

**AGENDA**

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

**Co-Presidents**  
Mary Chikwinya  
Bill Ryberg

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

**Board Mission and Vision:**  
*The Board will govern with a style that emphasizes outward vision rather than an internal preoccupation, encouragement of diversity in viewpoints, strategic leadership rather than administrative detail, clear distinction of Board and presidential roles, collective rather than individual decisions, future rather than past or present, and proactive rather than reactive.*

- |       |  |                             |
|-------|--|-----------------------------|
| I.    | <b>CALL TO ORDER</b>   | Bob Ryan                    |
| II.   | <b>GENERAL MATTERS</b>   |                             |
|       | A. Changes/Approval of Agenda  | Bob Ryan                    |
|       | B. Approval of Minutes   | Bob Ryan                    |
|       | C. Introductions & New Hires   | Vice Presidents             |
|       | D. Correspondence  | Co-Presidents               |
|       | E. Board Report  | Bob Ryan                    |
| III.  | <b>PRESENTATION</b>  |                             |
|       | Student Voice: <i>Nicklas Williams, TCC Alumni and Enrollment Services employee</i>  | Betsy Abts                  |
| IV.   | <b>ACTION ITEMS</b>  |                             |
|       | A. Approval of IT Security Policy  | Clay Krauss                 |
|       | B. Approval of Presidential Search Cost  | Beth Brooks                 |
|       | C. 1 <sup>st</sup> Read of Instructional Calendar for 2019-20  | Tod Treat                   |
| V.    | <b>NON-ACTION ITEMS</b>  |                             |
|       | A. Pathways to Completion: Core Indicators   | Tod Treat/Analea Brauburger |
| VI.   | <b>REPORTS</b>   |                             |
|       | A. Associated Students   | Kerry Ramroop               |
|       | B. Faculty   | Dave Howard                 |
|       | C. Classified Staff  | Jeanne Ernst-Williams       |
|       | D. Foundation  | Tony Lindgren               |
|       | E. Legislative   | Bill Ryberg                 |
|       | F. Co-Presidents   | Mary Chikwinya, Bill Ryberg |
| VII.  | <b>PUBLIC COMMENT/REMARKS</b>  | Bob Ryan                    |
| VIII. | <b>EXECUTIVE SESSION</b>   | Bob Ryan                    |
|       | Under RCW 42.30.110, an executive session may be held for the purpose of receiving and evaluating complaints against or reviewing the qualifications of an applicant for public employment or reviewing the performance of a public employee; consultation with legal counsel regarding agency enforcement actions or actual or potential agency litigation; considering the sale or acquisition of real estate; and/or reviewing professional negotiations. |                             |
| IX.   | <b>BOARD ACTION AS A RESULT OF EXECUTIVE SESSION</b>   | Bob Ryan                    |
| X.    | <b>ADJOURNMENT</b>   | Bob Ryan                    |
|       | Interpreters for people with hearing impairments and Braille or taped information for people with impairments can be provided. Please contact Kelly Maxfield, Office of the President at 6501 South 19 <sup>th</sup> St., Tacoma WA 98466; Tel: 253/566-5169 or e-mail kmaxfield@tacomacc.edu.   |                             |

**Tacoma Community College  
Board of Trustees Regular Meeting  
December 13, 2017, 4:00 p.m.  
College Board Room #120, Building 12**

**MINUTES**

**Board Members**

Bob Ryan  
James Curtis  
Liz Dunbar  
Lois Bernstein  
Gretchen Adams

**Administration/Faculty/Staff/Guests**

Kelly Maxfield	Jill Merritt
Valerie Robertson	Christopher Soran
Bill Ryberg	Aaron Tran
Shannon Pressley	Julie Benson
Elmira Utz	Will Howard
Heather Urschel	Cliff Frederickson
Clay Krauss	Greg Randall
Mike Goncharuk	Jackie Gorman
Beth Brooks	Kim Ward
Claire Jordan	Matt Smith
Becca Montgomery	Mary Chikwinya
Victoria Ichungwa	Joe Shannon
Kerry Ramroop	Tod Treat
Vaibhav Nandha	Rosemarie Burke
Char Gore	

**I. CALL TO ORDER**

Chair **Ryan** called the meeting to order at 4:00 p.m.

**II. General Matters**

**A. Changes/Approval of Agenda**

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

**B. Approval of Minutes: November 8<sup>th</sup> Board Meeting**

**MOTION:** Upon a motion by Board member **Curtis**, the Board unanimously approved the minutes of the November 8, 2017 Board Meeting.

**C. Introductions**

Chair **Ryan** introduced **Beth Brooks**, Vice President for Human Resources & Legal Affairs, who introduced Becca Montgomery. Becca is a new Payroll Coordinator and comes with 18 years of experience using People Soft.

Chair **Ryan** introduced **Christopher Soran**, Director for eLearning, who introduced Aaron Tran. Aaron is new to the eLearning helpdesk, coming from Goodwill Industries IT Department. His bachelors in IT is from UW Tacoma and he is currently completing his master's degree program at Seattle University.

**D. Correspondence**

The **Co-Presidents** had no correspondence this month.

**E. Board Report**

**F.** Chair **Ryan** attended the November 8<sup>th</sup> Board Meeting. He attended the ACT Board Meeting, Legislative Meeting, and Fall Conference on November 9<sup>th</sup> -10<sup>th</sup> at Sea-Tac Hilton. He attended the December 7<sup>th</sup> Pierce County Coordinating Council meeting at Clover Park Technical College and spoke with local legislators. On December 8<sup>th</sup>, he participated in the TCC Holiday Luncheon and Service Awards Ceremony.

- Board Member **Bernstein** attended the November 8<sup>th</sup> Board Meeting. She co-chaired the TCC Presidential Search Committee meeting on November 28<sup>th</sup> and attended the Legislative Council meeting on December 12<sup>th</sup>. She also attended the Tacoma Pierce County Chamber of Commerce Elected Officials Reception and the SSMP Elected Officials Breakfast.

