Mid-Cycle Self-Evaluation Report

Prepared for
The Northwest Commission on Colleges and Universities

Tacoma Community College
March 1, 2017

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Mid-Cycle Self-Evaluation Report

Introduction

Brief Update on Institutional Changes since the Last Report was Submitted

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

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

Recommendation 2 requested that for each year of operation, TCC undergo an external financial audit. TCC Special Report to the NWCCU was reviewed by the Commission at its January 2017 meeting. On February 14, 2017, TCC was notified (Appendix A) by the NWCCU that all requirements for this recommendation had been met.

On February 26, 2016 the NWCCU gave approval of *candidacy status* for TCC to offer its first Bachelor of Applied Science degree beginning fall 2016. The BAS degree program in Health Information Management builds upon TCC's existing associate level offering in Health Information Technology. As per the Commission request, TCC submitted a Status Report to the NWCCU on March 1, 2017 to obtain full accreditation of the program.

Part I: Overview of Institutional Assessment Plan

Conceptual Framework for Mission and Strategic Plan Fulfillment

Tacoma Community College's (TCC) current mission statement was developed through a collaborative eight-month process that included thirty-five employees participating on a Strategic Planning Task Force. The Strategic Planning Task Force affirmed the currency and utility of TCC's 2008 mission, strategic plan and core themes. TCC's mission defines its purpose for being and TCC's strategic plan describes how that purpose is achieved. The Board of Trustees approved the mission in June 2014.

The Process of Assessing Mission and Strategic Plan Fulfillment
TCC's process for assessing mission and strategic plan fulfillment involves the review of whether our four core themes meet or exceed our fulfillment targets. Core theme achievement is determined by meeting institutional expectations on core objectives for each theme as illustrated in Figure 1-1, Conceptual Framework for Mission and Strategic Plan fulfillment.

Mission of Tacoma Community College

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

Core Themes

Create Learning	Achieve Equity	Engage Community	Embrace Discovery

Areas of Objectives

Create Learning	Achieve Equity	Engage Community	Embrace Discovery
• college readiness • student retention • persistence to degree • student learning outcomes • career and academic preparation	• student suport • student diversity • completion by race/ethnicity • completion by enrollment status • engagement and satisfaction • employee diversity • employee development	• community partnerships • infrastructure and accessibility • cultural contributions • workforce development • economic contributions	• support of employee learning & innovation • return on investment • enhance employee learning and development

Core Indicators of Achievement

Objectives are evaluated using meaningful, assessable, and verifiable benchmarked indicators of achievement.

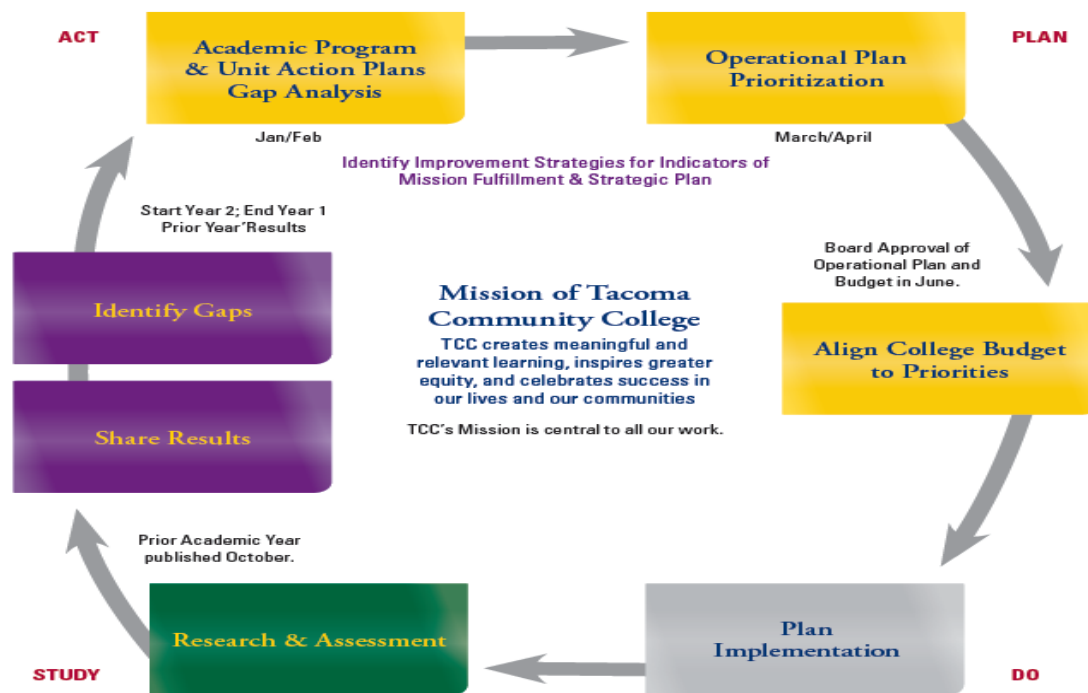**Tacoma Community College** | Conceptual Framework for Mission and Strategic Plan Fulfillment

Figure 1-1

The core themes as concepts reflect the programmatic breadth of TCC, the weighted value of TCC's diverse activities, and the multiple needs and goals of the college community. The Strategic Planning Task Force developed a four-year strategic plan, aligning strategic themes to the mission and existing core themes: Create Learning, Achieve Equity, and Engage Community. A new strategic theme, Embrace Discovery, emerged from TCC's commitment to professional development, exploration of promising practices, and demonstration of continuous improvement. While not aligned specifically to TCC's mission core themes, Embrace Discovery supports the core themes by addressing how TCC develops expertise, priorities, and processes to fulfill its mission sustainably.

Fulfillment of each objective is determined by assignment of measureable performance targets informed by the previous five year's performance data. Each indicator is rated at one of three levels: Exceeds Expectations, Meets Expectations, or Needs Improvement, based on the indicator's performance relative to its target. TCC's core indicators are the foundation of TCC's instructional and administrative planning, resource allocation and staffing, and long term strategic planning. The indicators provide data on immediate past performance and historical trends and are used to assess current achievements, determine future objectives, and evaluate college mission and strategic plan fulfillment. TCC periodically reevaluates performance targets associated with the core indicators, adjusting them as appropriate. Indicators and targets were adjusted in conjunction with the new Strategic Plan and presented to the Board of Trustees in its June, 2014 Board Retreat.

Operational Framework for Continuous Improvement

Every November, TCC publishes an annual report on its progress in achieving mission and strategic plan fulfillment targets. The report is distributed to the Board of Trustees, Leadership Team, and the faculty and staff. Core indicators results are analyzed for improvement gaps that impact mission and strategic plan fulfillment in the academic program and administrative unit planning processes that occur every fall, and in the institutional operational and budget planning activities that occur every winter and spring quarters as part of TCC's Operational Framework for Continuous Improvement is illustrated in Figure 1-2.

Mission of Tacoma Community College
TCC creates meaningful and relevant learning, inspires greater equity, and celebrates success in our lives and our communities

TCC's Mission is central to all our work.

Tacoma Community College | Operational Framework for Continuous Improvement 2.0

Figure 1-2

Core Theme Validity and Changes
Create Learning, Achieve Equity, and Engage Community

Measurable core indicators are used to assess achievement of core objectives associated with TCC's core themes: **Create Learning, Achieve Equity, Engage Community, and Embrace Discovery**. The core indicators are informed by standards of professional practice and relevant literature. Evaluation of their achievement is supported by college data systems and institutional research capacity. TCC believes in the viability of its core themes. TCC will not be making any changes to this theme. Changes to any of the core indicators is being considered after a two-year review so that the indicators continue to be meaningful and relevant. We are examining how each theme matches and meets mission and strategic fulfillment targets. Any proposed changes are discussed below

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

Core objectives relating to college readiness, student retention, persistence to degree, documented student learning, and student engagement and satisfaction support the **Create Learning** theme. These objectives and their indicators are identified below.

In reporting Basic Skills Points in math, listening, or reading on CASAS (1.A.1) the SBCTC uses the Washington Adult Basic Education Report (WABERS) for scoring emphasis on cohorts that are manually determined based on criteria that are interpreted differently by different colleges.

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	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%	81%	--	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%	🟢

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target		Status
1.B: **Student Retention**	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	🟡

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target		Status
1.C: **Persistence to Degree**	1.C.1: SAI* Quant Point Completions of math courses required for prof/tech or transfer degrees	1,884	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%	--	20% -	25%	🟢
	o Transfer-out rate, within three years	18%	20%	19%	--	15% -	20%	🟢
	o Transfer success (Graduation & Transfer-out) rate, within three years	39%	47%	44%	--	35% -	45%	🟢
	Note: workforce success is located in 3.E.							

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
1.D: Program Level Student Learning Outcomes	1.D.1: Develop and assess learning outcomes						
	o Programs that submitted program learning outcomes	77%	85%	96%	--	95% - 100%	🟢
	o Courses learning objectives assessed	143	75	72	--	100 - 150	🔴
1.E: Career and Academic Preparation	1.E.1: Annual workforce training enrollment	5,641	5,661	3,745	--	4,000 - 6,000	🔴
	1.E.2: Annual workforce and general studies degrees awarded	1,171	1,174	1,177	--	850 - 1000	🟢
	1.E.3: TCC graduates passing licensure/certification examinations on first attempt:						
	o DMS	100%	100%	100%	--	85% - 95%	🟢
	o HIM***	88%	91%	--	--	85% - 95%	🟢
	o Paramedic	100%	100%	--	--	85% - 95%	🟢
	o RN	72%	75%	81%	--	85% - 95%	🔴
	o Radiologic Science	100%	100%	100%	--	85% - 95%	🟢
	o Respiratory Care	100%	85%	100%	--	85% - 95%	🟢

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
1.F: Student Educational Plans	1.F.1: Invest in student development designed to clarify personal and academic goals and complete plans for attainment.	81%	80%	85%	--	75% - 85%	🟢
1.G: DLO Academic Assessment Projects	*1.G.1: Demonstrate student attainment of Degree Learning Outcomes (DLOs):						
	Percentage of students that met the outcome (individual)	75%	87%	88%	--	50% - 75%	🟢
	Percentage of students that met the outcome (community)	NA	85%	NA	--	50% - 75%	
	Percentage of students that met the outcome (environment)	NA	52%	NA	--	50% - 75%	

Core Theme II: Achieve Equity

Tacoma Community College's (TCC) commitment to equity and inclusion is reflected in its **Achieve Equity** core theme and is central to the mission. TCC values the variety of cultures, learning styles, and life experiences reflected in its diverse student body. TCC is committed to making college accessible and affordable for all its students and improving completion rates for its historically underrepresented students. TCC maintains a comprehensive outreach system to engage the diverse population it serves.

Core objectives relating to student support, student diversity, course level success disaggregated by race/ethnicity, degree and certificate completion rates disaggregated by race/ethnicity, degree and certificate completion by enrollment status, and TCC employee diversity support the **Achieve Equity** theme. These objectives and their indicators are identified below.

