4%	58.1%		
o Multi-Race	11.0%	12.6%	9.2%		
o Unknown	27.1%	23.3%	0.0%		

Here in Core Theme 1, Indicator 1.1, the targets are set based on census data for the City of Tacoma. It is our closest community and is a more diverse setting than Pierce County.

Here in Core Theme 2, Indicator 2.3, the targets are set to be in the top 25 percent of the Washington State Community and Technical Colleges. The Student Achievement Initiative (SAI) is the performance-based funding mode. Points are, in part, enrollment driven, so while being ranked first in each SAI category is not likely, TCC's enrollment would rank the college in the top third. Such a ranking pushes the college to improve itself, especially when compared to peer colleges. TCC is striving to consistently work for student success and not fall behind other innovative colleges.

Core Theme 2: Cultivating Exceptional Learning

<i>Indicators of Achievement</i>	2018-19	2019-20	<i>Mission Fulfillment Target</i>	<i>Status</i>
2.3: Increase in the number of SAI points the college earns				
o Total SAI points	13,374	13,128	13,966	
o Points per student	1.5	1.5	1.9	

Note Core Theme 2, Indicator 2.4. These targets for TCC's IPEDS graduation rate are set by our peer institutions on the IPEDS Feedback report. As opposed to only comparing TCC to the colleges in Washington state, this report includes broader data. Being a comprehensive community college instead of a technical college, comparing the college to other community colleges nationally in the suburbs that have a variety of programs including Bachelor of Applied Science (BAS) programs sets TCC up for a better comparison.

Core Theme 2: Cultivating Exceptional Learning

<i>Indicators of Achievement</i>	2018-19	2019-20	<i>Mission Fulfillment Target</i>	<i>Status</i>
2.4: Increase in the IPEDS graduation & transfer-out rate				
o IPEDS graduation rate	25%	26%	30%	
o IPEDS transfer out rate	22%	24%	27%	

TCC strives to increase its graduation rate. Graduation and transfer rates are lagging indicators that are slow to change. The innovations that TCC is making this during this time will take years to show up in graduation rates. Therefore, previous indicators are valuable in measuring progress on metrics like completion of college math, completion of college English and completion of 15 college credits so that the college can ensure its changes are moving students toward success.

In addition to the annual core indicators that TCC uses to gauge itself, additional data is readily accessible to all faculty and staff on our website in the About section, as well as through the college portal. Faculty and staff have access to historical trend data in dashboards that can be filtered and manipulated to answer questions quickly. These dashboards

are used to plan and evaluate college programs. These dashboards include: [Student Headcount](#), [Student FTE](#), [Student Retention](#), [Successful Course Completion](#), [Program Review](#), [Student Achievement Initiative \(SAI\)](#), [Employee Completion](#), [Transfer Outcomes](#) and [Employment Outcomes](#). There are also links to surveys accessible to all faculty and staff that can be used to compare TCC to prior years, as well as to other institutions. These surveys include Student Satisfaction Inventory (SSI), Community College Survey of Student Engagement (CCSSE) and an internal [graduating student survey](#). Historically, all this data has been available on the portal only. Our Institutional Research team has been committed to data transparency across the institution so that this information could be in the hands of the decision makers as well as those directly working with students.



1.B.3

The institution provides evidence that its planning process is inclusive, offers opportunities for comment by appropriate constituencies, allocates necessary resources and leads to improvement of institutional effectiveness.

TCC has created an inclusive process for various constituent groups to be involved and provide feedback on the college's planning processes. Established committees and councils create a "seat at the table" and are comprised of various stakeholders, including community members and students. TCC also utilizes surveys and assessment efforts to create an inclusive structure. Examples of councils include: College Council, Instructional Council, Classified and Exempt Staff Councils and Equity, Diversity and Inclusion Council (see 1.B.4. for more details). Examples of inclusive participation:

- The Multi-Cultural Advisory Council is comprised of over 30 community-based organizations who partner with us and offer feedback on institutional activities, including our strategic plan.
- The Institutional Effectiveness Committee includes diverse constituents from across campus that allow for a collective effort and input on our Accreditation Report.
- The Equity, Diversity and Inclusion Council includes diverse constituents representing the various roles in our college that allow for collective mobilization and input on our equity efforts.
- Students are included throughout the governance structure in various ways, including seats on our council/committees and our Associated Student Government.
- Planning sessions have been implemented during our Professional Development Days.

These councils have existed on their own for several years, and the collaborative governance structure was updated to take advantage of this structure. As part of this update, the College Council was created as a recommending body

for the president [1.B.3A]. TCC continues to evolve in its collaboration and inclusion, such as the 2019 addition of the Exempt staff council. New processes, planning and institutional-wide activities are brought to the aforementioned groups for review and input.

The campus is embarking on a process of reviewing all TCC policies, a process that started in 2019. The revision process includes use of a [TCC Tool to Review Policies and Procedures through an Equity Lens](#) (TRPPEL), created by the VP for Equity, Diversity and Inclusion, which challenges groups to assess their revisions and recommendations through an equitable lens and requires the inclusion of historically marginalized groups. In sum, inclusivity and representation are not just one part of the institution but integrated into the college's governance structure.

The following overarching initiatives are an important part of the work at the college. These initiatives were the result of needs found through the shared governance structure. The teams, comprised of members across the campus, mimic the same cross-college collaboration of the shared governance structure.

EXTENDED LEADERSHIP TEAM

The Extended Leadership Team (ELT) is a diverse body of campus personnel who lead divisions across campus and influence student success. Its leadership is based on the existing shared governance structure. Since shared governance already represented groups across the campus when the power outage hit, President Harrell was able to bring together leaders from across these groups to coordinate on the TCC response. ELT began as a hub of collaboration for departments, divisions, programs and services to ensure that our students are receiving unprecedented levels of support throughout the power outage, and then during COVID-19 stay-at-home orders and our migration to mainly virtual learning. Nearly 50 campus members convened once a week during the first few months of the pandemic to take a collective approach to emergent and persistent challenges faced by the campus community.

The group aligned contributions, instantiated population level changes and created measurable population results. These improved campus praxis, policies and behaviors with public accountability and urgency. The efforts in supporting equitable outcomes and the response during COVID was awarded with the [Charles Kennedy Award for Equity](#). ELT is not only situated in crisis leadership but is creating policy shifts that will drive improvements across the college through COVID and beyond.

GUIDED PATHWAYS: FIVE-YEAR WORK PLAN

TCC is a Guided Pathways college that has elicited broad, diverse levels of engagement from a multiplicity of campus constituents. The collaboration is centered on planning and enacting a five-year strategy that will transform the institution to be more equitable, just and effective in springboarding students into high demand careers and direct transfers to four-year institutions. TCC has inclusively tapped the plurality of voices and broadly involved staff and faculty from all departments, divisions and programs that have the influence and authority to plan, implement, evaluate and iterate the Essential Practices of TCC's Guided Pathways institutional transformation.

From the outset, TCC created cross-functional, highly collaborative teams co-lead by faculty and student services staff. There are over 100 people representing a cross section of campus personnel that plan, influence, steer and serve on the Guided Pathways teams. The organizational configuration is a synthesis of our College Spark Washington Five-Year Work Plan and two decades of research culminated in [Redesigning America's Community Colleges: A Clearer Path to Student Success](#) (Shanna Smith Jaggars, Davis Jenkins, 2015) **[1.B.3B]**.

The Guided Pathways Guiding Team serves as the cross functional nucleus for the Guided Pathways system transformation. The Guiding Team is a high-level, macro perspective leadership collective of cross campus agents of institutional change. The mission of the Guiding Team is to lead the Guided Pathways institutional redesign in a highly collaborative, cross departmental standing committee that centers student's success while engaging in inquiry, reflection and ongoing improvement. The Guiding Team meets once a week with action teams meeting periodically throughout the quarter as determined by their leads and exigency of the Essential Practices Timeline **[1.B.3C]**.

TCC has broadly engaged staff and faculty from every major department, division and program that has the influence and authority to implement the Essential Practices of the Guided Pathways institutional transformation. From the first year, TCC created cross-functional Pillar Teams **[1.B.3D]**. There are over 100 people representing a crosscut of campus personnel that serve under our Pillars. They are formed to bring together people with different areas of expertise, and who report to different areas of the college, to create more innovative and integrated products and solutions to adaptive problems and systems change. TCC has strategically recruited members for Pillars so that a cross section of exempt and classified staff, faculty and students, are represented. The Pillar team structure is under review in Spring of 2021 to improve efficiency in collaboration in this process.

Recently, to enhance the level of student voice throughout the work, the college welcomed two members of the Associated Student Body of Tacoma Community College (ASTCC) to the Guided Pathways Steering Committee. Moving forward, this committee will have at least two members from TCC student leadership on the Guided Pathways Steering Committee to empower the agency of those the college is here to serve in the decision-making process.



CIVITAS: INSIGHTS TEAM

TCC employs a predictive analytic software, Civitas, to unlock the prescriptive power of localized, contextualized and real-time data to enhance student success and institutional effectiveness. Civitas is led by a cross functional Insights Team comprised of members from relevant sectors of campus who guide, inform, strategize and implement its operationalization across campus. This team is used to ensure that the software purchased for the use of staff, faculty and students is rolled out in a way that brings together all of its users.

Civitas has several student success tools that align with our Guided Pathways systems transformation. These tools include but are not limited to:

- streamlined course selection
- scheduling
- academic alerts
- impact analysis and
- course monitoring.

All of these and more are on a shared platform, soon to be accessible by phone app, which strengthens the communications and continuity between professional advisors and faculty.

ASSESSMENT PLANNING PROCESS

TCC has two assessment committees, the IASC and the CLAC that foster assessment of course, program and degree learning outcomes. Members of both committees are faculty from multiple departments/programs on campus.

- IASC acts as an institutional advisory body, guiding the strategic direction of instructional assessment, promoting understanding of systematic assessment, setting priorities and directions of/for assessment projects and creating a culture of evidence-based decision making for

CLO, PLO/SLO and DLO assessment levels.

- CLAC supports TCC's core themes through the planning and coordination of institution-wide assessment, including but not limited to student achievement DLOs.

Both committees often work alongside one another to develop assessment timelines, provide assessment support, collect assessments or artifacts, write reports of student achievement and present the findings to the college. The assessment report is then shared with the committee through the college-wide professional development week, with Instructional Council and bi-annually to the Board of Trustees.

CREATING THE 2020-2025 STRATEGIC PLAN

The Strategic Plan process began with the forming of the Strategic Planning Committee **[1.B.3E]**. This committee was composed of 40 key stakeholders across the college that represented faculty, classified staff and exempt staff. The committee was led by Quad-Chairs and facilitated by Campus Works, the strategic plan consulting partner. The committee was tasked with:

- Engaging the college and its constituents in the planning process
- Gathering and analyzing data
- Developing strategies and objectives
- Setting short and long-term goals
- Developing an implementation plan

The planning period began in fall 2018 with an assessment and community engagement phase. Participants contributed ideas and feedback, which were used along with other institutional data to inform the development of core themes. During this time, students, staff and faculty across the campus participated in several ways, as illustrated in the following table:

STRATEGIC PLANNING ENGAGEMENT		
Engagement Activity	Timeline	Stakeholders
Focus Groups	Scheduled as needed	Campus-Wide
Workshops Example: Trends in Higher Ed & Student Experience [1.B.3f]	Scheduled as needed	Staff & Faculty
Surveys Example: SWOT (Strength, Weakness, Opportunity, and Threats) analysis [1.B.3g]	Scheduled as needed	Staff & Faculty
Strategic Planning Committee	Meetings at least quarterly	40 + Staff & Faculty
Four Day Strategic Planning Kick off	Fall 2018	Strategic Planning Committee Leadership Team Open invitation to the campus
Future Summit	Winter 2019	450 guests: students, staff, faculty, community members

RESOURCE ALLOCATION AND BUDGET PLANNING

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 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 made transparent through a series of processes:

- Live streaming on the employee internet portal.
- Questions are taken in these meetings from those present as well as from the online audience.
- Recordings posted on the portal for subsequent on-demand viewing.
- Meeting minutes are posted on the employee portal.

The final budget is presented to the Board of Trustees in June for review and approval.

Throughout the year, there are several engagement points with staff. 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. During attendance, they 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. Additionally, our Finance Office has offered several



trainings focused on building budgets, including the budget tool discussed in the next section.

The college uses an online budget module, 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. The Leadership Team subsequently reviews and prioritizes 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. The Budget Training Guide is also available as a reference **[1.B.3H]**.



1.B.4

The institution monitors its internal and external environments to identify current and emerging patterns, trends and expectations. Through its governance system, it considers such findings to assess its strategic position, define its future direction and review and revise, as necessary, its mission, planning, intended outcomes of its programs and services and indicators of achievement of its goals.

TCC monitors its internal and external environments in multiple ways to identify current and emerging trends and develop plans of action to address those trends. This is done through several avenues including, but not limited to, strategic planning, development and review of core indicators, internal and external surveys, program and process reviews and direct communications within the college community.

STRATEGIC PLANNING

The main way the college monitors its internal and external environments to identify current and emerging trends is through the college's strategic planning process that occurs every five years. In 2018-2019, the college engaged in a year-long collaborative process to develop the current strategic plan, Vision 2025. The process began with developing a SWOT (strengths, weaknesses, opportunities, threats) survey that was sent to internal, as well as external, constituencies. The survey included questions such as:

- What strengths does TCC have that should be leveraged and/or sustained to ensure the continued growth and quality of the college?
- Of the strengths you identified, which best positions the college to serve the most under-served in our student population?
- What local, regional or national opportunities will position the college to thrive through 2024?

- What weaknesses will hamper TCC's ability to meet the changing demands of higher education and thus inhibit the college's ability to thrive?
- What aspects of TCC's culture could limit the college's ability to grow?
- What factors in the region could threaten the viability of the college?

An analysis of the SWOT data revealed four major themes:

- Creating a culture of trust, change and empowerment to ensure a high-performing organization.
- Preparing for future workforce demands in our region.
- Community partnerships as a strategy for supporting the whole student.
- The need for equitable student outcomes and how to achieve them.

These four themes were then presented at a Future Summit, where over 450 students, employees, TCC Trustees and community members engaged in meaningful conversation around the themes. The Future Summit involved employees and community members giving "edTalks" about each theme, followed by breakout sessions by theme. During the breakout sessions, participants engaged in a more meaningful and in-depth conversation regarding each theme.

Based on the information gathered during the Future Summit, several Scan Teams were developed. Each scan team was tasked to complete research on each theme, especially looking for how the themes are addressed in higher education and identifying any applicable promising practices. The research conducted by the Scan Teams was further analyzed by the Strategic Planning Committee. The committee used the research to begin developing what would later become the core themes, goals and objectives of the Vision 2025 strategic plan.

It is through this extensive, collaborative process that we involved internal and external stakeholders in a process to identify current and emerging trends (internally and externally), and more importantly develop specific goals and objectives to address.

CORE INDICATORS

TCC measures its effectiveness toward reaching these goals by assessing indicators organized under strategic objectives that align with the current strategic plan. These measurements are TCC's core indicators and reflect the core values of our institutional mission. The Institutional Research department tracks the college's core indicators.

Mission fulfillment targets for the core indicators are derived from four-year data trends and reflect the institution's aspirations toward meeting its goals. Mission fulfillment targets are established collaboratively with final approval by TCC's Leadership Team. (Refer to standard 1.B.2 for more details about the core indicators.) These targets are monitored annually. Each fall quarter the TCC community receives a report of the college's progress toward achieving its institutional goals and objectives as measured by its success in meeting mission fulfillment targets of the core indicators.

Core indicators that fall below mission fulfillment targets are analyzed and appropriate actions developed to improve future performance at the Leadership Team level. The annual core indicator report provides the college community with data to monitor and advance TCC's performance relative to its stated mission. The core indicators are a five-year 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 college approved the 2020-2025 strategic plan during the 2019-2020 academic year. A new core indicator report was published that aligned with the new core themes, goals and objectives [1.B.1B].



USE OF ADDITIONAL DATA

Beyond the college's core indicators, a set of diverse data is used throughout the college to help identify current and emerging patterns, trends and expectations. The Institutional Research department tracks, monitors, and communicates this data to the Leadership Team and the college campus via the college's portal, workshops/presentations and campus email. This data is also shared during President Town Halls and other college-wide events and is regularly shared with the Board of Trustees. The data sets include assorted TCC data dashboards, survey results, Integrated Postsecondary Education Data System (IPEDS), Student Achievement Initiative (SAI) and SBCTC data. See below, sample list of TCC student dashboards:

- [Successful Course Completion](#)
- [Course Completion by Delivery Mode](#)
- [Student Retention](#)
- [Retention by Student Groups](#)
- [Completions](#)

The [Student Achievement Initiative \(SAI\)](#) is the performance-funding model for Washington community and technical colleges and a method by which the college measures student success. In addition to providing a financial incentive to the college for increasing the levels of achievement attained by students, SAI seeks to describe what students achieve from enrolling in college each year. Focus areas include:

- Completion: Increased focus on degree and certificate attainment
- Achievement gap: Increased focus on closing the achievement gap for historically underserved students (students of color and low-income students)
- Transition: Increased focus on successful transition from basic skills and developmental courses to college-level courses

SAI data can be disaggregated using several demographics, such as age group, race/ethnicity, enrollment status and gender. The most recent [SAI dashboard](#) presents data from 2018-2019.

The review of these data provides faculty, staff and administrators information on areas of improvement, and the development and implementation of needed actions to improve identified areas.

COMMUNITY SUPPORT

The college relies on relationships with external partners to deepen our understanding of the community the college has been entrusted to support as well as emerging trends impacting the community. These relationships include partnering with local nonprofits, the participation of employees on local boards, partnerships with the City of Tacoma, advisory committees to professional-technical programs and community councils that serve as advisors to the college president.

ADVISORY COMMITTEES

TCC has 16 professional technical program advisory committees. The advisory committees are composed of members of the local professional community and meet a minimum of two times each year with their respective programs. Each committee includes representatives of business and labor who reflect the local industry, students and other community partners.

Advisory committee members are formally appointed by the college – in writing for a specific term limit. The college may reappoint members for additional terms when appropriate. The appointment process strives to ensure the representation of gender and cultural diversity.

TCC's professional-technical program curricula are driven by industry standards and advisory committee members. Advisory committees generally support the following activities:

- Participate in the determination of program goals
- Review and evaluate program curricula, equipment and effectiveness
- Actively consult with other representatives of business, industry and labor

Also, TCC has created a General Advisory Committee (GAC) to serve as advisors of broader Workforce Initiatives including program development and grant procurement. The GAC is comprised of the 16 professional technical program chairs (representing business and industry), a labor liaison, Employment Security Department (ESD) and TCC staff.

MULTICULTURAL ADVISORY COMMITTEE AND PRESIDENTIAL TASKFORCE

For many years the college had a Multicultural Advisory Committee (MAC). The purpose of MAC was to serve as a platform for community-based organizations and stakeholders to provide insight and advice on internal programs, policies, practices and initiatives as it relates to equity, diversity and inclusion. MAC also advised and collaborated with the college in improving our campus climate and outreach efforts in order to address educational equity internally and within our community.

In fall 2020, President Harrell disbanded the MAC to enact a new advisory body, the Presidential Taskforce, to move forward the college's *Eight Point Plan to Address Recent Events Affecting Black Students & Employees*. The President's Task Force on TCC's Eight Point Plan has three purposes:

- Serve as a thought partners that will inform the college's understanding of the broader issues impacting the Black community in Pierce County, particularly Tacoma.
- To identify, review and evaluate strategies and implementations that will assist in realizing the goals of the Eight Point Plan.

- Serve as strategic partners to connect the college with broader community efforts that support the Black community.

The task force will be composed of members external to the college. We hope that this group will provide critical connections to the community, while also advising the college on ways to move forward with the plan.

Sharing of Information

The Institutional Research department leverages our system of shared governance to regularly update various constituents with updated data from these data sets. Several delegations have been created to ensure campus-wide awareness and involvement. These include councils that reflect the diverse representation of areas and roles on our campus. For example, Instruction Council includes faculty voice and instructional units, the Student Affairs includes all student services related units, Administrative Services is made up of positions that support the college's operations, our Classified and Exempt Councils is comprised of staff, and the Student Affairs Council constitutes student voice. Other governing bodies such as the Board of Trustees, Leadership Team, Strategic Enrollment Management Extended Leadership Team, College Council, Dean Team and the Student and Administrative Services (SAS) team are also included in this system.

These groups are informed and invited to provide input through various means. College-related updates and activities are provided through all staff town halls. These meetings comply with Washington state's open meeting requirements and allow attendees to seek clarification and ask questions. The president and our Communications Department routinely highlight pertinent information through email. Our institutional portal is an official institutional mechanism for disseminating information about TCC to the campus community. Institutional Research sends out a *Measures that Matters* newsletter highlighting nascent, institutional data trends to all staff. Various



listservs, committees, taskforces and the various campus constituencies remain informed of the data affecting our students and operations and are provided the opportunity to submit comments and input. These and several other official and unofficial venues for communication support the college's system of shared governance.

An excellent example of the college community using sharing data is the development of the Asian and Pacific Islander Committee. At an all-college meeting in the fall of 2019, data was shared related to how welcome students felt on campus. The disaggregated data showed that Asian and Pacific Islander students indicated they did not feel as welcome on campus as "all students." Based on this information, faculty and staff of Asian and Pacific Islander descent came together to create a committee that would be tasked with improving the college experience and support for TCC's students of Asian and Pacific Islander descent.

COVID-19 PLANNING

As described above, the college has a robust way of understanding internal and external trends and developing actions to address those trends. This was evident in the college's response to the COVID-19 pandemic. Although the college was forced to make substantial changes to college operations due to the pandemic, we used many forms of data and communications to inform the planning and direction we would take.

The president and college leadership had periodic meetings with the Tacoma-Pierce County Health Department (TPCHD) to not only hear needed updates of the pandemic in our local community but also to hear feedback on our plans to re-open the college. This included meetings early during the pandemic to understand the safest way to have healthcare students participate in needed on-campus labs and trainings, as well as to understand the safest way to have some on-campus presence for areas that addressed the needs of students who we knew would be the most impacted by the pandemic, and more specifically online learning.

Through partnerships and conversation with the SBCTC, TPCHD, the Governor's Office and our internal constituencies and governance structures, the college was able to devise and revise plans to ensure students were provided with an excellent learning experience, while also ensuring that needed college processes took place. Additionally, we relied on numerous surveys to hear feedback from the college community, including students, on the college's COVID response plans. The feedback given from the college community was thoroughly reviewed by the Extended Leadership Team, Leadership Team and president to make needed adjustments to plans. For instance, in fall 2020 the president announced a re-opening plan beginning summer 2021 with a plan to be fully operational on campuses by winter 2022. Based on the concerns given by the college community through surveys and direct conversations with constituency groups, the plan was altered to take a less aggressive approach to re-opening.

Throughout this time, the college has been having conversations, reviewing data and collecting "lessons learned." This information has been used to not only revise developed plans, but more importantly provide the information we can use to plan to continue some of the "silver-lining" lessons that we've learned. For instance, moving to be completely online meant that we had to determine ways to provide needed support. After doing some research the Student Affairs team implemented a Zoom Lobby where students could receive live support no matter where they were located. Based on the feedback of the Zoom Lobby, we are currently planning on how to ensure this service continues even when we fully re-open on campuses.

To keep the college community, the Board of Trustees, Foundation Board of Directors, donors, partners and the external community informed, several COVID updates were developed and distributed.

1.B EXHIBITS

- **1.B.1A** Core Indicators 2013-2018
- **1.B.1B** Core Indicators 2019-2020
- **1.B.1C** Meta-Assessment Report 2016-2017
- **1.B.1D** Program Learning Outcomes 5 Year Template
- **1.B.1E** SLC SPYD for 2019-2020
- **1.B.1F** EDI Assessment Report - Spring 2020
- **1.B.1G** TRPPEL Tool
- **1.B.1H** TCC 2014-2018 Strategic Plan
- **1.B.3A** College Council Membership
- **1.B.3B** TCC Guided Pathways 5-Year Implementation Work Plan
- **1.B.3C** Guided Pathways Essential Practice
- **1.B.3D** GP Pillars
- **1.B.3E** Strategic Planning Committee Charter
- **1.B.3F** Strategic Planning Workshops
- **1.B.3G** Strategic Plan SWOT Themes
- **1.B.3H** Operating Budget Training Guide FY2021





Student Learning

1.C.1

The institution offers programs with appropriate content and rigor that are consistent with its mission, culminates in achievement of clearly identified student learning outcomes that lead to collegiate-level degrees, certificates, or credentials and includes designators consistent with program content in recognized fields of study.

TCC offers a number of programs and certificates that are regularly improved through internal and external systems of evaluation. Whether it be student learning outcomes, approval of new programs with the State Board of Community and Technical Colleges (SBCTC), or articulations with local colleges, TCC works to ensure that its offerings are of the highest standards.

Student Learning Outcomes

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 assessments 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 an Institutional Assessment and Improvements Coordinator along with the support of assessment teams.

Consistent with our mission, our student learning outcomes assessment is another way for us to track the achievement of student learning at the degree level. The TCC faculty identified six learning outcomes for all students who complete their degrees: Core of knowledge (COK), Communication

(COM), Critical Thinking and Problem Solving (CRT), Information and Information Technology (IIT), Intercultural, Collaboration and Diversity (ICD) and Responsibility and Ethics (RES). Additionally, when students finish the curriculum in their chosen program at TCC, students should be able to "Master the central concepts of their areas of study; apply knowledge and skills presented in their courses to occupational, social and personal contexts; understand the purpose and value of general education; and integrate knowledge across disciplines" ([Program Outcomes](#)).

Student learning outcomes at the course level align to programs learning outcomes, which align to at least one degree learning outcome.

Learning outcomes are defined at three different levels: Course learning outcomes; program or specialization learning outcomes; and degree learning outcomes. Specialization learning outcomes are newly developed as of 2020 and are being rolled out in pilot disciplines in 2021.

1. Course learning outcomes (CLOs) are initiated by the program advisory committee (for professional/technical programs) or the faculty at the discipline level. They are reviewed by Departments or Programs, Dean, Curriculum Committee, and Provost and Vice President for Academic Affairs. Once approved, these outcomes are housed within CurriQNet, the college's curriculum management software. This ensures that all faculty for any given course are teaching towards the same outcomes.

2. a. Program Learning Outcomes (PLOs) are broad statements of knowledge and skills developed over the duration of an associate-level and bachelor-level program. New or revised program learning outcomes for professional/technical programs are initiated by the program advisory committee in conjunction with faculty. They are reviewed by Departments or Programs, Dean,

Curriculum Committee, and Provost and Vice President for Academic Affairs. Once approved, these outcomes are housed within CurriQNet. Program learning outcomes are assessed in a five-year cycle, with the current cycle being 2017-2021. You can see the report for 2018-2019 in exhibit **1.C.1A**.

b. Specialization Learning Outcomes (SLOs), through ongoing work within Guided Pathways, are being created to align with majors in 4-year transfer institutions. For details about TCC's Guided Pathways, refer to Standard 1.B.3. SLOs incorporate outcomes from courses within the Specialization. The intent is to provide a smooth transfer of students to the four-year programs after completing the associate-level specialization. Faculty within each discipline are currently in the process of drafting Specialization Learning Outcomes (SLOs) that provide outcomes for each of our Specializations that have created within the Associate of Arts and Associate

of Science frameworks. Proposed SLOs will be reviewed by Departments, Dean, Curriculum Committee, and Provost and Vice President for Academic Affairs. Once approved, the new SLOs will be housed within CurriQNet and published in the College Catalog.

3. Degree Learning Outcomes (DLOs) are high-level statements of the knowledge, skills and abilities a graduate of Tacoma Community College will possess. The degree learning outcomes are assessed in a three year cycle, currently 2017-2020.

2017-2018	Communication (COM) Information Technology (IIT)	1.C.1B,C
2018-2019	Critical Thinking and Problem Solving (CRT) Responsibility and Ethics (RES)	1.C.1D,E
2019-2020 (2016 ex.)	Intercultural Collaboration and Diversity (ICD) and Core of Knowledge (COK)	1.C.1F,G

Student's Assessment

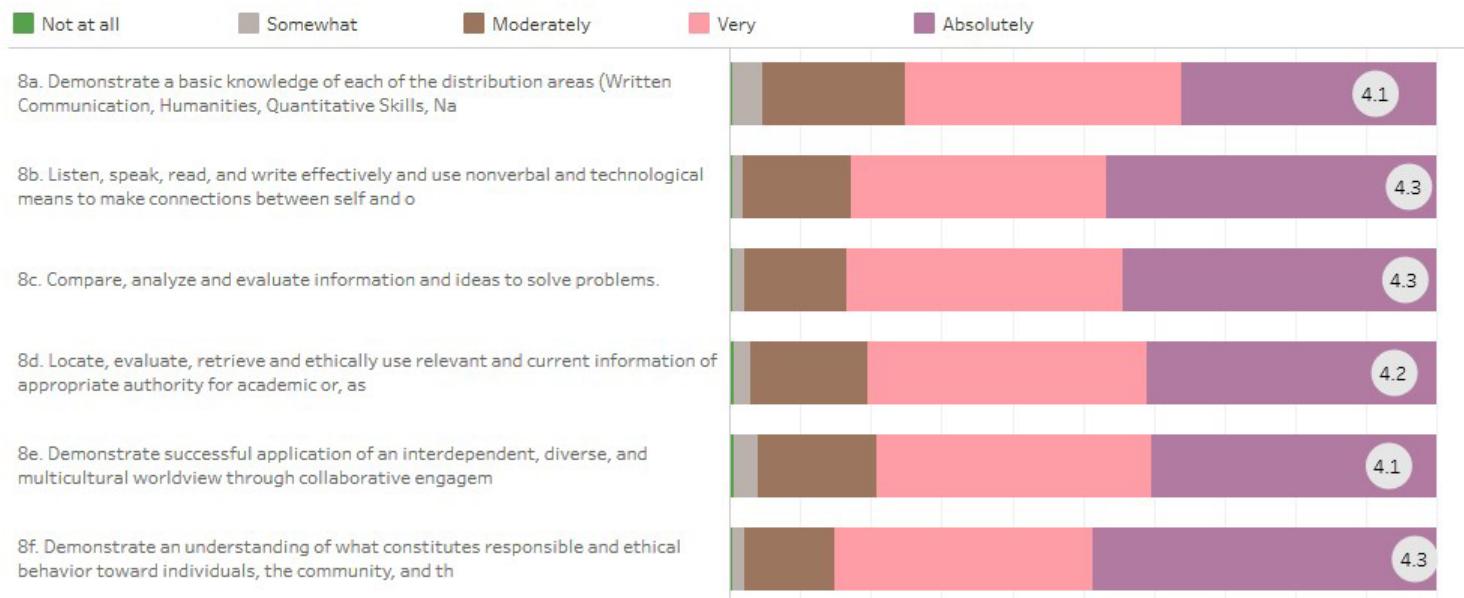
There are 6 measurable outcomes for all students who complete a degree at TCC. These outcomes are called Degree Learning Outcomes. Please note, the values in the circle indicate the weighted averages for each of the statements (based on a likert scale of 1 through 5):

Hover on each of the bars to see more details such as the number of respondents for each category

Please note the significant decline in the response rate for the 2019-2020 academic year. This was a particularly difficult year especially due to COVID 19. A lot of our processes (such as instruction modality, application for graduation, etc) were significantly impacted.

How confident are you that you can:

Select the Academic Year ▾





TCC students speak well of the college's academic rigor. In spring 2017, 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 54.1%, TCC students gave academic challenge a high survey ranking, 4.5% points higher than other medium sized colleges in this report. Students were also asked how they would rate their own confidence in their degree learning outcome skills. Averaging responses from 2017-2020, a majority of students felt they were either, "very" or, "absolutely" confident in their own abilities as described by the learning outcomes.

Leadership for Rigor

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 instructional departments, Curriculum Committee, eLearning Advisory Committee, College-wide Learning Outcomes and Assessment Committee (CLAC) reports to the Instructional Outcomes Assessment Committee (IASC), and Instructional Council. Both instructional faculty and management hold membership on these committees and are responsible for program integrity. These bodies have created a structure for ensuring rigor and purpose in all programs. The current programs have gone through analysis of their content in the Curriculum Alignment Project, and new programs need to be approved for the same standards in new course proposal procedures.

Additionally, the college's instructional administrators, Provost and Vice President for Academic 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, and therefore assist in maintaining and improving the quality of the academic personnel [1.C.1H].

HIGH PROGRAM STANDARDS

By creating standardized processes for ensuring rigor, TCC ensures student success by preparing students with the most advanced skills needed in the field according to our faculty and the accrediting bodies of each group.