- Board Member **Curtis** attended the November 8<sup>th</sup> Board Meeting. He co-chaired the TCC Presidential Search Committee meeting on November 28<sup>th</sup> and attended the TCC Holiday Luncheon and Service Awards Ceremony on December 8<sup>th</sup>. He participated in the Midnight Madness event in building 20 held by Regina Rogers, our new women's basketball coach. He attended the 6<sup>th</sup> Annual Tacoma Urban League Luau on December 1<sup>st</sup>.
- Board Member **Dunbar** attended the November 8<sup>th</sup> Board Meeting. She attended the ACT Legislative Meeting and Fall Conference on November 9<sup>th</sup> -10<sup>th</sup> at Sea-Tac Hilton. She spoke with local legislators at the December 7<sup>th</sup> Pierce County Coordinating Council meeting at Clover Park Technical College. On December 8, she participated in the TCC Holiday Luncheon and Service Awards Ceremony.
- Board Member **Adams** attended the November TCC Foundation Board Meeting. She met with Governor Inslee and legislators at the November 24<sup>th</sup> Governor's Recruitment Reception for a Workforce development discussion. She attended Rotary 8 Luncheon, the Red Tail Hawks Gala Dinner on December 2<sup>nd</sup> and the COMTO Gala and Dinner on November 14<sup>th</sup>.

### III. PRESENTATION

#### **Student Voice – Student Learning Centers: Helping students stay on their path.**

The student learning centers include the Writing & Tutoring Center, Computer-Assisted Learning Lab, Cooperative Learning Center, Math Advising Resource Center, Business Education Center, Supplemental Instruction, and Dedicated Tutoring.

- 50% of TCC students use the Writing & Tutoring Center.
- 54% believe their success is due in part to accessing the Student Learning Centers.
- 90% of the staff are current or former TCC students.
- Staff include student work-study students, part-time hourly and full time employees.
- New staff training is provided and they hold weekly staff meetings.
- 95.7% of students report getting the help they needed on the exit surveys.
- The Learning Centers have close relationships with Instruction to ensure the assistance aligns with the curriculum.

### IV. ACTION ITEMS

#### **A. Approval of AAS-T Allied Health Degree.**

**Char Gore**, Director of Health Information Technology, provided an overview of the new Associate of Applied Science in Allied Health Transfer Degree for the Trustees.

**MOTION:** Upon motion by Board member **Bernstein**, the Board unanimously approved the new Associate of Applied Science in Allied Health Transfer Degree starting in winter 2018.

#### **B. Approval of Study Abroad Course Fee to Include Stay Away.**

**Tod Treat**, Executive Vice President for Academic & Student Affairs, provided an overview of the Broadening Study Abroad Course Fee to include Domestic Study Away.

**MOTION:** Upon motion by Board member **Dunbar**, the Board unanimously approved the Broadening Study Abroad Course Fee to include Domestic Study Away.

#### **C. Approval of IT Security Policy.**

**Clay Krauss**, Director of Information Technology, provided a first read of the IT Security Policy.

**MOTION:** Upon motion by Board member **Dunbar**, the Board unanimously approved the first read of the IT Security Policy.

## V. NON-ACTION ITEMS

### A. TCC Foundation Audit Presentation

**Ed Ramos** from Dwyer, Pemberton, & Coulson reviewed the results of the Tacoma Community College Foundation audit for 2016 and up to June 30, 2017. DP&C offered an unmodified opinion for this audit, as they have for all previous audits of the Foundation.

### B. Diversity Hiring Report

**Beth Brooks**, Vice President for Human Resources & Legal Affairs, presented the Diversity Hiring Report for July 1, 2016 to November 27, 2017. We are making progress in some areas but still have a lot of work to do. Our veteran recruitment is bolstered by Frank Cervantes' relationship with JBLM. Adjunct faculty diversity continues to show low numbers. There are several vacant positions, which gives HR an opportunity to recruit diverse applicants.

### C. Pathways to Completion: CCSSE and CCFSE

**Victoria Ichungwa**, OLE Research Analyst, summarized the Winter/Spring 2017 CCSSE and CCFSE reports. Over 700 students' (87% response rate) and 190 faculty members (75% response rate) responded. The survey occurs every three years. This is the first year the faculty has participated.

- Five benchmark areas: Active & Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners.
- Across the five-benchmark scores, TCC meets or exceeds the national average for a medium size school in student engagement.
- The faculty CCFSE survey inspired great conversations of similarities and differences between the student outcomes and those of the faculty.
- Similarities included class presentation, working with other students during & outside of class, and talking about career plans with the instructor/advisor.
- Examples of differences included peer/other tutoring, importance of skills lab, and transfer advising/planning.
- Next steps are to place the outcomes on the portal, present the data to committees and councils, distribute focused newsletters to campus, schedule campus data-inspired discussions, and invite staff/faculty to dig deeper into the outcomes.

### D. PRR Presentation for new campus building

**Greg Randall**, Director for Facilities & Capital Projects, communicated the updated process of submitting capital projects to the state board for consideration. The most significant change in the scoring is the weighting toward the SBCTC's objective to better equalize space allocation for all colleges within the CTC system based on future utilization. The 2016 analysis for TCC indicated an overage of classrooms versus lab space on campus. TCC revised our PRR submittal to include new labs and other spaces while excluding new classrooms. This will help maximize our score based on the new criteria. Our submittal for the 2019-21 biennium is the Business & Humanities Center that would replace building ten.

### E. Presidential Search Committee Status

**James Curtis**, Board Co-Chair and Search Committee Co-Chair, gave an update on the progress of the search committee's work. The web page is "live" and the link is available from the home page of the TCC web site. He commended the Marketing Team for the great web page. He thanked Human Resources for their hard work and the support of the campus community. The committee meets again at the end of January to review applicants.

## VI. REPORTS

- **Associated Students Report – Kerry Ramroop**, ASTCC President:
  - Student Senate members attended the Legislative Conference with all community college student government members on November 17<sup>th</sup> & 18<sup>th</sup> in Olympia.
  - The three Arts & Lecture Series events drew 195 attendees in November and December.
  - The dodgeball intermural event drew 60 participants and 25 spectators.

