

Board of Trustees Retreat  
 Friday, January 29, 2016 – 8:00 a.m. – 4:30 p.m.  
 Breakfast/Coffee available at 7:30 a.m.  
 Tacoma Community College  
 6501 S. 19<sup>th</sup> Street, Tacoma, WA 98466  
 Bldg. #9, Room 101

**AGENDA**

8:00 a.m.	Working Breakfast	All
8:30 a.m.	Call to Order	Bob Ryan
8:35 a.m.	Executive Session: Under RCW 42.30.110, an executive session may be held for the purpose of receiving and evaluating complaints against or reviewing the qualifications of an applicant for public employment or reviewing the performance of a public employee; consultation with legal counsel regarding agency enforcement actions or actual or potential agency litigation; considering the sale or acquisition of real estate; and/or reviewing professional negotiations. Mid-Year Performance Review - President	Trustees/President
9:30 a.m.	Board Action as a result of Executive Session	
	Board Dialogue	Trustees/President
	Trustee Recognition (Attachment A) (page 2)	Sheila Ruhland
	President's Medal (Attachment B) (pages 3-6)	Sheila Ruhland
<b>11:30 – 12:45</b>	<b><i>Working Lunch Vice President's</i></b>	
1:00 – 2:30	New State Allocation Model 2015-2017 (Attachment C) (pages 7-16)	Sheila Ruhland Tod Treat
	International Student Tuition and Fees (Attachment D) (page 17)	Tod Treat
	Electronic Tenure Dossier	Tod Treat
2:45 – 4:00	Federal Student Loan Cohort Default Rate (CDR) (Attachment E) (pages 18-19)	Mary Chikwinya
	Employment Letters (Attachment F) (pages 20-25)	Beth Brooks
4:00	Other	All
4:30 p.m.	Adjourn	

## Attachment A

### Trustee Recognition

Since 2001 the college has done something special for trustees who have served *two terms on the Board*. Nothing was done for trustees who have only served one term. Prior to 2001 we are unsure if anything was done. This is not a college policy.

Former and current trustees are acknowledged for their service with recognition bricks in the Trustee plaza portion of the Campus Commons when their term ends.

Since 2013 outgoing trustees have been presented with a personalized Trustee Commencement medallion. The Trustee Commencement medallions were first introduced as part of the Trustee regalia in 2012.

Recognition of Trustees has been funded using President's Discretionary Funds.

The trustees who have served two terms or more and received special recognition in the past include:

- John Lantz (11 years) (bench and dedication rock with name at Gig Harbor campus plus brunch with all trustees at restaurant)
- Laurie Jinkins (11 years) (tree and dedication rock with name planted outside Harned Center, speech by Pamela, plus reception)
- Marilyn Walton (10 years) (tree and dedication rock with name planted on corner of campus on 12<sup>th</sup> & Mildred, speech by Pamela, plus reception)
- Dave Edwards (nearly 10 years) (bench & flowers and dedication rock with name outside Early learning center, plus pictures of Dave and Pat Shuman on planters in play area, reception)
- Fred Whang (11 years) (bench and flowers/dedication rock with name) at Peace Monument, speech by Pamela, and was honored the same night at the Distinguished Alum/Honorary dinner where he also received the Honorary Degree.

Discussion – What process does the Board of Trustees want to implement, if any.

## Attachment B President's Medal

### **PRESIDENT'S MEDAL AWARD**

Candidates for the Associates Degrees who have completed at least 60 graded college-level credits (numbered 100 and above) at Tacoma Community College and who have earned the highest cumulative grade point average above 3.84 will automatically be eligible for consideration for a President's Medal.

A subcommittee of the Instructional Council shall select the President's Medal winner for each degree by a majority vote. In selecting the President's Medal winner in each degree category, the committee will give first consideration to a student's grade point average.

Where distinctions among students' grade point averages are not significant in the Committee's view, the following additional criteria will be considered by examination: the number of courses in which the student has received an I, V, W (consideration will be given to students who completely withdraw from classes for substantiated medical reasons), Z, and/or repeat grade, R; the breadth of the student's courses in humanities, social sciences, math and science; the rigor of the student's program of studies; and the number of credits completed at Tacoma Community College.