TCC has four Bachelor of Applied Science (BAS) degree programs. Part of the process for approval to offer these programs include a rigorous review process by the Board of Trustees of the SBCTC. One of the requirements for approval through the [Program Proposal process](#) is that "Curriculum demonstrates baccalaureate level rigor" [1.C.1I]. To this end all proposed BAS degrees are reviewed [by the SBTC Board in a rigorous process](#) to ensure that the proposed program learning outcomes and course learning outcomes for the courses at the junior and senior levels show appropriate baccalaureate level rigor. In addition, TCC's Curriculum Committee reviews all of the proposed BAS course learning outcomes to ensure they are appropriate to rigorous junior and senior level studies.

New or modified professional/technical certificate and degree program proposals are recommended by the program advisory committee and then brought forward by the faculty. Proposals for new degrees for transfer programs originate at the instructional program level. All are reviewed for substance and integrity by the college's Curriculum Committee, TCC's Provost and Vice President for Academic Affairs, the TCC Board of Trustees, and the Washington State Board for Community and Technical Colleges. Each proposal has learning outcomes associated with it. Once approved, they are published in the College Catalog on the website.

External Partners in Assessment of Rigor

BACHELOR AND MASTER'S ARTICULATIONS

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](#). 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. TCC also uses Basic Skills curriculum designed to align with federally approved ACT college and [career readiness standards](#).

Tacoma Community College currently also has three Master's articulations with Pacific Lutheran University, University of Washington-Tacoma, and Western Governor's University:

- WGU 2017: All Master's programs except Nursing (unless NP)
- PLU 2018: Master's in Business Admin, M.S. Finance, M.S. Marketing & Research
- UW-T 2020: M.S. Business in Analytics

When we have a partnership with Master's program, TCC must uphold the rigor of our programs or students won't succeed in the Master's programs they transfer to. This leads to more communications across degrees in order to improve the rigor of the program. Faculty leadership has also found that this partnership improves responsibility of program

faculty from both schools to provide high quality instruction. TCC is currently pursuing an articulation agreement with The Evergreen State College - Tacoma.

NEW PROGRAMS

All professional and technical degree and certificate programs must be approved by the SBCTC prior to program implementation. As a part of this responsibility, the SBCTC sets rules, procedures, and guidelines, developed in cooperation with the college system that provide for the approval of all proposed new professional/technical programs, curriculum modifications, and program title changes. This process has created a clear method of program evaluation for technical and professional programs at TCC. The college is required to gather the following data:

1. Potential career progression, including job titles, employment opportunities, and wage data. Need studies or indication of need from employers should support new and emerging occupations not covered by standard forecasts or data;
2. Initial assessment of opportunities for work-based learning/clinical sites (must be answered if applicable to program);
3. Collaboration with other colleges – Indicate which other colleges have similar programs and what potential conflicts may exist. Provide evidence of attempts to collaborate with other colleges;
4. Planning/advisory committee – Provide [ADV form](#) and minutes of the related meeting(s) showing evidence that the committee has determined there is a commitment in the geographic area to employ individuals who have been served by the program.

If a program is approved, then the programs if accredited will set up a regular assessment process to meet accrediting body requirements (if applicable). Recently, we've had the new BAS programs approved by the Board and currently undergoing this process.



For more detail on other areas like continuing education and program-specific accreditation standards, please see the Program Rigor exhibit **[1.C.1J]**.

PROFESSIONAL STANDARDS

Many of TCC's programs and certificates in the medical field include an external professional examination in order to practice. TCC balances preparing students with practical understanding of their work with the knowledge necessary to pass these tests and be experts in their profession. TCC is proud to have such high pass rates from students in their programs:

Core Theme 2: Cultivating Exceptional Learning

Indicators of Achievement	2018-19	2019-20	Mission Fulfillment Target	Status
2.5: Increase in TCC graduate passing licensure/certification examinations on the first attempt				
2.5.A: TCC graduates passing licensure/certification examinations on first attempt:				
○ Diagnostic Medical Sonography	100%	100%	95%	●
○ Paramedic	100%	100%	95%	●
○ Registered Nurse	91%	92%	95%	▲
○ Radiologic Science	90%	100%	95%	●
○ Respiratory Care	100%	100%	95%	●

1.C.2

The institution awards credit, degrees, certificates, or credentials for programs that are based upon student learning and learning outcomes that offer an appropriate breadth, depth, sequencing, and synthesis of learning. The programs at TCC are subject to several external and internal processes which ensure that each program's content is appropriate in depth of learning, length, and sequence. The following sections outline how TCC aligned our curriculum to rigorous internal standards from 2010-2015, and maintains these standards with all new programs. TCC is also continuing to improve its practices and is using the college's Guided Pathways grant in 2021 to embark on a new system of coordinated evaluation through program mapping and specialization outcomes.

Curriculum Alignment Project (2010-2015)

In fall 2010, TCC launched its Curriculum Alignment Project (CAP). This charged faculty to review, in a comprehensive and strategic manner, the curricular design of their degree programs. CAP Required each program to:

- 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.

Other than the Curriculum Alignment Project, TCC has several other internal processes for understanding the rigor and value of all of its coursework to ensure students have a holistic working knowledge of their field by graduation:

- Student Learning Outcomes (SLOs) (see section 1.C.6.)
- [Bloom's Taxonomy](#)
- Pedagogical Standards

Additionally, the college's instructional administrators, Provost and Vice President for Academic 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.

NEW PROGRAMS

TCC proposals for certificate and degree programs originate at the instructional program level and are reviewed for substance and integrity by the college's Curriculum Committee, Instructional Council, Provost and Vice President for Academic Affairs, the Board of Trustees, and the Washington State Board for Community and Technical Colleges. When new degrees, certificates, or specializations are created, there is a statement of need form **[1.C.2A]**. This form includes proposed student learning outcomes, indicating that faculty are thinking of outcomes from the inception of the program. In the proposal, there is also the requirement that the appropriate advisory committees support the program, including the learning outcomes. Furthermore, as courses are developed and reviewed, the course outcomes are reviewed for appropriate progression of levels of cognitive expectations.

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 (see 1.C.1 & 1.C.5 for more details). This is outlined in the TCC Instructional Assessment Plan **[1.C.1B]**. Faculty are responsible for the design, implementation and communication of these outcomes and are assisted in this task by the Assessment Coordinator.

FURTHER ALIGNMENT OF LEARNING OUTCOMES THROUGH GUIDED PATHWAYS

As TCC works to transform itself into a "Guided Pathways" college, a cross-institutional body ("the Guiding Team") is contributing to transitioning to Specialization Learning Outcomes over Winter 2021 (this process is detailed in 1.C.6). Program Maps with integrated Learning Outcomes are being created for every program and specialization. These outline the clearest path to credential completion, which also contribute to the identification of commonalities among specializations. These commonalities will be used to develop a default sequence relative to each major curricular area of the college (ex: Arts and Humanities). These alignments will help to form and ascertain appropriate scheduling, and generate our refined Specialization Learning Outcomes that are appropriate, accurate, clear, and aligned to transfer or industry needs.

**1.C.3**

The institution identifies and publishes expected program and degree learning outcomes for all degrees, certificates, and credentials. Information on expected student learning outcomes for all courses is provided to enrolled students.

The TCC learning outcomes are published across the college, from the website, to the catalog, to course syllabi. The College Catalog contains the [Degree Learning](#)



[Outcomes \(DLOs\)](#), [Program Learning Outcomes \(PLOs\)](#), and [requirements for degrees and certificates](#). The [Catalog](#) is available to the public via the Tacoma Community College website. Program learning outcomes are published in the 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. Once the SLOs are approved, these will be in the catalog. The six learning outcomes for all students who complete their degrees are listed here:

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

Approved course learning outcomes are also published in the course syllabi, which are distributed to enrolled students at the beginning of each quarter in paper and/or electronic form. Syllabi also provide links to the program learning outcomes and degree learning outcomes located in the Course Catalog on the college website. Syllabi are archived and available to students upon request. In Spring 2020, TCC faculty approved a re-designed and updated syllabus template, and a new submission, collection, and retrieval process.

The Learning Management System, Canvas, also contains a functionality called Mastery Gradebook. All Course Learning Outcomes are transferred from CurriQNet to Mastery Gradebook so that faculty and students can view and track progress on achievement of the course learning outcomes.

1.C.4



The institution's admission and completion or graduation requirements are clearly defined, widely published, and easily accessible to students and the public.

Admission Requirements

TCC is an open access institution, which admits all applicants. However, there are different processes for different student types. General admissions information is available on the [college website](#) and [college catalog](#). Selective admissions programs have clearly defined admissions processes that are run by the individual program. Examples of these are the [Bachelors of Applied Science programs](#), [Nursing program](#), and [Respiratory Health program](#).

EQUITY AND CLOSING ACCESS AND ACHIEVEMENT GAPS

Tacoma Community College is in the process of reviewing the processes for admission and graduation, to identify and remediate systemic barriers which impede both starting and completing academic programs. The revision of these processes is working in part with the changes to ctcLink, and integrating the systems that work across campus, from admissions to graduation. These groups are working closely with the Guided Pathways team as they restructure learning outcomes and program maps for the college.

It's important to the admissions team to lower the barriers for students who may not have the advantage of college-level reading, writing, or math skills. To that end, the academic programs and the admissions team recently collaborated to update placement processes to include directed self-placement for English and a move to an un-proctored math tool (ALEKS). Work is currently being done by math faculty to create a directed self-placement for math. This will help students start their TCC experience at the level most appropriate to their skills. The Enrollment Services office is also changing the application because the current ctcLink version is extremely difficult to navigate. In order to make sure the changes are helping students, the department holds regular focus groups with students to identify where they find barriers and make continuous improvements.

All credential requirements are listed in the college catalog. Additional information is on most program pages. The advising team is working on a process to improve and integrate their planning processes with programs through the website, an improved catalog, and Guided Pathways. TCC is currently working on designing and implementing a Guided Pathways model for our campus. This has exciting implications for admission and degree completion, both of which will benefit from enhanced degree maps and improved interaction with faculty and staff regarding completion tracking via updated Civitas Inspire software (see 2.G.6 for more information) **[1.C.4A]**.

1.C.5

The institution engages in an effective system of assessment to evaluate the quality of learning in its programs. The institution recognizes the central role of faculty to establish curricula, assess student learning, and improve instructional programs.

TCC uses assessment to evaluate learning in its programs, and values improving the process of assessment in alignment with other college strategies for student success. The current system of instructional assessment has been in use since 2017 and focuses on evaluation of the degree learning outcomes in an annual cycle. In alignment with the Guided Pathways transformation, the faculty have also been re-configuring the assessment processes to better reflect a new approach to advising in degree pathways, to be piloted in 2021. As we close out the current cycle of learning outcome evaluation and move into the new cycle, these new processes will be aligned with program assessment, accreditation, and more using the Strategy Guiding Team and Guided Pathways to coordinate.

TCC's System of Assessment

The team-oriented approach of this assessment work relies on faculty working with colleagues in their programs to develop an assessment plan. In 2016 the Student Learning Improvement Council (SLIC) provided recommendations to Instructional Council—based on an in-depth assessment—to improve the instructional assessment process at TCC **[1.C.5A]**. These suggestions resulted in the 2017-2020 instructional assessment plan, which has guided TCC faculty through several years of transition in assessment staff **[1.C.5B]**. As part of the work to continuously improve process and increase faculty engagement, in 2019 this process document was revised. The [2017-2020 revised instructional assessment plan](#) document was shared with the college community in presentations to the VPs and the Board



of Trustees, via email, Fall 2019 Professional Development Week, Faculty Forum and Instructional Council meetings [1.C.2B].

Each program's assessment plan should include the details and steps needed to be taken for the assessment process to be successful.

The provided instructional document details the following process as an example.



A primary goal of the process above is for faculty to narrow in on common expectations based on a standard rubric.

Faculty are encouraged to participate in the course learning outcome assessment documentation via submission in the Instructional Assessment Canvas Course at the end of each quarter. Student work is used as evidence for faculty discussion for potential improvements of teaching and learning strategies. These program learning outcomes assessments are used annually to contribute to the assessment portion of the Program Reviews.

The College-wide Learning Outcomes and Assessment Committee (CLAC) reports to the Instructional Outcomes Assessment Committee (IASC) and oversees degree learning outcome data. The main difference between the two assessment committees is that CLAC's primary focus is on the assessment of learning outcomes at the degree level, whereas IASC oversees all levels of learning outcomes assessment while primarily guiding and supporting assessment practices at the course and program levels. Both IASC and CLAC create a culture of assessment by providing student learning assessment timelines and expectations, professional development, requesting student artifacts, and in some cases scoring artifacts. More information on these committees is available in section 1.B.1.

The IASC and CLAC committees led a re-evaluation period in 2016-2017 which resulted in the creation of the 2017-2022 Five-Year Program Learning Outcomes Template [1.C.5C]. Programs/areas then created their own five-year plan and have used it to guide their involvements in the Program Learning Outcome evaluation. The IASC then worked with each department to assess their learning outcomes. The annual process assesses student learning outcomes and how we can use the results to make continuous improvements for a student's experience in the classroom. Both CLAC and IASC committee chairs review all student learning assessments in the summer and share the results through an annual assessment report. Presentations about the reports and overall results have been shared at the fall Professional Development Week, with the Instructional Council, bi-annually with the Board of Trustees, and within the Instructional Assessment Canvas Course. The IASC 2018-2019 report details submission rates, methodologies, and results from this process from 2016-2019 [1.C.1A].

For Degree Learning Outcomes, the 2017-2020 Three-Year Degree Learning Outcomes Assessment Plan was created, as detailed in the Instructional Assessment section below [1.C.2B].

DLO Assessments for TCC's current 3 Year Cycle (2017-2020):

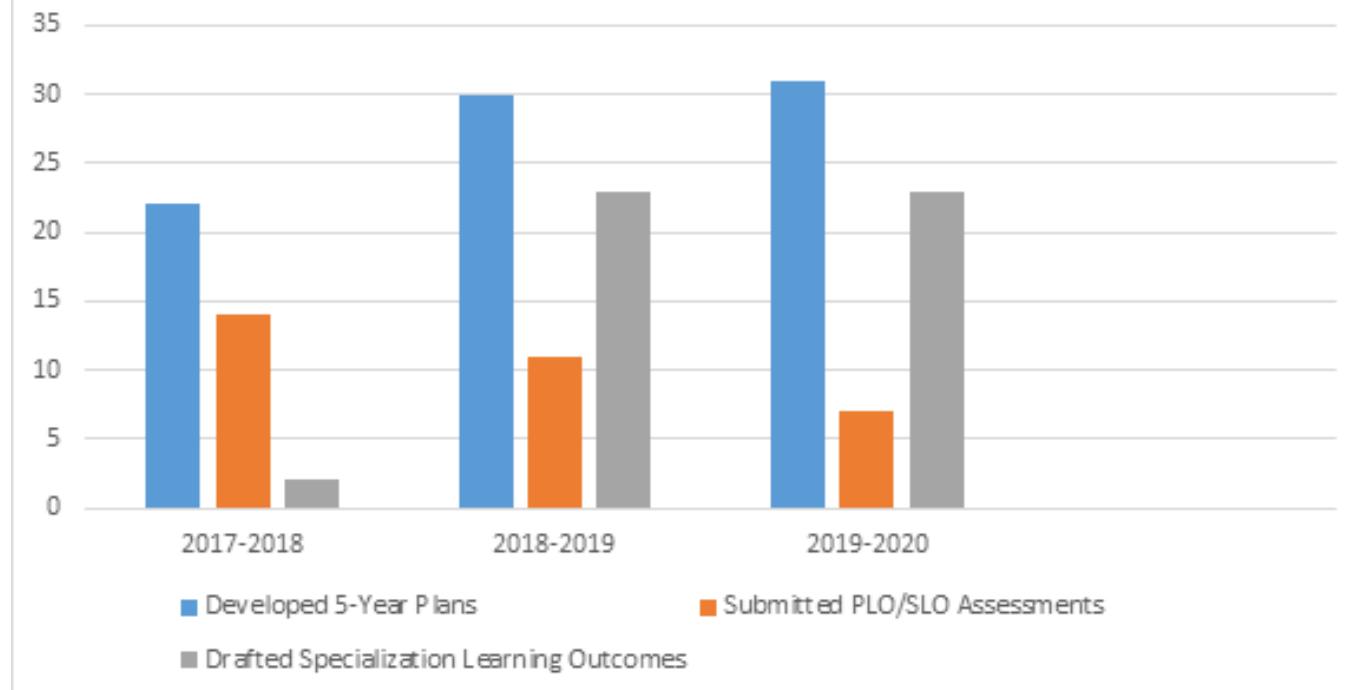
2017-2018	Communication (COM)	1.C.1B,C
	Information Technology (IIT)	
2018-2019	Critical Thinking and	1.C.1D,E
	Problem Solving (CRT) and	
	Responsibility and Ethics (RES)	
2019-2020	Intercultural Collaboration	1.C.1F,G
(2016 ex.)	and Diversity (ICD) and	
	Core of Knowledge (COK)	

Creating New Assessment Systems

Prior to 2015, campus assessments were limited to 18 programs across the campus. Building a new culture of assessment since this time has been challenging, in part because of frustrations with the previous methods of assessment. In the following data, we'll explore how participation in assessment has slowed, while many program faculty increased their involvement in the creation of a new system of assessment.

In the chart below, we track the participation rate of programs and their submission of Student Learning Outcomes to the Assessment Coordinator:

Program Outcomes and Assessment Related Participation



*Note: Instructional Programs also includes Student Learning Centers, Library & e-Learning. Since e-Learning and Student Learning Centers have traditionally completed Unit Yearly Action Plans (UYAP), The Library has always participated in TCC's instructional assessment practices.



As part of the Guided Pathways reforms, TCC is transforming the ways in which meaningful assessment of student learning outcomes is pursued. The development of specialization learning outcomes has provided an opportunity for more nuanced and pathway-specific assessment. This has motivated some of the academic departments to dedicate more team-time to rewriting their learning outcomes, which will then require Curriculum Committee approval.

Another way TCC is working to improve its assessment process and participation is re-thinking the role of the Assessment Coordinator. An important part of this is creating time for the Assessment Coordinator to spend working with professors on the practice of assessing documents and integrating the results into their work. As part of the 2020-2021 assessment, TCC is funding the faculty labor to assess program documents, which were previously completed by CLAC and IASC committee members on a volunteer basis. This should lighten the load for the Assessment Coordinator and encourage more investment from faculty. The Office for EDI's Assessment Coordinator will then have more time to pursue the following goals:

- Provide staff and faculty professional development workshops on how to engage students in conversations about learning outcomes.
- Provide faculty and staff examples of how their interactions with students contribute to a student's learning experience and the institution's mission, vision, and core themes.
- Help students learn how they can track the progress and achievement of their intended program/specialization's learning outcomes in alignment with Guided Pathways

TCC is also exploring software packages that will facilitate a streamlined assessment process, including tracking, mapping, and collecting outcomes assessment data and artifacts.

Program Reviews

The goal of the Program Review has been to help faculty and chairs identify gains, gaps and goals of their programs and specializations, including the assessment of student learning, and to use the results to make continuous improvements. This annual process provided valuable reflection opportunities but lacked accountability and a consistent eye on data. In the first year of her tenure the current Provost reviewed this process and prior-year submissions and found that this model of Program Review has not created the desired culture shift toward evidence-based continuous improvement.

Under the leadership of the Provost and Vice President of Academic Affairs, TCC recognized the importance of using the cycle of the Program Reviews to be more meaningful in contributing to assessment practices of student learning, tracking of the strategic plan, and as a way to empower programs and specializations to make informed decisions and improvements that support the success of students. To do this, the Provost has proposed a new three-year, cyclical, Program Review process that includes three different components of student learning and assessment data to help programs and specializations make sense of how they are contributing to the institution's strategic priorities. This program review will be the instruction-specific element within the Strategic Planning Yearly Document in 2022 (this document is described in Section 1.B.1). During the fall 2020 quarter, aiming to establish baseline data, all academic programs were asked to participate in a program review exercise called Taking Stock **[1.C.5D,E]**. This asked faculty leaders to access IR dashboards that have recently been enhanced to provide disaggregated student success data. Faculty leaders were asked to work with their teams to consider program-level student headcount, course success, and completion rates, disaggregated by race, ethnicity, and financial need, as well as to consider gateway and/or high impact courses in their programs through the same lens. This exercise will be followed up with additional data collection and analysis. This work will ultimately lead to the creation of

a baseline data-book that all programs and specializations may use to chart their own progress as measured against themselves as well as against all other programs and specializations, and to motivate meaningful assessment.

Closing the Loop in Assessment

As the new structure of assessment has been created, the last element of “closing the loop,” or using the assessment data to inform instruction, has been left to the leadership of each program or department to decide. In these three years, we’ve had excellent examples of programs who have used this data to inform their practices; two examples are provided below.

HEALTH INFORMATION MANAGEMENT BAS

The HIM BAS program incorporates continuous improvement models and tools to assess program effectiveness. Data are gathered and evaluated regularly from various sources such as curriculum evaluation, learning mastery achievements, graduate and employer surveys, faculty evaluations, and advisory board communications to monitor, evaluate, and compare program performance to target outcomes. This data is also reported through the CAHIM (accrediting body) Annual Program Assessment Review (APAR) process. As opportunities for improvement are identified, new targeted goals and outcomes are developed along with action and analysis plans.

NURSING PROGRAM

The TCC Nursing program utilizes a Systematic Evaluation Plan to direct program assessment and to facilitate quality improvement. The 2019-2020 systematic evaluation plan (SEP) was developed as a collaborative effort between faculty, program specialist and the Associate Dean of Nursing, utilizing the 2017 ACEN (accrediting body) standards. The nursing program SEP identifies the essential program data to be aggregated/trended under each criterion to include the timeframe for assessment. The program

specialist gathers the raw data and summarizes the information, then creates tables and/or graphs that provide a visual representation of the information. This data is then sent to the Program Assessment Committee (PAC) and the Associate Dean of Nursing. The PAC reviews the data for any trends or determines if additional data is needed. The committee, after analysis of the data, provides a summary with recommendations to the full faculty. The full faculty then have an opportunity to review, ask questions, provide feedback, and vote on a recommendation. The program SEP is housed in OneNote, which allows for the document to be easily shared, referenced, and updated by faculty and staff. To review a full description of process, please see the [Nursing Program Assessment Exhibit \[1.C.5F\]](#).

Strategy Steering Team

Over Winter 2021-Summer 2021, a Strategy Steering Team is collaborating in a small work group to gather information on the assessment processes taking place across the college. They will work to analyze these various means of continuous improvement, streamlining them into one continuous improvement process for the college in the 2020-2025 Strategic Plan cycle. This Strategy Team has representation from across the college: the Assessment Coordinator, the Strategic Planning Officer, one Library Faculty, one Admin Services Staff, one Student Services Staff, and two Faculty who have both institutional knowledge and assessment experience. The larger (40+ person) Continuous Improvement Committee is being re-started and will assist in the review of new data and process.



1.C.6

Consistent with its mission, the institution establishes and assesses, across all associate and bachelor level programs or within a General Education curriculum, institutional learning outcomes and/or core competencies. Examples of such learning outcomes and competencies include, but are not limited to, effective communication skills, global awareness, cultural sensitivity, scientific and quantitative reasoning, critical analysis and logical thinking, problem solving, and/or information literacy.

Tacoma Community College has, over the past 10 years, gone through three iterations of integrating Learning Outcomes into Instruction. In each iteration, it was considered how learning outcomes would help to shape the student's journey toward competency in their chosen field. These iterations are summarized here and detailed by year in the sections below.

The first step was assigning Learning Outcomes across the college, and this review took place between 2010-2016. During 2016-2017, administration took a pause to evaluate how they would structure evaluations of learning outcomes. In our 2017 Mid-Year Review it was acknowledged that we were moving in a positive direction in learning outcomes assessment, and their suggestions for the report are addressed below. From 2017-2020, amongst the shifts in executive leadership, assessment moved toward Degree Learning Outcomes and several cross-college committees were created to manage this project. TCC invested in a part-time Assessment Coordinator in 2018, who was increased to full time in 2020, to assist the Provost in this process. The most recent process improvement has occurred from 2020-2021 with a shift to Specialization Learning Outcomes, which focus more on how each course learning outcome will be useful in helping students complete either a transfer

specialization or a professional/technical degree. TCC's Engineering Department is piloting this new method in 2021.

FIRST COMPREHENSIVE LEARNING OUTCOME REVIEW 2010-2015

TCC proposals for certificate and degree programs originate at the instructional program level and are reviewed for substance and integrity by TCC's Curriculum Committee, Instructional Council, Provost and Vice President for Academic Affairs, and Board of Trustees, and the Washington State Board for Community and Technical Colleges. From 2010-2016, TCC conducted a Curriculum Alignment Project (CAP) that created the standards for our programs. This project charged faculty to review, in a comprehensive and strategic manner, the curricular design of their degree programs. CAP required courses to:

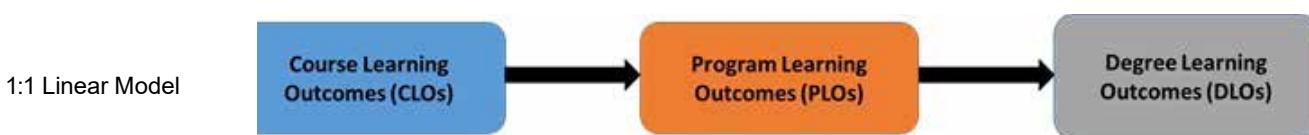
- State the skills necessary for students to enter each course.
- Develop measurable student learning outcomes for each course.
- Make explicit each course's contributions to a program's student learning outcomes.
- State the most effective sequence or pathway of courses in each program.
- Specify course 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.

Between Fall 2010 and Spring 2016

1. Every new and existing course offered for credit was reviewed by appropriate faculty in light of the Curriculum Alignment Project's goals (see page 49 of the Curriculum Committee Manual) **[1.C.6A]**. In some areas, this review was a cross-disciplinary effort.

2. The Course Proposals for all existing credit courses were updated by appropriate faculty to bring the course into alignment with the project's goals. Most updates included modifications to the Course Learning Outcomes, including identifying where the Course Learning Outcomes align with the appropriate Program Learning Outcomes and updating the outcomes to ensure they are measurable. This is documented in the CurriQnet database of course proposals.
3. All new and updated course proposals were reviewed by the appropriate department, division, and the Curriculum Committee. The Curriculum Committee review included careful review of course outcomes to ensure they met the goals of the Curriculum Alignment Project. This is reflected in the committee's minutes during this period.
4. The project's considerations became, and continue to be, the established expectations for course proposals at TCC. You can see an example course proposal in exhibit

1.C.6B.



The 1:1 Linear learning outcomes model currently used is based on three outcomes levels. Each class is assigned to a single program. Each Course Learning Outcome (CLO) is mapped to one or more Program Learning Outcomes (PLOs). Each PLO is mapped to one or more Degree Learning Outcomes (DLOs) (see 1.C.3). Degree Learning Outcomes assessment measures how instruction contributes to the achievement of TCC's Core Themes and our mission and vision. The College-wide Learning Assessment Committee (CLAC) assessed DLOs on a 3-Year Cycle.

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

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

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

1. The College- Wide Learning Assessment Committee (CLAC) Co-Chairs request artifacts for the DLO focus on that cycle.
2. CLAC and other assessment participants score the artifacts using shared rubrics **[1.C.6B]**.
3. Upon completion, CLAC members also present student achievement data at the professional development days, instructional council and bi-annually to the Board of Trustees.

SHIFT TO DEGREE LEARNING OUTCOMES

2017-2020

Before the 2017 Mid-Year Assessment, TCC's process for operationalizing these competencies was conducted by the Student Learning Improvement Council (SLIC). After the mid-year assessment, TCC refocused on Degree Learning Outcomes (DLO) as central to its internal assessment processes, converting SLIC to the College-wide Learning Assessment Committee (CLAC). CLAC is represented by five faculty from across the college, reviewing over 500 pieces of evidence per cycle. As part of the new 2019 [shared governance policy](#), the start of the new cycle of assessment and CLAC team will be managed by the Instructional Assessment Steering Committee. The CLAC team will also be compensated for their work to encourage a higher rate of participation.



In the most recent DLO assessments, SLIC and CLAC recommended continued efforts to increase the sample size and ensure that samples are representative of all campus divisions. Refer to Standard 1.C.5 for more information on how TCC plans to expand its assessment practices.

EXAMPLE OF THE 1:1 LINEAR MODEL

The Library's information literacy instruction is a great example of the 1:1 Linear Model. It closely connects to TCC's Degree Learning Outcomes (DLOs) in the Cultivate Learning core theme: Information and Information Technology (IIT), Responsibility and Ethics (RES), Communication (COM), and Critical Thinking and Problem Solving (CRT). The IIT DLO is defined as the ability to "locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for both academic and professional/technical applications." Faculty librarians work with disciplinary faculty to integrate this competency into instructional programs, assignment-specific instructional sessions, individual courses, and on-line tutorials and services. Notably, the RES DLO highlights work around source integration and avoiding plagiarism. DLO assessment shows that proper source integration is one of the skills related to IIT and RES in which students are the weakest. The Library addresses these skills in its instruction. See the Library PLO Revision for a detailed example of how DLOs are integrated into a program **[1.C.6C]**.

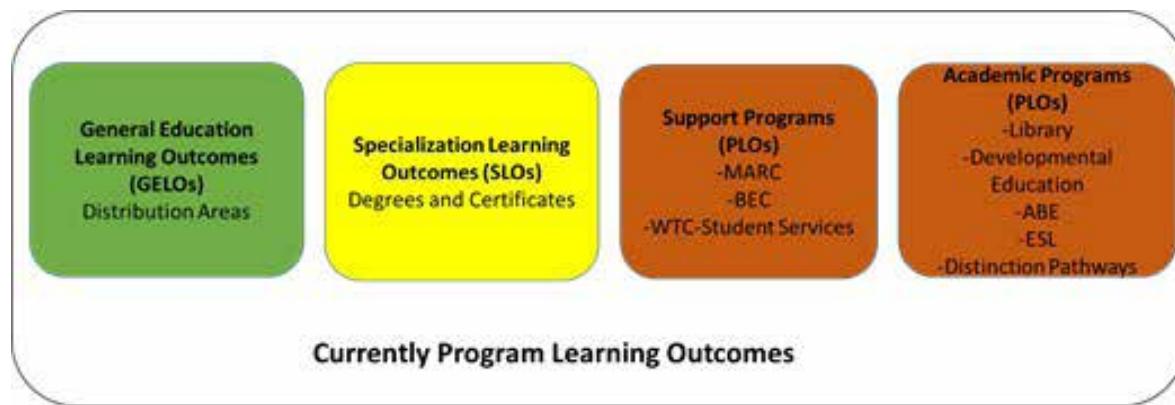
Shift to Specialization Learning Outcomes 2020 - 2021

Tacoma Community College is amid a fundamental transition in assessment. The current model has only one definition of 'program' across the campus. Functionally, this has proven to not depict the types of degrees offered at TCC. The faculty across campus struggled with the following challenges:

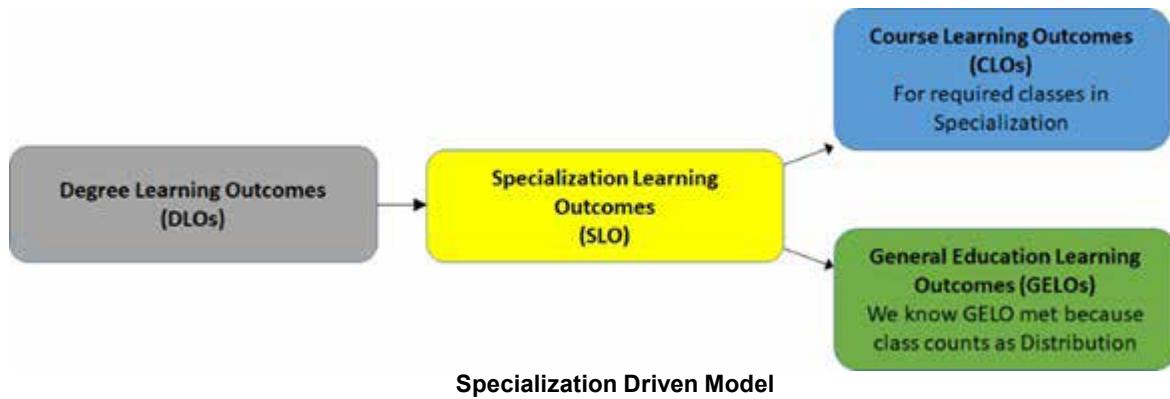
- Professional/technical PLOs encompassed entire degrees.
- Transfer PLOs were assessments of general education distribution areas within a degree.
- Transfer departments also offer some classes that are not general education courses, leaving those classes without a clear tie to a program.
- Other "programs" on campus provide student support or are in academic areas which offer classes, but that do not lead directly to degrees.

SPECIALIZATION AND PROGRAM

To address this issue, TCC faculty in Instructional Council and the Guided Pathways Guiding Team defined a "Specialization" as a set of courses that lead to a credential (degree or certificate). TCC's new model breaks "Programs" into four discrete categories. The old 1:1 Linear model will now only apply to those in support programs or academic programs that do not lead to a credential, such as the Library's literacy instruction.



