TACOMA COMMUNITY COLLEGE

CORE INDICATORS of MISSION and STRATEGIC FULFILLMENT

Mission:

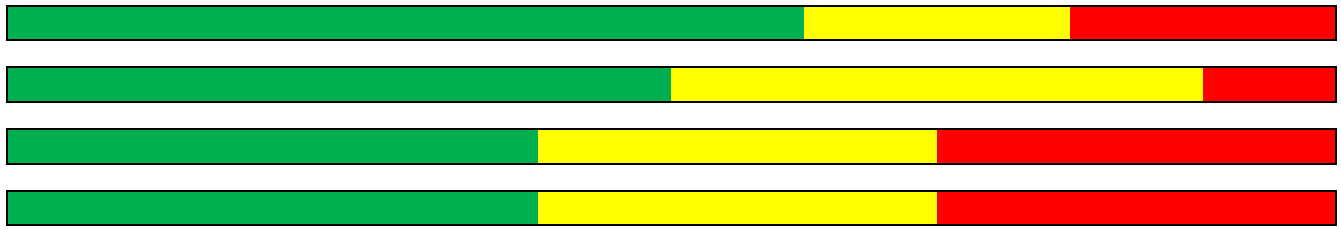
As the community's college, we create meaningful learning, advance equity, and strengthen student and community success.

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

Core Theme 2: **Cultivating Exceptional Learning**

Core Theme 3: **Strengthening Community Partnerships**

Core Theme 4: **Enhancing Institutional Vitality**



KEY

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

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

Indicators of Achievement	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	*2025-26*	***Mission Fulfillment Target***	*Status*
1.1: Increase ethnic/racial student and employee diversity									
1.1.A: Student Headcount - Fall Quarter									
o African American/Black	7.1%	7.1%	8.3%	8.8%	8.9%	10.4%		10.0%	●
o Asian	7.9%	9.4%	11.1%	11.1%	9.6%	11.0%		9.2%	●
o Latinx/Hispanic	5.9%	6.7%	6.2%	7.2%	6.3%	8.5%		10.9%	△
o Native American	0.8%	0.7%	0.7%	0.7%	0.8%	0.6%		1.6%	◆
o Native Hawaiian/Other Pacific Islander	1.0%	0.9%	1.2%	1.1%	0.9%	1.2%		1.2%	●
o White	41.4%	48.4%	48.2%	41.9%	34.7%	42.4%		58.1%	△
o Multi-Race	12.6%	16.4%	19.9%	21.3%	21.8%	22.5%		9.2%	●
o Unknown	23.3%	10.4%	4.4%	7.8%	17.0%	3.5%		0.0%	●
1.1.B: Employee Headcount - Fall Quarter									
o African American/Black	10.2%	9.7%	10.4%	10.6%	12.6%	14.0%		10.0%	●
o Asian	10.2%	10.3%	9.8%	11.0%	9.8%	10.8%		9.2%	●
o Latinx	5.2%	5.7%	6.8%	5.1%	6.5%	8.4%		10.9%	△
o Native American	2.4%	2.4%	2.7%	2.9%	3.3%	2.7%		1.6%	●
o Native Hawaiian/Other Pacific Islander	0.7%	1.0%	1.2%	0.5%	0.6%	1.5%		1.2%	●
o White	70.5%	70.3%	68.9%	69.1%	66.2%	62.0%		58.1%	●
o Multi-Race	0.7%	1.2%	0.7%	0.8%	1.0%	0.6%		9.2%	◆
o Unknown	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%		0.0%	●
1.2: Increased awareness of the diverse identities that comprise our campus community									
1.2.A Awareness increased of diverse identities that comprise our campus.	-	66%	61%	65%	66%	70%		75%	△
1.3: Decrease in student equity gaps, regarding entry, progression, graduation, and transfer.									
1.3.A: SAI College English									
African American/Black	8.0%	7.9%	11.3%	13.9%	13.0%	14.3%		10.0%	●
American Indian	0.6%	1.0%	0.8%	0.8%	0.4%	0.3%		1.6%	◆
Asian	9.2%	9.8%	10.4%	10.0%	9.2%	9.2%		9.2%	◆
Latinx/Hispanic	7.8%	8.7%	8.2%	9.7%	8.5%	9.8%		10.9%	△
Native Hawaiian/Pacific Islander	1.3%	1.2%	1.7%	1.5%	2.1%	2.1%		1.2%	●
Multi-Race	16.2%	18.6%	23.2%	24.3%	25.0%	24.9%		9.2%	●
White	44.7%	48.5%	43.6%	39.2%	41.0%	38.2%		58.1%	◆
Unknown	12.1%	4.2%	0.9%	0.6%	0.8%	1.2%		0.0%	●
1.3.B: SAI College Math									
African American/Black	7.8%	6.8%	10.2%	10.3%	11.0%	11.6%		10.0%	●
American Indian	0.6%	0.6%	0.4%	0.6%	0.7%	0.6%		1.6%	◆
Asian	10.4%	10.9%	11.5%	10.1%	11.0%	10.9%		9.2%	●
Latinx/Hispanic	6.9%	7.4%	6.8%	9.2%	8.2%	9.0%		10.9%	△
Native Hawaiian/Pacific Islander	0.9%	1.4%	1.1%	1.3%	1.3%	1.3%		1.2%	●
Multi-Race	16.5%	17.0%	20.0%	24.4%	23.1%	25.0%		9.2%	●
White	44.0%	49.9%	48.4%	43.1%	44.1%	40.7%		58.1%	◆
Unknown	12.9%	5.8%	1.6%	1.0%	0.6%	0.9%		0.0%	●