In cases where only breadth of course work separates an Associate of Arts and Sciences Option A and Option B candidate, each student may be awarded a President's Medal.

If no clear distinction exists among the above criteria, more than one President's Medal may be awarded in each degree category.

## PRESIDENT'S MEDAL COMMITTEE SELECTION PROCESS

A Committee Coordinator/Chair is designated by the President's Office to work with the Chair of the Instructional Council to select membership of a subcommittee of the Council to act as The President's Medal Selection Committee. Committee membership should include at least two transfer program faculty from across the disciplines and at least two faculty from Professional/Technical programs. The membership of the committee and all proceedings are highly confidential in nature, and the membership of the committee should remain anonymous.

There must be a very quick turn around for the Committee. The Chair receives the list of eligible candidates from the Transcript Evaluator and distributes information to the Committee. The Committee must work quickly in order to meet printing deadlines for the Commencement Program and to get the medals engraved so they can be awarded at Commencement. (Chair should contact the AAVP of Community Relations—Dan Small—for this timeline.)

1. Collect schedules of committee members to establish a one time meeting to select medal recipients.
2. Establish timeline for presenting the committee's selection of medal recipients. Print Criteria for selection and blank grids for committee members to rate the eligible students.
3. Obtain list of eligible students and copies of their transcripts, current registration, and degree checklists from Colleen Spezia, Transcript Evaluator in Building #18. Make copies for each committee member and distribute along with criteria for selection and any other pertinent information in sealed envelopes and walk them to each member's office.
4. Meet to make selection(s). Gather all information from committee members to shred.
5. Notify AVP, Admin Asst to the President, and Dan Small (Public Relations). Call or e-mail current instructors of those selected to see if the students are enrolled and expected to pass their classes. Get brief bio sketch/transfer or post TCC plans from the students' profs or advisors. **This is very important and needs to be done before taking packets of information about those selected to AVP and the President's Administrative Assistant. Example below 2006.**

**Marie McFarland** is graduating with both the Associate in Arts, Option A transfer degree and the Associate in Sciences degree in Chemistry. She is this year's outstanding student in chemistry. Marie will be getting married over the summer and in the fall, she will continue her education at Pacific Lutheran University where she will major in chemistry with the goal of becoming a high school chemistry teacher.

**April Ashby** is graduating with an Associate in Applied Sciences in Nursing. She has helped support herself through most of the Nursing Program as a skydiving instructor. April's solid academic preparation and

high achievement led to Allenmore Hospital's offering her a position in the Step Down Intensive Care Unit even before she completed her preceptorship this quarter.

6. The AVP will notify the students personally and confirm their plans to attend commencement and inquire if they have ordered their caps & gowns or need financial assistance to do so.

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Dear Friends,

Thanks for agreeing to serve on the 200\_\_ President's Medal Committee. Attached are transcripts for students who are eligible according to the criteria based on GPA. Our job is to select ONE recipient from each list. There are three or four readers for each list—**ONE**: the AAS, Assoc of Sciences, Assoc of Business, and Associate in Pre-Nursing; and **TWO**: the Associate of Applied Sciences.

Guidelines—Use the Category and Points on the second sheet.

- ✂ • Look through the transcripts—you can write on the copies you have—to determine the points for each column on the front page.
- ✂ • Categories #3 and #4 may give you challenges because there is some subjectivity involved. Don't worry about being right or wrong. You are the judge.
- Category #5. Remember these are TCC credits.

There is room enough at the far right of the rating page to rank students. This helps in our group discussions. I suggest you decide on your top three, and we'll start from there when we meet to make our final selections.

Here is the rest of the story—the after students get into the pool of eligibility—  
(underlining is mine)

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(4)

**Attachment C**  
**New State Allocation Model**  
**2015-2017**



October 12, 2015

**Washington State Community and Technical College Presidents and Trustees:**

I am writing on behalf of your State Board for Community and Technical Colleges to share that after two years of work by the presidents and many of our system's commissions and councils, the Board adopted changes to the allocation model at our September meeting.