The second challenge with the 1:1 Linear model is that it didn't connect the Program Learning Outcomes to the Course or Degree Learning Outcomes. They had been made at different times and continued to be evaluated in different processes. To ensure that all degrees have met all the DLOs, TCC needed to build the connection between the three learning outcomes with the DLOs as foundational in the process. The third challenge with the 1:1 Linear model is that it assigns each class to only one "program". Many transfer classes are used in a variety of degrees. The definitions of learning outcomes are delineated at the course level to signify the difference between those classes required for specialization (CLOs) and general courses (GELOs).



CLOS AND GELOS

Guided Pathways work has contributed to this model and helped to define the learning outcomes to the purpose of the degree they're used in. In the new Specialization-driven learning outcomes model, every degree is either a pre-major transfer specialization (Associate of Arts or Associate of Science) or a professional/technical specialization (Associate of Applied Science or Bachelor of Applied Science). For example, an Associate of Science in Chemistry is a transfer specialization. The model starts with the existing common set of DLOs. For each specialization, there is at least one SLO to meet each DLO. Long term, each SLO will reference at least one CLO in at least one required class within the specialization.

Here is an example of this new Specialization-driven model used in the Associate of Science – Mechanical/Civil/Aero Engineering MRP:

- DLO#6: Responsibility & Ethics (RES): Demonstrate an understanding of what constitutes responsible and ethical behavior toward individuals, the community, and the environment.

- Corresponding SLO: Ability to recognize ethical and professional responsibilities in engineering situations using relevant professional ethics codes, and to make informed judgments, which must consider the impact of engineering solutions in global, economic, environmental, and societal contexts.

The development of SLOs is still a work in progress. Professional/technical Program Learning Outcomes can be seamlessly transitioned into SLOs, since they have always referenced a complete degree. The only thing that has really changed is the direction of flow. The emphasis has switched from "What does a non-major student taking a general education class in science need to know?" to "What does someone who is about to transfer to a university as a junior in chemistry need to know?" This is helpful for our students to make sure that their coursework is connected directly to a career/degree path. One of the exciting things for transfer specializations is that the courses that can be used to meet SLOs may be housed administratively in completely different departments.



Discussions around SLOs are helping to break down long standing organizational silos and creating new conversations about how TCC measures success. The Guided Pathways Guiding Team and the Assessment Coordinator plan to spend time working on the Specializations with the constant focus on *how* TCC will ensure that its current instructional practices are effective and sustainable. Fundamental to these efforts will be conducting the SLO assessment process through an equity lens with the ultimate intention of identifying and bridging achievement gaps.

Once Specialization Learning Outcomes have been developed, they will go through TCC's Curriculum Committee throughout 2021. The faculty member submitting the specialization will be able show how each SLO is met via the classes within the degree. Engineering will be the first discipline to go through the new process in Curriculum Committee in February 2021, with four unique engineering specializations being recognized by the college.

1.C.7



The institution uses the results of its assessment efforts to inform academic and learning support planning and practices to continuously improve student learning outcomes.

Historically, TCC has assessed the effectiveness of educational practice through student evaluations and Program Reviews submitted by each department/program chair to their deans. Until 2020, the Program Review has included the Gains, Gaps, Goals and Assessment analysis for each program yearly. This document analyzed the effectiveness of educational practice through student learning outcomes. The goal was to use the results of assessments to inform academic and learning support planning and practices before the next annual assessment of student learning outcomes. To measure the impact of these changes, student

learning outcomes assessment has taken place at the course, program/specialization and degree levels.

Currently, the goal is to make sure that all faculty are comfortable assessing their students at all three levels (Course Level Outcomes, Program Level Outcomes/ Specialization Level Outcomes, Degree Level Outcomes). Faculty are expected to assess these levels using the resources available to them on campus. The primary resources are the Instructional Assessment Canvas shell, and direct professional development provided by the Institutional Assessment and Improvements Coordinator with the help of the two committees IASC & CLAC. Faculty within departments and programs have been developing their own assessment projects and reporting the results to their peers. Faculty have been expected to assess a different Program Learning Outcome each year.

At the department/program level, faculty are expected to participate in the assessment by gathering student data to report to their department/program chairs and their IASC representative regarding the PLO/SLO(s) project they are focusing on within the 5-year-plan while contributing to the reporting of the gains, gaps, goals and assessment related Program Reviews. This information is shared at the fall professional development week, with Instructional Council and bi-annually with the Board of Trustees to celebrate achievements and identify areas of continuous improvement of achievement related to student learning outcomes.

Although faculty are regularly assessing course learning outcomes in their classes, there has been less participation in the campus level reporting process for CLOs. Additionally, while most programs/specializations develop 5-year-plans, the PLO/SLO assessments are not always submitted in program reviews and may not always indicate skill building across all programs. Programs/Departments such as Computer Science, Astronomy, Physics and Engineering (CAPE), Biology, Earth Sciences, Chemistry (BEEch), Library, Business (DTA), and Health Information Management have used their results to provide more academic support

for students, redesign curriculum or develop new courses, open more sections of courses taught by full-time faculty, to name a few. Additional professional development workshops have also been coordinated from the feedback received from Faculty Professional Development Council (FPDC), Classified Staff Council, Instructional Council, a faculty assessment representative and what the leadership indicates the needs might be.

Faculty in some areas are now developing Specialization Learning Outcomes, and assessment in those areas will move to the new SLO model. Since Specializations often include classes that are taught by other departments, this process will involve more cross-campus collaboration. More information on the shift to Specialization Learning Outcomes is in 1.C.6.

NEW CONTINUOUS IMPROVEMENT PRACTICES

IASC members and other guided pathways team members will work together to apply the Train the Trainer Model, in which members become the experts on outcomes and assessment of student learning. As more programs become specialized, and the shift to create more meaningful outcomes takes place, the Guided Pathways group will act as the primary resource in supporting faculty success through this progression and continuing to provide professional development/trainings.

Ideally by AY 2021-2022, all faculty will be collecting CLO achievement information for each of their outcomes every time they teach the course. The students will be able to track not only DLOs in their coursework, but SLOs as well. While building the SLO's, Pillar 4 (IASC), Chairs and Faculty will be mapping where students can master each SLO throughout the course work for the specialization. This mapping will allow faculty to develop meaningful 3-5 year SLO plans to assess how students in each specialization are progressing towards mastery for the SLO/PLO.

An important part of the new Strategy Steering Team's work is the Continuous Improvement Survey, to be completed Winter-Summer 2021. The goal of this survey is to understand the assessment processes that take place across campus, as many of them lead to continuous improvement practices but aren't tracked in TCC's current assessments process. The survey will ask questions like:

- What is the culture around continuous improvement in your area?
- How do you measure success in your work over time?
- Do you have any external professional associations or accrediting bodies that you work with?

The results from this survey will help inform Instruction's work as it builds the Specialization Driven Model, Program Maps, transforms to Guided Pathways, and more. As the analysis is also covering staff, it will be easier to connect the continuous improvement analysis completed within instruction with the support that the college provides to create a successful environment for students.

1.C.8



Transfer credit and credit for prior learning is accepted according to clearly defined, widely published, and easily accessible policies that provide adequate safeguards to ensure academic quality. In accepting transfer credit, the receiving institution ensures that such credit accepted is appropriate for its programs and comparable in nature, content, academic rigor, and quality.

CREDIT TRANSFER AND CREDIT FOR PRIOR LEARNING

TCC's policies for credit transfer and credit for prior learning are clearly outlined and easily accessed on TCC's webpage, including processes and details. The process for placement



begins when a prospective student begins their application to TCC, which includes submission of unofficial transcripts. Students can also submit their [unofficial transcripts for review](#) in advance, which takes about five days. After they are reviewed by our transcript assessment team, they are notified of class placement through their student portal in ctcLink.

A prospective student who is looking to transfer in to TCC can review the [Transfer Credit Policy](#) or [Prior Learning Assessment Policy](#). Both policies are aimed at clarifying what experiences are transferable to TCC credits, including but not limited to: military training, credits from a college recognized by TCC, International Baccalaureate, etc.

EVALUATING TRANSFER CREDITS: FROM STATE PROCESS TO TCC PRACTICE

TCC uses the [common course numbering system](#) (CCN) per the Washington State Board for Community and Technical College's initiative. As we have a strong relationship between the credential evaluators and instructional departments, the integrity of the process for evaluating and awarding transfer credits is exceptionally sound. The state community and technical college common course numbering system simplifies much of the transfer process as courses are recognized as equivalents and have the same course identification.

Courses outside of this process, when not easily compared, are vetted by working with the different instructional departments. In the case of mathematics, the Math Advisory Resource Center (MARC) serves as the intermediary between the math department and the credential evaluators. Overall, there is a strong relationship between the credential evaluators and the instructional departments that allows for appropriate alignment between courses accepted for transfer and courses offered at the institution.

The [Transfer Credit](#) and [Prior Learning Assessment](#) policies are scheduled to be reviewed and updated by a newly established joint Instruction and Student Affairs policy review

team in 2020-2021, and changes are expected. The main recommendation for future discussion regarding policy changes is regarding equity. Currently, all credits must come from regionally accredited institutions to be considered for transfer. Equity is a concern, as [evaluated from an equity lens] many non-regionally accredited institutions serve systemically non-dominant students and students from low socioeconomic backgrounds.

1.C EXHIBITS

- **1.C.1A** IASC Report 2018-2019
- **1.C.1B** COM Assessment Report
- **1.C.1C** IIT Assessment Report
- **1.C.1D** CRT Assessment Report
- **1.C.1E** RES Assessment Report
- **1.C.1F** ICD Assessment Report
- **1.C.1G** COK Assessment Report
- **1.C.1H** Faculty CBA 2017-2020
- **1.C.1I** BAS Proposal Forms
- **1.C.1J** Program Rigor
- **1.C.2A** Statement of Need
- **1.C.2B** Instructional Assessment Plan
- **1.C.4A** Building a Degree Map - Guided Pathways TCC 2021
- **1.C.5A** Assessment Recommendations IASC 2016
- **1.C.5B** Instructional Assessment 2007-2020
- **1.C.5C** Program Learning Outcomes 5 Year Template
- **1.C.5D** Taking Stock Presentation
- **1.C.5E** Taking Stock Instructions
- **1.C.5F** Nursing Program Assessment
- **1.C.6A** Curriculum Committee Manual
- **1.C.6B** Discussion Board Rubric
- **1.C.6C** Library PLO Revision

Student Achievement

1.D.1

Consistent with its mission, the institution recruits and admits students with the potential to benefit from its educational programs. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advice about relevant academic requirements, including graduation and transfer policies.

Admissions

As the Community's College, TCC is an open access institution, with programs ranging from Basic Education for Adults and High School Completion through bachelor's degrees and Continuing Education. TCC prides itself on offering the opportunity for community members to benefit from the college's broad academic, workforce, and continuing education offerings.

Upon admission, students are directed to TCC's assessment services so that the college may ensure that students register for classes at the appropriate level and which will be beneficial. Students range from those without any reading or writing skill to those with their Doctorate.

One of the biggest challenges in Admissions is the ctcLink online admissions application. The staff at TCC have struggled to guide applicants through a process that is not user friendly; particularly for those marginalized applicants such as those who are less experienced with technology, or

English Language Learner (ELL) applicants. The staff have responded with creativity and leadership, creating more short-term options while working on long-term solutions. The team has created a more streamlined google document version that staff can guide students through. They also are working at the state board level to create an RFP for a new software, with the goal of a more user-friendly software.

Recruitment

Recruitment at TCC is led by the Outreach Office in collaboration with departmental specific programs. All recruitment is based within TCC's service district and targets a vast range of constituents, ranging from current high school students, adults in need of a high school credential or professional technical certificate, or retirees who are lifelong learners. To increase consistency and collaboration and raise awareness of recruitment campaigns with multiple recruiting bodies, TCC established the Outreach Partners Committee, which is made up of institutional units from both Instruction and Student Affairs including but not limited to Veterans Affairs, Running Start, Fresh Start, Work Force Education, Basic Education for Adults (BEdA), and Marketing. The group meets monthly to discuss strategies and activities related to recruiting prospective students. This collaboration helps ensure that there is a cohesive and consistent college message and that the college is targeting all constituencies.

TRADITIONAL AND NON-TRADITIONAL STUDENT RECRUITMENT

The college's guiding recruitment principle is that better preparation of prospective students will lead to greater student success. Outreach and Recruitment Services structures a comprehensive work plan each summer that



targets all student populations. This plan is intended to be comprehensive but does have a primary focus on traditional high school graduates and adult learners. This focus is also reflected by the staffing. TCC has two Admissions Specialist positions: one is dedicated to high school students and the other to adult learners. The high school specialist works closely with the local high school counselors and graduating high school seniors.

The adult learner specialist works to bridge barriers for returning adults, military veterans, and TCC's community partners. This position was designed to focus on reaching adult learners and military affiliated prospective students. This position also works with the different Navigator positions on campus to help students learn about the various resources available in Workforce, Re-Entry, and Basic Education for Adults.

As TCC continues to focus on equity and access, the college continues to assess its recruitment practices. This includes changing and adding positions and evaluating activities and processes to reflect the dearth of applications from certain sectors of the Tacoma/Pierce County population. Three examples of this are the addition of a Running Start staff member whose primary focus is on building relationships with high schools who serve systemically non-dominant students. A second example is the change to the High School Counselor breakfast, which was implemented in 2019 to expand to include community partners. The inclusion of community partners created an accurate representation of those that the college works with in order to truly support Tacoma's communities and its prospective student populations. Thirdly, TCC is the fiscal agent for a Pierce County BEdA Navigator funded through the Workforce Development Council. This position provides community outreach for all 5 BEdA providers in Pierce County targeting individuals who do not have a high school credential. This includes targeted outreach to the PUMA (Public Use Microdata Areas) areas of Pierce County.

Orientation

TCC provides optional orientation sessions for all prospective students. In addition, there are program specific orientations required for such programs as BEdA, Running Start, and Fresh Start. Orientation is conducted by a team of advisors and other student services staff with the focus on establishing the student-advisor relationship, campus navigation, identification of key support services, and registration. Participating students are taught to use TCC's student internet portal, college catalog, and online class scheduling system, ctcLink. Students learn about prerequisite classes, developmental course sequences, course waitlists, certificates 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.

Online orientation has been an option, but with the impact of COVID-19, TCC created a more robust process and offering. With the move to increasing online services, the college quickly enhanced the online orientation and has been seeing much more success, as evidenced by students being fully prepared for their first advising appointment. The online orientation provides students the opportunity to learn about math and English placement, funding sources, advising, career and educational pathways, and how to enroll in classes. This is done by self-paced slides and videos containing information on these onboarding steps. The second part of orientation is a needs assessment survey, which allows students to be directly connected with resources at the college. This provides an opportunity to improve equitable outreach in the online orientation, as it allows students to be connected with TCC's vast network of resources, ranging from Access Services to Tutoring and from mental health counseling to support for foster youth, in addition to a variety of other support structures.

1.D.2

Consistent with its mission and in the context of and in comparison with regional and national peer institutions, the institution establishes and shares widely a set of indicators for student achievement including, but not limited to, persistence, completion, retention, and postgraduation success. Such indicators of student achievement should be disaggregated by race, ethnicity, age, gender, socioeconomic status, first generation college student, and any other institutionally meaningful categories that may help promote student achievement and close barriers to academic excellence and success (equity gaps).

TCC has made data about its institution both accessible and usable to staff and faculty through their staff portal, website, and regular meeting updates. The goals around these data are integrated into the core indicators and their measurement process, and the use of big data for student success is seen most prominently in the Civitas software. These data are used in ways that encourage thoughtful consideration of programs and what barriers stand between students and their success.

The office of institutional research has a long history of making data transparent and available to all employees in the campus community on the college portal. TCC established a set of core indicators (as discussed in section 1.B.2). These core indicators guide our efforts and help us to assess the extent to which we are fulfilling our mission, values, and Strategic Plan goals. In addition to the core indicators, the office of Institutional Research provides several dashboards of data that are accessed through links in our portal (college intranet) and on our website. The current list of dashboards aligns with TCC's core indicators (and thereby our Strategic Plan) and includes [Student Headcount](#), [Employee](#), [Student FTE](#), [Successful Course Completion](#), [Student Retention](#),

[Completion](#), [Transfer Outcomes](#) and [Employment Outcomes](#).

[Additional dashboards](#) are also available on the Washington State Board of Community and Technical Colleges that TCC uses to compare itself to the other community and technical colleges in the state. There are several progression dashboards that are available including the [student achievement initiative \(SAI\) data](#). These dashboards allow for the college community to disaggregate data in a number of ways including race, ethnicity, age, gender. The main idea behind the dashboards is that data is consistently available to not only the executive leadership of the college, but to all individuals that may be working with students directly.

TCC compares itself to other community and technical colleges not just in progression such as 15, 30 and 45 credit completion, but in retention and completion rates of college level math and college level English. These dashboards are interactive so users can disaggregate in multiple ways. The SAI data is used in multiple places in the core indicators. These data are year-end data, and Departments and individual employees can track progress throughout the year. When the indicator appears on the annual core indicator document, TCC has the dashboards available for the campus community to explore patterns.

TCC has made several investments to leverage data insights. For example, since 2015 the college has used Civitas, a predictive analytic software tool, which provides customized analysis, insights, persistence/completion predictions, course analysis, academic planning, efficacy management, and program monitoring. The Civitas platform is based on predictive analytics for student persistence that draws from eight years historical data from our state database, CTCLINK, and our learning management software, Canvas. These analytics allow us to disaggregate statistical trends for specific student groups and leverage targeted engagement strategies that keep our students on track. Civitas Learning graphically displays analytics for new and returning student groups on enrollment metrics. Persistence rates, course success, and completion rates are also available.



With this retention data, we can look at these student groups and their engagement in services across the college, such as the Writing Center. The engagement in writing tutoring and other student services affects student persistence differently by race, as seen below:



With this information, it's easier for staff and faculty to understand how the services provided or certain classes may be affecting students differently as they navigate through the school. It is meant to inform investment and inspire programs and staff to investigate their own practices to improve outcomes.

Civitas also streamlines our team's communications by using its Illume service to serve as a conduit between advisors and instructors **[1.D.2A]**. Utilizing these tools has allowed TCC to intervene with students in real time according to data informed statistical models. Civitas empowers staff and faculty to keep students academically engaged, improve their likelihood of persistence, and be intrusive and proactive in our interactions with students. The availability of interactive tools such as Civitas, accessible data-related information through the "Measures that Matter" newsletter provided by Institutional Research, as well as Institutional dashboards, allows the college greater ability to disaggregate data related

to student achievement and make informed data-driven decisions on how to better serve our community.

Comparison with Other Colleges

Collective data from other surveys such as the [Student Satisfaction Inventory \(SSI\)](#) and [Community College Survey of Student Engagement \(CCSSE\)](#) allows TCC to compare its student success benchmarks against other community colleges within the state **[1.D.2B,C]**. Findings from TCC specific reports, like the survey that checked in on students during the first quarter during COVID, and the institutional climate survey are also shared with the campus and reviewed for patterns by relevant groups.

Several areas have worked together to provide real time data that assist with data informed decision making. In addition to the "Measures that Matter," newsletter, TCC also has Integrated Postsecondary Education Data Survey data on the

portal, as well as the data feedback reports for the last three years. The data feedback report is shared with leadership team, SAS, and others to see how we are comparing on a national level. The most current data feedback report is on the website. While they are aware of the limits of IPEDS data, these are comparable numbers that help the Institutional Research (IR) team to see where TCC is in comparison to other colleges as it strives to improve its service. TCC's IR team also consistently uses the dashboards that are available through SBCTC to compare itself to other institutions in

Washington State. While this data has not been available publicly, members of the IR team works with SBCTC in conversations about ways to share this data more openly as a system in the future. What is specifically helpful about this data is TCC's ability to compare itself not only in aggregate (as with IPEDS), but compare in various disaggregation such as race, ethnicity. TCC uses these data sources from other colleges to help set the targets for the core indicators (as discussed in section 1.B.2).

Here is an example of an SBCTC dashboard that Institutional Research uses to compare itself to the other colleges in the system. Look at Fall to Winter retention for first-time students:

Retention Trend: *1st Fall to Winter Retention/Completion*

Cohort: *All Students*

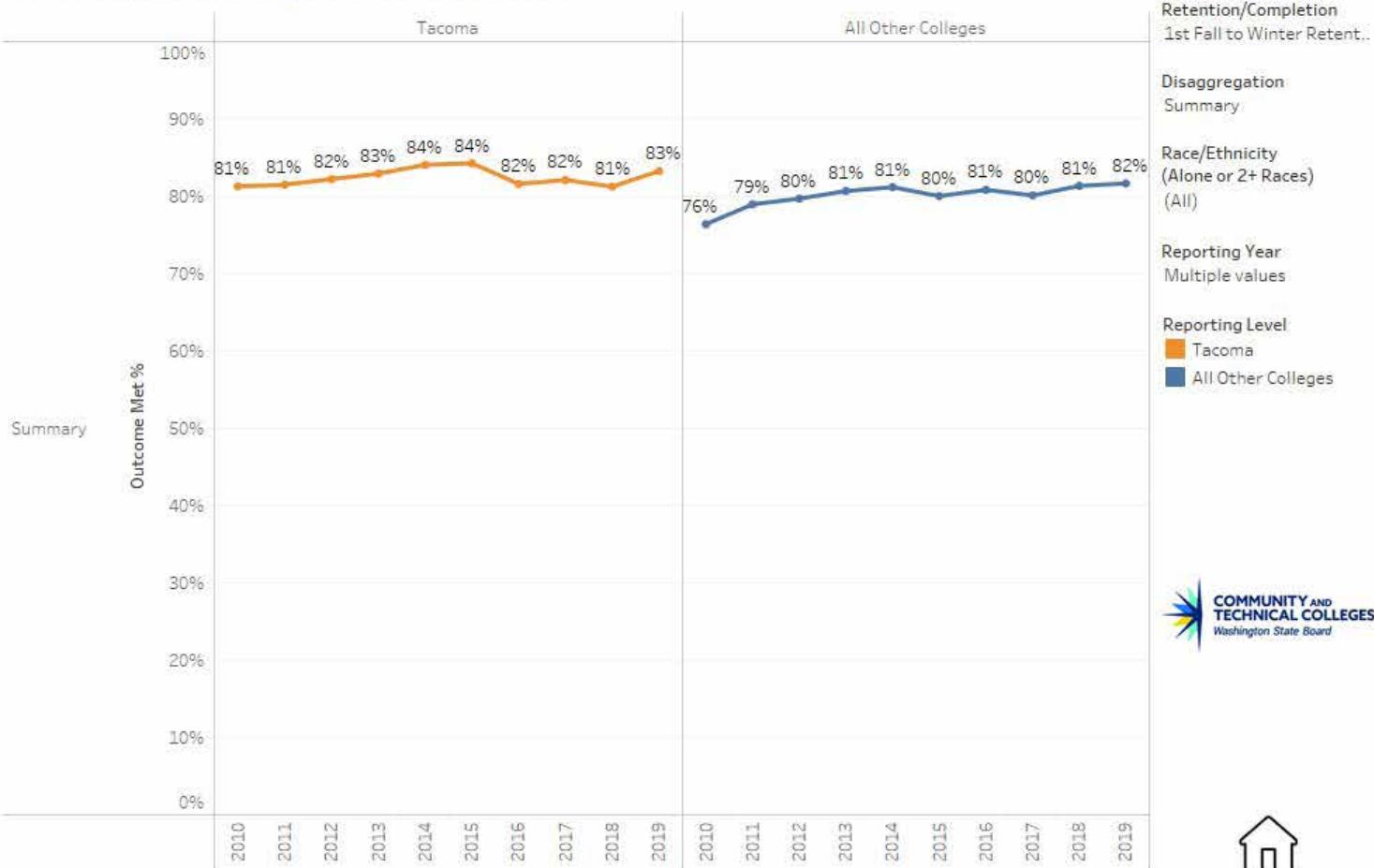
Level: *Tacoma*

Intent: *All*

Disaggregation: *Summary*

Race/Ethnicity (Alone or 2+ Races): *(All)*

Includes: *Summer entry continuing in Fall & Fall entry cohorts only*





IR can then disaggregate by several options including Race/Ethnicity which is shown below. Along with student retention data

Retention Trend: *1st Fall to Winter Retention/Completion*

Cohort: *All Students*

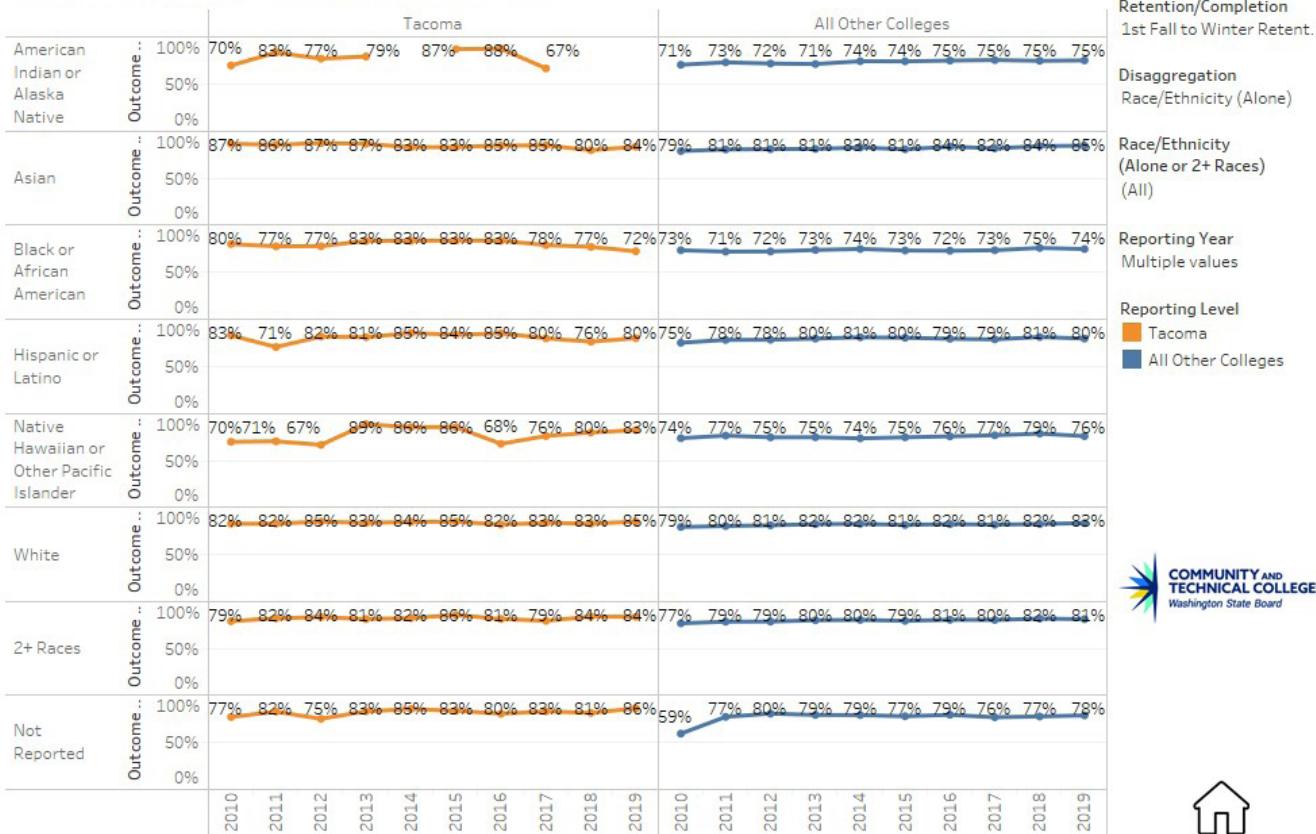
Level: *Tacoma*

Intent: *All*

Disaggregation: *Race/Ethnicity (Alone)*

Race/Ethnicity (Alone or 2+ Races): *(All)*

Includes: *Summer entry continuing in Fall & Fall entry cohorts only*



Cohort
All Students

Select College
Tacoma

Education Intent
All

Retention/Completion
1st Fall to Winter Retent..

Disaggregation
Race/Ethnicity (Alone)

Race/Ethnicity
(Alone or 2+ Races)
(All)

Reporting Year
Multiple values

Reporting Level
Tacoma
All Other Colleges



from student support services, course completions and more form Civitas, TCC can see how its support for student based on their race is competitive with other colleges.

INTEGRATING SCHOOL COMPARISON INTO STRATEGY

The school comparisons are integrated into the work of the institution as one of the main considerations for how TCC sets its goals in the Strategic Plan. The Core Indicators (as introduced in 1.B1) are the measurements that the college uses to track the success of our Strategic Plan. These goals are based on SAI (aggregate comparison with the other

community and technical colleges in Washington State), IPEDS (federal comparison to peers), incremental increase from the baseline for the 5 years of the strategic plan, and/or comparison to census data for the City of Tacoma. For specific examples, please reference 1.B.2, under Core Indicator Deep Dive.

DISAGGREGATED DATA INFORMING STRATEGY

TCC has been measuring equity gaps in its work for a number of years and has only increased its focus in these efforts. In the core indicators TCC disaggregates by race, ethnicity, age, gender, socioeconomic status, and first-

generation college students as often as possible. Data that is readily accessible by all employees of the college on the portal is offered in dashboards that provide options for disaggregating, as well. Some of the dashboards are also available on the website. Quarterly newsletters are sent out to the campus from the Institutional Research team called Measures that Matter. There are 3 years of these newsletters on the staff portal and the most current academic year newsletters on the website. These are designed to inform the campus of various reports, dashboards, and help the campus aware of the college data so we consistently use data to help inform decisions.

Trainings in the use of tools, such as Civitas and our dashboards, have been delivered through institutionally offered professional development and ad-hoc groups of faculty and staff. These tools and their respective data are being used to develop strategic interventions to remove barriers to success. In particular, the Instructional Division is focusing on gateway courses to better understand barriers to student persistence. Work continues to disaggregate the data, identify potential barriers, and plan appropriate interventions for upcoming academic years.

TCC continues to develop its Guided Pathways framework and implementations to evaluate student progress toward completion and transfer. Establishment of student achievement indicators is primarily documented in Core Theme related indicators. Each theme is broken down into multiple objectives with achievement determined by a set of measures that reflect outcomes rather than actions and represent common metrics that are comparable across regional and national peer institutions.

1.D.3

The institution's disaggregated indicators of student achievement should be widely published and available on the institution's website. Such disaggregated indicators should be aligned with meaningful, institutionally identified indicators benchmarked against indicators for peer institutions at the regional and national levels and be used for continuous improvement to inform planning, decision making, and allocation of resources.

DATA ACCESS & COMMUNICATION

Results for student achievement are based on meaningful, institutionally identified indicators aligned with indicators for peer institutions at the regional and national levels; are used for improvement by informing planning, decision making, and allocation of resources and capacity. These following items are made available:

- TCC Website: [Annual Report](#) & About TCC
 - » Including: Measures that Matter newsletters, IPEDs Data, annual surveys **[1.D.2A,B]**, and Strategic Plan Core Indicators **[1.D.3A]**
- SBCTC Website: [SBCTC Field Guide to TCC](#)
- Internal Staff Portal: [IPEDS Data Reports](#)

As articulated in 1.D.2, institutional data is widely available. For example, in addition to ongoing communication with stakeholders through community engagement, relevant research, councils and committees, TCC publishes a wide range of information about its activities, including indicators of quality and effectiveness. This information lives under the Staff section of the Portal, TCC's Intranet. The Office of Institutional Research provides data to the campus community on the Portal in multiple dashboards, surveys, and reports.



Key college-wide data is also distributed through an ongoing newsletter, "Measures that Matter." Additionally, the Office of the President shares information through campus-wide communications via email and Town Halls; data are shared at the Enrollment Management Committee meetings; and enrollment and other data, as fit, are shared at the Extended Leadership Team meetings, as well.

REGIONAL & NATIONAL BENCHMARKING

The Core Indicators of Mission and Strategic Fulfillment are provided annually to the college community and the Board of Trustees. These indicators have fulfillment targets that were set by Leadership in 2020. The targets are informed by benchmarked data that are available from our State Board of Community and Technical Colleges (SBCTC), National Data such as Integrated Post-secondary Education Data System (IPEDS), and Census data are published on the Portal, the college's internal website. The core indicators are shared at Leadership, Student and Academic Services (SAS), Student Affairs Leadership Team (SALT), and the Board of Trustees each year, as well.

CONTINUOUS IMPROVEMENT PRACTICES

Since 2005, faculty program chairs complete an Instructional Program Review as a regular self-evaluation activity 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 Office of Institutional Research provides student profile data to the programs on the portal; 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 various 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. Topics 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)
- Student learning assessments
- Identifying 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. In 2016-2017, TCC added the outcome assessment projects learning assessments (see 1.B.1 and 1.C.5) to this same timeline.

AREA OF GROWTH

Efforts are also underway to facilitate better use of available data and align the evident trends with TCC's strategic efforts (see 1.D.2). For example, during Professional Development Week (2020), sessions were offered that equipped attendees with the ability to extract data from both ctcLink and Civitas. These efforts for strategic alignment and use across the college continue to evolve across projects like Guided Pathways and in the work of IR.