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
2.A: Student Scholarships	2.A.1: Annual number of scholarships awarded by TCC Foundation	146	195	207	--	140 - 170	🟢
	2.A.2: Annual amount of scholarship funds awarded by TCC Foundation	$278,000	$333,000	$374,000	--	250,000 - 300,000	🟢

In August 2015, TCC implemented a new ERP system and as we continue to implement new coding processes to fit the new system we are identifying areas for improvement. One of those processes involve the changes to the coding and reporting of student race and ethnicity (2.B.1). TCC is currently developing processes to correct these data, and will update the 15-16 data in subsequent reports. We believe analysis of these data will show that up to 2000 new students are miscoded and correction to the 15-16 data will move fulfillment of these targets from Needs Improvement to Exceeds Expectations.

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
2.B.: **Diversity of TCC Students**	2.B.1: New Student Annual enrollment:*						
	o African American	455	415	257	--	400 - 500	🔴
	o Asian/ Pacific Islander	479	537	302	--	400 - 500	🔴
	o Latino/a	87	80	176	--	50 - 150	🟢
	o Native American	57	57	46	--	50 - 80	🔴
	o White	2,062	2,212	1,226	--	2,000 - 2,800	🔴
	o Other/Multi-Race/Unknown	826	883	3,755	--	800 - 900	🟢
	• Received Need Based Financial Aid	1,382	1,380	1,005	--	1,125 - 1,350	🔴
	• Reported Disability	264	237	47	--	200 - 300	🔴

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
2.C: **Degree and Certificate Completion by Race/Ethnicity**	2.C.1: 4 year completion rate, Workforce (SAI**):						
	o African American***	17%	20%	15%	--	20% - 30%	🔴
	o Asian/Pacific Islander	36%	35%	38%	--	20% - 30%	🟢
	o Latino/a***	37%	19%	30%	--	20% - 30%	🟢
	o Native American***	11%	14%	29%	--	20% - 30%	🟢
	o White	32%	32%	32%	--	20% - 30%	🟢
	o Other/Multi-Race/Unknown	30%	21%	18%	--	20% - 30%	🔴
	2.C.2: 4 year completion rate, Transfer (SAI**):						
	o African American***	18%	15%	5%	--	20% - 30%	🔴
	o Asian/Pacific Islander	16%	27%	28%	--	20% - 30%	🟢
	o Latino/a***	17%	24%	16%	--	20% - 30%	🔴
	o Native American***	14%	13%	6%	--	20% - 30%	🔴
	o White	27%	23%	25%	--	20% - 30%	🟢
	o Other/Multi-Race/Unknown	23%	23%	19%	--	20% - 30%	🔴

* Mission Fulfillment Targets are based on Census Data (Fall 2010 Estimate) for Pierce County (15-16 is the first year on ctcLink where Race/Ethnicity was captured for new students on their application only).

**Student Achievement Initiative (SAI) 4 Year Success Cohort data reported after fourth academic year instead of the Cohort Year (2009 Cohort reported in 14-15) this includes both full-time and part-time students.

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

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
2.D: **Degree and Certificate Completion by Enrollment Status**	2.D.1: 4 year completion rate, Workforce (SAI*):						
	o Full-Time	37%	34%	31%	--	20% - 30%	🟢
	o Part-Time	18%	23%	23%	--	20% - 30%	🟡
	o Combined	30%	29%	28%	--	20% - 30%	🟢
	2.D.2: 4 year completion rate, Transfer (SAI*):						
	o Full-Time	26%	28%	26%	--	20% - 30%	🟢
	o Part-Time	18%	21%	16%	--	20% - 30%	🔴
	o Combined	23%	25%	21%	--	20% - 30%	🟡

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

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target		Status
2.F: **Student and Employee Engagement and Satisfaction**	2.F.1: Meeting/exceeding national mean for CCSSE*:							
	o Academic challenge	53.2	NA	NA	--	50	- 60	Yellow
	o Active and collaborative learning	55.7	NA	NA	--	50	- 60	Green
	o Student-faculty interaction	52.1	NA	NA	--	50	- 60	Yellow
	o Support for Learners	51.7	NA	NA	--	50	- 60	Yellow
	2.F.2: Satisfaction scores for SSI**:							
	o Responsivenss to Diverse Populations	NA	NA	5.32	--	4.2	- 5.6	Green
	o Instructional Effectiveness	NA	NA	5.27	--	4.2	- 5.6	Green
	o Service Excellence	NA	NA	5.94	--	4.2	- 5.6	Green
	o Academic Advising/Counseling	NA	NA	5.21	--	4.2	- 5.6	Green
	o Campus Climate	NA	NA	5.17	--	4.2	- 5.6	Green
	o Student Centeredness	NA	NA	5.23	--	4.2	- 5.6	Green
	o Academic services	NA	NA	5.50	--	4.2	- 5.6	Green
	2.F.3: PACE Factor							
	o Teamwork	NA	NA	3.85	--	3.0	- 4.0	Green
	o Student Focus	NA	NA	3.95	--	3.0	4.0	Green

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target		Status
2.G: **Diversity of TCC Employees**	2.G.1: Diversity of TCC Employees***							
	o African American	7%	7%	8%	--	6%	- 14%	Yellow
	o Asian/Pacific Islander	7%	7%	8%	--	5%	- 12%	Yellow
	o Latino/a	2%	2%	2%	--	6%	- 14%	Red
	o Native American	1%	1%	1%	--	1%	- 2%	Green
	o White	83%	83%	81%	--	50%	- 75%	Green

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target		Status
2.H: **Personal and Professional Development**	2.H.1: Workshops offered for personal and professional development activities.							
	Professional Development Days	new	21	22	--	15	- 20	Green
	Professional Development Framework	new	61	66	--	30	- 60	Green
	2.H.2: Employee participation in personal and professional development activities:							
	Professional Development Days (duplicated)	new	261	863	--	150	- 200	Green
	Professional Development Framework	new	195	408	--	100	- 150	Green

Core Theme III: Engage Community

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

Core objectives relating to the development of Tacoma's workforce; community partnerships that increase student access, learning, and completion; and economic and cultural contributions to the Tacoma community support the **Engage Community** theme. These objectives and their indicators are identified below.

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
3.A: **Community Partnerships to Increase Access, Learning, and Completion**	3.A.1: Successful course completion rates:						
	o Fresh Start students	62%	64%	69%	--	55% - 65%	🟢
	o Running Start students	83%	82%	87%	--	75% - 85%	🟢
	3.A.2: Annual revenue for the TCC Foundation	$2,722,856	$2,060,083	$1,815,155	--	1,500,000 - 2,500,000	🟢
	3.A.3: Participation of community members in TCC Foundation events	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)	237	265	113	--	210 - 270	🔶

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
3.B: **Campus Infrastructure & Accessibility**	3.B.1: Annual gross expenditures:						
	o Total expenses and deductions	66,366,971	65,202,396	73,892,449	--	64,000,000 - 66,000,000	🟢

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
3.C: **Cultural Contributions to the Tacoma Community**	3.C.1: Cultural programs for the community:						
	o Art gallery events	32	30	35	--	25 - 35	🟢
	o Public music performances	16	17	24	--	10 - 20	🟢
	o Public sports events	131	132	132	--	125 - 135	🟢
	3.C.2: Student Life sponsored cultural programming	30	25	42	--	15 - 30	🟢

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
3.D: **Industry Partnerships**	3.D.1: Perceived quality in critical thinking and problem solving skills of TCC's prof/tech graduates in the workplace (5 pt. scale***)	new	new	4.24	--	4.0 - 5.0	🔺
	3.D.2: Number of programs reviewed and updated	new	new	67%	--	20% - 25%	🟢

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
3.E: **Economic Contributions to the Tacoma Community**	3.E.1: TCC Labor Market Placement*						
	o Employed TCC graduates (completed degrees or certificates)**	454	390	379	--	300 - 500	🔺
	o Percentage employed full-time (30+ hours)	57%	71%	63%	--	45% - 55%	🟢
	o Median wage (full-time only)	43,965	43,020	46,331	--	30,000 - 40,000	🟢
	o Percentage employed in Pierce County	35%	35%	31%	--	30% - 40%	🔺

Core Theme IV: Embrace Discovery
TCC strongly believes in its ability to provide quality educational experiences to students through the investment in its employee. Resources are allocated in such a way to allow employees to be innovative and support personal and professional development as a way to integrate their learning into the college's student success efforts.

Core objectives relating to support of employee learning and innovation, return on investment, and enhance employee learning and development support the **Embrace Discovery** theme. These objectives and indicators are identified below.

Greater emphasis has been placed on funding fewer projects with greater investment and potential return of investment (4.B). TCC will be reviewing its core indicators and has identified this metric as needing modification in that it fails to accurately assess return on investment.

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
4.A Support of Employee Learning and Innovation	4.A.1: New gather, capture and/or share processes (operational plan)	new	13	10	--	10 - 15	🔺
	4.A.2: New money awarded (operational plan)	new	$ 42,000	$167,500	--	$ 35,000 - $ 45,000	🟢

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
4.B. Return on Investment	4.B.1: Number of Activities funded in the Operational Plan	new	55	32	--	50 - 60	🔴

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
4.C Enhance Employee Learning and Development	4.C.1: Perceived Learning*						
	o Increase in Knowledge	new	3.81	3.64	--	3.0 - 4.0	🟢
	o Skill Development	new	3.38	4.38	--	3.0 - 4.0	🟢
	o Attitudinal Impact	new	3.78	4.07	--	3.0 - 4.0	🟢
	o Level of Understanding	new	3.43	4.29	--	3.0 - 4.0	🟢
	4.C.2: Motivation to Use*						
	o Plan to Use in Work Situations	new	3.86	4.07	--	3.0 - 4.0	🟢
	o Job Improvement with Use	new	3.38	4.07	--	3.0 - 4.0	🟢
	o Intend to Use	new	3.65	4.07	--	3.0 - 4.0	🟢

TCC is dedicated to educational quality and institutional effectiveness, thus these four core themes – **Create Learning, Achieve Equity, Engage Community, and Embrace Discovery** – are mission and strategic plan based institutional goals that are conceptually broad enough to extend across TCC, yet specific enough to focus individual and collective accountability for mission and strategic plan fulfillment. TCC's framework for mission and strategic plan fulfillment is enacted using an operational framework of continuous improvement that is based on processes of operational planning, budgeting, and academic program and unit action planning. This framework allows TCC to research and assess key initiatives, share the results, and identify gaps for continual planning and prioritization.

TCC creates meaningful and relevant learning, inspires greater equity, and celebrate success in our lives and our communities.

Part II Representative Examples of Mission and Strategic Plan fulfillment – Student Learning

Example I - Focus Area: Library Program

Library Program Overview
The TCC Library Program provides timely and responsive academic support for students, faculty and staff by teaching and promoting information literacy, collecting relevant materials in the most useful formats, and providing access to educational technology. Faculty librarians teach in-person library research workshops (referred to as "one-shots") reaching approximately 2100-2500 students each quarter; provide one-on-one instruction at the reference desk to approximately 1400 students; teach two-credit Library Science (LS) courses; and create resources such as online research guides that are used by approximately 2800 students each quarter in support of specific courses, disciplines, and assignments.

Library Program Master Assessment Plan
Faculty librarians capture all of the assessment projects in which they are engaged in an annually-updated *assessment master plan* (Appendix B). This plan ensures that all aspects of the Library Program are regularly assessed, and it is also used to set priorities for each academic year.