We recognize our system has experienced drastic cuts to state funding in the past decade. Currently, state funding support for the system averages 46 percent of total operating funds. This new allocation model is not intended to "patch the hole" left by these cuts, but to better allocate limited state funds to our colleges by focusing these resources to aid our students in achieving their academic dreams and improving their local economies. This new model will move just more than two percent (\$14 million) of that amount among the 30 districts. We estimate that over time 17 districts may gain funds and 13 could lose.

It is important that the Board's goals for the new allocation model have been met:

- Support our students, faculty and staff.
- Encourage and reward student achievement.
- Recognize the diversity of our colleges and their students.
- Respond to changing enrollments.
- Achieve a transparent, understandable and explainable distribution of funds resulting in fairness in the face of limited resources and increased demands.
- Maintain critical programs even with higher costs or lower revenues.

The Board's specific direction to presidents was to 1) increase the amount of performance funding through the Student Achievement Initiative, 2) create incentives for Basic Education for Adults programs, and 3) create incentives for high demand or high priority programs.

This allocation formula has not been without trade-offs and difficult compromises, but we believe it is more nimble, fairer, and more thoughtful in assisting our colleges, our students, our faculty, and staff to meet the rapidly changing demands for higher education in Washington. We also recognize that a four-year transition is needed for the system to adjust to this new model.

## HISTORY

The State Board allocates state appropriations from the Legislature to the 30 districts so colleges can provide instructional services and support to their students, faculty and staff.

The current allocation model has been in place for 15 years. In 1999, the allocations were frozen in place with no attempt to correct inequities contained in the model at that time. Current enrollment patterns at colleges throughout the state are not well reflected in the 15 year old model. Our state has experienced two major recessions leading to significant reductions to state funding, increased reliance on tuition, substantial demographic changes, and new and different demands for training and education since 1999.

## PROCESS

The allocation model is the prime method for the State Board to influence system direction, achieve policy and workforce objectives, and identify system budget priorities. With that in mind, the presidents and chancellors began a review of the allocation model in 2013 and agreed that there were five problems with the existing model that needed to be addressed in the new model:

1. The current system does not put enough money into performance and education outcomes.
2. There is too much difference in funding per FTE across the system with no clear reason.
3. There is no recognition of different costs for different programs or mission areas.
4. District enrollment targets are not adjusted in any meaningful way – some districts are chronically over-enrolled and some under-enrolled.
5. There needs to be added focus on setting enrollment targets for more equitable distribution of funding across the state.

In 2014 the presidents recommended to the State Board that the system shift to a more dynamic allocation model, more quickly respond to enrollment changes, increasing the flexibility to direct resources, and redirect them from year to year.

## RECOMMENDATIONS

This June, a sizable majority of presidents agreed upon recommendations made to the State Board. Last month, the Board once again reviewed those recommendations and adopted them. The key features of the new allocation model are:

- Dedicate five percent of the annual state appropriation to performance funding via the Student Achievement Initiative.
- Provide a Minimum Operating Allocation to each college of \$2.85 million annually.
- Offer incentive allocations for Basic Education for Adults; applied baccalaureate degrees designed to fill skill gaps; STEM courses; programs that lead to certificates in high demand professions



- Adjust enrollment targets annually using a rolling three-year average - districts whose enrollments are below their target will be reduced to the three-year average of their actual enrollments. Enrollments taken from under-enrolled colleges will be distributed to over-enrolled colleges.

The outcome of specific allocations per district will change due to enrollment fluctuations across the system, improvements in performance by colleges, variations in Basic Education for Adults programs and high demand skills gap programs.

#### GOING FORWARD

The first year impact to individual districts resulting from the new allocation system will be phased in over four years. Prior to July 2017 the Board anticipates monitoring the new system for possible amendments. We intend to review whether the percentage of funding based on outcomes should be increased and if a mechanism can be developed to identify high demand programs and courses not recognized in the statewide study to qualify for increased funding. We will also concentrate on minimizing the affects the allocation model has on differences among colleges with the goal of maintaining the strength and integrity of our system.

#### NEED FOR ADDITIONAL FUNDING

The Legislature has imposed significant reductions in state funding since 2008 and increased tuition accordingly. This trend is just now changing. Our 2015-17 state appropriations are finally approaching 2007-09 levels. There are regional cost differences among our colleges that make recruiting and retaining faculty and administrators more and more difficult. Across the state there is uneven capacity to supplement the state allocation with local revenue and to become more efficient. Changes in demographics and rapidly changing local economies create differing needs across the system.