- Student Wellness held two events in November. 80 students went roller-skating on November 18<sup>th</sup> and 50 students attended the November 28<sup>th</sup> Yoga class.
- On December 12<sup>th</sup>, OSE provided 500 sandwiches for students during finals week. They handed out snacks and notes of encouragement on the 13<sup>th</sup>.
- **Faculty Report—Dave Howard, Faculty Union Representative:**
  - Congratulations to Char Gore for her hard work on the new Associate of Applied Science in Allied Health Transfer Degree.
  - Thank you to all his colleagues for working hard during fall quarter.
  - He noted that TCC still had a lot of work to do to hire diverse faculty and staff.
  - He attended the ACT Fall Conference and enjoyed presenting along with Bill Ryberg, Liz Dunbar, and Ben Feldbush.
  - The Presidential search is going well and he is impressed with AGB's organized process.
  - Union election results are final. Dave will serve as President and Ken Pimpleton will serve as Secretary for the next two years.
- **Classified Staff Report - Jeannie Ernst-Williams, Classified Staff Representative:**
  - Nothing to report.
- **Foundation Report – Rosemarie Burke, Foundation Director:**
  - The TCC Holiday Luncheon was held December 8<sup>th</sup> and was well attended.
  - The Reach Higher Luncheon is scheduled for February 6<sup>th</sup>.
  - The Foundation has received an endowment for \$180k from the family of Mel & Jerry Shaw. The monies are earmarked for a student emergency fund.
- **Legislative Report – Bill Ryberg, Co-President and VP for College Advancement:**
  - Bill presented at the ACT Legislative Conference on November 9<sup>th</sup> & 10<sup>th</sup> along with Liz Dunbar, Dave Howard, and Ben Feldbush.
  - The first TCC Legislative Council meeting occurred on December 12<sup>th</sup>. Arlen Harris was present and is confident a capital budget will be approved the first week of the January Legislative session. He also believes the Hirst ruling will be settled soon. The session should finish on time.
  - Bill will be contacting Trustees, Faculty, and Students to schedule face-to-face visits with our legislators in late January and early February.
- **Co-Presidents - Mary Chikwinya and Bill Ryberg:**
  - Mary updated the ctLink project status for the Trustees and meeting attendees.
  - An increased contribution by each college to the Innovation Fund will address the 45 million dollar shortfall. The current 3% contribution is now 4%. The timeline for completion moves to 2022.
  - The Co-Presidents signed the TCC remediation agreement. The state board will provide TCC on-site ctLink staff and has assured us a financial trial balance by February. Finance will have the month of February to prepare for the audit starting in March.
  - Bill congratulated Mary on her negotiating skills in finalizing the remediation agreement. She worked very hard to get our issues included in the final version.
  - Bill presented Lois Bernstein and Gretchen Adams a glass bowl and certificate to thank them for service as Trustees. They were unable to attend the Holiday Luncheon on December 8<sup>th</sup>.

**VII. PUBLIC COMMENT/REMARKS**

Chair **Ryan** wished everyone Happy Holidays and thanked the faculty and staff for their hard work the past year. We have come a long ways as a community during 2017.

**VIII. EXECUTIVE SESSION**

Chair **Ryan** announced that there would be no Executive Session.

**IX. BOARD ACTION AS A RESULT OF EXECUTIVE SESSION**

No action needed.

**X. ADJOURNMENT**

There being no further business, the meeting adjourned at 5:54 p.m.

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Robert Ryan, Chair

**New Hire Report / December 2017**

Prepared by: Beth Brooks, Vice President for Human Resources and Legal Affairs

<b>Classification</b>	<b>Employee Name</b>	<b>Position Title</b>	<b>Department</b>	<b>Start Date</b>
<b>Academic</b>				
<b>Classified</b>				
	<b>Dysart, James</b>	Maintenance Mechanic 1	Facilities and Grounds	12/11/2017
	* <b>Mondragon, Chanry</b>	Data Compiler 1	ABE/Basic Skills	12/18/2017
<b>Exempt</b>				
	** <b>McCarthy, Marybeth</b>	Resource Navigator	Counseling and Advising	12/11/2017

\*\* Promotional Position

\* Non Permanent Temporary

**TACOMA COMMUNITY COLLEGE**

**Information Technology Security Policy**

**January 10<sup>th</sup>, 2018**

**BACKGROUND**

This policy establishes the basis upon which college Information Technology (IT) security standards and practices will be created and updated, guiding the appropriate risk mitigation to ensure an effective and secure environment for IT processing and college-related activities.

**STATUS**

This policy has been approved by the Academic Technology Committee and College Council.

**RECOMMENDATION**

The Co-Presidents recommend the Board of Trustees approve the Information Technology Security Policy.

TACOMA COMMUNITY COLLEGE ADMINISTRATIVE POLICY

Information Technology Security

<b>Section:</b>	<b>President's Authorization:</b>
<b>III. ADSV – ?????</b>	_____
	President's Signature <span style="float: right;">Date</span>

Initial Adoption Date: Prior Revision Dates: Last Revision Date:
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**PURPOSE:**

Tacoma Community College (TCC) places a high priority on IT security; seeks to deploy technology which meets organizational objectives while protecting system and network security, data integrity, and confidentiality; and seeks to operate in a manner consistent with the goals of the Washington State Office of the Chief Information Officer (OCIO) and SBCTC IT Security Policies to maintain a shared, trusted environment for the protection of sensitive data and business transactions. This policy establishes the basis upon which college Information Technology (IT) security standards and practices will be created, guiding the appropriate risk mitigation to ensure an effective and secure environment for IT processing and college-related activities.

**TO WHOM DOES THIS POLICY APPLY:**

Individuals or groups of individuals responsible for overseeing, managing, or implementing applicable programs and services where information technology is deployed at Tacoma Community College.

**REFERENCES**

- RCW 42.56 Public Records Act
- Washington State OCIO Policy 141 – Securing Information Technology Assets
- Washington State OCIO Policy 141.10 – Securing Information Technology Assets Standards

**POLICY**

The college will create, maintain, and review annually an IT Security Program which will outline specific measures and standards necessary for balancing college educational, business, and IT Security objectives, and ensuring compliance with legal mandates or applicable policies. The scope of this program includes the security of IT facilities; electronic data; off-site data storage;

computing and telecommunications equipment; application-related services furnished by TCC, other state agencies, or commercial concerns; internet-related applications and connectivity; and/or any other areas necessary to mitigate IT-related risks. TCC's IT Security Program, and associated processes, procedures, and practices may contain information (confidential or private) about the agency's business, communications, computing operations, or employees. Persons responsible for handling and/or distribution of the IT Security Program should consider the highly-sensitive nature of the information as well as related statutory exemptions from public disclosure and limit distribution to authorized entities and individuals with a legitimate need to know.

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## TACOMA COMMUNITY COLLEGE

### Request for Additional Budget Funds for Presidential Search

1/10/18

#### **BACKGROUND**

TCC has contracted with AGB for our Presidential search at a contract value of \$65,000. This contracted value does not include travel for the Consultants, costs for committee meetings including site rentals and food, and costs for consultant and candidate travel. I am requesting approval for up to \$100,000 in total costs as well as approval authority for these expenditures.