Assessing Student Learning
Theme: Create Learning
Objective: Program Level Student Learning Outcomes
Core Indicator: Develop and assess learning outcomes

The Library Program's instructional assessment efforts support the Create Learning theme through the assessment of student's successful transition with the necessary knowledge and skills for further education and responsible citizenship in a global society. Faculty librarians regularly assesses library research workshops and courses via formative and summative, qualitative and quantitative methods, including: pre-tests/post-tests, end-of-workshop surveys, end-of-course surveys, biannual student surveys, reflection papers, performance assessments, and in-class quizzes.

One example is an assessment of the LS 101 course, Introduction to Research, completed in spring 2015. A 30-question pre-test and post-test were collaboratively developed by 4 TCC librarians using SurveyMonkey©. The questions for both were the same and were developed to address all 7 course learning outcomes for LS 101. The pre-test was administered at the beginning of fall 2014 and the post-test was administered at the end of fall 2014. The pre- and post-test results were analyzed in spring 2015. The goal was for 80% of students to demonstrate attainment of each of the course learning outcomes by correctly answering each of the questions in the post-test.

Results showed students had varied success with the course learning outcomes. In some instances students not only met, but exceeded the 80% benchmark. However, in other instances, students fell far short of the 80% benchmark.

Based upon the findings, faculty librarians mapped the LS 101 course learning outcomes (CLOs) to Bloom's Revised Taxonomy (2001) in order to determine if the CLOs were at the appropriate developmental level for a 100-level, introductory course. The two outcomes on which students were least successful were indeed at the creating level (the highest level) of Bloom's, indicating a need to revise both. However, results showed that other outcomes with which students struggled were written at the appropriate level, indicating that the gap in achievement had more to do with

the librarians' approach to teaching those concepts. To revise the course learning outcomes, the Library Program used Bloom's Revised Taxonomy along with the Association of College & Research Libraries' "Framework for Information Literacy" (2015), which outlines the threshold concepts essential to mastering information literacy. In addition to revising the course learning outcomes, the curriculum for the course is currently being redesigned.

As part of the LS 101 curriculum revision, the Library Program is moving to an authentic, embedded assessment model that utilizes the Learning Mastery tool in our LMS, Canvas, to track student achievement of outcomes and to allow students to monitor their own progress. This formative approach to assessment will allow faculty librarians to provide students with additional support or to tweak the curriculum at the time it is needed, as opposed to after the course is completed. This model will also be implemented in other courses. The Library Program is considering a cross-disciplinary survey to ascertain how our courses inform research efforts within the disciplines.

Performance Indicators
The Library Program is in the process of establishing a consistent set of performance indicators. The Library Program has contributed to Core Objective Indicators of Achievement 1.D.1: Develop and assess learning outcomes and supports Core Objective 1.G.: Degree Learning Outcome (DLO) academic assessment projects, through participative representation in the activities of the DLO taskforce. Additionally, The Library Program assessment activities contribute to the overall rates for the Indicators of Achievement for Core Objective 2.C: Degree and Certificate Completion by Race/Ethnicity.

Course completion rate. The Library tracks course completion rates using TCC's Successful Course Completion dashboard located in TCC's intranet portal. While data from the 2015-16 year is unavailable, in 2014-15, 75.2% of students successfully completed the LS 101 course and 73.2% of students successfully completed the LS 102 course (successful completion implies grades equal to or greater than C-).

Graduation rate and GPA. The Library Program will be working with TCC's Institutional Research (IR) office to determine graduation rates and cumulative GPAs for students who have completed LS 101: Introduction to Research. The Library will also highlight and examine these data for students who have indicated in the Library's biannual student survey that they have attended library research workshops.

Communication of Results
TCC's librarians communicate the results of assessment projects at the institutional, state, and national levels. Recent examples include a presentation to the TCC Board of Trustees (Winter 2016), a professional development mixer for TCC faculty (Spring 2016), and a paper presentation at the biannual Library Assessment Conference in Arlington, Virginia (Fall 2016).

Results of assessment projects can also be found on the Library's Web site: TCC Libguides, See Appendix C.

Example II – Focus Area: Early English Task Force

Early English Task Force Overview
Tacoma Community College formed the cross-disciplinary Early English task force in 2014-15. The goal of the taskforce was to examine data about barriers to student success in courses subsequent to their completion of English 101 and to make campus-wide recommendations regarding student writing. Included in the task force's charge was to determine barriers to student enrollment in their English/written communications series early in their college education. The taskforce was comprised of members who represented several cross-disciplinary groups at TCC: Written Communications, Writing, Research and Reading Across the Curriculum (WRRAC), and the Critical Thinking Core Leadership Team.

Assessing Student Learning
Theme: Create Learning
Objective: Degree Learning Outcomes
Core Indicator: Develop and assess learning outcomes

The Early English Task Force addressed the **Create Learning** core theme. English 101, our gateway course for Written Communication at the college level, prepares students to meet three of our key Degree Learning Outcomes:

- **Communication (COM)** - Listen, speak, read and write effectively
- **Critical Thinking and Problem Solving (CRT)** - Analyze and evaluate information and ideas and to solve problems
- **Information/Information Technology (IIT)** - Research and utilize research appropriately

English 101 is the one course all students need to take for a TCC degree, therefore it serves as a primary indicator of what our students take with them upon graduation from our college.

The task force's investigation into English 101 as an indicator of student learning used student completion and GPA data from 2008-2014. The task force also used degree learning outcome reports from the 2011-12 COM/IIT DLO taskforce and the 2012-13 **Critical Thinking and Problem Solving (CRT)** task force. The 2008-2014 student data for writing-intensive, 100+ level courses between years 2008 and 2014 showed that concurrent enrollment in or completion of English 101 led to higher successful course completion rates and achievement in other courses across most programs. For example, in Early Childhood Education (ECE) 100, students who did not take English 101 at TCC had a lower successful completion percentage than those taking it before or concurrent with ECE 100 (60.9% vs. 75-100% depending on section/quarter). Likewise, in Humanities, Accounting, and Business students who did not take English 101 had lower completion rates ranging from 25% to 88.9%. According to the **Communication (COM)** and **Information/Information Technology (IIT)** DLO report, "There is sufficient evidence that campus writing assignments resulting from courses with English 101 as a prerequisite scored higher than those from courses for which English 101 is not a prerequisite. There is strong evidence that scores are higher in all of the categories at a 90% level." Additionally, the CRT report concluded that "there is very strong evidence that TCC students who have completed English 095 or higher exceed the scores for Critical Thinking of those students who have not. There is strong evidence that 50% of TCC students who have completed English 101 meet or exceed the level 2 threshold for the Critical Thinking criteria on average."*

Based on the three modes of assessment and their respective data pools, the task force recommended in their reports to the Instructional Assessment Steering Committee and the Instructional Council that the following actions be taken:

- Continued support for and expansion of theme-based and linked courses
- Additional co-requisites and co-enrollments between English 101 and other distribution courses, especially those with writing or reading heavy components
- Clearer advising support for taking English 101 within the first few quarters at TCC
- Greater administrative support for class and classroom offerings of English 101, including more flexible scheduling options such as hybrids
- Inclusion of English 101 early in structured degree and certificate pathways
- Continued support for the WRRAC program

Faculty endorsed these recommendations through the Instructional Council on February 13, 2017.

Performance Indicators
Since the presentation and approval of the Early English initiative by the Instructional Council, the Social Science department has reviewed their courses adjusting their prerequisites for 200-level courses to include English 101. At publication of this report, there were no course sections eliminated due to unmet student prerequisites. Subsequent data on student completion rates in these courses will be compiled over the next terms to determine the impact of implementing prerequisites for these courses.

TCC has expanded its efforts to connect writing to the disciplines by expanding the creation, advertising, and teaching of theme-based and contextualized composition courses at the developmental and college levels. Theme-based examples include Social Justice in English 101 & 102, Popular Culture in English 101, Native Americans in English 101, Global Foodways in English 102, and Russian Literature in English 103, among others; contextualized pre-101 course examples include Happiness, Health, Resilience, and Culture, Race, and Identity, among others. Parallel research done in program review through a joint Developmental English and Written Communications project that compared the success rates of students who took theme-based/contextualized courses to those who did not (following all students who entered in Fall 2013 until Spring 2015) indicated that these students received higher GPAs in their subsequent disciplinary courses. This also provides a research template for follow up research for the next cohorts.

While TCC has been engaged in learning community-type programs for close to two decades, the college has begun a concerted effort this past year to formalize this work into a college-wide program. In addition to identifying specific cohorts (I-Best, Men of Distinction) and designing Learning Communities (LC) to meet the needs of those cohorts, the LC team, led by the LC coordinator, has started to align the learning community program with the institution's Pathway to Completion initiative as well as TCC's core themes and strategic direction.

The LC coordinator with the help of the IR team at TCC has started an organized assessment effort to gauge the success of students in these courses. The ultimate goal of the LC program is to offer students more opportunities to engage in curricula that span beyond specialized knowledge in a particular field of study and move toward intentional connections between the disciplines, engagement in analytic inquiry and collaborative/academic discourse, and integration of civic and global learning.

Communication of Results
The results of these assessment projects and the progress of the resulting initiatives are published to the college community through the Instructional Council, Instructional Assessment Steering Committee, and the departments/divisions. Our regularly scheduled Dean Team and Student and Academic Services (SAS) meetings also serve the function of dissemination of project results to groups that bring back the information to their constituencies across campus.

Additionally, TCC faculty, administration, and advising staff are publishing informational materials about curriculum and course changes to help students make informed decisions about their own academic pathways.

Analysis of Indicators

Meaningful Indicators
The two specific examples (Library Program and Early English Task Force) along with our Meta-Assessment process (see Part III), demonstrate progression of our indicators as well as our assessment processes. Core Objective and Indicator of Achievement 1.D.1: *Develop and assess learning outcomes*, focuses on courses reviewing their learning outcomes and on programs submitting learning outcomes and then achieving their benchmark. For continuous improvement, now that course and program learning outcomes have been submitted and archived in Curricunet (TCC's curriculum management software), additional indicators of achievement need to be added to expand the assessment of the outcomes (both course and program) and the application of the assessment information. These new indicators of achievement are discussed more fully in Part III.

Part III: Planning for Year Seven Self-Evaluation

Moving Forward to Year Seven: Meta-Assessment Process and Recommendations

Following the calendar for the Instructional Assessment Cycle, to date TCC has instructional assessment data/reports for all of the Degree Learning Outcomes, programs have submitted data/reports surrounding their Program Learning Outcomes, and instructors have provided information surrounding Course Level Outcomes. TCC has entered the 2016-2017 Meta-Assessment phase based on the Instructional Assessment Cycle Calendar, Appendix D. The Meta-Assessment phase involves the review of the process involving our Degree Learning Outcomes (DLOs), Program Learning Outcomes (PLOs), and Course Learning Outcomes (CLOs) in order to make recommendations for process and procedural improvement.