1.D.4

The institution's processes and methodologies for collecting and analyzing indicators of student achievement are transparent and are used to inform and implement strategies and allocate resources to mitigate perceived gaps in achievement and equity.

The Office of Institutional Research has increased TCC's access to meaningful data and analysis. TCC is in the midst of developing a college-wide process for implementing strategies which will allocate resources to address gaps in achievement and equity. The implementation of the new 2020-2025 Strategic Plan has given TCC an opportunity to coordinate successes from areas like the Office of Institutional Research, Strategic Planning Yearly Document, Program Annual Reviews, Open Educational Resources, Learning Outcomes process improvement for Instruction (1.C.5.), and investment in the new Office of Equity, Diversity, and Inclusion.

DATA DRIVEN CHANGES IN EQUITABLE RESOURCE ALLOCATION

TCC has exemplary units on campus that have consistently used best practices for closing the assessment loop, such as Institutional Research's collaboration with Open Educational Resources (OER). Specifically, the OER Steering Group examines assessment data to highlight the correlation between use of OER/Innovative Instruction and retention/completion rates. Student Achievement Indicators (SAI) at TCC reflect this. In 2014-15 OER students accounted for 41% of TCC's SAI points. By 2017-18, they accounted for 73% of SAI points. OER students earn a higher percentage of points than their percentage of the population for Pre-College Math, 15 College Level Credits Completed, 30 College Level Credits Completed, 45 College Level Credits Completed, and Completion Points.



This type of positive impact of OER has motivated eLearning to continue to develop the OER stipend model, providing an incentive to faculty to develop OER courses, as well as modifying the stipend model process to be clearer and to accommodate different needs/levels of course development.

The SAI OER data informs the OE Steering Group's work, leading to new ideas and improvements in current strategies, such as course labeling, professional development for faculty, resources creation, close collaboration with student government, and more - all collaborative campus efforts that mitigate achievement gaps and promote equity. Additional implementations include opening a student pantry, emergency grants, peer tutoring/tutoring centers, etc. Together, these efforts address the non-cognitive needs of our students.

COORDINATING EFFORTS AROUND EQUITY GOALS

The college has also invested in coordinating efforts at TCC around Equity by creating the new Office of Equity, Diversity, and Inclusion (OEDI) in 2019. In 2020, the staffing was complete by including 3.5 existing staff and hiring 3.5 new staff to the position. This investment in planning and staffing shows that the college is poised to use the recent data to enact changes needed at the institution. TCC is moving into the stage of connecting analysis of student success indicators to the allocation of human, physical and fiscal resources.

STRATEGY STEERING TEAM

The plan to align assessment and accreditation processes across campus around the Strategic Plan Equity goal began December 2020. A small Assessment Coordination Team has begun this work and it consists of staff and faculty across the college. This team will be analyzing these previously mentioned and other current practices of assessment and accreditation across campus and developing a process for the 2021-2022 academic year. As the plan moves forward it will have review and oversight from the College Council, Leadership Team, Institutional Effectiveness Committee, and other input from the Shared Governance structure. An assessment of its effectiveness will be timed with TCC's next mid-year accreditation cycle.

1.D EXHIBITS

- **1.D.2A**
Civitas Illume
- **1.D.2B**
Student Satisfaction Inventory 2018
- **1.D.2C**
Community College Survey of Student Engagement
- **1.D.3A**
Core Indicators 2019-20

Governance, Resources and Capacity

2.A.1

The institution demonstrates an effective governance structure, with a board(s) or other governing body(ies) composed predominantly of members with no contractual, employment relationship, or personal financial interest with the institution. Such members shall also possess clearly defined authority, roles, and responsibilities. Institutions that are part of a complex system with multiple boards, a centralized board, or related entities shall have, with respect to such boards, written and clearly defined contractual authority, roles, and responsibilities for all entities. In addition, authority and responsibility between the system and the institution is clearly delineated in a written contract, described on its website and in its public documents, and provides the NWCCU accredited institution with sufficient autonomy to fulfill its mission.

The Board of Trustees for Tacoma Community College provides leadership and oversight of the management of the college. The Board is composed of community members who live within the College's service area. Each member serves a five-year term. All [current trustees](#), along with their background and the year appointed to the board, are listed on TCC's website. Trustees provide the essential link between the needs of the broader community and TCC's programs and services.

The Washington State Governor appoints all trustees who are responsible for local governance of the college. Trustees have no contractual, employment, or financial interest in the

college, as indicated by the Trustee Conflict of Interest Annual Statements kept on file in the President's office. All trustees sit as members of the Trustees Association of Community and Technical College, which is comprised of trustees from the 34 community and technical colleges state-wide.

Institutional Governance Policies & Procedures

The Board of Trustees shares responsibility in the governance of the college with TCC administrators, staff, faculty, and students, as outlined by TCC's [Shared Governance Policy](#) and in the TCC Board of Trustees Policy Manual, Chapter 1 **[2.A.1A]**.

TCC's Board of Trustees, like all Washington State public community colleges, follow state-wide defined responsibilities, roles, and authority for boards of trustees. These include responsibilities and prerogatives that are defined by the Revised Codes of Washington ([RCW 28B.50](#)). The duties and responsibilities of the Board of Trustees include provision for "the personnel, physical facilities, and means of financial support to carry out the [college's] goals and objectives." The Board of Trustees sets the strategic direction of the college and provides oversight of the college's strategic and operational plans. Additionally, the Board establishes and reviews board-level policies, as held within the TCC Board of Trustees Policy Manual.

This year (and all subsequent years following) the Board developed strategic priorities. These are areas that align with the strategic plan that the Board has decided to pay particular attention to. Additionally, the Board revised the structure of the monthly meetings to align with the strategic priorities. The strategic priorities, including the frequency they are



discussed at the monthly meetings, are listed below.

Quarterly

- College Budget
- Student Enrollment
- Community Relationships
- Foundation

Monthly

- Equity, Diversity, & Inclusion
- Student Learning & Success

At all Board of Trustees meetings, the Board receives updates from representative college constituency groups including the Associated Students or ASTCC, Exempt Staff Council, Classified Staff Council, faculty, TCC Foundation, and the Legislative Council.

The 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. Each year a Self-Evaluation Performance Review is completed by each board member for consideration at the summer board retreat **[2.A.1B]**. The Board's Goals and Strategic Priorities for the coming year are also developed at the retreat **[2.A.1C,D]**.

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).

Because the college was created by and receives support from state government, it is subject to rules, regulations, and policies issued by several state boards and agencies. In addition, SBCTC clearly delineates on its website and in its [SBCTC Policy Manual](#) all statutes, policies, and regulations governing community colleges in Washington.

2.A.2



The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of authority, responsibility, and accountability who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

COLLEGE ADMINISTRATION AND CV OF EXECUTIVE LEADERSHIP

Tacoma Community College is led by the Leadership Team consisting of the President, the Provost and Vice President of Academic Affairs, the Vice President for Equity, Diversity, and Inclusion, the Vice President of College Advancement, the Vice President of Student Affairs, the Vice President of Administrative Services and Special Assistant to the President & Guided Pathways Coordinator. These administrators and respective divisions and departments are illustrated on the college's organizational chart. All are experienced and qualified administrators in higher education. Their professional backgrounds are provided on the [college website](#), and their resumes are provided as pdf documents.

[2.A.2A]. The Leadership Team meets weekly to discuss matters of college policy, budget, institutional planning, and accountability. The team provides recommendations to the Board of Trustees through the President. Each team member also takes relevant topics and issues back to their constituents for further discussion and/or action.

All college staff and administrators are held accountable through annual performance evaluations. Faculty are evaluated according to the terms of their Collective Bargaining Agreement. Refer to Standard 2.F.4 for details about the evaluation process for all TCC employees. In addition, each academic department completes an annual program review and, beginning Fall 2020, an annual Strategic Plan Yearly Development (SPYD) report that ties department

goals to the strategic plan goals and objectives. Standard 1.B.1 discusses the SPYD in detail.

As for the college's strategic plan, its goals, which serve as the core themes, reach across and apply to all college divisions and departments. Its core indicators are used to assess achievement of core objectives associated with the college's core themes: Advancing Equity, Diversity and Inclusion; Cultivating Exceptional Learning; Strengthening Community Partnerships; Enhancing Institutional Vitality. The core indicators are incorporated into an annual report and shared with the college community that articulates the college's annual progress in fulfilling its mission to stakeholders. This annual report as well as other readily accessible data including dashboards and surveys help TCC to develop benchmarks that allow the college to create strategic priorities and identify unnecessary redundancies, as well as opportunities. More information about how the core indicators are used for mission fulfillment and effectiveness is included in Standard 1.B.2 and 1.D.1.

SHARED GOVERNANCE POLICY

The college's shared governance structure provides an avenue for all college staff and faculty to contribute to the leadership of the college. The college's [Shared Governance policy](#), published on TCC's website, outlines the benefits of

the policy:

- Effective college-wide policy creation, review, revision and implementation.
- Decision-making that incorporates the views of those with relevant information, expertise and of those impacted by decisions.
- Opportunities to address concerns common to all constituencies as well as to issues unique to representative groups.
- Appropriate and timely communication of information to all representative groups.
- Efficient and effective management of resources.
- Accountability at all levels and in all phases of decision-making process.

A [chart of the college's shared governance](#) councils is also provided on the college's website.

College policies are reviewed and approved in accordance with the [Guidelines for Policies and Procedures](#) and the [Shared Governance Policy](#). Currently, the college is reviewing all its policies for verification of ongoing need, accuracy, and equity. To accomplish this, policies are being reviewed using the Tool to Review Policies and Procedures through and Equity Lens (TRPPEL) **[2.A.2B]**. Going forward, all policies will be reviewed using the TRPPEL every three years.

Policy Name	College Governance Process	Scheduled President's Review
CADM 143 Affinity Groups	Approved	1/22/2021
CADM 304 Social Media	Approved	1/22/2021
ADSV 404 Operating Reserves	Approved	1/22/2021
STSV 115 Code of Student Conduct	Under Review	6/9/2021
STSV 212 Prior Learning Assessment	Under Review	6/9/2021
STSV 107 Student Responsibility for Debts	Under Review	6/9/2021
STSV 215 Tuition and Fee Refunds	Under Review	6/9/2021
STSV 216 Tuition and Fee Waiver	Under Review	6/9/2021
INST 100 Academic Program Planning and Review	Under Review	6/9/2021



While not part of the official shared governance model, the Extended Leadership Team, Student and Academic Services (SAS) team, the Guided Pathways Guiding Team, and the Institutional Effectiveness Committee consist of cross-campus representatives and all serve to address pressing matters in the day-to-day operation of the college, as well as plan important changes that support the college's strategic plan and mission fulfillment. The **Extended Leadership Team** consists of department leads across campus. The group provides perspectives and feedback on important and emergent needs, issues, and concerns. **Student and Academic Services** (SAS) consists of the VP for Student Affairs and the Provost/VP for Academic Affairs and their highest-level direct reports (deans and directors). The **Guided Pathways Guiding Team** consists primarily of individuals from Academic Affairs and Student Affairs, including the President, the Provost/VP of Academic Affairs and the VP of Student Affairs. Additionally, the five pillars have leads on the guiding team. The **Institutional Effectiveness Committee** (IEC) focuses on mission fulfillment, as well as measures and monitors the Core Theme Indicators. The IEC met regularly each quarter for two years leading up to the 2021 NWCCU Accreditation to review NWCCU Accreditation Standards, Core Theme Indicators, and to analyze college-wide data. The members of this committee are appointed by the President and consist of representatives across the entire campus.

2.A.3

The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive may serve as an ex officio member of the governing board(s) but may not serve as its chair.

Ivan L. Harrell II., Ph.D., serves as the 11th President of Tacoma Community College (TCC). Having a passion for community college education, Dr. Harrell strives every day to lead a group of professionals in providing the best environment, programs, and services students need to complete their academic and career goals. As defined in Chapter IV of TCC's Board of Trustees Manual, the president, an ex officio member of the board and the college's Chief Executive Officer, is delegated authority to develop and maintain a College administration whose members shall: (1) Carry out the policies of the College District; (2) Perform their duties as outlined in approved job descriptions; (3) Perform their duties in conformance with College District regulations and procedures; and (4) Perform their duties in support of the College's vision, mission, goals, objectives, and core values **[2.A.1A]**.

PRESIDENT HARRELL'S CURRICULUM VITAE **[2.A.2A]**

Prior to coming to TCC, Dr. Harrell most recently served as the Executive Vice President of Academic & Student Affairs at Georgia Piedmont Technical College. Before Georgia Piedmont, he served as the Vice President of Success at Lone Star College, Dean of Student Affairs at Anne Arundel Community College, Coordinator for Student Affairs at J. Sargeant Reynolds Community College, and Assistant to the Vice President at Tallahassee Community College.

Dr. Harrell has written or co-written several scholarly articles and book chapters. He has also served as a presenter at

numerous local, regional, and national conferences and seminars. He is most proud of his work around improving the success of students of color, particularly Black men, first-generation college students, as well as students who come from traditionally marginalized backgrounds.

Dr. Harrell completed his Doctor of Philosophy degree (Ph.D.) at Florida State University, where he defended his award-winning dissertation, titled, "Using Student Characteristics to Predict the Persistence of Community College Students Enrolled in Online Courses." He holds a master's degree (M.Ed.) from Vanderbilt University, and a bachelor's degree (B.A.) from Wittenberg University.

Dr. Harrell has dedicated his career to advance the community college mission with a strong focus on equity and student success. His goal, as a higher education leader, is to support as many community college students as possible in achieving their academic and career goals.

Additionally, Dr. Harrell is currently a fellow in the inaugural cohort of the Aspen New Presidents Fellowship.

2.A.4

The institution's decision-making structures and processes, which are documented and publicly available, must include provisions for the consideration of the views of faculty, staff, administrators, and students on matters in which each has a direct and reasonable interest.

TCC has a strong history of shared governance. Representative councils and committees consisting of cross-campus representation take part in the college's decision-making structures and processes. The shared governance model at TCC provides rich and meaningful contributions by all members of the campus community towards the management and leadership of the college.

A [Shared Governance chart](#) found on the TCC website illustrates the respective bodies and reporting structure. Under the leadership of Dr. Harrell, several meaningful changes were made to the Shared Governance structure, designed both to better represent the entire TCC staff and faculty body, including employee groups and functional bodies, and to better tie College Council to these representative bodies.

The key changes included:

- Electing a co-chair from the College Council membership rather than retaining the college president as co-chair; this change was made because College Council is the body that reviews and recommends policies needing President approval. The president remains a non-voting member of College Council and does not act as Chair or Co-Chair.
- Formation of a new employee-type council, the Exempt Employee Council, to give all Exempt employees representation in college governance and policy making.
- Updated Bylaws for each council by summer of 2021.



TCC's [Shared Governance Policy](#) ensures:

- Effective college-wide policy creation, review, revision and implementation.
- Decision-making that incorporates the views of those with relevant information, expertise and of those impacted by decisions.
- Opportunities to address concerns common to all constituencies as well as to issues unique to representative groups.
- Appropriate and timely communication of information to all representative groups.
- Efficient and effective management of resources.
- Accountability at all levels and in all phases of decision-making process.

Shared governance primarily consists of councils and college-wide committees, all of which serve as representative, recommending bodies reflective of and accountable to relevant stakeholders.

In addition to the Leadership Team, consisting of the president, provost, and all campus vice presidents, College Council serves as the lead shared governance council for campus representation, including faculty, classified staff, exempt staff, and college area representation. Three representatives from the following councils make up the body of the College Council: Student Affairs Council, Classified Staff Council, Instructional Council, Exempt Staff Council, TCC's Federation of Teachers Union and Administrative Services Council.

In addition, college-wide committees submit recommendations to the Leadership Team. These committees fall under the broad categories of Advisory, Curriculum, Governance, and Functional.

College-wide committees and councils, the Student and Academic Services (SAS) team, Budget Committee, the Guided Pathways Guiding Team, and the Institutional Effectiveness Committee consist of cross-campus representatives and all serve to address pressing matters

in the day-to-day operation of the college, as well as plan important changes that support the college's strategic plan and mission fulfillment.

The [Associated Students of TCC](#), or ASTCC, also play an important role in shared governance, highlighting and contributing vital student voice to the governance model. A student representative sits on each faculty tenure committee. A student representative also sits on various college-wide councils and committees, as participation permits. Additionally, the ASTCC President, or designee, participates and presents at the monthly Board of Trustees Meetings.

A full list and description of all councils, committees, ASTCC, and other shared governance groups are provided in the List of TCC Shared Governance Groups **[2.A.2D]**.

2.A EXHIBITS

- **2.A.1A**
TCC Board of Trustees Manual
- **2.A.1B**
BOT Self Evaluation
- **2.A.1C**
BOT Goals 2020-21
- **2.A.1D**
BOT Strategic Priorities 20-21
- **2.A.2A**
Leadership Team Resumes and CVs
- **2.A.2B**
TRPPEL Tool
- **2.A.2C**
List of TCC Shared Governance Groups

Academic Freedom

2.B.1

Within the context of its mission and values, the institution adheres to the principles of academic freedom and independence that protect its constituencies from inappropriate internal and external influences, pressures and harassment.

TCC encourages and protects academic freedom and independence for all campus members within the context of its mission and values. TCC recognizes the right and responsibility of students to be free to learn and academic employees free to teach broad areas of knowledge, including those that may be considered controversial.

Specifically, the college creates and adheres to policies and procedures 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 in Section 8.10 of the Faculty Negotiated Agreement and is reiterated in Chapter II, Item 8 of the Board of Trustees Policy Manual **[2.B.1A,B]**. This agreement is approved by the TCC Board of Trustees and includes a comprehensive agreement on academic freedom and responsibility and protects college faculty from inappropriate internal and external influences, pressures and harassment. The new definition from the Board of Trustees differs slightly, and this will be addressed in the faculty contract negotiations. These negotiations were originally scheduled for summer 2020, but delayed until 2021 due to the pandemic.

Faculty also express academic freedom at the course level through the design of their curriculum, outcomes, course content and assignments. Degree Learning Outcomes (DLOs) also holistically frame academic freedom by setting the expectation for critical thinking, synthesis and application of diverse knowledge.

The Student Code of Conduct balances student freedom of speech with responsibility and protection from harassment. The [Code of Student Conduct](#) is described in detail in standard section 2.C.2. 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 on the [college website](#) and in the course catalog.

While academic freedom serves as the underpinning to teaching and learning broad areas of knowledge, the college is also aware of the potential to influence, pressure and harassment online in social media forums. In addition to limits placed on academic freedom in the faculty negotiating agreement and the Student Code of Conduct, comments made on social media by all campus groups must adhere to college policy and codes of conduct. The new [Social Media Policy](#) was approved in December 2020 by college share governance. The policy was vetted thoroughly by, specifically, College Council, the shared governance group consisting of representatives from across campus, including members of the classified staff, faculty and exempt employee groups. Council representatives had extensive suggestions and feedback during a first and second reading of the policy, all of which were incorporated into the final, polished policy that was approved in December 2020.



2.B.2



Within the context of its mission and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social or religious philosophy, its constituencies are intellectually free to test and examine all knowledge and theories, thought, reason and perspectives of truth. Individuals within the institution allow others the freedom to do the same.

As 2.B.1 discusses, TCC policies, codes of conduct and negotiated agreements promote academic freedom, as well as protect its constituents from influence, pressure and harassment.

Section 8.10 of the Faculty Negotiated Agreement defines and supports academic freedom for TCC faculty **[2.B.1A]**. This language supports independent thought in the pursuit and dissemination of knowledge. The agreement further deepens that commitment with its section on Intellectual Property, specifically section 8.60 (b) which states that an employee who creates intellectual property, including instructional materials, has primary claim to that property and may use and license to it how they wish. This language supports faculty openly licensing their work and sharing/disseminating that work more freely with others.

TCC has a robust [Open Educational Resource](#) (OER) program that centers around faculty and students sharing their scholarship with others. The success of the program is in part due to the TCC's support of intellectual property

that has produced a culture of sharing and scholarship and, in turn, has impacted student success, as reflected in the Student Achievement Indicators. Standard 1.D.4 of this report describes this impact in more detail.

The structure and alignment of TCC's strategic goals with Degree Learning Outcomes (DLOs), Program Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) ensure academic freedom within the framework of equity and student success. Faculty have freedom to create CLOs and course content, assignments and assessments. They design the content that challenges students intellectually to examine knowledge and theories, thought, reason and perspectives of truth. This academic freedom is doubly enforced by aligning course level content with PLOs, DLOs and ultimately, the strategic plan goals, all designed to expand knowledge for students, as well as ensure equity and ultimately student success. Standard 1: Student Success speaks in detail to how academic content and rigor are achieved, supported and assessed at TCC.

The TCC Library creates an environment and collection for all campus members, particularly students, to examine the breadth of knowledge and perspectives of truth, an uninhibited exploration of academic freedom. As part of its [mission](#), the Library provides access to relevant and diverse academic resources. Specifically, as noted in its [collection development policy](#), the objectives of collection development include 1) representing diverse opinions and ideas and 2) supporting the overall development of students by offering resources that are relevant and of interest to the TCC community, which includes diverse racial, ethnic, cultural, social and economic backgrounds.

2.B EXHIBITS

- **2.B.1A** Faculty CBA 2017-2020
- **2.B.1B** TCC Board of Trustees Manual

Policies and Procedures

2.C.1

TCC has developed and widely publishes policies and procedures that are clearly stated, easily understandable, readily accessible and administered in a fair, equitable and timely manner.

Students, faculty, staff and the public can find those policies on the [TCC website](#).

The institution's transfer-of-credit policy maintains the integrity of its programs and facilitates the efficient mobility of students desirous of the completion of their educational credits, credentials or degrees in furtherance of their academic goals.

The transfer-of-credit policies are available on the [college website](#) and are addressed in the college catalog on page 23. Currently, transfer is addressed under both [Transfer](#) and [Prior Learning](#) policies.

Due to TCC's use of [Common Course numbering system](#) and a strong relationship between the credential evaluators and instructional departments, the integrity of the process for evaluating and awarding transfer credits is exceptionally sound. The common course numbering system used by the state community and technical college system simplifies much of the transfer process as courses are recognized as equivalents and have the same course identification.

Courses outside of this process, when not easily compared, are vetted by working with the different instructional departments. In the case of mathematics, the Math Advisory Resource Center (MARC) serves as the intermediary between the math department and the credential evaluators. Overall, there is a strong relationship between the credential evaluators and the instructional departments that allows for appropriate alignment between courses accepted for transfer and courses offered at the institution. If there are equivalency concerns, the program Chair or Dean makes the final determination.

Recent Changes

The Curriculum Committee has made it a priority to review transfer credits from institutions that are non-regionally accredited. These are often proprietary institutions that are systemically non-dominant, but nationally accredited. In fall 2020, Curriculum Committee supported accepting credits for coursework transferred from [CAHIM](#) accredited schools. This will help students transferring to the Health Information degree at TCC, as previously they would have had the barrier of filling out a credit transfer form or possibly repeat coursework **[2.C.1A]**. The Cross-Division Policy Work Group leading this effort is using the TCC Tool to Review Policies and Procedures through an Equity Lens (TRPPEL) to review this and other policies, including grading, in the 2020-2021 academic year **[2.C.1B]**.



2.C.2



Tacoma Community College publishes policies related to Academic Dishonesty, Conduct, Grievances and Accommodations on the college's website.

ACADEMIC HONESTY

The [Academic Dishonesty Policy and Procedure](#) was developed by faculty and student affairs staff and includes the right to appeal a faculty determination of academic dishonesty to both the department chair and the division dean. Faculty are required to give notice to students of their intent to file a report, so students have the opportunity to respond and either challenge the allegation or agree with it. Reports of academic dishonesty are filed electronically in the office of the Vice President of Student Affairs in a secure computer drive with limited access to college personnel. All faculty are required to include information regarding Academic Dishonesty in each course syllabus.

APPEALS & GRIEVANCES

TCC provides a process for [Final Grade Appeals](#) as well as a general [Grievance Policy](#). These are available to all enrolled students at TCC. The new Student Grievance Procedure provides robust due process rights for students as well, including: Initial Appeal, Brief Adjudicative Proceeding, Appeal of Brief Adjudicative Proceeding, Student Conduct Appeal Board Hearing and Reconsideration by the Vice President of Student Affairs.

Both policies include options to appeal initial decisions. For Final Grade Appeals this includes appeal rights at the division dean and Provost/Vice President of Instruction level. For Grievances (Other), this includes the department/division supervisor and the division Vice President.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

TCC's [Accommodation Policy](#) includes obligations of the college in serving students with disabilities, rights and responsibilities of students in the accommodations process, examples of core services provided and information on the Service Animal Policy, Course Substitutions and an appeal process if the student believes they have not been appropriately accommodated. The appeal process includes information on appealing to the college's 504 Officer and information on how to appeal to the Office of Civil Rights (OCR).

TCC is committed to providing reasonable appropriate and timely accommodations, including core services, to qualified students with disabilities. TCC will provide each qualified student with a disability equal opportunity in accessing the benefits, rights and privileges of college services, programs and activities in compliance with the Americans with Disabilities Act, Section 504 of the Rehabilitation Act of 1973, the Washington Law Against Discrimination, RCW 49.60, and RCW 28B.10.910, .912 and .914.

NONDISCRIMINATION AND HARASSMENT

TCC maintains a [Nondiscrimination and Harassment Policy and Grievance Procedure](#). Complaints covered under this policy include those related to:

- Sexual Harassment
- Sexual Violence
- Domestic/Dating Violence
- Discrimination
- Harassment
- Hazing and
- Hostile Environment.

The grievance procedure for this policy outlines interim measures and investigation, including timelines, written notice to both parties and appeal procedures available to both parties in a complaint. The college provides quarterly

Title IX training for students through an online program ("Think About It") offered by Campus Clarity. All students are encouraged to complete the training, although it is not currently mandated.

Students are notified of these policies and processes during new student orientation and through annual messaging by college administration to the student's TCC email address. Hard copies of policies, including Student Code of Conduct, Academic Dishonesty, Final Grade Grievance, Grievance (other) and Non-discrimination/Harassment are available in the office of the Vice President of Student Affairs.

ANIMALS ON CAMPUS POLICY

In 2020, the college updated its Service Animal Policy to encompass governance for all animals on campus and renamed it Animals on Campus Policy. The policy is established to align campus procedure with local governance of animals in public, while affording individuals with disabilities requiring the use of a service animal equal opportunity to access College facilities, courses, programs, and activities. This policy also identifies responsibilities of service animal owner and College personnel.

Code of Student Conduct

In 2020, the college adopted a new [Code of Student Conduct](#). This work was the product of a year-long task force comprised of faculty, staff and students. The guiding principles of the new code included connecting violations of the code to college values to create a clear understanding of the relationship between individual behavior and community standards. For example:

RESPECT

TCC students show positive regard for each other and for the community. Behavior that violates this value includes Harm to Persons – Intentionally or recklessly causing physical harm or endangering the health and safety of any person.

Other values outlined in the new Code include:

INTEGRITY

TCC students exemplify honesty, honor and respect for the truth in all of their dealings.

COMMUNITY

TCC students build and enhance their community.

SOCIAL JUSTICE

Students recognize that respecting the dignity of every person is essential for creating and sustaining a flourishing college community. They understand and appreciate how their decisions and actions impact others and are just and equitable in their treatment of all members of the community. They act to discourage and challenge those whose actions may be harmful to and/or diminish the worth of others.

RESPONSIBILITY

TCC students are given and accept a high level of responsibility to self, to others and to the community.

2.C.3



The institution's academic and administrative policies and procedures should include admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills and abilities to ensure a reasonable probability of student success at a level commensurate with the institution's expectations. Such policies should also include a policy regarding continuation in and termination from its educational programs, including its appeal and re-admission policy.

EQUITY IN COURSE PLACEMENT

TCC is an open entry institution that utilizes multiple measures to place students at the appropriate level of instruction. TCC is currently in the process of updating placement processes to make them more equitable and



to ensure more appropriate placement. As part of this, the college has recently implemented a no cost directed self-placement for English and is working towards a similar method for math. However, the instructional departments have worked hard to ensure that they have established a variety of methods for placement recommendations. In addition to directed self-placement and standard placement tests, there is in place evaluation of local high school classes to create equivalencies, placement reciprocity with other community and technical colleges, and utilization of GED scores and a variety of other methods. All of these are described on TCC's [course placement webpage](#).

TRANSPARENCY IN ADMISSION REQUIREMENTS

Though TCC is an open entry college, there are specific programs that have competitive admissions processes. These include the Bachelor of Applied Science programs and most of the Allied Health programs. Admission processes for each of these processes is run through the instructional program and though these vary, the instructional departments communicate the process clearly to students.

Prospective Health Science program students would find much of this information on the program web pages. These clearly identify a "Getting Started" tab, which directs them to a program-specific application packet, in which this process is well-defined. An example is the [Nursing](#) program, which has comprehensive [Getting Started](#) information available for prospective students, also evidenced by their [program packet](#). Bachelor of Applied Science programs are required to attend a virtual information session prior to submitting their application to ensure clarity of process in addition to a secondary application.

ACADEMIC REVIEW POLICY

As a public institution, TCC is committed to being responsible with taxpayer dollars and ensuring that students are not wasting their own time and resources. The college expects students to progress at an appropriate rate. To address this, TCC has adopted a multiple step [Academic Review Policy](#) that is being updated to reflect current practices. The highlight of this process is that instead of just letting students know they are on warning or suspension, staff work to make students aware of, and directly connect them with, the different resources on campus. This is evidenced by the notification emails that are sent to students, in addition to the follow up that we conduct with students. The suspension letter clearly outlines appeals processes and readmission processes.

As with admissions processes, there are several programs that have more restrictive suspension policies. These programs are primarily in Allied Health and the expectations are clearly communicated to the student during program orientation and via the student program handbooks, as well as in virtual informational sessions for programs like the Bachelor of Applied Science degrees, including [Applied Management](#), [Community Health](#) and [Health Information Management](#). The BAS program clearly outlines rigorous application requirements. The Respiratory Therapy program has strict guidelines related to minimum competencies to progress in their program, as well as set processes for disciplinary actions which could, if not addressed, result in program suspension. Policies also include appeal and re-admission processes.

2.C.4



The institution's policies and procedures regarding the secure retention of student records must include provisions related to confidentiality, release and the reliable backup and retrievability of such records.

POLICIES/PROCEDURES REGARDING SECURE RETENTION OF STUDENT RECORDS

TCC follows Washington state mandated records retention schedules. Paper records are filed, stored and removed as is prescribed in the retention schedule. Additionally, the college maintains the majority of its records electronically. These records are kept in the ctcLink (PeopleSoft) systems used by the 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). SBCTC PeopleSoft environment uses Amazon Web Services fully managed backup service to backup database and non-database data. This service is fully automated, encrypted in-transit and at-rest independently from the source services with 256-bit encryption. SBCTC uses a Point in Time recovery method that enables SBCTC to restore our ctcLink instance to any specific time during the backup retention period.

The latest restorable time for a DB instance is typically within five minutes of the current time. Data backups have 99.99 percent data durability. This fully-managed backup service complies with PCI DSS, ISO 9001, 27001, 27017 and 27018.

The college also stores student documents electronically in OnBase, an electronic document storage system. OnBase eases the storage of student documents, and automatically removes student documents/records on the state mandated record retention schedule. OnBase records are only accessible to authorized users. OnBase servers are backed up nightly, with a secondary file system backup taken weekly

as an added precaution. The backup files of the servers in the data center are stored both in an on-site and off-site within Barracuda cloud backup and secured by Multi-Factor Authentication. The college will soon be implementing a best-practice 3-2-1 backup strategy to include a third system backup site at the Gig Harbor Center.

STUDENT DATA PROTECTION POLICIES

The college also protects the release of student records with the [Confidentiality of Student Records Policy](#) in compliance with the Family Education Rights and Privacy Act (FERPA) ([Part I](#) and [Part II](#)) and corresponding Board policy. These policies are also published in the [TCC catalog](#) (page 25). The college blocks release of information unless students have a release form on file.

2.C EXHIBITS

- **2.C.1A**
Request to Evaluate
- **2.C.1B**
TRPPEL Tool



2.D.1

Institutional Integrity

The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicated its academic intentions, programs, and services to students and to the public and demonstrated that its academic programs can be completed in a timely fashion. It regularly reviews its publications to ensure accuracy and integrity in all representations about its missions, programs, and services.