#### **STATUS**

Currently the Board of Trustees has authorized a Presidential Search Contract with AGB Search for \$65,000.00. This contracted cost does not include incidental expenses including room rentals for interviews, food and travel costs for consultants and candidates.

#### **RECOMMENDATION**

Co-Presidents recommend that the Board of Trustees approve authorization for \$100,000.00 with signature authority to VP for HR & Legal Affairs.

## **Tacoma Community College**

### **Instructional Calendar 2019-2020**

**January 5, 2018**

#### **BACKGROUND**

Consistent with the 2017-2020 Faculty Negotiated Agreement, Section 7.00, TCC has a defined procedure for establishing the instructional calendar. A task force composed of six (6) members, three (3) of whom are academic employees appointed by the TCCFT, and three (3) of whom are appointed by management met to discuss issues related to academic calendar development prepared a calendar for review by the Co- Presidents.

The academic calendar specifies the following dates for each quarter: (1) beginning and ending dates, (2) final examination dates, (3) advising dates, (4) non-instructional dates, and (5) holidays.

#### **RECOMMENDATION**

The Co-Presidents recommend approval of the 2019-2020 Instructional Calendar out specified in the associated memo and illustrated in the attached calendar.

**DRAFT**



**> Own Your Future**

**To:** Mary Chikwinya, Co-President  
Bill Ryberg, Co-President  
Dave Howard, TCCFT President

**From:** Calendar Task Force  
Joseph Shannon, facilitator, Monica Monk, Betsy Abts, Pam Lee, Carroll Ferguson, Greg Ferencko

**Date:** 12/7/17

**Re:** Recommendation regarding 2019-20 academic calendar

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Please accept the recommendations of the calendar task force, as outlined in section 7.10 of the Faculty Negotiated Agreement for the 2019-20 academic year for your consideration.

Summer 2019 (31 class days + 0 final exam days = 31 Instructional days)  
Summer quarter classes begin on Jun. 24  
Independence Day Holiday on Thurs. Jul. 4  
Last Day of classes is Aug. 15  
Summer quarter has no official final exam period

Fall 2019 (50 class days + 4 final exam days = 54 Instructional days)  
4 Professional Development Days, Mon. Sept. 16 through Thur. Sept. 19  
Fall quarter classes begin on Mon., Sept. 23  
Educational Planning Day on Tue., Oct. 22  
Veteran's Day Holiday on Mon. Nov. 11  
Thanksgiving Holiday on Nov. 27-29 (Wed. not a state holiday)  
Final Exams from Mon., Dec. 9 through Thurs. Dec. 12

Winter 2020 (50 class days + 4 final exam days = 54 Instructional days)  
Winter quarter classes begin Thur., Jan. 2  
MLK Holiday on Mon. Jan. 20  
Educational Planning Day Thur. Feb. 6  
President's Day Holiday on Mon. Feb. 17  
No Winter Professional Development Day  
Classes held on Mon. Mar. 16  
Final Exams from Tues, Mar. 17 through Fri. Mar. 20

# DRAFT

Spring 2020 (48 class days + 4 final exam days = 52 Instructional days)

Spring quarter classes start on Mon., Mar. 30

Professional Development Day on Fri., Apr. 24

Educational Planning Day on Thurs., Apr. 30

Memorial Day Holiday on Mon., May 25

Classes held Mon. June 8

Final Exams Tues. June 9 through Fri. June 12

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## Background:

This proposal provides for 50 classroom days in fall, 50 in winter, and 48 in spring. There would be 8 days that faculty would self-schedule as non-instructional contract days, on the low end of the typical range of 7-10 such days. This calendar has 48 classroom teaching days in spring quarter, which has been a topic of concern in some past years (but is fairly typical).

The vast majority of system colleges are reporting final exam days as being instructional days. TCC should report similarly to be consistent with other colleges.

# 2019-2020 Instructional Calendar

DRAFT



June 24 Classes begin



July 4 Independence Day



Aug. 15 Last day of classes/final exams if administered



Sept. 16-19 Professional Development Days  
Sept. 23 Classes begin



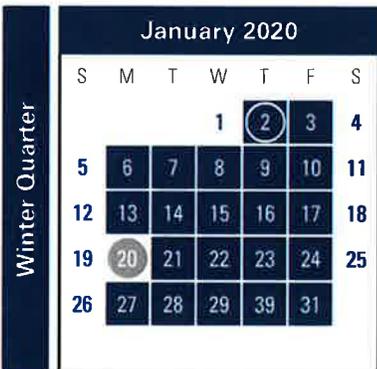
Oct. 22 Educational Planning Day\*



Nov. 11 Veterans' Day  
Nov. 27-29 Thanksgiving



Dec. 9-12 Final Exams



Jan. 2 Classes begin  
Jan. 20 Martin Luther King Day

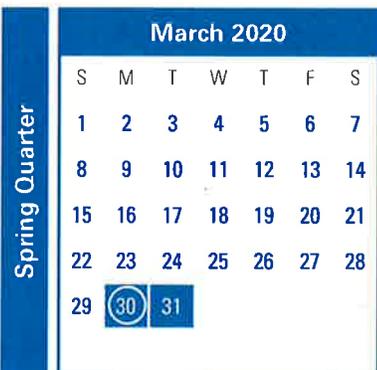


Feb. 6 Educational Planning Day\*  
Feb. 17 Presidents' Day



Mar. 17-20 Final Exams

	Fall	Winter	Spring
Classroom Days	50	50	48
Final Exams/Grading	4	4	4
Professional Development Days			5
Mid-quarter, non-instructional Educational Planning Days			3
Non-instructional Faculty Contract Days			8
<b>Total Contract Days</b>			<b>176</b>



Mar. 30 Classes begin



Apr. 24 Professional Development Day  
Apr. 29 Educational Planning Day\*



May 25 Memorial Day



June 9-12 Final Exams

Day/Evening Classes Begin  
 Registration Opens\*\*

Holiday (no class)  
 Educational Planning Day\*

Final Exams and Grading  
 Prof. Development Day (PDD)

\* Classes starting at 3pm or later will be conducted on Educational Planning Days  
\*\* Registration opens for currently enrolled students

**Pathway to Completion  
Mission Fulfillment and Core Indicators  
Board of Trustees  
January 2018**

**Mission and Core Themes**

The institution's mission and core themes are clearly defined and adopted by its governing board(s) consistent with its legal authorization, and are appropriate to a degree-granting institution of higher education. Mission fulfillment is defined in relation to student learning and success, equity and social justice, and community engagement. The college's student-focused core themes are applied across TCC's baccalaureate transfer, professional/technical, transitional studies, and continuing education programs.