By engaging in these process reviews, TCC is able to ensure that the information collected results in meaningful analysis of student success through the implementation of effective processes and procedures. Two faculty groups on campus are charged with overseeing the meta-assessment process: the Student Learning Improvement Council (SLIC) and the Instructional Assessment Steering Committee (IASC). SLIC consists of faculty from several instructional divisions and the library who meet bi-weekly "to improve teaching and learning at TCC by providing leadership, mentorship, and education for the creation and implementation of meaningful and useful assessment strategies" (their mission statement). IASC consists of members from every instructional division and the library who meet at least monthly with the Curriculum and Assessment Coordinator "to act as an institutional advisory body, building the strategic direction of instructional assessment, promoting understanding of systemic assessment, setting priorities and directions of/for assessment projects, and creating a culture of evidence-based decision making"

(IASC mission statement). Currently SLIC is focusing on the DLO analysis and revision and IASC has focused on the Assessment Procedures analysis and revision.

DLO Analysis and Revision
In fall 2016, SLIC reviewed the verbiage of Tacoma Community College's Degree Learning Outcomes (DLOs). The committee reviewed all DLO task force projects from the previous 5-year cycle (2011/12–2015/16), as well a report from the Global Learning Task Force (2016). Committee members considered whether or not all aspects of a given DLO were measured (or *could* be measured) by the task force for that particular DLO. Committee members also considered any recommendations made by each of the task forces.

SLIC also reviewed the responses from an assessment survey created using SurveyMonkey© by the IASC in fall 2016. Question 11 asked, "Are any of the following Degree Learning Outcomes (DLO) problematic for your discipline? Choose any that are problematic and in the comments section specifically describe why with as much detail as possible." Of 111 respondents, 72 (64.86%) selected "DLOs are not problematic for my discipline;" 15 (13.51%) selected "Core of Knowledge (COK) is problematic;" 14 (12.61%) selected "Responsibility & Ethics (RES) is problematic;" and 13 (11.71%) selected "Living and Working Cooperatively/ Valuing Differences (LWC) is problematic."

SLIC met throughout fall 2016 to discuss the above and draft recommended revisions to the DLOs. This draft recommendation report (see Appendix D: DLO Revision Recommendations) was endorsed by the Instructional Council (IC) during winter 2017 and the recommendations, along with any IC edits, were adopted and will be shared with the Board of Trustees and the campus community during this academic year as it will be used in our upcoming strategic planning activities.

Assessment Procedures Analysis and Revision
In fall 2016, the IASC reviewed the current instructional assessment processes in order to make recommendations for updates and improvement. IASC members reviewed the Course, Program, and Degree Learning Outcome assessment reports from the past 5-year cycle, held a joint meeting with the SLIC to discuss past practice. Based on these discussions, IASC sent a survey to all faculty asking for feedback on current assessment practices and their desires in a future approach.

The IASC analyzed 112 survey responses. Members looked for themes and general understandings in the written comments. Appendix D: Meta-Assessment Survey Results summarizes the survey responses. The recommendations in Appendix D: Meta-Assessment Instructional Outcomes Process Recommendations were also endorsed by the IC during winter 2017 and will be shared with the Board of Trustees and the campus community during this academic year as it will be used in our upcoming strategic planning activities.

Future Direction
During winter 2017, IASC and SLIC created the procedures for DLO, PLO, and CLO assessment. These procedures include timelines, surveys, worksheets, workshops, committee creation, and other professional development opportunities.

Spring 2017 offers the first opportunity to implement the new procedures and follow the process created for instructional outcome assessment. TCC expects that several changes will be made to the performance indicators that will reflect the new procedures and processes. For instance, from 2010-2015, instructional assessment was focused on programs creating and submitting outcomes

(CAP years from Figure 1-3). The meta-assessment process has indicated that faculty need to re-evaluate the composition of their programs and ensure that the courses underneath a program are meaningful. In addition, program outcomes should be evaluated for relevancy. This would mean TCC will want to keep collecting information on programs that submit learning outcomes.

However, TCC foresees that the first process revision will focus on the percentage of CLO, PLO, and DLO assessed, then the percentage of instructors and programs using the outcome assessment for improvement, as well as the DLO assessment used for college-wide improvement, and then percentage of students meeting the CLO, PLO, and DLO at 75% or higher.

Appendix A. Recommendation 2 Ad Hoc Reports
NWCCU Notification Letter – Removal of Probationary Status

See Attachments

NORTHWEST COMMISSION ON
COLLEGES AND UNIVERSITIES
NWCCU

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February 9, 2017

Ms. Mary Chikwinya
Mr. William Ryberg
Acting Co-Presidents
Tacoma Community College
6501 South 19th Street
Tacoma, WA 98466-6100

Dear Presidents Chikwinya and Ryberg:

On behalf of the Northwest Commission on Colleges and Universities, I am pleased to inform you that at its January 11-13, 2017, meeting, the Board of Commissioners accepted Tacoma Community College's Fall 2016 Special Report which again addressed Recommendation 2 of the Spring 2014 Year Seven Peer-Evaluation Report. The request for this report was the subject of Commission correspondence dated July 8, 2016.

In accepting the report, the Commission determined that its expectations regarding Recommendation 2 of the Spring 2014 Year Seven Peer-Evaluation Report have been met. Accordingly, the Commission removed the Probationary status which was imposed July 8, 2016, with regard to Eligibility Requirement 19 and Standard 2.F.7.

If you have any questions, please do not hesitate to contact me.

Best wishes for a peaceful and fulfilling New Year.

Sincerely,

Sandra E. Elman
President

SEE:rb

cc: Dr. Mecca Salahuddin, Dean of Organization Learning and Effectiveness
     Mr. Bob Ryan, Chair, Board of Trustees
     Mr. Marty Brown, Executive Director, State Board for Community and Technical Colleges
     Dr. Herman Bounds, Jr., Director, Accrediting Agency Evaluation Unit, USDE

Appendix B. Mission and Strategic Fulfillment
Core Indicators of Mission and Strategic Fulfillment

See Attachment

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 four-year (2013/14 - 2016/17) 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 Techincal 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	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%	81%	--	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: **Student Retention**	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	Mission Fulfillment Target	Status
1.C: **Persistence to Degree**	1.C.1: SAI* Quant Point Completions of math courses required for prof/tech or transfer degrees	1,884	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%	--	20% - 25%	🟢
	o Transfer-out rate, within three years	18%	20%	19%	--	15% - 20%	🟢
	o Transfer success (Graduation & Transfer-out) rate, within three years	39%	47%	44%	--	35% - 45%	🟢
	Note: workforce success is located in 3.E.						
1.D: **Program Level Student Learning Outcomes**	1.D.1: Develop and assess learning outcomes						
	o Programs that submitted program learning outcomes	77%	85%	96%	--	95% - 100%	🟢
	o Courses learning objectives assessed	143	75	72	--	100 - 150	🔴
1.E: **Career and Academic Preparation**	1.E.1: Annual workforce training enrollment	5,641	5,661	3,745	--	4,000 - 6,000	🔴
	1.E.2: Annual workforce and general studies degrees awarded	1,171	1,174	1,177	--	850 - 1000	🟢
	1.E.3: TCC graduates passing licensure/certification examinations on first attempt:						
	o DMS	100%	100%	100%	--	85% - 95%	🟢
	o HIM***	88%	91%	--	--	85% - 95%	🟢
	o Paramedic	100%	100%	--	--	85% - 95%	🟢
	o RN	72%	75%	81%	--	85% - 95%	🔴
	o Radiologic Science	100%	100%	100%	--	85% - 95%	🟢
	o Respiratory Care	100%	85%	100%	--	85% - 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).

*** The program is still waiting for this data from the examination board.

Core Theme 1: **Create Learning,** *continued…*

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	*Mission Fulfillment Target*	Status
1.F: **Student** **Educational Plans**	1.F.1: Invest in student development designed to clarify personal and academic goals and complete plans for attainment.	81%	80%	85%	--	75% - 85%	🟢
1.G: **DLO Academic** **Assessment** **Projects**	*1.G.1: Demonstrate student attainment of Degree Learning Outcomes (DLOs): Percentage of students that met the outcome (individual)	75%	87%	88%	--	50% - 75%	🟢
	Percentage of students that met the outcome (community)	NA	85%	NA	--	50% - 75%	
	Percentage of students that met the outcome (environment)	NA	52%	NA	--	50% - 75%	

* One Degree Learning Outcome is assessed each year: Critical Thinking & Problem Solving in 12-13, Living & Working Cooperatively in 13-14, Responsibility & Ethics in 14-15, Core of Knowledge in 15-16, and Communication/Information Technology in 16-17.

Core Theme 2: **Achieve Equity**

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
2.A: **Student** **Scholarships**	2.A.1: Annual number of scholarships awarded by TCC Foundation	146	195	207	--	140 - 170	●
	2.A.2: Annual amount of scholarship funds awarded by TCC Foundation	$278,000	$333,000	$374,000	--	250,000 - 300,000	●
2.B.: **Diversity of TCC** **Students**	2.B.1: New Student Annual enrollment:*						
	o African American	455	415	257	--	400 - 500	◆
	o Asian/ Pacific Islander	479	537	302	--	400 - 500	◆
	o Latino/a	87	80	176	--	50 - 150	●
	o Native American	57	57	46	--	50 - 80	◆
	o White	2,062	2,212	1,226	--	2,000 - 2,800	◆
	o Other/Multi-Race/Unknown	826	883	3,755	--	800 - 900	●
	• Received Need Based Financial Aid	1,382	1,380	1,005	--	1,125 - 1,350	◆
	• Reported Disability	264	237	47	--	200 - 300	◆
2.C: **Degree and** **Certificate** **Completion by** **Race/Ethnicity**	2.C.1: 4 year completion rate, Workforce (SAI**):						
	o African American***	17%	20%	15%	--	20% - 30%	◆
	o Asian/Pacific Islander	36%	35%	38%	--	20% - 30%	●
	o Latino/a***	37%	19%	30%	--	20% - 30%	●
	o Native American***	11%	14%	29%	--	20% - 30%	●
	o White	32%	32%	32%	--	20% - 30%	●
	o Other/Multi-Race/Unknown	30%	21%	18%	--	20% - 30%	◆
	2.C.2: 4 year completion rate, Transfer (SAI**):						
	o African American***	18%	15%	5%	--	20% - 30%	◆
	o Asian/Pacific Islander	16%	27%	28%	--	20% - 30%	●
	o Latino/a***	17%	24%	16%	--	20% - 30%	◆
	o Native American***	14%	13%	6%	--	20% - 30%	◆
	o White	27%	23%	25%	--	20% - 30%	●
	o Other/Multi-Race/Unknown	23%	23%	19%	--	20% - 30%	◆

* Mission Fulfillment Targets are based on Census Data (Fall 2010 Estimate) for Pierce County (15-16 is the first year on ctcLink where Race/Ethnicity was captured for new students on their application only).

**Student Achievement Initiative (SAI) 4 Year Success Cohort data reported after fourth academic year instead of the Cohort Year (2009 Cohort reported in 14-15) this includes both full-time and part-time students.