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

Indicators of Achievement	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	*2025-26*	***Mission Fulfillment Target***	*Status*
1.3.C: SAI 15 College Credits									
African American/Black	13.5%	10.0%	13.8%	15.4%	16.4%	18.2%		10.0%	●
American Indian	0.4%	1.0%	0.8%	1.1%	0.7%	0.6%		1.6%	◆
Asian	7.4%	8.2%	7.9%	7.1%	6.3%	7.1%		9.2%	△
Latinx/Hispanic	11.0%	10.9%	10.7%	12.7%	10.6%	10.8%		10.9%	△
Native Hawaiian/Pacific Islander	1.6%	1.8%	1.6%	2.5%	2.2%	2.3%		1.2%	●
Multi-Race	21.5%	24.5%	28.5%	30.4%	32.0%	30.4%		9.2%	●
White	35.8%	39.5%	35.8%	30.2%	31.3%	29.9%		58.1%	◆
Unknown	8.9%	3.8%	1.0%	0.5%	0.6%	0.6%		0.0%	●
1.3.D: SAI Completion									
African American/Black	10.0%	11.0%	11.2%	13.1%	12.3%	16.0%		10.0%	●
American Indian	1.1%	1.2%	1.0%	0.5%	1.7%	0.5%		1.6%	◆
Asian	7.4%	6.4%	7.9%	6.6%	7.3%	8.4%		9.2%	△
Latinx/Hispanic	8.2%	8.2%	7.1%	6.6%	7.5%	8.0%		10.9%	△
Native Hawaiian/Pacific Islander	1.5%	1.3%	0.9%	1.5%	1.9%	1.3%		1.2%	●
Multi-Race	18.0%	22.5%	24.4%	30.7%	28.7%	31.6%		9.2%	●
White	43.8%	41.6%	44.1%	39.3%	39.5%	33.3%		58.1%	◆
Unknown	10.1%	7.7%	3.4%	1.7%	1.1%	0.8%		0.0%	●
1.4: Increase in the number, number of attendees, and quality of EDI trainings									
1.4.A: Number of EDI trainings attended that were paid by TCC	9	5	4	7	5	4		4	●
1.4.B: Quality of EDI trainings that were paid by TCC	92%	92%	92%	92%	92%	92%		90%	●
1.4.C: Increase in EDI shared understanding and language	67%	79%	77%	76%	79%	77%		75%	●
1.5: Increase in the number of TCC policies and procedures reviewed using an EDI related checklist									
1.5.A: Number of policies created, reviewed, or revised using EDI Checklist.	8	8	9	10	8	14		30	△
1.6: Increase in the representation of identities and abilities in campus physical spaces									
1.6.A: Percentage noted having a disability being a representation of ability status in our employees at TCC	3.7%	4.9%	6.2%	7.0%	7.5%	7.0%		5%	●
1.7: Increase in positive responses on employee exit interviews									
1.7.A: Percentage of positive responses on employee exit surveys/interviews	50%	55%	50%	58%	59%	60%		65%	△
1.8: Increase in the college's shared understanding and use of EDI related language.									
1.8.A: Increase in EDI shared understanding and language	68%	79%	77%	76%	79%	79%		75%	●