While we have adopted the new model as described we will continue to explain what it strives to do while advocating for more state funding for all of our colleges and the system.

I would like to thank you for your work on behalf of our students, colleges and system. On behalf of the State Board, we pledge our commitment to work with everyone involved in our system and to remain actively involved in this important work.

Sincerely,



Shaunta Hyde  
State Board, Chair

Cc: State Board Members  
Commissions and Councils

## 2017 Allocation model update - Approval

### Brief description

Since the fall of 2013, the presidents have been engaged in a process to update the methodology used to allocate annual state appropriations. The process has been conducted in two phases, the first of which ended in the spring of 2014, when the Washington Association of Community and Technical Colleges (WACTC) recommended to the State Board that the system shift to a more dynamic allocation model. At the June meeting, the State Board received the final recommendations from WACTC's second year examination, reviewed the potential impacts, and provided feedback. At today's meeting, the Board is asked to approve recommended methodology and process changes to the allocation model.

### How does this link to the system direction, mission study and policy focus

The method employed to allocate the system's state appropriation is a prime lever in the State Board's ability to influence system direction and identify internal budget priorities. Updates to the allocation model methodology are opportunities to ensure State Board priorities are reflected in future district allocation outcomes.

### Background information and analysis

For the last two years, the system has reviewed elements used in determining the allocation of state appropriations to college districts. The current allocation method, referred to as a *Base Plus* model, lacks flexibility in how resources are directed (or re-directed) from year to year. The lack of flexibility has led to inequities (e.g., continual over-enrollment) in allocation levels between districts that can't easily be explained. The rising profile of these inequities in the system moved the presidents to begin an expansive examination of the allocation method in the fall of 2014. This analysis resulted in recommendations to move from the current *Base Plus* method to a more dynamic, responsive model.

At the June State Board Meeting, staff presented the final recommendations of the president's two year examination. The purpose of this briefing is to outline the recommended changes to allocation and process for your consideration and approval through passage of Resolution 15-09-44. **Attachment A – Recommendations for 2017 Allocation Model Update** provides an overview of the recommended methodology.

The recommendation is for full model implementation beginning with fiscal year 2017. The current fiscal year (2016) will serve as a learning year for districts to plan for the model impacts.

### Potential questions

Do the recommendations from WACTC concerning the allocation model variables and their levels align with State Board policies and principles?

### Recommendation/preferred result

State Board will approve Resolution 15-09-44, authorizing the implementation of the new allocation model as described in Attachment A – Recommendation for 2017 Allocation Model Update.

Policy Manual change Yes  No

Prepared by: Nick Lutes, director operating budget  
360-704-1023, [nlutes@sbctc.edu](mailto:nlutes@sbctc.edu)