**Governing Board**

The institution has a functioning governing board responsible for the quality and integrity of the institution and for each unit within a multiple-unit institution to ensure that the institution's mission and core themes are being achieved.

**Core themes** are mission-based institutional goals. TCC creates a **Strategic Plan** to reach institutional goals and set priorities for the period of the Plan (2014-2018, extended through July 1, 2019 by Board action).

**Core Indicators.** TCC measures its effectiveness toward reaching its goals by assessing indicators organized and making institutional improvements on the basis of results.

**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 for each indicator by TCC's Leadership Team and are monitored annually. Tacoma Community College's **mission** is fulfilled when the college meets (below 50% of target) or exceeds (at or above 50% of the target) mission fulfillment targets for each of its core themes.

**Core Indicator Report**

The annual core indicator report and the annual operational plan provide the College community with data to monitor and advance TCC's performance relative to its stated mission. The core indicators are a four-year (2014/15 – 2017/18) commitment to institutional objectives and are foundational to TCC's continuous improvement planning activities and its iterative cycle of institutional assessment-planning-action-assessment.

**Analysis of Core Indicators of Mission and Strategic Fulfillment**

TCC has 18 months remaining on the approved period for the current strategic plan and priorities. The most current Core Indicators report (attached) demonstrates TCC's current

fulfillment of that plan. Based on an analysis of current results, several strengths, opportunities and challenges emerge.

Theme 1 Create Learning

Theme 2 Achieve Equity

Theme 3 Engage Community

Theme 4 Embrace Discovery

### Strengths

TCC continues to substantively fulfill its goals around program level learning (1.D), career and academic preparation (1.E), student scholarships (2.A), student learning outcomes and support (2.E), student and employee satisfaction and engagement (2.F), personal and professional development (2.H), community partnerships (3.A), campus infrastructure (3.B), cultural contributions (3.C), and Embracing Discovery (Theme 4).

### Opportunities

TCC sees opportunities to improve participation rates of underserved populations, including students of color and students with demonstrated financial need or reported disability (2.B), and perceived quality of graduates in the workplace by employers (3.D).

TCC has utilized the same basic template for its Core Indicators Report through several iterations of its strategic plan. As a new strategic plan is considered in 2019, TCC sees opportunities to improve alignment between institutional indicators that are truly representative of TCC's performance and are actionable with respect to areas of improvement. A review of TCC's report in comparison with other institutions performance scorecards is currently underway with anticipated recommendations by end of the current academic year.

### Challenges

TCC's reliance upon data collected by the SBCTC continues to generate challenges. In particular, Student Achievement Initiative data for the prior academic year has not yet been made available to the campuses. This data used to be provided in early fall quarter as real numbers or percentages that are incorporated directly into TCC's Core Indicators Report.

Despite these challenges, TCC continues to demonstrate very high-performance relative to its peer group (the SBCTC system) as indicated by benchmarked SAI data which uses points per student rather than real numbers or percentages. TCC remains consistently in the top quartile of nearly every category along the student achievement progression and is developing responses to perceived opportunities in student completion and 45 credit attainment.

As of Winter

Student Achievement Initiative: TCC's Benchmarked Performance based on Points per Student

	Basic Skills (1,2)	College Readiness - English	College Readiness - Math	1st 15 Credits	1st 30 Credits	45 Credits	Quantitative/ Computation (3)	Retention Point	Completion Point	Total Points
TCC Rank	1	2								
2016-2017	27	2	2	11	10	21	10(T)	4	21	8
2015-2016	20	9	3	10	15	22	7	8	24	9
2014-2015	16	5	1	9	10	12	2	1	19	5
2013-2014	29	5	1	9	10	12	2	1	19	5
2012-2013	26	4	1	5	5	15	2	1	18	4

1 hypothesis: TCC serves proportionately fewer Basic Skills students. Points per student are not used for Basic Skills

2 hypothesis: TCC is using alternative placement and ALP to bypass dev ed steps. SAI is not serving our student paths very well.

3 hypothesis: TCC student course taking in Spring quarter accounts for the typical quant point

DEFINITIONS

\*Basic Skills point earned by students based on significant gains in CASAS testing toward GED. (Does not include all our students, like HS 21)

\*College Ready English point is earned after the highest level of pre-college English is completed.

\*College Ready Math point is earned after the highest level of pre-college Math is completed.

\*1st 15 credit point is earned when the student completes the first 15 college level credits at TCC.

\*1st 30 credit point is earned when the student completes the first 30 college level credits at TCC.

\*45 credit point is earned in either Workforce and/or Transfer. Workforce is 45 college credits in workforce courses. Transfer is awarded for 45 credits earned in Math, English, Humanities, Science and Social Science.

\*Quantitative/Computation point is earning for completing college level math or quantitative reasoning.

\*Retention point is earned when earning at least 1 other SAI point in the current year after being entolled last year (can be earned multiple years). all CTCs in all categories OR identify why we are not.

\*Completion point is earned for degrees and certificates with at least 20 credits.

Quartile	Rank
25.5	8
17	17
8.5	25

TCC's Goals is to be in the top quartile of all CTCs in all categories OR identify why we are not.

**TACOMA COMMUNITY COLLEGE**  
**CORE INDICATORS of MISSION and STRATEGIC FULFILLMENT**

Mission:

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

Core Themes:

- 1. Create Learning    2. Achieve Equity    3. Engage Community    4. Embrace Discovery**

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

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 for each indicator by TCC's President's Cabinet and 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. This core indicator report is used at the unit level in annual academic program planning and administrative unit planning which occur in the fall, and 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 and the annual operational plan provide the College community with data to monitor and advance TCC's performance relative to its stated mission. The core indicators are a five-year (2013/14 - 2017/18) commitment to institutional objectives and are foundational to TCC's continuous improvement planning activities and its iterative cycle of institutional assessment-planning-action-assessment. The core indicators are complimented by the annual operational plan indicators and a set of 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 50% of mission fulfillment target
	Meets mission fulfillment but is below 50% of target
	Falls below mission fulfillment target