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

Indicators of Achievement	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	*2025-26*	***Mission Fulfillment Target***	*Status*
1.9: Increased feeling of "welcomeness" on campus by students and employees									
1.9.A: Feeling of welcomeness on campus by students	90%	90%	92%	90%	91%	92%		100%	
1.9.B: Feeling of welcomeness on campus by employees	81%	89%	89%	82%	85%	89%		100%	
1.10: Increase in the number of students who receive need-based aid									
1.10.A: Transfer and professional technical students receiving need based aid	33.1%	34.4%	44.2%	56.6%	45.7%	45.1%		35.0%	

Core Theme 2: **Cultivating Exceptional Learning**

Indicators of Achievement	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	*2024-25*	***Mission Fulfillment Target***	*Status*
2.1: Increase in student retention rates (fall-winter, fall-spring, fall-fall)									
o Fall to Winter	74.4%	75.2%	71.8%	70.8%	76.8%	76.8%		80%	△
o Fall to Spring	64.3%	67.6%	64.0%	62.6%	68.3%	68.8%		69%	△
o Fall to Fall	47.6%	51.0%	48.1%	48.2%	53.4%	54.0%		53%	●
2.2: Increase in 4-year completion rate (First-Time at TCC)									
o 4-Year Completion Rate	26%	26%	30%	27%	28%	31%		32%	△
2.3: Increase in the number of SAI points the college earns									
o Total SAI points	13,128	11,439	10,293	12,492	14,087	14,596		13,966	●
o Points per student	1.6	1.6	1.5	1.6	1.8	1.8		1.9	△
2.4: Increase in the IPEDS graduation & transfer-out rate									
o IPEDS graduation rate	26%	25%	37%	33%	33%	32%		30%	●
o IPEDS transfer out rate	24%	22%	21%	19%	17%	20%		27%	△
2.5: Increase in TCC graduate passing licensure/certification examinations on the first attempt									
2.5.A: TCC graduates passing licensure/certification examinations on first attempt:									
o Diagnostic Medical Sonography	100%	100%	100%	100%	100%	n/a		95%	●
o Paramedic	100%	100%	100%	100%	100%	100%		95%	●
o Registered Nurse	92%	98%	95%	84%	97%	93%		95%	◆
o Radiologic Science	100%	95%	96%	96%	96%	94%		95%	◆
o Respiratory Care	100%	100%	96%	93%	100%	94%		95%	◆
2.6: Increase in annual student enrollments in low-cost and zero-cost text sections, including OER									
2.6.A: OER course sections	15.1%	23.6%	26.2%	34.9%	36.4%	42.0%		16%	●
2.6.B: Low Cost course sections	5.0%	5.2%	4.7%	3.1%	2.8%	4.2%		6%	△
2.7: Increased diversity of course offerings (mode of instruction and time of day)									
2.7.A: Programs that can be completed online	3	3	3	13	13	13		6	●
2.7.B: Programs that can be completed in evenings	0	0	0	7	7	7		2	●
2.7.C: Programs that can be completed on weekends	0	0	0	0	0	0		2	△
2.7.D: Programs that can be completed as a combination of online, weekends, and/or evenings	1	1	1	7	7	7		10	△
2.8: Increase in the number, number of attendees, and quality of teaching and learning professional development activities									
2.8.A: Rating on participant survey for quality of PD activity (percentage that rated activity as good or excellent)	-	93%	92%	93%	92%	93%		90%	●
2.8.B: Number of attendees at PD activities (duplicated)	728	976	744	782	787	791		710	●