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

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

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
2.D: **Degree and Certificate Completion by Enrollment Status**	2.D.1: 4 year completion rate, Workforce (SAI*):						
	o Full-Time	37%	34%	31%	--	20% - 30%	●
	o Part-Time	18%	23%	23%	--	20% - 30%	△
	o Combined	30%	29%	28%	--	20% - 30%	●
	2.D.2: 4 year completion rate, Transfer (SAI*):						
	o Full-Time	26%	28%	26%	--	20% - 30%	●
	o Part-Time	18%	21%	16%	--	20% - 30%	◆
	o Combined	23%	25%	21%	--	20% - 30%	△
2.E: **Student Learning Outcomes, Engagement, and Support**	2.E: Use technology to increase learning, access, affordability and support for all students						
	2.E.1: Student savings from OER vs textbooks	$634,090	$636,200	$608,200	--	$ 350,000 - 450,000	●
	2.E.2: Student enrollments in OER courses	5,450	6,362	6,082	--	3,500 - 4,500	●
	2.E.3: Student enrollments in Canvas courses:			***			
	o African American	4,822	4,356	3,856	--	3,000 - 4,000	●
	o Asian/ Pacific Islander	4,837	5,206	4,840	--	2,500 - 3,500	●
	o Latino/a	754	685	1,947	--	350 - 500	●
	o Native American	441	393	487	--	300 - 400	●
	o White	20,798	21,278	19,910	--	17,000 - 19,000	●
	o Other/Multi-Race/Unknown	12,705	14,265	15,716	--	7,000 - 8,000	●
	o Male	16,008	16,953	16,781	--	12,000 - 17,000	●
	o Female	28,346	29,200	28,660	--	20,000 - 25,000	●
	2.E.4: Local Tacoma Public School % of graduates that enroll in TCC**	30%	30%	29%	--	25% - 30%	●
	2.E.5: Local Peninsula Public School % of graduates that enroll in TCC**	24%	26%	27%	--	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 ctcLink 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	*Mission Fulfillment Target*	Status
2.F: **Student and Employee Engagement and Satisfaction**	2.F.1: Meeting/exceeding national mean for CCSSE*:						
	o Academic challenge	53.2	NA	NA	--	50 - 60	🔺
	o Active and collaborative learning	55.7	NA	NA	--	50 - 60	🟢
	o Student-faculty interaction	52.1	NA	NA	--	50 - 60	🔺
	o Support for Learners	51.7	NA	NA	--	50 - 60	🔺
	2.F.2: Satisfaction scores for SSI**:						
	o Responsivenss to Diverse Populations	NA	NA	5.32	--	4.2 - 5.6	🟢
	o Instructional Effectiveness	NA	NA	5.27	--	4.2 - 5.6	🟢
	o Service Excellence	NA	NA	5.94	--	4.2 - 5.6	🟢
	o Academic Advising/Counseling	NA	NA	5.21	--	4.2 - 5.6	🟢
	o Campus Climate	NA	NA	5.17	--	4.2 - 5.6	🟢
	o Student Centeredness	NA	NA	5.23	--	4.2 - 5.6	🟢
	o Academic services	NA	NA	5.50	--	4.2 - 5.6	🟢
	2.F.3: PACE Factor						
	o Teamwork	NA	NA	3.85	--	3.0 - 4.0	🟢
	o Student Focus	NA	NA	3.95	--	3.0 4.0	🟢
2.G: **Diversity of TCC Employees**	2.G.1: Diversity of TCC Employees***						
	o African American	7%	7%	8%	--	6% - 14%	🔺
	o Asian/Pacific Islander	7%	7%	8%	--	5% - 12%	🔺
	o Latino/a	2%	2%	2%	--	6% - 14%	🔴
	o Native American	1%	1%	1%	--	1% - 2%	🟢
	o White	83%	83%	81%	--	50% - 75%	🟢
2.H: **Personal and Professional Development**	2.H.1: Workshops offered for personal and professional development activities.						
	Professional Development Days	*new*	21	22	--	15 - 20	🟢
	Professional Development Framework	*new*	61	66	--	30 - 60	🟢
	2.H.2: Employee participation in personal and professional development activities:						
	Professional Development Days (duplicated)	*new*	261	863	--	150 - 200	🟢
	Professional Development Framework (duplicated)	*new*	195	408	--	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, adminstered 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	Mission Fulfillment Target	Status
3.A: **Community Partnerships to Increase Access, Learning, and Completion**	3.A.1: Successful course completion rates:						
	o Fresh Start students	62%	64%	69%	--	55% - 65%	🟢
	o Running Start students	83%	82%	87%	--	75% - 85%	🟢
	3.A.2: Annual revenue for the TCC Foundation	$2,722,856	$2,060,083	$1,815,155	--	1,500,000 - 2,500,000	🟢
	3.A.3: Participation of community members in TCC Foundation events	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)	237	265	113	--	210 - 270	🔴
3.B: **Campus Infrastructure & Accessibility**	3.B.1: Annual gross expenditures:						
	o Total expenses and deductions	66,366,971	65,202,396	73,892,449	--	64,000,000 - 66,000,000	🟢
3.C: **Cultural Contributions to the Tacoma Community**	3.C.1: Cultural programs for the community:						
	o Art gallery events	32	30	35	--	25 - 35	🟢
	o Public music performances	16	17	24	--	10 - 20	🟢
	o Public sports events	131	132	132	--	125 - 135	🟢
	3.C.2: Student Life sponsored cultural programming	30	25	42	--	15 - 30	🟢
3.D: **Industry Partnerships**	3.D.1: Perceived quality in critical thinking and problem solving skills of TCC's prof/tech graduates in the workplace (5 pt. scale***)	new	new	4.24	--	4.0 - 5.0	🔺
	3.D.2: Number of programs reviewed and updated	new	new	67%	--	20% - 25%	🟢
3.E: **Economic Contributions to the Tacoma Community**	3.E.1: TCC Labor Market Placement*						
	o Employed TCC graduates (completed degrees or certificates)**	454	390	379	--	300 - 500	🔺
	o Percentage employed full-time (30+ hours)	57%	71%	63%	--	45% - 55%	🟢
	o Median wage (full-time only)	43,965	43,020	46,331	--	30,000 - 40,000	🟢
	o 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.

Core Theme 4: **Embrace Discovery**

Core Objective	Indicators of Achievement	13-14	14-15	15-16	16-17	Mission Fulfillment Target	Status
4.A Support of Employee Learning and Innovation	4.A.1: New gather, capture and/or share processes (operational plan)	new	13	10	--	10 - 15	🔺
	4.A.2: New money awarded (operational plan)	new	$ 42,000	$167,500	--	$ 35,000 - $ 45,000	🟢
4.B. Return on Investment	4.B.1: Number of Activities funded in the Operational Plan	new	55	32	--	50 - 60	🔴
4.C Enhance Employee Learning and Development	4.C.1: Perceived Learning*						
	o Increase in Knowledge	new	3.81	3.64	--	3.0 - 4.0	🟢
	o Skill Development	new	3.38	4.38	--	3.0 - 4.0	🟢
	o Attitudinal Impact	new	3.78	4.07	--	3.0 - 4.0	🟢
	o Level of Understanding	new	3.43	4.29	--	3.0 - 4.0	🟢
	4.C.2: Motivation to Use*						
	o Plan to Use in Work Situations	new	3.86	4.07	--	3.0 - 4.0	🟢
	o Job Improvement with Use	new	3.38	4.07	--	3.0 - 4.0	🟢
	o Intend to Use	new	3.65	4.07	--	3.0 - 4.0	🟢

Appendix C. Representative Example I – Library Program

Library Program Assessment Master Plan
TCC Libguides

See Attachments

What's being assessed?	Learning Outcomes/ Goals	What do we want to know?	Methods/Tools	How Often?	Who?	Action required?
Reference librarians/ref. specialists/desk interactions		What types of questions are most frequently being asked and what level of difficulty on the READ scale; at which times of the day are we the most busy?	Gimlet	Week 3,6,9/quarter (ad hoc analysis)	All librarians/reference specialists	Maintain current work
		No. of sessions; is it worth our time to participate?	CHAT statistics	Ad hoc	Heather	Maintain current work
One shot classes	PLOs	How worthwhile are these? Do they contribute signficantly to student success around an assignment or generally (HD 101)? Are students achieving the stated PLOs/CLOs and how effective are the activities we are using in one shots?	Performance assessment with select courses	1/year	All librarians (led by Heather)	Taking this year off in order to finish LS 101 curriculum revision & to look at graduation rates/GPA for students who've completed LS 101
LibGuides		How much are these used?	Libguide stats	Every quarter	Heather	Maintain current work
LS courses	CLOs	Librarians teaching ability and student satisfaction/experience with course	TCC End of course survey	Every class, every quarter (administered by College through the Portal)	All librarians	Maintain current work

		Are students achieving the stated CLOs?	Learning Mastery tab of Gradebook in Canvas	1/year (may be possible to analyze an entire year's worth of data, otherwise we will focus on a sample quarter)	All librarians (led by Heather)	CLOs have all been added to the Canvas master course; new assignments need to be completed and lectures tweaked; may be able to analyze in spring, otherwise will have to wait until Fall 2017
		Do LS courses impact graduation rates and GPA? Do students who have taken LS 101 perform better in English 101?	Work with IR	Undetermined (every few years?)	Heather & Candice in collaboration with IR	Heather & Candice meet with IR in winter
Library instruction program	PLOs	Which PLOs will be assessed each year during the five-year cycle (2017-2022)	5 year assessment plan	Annual (Instructions come from VP for Academic Instruction)	All librarians (led by Heather)	TCC meta-assessment year; will create a new plan in Fall 2017

		Does the library program map to TCC themes, mission, etc.	Program Review	Annual (Instructions come from VP for Academic Instruction)	All librarians	Maintain current work
		Are students achieving PLOs? Are PLOs measurable and realistic?	PLO projects: performance assessments, surveys, etc.	Annual (1/year)	All librarians (led by Heather)	TCC meta-assessment year; no PLO project this year; need CC to approve new PLOs (no mechanism for this at present)
Library support (non-instructional) services		Student/faculty need for and satisfaction with services, equipment/software, and library facility.	Student & faculty surveys through SurveyMonkey	Biannual (students & faculty in alternating years)	All librarians (led by Heather)	Finalize Spring 2017 student survey (be sure to read the executive summary from 2015 for any necessary edits)
Collections		Materials being used?	Use stats	As needed to make collections decisions	All librarians & Oanh	Maintain current work
		Are materials adequate? Are important materials missing?	Student & faculty surveys through SurveyMonkey	Biannual	All librarians (led by Heather)	Finalize Spring 2017 student survey (be sure to read the executive summary from 2015 for any necessary edits)

TCC Library: Assessment projects

Home   **Library Catalog** ⧉   **Research Databases** ▾   **Periodicals A - Z**

Research Guides   **For Faculty** ▾   **Citing Sources** ⧉

Library research workshop ("one-shot") assessments

The following reports are from assessments of our fifty-minute library research workshops, which are commonly called "one-shots." The purpose of these instruction sessions is to help students learn and develop the skills and competencies needed to be successful in research assignments for specific courses.

- 🇼 One-shot survey, winter 2014
- 🇼 One-shot performance assessment, spring 2014
- 🇼 One-shot performance assessment, spring 2015

LS 101, Introduction to Research, assessments

The following are reports from our pre and postassessments of students in LS 101, Introduction to Research. These assessments measure student achievement of our course learning outcomes (CLOs).