## Recommendations for Allocation Model Update

1. The allocation of state appropriations to districts, needed to provide instructional services and other support services for their enrollment target, will be based on:
  - a. A flat distribution as a base allocation for each college in a district as described in 2 below.
  - b. The aggregation of calculations based on the district's enrollment target, as described in 3 and 4 below.
  - c. The aggregation of student performance distribution methods within a district, using the Student Achievement Initiative as the method of measuring performance.
    - i. FIVE Percent of the annual state appropriation for community and technical colleges will be placed in a pool for allocation to districts based on the following distribution methods:
      1. Share of Total SAI Points (less completion points) (45%)
      2. Share of Total Completion Points (10%)
      3. Share of Aggregated Points per Student (45%)
2. Base Allocation/Small School Factor/Economies of Scale
  - a. This will be referred to as the **Minimum Operating Allocation (MOA)**.
  - b. Each of the 34 colleges will receive \$2.85 million annually.
3. Beginning with implementation year 2017, district allocated enrollment targets will be adjusted annually to provide the necessary distribution of state resources to provide instructional and other support services to meet state-wide educational demand.
  - a. Each district will have a **District Enrollment Allocation Base (DEAB)**
    - i. This base is equivalent to the total state enrollments allocated in FY 2016, less enrollment targets in identified earmarks or legislative provisos.
    - ii. In years where actual enrollments in earmarked or provisoed programs exceed their allocated targets, the amount in excess will be included in the count of actual enrollment for purposes of establishing the DEAB in section b.
  - b. The DEAB will be adjusted downward or upward based on the relationship of actual state enrollments to DEAB targets, using a three year rolling average of both sets of data.
    - i. Districts whose actual state enrollments are below their DEAB target will have their target reduced to a level equal to the three year average of their actual enrollments.
      1. Target enrollments removed from under-enrolled districts are pooled for redistribution.
    - ii. Districts whose actual enrollment are above their DEAB target will have their initial DEAB target set to a level equal to the three year average of their enrollment target.
      1. These districts are eligible to receive a share of the enrollments pooled in 3(b)i.
      2. Eligible district's share of pool enrollments is based on each over-enrolled districts contribution (as a percentage) to the sum of over-enrollments in over-enrolled schools.
      3. The district share of the enrollment pool shall be added to an over-enrolled districts initial target set in 4(a)ii.
4. Within the amount provided to fund DEAB, districts will receive weighted per student funding for priority enrollments.
  - a. Priority enrollment status isn't a permanent designation and should be re-defined in the future as the system's environment changes.
    - i. The re-examine of priority enrollments will occur every four years.
  - b. Beginning in FY 2017, priority will be defined as a district's share of their enrollment target dedicated to:
    - i. Basic Education for Adult
    - ii. Applied Baccalaureates

- iii. Science, Technology, Engineering and Math (STEM) course as reported to *Results Washington*
- iv. Programs that lead to certificates in professions identified in the biennial Joint Skills Gap Report.
- c. The number of priority enrollments within a district's enrollment target will be determined by calculating the share of the district previous year's actual enrollments that were enrolled in priority courses identified in 4(b)i-iv (as a percent) and multiplying that percentage by the outcome of the DEAB target setting (identified in three above).
- d. Enrollments identified in 4(c) will receive a per student funding amount 30% greater than non-weighted enrollments.

WASHINGTON'S COMMUNITY AND TECHNICAL COLLEGES

# State Board for Community and Technical Colleges

New Allocation Model  
2015-17

BETTER JOBS, BRIGHTER FUTURES, A STRONGER WASHINGTON



## The key features of the new allocation model are:

- Dedicate five percent of the annual state appropriation to performance funding via the Student Achievement Initiative.
- Provide a Minimum Operating Allocation to each college of \$2.85 million annually.
- Provide incentive allocations for Basic Education for Adults; applied baccalaureate degrees designed to fill skill gaps; STEM courses; programs that lead to certificates in high demand professions
- Adjust enrollment targets annually using a rolling three-year average - Districts whose enrollments are below their target will be reduced to the three-year average of their actual enrollments. Enrollments taken from under-enrolled colleges will be distributed to over-enrolled colleges



## New Model – Set District Enrollment Target

**1. Compare three year averages: Target to Actual enrollments**

A. If target greater than actual then assign actual (under enrolled)

B. If Actual greater than target then assign target (over enrolled)

**2. Establish Pool of enrollments to rebase & overenrolled district share**

Group A. Subtract actual from target and sum for system (Pool)

Group B. Determine district share of total over enrollments

**3. Distribute Surplus Enrollments in Rebase Pool**

Using share determined in 2.B distribute pooled target enrollments from 2.A to overenrolled districts - add to 1.B

**4. Compile outcomes of 1.A and 3 into a single district list of enrollment targets**

Determine system-wide sum of the district targets

Determine district % share of system-wide sum

**5. Use district percent share from 4 to distribute the target for new fiscal year**

The system enrollment target for a new year can be different from three year average target used in steps 1 – 4

District Enrollment Target set!

## New Model – Determine Weighted Enrollment Share

### 1. Take district outcomes for Step Four

A. Distribute district target by share of their actual enrollments in priority categories

- Weighted
  - ✓ Applied Baccalaureate
  - ✓ Basic Ed for Adults
  - ✓ STEM
  - ✓ Joint Skills Gap identified prgs

### 2. Multiply FTEs in priority categories from 1.A by assigned weight to determined weighted value

Only Enrollments in Priority/HC, as well as Basic Ed, will receive a per student allocation value that is 30% greater than a non-weighted enrollment

### 3. Compile Weighted Enrollment totals

A. Determine district sum of weighted mission enrollments.

B. Establish system-wide total for weighted enrollments

C. Determine district share of weighted enrollments. This share is the basis for the distributing the sum available for enrollments (*Base + Weighted* on slide two).