Communications and Publications

Tacoma Community College presents itself in an accurate and consistent manner in all announcements, statements, and publications. Integrity is one of the college's core values, and presenting fair and accurate information to students and the public is highly valued by staff and Tacoma Community College. Tacoma Community College presents its academic intentions, programs and services to students and to the public through these key modalities:

- The website: tacomacc.edu
- Social media: Facebook, Instagram, Twitter
- Email to allstaff@tacomacc.edu; currentstudents@tacomacc.edu
- Canvas dashboard
- Written and designed publications, such as rack cards, booklets and postcards
- [College Catalog](#)
- [Annual Report](#)
- Press releases
- PowerPoint presentations
- Town Halls
- Board of Trustee meetings

PROCEDURES FOR REVIEW

Publications are reviewed and approved by subject matter experts and with Marketing and Communications on a timely basis to ensure accuracy and relevance for audiences. Publications are routinely reviewed for accuracy and consistency prior to publication. The frequency of review depends on the type of publication, its use, and the specificity of its information. In most instances, the document is reviewed as an integral part of its production cycle.

Examples:

- Marketing and Communications meets bi-weekly with Outreach Services, a major client who focuses on enrollment with prospective students. Both teams work collaboratively to ensure recruitment and college information is timely.
- The College Catalog is reviewed by subject matter experts and is produced and published annually.
- Website pages are reviewed frequently with subject matter experts and Marketing and Communications to ensure current information is accurate.
- Civil rights and other required statements, along with usage guides for those statements, to ensure compliance with state and federal statutes, are updated on the website.

The college website (tacomacc.edu) is the primary tool for communication of essential information to current and prospective students, the community, and workforce partners. Supplemental communication, including print and digital media, directs constituents to the website. Each function area of the college has information displayed on the website or its webpage in order to provide transparency and allow students to make informed decisions.

An example of this is the [Admission Process webpage](#).

On this page, prospective students will find information, forms, processes, and contact information for enrollment, educational planning, and campus resources. Through this page, prospective students can apply for admissions, find out about and apply for financial aid, sign up for a new student orientation, and contact an advisor. Another example is the [Current Students page](#), which features resources, services, and a robust question and answer section to help students on-board.

The college catalog and website are the primary outlets for students to receive information regarding program requirements to assist with educational planning. The catalog is formatted such that program courses are mapped in blocks of two years or fewer, depending on the program's requirements and number of credits, thereby providing students with course guidance to complete their educational goals in the timeliest manner possible. The catalog is available in print and electronically on the TCC website.

Additionally, programmatic advising guides are available via Outreach Services, which helps students identify program requirements and assist with educational planning. Curricular quality is transparent and highlighted on the [Program Finder page](#), where one can find information on instructional program reviews, course outcomes assessment, degree, certificate and program outcomes assessment, and core learning outcomes assessment. Tacoma Community College is committed to the highest standards of ethics, integrity, and fairness and is dedicated to providing the public with confidence in its organization, educational services, administrative business processes, and financial data.

2.D.2



The institution advocates, subscribes to, and exemplifies high ethical standards in its management and operations, including in its dealings with the public, NWCCU, and external organizations, including the fair and equitable treatment of students, faculty, administrators, staff, and other stakeholders and constituencies. The institution ensures that complaints and grievances are addressed in a fair, equitable, and timely manner.

Tacoma Community College is committed to implementing federal and state laws and regulations governing equal access/opportunity, which include the following provisions:

- Section 504 of the Rehabilitation Act and the American with Disabilities Act
- Title VI and Title VII of the Civil Rights Acts of 1964
- Title IX of the Education Amendments of 1972
- The Jeanne Cleary Disclosure of Campus Security Policy and Campus Crime Statistics (Cleary Act)
- The Higher Education Act, including the Violence Against Woman Act (VAWA) amendments and all other amendments added therein.
- [WAC Rules for Community and Technical Colleges](#)

The public has access to the Board of Trustees during public comment of meetings, to share complaints or concerns they have of the college. External complaints are processed by the division overseeing the subject matter. The process of complaints can begin with the State Board, the Board of Trustees via their [Public Meetings](#), or the AAG; then they are handled by the college President.

PROGRESSION POINTS

There have been significant advances in Student Support structure and policy, particularly since 2017. Here are a few highlights:

- In August of 2017, relevant staff received Clery Act Training by national experts Dolores Stafford & Assoc.



- In 2017–18 TCC successfully completed a State audit regarding the non-discrimination statements.
- In 2017 the Bias Incident Response Team (BIRT) was formed based on a recommendation to the President by the Multicultural Student Services Council. BIRT responds to bias incidents on our campuses **[2.D.2A]**.
- In 2019 the college purchased Maxient, an online reporting system that is used for Student Conduct, Behavioral Intervention Team, BIRT, and Title IX reporting. It allows for secure record keeping and case management.
- In 2020 all leadership, managers, and supervisors participated in a mandatory Equal Opportunity Employer training.

EMPLOYEE RIGHTS & EXPECTATIONS

The College's [Nondiscrimination and Harassment Policy and Grievance Procedure](#), which is also enacted in [Washington Administrative Code Chapter 132V-305](#), requires equitable treatment for all students and employees, consistent with federal and state law nondiscrimination requirements, which is a fundamental expectation in our campus community. While each of the College's four collective bargaining agreements provides a respective grievance procedure for employee rights within those labor contracts, the College's policy and procedure ensures consistent and equitable civil rights are upheld for all persons regardless of employment, union affiliation, or student status. Ethics policy for TCC staff and faculty is detailed in standard 2.D.3.

FAIR TREATMENT OF STUDENTS

Tacoma Community College ensures equitable and fair treatment of students and due process rights for students in all policies and procedures. The Code of Student Conduct provides robust due process rights for students alleged to have violated the Code including Initial Appeal, Brief Adjudicative Proceeding, Appeal of Brief Adjudicative Proceeding, Student Conduct Appeal Board Hearing, and Reconsideration by the Vice President of Student Affairs.

The Code also provides timelines for review of appeals to ensure they are considered in a timely manner and do not unduly burden students.

For [Final Grade Appeals](#), students may appeal an initial faculty grading decision to the division Dean. If they are not satisfied with the Dean's decision regarding the appeal, they may appeal to the Provost/Vice President of Instruction. Each level of appeal stipulates the number of instructional days allowed to complete the review.

The [Student Grievance Policy](#), which covers general grievances, includes the right to appeal to the appropriate department/division manager at the first level and to the division Vice President if the student is not satisfied with the first level of appeal.

NONDISCRIMINATION AND HARASSMENT

Tacoma Community College's [Nondiscrimination and Harassment Policy and Grievance Procedure](#) applies to both students and staff/faculty. Either the complainant or respondent may seek reconsideration of an initial decision by the Title IX Coordinator or designee. The Title IX Coordinator or designee must respond to the request for appeal within ten working days and issue an amended decision within ten additional working days from the date the request for appeal was granted.

If disciplinary action resulted from a violation of this policy, both students and staff/faculty may file an appeal. For students, a response to a request for appeal is required within ten working days. Student appeals are heard by the student conduct appeal board.

A professor or represented staff member may appeal disciplinary action by filing a grievance under the applicable collective bargaining agreement. Non-represented employees may file an appeal with the personnel resources board (WAC 357-52-020).

TCC aspires to create an environment that is inclusive and safe for all members of the community. The Bias Incident Response Team (BIRT) responds to incidents of bias on campus. A bias incident refers to any behavior, action, or practice that marginalizes, mocks, demeans, intimidates, or threatens individuals or groups based on protected class (for example, race or gender identity).

ACCOMMODATION

TCC's [Accommodation Policy](#) is provided to all accommodated students and includes an appeal process if the student believes they have not been appropriately accommodated. If a student believes that the Manager of Access Services has not identified or provided reasonable academic adjustments or auxiliary aids, the student has the right to appeal. The student will submit a written appeal to the Manager of Access Services. The Manager will review the student's appeal and respond within five (5) working days.

If resolution is not reached by the student and the Manager of Access Services, the Manager of Access Services will refer the appeal to the Section 504 Officer or their designee for student services accommodations, or the Provost/Vice President of Academic Affairs or their designee for academic adjustments. The 504 Officer or their designee or the Provost/Vice President of Academic Affairs, will review the appeal and will determine the appropriate resolution of the appeal. The student will be notified of a decision in writing within two weeks of filing the appeal. Students have the right to file complaints concerning college decisions through the Office of Civil Rights, U.S. Department of Education.

Students are notified of their rights regarding grievances and appeals through New Student Orientation, the Student Handbook, and are sent emails quarterly by the Vice President of Student Affairs. All marketing printed college materials also include a statement of nondiscrimination.

2.D.3

The institution adheres to clearly defined policies that prohibit conflicts of interest on the part of members of the governing board(s), administration, faculty, and staff.

The College's Code of Ethics, [ADSV 402-P](#), emphasizes and refers to the primary directive in our state's Ethics in Public Service Act, as provided in [RCW 42.52.020](#), which prohibits any activity in conflict with a state employee's official duties and includes all College employees and Trustees and affirmatively states these expectations in its introductory paragraphs as follows:

To give the highest public service to Washington's citizens, college employees are obligated to treat their position as a public trust, using their official powers and duties and the resources of the college to advance the public interest. [RCW 42.52](#), the Washington State Ethics in Public Service Act sets the ethical standards for all state employees, which the term "employee" is used in this document to include officers and employees, including student and non-student temporary employees and the Board of Trustees.

While violation of College policy can result in corrective or disciplinary action, up to and including termination of employment, a violation of the Ethics Law can also result in monetary civil fines and penalties issued by the state's Executive Ethics Board.

Employees must observe the highest standards of ethical conduct. Each employee is expected to place the College's best interest above their own self-interest in all educational, business, and other matters and decisions, where there is any actual or potential conflict or appearance of a conflict. The Human Resources office provides Ethics training for TCC employees through scheduled, synchronous group and asynchronous online resources, in addition to an initial review of ethics requirements during the new employee orientation.



process. Ethics training for all supervisors occurs every other year, and employees of all types are encouraged to review online Ethics training annually. The Executive Director for Human Resources serves as the College's designated Ethics Advisor and provides consultation and individualized ethics training and coaching upon request.

2.D EXHIBITS

- **2.D.2A**

Bias Incident Response Team (BIRT)



Financial Resources

2.E.1

The institution utilizes relevant audit processes and regular reporting to demonstrate financial stability, including sufficient cash flow and reserves to achieve and fulfill its mission.

Tacoma Community College ensures financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources and appropriate risk management to ensure short-term solvency and long-term financial sustainability. Details can be found in the 2019 Investment Roll Forward exhibit **[2.E.1A]**. The College also follows [Policy IV. ADSV-404 Operating Reserves](#) that requires reserves to be at least 15% of the Annual Operating Revenue Budget **[2.E.1B]**.

The College is subject to accountability, performance, Federal Single Audit under 2 CFR, and other types of audits, conducted by the Washington State Auditors' Office (SAO). The SAO is an agency of the state of Washington who has constitutional and legislative authority to conduct the audits. In 2011, due to reduced funding, the SAO undertook 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. In keeping with general auditing practices, SAO does not examine every transaction, activity, or area. Based on their assessment for fiscal years ended June 30, 2014, 2015, 2016, 2017 and 2019, SAO examined areas that posed the highest risk of fraud, loss, abuse, or noncompliance. SAO conducted an Accountability Audit on TCC for the period of 2013-2017. The Accountability Audit Report was shared with College Leadership and the College Board of Trustees in

May 2019. As a part of the State of Washington fiscal year ending June 20, 2020, SAO conducted a financial statement audit for Tacoma's activity which included Operating Grants and Depreciable Assets. The report issued on December 17, 2020 will be shared with the Board of Trustees in January, 2021. There were no audit recommendations for Tacoma Community College in the report.

Prior to 2011, Tacoma Community College was audited biennially by the SAO to meet accreditation standards and to ensure accurate financial management. 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 the college'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](#) **[2.E.1C]**.

To continue to meet accreditation audit standards, TCC entered into a contract with the independent accounting firm of Clark Nuber to perform financial statement audits for the fiscal years ended June 30, 2016 through 2018. At the conclusion of each financial statement audit, a report was drafted by the auditors and presented to the college President, Vice President of 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.

Due to the ctcLink conversion, staff turnover, COVID-19, and misapplication of an accounting principal from a previous year, the June 30, 2019 audited financial statements are anticipated to complete prior to the upcoming accreditation



visit. The outside accounting firm expects to issue the audit report in February 2021. The June 30, 2020 financial statements are scheduled to be audited by the independent accounting firm in April 2021.

The College was one of two pilot colleges that converted to ctcLink in August 2015. During this major system conversion, there were significant financial reporting and reconciling challenges that the college continues to overcome to maintain compliance with Generally Accepted Accounting Principles (GAAP) and complete financial statements and audits.

All audited financial statements for TCC are on its [website accreditation page](#), and on the [WA State Auditor's Office website](#). Summaries are also available in the [annual report](#).

Tacoma Community College Foundation

The Tacoma Community College Foundation is a separate 501(c)(3) organization. Its fundraising and management practices are audited annually by the independent Tacoma certified public accounting firm of Dwyer, Pemberton, and Coulson. 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.

The Tacoma Community College Foundation 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 a corporate nonprofit entity, separate from the college. The college and the foundation have a quid pro quo agreement defining their relationship **[2.E.1D]**. 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. Recent initiatives have included the funding and establishment of a Food Pantry for students; expansion of support for student with emergency funds for unexpected financial emergencies; laptops and internet access for students who do not have these necessary learning tools; and the creation of an employee emergency fund to assist TCC employees with financial assistance through grants which do not need to be repaid. TCC Foundation activities are coordinated by the Foundation's Director, who also serves as the college's Vice President of College Advancement, and a volunteer Board of Directors.

Reporting financial stability, cash flow, reserves

The Board of Trustees is responsible for financial oversight of the college and monitors the college's financial stability throughout the year. Quarterly and yearly reports are provided to the Board of Trustees by the Vice President of Administrative Services. The Vice President of Administrative Services is the college's Chief Financial Officer whose responsibilities are to ensure that the President and Board of Trustees are informed of the fiscal health of the college. The Vice President of Administrative Services is a member of the college's Leadership team and reports directly to the President. Accounting functions are directly overseen by the Director of Financial Services, who reports to the Vice President of Administrative Services and supervises appropriately trained and qualified employees.

STATEMENT OF NET POSITION

The statement of net position provides information about the college's financial position at the end of the year. It displays all of the College's assets, deferred outflows, liabilities and deferred inflows. The difference between assets, deferred outflows, liabilities and deferred inflows is net position.

Net position represents the College's assets plus deferred outflows, less liabilities and deferred inflows, and measures whether the financial condition has improved or worsened during the year. A condensed comparison of the Statements of Net Position as of June 30, 2018 and 2017, follows:

Condensed Statements of Net Position

As of June 30 (Dollars in thousands)

ASSETS

	2018	2017
Current assets	\$ 34,472	\$ 35,524
Capital assets	113,460	114,947
Other non-current assets	6,497	6,545
Total assets	<u>154,429</u>	<u>157,016</u>

DEFERRED OUTFLOWS

LIABILITIES

Current liabilities	16,100	12,113
Other non-current liabilities	45,498	24,173
Total liabilities	<u>61,598</u>	<u>36,286</u>

DEFERRED INFLOWS

NET POSITION

\$ 89,197	\$ 121,817
-----------	------------

The \$31.5 million decrease in unrestricted net position in 2018 was mainly the result of the implementation of GASB Statement No. 75, which resulted in a \$27.1 million decrease to unrestricted net position as a result of a prior period adjustment and a \$1.7 million expense charged in 2018 for retiree health care benefits resulting from the implementation of GASB Statement No. 75.

Current assets consist of cash, accounts receivable and inventories. The \$1 million decrease was the net result of amounts owed the College for accounts receivables. Capital assets decreased by \$1.5 million, as depreciation expense of \$4 million, exceeded capital asset additions of \$2.5 million. More information on the College's capital assets can be found in footnote 7 to the financial statements.

Non-current assets consisting of investments, in 1) INVISTA Performance Solutions, a joint venture with Pierce College and Clover Park Technical College for a corporate education partnership, and 2) government bonds, which had a slight dip in 2018, due to the market value of bonds decreasing, resulting from increasing interest rates, and lastly 3) restricted cash associated with contractor retainage held in an escrow account.



STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION

The Statement of Revenues, Expenses, and Changes in Net Position provides information about the details of the changes in the net position of the College. The statement classifies revenues and expenses as either operating or non-operating. Generally, operating revenues are revenues that are earned by the College in exchange for providing goods or services. Operating expenses are defined as expenses incurred in the normal operation of the College, including a provision for the depreciation of property and equipment assets. The difference between the operating revenues and operating expenses, will always result in an operating loss since the College's state operating appropriations and Federal Pell grant revenues are shown as non-operating revenues as required by the GASB.

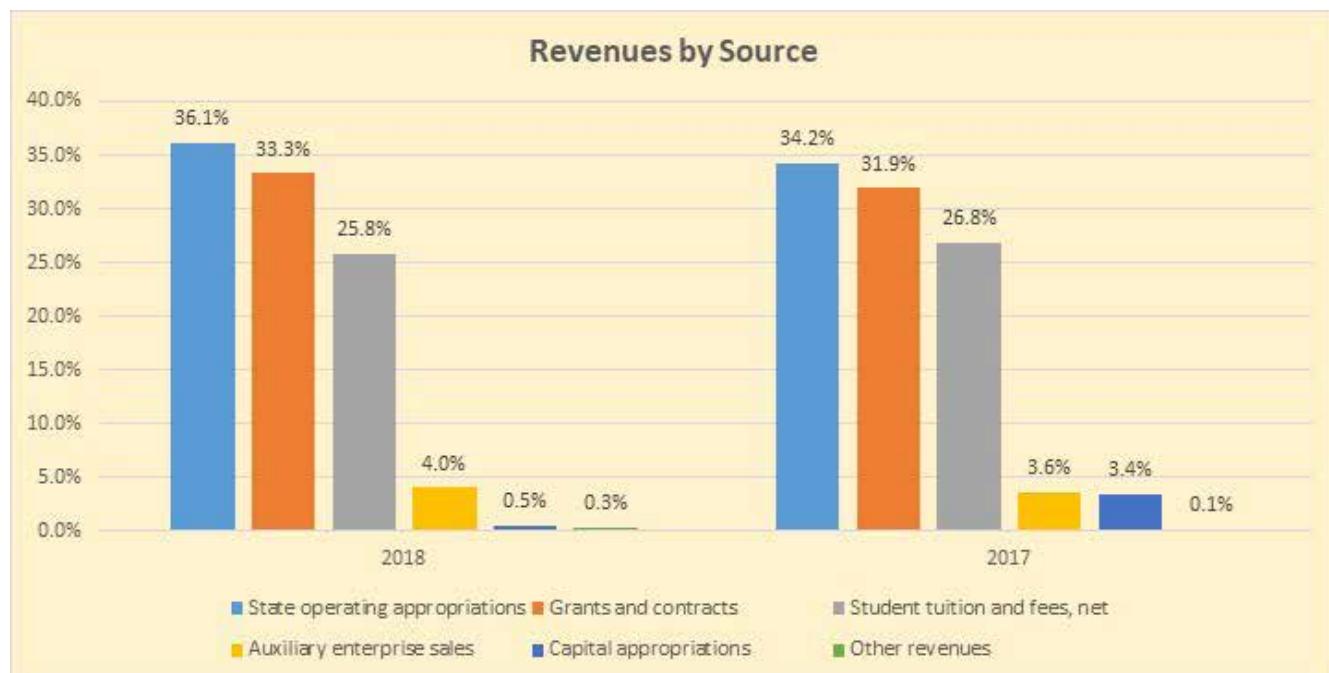
Condensed Statements of Revenues, Expenses and Changes in Net Position

For the years ended June 30 (dollars in thousands)

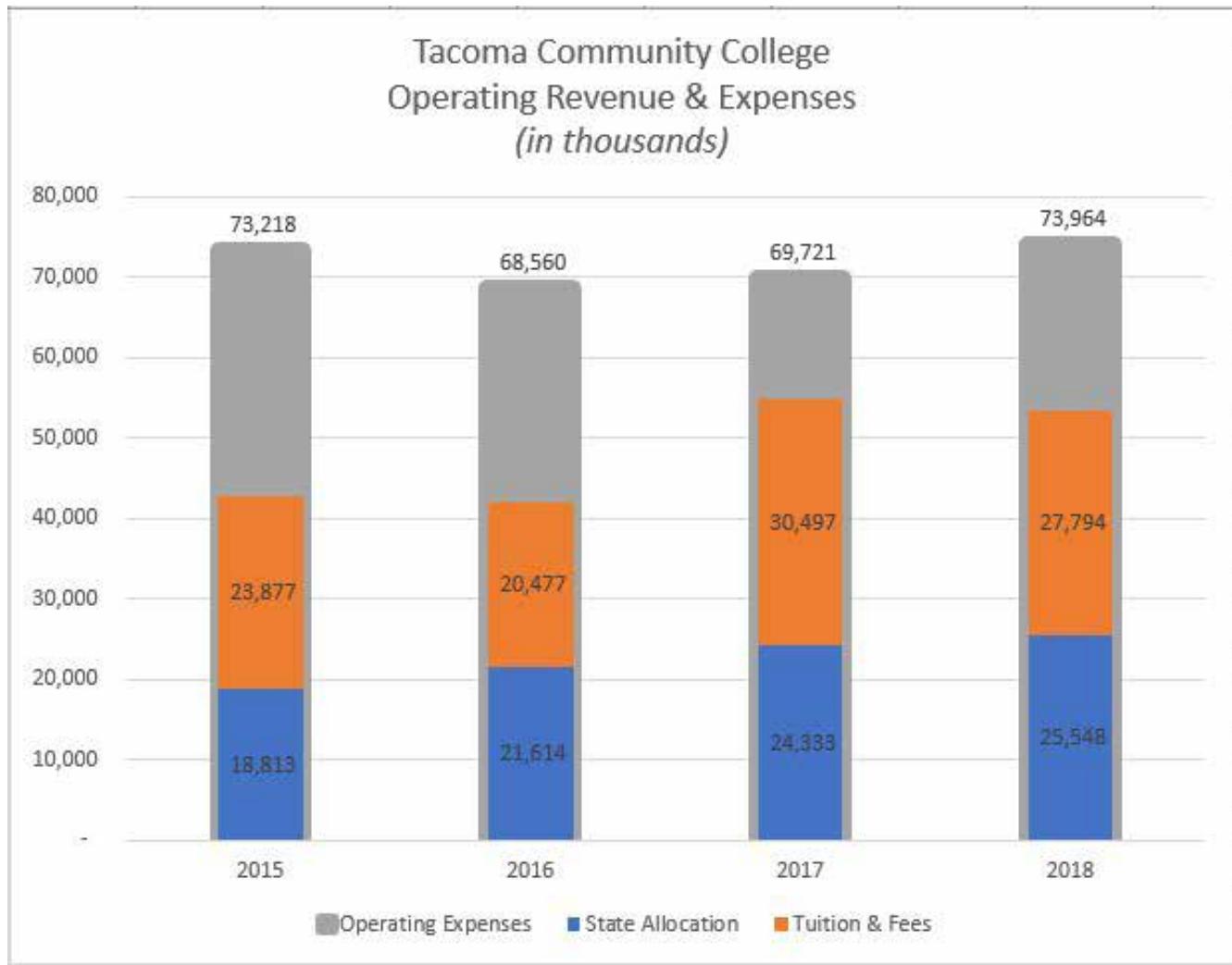
	2018	2017
Operating revenues	\$ 36,659	\$ 38,186
Operating expenses	<u>73,964</u>	<u>69,721</u>
Net operating loss	(37,305)	(31,535)
Non-operating revenues	33,739	35,022
Non-operating expenses	<u>2,278</u>	<u>2,987</u>
Income (Loss) before capital appropriations	(5,844)	500
Capital appropriations	<u>370</u>	<u>2,544</u>
Increase (Decrease) in net position	(5,474)	3,044
Net position, beginning of year*	<u>94,671</u>	<u>118,773</u>
Net position, end of year	<u>\$ 89,197</u>	<u>\$ 121,817</u>

OPERATING REVENUE

The following illustration shows revenue by source, both operating and non-operating used to fund the college's programs.



Since the 2007-09 biennium, the college has experienced a reduction in its state allocation in comparison to its expenses. The state allocation has failed to keep pace with the operational expenses of the college. To mitigate this, TCC strategically plans for additional revenue to assure year-to-year financial stability for the college.



Unrestricted revenue may be used to meet general college goals once the needs of programs generating the revenue have been met. Additional programs that contribute net revenue to the college are the Running Start Program and the Fresh Start Program, both of which are contracted with public schools.

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 5% 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 [2.E.1E].

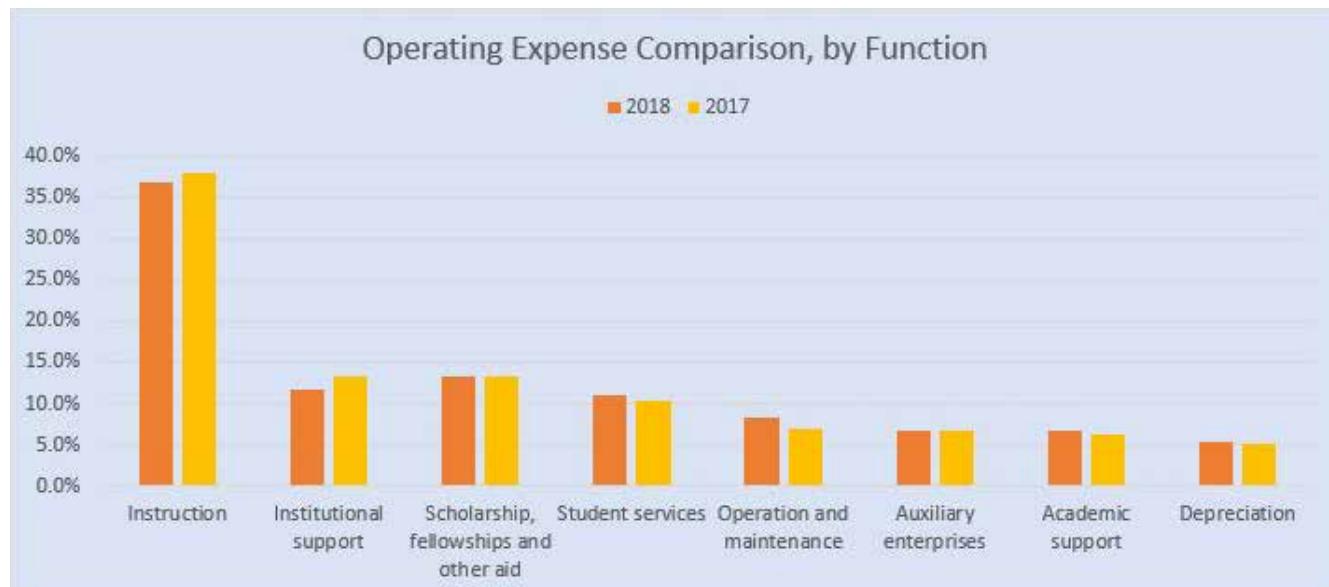


OPERATING EXPENSES

Salaries and wages, employee benefits, and supplies materials and services are the major support costs for the college's programs, followed by scholarships, fellowships and other aid.

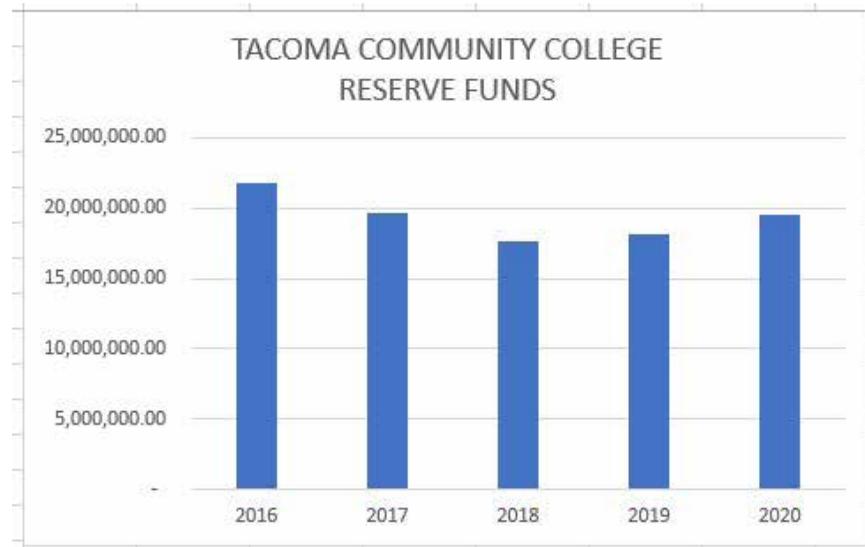


Most expenses are contributed to the Instructional functional category. The following table shows the functional reporting of expense breakdown from 2017-2018.

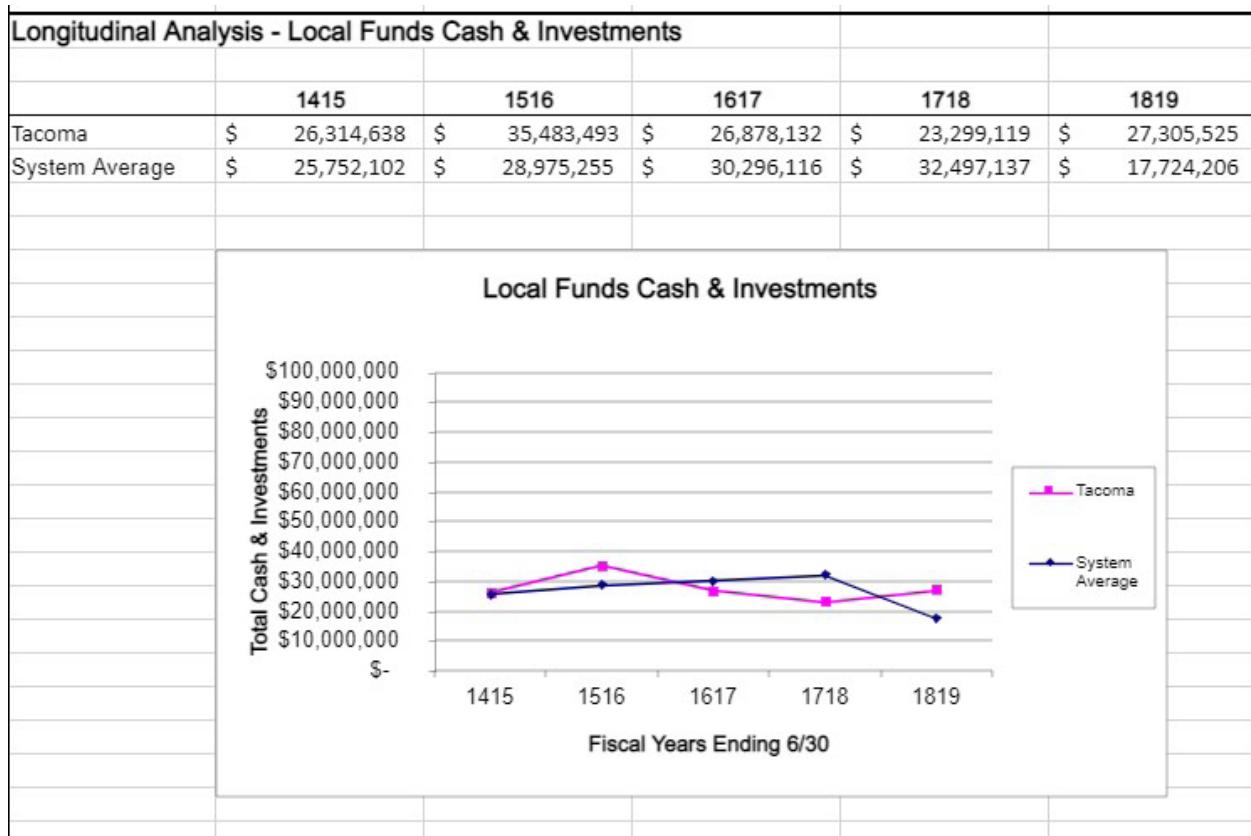


RESERVES

TCC Board has adopted a financial reserve policy that directs the college to begin each fiscal year with local operating reserves of no less than 15% of the annual operating budget. This policy assures stability and diminishes risk in the financial management of the college. The College reserves have remained stable for the last four years hovering between 17.6 million and 19.5 million.



TCC's investment policy is based upon the Revised Code of Washington ([RCW 39.58](#)) Deposits and Investments and [RCW 39.59](#) Authorized Investments. TCC also has an [Investment Policy IV. ADSV-407](#) as required by RCW 39.58 that identifies the Vice President of Administrative Services as the President's designee for investments. The college currently has funds invested with the [Local Government Investment Pool](#) managed by the Office of the Washington State Treasurer and bonds. Please refer to Standard 2.E.3 for additional information.





LONG TERM OBLIGATIONS

TCC carries minimal debt in addition to routine leases for equipment purchases. 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

As of June 30, 2020, outstanding debt of the college included: \$8,435,000 for construction of the new Health and Wellness Center scheduled to be retired in 2035, and a refunding obligation of \$1,000,000, for the construction of the college's Early Childhood Education Center scheduled to be retired in 2028. Both projects were financed by a combination of state, private and local funding, and a loan from the Office of the Washington State Treasurer. Debt service on these loans is supported by student fees.