- 🇼 Preassessment/postassessment, winter 2014
- 🇼 Preassessment/postassessment fall 2014
- 🇼 TCC Board Presentation: LS 101 assessment project
  Presentation by Heather Gillanders to the TCC Board of Trustees, January 2016.
- 🇼 Is It Working?
  Short paper prepared for the biannual Library Assessment Conference, 2016.
- 📄 Is It Working?
  Presentation by Heather Gillanders at the biannual Library Assessment Conference, 2016.

Library assessment master plan

This is a living document that is updated annually. It allows us to capture all of the assessment work in which we are currently engaged and set priorities for the given academic year.

- 🇽 Assessment master plan, 2016-17

Questions?

If you have questions about any of this data, please concact the library's instruction assessment coordinator, Heather Gillanders, hgillanders@tacomacc.edu.

Biannual faculty surveys

The following are reports from the biannual faculty surveys, which measure the importance of and satisfaction with the library's instruction program and resources.

- W Faculty survey, 2012
- W Faculty survey, 2014
- W Faculty survey, 2016
- W Longitudinal comparison of faculty surveys

Biannual student surveys

The following are reports from the biannual student survey, which measure the importance of and satisfaction with the library's instruction program and resources.

- W Student survey, 2013
- W Student survey, 2015
- W Longitudinal comparison of student surveys

Annual program learning outcome (PLO) projects

The following are reports from our annual PLO projects.

- W PLO project, 2011-12
- W PLO project, 2012-13
- W PLO project, 2014-15

Appendix D. Representative Example II – Early English Task Force
Early English 101 Task Force Report

See Attachment

Early Engl& 101 Task Force Report

Endorsed by Instructional Assessment Steering Committee 4/20/2015
To Instructional Council 5/11/15
Revised 11/19/15

Task Force Participants: Pattie Green (Chair), Kristina Young, Don Ramage, Ken Fox, Tamara Kuzmenkov, Annalee Rothenberg, Jennifer Sorensen, Liz Fortenbery, Pam Costa, Kim Rzeszewicz

TCC CORE THEME: CREATE LEARNING

Early English 101 and Student Success

Data suggests that our students are able to more successfully complete many courses when English 101 is taken concurrently or before taking those courses; in particular, courses requiring critical thinking, reading, and writing are better supported by the concentrated focus of English 101. These findings are consistent with the outcomes of English 101, all of which are skills essential to success in college work across disciplines. (See Appendix 1)

Only 29 out of 900+ courses list Engl& 101 as a prerequisite, with 4 of those allowing students to take Engl& 101 concurrently. (See Appendix 2) In addition, of the 22 courses designated as Writing Intensive, only 9 require Engl& 101 as a prerequisite. (See Appendix 3)

The Degree Learning Outcome Assessments for CRT and COM found increased student success college-wide in written work and in critical thinking for students who had previously taken English 101. Institutional Research data on successful completion in writing-intensive courses between 2008 and 2014 shows marked increases in success for Humanities courses and 200-level English courses.

Encouraging and enabling early English 101 completion, and, for some courses and sequences, requiring early English 101, will likely result in greater student success. (Success is defined as passing a course with a C grade or better and without repeating the course.)

Why earlier English 101 is beneficial

English 101 prepares students to meet our Degree Learning Outcomes:

- Listen, speak, read, and write effectively (COM)
- Analyze, and evaluate information and ideas, and to solve problems (CRT)
- Research and utilize research appropriately (IIT)

Data compiled by Institutional Research indicates that students who take English 101 early in their college coursework are more likely to graduate in a timely manner and may be less likely to repeat courses.

Student Success Impacts and Causes of Delayed English 101

- Issues identified by Advising
  - All sections of English 101 are full
  - Fear of writing
  - Other classes to take
  - Financial aid needs 12-15 credits
  - Faculty teaching with varying "reputations" (goal of English department is "doesn't matter who you take", but students talk to each other)
  - Schedules need to work for students.
  - Problems with wording and arrangement of course schedule (see below)
- Issues related to course schedule
  - Theme-based sections state "research required", though all require research Not all 101 course descriptions have research listed in the course descriptions on class schedule. Some of the theme-based Eng& 101 have research listed, which is a deterrent for some students. *Recommend adding statements such as "like other Eng& 101 courses" or rephrased to "standard required research is on X theme"*
  - Clustered courses can confuse when listed first. (They are reserved classes for Dev Ed.) Can be frustrating as the first several classes listed cannot be accessed by most students. *Could these courses be hidden from the main online schedule, or could they be moved to the bottom of the list, or even have a different item #?*
- Issues in course requirements and sequencing
  - Eng& 101 not required as a prerequisite to many other courses.
  - Some prof/tech programs do not require Engl& 101 early in sequence, so some students take it near completion of degree
- Other
  - Students want to get into classes perceived as "more interesting" or "major specific"

Proposed Solutions/Recommendations

Administrative (course sections, listings, Curricunet, classroom allocation)
- $ Classrooms need to be available to add sections for waitlisted students
- $ Need to be able to hire more adjunct Engl& 101 instructors
- Schedule Engl& 101 to be flexible enough to accommodate students' schedules

- Consider holding slots open for students who need Engl& 101 but don't get early enrollment
- $ Offering hybrid sections of English 101 to free up classroom space. (Hybrid 101 has also proved to be a format that is a natural fit for English 101 curriculum.)

Advising
- $ Students need to see Engl& 101 as an important step. (Rack cards, billboards, and other media can be ways to convey the message.)
- Work with advisors to get students in success/priority course selections (i.e. Engl& 101) rather than courses they don't need.
- Students need to see faculty advisors early and often.

Program/Departmental

1. Create structured pathways for all degrees/certificates that include early timing for completion of Written Communications requirements.
2. Encourage departments/programs to work with the Communication Division to:
   · evaluate and implement adoption of Engl& 101 as a co/prerequisite to writing intensive courses
   · evaluate and implement adoption of Engl& 101 as a co/prerequisite to 100/200-level courses in which writing and critical reading is an essential part of the course
   · create linked/coordinated studies/IBest or other alternative models of getting students to complete Engl courses early in their course sequencing
3. Continue to coordinate the theme-based courses (e.g. to match the professional technical programs)
4. Bring together faculty who teach writing and those who assign writing through theme-based courses, linked classes, and professional development opportunities.
5. Continue support for, and remove barriers to, the successful pathway models leading to the Written Communications outcomes, such as subject matter courses linked with developmental English, ABE, ESL, and EAP pre-Engl&101 courses. These linked courses have also supported student success in writing-intensive courses.

$ Continued support for Writing/Reading/Researching across the Curriculum (WRRAC)
Data from the CRT DLO assessment suggest that the freshness of material is also a factor in student success. (Namely the high success rates for English 95 can be attributed to the recent or concurrent study of English.) Continuing to support and build on the work of the Writing Across the Curriculum group is another way to support student success. Writing across the Curriculum could grow to include more writing support for instructors in various disciplines or assistance in providing embedded instructors. LS 101/102 pairing with subject area courses also accomplishes the goal of ongoing support. (Psychology has reported success in pairing courses with LS 101/102)

How Proposals will Address Issues

Theme-based and linked courses address the issue of students perceiving English 101 as less "interesting," based on course descriptions.

Theme-based Engl& 102 courses have shown increased student success rates; namely in minority student groups. Similar benefits could be expected from theme-based and linked courses.

Co-enrollment and Co-requisites

Success rates for co-enrollment in English 101 and even English 95 are in some cases higher than rates for early English completion, suggesting that co-enrollment and co-requisites are valid alternatives to prerequisites. The rates may be higher because the recent learning is timely and applicable, and also still retained in students' minds. These success rates suggest that co-enrollment and co-requisites are valid alternatives to pre-requisites.

Efficient use of instructional time

If Engl& 101 is taken early, other disciplines will not have to spend as much time teaching writing basics, allowing time for the foundations of discipline-specific writing. Currently, instructors in courses often have to take time out of their schedules to go over foundational college writing skills with students. (Some instructors have to take time to cover APA research writing, for example, which is covered in English 101. The paralegal program spends time teaching writing skills because many students in the program have not taken English 101.)

Supporting Data Correlating Student Success with Early Engl& 101

DLO COM/IIT Task Force Report (2011-2012)—"There is sufficient evidence that campus writing assignments resulting from courses with Engl 101 as a prerequisite scored higher than those from courses for which Engl 101 is not a prerequisite. There is strong evidence that scores are higher in all of the categories at a 90% level."

DLO CRT Task Force Report (2012-2013) —"There is very strong evidence that TCC students who have completed Engl/095 or higher exceed the scores for Critical Thinking of those students who have not. There is strong evidence that 50% of TCC students who have completed Engl& 101 meet or exceed the level 2 threshold for the Critical Thinking criteria on average."

IR Course Data for writing-intensive, 100+ level courses between years 2008 and 2014—

In ECE 100, students who did not take Engl& 101 at TCC had a lower successful completion percentage than those taking it before or concurrent with ECE 100 (60.9% vs. 75-100%)

In Engl 244 and 246, students who did not take Engl& 101 at TCC were not as successful as those who did (44.4-87.5% for Engl 244, 14,3-66.7% for Engl 246)

In HUM 120, 130, &101, &116, &117, students without Engl& 101 at TCC were less successful than those who had taken Engl& 101 (25-88.9% depending on course)

In Acct 201 and BUS 164, students who did not take Engl& 101 at TCC had a lower successful completion percentage than those who did take it (either before, after or concurrent with these courses)

     o 59-7-76.3% for Acct 201

     o 72.1-89.3% for Bus 164

Appendix 1: English 101 Course Outcomes

These are the English 101 course outcomes. The Program Learning Outcomes are listed below. (The PLO following each course outcome designates the mapped program outcome.)

English 101 course outcomes:

1. Craft, develop, and support a clear thesis; organize essays logically. PLO: 1
2. Use writing strategies appropriate to audience, purpose and occasion. PLO: 2, 4
3. Use expository essays to express original ideas. PLO: 1, 2
4. Read critically. PLO: 3
5. Conduct research as needed, use authoritative resources, and follow documentation rules. PLO: 4, 5
6. Use standard grammar and academic writing conventions. PLO: 4
7. Use a writing process of pre-writing, drafting and revision. PLO: 1, 2
8. Use academically accepted collaboration to improve writing and understanding. PLO: 4, 5
9. Take responsibility for own learning and ethical behavior in academic course-work. PLO: 5

Upon successful completion of the program, the student will be able to:

1. Craft, develop, and support a specific, debatable thesis (COK, COM, CRT).
2. Draft and refine a well-organized essay, speech, or other forms of communication appropriate to context and audience (COK, COM, CRT).
3. Read critically and research effectively to support thesis (COK, CRT, IIT).
4. Use appropriate writing and/or communication strategies, standard grammar, and academic documentation conventions (COK, COM).
5. Demonstrate ethical standards in all phases of the writing and/or communication process to include using collaboration within academically appropriate guidelines (LWC, RES).

Appendix 2: English Sequencing in Prof / Tech Programs

The following prof/tech programs require students to take Engl 101& early (as a prerequisite or within the first 2 quarters of the degree program): Health Information Technology, Diagnostic Medical Imaging, Nursing.

The following programs recommend Engl& 101 within the first 2 quarters: Accounting. Respiratory Care does not require it until the 2nd year, but most students complete it early.