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

Indicators of Achievement	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	*2025-26*	***Mission Fulfillment Target***	*Status*
2.9: Increase in the number of courses taught with equity-minded pedagogies, such as CRP and UDL									
2.9.A: Courses taught with equity minded pedagogies	-	247	298	946	688	696		TBD	
2.10: Increase in the number of students supported through non-academic resources									
2.10.A: Percent of (CHAP) housing students retained to next fall*	-	63%	60%	n/a	n/a	n/a			
2.10.B: Number of students supported with Food Bank	845	860	860	2,600	898	898		870	
2.10.C: Percent of students supported with child care (ELC) retained to next fall	-	46%	47%	47%	63%	68%		55%	
2.10.D: Percent of students supported with State Emergency Grant (SEAG) retained to next quarter	-	62%	61%	72%	72%	72%		55%	
2.10.E: Amount of Foundation Emergency Grant Aid provided for students	$40,000	$45,000	$45,000	$45,000	$45,000	$45,000		$45,000	
2.10.F: Increase in the percentage of students using the Student Learning Centers (SLCs) in targeted courses									
Business Education Center (BEC)	25%	6%	6%	7%	9%	7%		30%	
Dedicated Tutoring (DT)	17%	25%	20%	16%	17%	22%		30%	
Math Advising Resource Center (MARC)	14%	8%	12%	23%	23%	20%		24%	
Supplemental Instruction (SI)	37%	22%	22%	21%	25%	30%		44%	
Writing & Tutoring Center (WTC)	11%	5%	8%	9%	7%	12%		18%	
2.11: Increase in the number of new students attending new student orientation									
2.11.A: Percentage of students attending orientation	26%	38%	51%	100%	100%	100%		95%	
2.12: Increase in the number of students enrolling in HD101									
2.12.A: Percentage of new students enrolled in HD101 *Now College 101	19%	15%	23%	24%	40%	46%		95%	
2.13: Increase the average number of attempted and earned credits for full-time and part-time students									
2.14.A: Full-Time Student Earned Credits / Full-time Student Attempted Credits	91%	92%	91%	92%	92%	93%		95%	
2.14.B: Part-time Student Earned Credits / Part-time Student Attempted Credits	94%	94%	92%	93%	94%	96%		95%	

**Tacoma Housing Authority ended the College Housing Assistance Program (CHAP)

Core Theme 3: **Strengthening Community Partnerships**

Indicators of Achievement	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	*2025-26*	***Mission Fulfillment Target***	*Status*
3.1: Increase in the number, number of attendees, and quality of cultural events offered in-person and virtually both on and off-campus		*	*						
3.1.A: Number of Cultural Events (on campus)	12	n/a	n/a	72	68	39		13	
3.1.B: Number of Cultural Events (off campus)	5	n/a	n/a	61	32	22		6	
3.1.C: Percent of attendees rating quality as very good or excellent.	-	n/a	n/a	n/a	n/a	n/a		TBD	
* due to no meetings on or off campus due to COVID									
3.2: Increase in labor market placement									
3.2.A: Employed TCC graduates (completed degree or certificates)	398	433	342	403	477	490		450	
3.2.B: Percentage employed full-time (30+ hours)	67%	72%	66%	72%	74%	74%		75%	
3.2.C: Median wage (full-time only)	$47,670	$58,850	$58,455	$63,390	$63,373	$72,745		$53,000	
3.2.D: Percentage employed in Pierce County	36%	31%	32%	30%	30%	30%		39%	
3.3: Increase annual enrollment in Running Start and Fresh Start									
3.3.A: Running Start Headcount	1,042	1,299	1,207	1,177	1,314	1,396		1,150	
3.3.B: Running Start FTE	2,664	3,309	2,971	2,900	3,201	3,426		2,970	
3.3.C: Fresh Start Headcount	284	266	231	204	193	225		297	
3.3.D: Fresh Start FTE	439	416	373	329	229	373		509	
3.4: Increase in the number, and quality, of partnerships between TCC and community organizations		*							
3.4.A: Percent of partners rating partnership as very good or excellent	-	n/a	n/a	n/a	n/a	n/a		TBD	
*A future survey will be conducted to start measuring results.									
3.5: Increase in the percentage of local, recent high school graduates that enroll at TCC									
2.E.4: Local Tacoma Public School % of graduates that enroll in TCC	24%	22%	20%	21%	24%	24%		30%	
2.E.5: Local Peninsula Public School % of graduates that enroll in TCC	22%	24%	23%	17%	16%	18%		30%	
**** waiting on ERDC to update dashboard**									
3.6: Increase annual headcount of workforce and professional studies students									
3.6.A: Professional Technical headcount	2,879	2,800	2,866	3,130	3,324	3,749		3,015	
3.7: Increase annual headcount of continuing educations students									
3.7.A: Continuing Education Student Headcount	1,299	387	247	317	490	435		1,590	
3.8: Increase in the number of employees, and departments, engaged with community organizations									
3.8.A: Percentage of employees engaged with community organizations	-	in progress	in progress	25%	50%	51%		50%	
3.9: Increase in the number of international students studying at TCC									
3.9.A: International Student Headcount	358	225	258	281	299	378		427	