2.E.2



Financial planning includes meaningful opportunities for participation by stakeholders and ensures appropriate available funds, realistic development of financial resources, and comprehensive risk management to ensure short-term financial health and long-term financial stability and sustainability.

Budget Planning

Tacoma Community College's [budget planning policy](#) guides the development of the college's annual operating budget. The budget development cycle provides numerous opportunities for constituent participation that are transparent and collaborative. The budget development cycle begins with the development of budget principles that help to guide the process and align priorities to the strategic plan. Budget development trainings are provided to budget managers, including all levels of staff engaged in the process and the Budget Committee.

The Budget Committee reviews the college-wide budget and provides feedback to the Leadership team. Currently, the Budget committee is working to revise their bylaws to more effectively provide recommendations to the leadership team on the budget development process and budget decision-making. The goal of the committee is to complete their bylaws by the end of the fiscal year June 30, 2021. The committee is chaired by the Vice President of Administrative Services and includes faculty, administrative, classified staff, and a student representative. All Budget committee meetings are open to the college community and meeting minutes are available on request.

Town Hall meetings are held throughout the year to keep the college community informed of recent legislative budget news and other related concerns. Prior to the Town Hall meetings, the campus community is afforded an opportunity

to submit questions on any topic, including the budget, that are then addressed at the meeting and meeting minutes are made available.

NEW BUDGET TOOL

The College, in partnership with the State Board for Community and Technical Colleges (SBCTC) and other colleges, is developing a new cloud-based budget development tool known as PBCS – Planning and Budgeting Cloud Services. Implementation of PBCS will commence with development of the budget for fiscal year 2023. PBCS will provide colleges the ability to develop budgets using a variety of assumptions to create multiple budget scenarios. It features built-in predictive analytics, forecasting capabilities, and reporting and charting features. PBCS will streamline the budget development process and provide an opportunity for budget managers to be more involved in the development of their budgets, while improving institutional collaboration. It will also enable the College to develop a budget that more definitively addresses the Core Themes, Goals and Objectives of the Strategic Plan, most especially during the current pandemic affected economic environment.

Budget Development

Through budget development the Leadership Team reviews enrollment trends, state allocation expectations, and legislative actions to anticipate short- and long-term needs; this process ensures that funds are sufficient for financial sustainability. The Leadership Team, consisting of the President and Vice Presidents, collaborates with and provides direction to staff regarding departmental and program budget needs. Budget managers are directed to develop budget proposals that are mindful of the college's mission and vision, fiscal responsibility, and financial stewardship while providing excellent service and educational opportunities to the students. In addition to the 2020-2025 Strategic Plan, which guides TCC's budget development process, the Guiding Principles outlined by the President also provide direction to budget managers [2.E.1F]. The Guiding

Principles were key to the development of the FY 2021 budget and will continue to be an ongoing and integral part of the annual budget development process going forward.

Budget managers responsible for revenue generating programs are also directed to propose revenue estimates based on enrollment forecasts and to develop expense budgets that are in alignment with revenue. This approach is taken to maintain fiscal health, financial stability and sustainability.

During budget development, the college uses departmental budget templates developed by the Information Technology Department and the Department of Human Resources who provides salary and benefit forecasting information for the coming budget year. Budget Managers enter their budget proposals into the templates including explanations. The templates are then reviewed with their corresponding divisional Vice President. After the initial proposal is approved by their Vice President, the budget templates are submitted to the college Budget Manager in the Financial Services Department for consolidation. Once Budgets are approved at the divisional VP level, they are combined into a college-wide budget. Please see the budget template exhibit for an example [2.E.2A].

IMPROVEMENTS TO THE BUDGET DEVELOPMENT PROCESS IMPLEMENTED IN 2020-2021

SCENARIO PLANNING:

Starting with the preparation of the 2020-2021 budget, the Budget team has implemented several improvements to the budget development process. One of the most significant of these improvements is the addition of scenario planning. Once the individual budget templates are rolled up to create a college-wide budget, the Budget team applies several scenarios to the budget for review and evaluation by the Leadership Team. These scenarios forecast the impacts that changes in specific revenues and expenses will have on the overall Operating Budget.



After review and selection of the most appropriate scenario by the Leadership Team, the draft budget is presented to the Board of Trustees for study at their May meeting and approval at their June meeting.

2020-2021 OPERATING BUDGET SCENARIOS

ALL FUNDS	Total State Allocation	Total State Allocation	Total State Allocation	State-15% Cut	State-15% Cut
	With No Cuts	With No Cuts	With No Cuts	Cut of WEI No Cuts to Positions	Cut of WEI Don't fill Vacancies & RIF
REVENUE		ORIGINAL ROLLUP	SCENARIO 1	SCENARIO 2	SCENARIO 3
Net Tuition and Student Fees	20,775,613	21,194,560	18,563,303	18,563,303	18,563,303
Auxiliary Enterprise Sales	1,800,000	1,803,198	3,015,697	3,015,697	3,015,697
State and Local Grants & Contracts:					
Running Start	7,000,000	7,000,000	7,000,000	7,000,000	7,000,000
Fresh Start	1,540,000	1,539,889	1,540,000	1,540,000	1,540,000
Internal Service Funds	81,000	81,000	81,000	81,000	81,000
Other Grants/Contracts-WCCW, Work First	7,269,000	7,269,000	7,269,000	7,269,000	7,269,000
	15,890,000	15,889,889	15,890,000	15,890,000	15,890,000
Federal Grants and Contracts	8,500,000	8,500,000	8,500,000	8,500,000	8,500,000
Other Operating Revenue	510,000	510,000	533,027	533,027	533,027
State Appropriation	30,899,429	30,899,429	30,899,429	24,874,005	24,874,005
Total Operating Revenue	78,375,042	78,797,076	77,401,456	71,376,032	71,376,032
Expenses					
Salaries and Wages	36,685,207	37,042,497	36,698,979	36,698,979	35,238,650
Employee Benefits	12,510,081	12,730,807	12,622,584	12,622,584	11,897,878
Scholarships and Fellowships	13,700,000	13,700,000	13,700,000	13,700,000	13,700,000
Supplies and Other Operating Expenses	10,500,000	10,882,316	9,512,879	9,512,879	9,512,879
Depreciation	-	-	-	-	-
Utilities	1,200,000	1,311,538	1,114,807	1,114,807	1,114,807
Building Operating Fee	1,568,154	1,568,919	1,568,154	1,568,154	1,568,154
Innovation Fund Fee	455,175	447,691	455,175	455,175	455,175
Interest Expense (COP)	357,688	357,688	357,688	357,688	357,688
Total Operating Expenses	76,976,305	78,019,456	76,030,266	76,030,266	73,845,230
Net Income (Loss) before Depreciation	1,398,737	777,620	1,371,190	(4,654,234)	(2,469,199)
Depreciation	(4,050,158)	(4,050,158)	(4,050,158)	(4,050,158)	(4,050,158)
Net Income (Loss) after Depreciation	(2,651,421)	(3,272,538)	(2,678,968)	(8,704,392)	(6,519,357)

Quarterly Budget Analyses:

Another improvement to the budget development process has been the creation of Quarterly Budget to Actuals analysis that helps to ensure that the budget is proceeding as projected, that the process is transparent and accountable.

During September 2020, the Budget Team presented the Budget to Actuals for the preceding 2019-2020 Budget year to the Board the Board of Trustees and college community.

For 2020-2021, the Budget Team presented the First Quarter Budget to Actuals Analysis in December and the 2nd Quarter Analysis in February 2021 to the Board of Trustees, Budget Committee and to the campus community during Town Hall. Third Quarter Budget to Actuals is scheduled for May 2021, followed by FY22 Budget presented for approval in June 2021.

2020-2021 1ST QUARTER BUDGET ANALYSIS

REVENUE	Budget		1st Quarter	Actuals Percent of Total Budget	Notes
	Fiscal Year 2021	1st Quarter Budget (25%)	Actuals through Sept. 30, 2020		
Resident Students	12,230,000	3,057,500	5,250,025	43%	
Non-Resident Student	1,930,000	482,500	854,573	44%	
Sub total	14,160,000	3,540,000	6,104,598	43%	
Tuition & Fee Waiver	(1,982,400)	(495,600)	(1,125,180)	57%	
Net Tuition Revenue	12,177,600	3,044,400	4,979,418	41%	Fall Qtr: typically 33-43% of total year.
Running Start	7,000,000	1,750,000	-		Billing starts in October
Fresh Start	1,540,000	385,000	56,105	4%	Most Billing hasn't started
Other Operating Revenue		-	69,713		
State Appropriation	30,899,429	7,724,857	4,019,463	13%	Tied to Payroll-Typically 10-12% Fall Qtr
Total Operating Revenue	51,617,029	12,904,257	9,124,699	18%	
*Total Operating Revenue increased with Fresh Start		-			
Expenses					
Salaries and Wages	33,405,962	8,351,491	3,491,177	10%	Payroll is low due to Summer Quarter
Employee Benefits	11,407,268	2,851,817	1,491,667	13%	Annualized benefits outpace payroll
Worker Retraining-Financial Aid	419,895	104,974	22,080	5%	Revenue is included in State Appropriation
Running Start	525,436	131,359	69,022	13%	Expenses incur prior to Revenue billed
Fresh Start	782,328	195,582	90,039	12%	Expenses incur prior to Revenue billed
Goods & Services	3,009,553	752,388	318,207	11%	Significant decrease in supplies and travel due to Covid
Utilities	1,114,807	278,702	121,544	11%	Significant decrease in utilities due to Covid
Other Operating Expenses	2,823,426	705,857	3,849	0%	
Total Operating Expenses	53,488,675	13,372,169	5,607,585	10%	
Estimated Net Operating Income (Loss)	(1,871,646)	(467,912)	3,517,114		
Fresh Start	(1,540,000)				
Worker Retraining Expenses	419,895				
Fresh Start Expenses	782,328				
*Approved Budget prior to Fresh Start & Worker Retraining	(2,209,423)				

MID-YEAR BUDGET ADJUSTMENTS:

The third major improvement to the budget development process is the addition of a Mid-Year Adjustment recommendations that are informed by the 2nd Quarter Budget to Actuals Analysis. In February 2021, the Budget team will make recommendations to the Leadership Team on mid-year budget adjustments that may need to be made. Upon approval of the Leadership team, the recommendations will be made to the Board of Trustees for final approval on the Operating Budget Adjustments.

IMPROVED BUDGET DEVELOPMENT SCHEDULE:

Lastly, the budget team has been working on an improved budget development schedule to include all Quarterly Budget to Actuals Analyses, Mid-Year Adjustments, and Budget Development Timelines. This improved schedule will help better inform the Leadership Team, the Board of Trustees and the entire college community of budget goals, deadlines, challenges, opportunities, and adjustments. It will also increase transparency in the budget development process.

Additional improvements are planned for the upcoming years and include analyzing all mandatory and course fees; addressing depreciation, moving more positions off student fee funds, improving the budget tool, increasing frequency and content of budget manager trainings, and regularly and consistently monitoring and reporting on all funds.



Operating Budget

Tacoma Community College is committed to fiscally responsible, consistent, and informed long-term financial planning that supports its programs, services, institutional core themes, and the fulfillment of its mission. These commitments are shown through the 2020 and 2021 operating budgets, and summarized in the 2015-2021 traditionally budgeted funds (2.E.2b).

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.

2020-21 APPROVED OPERATING BUDGET

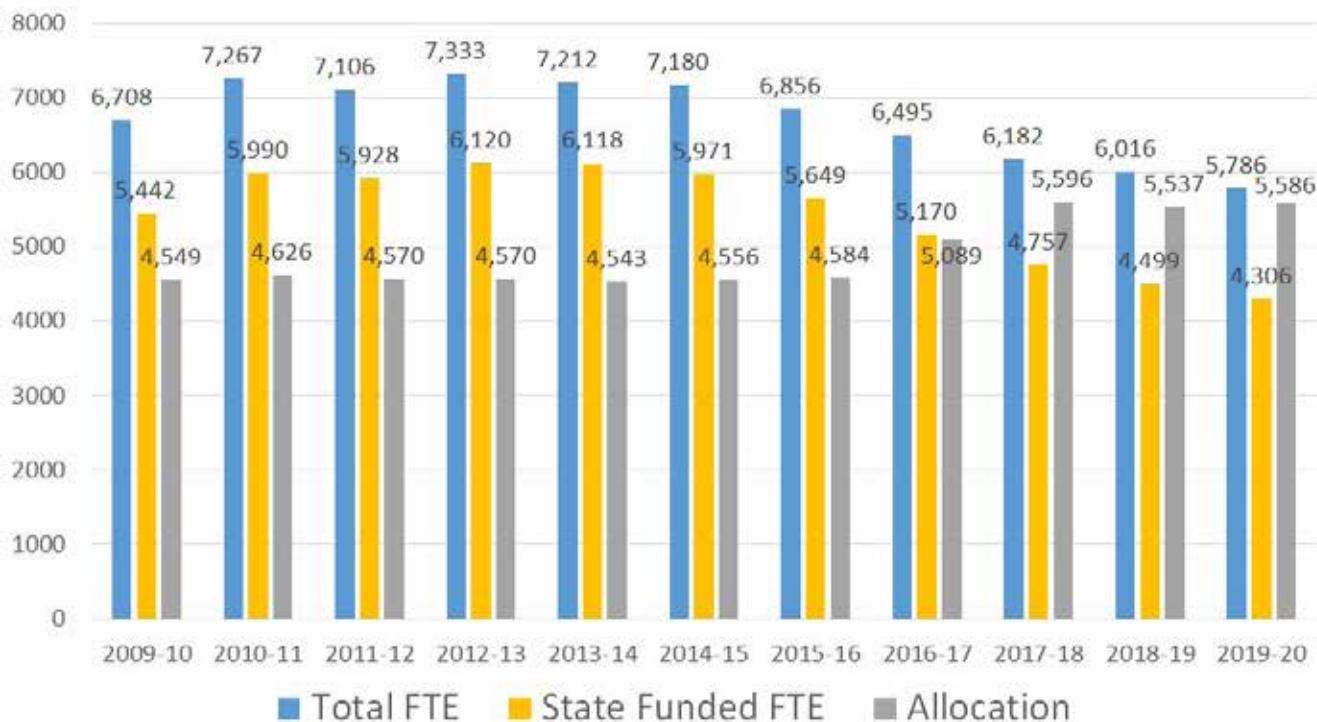
The 2020-21 Operating Budget was built on an expected State Allocation to TCC of \$24,874,005, which reflected a 15% projected reduction in allocation, and Local Revenue of \$46,502,027 for a total operating budget of \$71,376,032. In comparison to the prior year 2019-2020 with a revenue budget of \$48,818,735, the 2020-2021 Operating Budget revenue is 32% greater due to the change in approach of budgeting only Traditional Funds to budgeting for All Funds.

Tacoma Community College			
2020-21 Operating Budget	Traditionally Budgeted Funds		Institutional - ALL FUNDS
REVENUE		REVENUE	
Total Operating Revenue	50,077,029	Total Operating Revenue	71,376,062
Total Operating Expenses	52,286,452	Total Operating Expenses	73,845,230
Estimated Net Operating Income (Loss)	(2,209,423)	Net Income (Loss) before Depreciation	(2,469,168)
		Depreciation	(4,050,158)
		Net Income (Loss) after Depreciation	(6,519,326)

2020-21 OPERATING BUDGET REDUCTION STRATEGIES

During the 2020-21 Budget Development process, the college created several budget reduction strategies to bring the Operating Budget back into balance. Prior to the Covid-19 Pandemic, enrollment and revenues had been consistently in decline. Besides tuition revenue declining, state allocation was also projected to decline due to the college not meeting its allocation target.

Annual FTE 2009 - 2020



Final State Funded FTE	Summer	Fall	Winter	Spring	Annual	Allocation	% of Allocation
2019-20	1516	3951	3866	3584	4306	5586	77%
2018-19	1527	4094	4020	3858	4500	5537	81%
2017-18	1610	4361	4214	4086	4757	5596	85%
2016-17	1750	4706	4558	4496	5170	5089	102%
2015-16	2081	5103	4903	4859	5649	4585	123%
2014-15	2258	5143	5279	5232	5971	4556	131%

Furthermore, the college needed to address the structural issues in the traditionally funded budgets, the reliance on using student fee funds to support the institution, the declining health of our physical infrastructure and equipment, and the necessity to rebuild reserves for the fiscal health and longevity of the institution.

With these budget reduction strategies in mind, the college adopted a conservative approach to both revenues and expenses for the 2020-2021 Operating Budget.

For Revenue, the Operating Budget was based on a 15% reduction in the state allocation and the elimination of funding through the Workforce Education Investment (WEI) Act; a 10% in tuition funds for declining student enrollment offset partially by a State authorized 2.5% tuition increase.



For Expenses, the Operating Budget was based on an increase in expenses for a 3% COLA for all employees; an established \$300,000 in contingency, and \$200,000 for strategic planning initiatives. For cuts, there was a significant reduction in force of both vacant and filled positions; a delay in hiring key vacant positions to midyear; approximately a 10% reduction of supplies, equipment and services; a 50% reduction in travel; and 30% reduction in all training budgets.

The remainder of the deficit of \$2,469,199 was approved to be funded from Reserves.

Capital Improvements and Related Debt

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

TCC's budgets are developed each year as a part of the college's integrated planning process, in which budgets explicitly support TCC's strategic plan and are aligned with the college's master plan for facilities and capital improvements **[2.E.2C]**. TCC collaborates on its capital budget with the Washington State Board for Community and Technical Colleges (SBCTC) and the Washington State Department of Enterprise Services, which are legislatively charged with administrating capital contracts.

Over the past decade TCC has been quite successful in requesting and implementing capital improvements at the college. In FY 2016 the Harned Health Careers Center was placed into service. This project was funded by state and local funds and private contributions of \$31.1M. In FY 2018,

construction of the Health & Wellness Center was completed in the amount of \$15M and was also funded by a combination of state and local funds and private contributions. The projects noted above, along with numerous smaller projects demonstrate the college's focused commitment to maintaining and improving the college's facilities; noted in the capital appropriations exhibit **[2.E.2D]**.

From 2013 to 2021, \$96.4M was appropriated for improvements and repairs at Tacoma Community College. Of that amount, \$49.5M was appropriated by the Washington State Legislature and \$46.9M was appropriated in local funds. In addition to the two new buildings noted above, other improvements included: information commons, classroom and building renovations, roof repairs, HVAC repairs, installation of a campus safety mass notification system, ADA and parking lot improvements, energy efficiency upgrades, upgrade of athletic field bleachers and interior painting and carpet/flooring replacement. 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.

The College spent about \$2.5 million for capital-related purposes in 2019, down from \$10 million in 2018. The decrease is primarily because of the completion of the Health and Wellness Center in 2018, for which the College entered into a \$9.7 million certificate of participation (COP) with the Washington State Treasurer in October 2015. Repayment of the COP is funded by student assessed fees. The balance of this debt at June 30, 2019 was \$9.15 million, more information on this can be found in footnote 9 to these financial statements.

Risk Management

The Risk Management Division (RMD) of the Washington State Department of Enterprise Services administers the state's [Self-Insurance Liability Program](#).

The [TCC Risk Management Policy](#) and its 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 reserves, a variety of additional policies purchased through the RMD addressing cyber liability, athletics, childcare, 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 two employees.

Fiscal Policies

The College is engaging in a three-year cycle review and update of all policies and this review is included in the Strategic Planning Yearly Document (SPY-D). The shared governance approach is addressed in the [TCC Policy on Shared Governance](#), and prioritizes policies relevant to State regulations and legal compliance, identifying policies that are missing and updating existing policies chronologically from oldest to newest.

The links below provide information on the College's fiscal policies:

- [Accounting, Controlling Funds](#)
- [Advisory Committees](#)
- [Budget Development, Adoption, and Administration](#)
- [College Investments](#)
- [Operating Budget Report](#)
- [Fiscal Policies](#)
- [Operating Reserves](#)
- [Risk Management](#)
- [Shared Governance](#)
- [State Allocation of Foundation Projects](#)
- [Revenue Producing Activities](#)
- [Student Services Activities Budget](#)



2.E.3

Financial resources are managed transparently and in accordance with policies approved by the institution's governing board(s) in accordance with its governance structure and state and federal and applicable state laws.

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.

Prior to August 2015, all accounting transactions for TCC were 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 produced a single system-wide financial statement. TCC also prepares financial reports from Washington State data using the NACUBO model. From 2000 to 2015, the college used an automated budget tracking system alongside FMS that was updated nightly, providing college managers with online, up-to-date, user friendly, downloadable information on budget, expense, revenue, and payroll reports.

In August 2015, Tacoma Community College was one of two pilot colleges that converted to Peoplesoft, also known as [ctcLink](#). CtcLink encompasses the "linking" of all 34 Washington State Community and Technical Colleges, "ctc." Peoplesoft's ctcLink is the implementation of a single, centralized system of online functions to give students, faculty and staff anytime, anywhere access to a modern, efficient way of doing college business and is replacing

the 35-year-old administrative system to streamline and standardize business practices across the 34 college system.

Tacoma Community College maintains clearly defined, board approved policies for the oversight and management of college financial resources. These policies address financial planning and processes for the college, including operating and capital budgets, reserves, fundraising, cash and debt management, and transfers between funds. The following links provide information on the College's fiscal policies.

- [Accounting, Controlling Funds](#)
- [Advisory Committees](#)
- [Budget Development, Adoption, and Administration](#)
- [College Investments](#)
- [Operating Budget Report](#)
- [Fiscal Policies](#)
- [Operating Reserves](#)
- [Risk Management](#)
- [Shared Governance](#)
- [State Allocation of Foundation Projects](#)
- [Revenue Producing Activities](#)
- [Student Services Activities Budget](#)

These policies are based on, and make reference to legislation published in the [Revised Code of Washington \(RCW\)](#), [Office of Financial Management State Administrative and Accounting Manual \(SAAM\)](#), the [State Board for Community and Technical Colleges Fiscal Affairs Manual \(FAM\)](#) and the [State Budget and Accounting Act](#).

The Board of Trustees is responsible for financial oversight of the college. The Board is involved through the [budget development policy](#), which includes development, as well as implementation, and evaluation of the annual operating and capital budgets. Please refer to Standard 2.E.2 for additional information. Annual budgets are developed within available resources to support fulfillment of TCC's mission through achievement of its strategic and operational plans. The college's annual budget development calendar directs that the Board will be updated on budget projections during

the budget development cycle 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. Throughout the academic year, the College President and Vice President for Administrative Services respond to any Board questions or concerns regarding the budget and provide quarterly updates. Please refer to Standard 2.E.2 for additional information.

TCC carries a reasonable level of long-term debt approved by the Board of Trustees. Defined by policy, 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. TCC's reserve policy also requires the Board to approve expenditures from the college's reserve fund, following the [college's investment policy](#) and is defined by state law in the Revised Code of Washington ([RCW 39.58 Deposits and Investments](#) and [RCW 39.59 Authorized Investments](#)) restricting investment of state funds to the [Washington State Local Government Investment Pool](#) (LGIP) and limited low risk investments with A ratings. The college's [investment policy](#) is defined by state law in the [Revised Code of Washington \(RCW\) 39.58 Deposits and Investments](#) and [RCW 39.59 Authorized Investments](#) 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 next day liquidity.

TCC transparently provides their financial statements on the TCC website for review by the college community. The annual audited [financial statements](#) are presented to the Leadership Team and the Board of Trustees.

2.E EXHIBITS

- **2.E.1A**
Investment Roll Forward 2019
- **2.E.1B**
Operating Reserves Policy
- **2.E.1C**
Final Accountability Audit Report
- **2.E.1D**
TCC Foundation Agreement
- **2.E.1E**
TCC Grants and Contracts
- **2.E.1F**
Guiding Principles for Budget Development
- **2.E.2A**
Budget Template
- **2.E.2B**
TCC Traditionally Budgeted Funds 2015-2021
- **2.E.2C**
TCC 2015 Facilities Master Plan
- **2.E.2D**
TCC Capital Appropriations



Human Resources

2.F.1



After the sudden departure of the President in 2016-2017, there was a period of healing on the TCC campus that affected the Human Resources (HR) Department in a fundamental way. In this section, we will review the work that the HR Department took to improve their work, and how they function today. This improved way of working is reflected in the robust and transparent policies that keep faculty, staff, and administrators apprised of their rights and responsibilities, along with the working relationship with the union groups that are represented on campus.

In the months following the departure of President Ruhland, the campus worked to heal and self-evaluate. Concerns about the future of TCC were voiced through a variety of means, including: a PACE Survey that measured employee satisfaction, "Listening Circles" facilitated by an outside consultant as a result of the PACE Survey results, and at an annual Professional Development Day (PDD) event, which included a series of exercises to help the campus community heal. The PDD event included the Board of Trustees, because the campus community wanted them to hear their concerns and participate in how we move forward as a college. The HR Department underwent a period of improvement and used the campus-wide surveys and listening sessions as part of their honest, reflective work.

There were a variety of concerns raised by the campus community regarding the HR department at that time. In this process, feedback from employees indicated the HR department had been a significant factor influencing distrust and dysfunction among employees. Employee feedback

showed the department needed to repair and improve relations and customer service throughout the campus community. The HR department underwent a number of facilitated trainings with the Center for Dialog & Resolution, a Tacoma-based independent nonprofit mediation service provider that also facilitated TCC's "listening circles" and PDD exercises. Subsequent improvements included the hiring of a new department executive director along with other key employees and a service-first approach that has greatly improved working relations with the campus community.

With the HR department's new leadership since 2018, a renewed emphasis has been placed on open and responsive communication with individual employees and groups on campus, providing accessible services and information, regular training of supervisors, increasing the diversity of our workforce, and improving a shared understanding of civil and contractual employment rights and upholding those rights. One example of this was the collaboration with the Office of Learning and Engagement (OLE) in 2019 by HR to jointly update the process, policy, and initial training for the annual performance evaluation process now in use for classified and exempt staff. The HR team is administering this process going forward to support consistency and continuity for this annual evaluation process.

The following sections outline how HR ensures policies and practices support students, staff and faculty in their growth at TCC. TCC works with several unions: The Tacoma Community College Federation of Teacher, the Washington Federation of State Employees, and the Washington Public Employees Association, to identify, discuss, and resolve issues affecting represented employees.

HUMAN RESOURCE POLICIES / PROCEDURES

On an annual basis, administrative exempt employees receive an annual appointment notice that reiterates the terms of employment include compliance with all applicable laws, rules, regulations and policies, including and not limited to those enacted by Washington State, the State Board for Community and Technical Colleges, and the College's Board of Trustees. These professional-technical employees are represented by a union, with a local negotiated Collective Bargaining Agreement (CBA) **[2.F.1A]**.

EMPLOYEE EVALUATION, RETENTION, PROMOTION, AND TERMINATION

The terms and conditions of employment are specified in College policies and collective bargaining agreements for faculty, classified, and exempt staff, including rights and responsibilities and procedures for evaluation, retention, promotion, and termination. The details of each employee's work assignments are reflected in the formal position description for their position, as well as recruitment vacancy announcements when hiring for the position. See TCC's website for [CADM 125, Duties and Responsibilities of Administrators](#), [ADSV 207, Reassignment, Separation and Resignation](#), and details on exempt policy in [ADSV 201, Exempt Appointments](#).

Faculty and staff represented by unions routinely review the terms and conditions in their respective collective bargaining agreements on a regular basis. Human Resources also provides training to review CBA provisions for respective groups upon request and after cyclic contract negotiations, to review changes and updates. The CBAs and their related policies are listed below:

- ADSV 216, Employee Evaluation for exempt and classified staff **[2.F.1B]**
- TCCFT Faculty CBA **[2.F.1C]**

Faculty's policies relating to the following topics are listed in their CBAs, referenced by section and page number:

- » Teaching: 6.22-25, pg. 42-45
 - » Artistic Creation: 8.6, pg. 54
 - » Service: 8.71, pg 55
 - » Scholarship: 8.71b.6, pg. 58
- WFSE Classified CBA **[2.F.1D]**
 - WPEA Classified CBA **[2.F.1E]**

2.F.2



The institution provides faculty, staff, and administrators with appropriate opportunities and support for professional growth and development.

The college offers multiple opportunities for faculty, staff, administrators, and students to participate in professional development. Information from several sources is used to evaluate professional development needs. These include input from unit and constituency group leaders, surveys, and professional development groups for both faculty and staff. Additionally in order to ensure that professional development is integrated into the college's equity, diversity and inclusion (EDI) work, the professional development functions are part of the Office of EDI, with oversight by the Vice President of EDI.

Under the oversight of the Vice President of EDI, the Professional Development Coordinator has offered a robust set of offerings that included workshops, webinars, lunch and learns, book clubs, and institutional wide training, as well as external trainings. On average, three professional development opportunities were offered per month over the last academic year—both onsite and online. Topics for Professional Development vary from assessment, the use of technology, instruction, and other trainings by groups. These opportunities can also be viewed in the [Canvas shell](#). Professional Development included both offerings planned well in advance, as well as shorter-notice trainings that reflected the real-time needs of the college. Professional Development also included opportunities for mentorship and leadership development.



In addition to professional development opportunities offered through the Professional Development Coordinator, individual departments and units provide opportunities that are more aligned to the specific work that departments and units provide.

Funding for professional development is identified annually through the college's budget development process. Beginning in fiscal year 2021 professional development funds will be used to support faculty and staff with opportunities and support needed to move forward varying aspects of the strategic plans. Funds will be available through an application process.

The Office of Student Engagement also creates professional development opportunities for students, including a year-long series that focuses on equity, diversity, and inclusion. TCC also sends students to conferences, like the annual [Student of Color Conference](#). Students are also given the opportunity to be trained alongside staff and faculty. For example, the Office for Equity, Diversity, and Inclusion sponsored four students so that they could attend the [Northwest Regional Equity Conference](#) with staff and faculty.

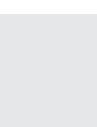
Professional Development Planning

Every year, institutional wide trainings are held and attended by full-time and part-time employees. An annual theme has been adopted to create continuous learning, rather than one-off events or offerings. Additionally, professional development has been moved under the Office for Equity, Diversity, and Inclusion (OEDI) to ensure that we are equipping our campus to do all things from an equitable lens. For example, the professional development theme for 2020/2021 is antiracism. Session topics included, self-care, language and power codes, trauma informed practices, microaggressions, and trainings on how to use disaggregated data [2.F.1F]. These themes will be scaffolded and extended to support continued learning around the theme, so that professional development is continuous.

To illustrate, TCC offered a session with [Tim Wise](#), among the most prominent anti-racist writers and educators in the United States; nearly 400 TCC employees attended. The recording was shared with campus along with this guide so that campus members could form small groups to continue their discussions and learning [2.F.1G]. Other professional development opportunities included our "Becoming a Culturally Responsive Institution," which was a two-part "train the trainer" series that included over sixty employees across instructional and non-instructional areas. The new Office of Equity, Diversity, and Inclusion has offered a little over ten professional development opportunities and 92% of the survey respondents rated the events as "excellent" or "good."

Overall, TCC's professional development coordinator set a good foundation for providing real time professional development offerings. This model allowed the college to assist employees in transitioning to an entirely remote environment. These offerings included sessions on technology as it relates to Zoom and teaching practices for the online environment. These opportunities can also be viewed in the [Canvas shell](#). Professional Development opportunities will continue to be developed with the input of the college campus, include students, systemically garner feedback, and be developed with intentional focus to fulfill our college's mission, strategic plan, and on-time needs of the campus.

2.F.3



Consistent with its mission, programs, and services, the institution employs faculty, staff, and administrators sufficient in role, number, and qualifications to achieve its organizational responsibilities, educational objectives, establish and oversee academic policies, and ensure the integrity and continuity of its academic programs.

The College's permanent and temporary staffing levels are informed by annual student enrollment, which is also analyzed over a rolling three-year average for international students, the interrelated factors of state funding (via allocation), public and private grants, and contracts revenue, and the institution's budget that is approved annually by the Board of Trustees. While the core of permanent faculty and staff positions provide stability for the college, adjunct faculty and temporary/hourly classified staff positions also provide essential flexibility to adjust staffing to meet both planned and emergent needs on a quarterly basis, such as projected variances in enrollment and budget. You can view our staff and faculty levels on our [Employee Dashboard](#) and our [org charts](#) on our website **[2.F.3A]**.

Qualifications for each permanent position are defined in the respective formal Position Description and included in vacancy announcements for recruitment. Faculty candidates are rarely hired with less than a relevant Masters degree. Any such exception requires Provost approval, which requires demonstrated applied experience to constitute subject mastery. This exception has been given to professional musicians for solo instrument instruction, for example. Classified position descriptions are consistent with the [state-established classification](#) standards for the position, and in some cases are identical to the state standard. These are posted on the [TCC Jobs](#) page. Each employee's position description or applicable vacancy announcement is included as part of their official Personnel File, secured in Human Resources together with their application materials, including C.V./resume. All applicable employee groups hold Collective Bargaining Agreements which specify their engagement and responsibilities: WFSE Exempt, TCCFT, WFSE Classified, and WPEA Classified **[2.F.1A,C,D,E]**.