The following prof/tech programs require Engl& 101 prior to graduation, but not earlier: Early Childhood, Networking & Cyber Security, Paralegal, Business.

Appendix 2: Courses with Engl& 101 as Pre/Co Requisite

Courses	Engl& 101 Status
CMST 110	Pre or Co-requisite
CMST& 220	Pre or Co-requisite
ENGL 103	Prerequisite
ENGL 180	Prerequisite
ENGL 261	Prerequisite
ENGL 262	Prerequisite
ENGL 264	Prerequisite
ENGL 265	Prerequisite
ENGL 276	Prerequisite
ENGL 278	Prerequisite
ENGL 279	Prerequisite
ENGL& 102	Prerequisite
ENGL& 220	Prerequisite
ENGL& 235	Prerequisite
HIT 105	Prerequisite
HIT 110	Prerequisite
HIT 125	Prerequisite
IT 230	Prerequisite
MO 101	Prerequisite
MO 120 *	Prerequisite
NURS 115	Prerequisite
NURS 153	Prerequisite
NURS 171	Prerequisite
NURS 172	Prerequisite
NURS 181	Prerequisite
NURS 191	Prerequisite
POLS& 202	Pre or Co-requisite
POLS& 203	Pre or Co-requisite
PSYC 209	Prerequisite

Note: This list does not take into account that some of the Professional/Technical Programs may require Engl& 101 as a prerequisite for program admission.

Appendix 3: Courses with Writing Intensive Designation

<table>
<tr><th colspan="4">Courses with Writing Intensive Designation</th></tr>
<tr><th>Course Number</th><th>Subject Code</th><th>Course Title</th><th>Engl Prerequisite</th></tr>
<tr><td>150</td><td>BUS</td><td>Global Business</td><td>Engl/ 95</td></tr>
<tr><td>234</td><td>ENGL</td><td>Introduction to Mythology and Folk Stories</td><td>Engl/ 95</td></tr>
<tr><td>242</td><td>ENGL</td><td>Contemporary Non-Western Literature</td><td>Engl/ 95</td></tr>
<tr><td>261</td><td>ENGL</td><td>The Bible as Literature</td><td>Engl& 101</td></tr>
<tr><td>262</td><td>ENGL</td><td>Children's Literature</td><td>Engl& 101</td></tr>
<tr><td>264</td><td>ENGL</td><td>English Literature: From Beowulf Through Shakespeare</td><td>Engl& 101</td></tr>
<tr><td>265</td><td>ENGL</td><td>English Literature: From Donne Through Blake</td><td>Engl& 101</td></tr>
<tr><td>271</td><td>ENGL</td><td>Contemporary American Fiction</td><td>Engl/ 95</td></tr>
<tr><td>276</td><td>ENGL</td><td>Creative Writing - Fiction</td><td>Engl& 101</td></tr>
<tr><td>278</td><td>ENGL</td><td>Creative Writing - Poetry</td><td>Engl& 101</td></tr>
<tr><td>279</td><td>ENGL</td><td>Creative Writing - Poetry workshop</td><td>Engl& 101</td></tr>
<tr><td>280</td><td>ENGL</td><td>Literatures of Diversity</td><td>Engl/ 95</td></tr>
<tr><td>220</td><td>ENGL&</td><td>Introduction to Shakespeare</td><td>Engl& 101</td></tr>
<tr><td>244</td><td>ENGL&</td><td>American Literature I</td><td>Engl/ 95</td></tr>
<tr><td>245</td><td>ENGL&</td><td>American Literature II</td><td>Engl/ 95</td></tr>
<tr><td>246</td><td>ENGL&</td><td>American Literature III</td><td>Engl/ 95</td></tr>
<tr><td>128</td><td>HIST&</td><td>World Civilization III</td><td>Engl/ 95</td></tr>
<tr><td>101</td><td>HUM&</td><td>Intro. to Humanities</td><td>Engl/ 95</td></tr>
<tr><td>116</td><td>HUM&</td><td>Humanities I</td><td>Engl/ 95</td></tr>
<tr><td>117</td><td>HUM&</td><td>Humanities II</td><td>Engl/ 95</td></tr>
<tr><td>118</td><td>HUM&</td><td>Humanities III</td><td>Engl/ 95</td></tr>
<tr><td>209</td><td>PSYC</td><td>Fundamentals of Psychological Research</td><td>Engl& 101</td></tr>
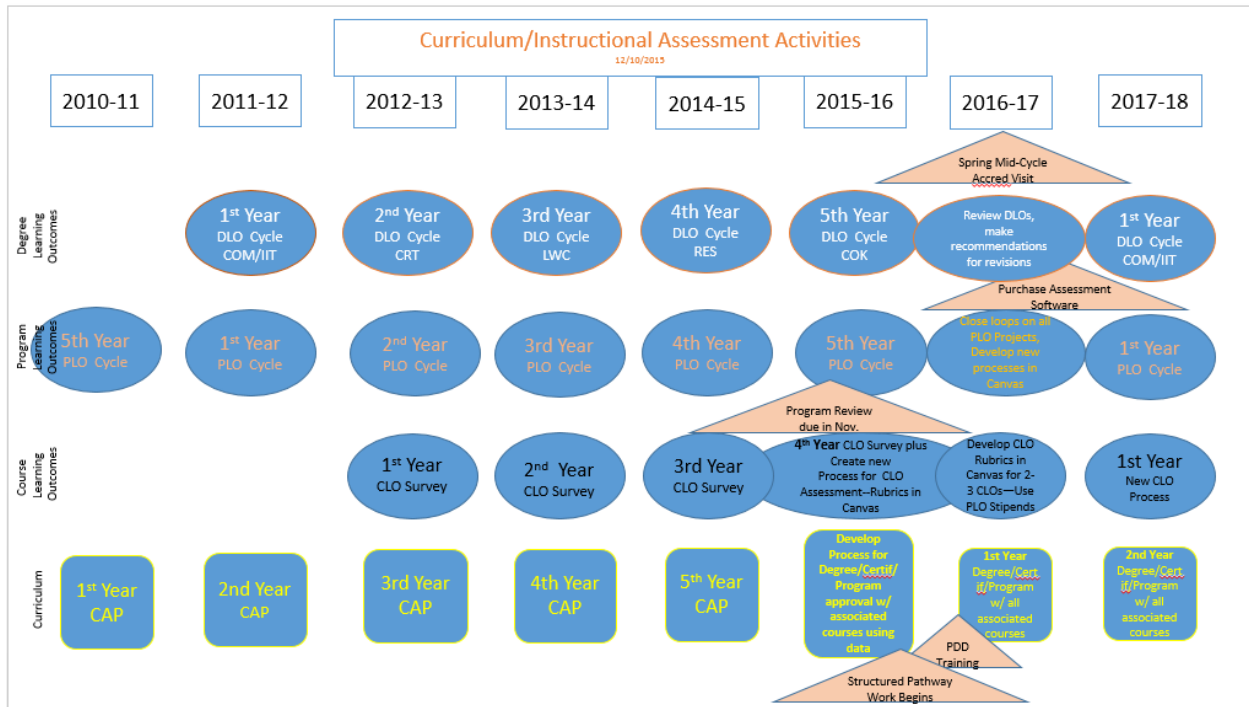</table>

Appendix E. Meta-Assessment Plan and Results

Meta-Assessment Calendar
DLO Revision Recommendations
Meta-Assessment Instructional Outcomes Process Recommendations

See Attachments

TCC Five-Year Assessment Calendar

Curriculum/Instructional Assessment Activities
12/10/2015

2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18

Degree Learning Outcomes

- 1st Year DLO Cycle COM/IIT (2011-12)
- 2nd Year DLO Cycle CRT (2012-13)
- 3rd Year DLO Cycle LWC (2013-14)
- 4th Year DLO Cycle RES (2014-15)
- 5th Year DLO Cycle COK (2015-16)
- Review DLOs, make recommendations for revisions (2016-17)
- 1st Year DLO Cycle COM/IIT (2017-18)

Spring Mid-Cycle Accred Visit (2016-17)

Program Learning Outcomes

- 5th Year PLO Cycle (2010-11)
- 1st Year PLO Cycle (2011-12)
- 2nd Year PLO Cycle (2012-13)
- 3rd Year PLO Cycle (2013-14)
- 4th Year PLO Cycle (2014-15)
- 5th Year PLO Cycle (2015-16)
- Close loops on all PLO Projects, Develop new processes in Canvas (2016-17)
- 1st Year PLO Cycle (2017-18)

Purchase Assessment Software (2016-17)

Course Learning Outcomes

- 1st Year CLO Survey (2012-13)
- 2nd Year CLO Survey (2013-14)
- 3rd Year CLO Survey (2014-15)
- 4th Year CLO Survey plus Create new Process for CLO Assessment--Rubrics in Canvas (2015-16)
- Develop CLO Rubrics in Canvas for 2-3 CLOs—Use PLO Stipends (2016-17)
- 1st Year New CLO Process (2017-18)

Program Review due in Nov. (2014-15)

Curriculum

- 1st Year CAP (2010-11)
- 2nd Year CAP (2011-12)
- 3rd Year CAP (2012-13)
- 4th Year CAP (2013-14)
- 5th Year CAP (2014-15)
- Develop Process for Degree/Certif/Program approval w/ associated courses using data (2015-16)
- 1st Year Degree/Cert.if/Program w/ all associated courses (2016-17)
- 2nd Year Degree/Cert.if/Program w/ all associated courses (2017-18)

PDD Training (2016-17)

Structured Pathway Work Begins (2015-16)

Tacoma Community College Instructional Assessment Overview Revision Recommendations

December 2016 (revised January 2017)

Process and timeline

In Fall 2016, the Instructional Assessment Steering Committee (IASC) undertook the responsibility of reviewing the current instructional assessment processes in order to make recommendations for update and improvement. IASC members reviewed the Course, Program, and Degree Learning Outcome assessment reports from the past year, held a joint meeting with the Student Learning Improvement Council (SLIC) to discuss past practice, and sent out a survey to all faculty asking about current practice and inquiring into the desired future approach.

The IASC analyzed 112 survey responses. Members specifically looked for themes and general understandings in the written comments. Detailed survey responses are found **here**. The recommendations below are the result of review and discussion at IASC meetings on 11/10/2016 and 11/28/2016. Expedient endorsement of these recommendations will allow the IASC to then create exact processes and procedures (forms, training, timelines) during Winter 2017 and implement them in Spring 2017.

IASC members:

Jared Abwawo, Mathematics
Jonathan Armel, Mathematics
Bruno Arzola-Padilla, World Languages
Analea Brauburger (Co-chair), Curriculum & Assessment Coordinator
Pam Costa, Psychology
Heather Gillanders (Interim Co-chair), Library
Katie Gulliford, Chemistry
Corinne Jarvis, HIT
Ruth Lopes, Nursing
Anne Lyman, Music
Matthew Mburu, Business
James Mendoza, Counseling
Monica Monk, EAP
Deb Padden, eLearning
Kelley Sadler, Institutional Research
Mecca Salahuddin, Organizational Learning and Effectiveness
Kristina Young, Written/Oral Communication and Humanities

Recommendations

TCC instructional assessment includes three levels of outcomes: Course Learning Outcomes (CLO), Program Learning Outcomes (PLO) and Degree Learning Outcomes (DLO). We recommend practices around the three levels as follows.