**Core Theme 1: Create Learning**

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	17-18	Mission Fulfillment Target	Status
1.A: College Readiness	1.A.1: SAI* Basic Skills Points in math, listening or reading on CASAS, or earns a GED/HS diploma	1,772	1,634	1,541	--	--	1,618 - 2,622	--
	1.A.2: SAI* points for students completing highest level of developmental education:							
	o English	1,944	1,362	1,343	--	--	720 - 1,720	--
	o Math	5,375	5,306	4,923	--	--	2,266 - 4,923	--
	1.A.3: HD 101; successful completion rates	78%	76%	75%	77%	--	75% - 80%	🚩
1.A.4: Successful completion rates of last developmental course and first college course within year								
	o English	65%	65%	62%	--	--	45% - 65%	--
	o Math	54%	53%	55%	--	--	45% - 60%	--
	1.B.1: Quarterly and Annual SAI* cohort retention rates:							
	o Transfer (Fall to Winter)	77%	77%	76%	--	--	70% - 80%	--
o Transfer (Fall to Spring)	68%	68%	63%	--	--	60% - 70%	--	
o Transfer (Fall to Fall)	48%	49%	--	--	--	45% - 55%	--	
o Workforce (Fall to Winter)	80%	77%	80%	--	--	70% - 80%	--	
o Workforce (Fall to Spring)	71%	67%	72%	--	--	60% - 70%	--	
o Workforce (Fall to Fall)	54%	48%	--	--	--	45% - 55%	--	
1.B.2: SAI* points for students completing:								
	o 15 college level credits	2,771	2,734	2,670	--	--	1,887 - 3,221	--
	o 30 college level credits	2,237	2,194	2,105	--	--	1,448 - 2,684	--
	o 45 college level credits	1,519	1,390	1,279	--	--	953 - 1,893	--

\* Student Achievement Initiative (SAI) is the State Board of Community and Technical Colleges' performance based funding model.

--This data is provided through SBCTC and is usually one year behind.

Core Theme 1: Create Learning, continued...

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	17-18	Mission Fulfillment Target	Status
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1.C: <b>Persistence to Degree</b>	1.C.1: SAI* Quant Point Completions of math courses required for prof/tech or transfer degrees	1,884	1,831	1,752	--	--	1,058 - 1,933	--
	1.C.2: SAI Completion Point	1,235	1,204	1,127	--	--	939 - 1,812	--
	1.C.3: IPEDS Graduation and Transfer-out rate **							
	o Graduation Rate, within three years	21%	27%	25%	25%	--	20% - 25%	●
	o Transfer-out rate, within three years	18%	20%	19%	22%	--	15% - 20%	●
	o Transfer success (Graduation & Transfer-out) rate, within three years	39%	47%	44%	47%	--	35% - 45%	●
	Note: workforce success is located in 3.E.							
1.D: <b>Program Level Student Learning</b>	1.D.1: Develop and assess learning outcomes							
	o Programs that assessed their learning outcomes	77%	85%	96%	100%	--	95% - 100%	●
	o Course learning outcomes assessed	143	75	72	N/A*	--	100 - 150	
1.E: <b>Career and Academic Preparation</b>	1.E.1: Annual workforce training enrollment****	5,641	5,661	3,745	3,088	--	3,000 - 5,000	⚠
	1.E.2: Annual workforce and general studies degrees awarded	1,171	1,174	1,177	1,139	--	850 - 1000	●
	1.E.3: TCC graduates passing licensure/certification examinations on first attempt:							
	o Diagnostic Medical Sonography	100%	100%	100%	100%	--	80% - 95%	●
	o Health Information Technology	88%	91%	84%	92%	--	80% - 95%	●
	o Paramedic	100%	100%	100%	100%	--	80% - 95%	●
	o Registered Nurse	72%	75%	81%	82%	--	80% - 95%	⚠
	o Radiologic Science	100%	100%	100%	100%	--	80% - 95%	●
	o Respiratory Care	100%	85%	100%	100%	--	80% - 95%	●

\* Student Achievement Initiative (SAI) is the State Board of Community and Technical Colleges' performance based funding model.

\*\*U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS): Graduation Rates component and Fall Enrollment component. (2011 Cohort reported in 14-15).

\*\*\*\*15-16 decline is due to the conversion of data into ctcLink, this element is impacted by program plan stack codes.

N/A\* 2016-17 was a pre-scheduled year of Meta-Assessment. Assessment processes were evaluated and innovated for the purpose of continuously improving the meaningful assessment of student learning. Degree Learning Outcomes were updated/changed and the processes for collecting Course and Program Learning Outcome data were revised/updated. 2017-2018 will begin a new 5 year assessment planning cycle with another round of built in Meta-Assessment in year 6.

### Core Theme 1: Create Learning, continued...

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	17-18	Mission Fulfillment Target	Status
1.F: <b>Student Educational Plans</b>	1.F.1: Invest in student development designed to clarify personal and academic goals and complete plans for attainment.	81%	80%	85%	--	--	75% - 85%	--

<b>1.G: DLO Academic Assessment Projects</b>	<b>*1.G.1: Demonstrate student attainment of Degree Learning Outcomes (DLOs):</b>						
	Percentage of students that met the outcome (individual)	75%	87%	88%	N/A*	--	50% - 75%
	Percentage of students that met the outcome (community)	NA	85%	NA	N/A*	--	50% - 75%
	Percentage of students that met the outcome (environment)	NA	52%	NA	N/A*	--	50% - 75%

\* One Degree Learning Outcome is assessed each year: Communication/Information Technology in 11-12, Critical Thinking & Problem Solving in 12-13, Living & Working Cooperatively in 13-14, Responsibility & Ethics in 14-15, Core of Knowledge in 15-16.

N/A\* 2016-17 was a pre-scheduled year of Meta-Assessment. Assessment processes were evaluated and innovated for the purpose of continuously improving the meaningful assessment of student learning. Degree Learning Outcomes were updated/changed and the processes for collecting Course and Program Learning Outcome data were revised/updated. 2017-2018 will begin a new 5 year assessment planning cycle with another round of built in Meta-Assessment in year 6.