To contribute to TCC's dedication to racial equity, members of the Equity, Diversity, and Inclusion Committee created an Equity in Hiring Action Committee at the start of the 2019-2020 school year, focused on reviewing and updating recruitment, hiring, and retention practices to

increase the diversity of employee hired and retained by the College. Their ongoing goal is to initiate a process of reviewing, identifying, and implementing sustainable best practices to increase the diversity of TCC's workforce and its reflection of the communities the college serves. The group is working to develop a FAQ document related to current hiring practices and work collaboratively with HR to gather information, review, and document current practices related to recruitment and hiring with an intention focus on identifying practices and gaps related to equity in hiring.

2.F.4

Faculty, staff, and administrators are evaluated regularly and systematically in alignment with institutional mission and goals, educational objectives, and policies and procedures. Evaluations are based on written criteria that are published, easily accessible, and clearly communicated. Evaluations are applied equitably, fairly, and consistently in relation to responsibilities and duties. Personnel are assessed for effectiveness and are provided feedback and encouragement for improvement.

The faculty and staff of TCC are evaluated using policies and processes developed using the Shared Governance system, and in keeping with their collective bargaining agreements. These processes provide regular feedback through standardized processes that TCC continues to improve. These methods of evaluation are explored below by their staffing group.

FACULTY

The evaluation process for each type of faculty is specified in Article 13 of the TCCFT Faculty CBA **[2.F.1C]**. In each subsection of this article, the intention of the evaluation process for each type of faculty is clearly articulated to emphasize the primary purpose and objective of professional growth and development through a consistent and fair



process. The records of this process for each faculty member are maintained securely by their respective administrator.

Article 13.10, the first subsection, describes the process for tenured faculty, who are formally evaluated every three (3) years after tenure is awarded as part of their ongoing professional development process with their supervising administrator. Guided by mutual discussion and agreement, the faculty member compiles a professional portfolio during the three-year cycle for discussion and review by the administrator. That portfolio also includes the faculty member's self-evaluation and forward-looking professional growth plan with supporting documentation as needed.

The evaluation process for all part-time (adjunct) faculty, including those who are specially funded by grants or contracts such as part-time Corrections instructors, is described in Article 13.20 of the CBA. Part-time instructors are evaluated on an ongoing basis as follows. First, a self-evaluation is reviewed with their administrator after each of their first three (3) contiguous academic quarters. Second, after four (4) consecutive quarters, part-time faculty are designated as "continuing" and they are then cyclically evaluated every three (3) years after that using a portfolio compilation and review process that is substantially like tenured faculty evaluations, but with an additional requirement for a teaching observation by the administrator during the three-year cycle.

The evaluation process for all specially funded and temporary full-time faculty is described in Article 13.30 of the CBA. These faculty are evaluated in a process that is initially similar to part-time faculty, except that self-evaluations and discussion with the administrator occurs annually, and then after three consecutive years the process is identical to tenured faculty, with evaluations occurring every three years. The other significant differences for these non-permanent full-time faculty is the addition of specific components in their three-year portfolio that include student surveys, an observation of their teaching by the administrator in their first year, and

their observation of another colleague's teaching during the three-year cycle.

The faculty CBA is in open negotiations at the time of this writing and these processes are being reviewed and updated.

EMPLOYEES

In 2020, the College updated and expanded both the policy and procedures to require annual employee evaluations for all exempt and classified employees. This updated policy, [Policy ADSV 216, Performance Evaluation](#), and related procedure and forms establishes a more uniform and equitable process to promote an annual cycle of ongoing, documented performance and development feedback and dialogue between the employee and their supervisor **[2.F.1B]**. This performance evaluation connects employee's work with larger strategy, with emphasis on fulfilling the College's [Strategic Plan](#) objectives consistent with TCC's shared values. That cycle includes quarterly review and documentation over the course of a year that includes college goals, values, the employee's self-evaluation, and the supervisor's evaluation of the employee's performance. While annual evaluations for part-time/hourly employees are optional, supervisors are encouraged to do so when appropriate. All evaluations are in compliance with the staff bargaining agreements: WFSE Exempt CBA, WFSE Classified CBA, and WPEA Classified CBA **[2.F.1A,C,D,E]**.

2.F EXHIBITS

- **2.F.1A** Exempt CBA 2017-2019
- **2.F.1B** Classified and Exempt Employee Evaluation
- **2.F.1C** Faculty CBA 2017-2020
- **2.F.1D** WFSE Classified CBA 2019-2021
- **2.F.1E** WPEA Classified CBA 2019-2021
- **2.F.1F** Professional Development Week Agenda
- **2.F.1G** Tim Wise Discussion Guide
- **2.F.3A** Academic Affairs Org Chart

Student Support Resources

2.G.1

Consistent with the nature of its educational programs and methods of delivery, and with a particular focus on equity and closure of equity gaps in achievement, the institution creates and maintains effective learning environments with appropriate programs and services to support student learning and success.

Tacoma Community College is dedicated to supporting and serving any students who come for learning. Many students who come to a community college have needs for flexibility that traditional four-year colleges and universities aren't equipped to provide. The staff and faculty have continued to serve students of all types, skills, and abilities in the mission of serving the whole community. This has led to equitably serving students through targeted universalism by providing:

- Programs specifically designed to breach gaps and break down barriers to access and success;
- Services for all learners' academic success, no matter their starting point or challenges;
- Necessary environments for community building and cooperative learning;
- Equitable learning methods and modalities for a diverse and rich experience, and
- Programming and resources to promote the success of the whole student:
 - » Touch points and support for students who face life challenges outside of their coursework.
 - » Programs that enhance the student experience beyond the classroom.

The following sections cover programs and efforts across the school, in Student Affairs, Student Retention and Success, the Library, eLearning, and in successful partnership with Tacoma and Pierce County not-for-profit organizations.

TCC Serves Underrepresented and Underserved Populations

TCC's support programs breach gaps and break down boundaries to access and success. Robust programs in partnership with community and state entities offer diverse entry points and opportunities to potentially underrepresented and underserved populations. As an open admissions college, TCC has the opportunity to recruit and support students who may not find another opportunity for higher education, such as the un/underemployed, disengaged youth, students of color, first generation students, and those who are part of the criminal justice system.

For example, TCC is the only community college in Washington taking advantage of the RCW that allows unemployed/underemployed individuals to attend credit-bearing classes on a waiver. [**SPRUCE**](#) (*Space Available to Respond to the Unemployed through College Education*) has been a part of TCC for 28 years, providing tuition waivers to long-term un- and underemployed individuals who qualify to enroll in classes at TCC where there is "space available." Eligible students pay for fees and books and can register for classes in a degree and/or certificate program.

In addition to its program for underemployed adults, TCC provides another important access point to at-risk populations: as part of the Open Doors statewide re-engagement system, the [**Fresh Start**](#) program is intended to provide opportunities for disengaged youth, ages sixteen to twenty-one, to finish high school diploma requirements and earn college credit in a supportive, empowering environment. Much like SPRUCE students, Fresh Start students, while enrolled, have access to TCC's applied certificate and degree programs. Fresh Start also helps students with goal clarification, life skills, study skills, and job search strategies. In addition, Fresh Start provides wraparound services



to students on their path to being career ready, such as finding employment, housing, transportation, mental health assistance, and childcare. The Fresh Start team worked with TCC's multimedia team to create a [video of testimonials](#) from students to show the programs impact on students served.

In another youth-oriented effort, the [**Educational Talent Search**](#) program (ETS), a federally funded TRIO program, provides outreach to low-income and first-generation students from middle school and high school, and identifies and assists individuals from those backgrounds who have the potential to succeed in higher education. In this partnership, TCC provides academic, career, and financial counseling to its participants and encourages them to graduate from high school and continue to complete their postsecondary education. The program publicizes the availability of financial aid and assists participants with the postsecondary application process. Talent Search aims to increase the number of youths from disadvantaged backgrounds who complete high school and enroll in and complete their postsecondary education.

TCC extends these services as these students enter college by focusing on students of color, first-generation, and income-qualified students with another entry-point and holistic support program through our [**Center for Academic Success & Achievement**](#) and [**Multi-Ethnic & Cultural Affairs \(CASA/MECA\)**](#) program. Like SPRUCE and Fresh Start, its focus is to impact student retention of these populations who face barriers to college access and success, providing outreach, enrollment support, educational planning, and proactive advising and resources/space. In addition to students of color, first generation, and low-income students, CASA/MECA also serves other special populations, including migrating and undocumented students, and former foster and/or unaccompanied homeless youth, as well as special programs for Men of Distinction cohorts.

Focusing on this same kind of cohort building with our underserved populations, and working in line with TCC's strong science programming, TCC takes part in the

[Mathematics, Engineering, Science Achievement \(MESA\)](#)

Community College Program. It's a Washington state-funded, nationally affiliated program that supports first-generation students, students on financial aid, students of color, and women and women-identified community college students to succeed in college and careers in science, technology, engineering, and mathematics (STEM). Ultimately, the aim is to diversify the STEM workforce by addressing the challenges that historically underrepresented students often face in their education and career development.

Finally, TCC extends its educational programming to campuses at the Mission Creek Corrections Center for Women and the Washington Corrections Center for Women – providing robust programming, community outreach, and support services for one of the state's most at risk cohorts: students and families touched by incarceration. In compliance with WA executive order 16-05, and in partnership with the Department of Corrections (DOC) Reentry Division and the SBCTC/Statewide Reentry Navigators Team, TCC provides High School completion, career training, and an Associate's Degree program as well as wrap-around services that include advising, college placement, financial aid, career counseling, and community support **[2.G.1A,B]**.

In conjunction with a full-time Education Navigator who works on site at each facility, a full-time re-entry navigator, working under the direction of the DOC and under the supervision of the Director of Corrections Education and Dean of Retention and Success in the Student Affairs division, they assist students transitioning from incarceration to release into the community. This includes assisting with education and career goal clarification and with timely enrollment into the college **[2.G.1G]**. The navigators maintain crucial community connections with Tacoma Resources and Opportunity Center, Pierce County Jail, WA State Tribal Liaison Director-Staff, Community Partnership for Transition Solutions, WA DOC Progress House Work Release, and Metropolitan Development Center. Current efforts are to align re-entry services with the CHAP program to provide housing

opportunities to TCC students coming out of the justice system.

TCC Serves Learners with All Abilities

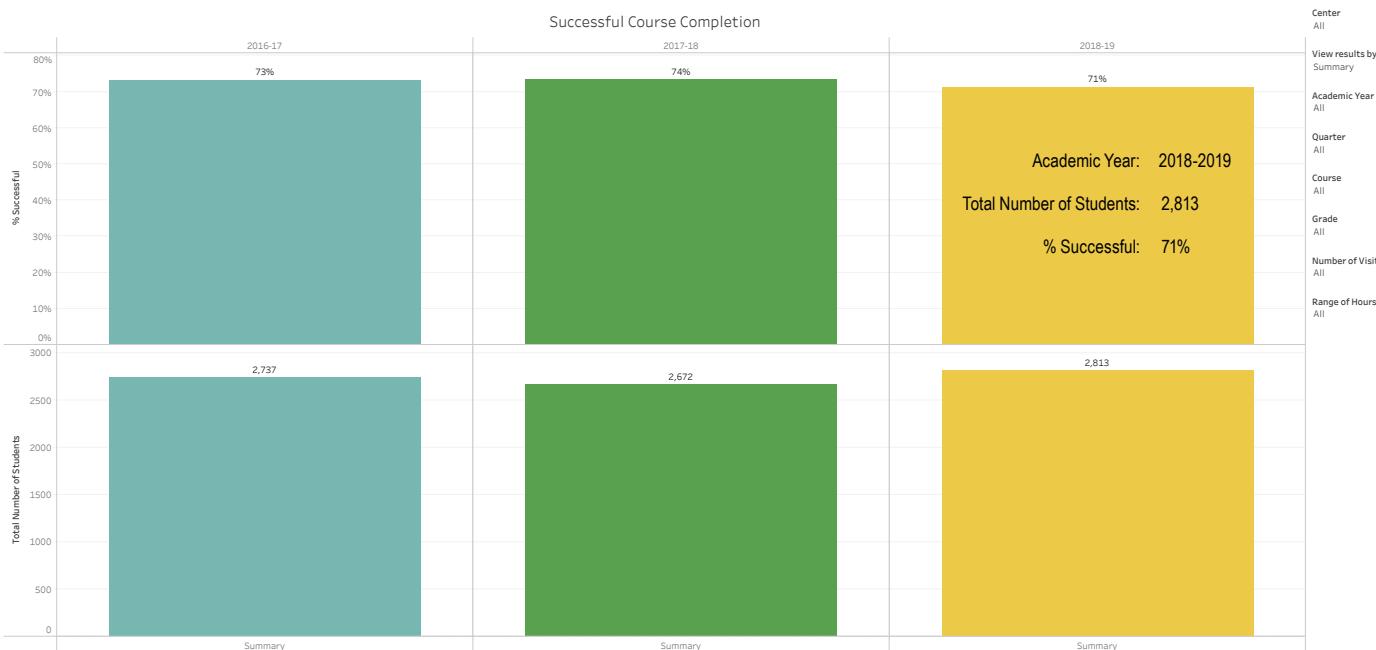
TCC's academic support programs provide necessary environments and services for students' academic success, no matter their starting point or challenges. TCC values all learners, and instructors and support staff work closely to make sure that students are connected to what they need to succeed, such as academic adjustments that provide accessibility and equity within the classroom and learning experiences.

Access Services provides accommodations and support to students with disabilities in accordance with the Americans with Disabilities Act as amended, and section 504 of the Rehabilitation Act. In this case, equity means that Access Services provides accommodations on a case-by-case basis to meet the individual student's needs. On average, between 200 and 250 students at TCC use Access Services each quarter. Over 75% of accommodated students use testing services each quarter, and 50% require note-taking assistance.

In 2019, Access Services added an Assistive Technology and Alternative Formats Coordinator position to better serve student needs around assistive tech and build awareness of accessibility accommodations among students and staff. Access Services works in partnership with eLearning to ensure that TCC's LMS and associated courses are accessible to all students, regardless of ability. Services provided, via this partnership include document remediation, software testing, vendor consultations, and accessibility training and professional development for faculty and staff. During the COVID-19 pandemic, Access Services provides several options for students to communicate with specialists and arrange services by email, phone, text message, and video Zoom session.

Another program that aligns the goals of Instruction (to provide wide and diverse opportunities for learning) and Student Affairs (to provide wrap-around support) is the **Student Learning Center (SLC)** program, which is focused on supplemental academic support for all students. The SLC is an alliance of programs at TCC designed to help students improve their study skills and learning strategies and to support their efforts to become successful learners. The **Writing & Tutoring Center (WTC), Math Advising Resource Center (MARC), Business Education Center (BEC), Supplemental Instruction** and Dedicated Tutoring (**SI/DT**) programs provide a broad array of individualized and academic student-facing resources and approaches; the Student Learning Centers promote equity and reduce achievement gaps with accessible programs and services that target the unique learning needs of our students. SLC has many services, and they include one-on-one appointment-based tutoring, drop-in tutoring, group tutoring, study skills assistance, embedded tutoring, credited coursework in math and writing, and subject-specific review sessions, study sessions and workshops, in-class targeted support for difficult content and courses, and online tutoring, as well as more specialized programs **[2.G.1D]**. SLC services are supplemented with access to a full range of online tutoring options through the Western eTutoring Consortium. During COVID-19 remote learning, all SLC services are available virtually, via Canvas and Zoom (see video links for guides to [Zoom](#), [Canvas](#), and [eTutoring](#) programs).

Data from the [SLC Dashboard](#) from 2016 - 2019 supports that the SLCs contribute to student success and retention. Especially in the courses where students struggle the most, data shows a substantial increase in retention for those students who used the SLCs. For a detailed breakdown see the Strategic Plan Yearly Documentation Report, in the Area of Focus #2, pg 3 **[2.G.1E]**. Most recently, efforts have been supplemented by the formation of an Equity, Diversity, and Inclusion working group that seeks to clarify what aspects of these areas can be improved in the centers and implement changes, such as a shared language and understanding



around racial equity. The values of equity are embedded in staff training in assessing and meeting the needs of students of various backgrounds and learning styles. Interactive training through certified programs ensures compliance with industry best practices: The SLCS are certified by the College Reading and Learning Association's International Tutor Training Program and the University of Kansas-City's Supplemental Instruction Program Certification (the first community college on the West Coast to be certified).

The **TCC Library** also provides essential academic support, including general library services, instruction, and learning environments that focus on equity and the closure of equity gaps. The Library sets the tone for this work through its [mission](#). The Library's mission leads to an effective learning environment that supports student learning needs and connects with many of TCC's core themes, including Advancing Equity, Diversity, and Inclusion. As mentioned in standard 1.C.6, faculty librarians collaborate with discipline faculty to teach across the curriculum and design research assignments that are effective for teaching information literacy skills and making use of TCC's range of resources. For full details about how the Library meets this standard, refer to the Library's [full description for this accreditation section](#).

TCC Serves in Resource-Rich Learning Spaces for All Learners

TCC is dedicated to providing flexible learning environments and student-center spaces. The [Information Commons](#), part of the eLearning program, is the biggest student computer lab on campus and the main point of contact for assistance with learning technologies. Newly remodeled, it provides individual and group collaborative learning spaces and is open late and on weekends to provide access to computers, assistance with instructional technology, and equipment for short-term checkout. During COVID-19 periods, the eLearning and information commons staff have been essential in the support of faculty learning to teach in full-online environments, and students to learn in them. The support team staffs the main line for the whole TCC community, support@tacomacc.edu, which routes tickets to the appropriate staff members to address issues. The staff also provides soft phone service to students, as well as limited, safe in-person support during COVID-19 remote learning.

In addition to the Information Commons, the buildings that house on-site tutoring programs include *handicap-accessible spaces* in the Student Learning Centers, which feature computers programmed with general and discipline-relevant software; individual and group study areas; subject-specific models and manipulatives; lab videos; staff-created handouts; student printers; and resources for on-site check out, including textbooks and calculators. Main campus centers are open extended hours and on Saturdays to accommodate the schedules of working students. During COVID-19 remote learning, the SLCs provide both a resource-rich Canvas launch-pad page for all tutoring in which students can self-enroll, but also drop-in space in Zoom.

Welcoming spaces for all students are important, to both establish a sense of belonging and to build a rich and inclusive campus community. The ***Office of Student Engagement*** coordinates student spaces and programs responsive to diverse needs of students, including a private prayer and reflection room, lactation stations in multiple campus locations, and the “Collaboratory,” a student lounge area and meeting space to encourage dialogue around social justice issues. The space includes accessible computer stations, a social justice library, laptops and tablets, go-pro, and recreation equipment check-out, free snacks and hygiene products and a mini “office quick stop” where students can access free scan-trons, free printing, and office supplies to put finishing touches on their class or club projects.

The [Library](#) also provides a wide range of student-centered spaces and services for students, including Research Desk services, textbook reserves, and technology checkouts. The Library's equity-based mission of “openness” extends to its physical learning environment. Comments from the 2018-19 student survey concerning the library's open and inviting environment support this **[2.G.1F]**. During COVID-19, the library provides remote services to students, including Library Research chat, as well as limited in-person check out and return of library resources.

TCC Serves by Providing Equitable Instructional Methods

In a partnership between Student Affairs and the library/eLearning, students are offered a rich learning experience at TCC, supported with a team of multimedia staff, offering them the ability to learn at low cost, and with curriculum and methodology informed by research.

TCC's eLearning team promotes instructional innovation by providing a [multimedia production studio](#), a learning environment where the Multimedia Production Team delivers resources and support to students, faculty, and staff for college classes and events. The production studio helps students enhance their resumes and portfolios as they enter a digital workplace, as well as with faculty to develop quality multimedia content to provide higher quality content for courses and a better learning experience for students. The team utilizes graphic design and publishing tools, cameras, lighting, green screen, and high-end video-editing tools to collaborate with students and staff on dynamic and innovative multimedia instructional content and learning objects. The team helps identify project goals and objectives, guides production flow to completion and lets the student, faculty or staff play the role of the producer and director for the entire production.

In addition to providing support for their course work, TCC is committed to providing low-cost opportunities to students and institutionally support the wide-scale adoption of ***Open Educational Resources (OER)***. The Open Education (OE) Steering Group, consisting of cross-campus representatives from the library, eLearning, the bookstore, and ASTCC, works with OER topics at the institutional level to impact student learning. Examples of the group's work include the OER and Low-Cost labeling of courses. The OER program creates environments, programs and services to support learning needs and saves students an average of \$1 million per year. Its stipend-supported course development program provides a rigorous quality-assurance framework and prioritizes high-impact courses. OER has an impact on student learning as noted in the Student Achievement



Indicator (SAI) data. Standard 1.D.4 discusses in more detail OER's impact in the SAI data and on student learning.

In 2018-2019, the TCC Student Toolkit for Textbook Affordability and OER was created in collaboration with ASTCC as a student resource for advocacy. This team also supported a student-led campaign to write thank-you letters to professors using OER in the classroom.

Another way TCC promotes equity in course design and execution is in creating the Instructional Designer position within the eLearning department. The Instructional Designer provides workshops on topics covering best practices for learning design and open pedagogy. These workshops promote contemporary and relevant open practices among our faculty. Topics covered include redesigning courses for open pedagogy, implementing openly-licensed design templates, and Universal Design for Learning (UDL) as a remix framework for OER. eLearning also provides faculty training and consultation work around course design best practices, including Culturally Responsive Teaching, Quality Matters, Open Pedagogy, regular and substantive interaction, and general quality assurance. Ongoing collaboration around the Transparency in Learning and Teaching in Higher Education (TILT) project is successfully implementing a research-based educational development program that has demonstrated efficacy in closing equity gaps. It has worked with TCC Organizational Learning and Effectiveness in the past, which is now folded into the Office of Equity, Diversity, and Inclusion, to support strategic professional development around teaching and learning in the form of regular workshops and participation in employee onboarding.

A primary course taught at TCC and administered by Counseling Faculty in the Student Affairs division, Human Development 101, is a current target of redesign for equity, based on guidance from Guided Pathways and data showing higher persistence for students who took and completed the course. Recommendations from a Student Success Strategies task force are to focus the course on providing more equitable support for students' long-term academic and

career pathway and scale to a campus-wide requirement, so that all students can benefit from non-cognitive topics.

TCC Serves the Whole Student

Students who face things like mental health concerns, financial instability, childcare needs, and food and housing insecurity are less likely to persist in college, especially when their or their family's personal well-being or safety is at stake. These challenges have only been exacerbated during the global pandemic and compliance with "stay at home" orders for community health.

Students who might need mental health support could well be uninsured or underinsured and/or unable to meet even the lowest dollar amount on a sliding scale for counseling. And, people turning to community mental health programs are facing long waiting lists. If a student has a chronic mental health condition requiring ongoing and long-term therapy with the option for medication, the TCC [Counseling Department](#) will help facilitate a referral. In the meantime, TCC counselors provide a supportive place for students to problem solve and de-escalate.

The support extends to the classroom and faculty as well. The counselors engage with opportunities to inform staff and faculty on campus of counseling services and help them facilitate referrals as well as navigate the nuances of how best to serve and refer a student in distress. The Counseling Office provides sessions with faculty, adjunct faculty, and staff using our "Helping Students in Distress; Resources for Faculty and Staff" flipchart, which is updated and reprinted annually. Additionally, the office coordinated with a county-wide effort during 2019 to provide "Mental Health First Aid Training" to laypeople, which brought the training to our campus on two occasions for staff and faculty.

Students are also facing deep financial crises, and TCC's financial literacy programming, in partnership with the [***Educational Credit Management Corporation \(ECMC\)***](#), provides web-based resources and programming focused

on students' current financial concerns/priorities and academic and personal goal setting. Program topics include budgeting, debt management, student loans in default status, management of credit, and pursuit of financial scholarships, loans, and career assistance. ECMC is contracted by TCC to provide default prevention services. Students who are in delinquent status are contacted and offered assistance for a payment plan with their loan service provider.

Students who are graduating or are struggling to find income paths during their time at TCC can access the [Career Center](#), which provides resources to assist students in making educational and career pathway decisions including, among others, individual career planning, interest inventories, access to Washington Occupational Information Services, transfer information, employment resources, resume and interviewing skill development, internship preparation and volunteer opportunities.

When students' struggles reach the level of food and housing insecurity, TCC has a number of options to support them. For example, the [Titan Food Pantry](#) was established at TCC in July 2018 to address concerns of food insecurity for students and their families and has served over 2500 students to-date. It provides immediate food needs for students while on campus and a variety of non-perishable food items and basic necessities for students and their families. A partnership with the [Nourish Pierce County Food Banks](#) was established in 2019 and TCC became the first Pierce County college to host a Mobile Food Unit on campus to serve students and the community.

In 2016, TCC participated in Temple University's [Hope Center for College, Community, and Justice](#) survey of Student Basic Needs. TCC students reported homeless rate is 27% (an experience of being homeless in the last twelve months) while at that time the national average reported was 14%. In response to these results, TCC created its [College Housing Assistance Program \(CHAP\)](#) in partnership with the Tacoma Housing Authority (THA) to provides housing rental assistance and support services to students, and often their dependents,

during their enrollment in college. TCC's CHAP program and THA are committed to enrolling students who are low-income, and in many cases the first in their families to attend college. THA's housing resources, matched with TCC's case management services, help to stabilize students and further the college's educational mission. TCC's role in the program is to build relationships and partnership with landlords to place wait-listed students in available housing, as well as provide case management services that direct students to additional resources and help them navigate the college environment and life after college more easily. As of August 2020, 161 total students on CHAP (eighty-six are in the properties and seventy-five receive tenant-based vouchers). As of January 2020, TCC and THA welcomed a new property into the CHAP program. There are now three properties that offer a property-based subsidy to qualified CHAP students. Recently, the Tacoma Housing Authority has awarded TCC with twenty-five housing vouchers to TCC students who are exiting the department of corrections and wish to continue their course studies with TCC.

Another difficult challenge students face is finding adequate childcare. At TCC, the [Early Learning Center \(ELC\)](#) is a state-certified, nonprofit campus center that offers high-quality, affordable childcare and early childhood education in a safe, nurturing environment in order to enable parents to pursue education at TCC. Priority for admission to the ELC is given in this order: students, staff/faculty, and community. The ELC is also an Early Childhood Education and Assistance Program (ECEAP) and Early Head Start site. They are a level-three Early Achievers program, hold National Accreditation from the National Administrator Credential (NAC), and were recently awarded a "Child Care Access Means Parents In School" (CCAMPIS) grant. The ELC cares for students' children who are four weeks through five years during the school year. The teachers at the ELC all must have a certification in Early Childhood, and or a degree in Early Childhood and receive ongoing training throughout the year. The ELC supports student retention and success by working directly with families, with a two-generational focus. By caring for the student parent and ensuring that their



children have quality early learning experiences close to the parent on campus, the ELC allows for the student parent to focus on their coursework.

The ELC was the only program at TCC that never closed during the pandemic, to serve essential workforce and support students in college. TCC, as a member of Washington State Campus Children's Center Coalition, partnered with other ELCs around the state to assist with re-opening procedures for impacted partners who had to close during this experience.

To help students find these kinds of resources, both internally and in the community, the Canvas [Student Resources Page](#) was developed, a public-facing page created as a collaboration between eLearning and Student Affairs and serves as a public-access online directory of both on and off campus resources commonly needed by TCC students, focusing on services for under-resourced students seeking housing, food, and healthcare, as well as underserved affinity groups (e.g. LGBTQ+, veterans, formerly incarcerated, undocumented students).

TCC Serves by Cultivating Leadership

A student is more than their challenges. A positive, safe, and inclusive student experience can be as vital to success and retention as instruction and academic support. TCC has a vibrant culture of student leadership, student life, and student advocacy.

TCC's [Office of Student Engagement \(OSE\)](#) collaborates with faculty, staff, students, and the local community to support the college's mission. OSE's mission is to empower students to succeed through supporting relevant and comprehensive leadership development training, co-curricular programming, and other student-initiated efforts that contribute to an involved and equitable campus culture.

OSE places a strong emphasis on student-led, student-driven activities by providing support for students so they

can focus on student government, clubs and organizations, leadership development, civic engagement, equity, campus culture, experiential learning, and community building.

To provide daily student involvement to meet diverse student demographics, programming takes place during open hours, after hours, on weekends, and off campus.

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 and retain students with educational, social, cultural, and recreational experiences. In an effort to close achievement gaps OSE administers a variety of culturally relevant, equity focused leadership development opportunities, such as a seven-week summer training intensive for OSE student leaders, as well as an Identity, Culture, and Community Leadership Training focusing on Equity, Diversity, and Inclusion education, open to all students.

In addition to one-time student success programs, in-depth offerings include deeply discounted quarterly bus passes (\$10 per student, regular cost over \$200; FREE during COVID), Welcome Week programming, the Artist and Lecture Series, over thirty Clubs and Organizations, including Identity groups: Asian Pacific Islander Club; Black Student Union; Spectrum LGBTQIA Club; Christians on Campus; and Muslim Student Association. In response to the remote learning needs Spring and Summer 2020, OSE led design and implementation of [graduation celebrations](#) including a virtual ceremony and box distribution including regalia, letter from president and gifts. Students could drive-through or receive via mail.

To specifically support the LGBTQIA+ identity group, TCC developed [Safe Zone](#), a campus-wide initiative to support LGBTQ+ students by identifying and training advocates among TCC faculty and staff. Through its network of allies and advocates, the committee that sponsors Safe Zone, CARES (The Committee on Access, Respect, and Equity for Sexual and Gender Identities), continues the efforts at administrative/policy level, striving to help LGBTQ+ students identify allies on campus, providing resources and support

for LGBTQ+ students and advocates alike, and creating a stronger sense of community through greater understanding of LGBTQ+ culture.

Student Voice is valued as a main tenant of inclusion on campus. Intent on closing the achievement gap and ensuring success for all students, decision making bodies must have first-hand information about the student experience. OSE supports this exchange with these opportunities:

- Associated Students of Tacoma Community College (ASTCC) annually elect a four-person Executive Board which runs the Student Senate. The Senate is open to all currently enrolled students and members review college policy, vote on student fee budget allocations, and prepare official statements of student opinion.
- The Student Senate appoints student representatives to college committees, task forces, and employee hiring processes.
- The ASTCC student body president attends Board of Trustee meetings and provides monthly reports. Students at large present at monthly BoT meetings on their TCC experience.
- Students take advocacy trips to the state legislature and host programs on campus about civic engagement, voter registration, and census participation.
- The ASTCC Executive Board hosts quarterly Leadership Luncheons where students interact with the TCC President, Vice Presidents, and Deans.
- OSE assists in coordinating student focus groups and survey participation to collect input on major college initiatives and general student satisfaction.
- Multiple formats are made available for students to express themselves artistically, politically, and socially including The Challenge Student News, OSE social media platforms, Open Mic Nights, Una Voce and Trillium literary arts publications, and the Senate public forum.

Another group of student leaders highly valued at TCC are our student athletes. The TCC [Athletics Department](#) focuses on the growth and development of student athletes.

The mission of the program is to *provide competitive opportunities for students to develop academic and athletic skills, leadership, teamwork, accountability and discipline as a part of the comprehensive college learning experience.*

The department staff, coaches, and athletes fulfill this mission by maximizing team rosters with local athletes and retaining second year student athletes, setting the goal for student athletes to continue their education after receiving their two-year degree, and competing at the highest level by participating in post-season play and winning championships. TCC benefits from increased enrollments, as well as higher retention rates and increased financial donations.

Athletics uses several strategies to ensure academic success. To connect Athletics to academics, two coaches are also advisors on campus, and all coaches provide study halls. The department can use Civitas to track in-quarter academic progress of athletes at any point in the quarter. An HD 101 (academic success course) is focused on athletes and covers several topics that support academic success as well as other relevant themes such as personal finance, Title IX, and the influence of diversity. The Women's Basketball Titan 360 Program is an example of a structured program that supports the development of each student on the team. As the campus moved online during COVID-19, the Athletic Department created an Athletics Class in Canvas that allowed the Athletic Director to have weekly communication with students. Two student athletes created a social media campaign highlighting TCC student athletes and teams keeping them connected and engaged with the college during this virtual-only period.

Finally, the [Office of International Student Services](#) supports, during a normal year, over 200 students each quarter from thirty different countries through 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. Both domestic and



international students are provided with the opportunity to mentor other international students via a wide variety of activities and short-term programs. The international programs team is committed to the retention and success of international students and building a world connection on campus and in our community.

Tacoma Community College is also committed to global outreach and international partnerships. The City of Tacoma has 14 sister city relationships, and the college has been closely engaged with several of them. Recent international college delegations include:

- March 2019 – Tacoma Mayor's delegation to Kitakyushu, Japan to celebrate the 60th anniversary of the Tacoma-Kitakyushu sister city relationship. Tacoma Community College and the University of Kitakyushu have enjoyed a twelve-year partnership.
- April 2019 – Tacoma Mayor's delegation to Gunsan, Korea to celebrate the 40th anniversary of the Tacoma-Gunsan sister city relationship. Tacoma Community College and Gunsan National University have enjoyed a seven-year partnership.
- October 2019 – College leadership visited two institutes in Denmark, which TCC has been partnering with for the last four years.
- February 2020 – Tacoma Mayor's delegation to South Africa, to sister city George.