# Attachment D

## International Student Tuition and Fees

Since 1987, community and technical colleges have coded international students in state-funded courses as International Contract FTEs. Beginning around 2007, districts have also counted international students as state-funded. International students coded as state-funded count toward district target attainment; those coded as International Contract do not.

International students pay about the same amount whether they are coded as International Contract or as state-funded (about \$9,235 per year for full-time). Districts coding as state-funded deposit some of the revenues from these students into the system’s Building Fee and Innovation Accounts and the districts’ S&A or institutional aid accounts. Districts coding as International Contract retain the entire \$9,235. The difference in the amount retained by the district is about \$1,700 per FTE per year.

At their April 2015 meeting, WACTC voted to limit the number of international students counted as state-funded to the lesser of 2% of the district enrollment target or the number of FTE needed to make 100% of the enrollment target. All other international students in state-funded courses count as International Contract. Further, WACTC voted to exclude international students from the calculations of high priority enrollment weighting in the new allocation model.

- The number of international students a district can count as state-funded is limited to **the lesser of the 2% of the district’s enrollment target or the number of FTE needed to reach 100% of the district’s enrollment target.** Any state-funded international students in excess of these limits will not be recognized for purposes of calculating target attainment.
- International students are excluded from the calculations of high priority enrollment weighting in the new allocation model.

<b>Total State Supported FTE Enrollments</b> Monitoring Report For Academic Year 2014-15				<b>Total Contract Funded FTE Enrollments</b> Monitoring Report For Academic Year 2014-15		
District	2014-15 Annual	% of Allocation	2014-15 Alloc #10	District	2014-15 Annual	
Tacoma (Actual)	5,971	131%	4,556	Tacoma	1,167	
Tacoma (New Rules)	5471	120%			1,667	

Because Tacoma Community Colleges overenrollment is NOT due to the international students alone, the net impact on TCC will be negligible at the outset. However, as the new allocation formula uses a three year rolling average and international FTEs are not counted, TCC’s allocation count will be consistent (“apples to apples”) with other CTCs who have not be counting international. As an example, Green River College is underenrolled currently (95%) because they have not counted international FTEs as state support (1560 FTE). They will use 2% of their enrollment target (113 of 5969) toward state allocation, but will remain underenrolled. Based on these assumptions and *no enrollment change over three years*, GRC’s allocation will slowly fall toward 5400 (their 13-14 local enrollment +2%) and TCC’s will slowly rise toward 5471.

# Attachment E

## Federal Student Loan Cohort Default Rates (CDR)

### What

- Cohort Default Rate (CDR) measures the percentage of an institution's borrowers who enter repayment and default on loans in a given year. An institution's CDR is based on a rolling 3 year average.
- CDR was moved from a 2 year to a 3 year average to better monitor debit of students attending for-profit institutions.
- The U.S. Department of Education releases official cohort default rates every September.

### Why is it important?

- Default rates cost tax payers money.
- Institutions with high default rates may experience sanction.
- The CDR is one measure of how well a school prepares its students for student loan repayment.
- CDR may be considered a measure of institutional quality.

### Institutional Sanctions

- An institution can lose eligibility to participate in the Federal Direct Loan and PELL Grant programs.
- Sanctions may occur if an institution rolling CDR is 30% or greater or 40% in a given year.