Core Theme 4: **Enhancing Institutional Vitality**

Indicators of Achievement	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	*2025-26*	***Mission Fulfillment Target***	*Status*
4.1: Increase in the number of innovation grants awarded		*	*						
4.1.A: Innovations grants awarded	3	0	0	1	6	6		15	△
* There were no applications for innovation grants									
4.2: Increase in annual student enrollment									
4.2.A: Annual Student Headcount	11,566	10,008	9,257	9,912	10,261	10,627		12,950	△
4.2.B: Annual Student FTE	5,801	5,452	4,863	5,112	5,531	5,810		6,610	△
4.3: Increase in annual headcount of corrections students									
4.3.A: Annual Headcount of corrections students	730	500	426	504	481	n/a		703	
4.4: Increase in annual headcount of students age 18-24 who are earning high school diplomas (e.g., Fresh Start, HS 21+, GED)									
4.4.A: Annual Headcount of students 18-24 earning diploma/GED	538	561	472	457	454	363		627	◆
4.5: Increase in annual headcount of community members who are currently not engaged in post-secondary education for credits 25 and above									
4.5.A: Annual Headcount of students 25 and older in credit classes	4,971	4,490	4,218	4,582	4,637	4,774		5,568	△
4.6: Increase in annual headcount of Running Start students who have a low-income waiver									
4.6.A: Annual Headcount of low-income running start students	213	273	342	394	517	649		291	●
4.7: Increase in annual headcount of students from service area zip codes									
4.7.A: Annual Headcount of students residing in service district	6,291	4,965	4,444	4,698	4,860	4,777		7,031	◆
4.8: Increase in annual headcount of ABE and ESL students									
4.8.A: Annual Headcount of students in ABE or ESL classes	1,184	869	855	1,276	1,256	1,039		1,191	◆
4.9: Increase in annual revenue of the TCC Foundation									
4.9.A: Annual Revenue of TCC Foundation	$ 2,030,000	$ 2,452,296	$ 1,050,326	$ 2,064,565	$ 2,294,653	$ 2,971,495		$1,900,500	●
			* includes market investment loss						
4.10: Increase in number of scholarships awarded by the TCC Foundation									
4.10.A: Scholarships awarded by TCC Foundation	254	233	234	198	203	203		450	△
4.11: Increase in the total amount of scholarship funds awarded by the TCC Foundation									
4.11.A: Scholarship money awarded by TCC Foundation	$ 317,371	$ 277,942	$ 345,988	$ 344,858	$ 301,744	$ 266,525		$500,000	◆
4.12: Increased revenue generated through auxiliary operations	*	*							
4.12.A: Auxiliary revenue	$ 2,068,527	$ 1,150,492	$ 957,824	$ 1,926,301	$ 2,406,648	$ 3,314,983		$2,717,000	●

* Budgeted for a reduction in 2019-20 due to Covid. *Decrease 2020-21 due to campus being closed

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

Indicators of Achievement	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	*2025-26*	***Mission Fulfillment Target***	*Status*
4.13: Increase in the success rate of number of grants received									
4.13.A:Percentage of successful grant proposals	82%	83%	84%	78%	78%	73%		80%	
4.14: Decrease in the size of the college's carbon footprint and amount of greenhouse gasses produced									
4.14.A: Decrease tons of co2 produced annually	2,097	2,086	2,075	2,658	2,440	2,509		2,003	
4.14.B: Greenhouse gas inventory*	-	-	-	-	-	-		3,076.55	
* We plan to work to complete the greenhouse gas inventory after 2024.									
4.15: Increase the amount of available emergency aid for employees									
4.15.A: Amount of emergency aid for employees	$25,000	$28,000	$27,651	$27,740	$30,800	$34,700		$30,000	

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

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

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

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

KEY

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