The recent global pandemic has had a significant impact on international students, complicated by changing ICE directives. TCC's foremost goal through the COVID-19 pandemic continues to support the health and safety of the community. The college and the International department stand with TCC's international students and against all immigration-related actions that violate the college's values or harm valued and important community members.

2.G.2



The institution publishes in a catalog, or provides in a manner available to students and other stakeholders, current and accurate information that includes: institutional mission; admission requirements and procedures; grading policy; information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings; names, titles, degrees held, and conferring institutions for administrators and full-time faculty; rules and regulations for 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; and the academic calendar.

The college produces an annual catalog that provides a comprehensive report of the institution as a whole. The catalog includes everything from the mission of the college and academic programming to the planning and support systems in place that assist students in navigating their academic journey from admissions to completion. The catalog is available in a printed version as well as [online \[2.G.2A\]](#). Archived catalogs also are available on this webpage.

Relevant college information can also be found in the following locations and formats:

- Institutional mission: [TCC Mission page & College Catalog](#)
- Admission requirements and procedures are found on the [TCC Admissions](#) page
- Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course

sequences, and projected timelines to completion: currently in our college catalog and [TCC Program](#) pages

» In 2021 this will be available to students through Civitas online and on an apps, individualized to their own path through a program/course and connected with their assigned advisor. See the schedule on page 11 and site map on page 3 of the academic planning project outline **[2.G.2B]**.

- Tuition, fees, and other program costs are found on the [TCC Tuition & Payment](#) page
- Refund policies and procedures for students who withdraw from enrollment are found on the [TCC Tuition & Payment](#) page
- Opportunities and requirements for financial aid are found on the [TCC Financial Aid](#) page
- Important information about deadlines and due dates for enrollment, tuition and fees and add/drop can be found on the [Academic Calendar](#) page.
- Names, titles, degrees held, and conferring institutions for administrators are found on [TCC Leadership](#) page
- TCC Class Schedule: Each term, TCC, through ctcLink, publishes a [Schedule of Classes](#), which provides a listing of credit and noncredit course offerings.
- Program Information: The [Program Finder](#) webpage outlines required courses for each program.
- Code of Student Conduct: This includes information on academic guidelines and procedures, student conduct, rights and responsibilities, Title IX, and college safety and support; available [online](#).

2.G.3

Publications and other written materials that describe educational programs include accurate information on national and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered. Descriptions of unique requirements for employment and advancement in the occupation or profession shall be included in such materials.

TCC provides clarity and consistency in messaging related to its educational programs. This is particularly critical in circumstances in which students must achieve minimum technical standards and competencies to achieve professional licensure and/or gain entrance for their intended occupation.

In many cases, completion of a designated certificate or degree enables the student to sit for a national certification exam. Only upon successfully passing the exam will students obtain industry-recognized certification and be eligible to apply for licensure to work in their field. There are several ways that TCC communicates to prospective students, and many resources are available on the program web pages.

The Respiratory Therapy program is an example of one of these programs. The program must adhere to the definition, requirements, and procedures for licensing as defined in the state statutes (WAC 246-928-510). The requirements for licensure include the demonstrated acquisition of knowledge and technical skills, as well as physical, intellectual, and social components to ensure the student is able to function adequately as a practitioner to protect patient safety, health, and wellness.

Prospective Respiratory students would find much of this information on the program web pages. This includes a "Getting Started" tab, which directs them to the [Respiratory](#)



[Therapy Application Packet](#), where this process towards certification and licensure is well-defined. The message related to technical skills standards is further supported on the program web pages under the [Essential Requirements](#) tab.

All students interested in pursuing a health science certificate or degree are directed to participate in the [Health Science Program Overview session](#), where students are also referred to the aforementioned Respiratory Application Packet. During the pandemic, this session has been recorded and includes a link to narrative text on the program web page. In this session, the need to participate in a certification exam is clearly identified, as are the different levels of industry-related certification available to the graduates.

Additionally, applicants to the program must participate in a [Virtual Information session](#), which outlines the program, and the requirements to work as a professional Respiratory Therapist.

Printed rack cards produced to market the program at general outreach events also specify that after completion of the Associate of Applied Science degree in Respiratory Therapy, graduates “will be eligible to take the Certified Respiratory Therapist examination administered by the National Board for Respiratory Care” and upon successful completion graduates will receive their national certification as a Certified Respiratory Therapist.

TCC serves students by making the financial aid process open and supportive of the many types of financial situations that its students may have. Information regarding categories of available aid and related application processes are posted on TCC’s [website](#) and the college’s student portal.

Staff from the offices of Financial Aid, CASA/MECA, Outreach & Engagement, Academic Advising, as well as TCC Navigators, all offer various activities to provide financial aid assistance to high schools and community groups. Additionally, the educational advisor from the Metropolitan Development Council Educational Opportunity Center (MDC/EOC) FAFSA specialist (located on the TCC campus), offers sessions on completing the FAFSA (Free Application for Federal Student Aid) and WASFA (Washington Application for State Financial Aid) applications for federal and state need-based aid. Financial literacy programming is offered in partnership with the Educational Credit Management Corporation (ECMC).

Printed literature is available in the Financial Aid reception area. The TCC Financial Aid Guide is available in English and Spanish.

TCC partners with the Washington Student Achievement Council (WSAC) who administers state financial aid, including the Washington College Grant (formerly known as the State Need Grant), the College Bound Scholarship, Passport to Careers, and the WASFA for undocumented individuals.

2.G.4



The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Financial aid application assistance is provided to students as needed by Financial Aid office staff. FAFSA assistance is provided by the MDC/EOC educational advisor located in the TCC Advising Center. The Financial Aid office is not located with other Student Affairs Offices, so a financial aid representative staffs a desk on a part-time basis in the Advising area in bldg. 7. This representative assists students in completing their financial aid applications and with deciphering their respective award letter(s). Financial Aid staff provide information on aid opportunities and processes

to TCC's departments of Outreach, CASA/MECA, and the Advising/Counseling center front-desk staff.

TCC Financial Aid strongly encourages students to utilize federal student loans before seeking out private loans, and to limit their borrowing to what is needed. TCC Financial Aid also works closely with Enrollment Services and the Advising Center around satisfactory academic progress, withdrawals, and appropriate classes for a student's TCC program of study.

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 provided by Financial Aid professional organizations. Financial Aid is a member of NASFAA (the National Association of Student Financial Aid Administrators), which provides important financial aid information that is utilized by the TCC Financial Aid office.

TCC helps students access financial aid funds from a variety of sources, including federal student aid, Washington State resources, TCC Foundation scholarships, institutional funds, and external scholarship opportunities. Approximately 56% of TCC students received some type of financial aid during the 2018-19 academic year. TCC Financial Aid office staff work closely with TCC areas that offer funding sources that could assist eligible students, such as WorkForce (Worker Retraining, Opportunity Grant, WorkFirst, Basic Food Employment and Training (BFET), and Early Achievers), and the TCC Veterans office.

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.G.5



Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and publicizes the institution's loan default rate on its website.

TCC has partnered with ECMC (Education Credit Management Corporation) for default management services. 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 2016 official cohort default rate (CDR) is 14.3%. TCC's 2017 official cohort default rate (CDR) is 13.9%. The Assistant Director of Financial Aid Services closely monitors TCC's student loan program and annually reports default rates to the college's Vice President of Student Affairs. Student loan recipients are notified of their repayment obligations through completion of their master promissory notes, mandatory U.S. Department of Education entrance counseling, U.S. Department of Education exit counseling, and counseling from TCC's Financial Aid staff.

Tacoma Community College students may access their personal student financial aid histories through NSLDS (National Student Loan Data System). This site provides access to students' detailed loan and Pell grant information. Students receive emails containing important loan information when their loan funds arrive. Students also receive messages through the "message center" in their ctcLink Student Center area, messages that contain their total loan debt, estimated monthly payments, interest rates, loan aggregate information, types of loans, repayment information, and financial planning resources.

Exit counseling information is sent to loan recipients when they graduate or when they are no longer enrolled. Exit counseling provides important information to prepare students to repay their federal student loans. Payment and other information are on TCC's website's [Tuition Payment](#)



page. TCC also publishes the policies and procedures for monitoring student loan programs, the last bullet under “[Student Financial Assistance](#).”

2.G.6

The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

Advising happens in a variety of manners and areas throughout Tacoma Community College. The most traditional method is that students start by meeting with an academic advisor who guides them through the entry process and their first couple quarters before the student is assigned a faculty advisor. The faculty advisor then advises the student until graduation assisting them with transfer options and/or career options, using the “intrusive advising” model. Over the last five years, this process has been tweaked and adjusted but has not always worked as effectively as possible.

The college is now in the implementation phase of Guided Pathways, and improvement of the advising model is at the core of this work. In this model, students will start with an Entry Specialist who will help the student navigate the entry process; then, the student will have a Student Success Advisor and Faculty Mentor who will work in tandem to holistically support students in completing their educational goals. This team-advising approach capitalizes on the Faculty Mentor’s experience in academic planning, transfer preparation, and career advancement, while also providing the students the familiar support in their Student Success

Advisor. The latter will remain current on the many college policies and processes and available to assist students when their plans change or personal challenges arise. This team approach addresses the gaps in the transitioning process under the prior advising structure.

Professional development policies/ procedures for advisors

Generally, advisors are expected to establish relationships with students and support their success by guiding them in charting their educational careers, developing educational plans, and selecting a specialized program of study. 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. The college has a newly-formed Advising Guiding Committee consisting of students, faculty, and staff. One of the primary objectives of this committee is to ensure advising requirements are clearly defined, published, and available to all students, faculty and staff. The creation of an Advising Syllabus, Outcomes, and Action Items are part of this committee’s work.

TCC has developed a partnership with the University of Washington Tacoma (UWT) through which the two institutions share an academic advisor who works on both campuses to support students who begin at TCC with the intention of UWT transfer. There are also some student groups who are advised outside of the traditional advisors. Several examples of this are Running Start and Fresh Start, which are both dual credit programs, Workforce students, International students, and Bachelor students. Due to the unique nature of these different areas, students are best served by working with navigators, educational planners, faculty, and advisors in those program areas to ensure that different compliance concerns are met and students are as well informed as possible.

Because there are multiple staff working with students, leveraging technology is important for tracking, communicating, and evaluating student success and persistence. TCC utilizes Civitas Inspire, a student management software tool, to assist advisors, educational planners, and faculty mentors with engaging with their assigned students, tracking student progress, and intervening to assist students struggling to persist.

- In Inspire, advisors see a holistic view of all outreach associated with a student, including advising appointments, advising notes, and email and phone outreach. Advisors navigate to a student's profile and click on Messages or Advising Notes to review outreach. Seeing all outreach in Inspire allows advisors to review a history of interactions in one place and effectively advise any student.
- Inspire also allows for quarterly and just-in-time email nudges to prompt students to schedule advising appointments, enroll in classes, and seek academic and non-academic support.
- Lastly, Inspire provides faculty with an early alert notification for students failing to persist successfully in their classes. Once an alert is raised by a concerned faculty, the student's advisor is notified via a message sent in Inspire. Advisors respond to alerts by providing outreach to students who have received an early alert and resolving the alert in Inspire to acknowledge their outreach with students.

RUNNING START ADVISING

Running Start is one of the areas that has a successful advising process and serves as a best practices model for changes made in advising at TCC. Running Start is a partnership between the Washington State Community and Technical College system and Washington's Office of the Superintendent of Public Schools. This program allows high school juniors and seniors to enroll in TCC courses tuition-free and earn credits that simultaneously apply toward high school graduation and college requirements. The Associate Director of Advising and Running Start, three educational

planners (Running Start advisors), and one support staff ensure Running Start students meet high school graduation requirements while earning college credits and possibly a degree. Students are assigned an educational planner according to their High school (HS). The Educational Planners make quarterly visits to high schools to build relationships with HS counselors and conducts mandatory advising appointments with every Running Start student each quarter to ensure students remain on the path to high school graduation while completing college credits and degrees.

Running Start has a history of being a homogeneous, White group with very little racial or socioeconomic diversity. To address this gap, the Running Start team added an additional Educational Planner position specifically to address the under-representation of students from three Tacoma area high schools that traditionally serve students from historically underserved and marginalized groups. Students who qualify for free and reduced lunch who join Running Start have all tuition and fees waived and are provided free textbooks. The goal is to expand Running Start participation for those who historically have not had the same access to education and ensure that the necessary support structures are in place.

Program and Graduation Requirements

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 at orientation and again when they meet with their advisors. The advising department creates and maintains degree completion worksheets for all transfer degrees to assist students with tracking their progress and refer students to a [degree audit instructional video](#) designed to assist students **[2.G.6A]**. Professional/technical faculty create and maintain degree & certificate for all prof/tech programs to assist students with tracking their progress.



TCC's college catalog provides advising information for students in a section labeled "Your Academic Future" that includes information on admission, assessment, orientation and the college's Student Success Seminar (HD 101).

Potential students have access to preliminary advising information on the college's external website 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. In 2021, this will be available to students through Civitas online and on a mobile app, individualized to their own path through a program/course and connected with their assigned advisor. See the schedule on page 11 and site map on page 3 of the academic planning project outline **[2.G.2B]**.

2.G.7



The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in such a course or program is the same person whose achievements are evaluated and credentialed. The institution ensures that the identity verification process for distance education students protects student privacy and that students are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.



The ctcLink system (PeopleSoft), which is centrally managed by the SBCTC for the Washington community and technical colleges, and the TCC Central Authentication System (CAS) are college authentication and security measures. Both systems ensure that accounts are managed securely. All students at TCC are provided a TCC Portal username and ctcLink username for secure access to college systems, including for distance education. As part of the process for setting up a new portal account for a new student, the system requires that the student create three secure questions and answers to be used in the event that students need to change their password or reclaim their portal username.

Students are responsible for providing their complete and true identity information in any identification verification process. It is against college policy for a user to give someone their password or to allow others to use their account.

TCC uses Canvas as its learning management system. The Canvas system integrates with the CAS and ctcLink authentication services to ensure appropriate and secure student access to courses and other Student Information Systems. All users of TCC's learning management system are responsible for maintaining the security of usernames and passwords, or any other access credentials as required. Attempting to discover another user's password or attempts to gain unauthorized access to another person's files or email is prohibited.

Proctored exams are also a part of the identity verification process. Usage varies across courses and modalities, but the college offers in-person and online options for proctoring. This involves the ability to lockdown and monitor tests with Respondus Lockdown Browser and Monitor, as well as to offer a student-pay option for use of ProctorU for online proctoring. Students can also come in person to the testing center, test with the professor as the proctor, or in the case of active-duty military, turn to their commanding officer for proctoring.

2.G EXHIBITS

- **2.G.1A**
New Chances Executive Order
- **2.G.1B**
New Chances Educational Re-Entry Guide 2020
- **2.G.1C**
New Chances College Readiness
- **2.G.1D**
SLC Chart Comparison of Services
- **2.G.1E**
SLC SPYD for 19.20
- **2.G.1F**
Student Library Survey Summary
- **2.G.2A**
2020-21 College Catalog
- **2.G.2B**
Academic Planning Project Outline
- **2.G.6A**
Degree Completion Worksheets



Library and Information Resources

2.H.1



Consistent with its mission, the institution employs qualified personnel and provides access to library and information resources with a level of currency, depth, and breadth sufficient to support and sustain the institution's mission, programs, and services.

TCC librarians are committed to providing authoritative and up-to-date content, and they provide access to that content through extensive print and digital resources, including Open Educational Resources.

Faculty librarians, all with Master of Library and Information Science degrees, conduct ongoing collection development 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 [2.H.1A].

Equity in the Library: Open Educational Resources

The Library's Open Educational Resources (OER) work is one of its most impactful and equity-focused services and information resources for students and the college overall. The Library co-leads, along with eLearning, the OER program that saves students an average of \$1 million per year. The OER Librarian works closely with other campus stakeholders to accomplish this, including faculty, eLearning, other librarians, staff, and students. The Librarian is a critical member of the eLearning's

OER course design team, and she works closely with faculty outside of that structure, providing OER resource development and licensing support, key in supporting and sustaining the institution's mission, programs, and services.

To provide a snapshot of data, during Fall, Winter, and Spring 2018-2019, the OER Librarian recorded 300 questions and consultations with students and faculty concerning OER. These consultations consisted of, for example, OER presentations in specific classes, work with faculty to develop specific OER pieces to their classes, or questions from students about OER assignments in specific classes. The OER Librarian's collaborations and consultations with faculty during the summer term has increased steadily since her arrival in 2016-2017, underlining the importance of stable, dependable, year-round support for OER course and resource development. The Librarian supported thirty-five courses in Summer 2019 – a 52% increase from Summer 2017, her first summer in this position. Twenty-three of those courses were outside of the planned OER course revision stipend, highlighting the position's importance in both formal and informal support structures. In addition, she developed sixty OER subject guides in the summer term (a 650% increase since 2017).

As for the library's print and digital collections, in 2017-2018, library expenditures at TCC were \$981,859 or 2.2% of overall college expenditures. That amount was 4% under the state-wide average of 2.6%. \$161,049 of library expenditures was devoted to content in 2017-2018, representing an annual investment of \$26 per FTE. Despite being under the state-wide average for funding, this is a notable improvement from 2013-2014 when only \$78,290 was devoted to content and currently represents an annual investment of \$12.62 per FTE. Since 2013-2014, the Library successfully advocated for and received more funding to boost its collection spending, noting that it was significantly

underfunded when compared to other peer-funded institutions in the WA CTC system.

PROCEDURES FOR ASSESSING ADEQUACY OF LIBRARY COLLECTIONS

As of fall 2019, the library owns 31,317 titles in its print book collection, while providing access to 147,057 electronic books. In the 2019-20 conspectus report, which analyzed the library's book collection by subject area, the average publication date was 1998 for the print book collection, 2007 for the e-book collection, and 2005 for the entire collection. By fall 2019, the Library's expanding e-book collection represented more than three-quarters of the library's book collection and, over the course of seven years, has played a role in improving the currency of the entire collection from an average publication date of 1981 to 2005.

The usage data reflects the need to invest heavily in digital resources versus print. Circulation of the print book collection has fallen steadily over the years. Use of the Library's digital collection, however, has skyrocketed. Over the four-year period 2013-2017, downloads increased from 49,137 to 575,995.

Two-hour textbook reserves represent an increasingly large proportion of print book circulation, doubling in size over the last five years. During 2013-2017, circulation of the Library's print magazine collection decreased by 79% as the collection size decreased, while use of online periodical databases soared. 2018-2019 saw a total digital circulation of 578,904 downloads.

Digital formats represent an increasing proportion of the Library's content purchases and account for more than 50% of its operating expenditures for content. Since 2014, sizable investments have been made in the electronic book collection and research databases. The Library conducted environmental scans of Washington Community and Technical College libraries over several years that showed

the TCC Library was underfunded for resources compared with peer institutions. Plus, biennial survey results from both faculty and students rated the importance of electronic resources high but satisfaction with the breadth of the Library's electronic resources lower. Based on this data, in the 2013-2014 academic year, the Library requested and received increased funding for electronic resources: \$45,000 over a three-year period. The money is now a part of the Library's permanent budget. The funds allowed the Library to fund electronic sources more robustly and move away from having outside departments fund specific databases due to a lack of funding on the Library's part. During the 2018-2019 academic year, the Library received an additional \$10,000 to meet the growing demands for streaming video. With the increased number of courses being taught online, demand for streaming video that are both accessible and copyright compliant sky-rocketed.

LIBRARY PROCEDURES FOR PLANNING AND COLLECTION DEVELOPMENT

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, liaison subject areas, informal conversations, and forums. For data, refer to Library Longitudinal Comparison Faculty Survey, Library Student Survey Data 2017, and the Library Student Survey and Analysis 2019 [2.H.1.B,C,D]. In 2017-2018, librarians engaged in an examination of collection development practices with the goal of addressing changing needs of the curriculum. The Collection Development Policy guides this work [2.H.1A]. Because of this analysis and changing trends in resource use, the Library relies heavily on a vast electronic collection and a shrinking, yet relevant, print collection that directly supports the curriculum. A focused weeding project between 2015 and 2019 resulted in removing over 25,000 books, and adding fresh, relevant titles, raising the average date of the collection by 20 years.



The Library is also assessing the collection in terms of equity. Librarians are creating a rubric to help assess the level of depth of diversity and perspective. This is a work in progress, but a draft should be completed by the end of the 2021 academic year.

The Library uses Summon/SirsiDynix as its Learning Services Platform (LSP). It facilitates the search process for students across all Library resources, both print and electronic. 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 can determine which magazines, journals, newspapers, websites, specialized encyclopedias and books will be authoritative for their particular research projects. The librarians' intention is always that these skills will inform students' research-seeking decisions in academic endeavors, the workplace, and their personal lives.

**LIBRARY STAFFING INFORMATION;
POLICIES/PROCEDURES THAT EXPLAIN
FACULTY/LIBRARY PARTNERSHIP FOR
ASSURING LIBRARY AND INFORMATION
RESOURCES ARE INTEGRATED INTO THE
LEARNING PROCESS**

The Library sits on the campus-wide Bachelor of Applied Science (BAS) degree committee, and it works closely with the administration and faculty in each BAS degree offered at TCC to ensure a collection of currency, depth, and breadth. Each BAS degree's budget includes funds to purchase relevant resources for that degree. The Library has built relevant collections, primarily with online databases, for the degrees of Health & Information Management, Applied Management, and Community Health, using the BAS Library Services Rubric as guidance, a rubric developed by and for Washington community

and technical college libraries to develop collections and services for BAS programs **[2.H.1E]**. A new rubric is currently being developed by Washington community and technical college libraries to better reflect the most current accreditation standards.

To further support the college's curriculum, librarians also create in-depth [research guides](#), referred to as Libguides. Libguides are an important resource in the Library's collection and provide an important link between the collection and student/faculty use. They are aligned with course outcomes and tailored to specific assignments in order to address specific information literacy needs. Libguide use has increased dramatically each year since the Library adopted its use in 2012-2013. In fall 2018, for example, Libguides were used 29,347 times compared with fall 2019 usage of 44,746 times, and for the entire year of 2018-2019, usage increased by nearly 45% of the previous year. Overall, since 2013-14, Libguide use has increased every year **[2.H.1F]**.

STUDENT SUCCESS IN THE LIBRARY

In the Library's 2013, 2015, and 2017 biennial student surveys, students indicated that the research databases were the Library's most important collection. They also indicated that the databases were the collection with which they were most satisfied, according to the 2017 Library Student Survey **[2.H.1C]**. Faculty librarians integrate the Library's collection into instruction in a variety of ways. Faculty librarians offer a menu of options to disciplinary faculty to help their students succeed with research, including offering in-person and online instruction sessions, as well as online learning objects, to help students find and ethically use the most appropriate Library resources for their research assignments. For a more thorough discussion of the Library's robust information literacy program, refer to [Standard 1.C.6](#), or to a complete description found on the Library's webpages.

2.H.1 EXHIBITS

- **2.H.1A** Library Collection Development Policy
- **2.H.1B** Longitudinal Comparison Faculty Survey
- **2.H.1C** Library Student Survey Data 2017
- **2.H.1D** Student Survey Analysis 2019
- **2.H.1E** Library Rubric for BAS Degrees
- **2.H.1F** Library Longitudinal LibGuides Stats





Facilities

2.I.1



Consistent with its mission, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support and sustain the institution's mission, academic programs, and services.

The physical spaces and technological resources available at TCC are managed with an emphasis on safety, high professional standards, and an engagement of community support in keeping our community safe. In this section, you will see TCC excellence in management of physical facilities assets. This includes our Campus Safety office and their community trainings and transparency in reporting safety data on our website, and Information Technology and its integration with instruction and staff practices.

Facilities

Tacoma Community College is situated on 150 acres in West Tacoma and is bordered by retail/commercial development, multi-family housing, and single-family residences. The main campus consists of 28 buildings (plus miscellaneous storage annexes and shelters) encompassing 561,841 gross square feet of state-owned facilities. Approximately one half of the site remains largely undeveloped; apart from the baseball facilities at the north east corner of the campus and a community garden plot, this undeveloped acreage is designated as critical wetland area. Tacoma Community College also operates a

campus in Gig Harbor that offers both credit and non-credit classes. The Gig Harbor campus is a college-owned facility providing 13,000 gross square feet.

FACILITIES MASTER PLAN

In 2015, TCC's Facilities Master Plan committee presented the college's 2015 Master Plan for facilities and capital improvements to staff, students, community and the Board of Trustees [2.I.1A]. The plan outlined the new vision for TCC's facility development for the next twenty years. At this time, the committee also began to meet to ensure the Master Plan aligned with TCC's Strategic Plan and with the Washington State's capital funding process.

The 2019-2021 biennium state capital allocation totaled \$7,103,313.00. This included funds for minor programs, capital facilities repairs, general maintenance funding, and roof repairs.

The 2021-2023 biennium state capital allocation currently totals \$2,835,000.00. This includes funds for minor programs, capital facility repairs, preventive maintenance, and roof repairs.

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.

POLICIES AND PROCEDURES FOR ENSURING ACCESSIBLE, SAFE, AND SECURE FACILITIES

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.

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 Facilities Department is also 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. Elevator telephones are monitored by an elevator company on a 24 hour, seven-day-a-week basis. The Facilities Department maintains an inventory of building and fixed equipment. 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.

Campus Public Safety

TCC takes the safety of all students, staff, and faculty seriously and has a robust system in place for all types of emergencies, as well as training and reporting. All members of the TCC community are encouraged to sign up for [Omnilert](#) to get information on campus emergencies or campus weather related closures. Links to Omnilert, as well as all of TCC's safety services, and specific policy and procedure for specific emergencies are found on the [Campus Safety website](#).

The Campus Public Safety department has a fleet of electric security vehicles that help them respond quickly to emergencies around campus; students can communicate with security via any phone on campus, and the extension, 5111, is well publicized. They can also call from any one of TCC's TCC's Blue Light Emergency Towers located around campus.

SAFETY TRAINING FOR STUDENTS, STAFF, AND FACULTY

TCC's team of officers are available to provide training to staff and faculty meetings, as well as to individual classes, on a variety of safety topics such as building evacuation, earthquake procedures, lockdowns (run, hide, fight), verbal de-escalation, and first aid/CPR. The safety officers also provided breakout sessions at the fall 2019 Professional Development Days events, focused on safety protocols and checklists for students in the classroom. In addition, several of TCC's officers are certified to provide a 12-hour training, RAD (Rape, Aggression, and Defense), for women and provide this training several times each year.

Campus Public Safety holds monthly meetings of the Safety committee, made up of representatives from each building who serve as their building or floor Safety officer who receive training and bring safety issues to the committee meetings. In addition, the TCC Emergency Response Team (ERT) has held trainings, such as Tabletop drills,



for the Leadership team, as well as provided opportunities for Safety Officers to take the Incident Command System (ICS) 101, 200 and 700 courses. Members of the TCC ERT also traveled to Spokane to participate in the FEMA L0363 exercise at Gonzaga University in 2018. This three-day intensive training focused on multi-hazard emergency management scenarios in a higher education setting, including Emergency management best practices, strategies to develop an effective emergency management plan, and risk assessment.

TCC participates in Washington's The Great Shakeout earthquake drill, the last being Oct. 17, 2019, at 10:17 am. An Omnilert alert was sent out to start the drill as well as the emergency towers. Safety officers monitored what went well and what went wrong during the drill and debriefed the Director of Security.

REPORTING

To promote OSHA's "Right to Know" guideline, TCC offers ready access to safety data sheets, as both on site hard copies and as a "Quick Link" on the Tacoma Community College ctcLink portal.

This list is intended as a guide to some of the safety issues a building safety officer may encounter, and identify any potential hazard that might compromise the safety of the building tenants. The Safety committee works closely with facilities to provide easy access to the [Facilities Maintenance sheet](#) to report concerns.

TCC submits a yearly Annual Security and Fire Safety Report (ASFSR) **[2.I.1B]**. This report is in compliance with the Jeanne Clery Disclosure of Campus Security Policy and Campus Crime Statistics Act (Clery Act). The handbook explains the policies and procedures that the college follows to be in compliance. The ASFSR gives detail information concerning those policies including fire safety.

RESPONSE TO COVID-19

TCC's Administrative Services division is at the heart of the campus's response to COVID-19. TCC's policies and procedures are clearly defined, follow the guidelines set by the CDC as well as state requirements, but they also clearly align with TCC's commitment to the safety and wellbeing of its community. TCC's website includes a "[Safe Start Plan](#)," which outlines on-campus protocol and TCC's specific plan, including building supervisors/designees, policy around physical distancing, PPE, health symptom and monitoring, and key points of re-entry. It provides a link to the [health check forms](#) required for anyone who has gained permission to come to campus. Protocol involves several steps, including VP permission, safety training around COVID-19, a day-prior health check, a day-of health check, check-in and out at the Safety Office, and absolute adherence to the PPE and social distancing policies.

TCC's website outlines its [COVID-19 Exposure Control, Mitigation, and Recovery Plan](#) (CECMR), which serves as the written guideline for how Tacoma Community College will safely recover essential instructional programming and support functions in accordance with the WA State's Higher Education & Critical Infrastructure Workforce Training Restart COVID-19 Requirements.

Campus Information Technology

Tacoma Community College Campus Information Technology Department performs a number of functions in technology and security **[2.I.1C]**. The department is guided by the 2018 IT Department Strategic Plan, along with important policies like the Information Security Policy, 2020 IT Standard – Workstation Replacement , and state security policy which are detailed below **[2.I.1DE,F1]**. In 2018 it completed a successful audit by the SBCTC on its compliance with the Office of the Chief Information Officer's Standard No. 141.10: Securing Information Technology Assets **[2.I.1G]**.

SUPPORTED CONNECTIONS

The college's Information Technology (IT) staff support approximately 2,800 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, and newly upgraded wireless network in all college buildings. The 2020 IT Standard – Workstation Replacement is the schedule and policy which guides regular updates of these materials **[2.I.1J]**. The department also operates and supports the college's telephone services, network infrastructure, multimedia presentation classrooms, and student labs.

TECHNOLOGY TO SUPPORT ACADEMIC PROGRAMMING

The college operates a fleet of student-use computers located in departmental and general-use labs and in computer-equipped classrooms. The remaining units are located in information kiosks, the student-coordinated Web Café, and general access areas. Student lab access is generally very good, with minor congestion during peak load periods. During the COVID-19 period, physical lab access is available by appointment only, with robust virtual support for students and computers available for home use.

All new or remodeled classrooms include the infrastructure needed to support multimedia presentation equipment, and today 130 of the college's approximately 140 instructional spaces 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 administrative assistance is also available. During COVID-19, all instructors were given access to the technology they needed for teaching online.

TECHNOLOGY SUPPORT AND TRAINING

The Information Technology 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 support computers and multimedia presentation classrooms. Support service strengths include the quality and commitment of IT staff and excellent support from the college's Executive Staff.

The IT staff regularly provides training and online training materials to faculty and staff on of TCC information systems and services. 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 IT 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, the eLearning staff offer orientations for students enrolled in web-enhanced, hybrid online and full-online eLearning courses. Prior to COVID-19, the orientations were 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.



The college's IT group is well represented on college steering committees for new capital construction projects. The IT team 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 provides 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 IT department budgets. Installations that are acquired for the exclusive use of specific programs or departments are usually funded through department or program budgets.

2.I.1 EXHIBITS

- **2.I.1A**
TCC 2015 Master Plan Report
- **2.I.1B**
Annual Security and Fire Safety Report
- **2.I.1C**
TCC IT Help Line and Services
- **2.I.1D**
2018 IT Department Strategic Plan
- **2.I.1E**
Information Technology Security Policy
- **2.I.1F**
Workstation Replacement 2020
- **2.I.1G**
2018 IT Audit



Conclusion

The materials in this report and on our accreditation webpage represent an honest presentation of Tacoma Community College as required by the standards. This reflective work has come at a time of positive momentum and continuous transformation. Although challenging, the academic year of 2020-2021 has brought forth many achievements. But, what we are most proud of is the ability of our faculty, staff, and entire college, to continue to provide an excellent and supportive college experience amid a global pandemic and national racial reckoning. We do recognize the significant challenges that we have faced as a college since our last 7th-year review. But more importantly, we recognize how we have taken lessons we learned through those challenges to make changes that we believe will continue to strengthen our ability to effectively serve and support our students and our community.

We appreciate having concerted time to evaluate our practices and review what we have learned and experienced since the last accreditation review. It has been most beneficial and humbling. This review has been an excellent exercise for the entire college to celebrate what we have accomplished and identify work that still needs to be done.

We are grateful to the Northwest Commission for developing standards and a peer-evaluation process that requires us to demonstrate how we achieve mission fulfillment. We are also grateful to continue to have the ability to serve as The Community's College!