### Reasons some students accumulate debt

- Students request maximum amount of loans
- Taking classes that do not apply to their degree program,
- not having a clear goal and academic plan,
- using loan funds as an income,
- not understanding how quickly loan debt is accumulating,
- Not factoring in future employment opportunities/salary levels

### Potential impact of loan default to student

- Their future employer may be required to garnish wages
- They may lose federal and state income tax refunds along with other federal or state benefit programs
- Legal action may be taken
- They may be charged for collection costs (including attorney fees).
- They may lose professional licenses
- Interest rates may increase
- Eligibility may be lost for deferments and future student financial aid.
- Information about loans will be reported to national credit bureaus (can affect the ability to, obtain home owner's insurance , rent an apartment, buy a house or obtain a credit card)

<u>National averages</u>			<u>Washington State averages</u>	
2010		14.7%	2010	12.2%
2011		13.7%	2011	11.8%
<b>2012</b>		<b>11.8%</b>	<b>2012</b>	<b>10.1%</b>
Lowest:	Guam	4.5%	Lowest (all WA schools):	0.7%
	Mass.	6.4%	Highest (all WA schools):	26.2% (previous year was 30.6%)
Highest:	New Mexico	20.0%		
Public 2-years:		19.1%	Lowest CTC:	7.3%
Public 4-years:		7.6%	Highest CTC:	26.2%
All publics:		11.7%		
All privates:		6.8%		
All proprietary:		15.8% (previous year was 19.1%)		

### **Official 3 year CDR**

	<b>2012</b>	<b>2011</b>	<b>2010</b>
<b>TCC</b>	16.6*	13.3	16.4
<b>Bates</b>	20.1	18.1	25.2
<b>CPTC</b>	16.7	18.7	20.6
<b>Pierce</b>	13.2	12.6	13.2

\* 212 students in default out of 1271 in repayment

### **How is TCC Addressing Financial Literacy Awareness to Students:**

- New Student Information sessions contain a segment on financial literacy as it relates to the cost of higher education and attendance.
- The Free Student Workshop Series has a workshop on Financial Literacy.
- Human Development 101 has a unit on financial literacy.
- CASA /MECA requires it as a part of their intake and needs assessment process.
- Student Life and Activities offers an annual financial literacy activity.
- SALT: Created by the American Student Assistance (ASA). Provides financial literacy support for students and helps schools manage default rates. SALT is not an acronym.
- Students participate in required entrance/exit counseling when signing their master promissory note (MPN).
- Counseling by Financial Aid and other staff.

# Attachment F

## Employment Letters

### **Background**

Each year Human Resources creates annual appointment letters for all exempt employees; those employees exempt from Fair Labor Standards Act (FLSA). Exempt employees include the three categories: administrative employees, professional employees, and temporary professional employees. The temporary professional employee appointment letter defines the dates of the appointment while administrative and professional employee appointment letters are for the period July 1 – June 30. The current process is very time consuming and is not an efficient use of resources, since we infrequently terminate employment of exempt employees. If an exempt employee is not to be reappointed, notice must be given to the employee by March 31 of each year. Notice for termination/separation for exempt employees is contained in TCC policy ADSV-207 – Reassignment, Separation and Resignation.

Several Colleges in the state are moving towards a more business like model of providing newly hired and current employees with an exempt appointment notice which either eliminates or provides less notice for termination of the employment. TCC's current model restricts the appointing authority's (TCC president) ability to effectively execute terminations for and without cause which is the basis for "at will" employment.

Exempt employees are considered to be "at will", which means that they serve at the pleasure and discretion of the appointing authority. The current annual appointment letters provided to employees diminishes the "at will" status of the employee by giving them a "1 year" property right to their job.

Two TCC Administrative Policies and Procedures address the Appointment and Reassignment, Separation and Resignation of exempt employees. ADSV – 201 – Appointments -- defines an exempt employee as being employed "at-will" and serving at the pleasure and discretion of the appointing authority. Regular exempt employees are assigned on an "at will" basis subject to the notice of separation provisions as defined in ADSV-207 – Reassignment, Separation and Resignation.

### **Recommendation**

Currently new employees only receive an employment agreement once an offer is made by the hiring manager.

Human Resources recommends developing a welcome letter of hire, welcoming the new employee to the College, and include the new exempt appointment notice offer of employment for signature with the letter. The new exempt appointment notice would replace the annual administrative and professional appointment letters that are sent to current employees. A separate Exempt temporary appointment notice will be provided to current Temporary Exempt employees. This recommendation allows management to terminate "at will" employees under the timelines as outlined in the appointment notice.



expectations of his/her appointment subject to the resignation provisions as defined by policy.