-22-

**Core Theme 2: Achieve Equity**

<i>Core Objective</i>	<i>Indicators of Achievement</i>	<i>13-14</i>	<i>14-15</i>	<i>15-16</i>	<i>16-17</i>	<i>17-18</i>	<i>Mission Fulfillment Target</i>	<i>Status</i>	
<b>2.A: Student Scholarships</b>	2.A.1: Annual number of scholarships awarded by TCC Foundation	146	195	207	247	--	140 - 170		
	2.A.2: Annual amount of scholarship funds awarded by TCC Foundation	\$278,000	\$333,000	\$374,000	\$446,000	--	250,000 - 300,000		
<b>2.B.:</b>	2.B.1: New Student Annual enrollment:*	****							

<b>Diversity of TCC Students</b>	○ African American	455	415	410	372	--	400 - 500		
	○ Asian/ Pacific Islander	479	537	456	435	--	400 - 500		
	○ Latino/a	87	80	335	357	--	50 - 150		
	○ Native American	57	57	108	86	--	50 - 80		
	○ White	2,062	2,212	1,950	1,912	--	1,000 - 2,800		
	○ Other/Multi-Race/Unknown	826	883	2,496	1,956	--	800 - 900		
	● Received Need Based Financial Aid	1,382	1,380	1,005	876	--	1,125 - 1,350		
	● Reported Disability	264	237	47	139	--	200 - 300		
<b>2.C: Degree and Certificate Completion by Race/Ethnicity</b>	<b>2.C.1: 4 year completion rate, Workforce (SAI**):</b>								
	○ African American***	17%	20%	15%	--	--	20% - 30%	--	
	○ Asian/Pacific Islander	36%	35%	38%	--	--	20% - 30%	--	
	○ Latino/a***	37%	19%	30%	--	--	20% - 30%	--	
	○ Native American***	11%	14%	29%	--	--	20% - 30%	--	
	○ White	32%	32%	32%	--	--	20% - 30%	--	
	○ Other/Multi-Race/Unknown	30%	21%	18%	--	--	20% - 30%	--	
	<b>2.C.2: 4 year completion rate, Transfer (SAI**):</b>								
	○ African American***	18%	15%	5%	--	--	20% - 30%	--	
	○ Asian/Pacific Islander	16%	27%	28%	--	--	20% - 30%	--	
	○ Latino/a***	17%	24%	16%	--	--	20% - 30%	--	
	○ Native American***	14%	13%	6%	--	--	20% - 30%	--	
○ White	27%	23%	25%	--	--	20% - 30%	--		
○ Other/Multi-Race/Unknown	23%	23%	19%	--	--	20% - 30%	--		

\* Mission Fulfillment Targets are based on Census Data (Fall 2010 Estimate) for Pierce County.

\*\*Student Achievement Initiative (SAI) 4 Year Success data reported after 4th academic year instead of the Cohort Year (2009 Cohort reported in 14-15) this includes both FT and PT students.

\*\*\* The population size (N) is very small for these groups, so the percentages are exceptionally variable.

\*\*\*\* The transition to ctcLink in Fall 2015 impacted data collection processes and therefore reporting too.

**Core Theme 2: Achieve Equity, continued**

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	17-18	Mission Fulfillment Target	Status	
<b>2.D: Degree and Certificate Completion by Enrollment Status</b>	<b>2.D.1: 4 year completion rate, Workforce (SAI*):</b>								
	○ Full-Time	37%	34%	31%	--	--	20% - 30%	--	
	○ Part-Time	18%	23%	23%	--	--	20% - 30%	--	
	○ Combined	30%	29%	28%	--	--	20% - 30%	--	
	<b>2.D.2: 4 year completion rate, Transfer (SAI*):</b>								
	○ Full-Time	26%	28%	26%	--	--	20% - 30%	--	
○ Part-Time	18%	21%	16%	--	--	20% - 30%	--		

	o Combined	23%	25%	21%	--	--	20% - 30%	--
<b>2.E:</b>	2.E: Use technology to increase learning, access, affordability and support for all students							
<b>Student Learning Outcomes, Engagement, and Support</b>	2.E.1: Student savings from OER vs textbooks	\$634,090	\$636,200	\$608,200	\$1,335,500	--	\$ 350,000 - 450,000	●
	2.E.2: Student enrollments in OER courses	5,450	6,362	6,082	13,355	--	3,500 - 4,500	●
	2.E.3: Student enrollments in Canvas courses:			***				
	o African American	4,822	4,356	3,856	3,514	--	3,000 - 4,000	●
	o Asian/ Pacific Islander	4,837	5,206	4,840	4,861	--	2,500 - 3,500	●
	o Latino/a	754	685	1,947	2,449	--	350 - 500	●
	o Native American	441	393	487	418	--	300 - 400	●
	o White	20,798	21,278	19,910	18,499	--	17,000 - 19,000	●
	o Other/Multi-Race/Unknown	12,705	14,265	15,716	11,392	--	7,000 - 8,000	●
	o Male	16,008	16,953	16,781	12,945	--	12,000 - 17,000	●
	o Female	28,346	29,200	28,660	22,890	--	20,000 - 25,000	●
	2.E.4: Local Tacoma Public School % of graduates that enroll in TCC**	30%	30%	29%	28%	--	25% - 30%	●
	2.E.5: Local Peninsula Public School % of graduates that enroll in TCC**	24%	26%	27%	24%	--	23% - 28%	⚠

\* Student Achievement Initiative (SAI) 4 Year Success Cohort data reported after fourth academic year instead of the Cohort Year (2009 Cohort reported in 13-14) this includes both full-time and part-time students.

\*\* Local Public School District % of Graduates reported after second year graduation (2012 graduates reported in 13-14))

\*\*\* 15-16 is the first year on ctLink where Race/Ethnicity was captured for new students on their application only.

### Core Theme 2: Achieve Equity, continued

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	17-18	Mission Fulfillment Target	Status
<b>2.F:</b>	2.F.1: Meeting/exceeding national mean for CCSSE*:							
<b>Student and Employee Engagement and Satisfaction</b>	o Academic challenge	53.2	NA	NA	54.1	NA	45 - 60	●
	o Active and collaborative learning	55.7	NA	NA	56.4	NA	45 - 60	●
	o Student-faculty interaction	52.1	NA	NA	50.0	NA	45 - 60	⚠
	o Support for Learners	51.7	NA	NA	50.0	NA	45 - 60	⚠
	2.F.2: Satisfaction scores for SSI**:							
	o Responsivenss to Diverse Populations	NA	NA	5.32	NA	NA	4.2 - 5.6	●
	o Instructional Effectiveness	NA	NA	5.27	NA	NA	4.2 - 5.6	●
	o Service Excellence	NA	NA	5.94	NA	NA	4.2 - 5.6	●