Course Learning Outcomes (CLO)
Recommendation
- CLO assessment will be determined by the individual disciplines (and their respective programs). Course level assessment is the responsibility of each individual instructor at the college. The program chair and his/her designated assessment person (if not the chair) along with their faculty will determine the process for collecting CLO data. Faculty will collect information on student achievement of all CLOs.
- IASC, SLIC and the Office of Organizational Learning and Effectiveness (OLE) will provide professional development/guidance around CLO data collection strategies.

Rationale

The current CLO process does not provide reliable data for meaningful longitudinal comparison because of low response rates and opportunistic sampling. Creating strategies for collecting data on course outcomes, processes for aggregating the information in meaningful ways, and opportunities for instructors to reflect on the information in order to make improvements to their courses is essential. Collecting data surrounding student achievement of course level outcomes allows for the meaningful, data driven approach to course proposal updates and discipline level strategies for improving student learning.

In order to respect the diversity of disciplines at TCC, CLO data collection strategies and implementation will be determined by the discipline and program chairs. Instructional leaders at the college (IASC/SLIC/OLE) will develop a toolkit for chairs that includes possible collection strategies such as the current survey; instructions/training on using the Learning Mastery tab in Gradebook in Canvas to gather embedded, authentic assessment data; and guidance on developing common assignments/rubrics.

Program Learning Outcomes (PLO)
Recommendation
- Composition of programs must be meaningful from both faculty and student perspectives. Individual discipline faculty, along with current program chairs and deans should analyze current programs to determine which disciplines belong to which programs. As program composition is determined, the current PLOs should be re-evaluated for meaning and updated, if necessary.
- PLO assessment will be done at the program level. Program chairs, their designated assessment person and their faculty will determine their process for collecting and reporting on PLO achievement. Programs may elect to continue using the annual PLO form (updated) if that works well or they may choose a different process that works better for their needs. This process is intimately tied to the collection of CLO data. PLO assessment should include the aggregate of

CLO data as well as any other meaningful research projects. PLO assessment will be reported in the Program Review. More explicit guidelines for PLO assessment inclusion in the Program Review process is needed.

- Because longitudinal comparisons are important to mark progress and achievement, programs should choose assessment strategies that will remain stable.

Rationale

Individual programs should have the leeway to determine their own assessments within the proscribed PLO guidelines (to be created in Winter 2017). Most PLO assessment should revolve around aggregating course level assessment meaningfully and connecting it to the program level outcomes. The idea of PLOs centers on meaningfully grouping courses together into a program, identifying unifying outcomes for the program, determining how students are progressing in achieving those outcomes for the program, and making programmatic or curricular improvements based on collected information, as well as on community and other stakeholder needs.

PLO assessment need not be completely separate from CLO assessment. After all, the programs are comprised of individual courses, and those course outcomes should be directly tied to program outcomes, allowing for data aggregation.

Degree Learning Outcomes (DLO)

Recommendation

- DLO assessment will be done on a yearly basis with a rotating schedule. Rubrics will be created by IASC and/or SLIC to assess achievement levels of the individual DLO. The process for applying the DLO rubrics will be created and applied uniformly to each DLO (with room for minor adjustment given the nature of each DLO). Each DLO will be assessed at least once in a five-year cycle.

Rationale

The verbiage of the DLOs is currently under review by SLIC. Once the DLO review is complete and the recommendations are endorsed, the annual DLO cycle will begin. DLOs are the college-wide promise to students. TCC commits to educating students by providing them the skills outlined by the DLO. We must collect student DLO achievement data to determine individual DLO relevance and to guide interventions for greater student DLO achievement.

Tacoma Community College Degree Learning Outcome Revision Recommendations

December 2016

Process and timeline

In Fall 2016, the Student Learning Improvement Council (SLIC) was tasked with reviewing the verbiage of Tacoma Community College's Degree Learning Outcomes (DLOs). The committee reviewed all DLO task force projects from the previous 5-year cycle (2011/12–2015/16), as well a report from the Global Learning Task Force (2016).[1] In particular, committee members considered whether or not all aspects of a given DLO were measured (or *could* be measured) by the task force for that particular DLO. Committee members also considered any recommendations made by each of the task forces.

SLIC also reviewed the responses from an assessment survey created using SurveyMonkey by the Instructional Assessment Steering Committee (IASC) in Fall 2016. Question 11 asked, "Are any of the following Degree Learning Outcomes (DLO) problematic for your discipline? Choose any that are problematic and in the comments section specifically describe why with as much detail as possible." Of 111 respondents, 72 (64.86%) selected the "DLOs are not problematic for my discipline;" 15 (13.51%) selected "Core of Knowledge (COK);" 14 (12.61%) selected "Responsibility & Ethics (RES);" and 13 (11.71%) selected "Living and Working Cooperatively/ Valuing Differences (LWC)."[2]

It also should be stated that while SLIC highly values knowledge and skills that are not easily measurable, the intent of assessment is to provide evidence that leads to curricular improvement and increases student success.[3] In addition, demonstrating this constant cycle of improvement is a requirement of accreditation.

SLIC members:

Gavan Albright, Biology
Analea Brauburger, Curriculum & Assessment Coordinator
Heather Gillanders (Chair), Library

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[1] All DLO projects from the last 5-year cycle can be found in the TCC Instructional Assessment Canvas course: https://tacomacc.instructure.com/courses/1299967

[2] Instructional Assessment Steering Committee, "TCC Assessment Survey Data" (survey data, Tacoma Community College, Tacoma, WA, 2016), Q11, https://docs.google.co006D/spreadsheets/d/1g38cEo3iC9S9Vv5I8hUF2e-IpiUc398QVgnaxhE2T1E/edit?usp=sharing.

[3] SLIC is open to reconsidering the inclusion of some terminology we are recommending be cut, if it can be demonstrated to be measurable.

Corinne Jarvis, Health Information Technology
Sonia Llacer, World Languages
Lee Sledd, Communication & Transitional Studies

Recommendations

The following is the verbiage for the current introductory statement and DLOs. Recommended changes are highlighted after each section/outcome.

Introductory Statement:

TCC has a responsibility to the larger community to guide its students toward becoming thoughtful, skilled, contributing citizens. To that end, we have developed outcomes (listed below) that we expect every degree recipient to meet. Yet much of what we hope students learn is not easily measurable, nor is it necessarily completed when they acquire a degree here. Intellectual curiosity and creativity, appreciation for a broad education, respect for self and others, a strong ethical conscience, resourcefulness in the face of change - these are qualities that may take time to develop, and may be attained beyond TCC in communities, workplaces, and other institutions of higher learning. We take seriously our role in nurturing these qualities while students are here and we try to cultivate in our graduates an awareness that the degree they earn here is not the end of their learning, but a beginning.

> **Recommendations:** None. Keep introductory statement as is.

> **Rationale**: While the DLOs must be measurable, SLIC values knowledge and skills that are not easily measurable and believes that this introductory statement is an important acknowledgement of that fact.

Upon completing a degree at Tacoma Community College, students will be able to:

Degree Learning Outcomes

Core of Knowledge (COK): Demonstrate a basic knowledge of each of the distribution areas (Written Communication, Humanities, Quantitative Skills, Natural Sciences and Social Sciences; or, as applicable, specific professional/technical programs), integrate knowledge across disciplines, and apply this knowledge to academic, occupational, civic and personal endeavors.

> **Recommendations:**

> Rewrite as:

> Demonstrate a basic knowledge of each of the distribution areas (Written Communication, Humanities, Quantitative Skills, Natural Sciences, and Social Sciences) or, as applicable, specific professional/technical content, and program-level content and apply this knowledge to academic endeavors.

Communication (COM): Listen, speak, read, and write effectively and use nonverbal and technological means to make connections between self and others.

Critical Thinking & Problem Solving (CRT): Compare, analyze, and evaluate information and ideas, and use sound thinking skills to solve problems.

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[4] Core of Knowledge Task Force, "Core of Knowledge Degree Learning Outcome Assessment" (report, Tacoma Community College, Tacoma, WA, 2016), 7.

Information & Information Technology (IIT): Locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for both academic and personal applications.

Recommendations:

Rewrite as:

Locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for academic or, as applicable, specific professional/technical applications.

Rationale:

The IIT task force did not measure students' ability to do this in personal applications,[5] and it would be difficult to do so in the future.

Living & Working Cooperatively/Valuing Differences (LWC): Respectfully acknowledge diverse points of view, and draw upon the knowledge and experience of others to collaborate in a multicultural and complex world.

Recommendations:

Rewrite and rename as:

Intercultural Collaboration & Diversity (ICD):
Demonstrate successful application of an interdependent, diverse, and multicultural worldview through collaborative engagement.

Rationale:

SLIC felt that the verb 'acknowledge' in the current outcome is weak, indicating only tolerance rather than a willingness to critically consider other points of view. In addition, the Global Learning Task Force made the recommendation to "replace the broad Living and Working Cooperatively DLO with a more narrowly focused Diversity and

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[5] COM/IIT Task Force, "Degree Learning Outcome Communication-Information/Information Technology (DLO COM/IIT) Assessment Task Force" (report, Tacoma Community College, Tacoma, WA, 2012), Part I.

Intercultural Responsiveness (DIR) DLO."[6] They proposed two potential wordings of this new DLO after soliciting feedback from faculty, which included:

> Diversity & Intercultural Responsiveness (DIR): Demonstrates, through collaborative engagement and socially responsible behavior, valuation of an interdependent, diverse, and multi-cultural world. Articulates how individual and group interactions, influences, and inequalities shape and impact self and society.

> or simply, in keeping with the brevity of existing DLOs:

> Diversity & Intercultural Responsiveness (DIR): Demonstrates, through collaborative engagement and socially responsible behavior, valuation of an interdependent, diverse, and multi-cultural world.[7]

SLIC felt that words such as 'responsiveness' and 'valuation' lack clear operational definitions and metrics and are therefore subjective and difficult to measure. In addition to difficulty in definition, there is a general logistical challenge in measuring behavior. When essential for a program, behavior can be elicited via role play, simulations, and peer-rating schemes; but administration of these methods can be cumbersome, and their authenticity could be questionable. Thus the verbiage of this DLO was edited to be measurable.

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

Recommendations:

Keep RES as is but consider adding the environment to our mission/vision/strategic plan the next time strategic planning occurs.

Rationale:

The RES Task Force indicated in their report that while students met the 75% benchmark for the individual (87%) and community (85%) portions of the DLO, they did not meet this benchmark for the environment (52%) portion.[8] Further, the Task Force wrote in their recommendations for the future that "Questions pertaining to the environment are not currently reflected in TCC's Student Code of Conduct…. If 'environmental

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[6] Global Learning Task Force, "Global Learning Task Force Recommendations," 5.

[7] Ibid., 5.

[8] Responsibility and Ethics Task Force, "Degree Learning Outcome – Responsibility & Ethics (DLO RES) Assessment Task Force Report" (report, Tacoma Community College, Tacoma, WA, 2016), 3.

responsibility' remains part of the RES DLO, then the college may want to consider including this in the mission/vision/strategic plan."[9]

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[9] Ibid., 6.

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