- College Duty to Fulfill Obligations – it is the duty and obligation of the College to fulfill its obligation as to the terms of an appointment of an employee subject to the reassignment or separation provisions as defined by policy.
- Temporary Appointment – an appointment letter for a temporary appointment may also include the expected end date of the temporary appointment.
- Employed At-Will – a regular exempt employee is considered to be “at-will” and serves at the pleasure and discretion of the appointing authority. Regular employees are appointed on an at-will basis subject to the notice of separation provisions as defined by policy.

A temporary exempt employee is considered to be “at-will” and serves at the pleasure and discretion of the appointing authority. Temporary exempt employees are appointed on an “at-will” basis and are not subject to the notice of separation provisions as defined by policy.

## **PROCEDURE**

None.

Initial Adoption Date: Unknown Prior Revision Dates: February 18, 2004 Last Revision Date: February 22, 2010 Last Review Date: July 1, 2011
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4. To allow compliance with the provisions of RCW 28B.50.860, which states that an academic employee, upon appointment to an exempt appointment, shall be allowed to retain her/his academic employee tenure.

In the event an exempt employee is to be reassigned, the President shall give the following notice in writing:

- (a) Thirty (30) days prior to the effective date of the reassignment where the new assignment is at the same level (or higher) and at the same salary (or higher).
- (b) Ninety (90) days prior to the effective date of the reassignment where the new assignment is at a lower level of salary or where the reassignment is to a teaching, counseling, or other non-administrative position.
- (c) Thirty (30) days prior to the effective date of the reassignment when the College Board has declared a financial emergency.

The President may waive the notice requirement with concurrence by the affected employee.

#### Separation

In the event a regular exempt employee is to be separated from employment, the President shall give not less than the following notice in writing:

- (a) Ninety (90) days notice of non-renewal prior to the end of the employee's appointment when the employee's appointment is not being renewed for a successor appointment (notice of non-renewal). A decision to not renew an employee's appointment may be made for any reason and the notice of non-renewal is not required to include the basis for the non-renewal decision.
- (b) Thirty (30) days notice of dismissal prior to the effective date of termination when the employee is being terminated for cause prior to the end of the appointment.
- (c) Thirty (30) days notice of termination prior to the effective date of termination when the employee is being separated due to financial exigency, following a Board declaration of a financial emergency when the source of funds supporting the appointment are operating dollars, or following notice from a funding source that the funds are ending when the funds supporting the position are special contract, grant or non-operating dollars.

Notice of non-renewal is not required for a temporary exempt employee completing their temporary appointment. In the event a temporary exempt employee's appointment is to be terminated prior to completion of the temporary appointment, the College administrator having supervisory and budget authority over the position shall give not less than the following notice in writing:



- Fifteen (15) days notice of termination prior to the effective date of termination when the employee is being terminated due to a regular appointment having been made to the position.
- Thirty (30) days notice of dismissal prior to the effective date of termination when the employee is being terminated for cause during the course of the appointment.
- Thirty (30) days notice of termination prior to the effective date of termination when the employee is being separated due to financial exigency, following a Board declaration of a financial emergency when the source of funds supporting the appointment are operating dollars, or following notice from a funding source that the funds are ending when the funds supporting the position are special contract, grant or non-operating dollars.

### Resignation

An exempt employee may resign from service at any time. In order to remain in good standing with the College, the exempt employee must provide not less than the following written notice to his/her appointing authority:

- An Executive or Administrative Employee – at least 28 calendar day’s notice of resignation prior to the effective date of resignation. Executive and administrative employees are encouraged to and should provide not less than 90 calendar days notice whenever possible.
- A Professional Employee – at least 14 calendar day’s notice of resignation prior to the effective date of resignation. Professional employees are encouraged to and should provide not less than 30 calendar days notice whenever possible.
- The notice requirements may be waived by mutual agreement of the appointing authority and the affected employee.

Following receipt of written notice of resignation to the appointing authority, the College will respond with written acknowledgement of the resignation.

The resigning employee does not have any rights to withdraw a resignation; however the appointing authority may permit withdrawal of a resignation at any time prior to the effective date of the resignation.

### **PROCEDURE**

None.

<p>Initial Adoption Date: Unknown          Prior Revision Dates: February 18, 2004          Last Revision Date: February 23, 2010          Last Review Date: July 1, 2011</p>
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