	<ul style="list-style-type: none"> <li>○ Academic Advising/Counseling</li> <li>○ Campus Climate</li> <li>○ Student Centeredness</li> <li>○ Academic services</li> </ul>	NA	NA	5.21	NA	NA	4.2 - 5.6	
		NA	NA	5.17	NA	NA	4.2 - 5.6	
		NA	NA	5.23	NA	NA	4.2 - 5.6	
		NA	NA	5.50	NA	NA	4.2 - 5.6	
	2.F.3: PACE Factor							
	○ Teamwork	NA	NA	3.85	NA	NA	3.0 - 4.0	
	○ Student Focus	NA	NA	3.95	NA	NA	3.0 - 4.0	
2.G: Diversity of TCC Employees	2.G.1: Diversity of TCC Employees***							
	○ African American	7%	7%	8%	8%	--	6% - 14%	
	○ Asian/Pacific Islander	7%	7%	8%	9%	--	5% - 12%	
	○ Latino/a	2%	2%	2%	3%	--	6% - 14%	
	○ Native American	1%	1%	1%	1%	--	1% - 2%	
	○ White	83%	83%	81%	79%	--	50% - 75%	
2.H: Personal and Professional Development	2.H.1: Workshops offered for personal and professional development activities.							
	Professional Development Days	<i>new</i>	21	22	21	--	15 - 20	
	Professional Development Framework	<i>new</i>	61	66	72	--	30 - 60	
	2.H.2: Employee participation in personal and professional development activities:							
	Professional Development Days (duplicated)	<i>new</i>	261	863	1000	--	150 - 200	
	Professional Development Framework (duplicated)	<i>new</i>	195	408	348	--	100 - 150	

\*CCSSE is the Community College Survey of Student Engagement, administered every three years to randomly selected classes.

\*\*SSI is the Student Satisfaction Inventory, administered every three years to randomly selected classes of.

\*\*\*Mission Fulfillment Targets are based on Census Data (Fall 2010 Estimate) for Pierce County

### Core Theme 3: Engage Community

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	17-18	Mission Fulfillment Target	Status
3.A: Community Partnerships to Increase Access, Learning, and Completion	3.A.1: Successful course completion rates:							
	○ Fresh Start students	62%	64%	67%	69%	--	55% - 65%	
	○ Running Start students	83%	84%	83%	86%	--	75% - 85%	
	3.A.2: Annual revenue for the TCC Foundation	\$2,722,856	\$2,060,083	\$1,815,155	\$2,129,033	--	1,500,000 - 2,500,000	
	3.A.3: Participation of community members in TCC Foundation events	1,200	1,200	1,200	1,200	--	1,000 - 1,400	
	3.A.4: Annual Basic Skills Enrollments at community based sites (Key Peninsula, Madison, First Creek, Fife, South Puget Intertribal Planning Agency)***	237	265	113	59	--	100 - 200	
3.B:	3.B.1: Annual gross expenditures:							

<b>Campus Infrastructure &amp; Accessibility</b>	○ Total expenses and deductions	66,366,971	65,202,396	73,892,449	69,500,450	--	64,000,000 - 66,000,000	
<b>3.C: Cultural Contributions to the Tacoma Community</b>	<b>3.C.1: Cultural programs for the community:</b>							
	○ Art gallery events	32	30	35	--	--	25 - 35	--
	○ Public music performances	16	17	24	22	--	10 - 20	
	○ Public sports events	131	132	132	131	--	125 - 135	
	<b>3.C.2: Student Life sponsored cultural programming</b>	30	25	42	47	--	15 - 30	
<b>3.D: Industry Partnerships</b>	<b>3.D.1: Perceived quality in critical thinking and problem solving skills of TCC's prof/tech graduates in the workplace (5 pt. scale*** )</b>	<i>new</i>	<i>new</i>	4.24	4.38	--	4.0 - 5.0	
	<b>3.D.2: Number of programs reviewed and updated</b>	<i>new</i>	<i>new</i>	67%	50%	--	20% - 25%	
<b>3.E: Economic Contributions to the Tacoma Community</b>	<b>3.E.1: TCC Labor Market Placement*</b>							
	○ Employed TCC graduates (completed degrees or certificates)**	454	390	379	--	--	300 - 500	--
	○ Percentage employed full-time (30+ hours)	57%	71%	63%	--	--	45% - 55%	--
	○ Median wage (full-time only)	43,965	43,020	46,331	--	--	30,000 - 40,000	--
	○ Percentage employed in Pierce County	35%	35%	31%	--	--	30% - 40%	--

\*Note: TCC Labor Market Data is data provided through SBCTC with linked data from employment security.

\*\*\* Prof/Tech Advisory Committee Survey

\*\*--This data is provided through SBCTC and is usually two years behind, so 2011 non returning students are reported in 2013-14 It represents students that do not return to TCC.

\*\*The college has identified and developed new community partnerships that increase access to basic education programming for underserved populations with traditionally low participation rates and/or limited access to the college. South Puget Intertribal Planning Agency (SPIPA) partnership serves tribal TANF and the Fife School district partnership serves a high number of LEP families. These are newly developed partnerships have lower initial enrollments but address strategic goals related to serving underrepresented populations in our communities.

#### Core Theme 4: Embrace Discovery

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	17-18	Mission Fulfillment Target	Status
<b>4.A Support of Employee Learning and Innovation</b>	4.A.1: New gather, capture and/or share processes (operational plan)	<i>new</i>	13	10	16	--	10 - 15	
	4.A.2: New money awarded (operational plan)	<i>new</i>	\$ 42,000	\$ 167,500	\$ 66,000	--	\$ 35,000 - \$ 45,000	
<b>4.B. Return on Investment</b>	4.B.1: Number of Activities funded in the Operational Plan	<i>new</i>	55	32	72	--	50 - 60	
<b>4.C Enhance Employee Learning and</b>	4.C.1: Perceived Learning*							
	○ Increase in Knowledge	<i>new</i>	3.81	3.64	3.91	--	3.0 - 4.0	
	○ Skill Development	<i>new</i>	3.38	4.38	3.63	--	3.0 - 4.0	

<b>Development</b>	○ Attitudinal Impact	<i>new</i>	3.78	4.07	4.02	--	3.0 - 4.0	●
	○ Level of Understanding	<i>new</i>	3.43	4.29	3.66	--	3.0 - 4.0	●
	<b>4.C.2: Motivation to Use*</b>							
	○ Plan to Use in Work Situations	<i>new</i>	3.86	4.07	4.21	--	3.0 - 4.0	●
	○ Job Improvement with Use	<i>new</i>	3.38	4.07	4.07	--	3.0 - 4.0	●
○ Intend to Use	<i>new</i>	3.65	4.07	3.85	--	3.0 - 4.0	●	