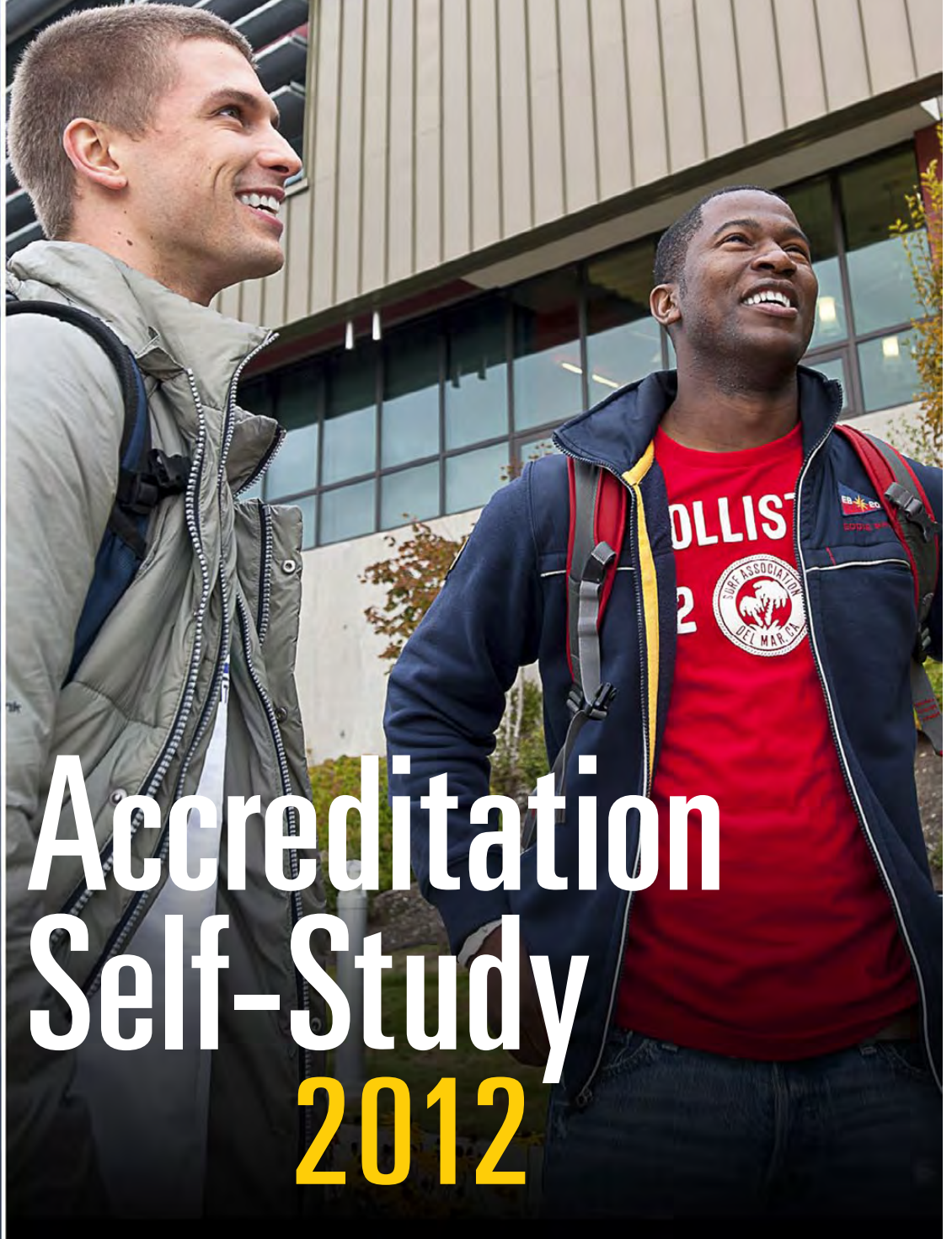


Tacoma
Community
College

Accreditation Self-Study 2012

TCC
PAMELA TRANSUE
CENTER FOR SCIENCE
& ENGINEERING



Self-Evaluation Reports

Years One and Three

Standard One

Mission, Core Themes, and Expectations

Standard Two

Resources and Capacity

Submitted by Tacoma Community College to the
Northwest Commission on Colleges and Universities

April 2, 2012

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Institutional Overview

Tacoma Community College (TCC) is a public, two-year institution of higher education authorized by the State of Washington under the Community College Act of 1967. The college offers comprehensive educational and service programs to meet the needs of the students and communities served. The main campus, located on 150 acres in Tacoma, Washington, provides educational opportunities and resources for the 796,000 residents of Pierce County. The college also provides programs at a second campus in nearby Gig Harbor; at the college's Bridge Program located at The Evergreen State College Tacoma; at the Family Literacy Program at the Madison School in Tacoma; and at the Washington Corrections Center for Women in Purdy, Washington and the Mission Creek Corrections Center for Women in Belfair, Washington.

TCC provides Associate degrees in Arts and Sciences, Biology, Business, Elementary Education, Pre-Nursing, and Science for students with university transfer intent. The college also offers fourteen degrees and a variety of certificates through its professional/technical programs. Basic reading, writing and math skills, GED testing, IBest (Integrated Basic Education and Skills Training) and EAP (English for Academic Purposes) are offered primarily as pre-college programs. In addition, a Corporate and Continuing Education Division offers customized training for the business and corporate sector and personal enrichment activities for the community.

In the 2010-11 academic year the college enrolled more than 10,850 unduplicated state supported students. In the same year, 1,426 unduplicated students were enrolled in Continuing Education and student funded courses; and 6,398 students were enrolled through Washington State Department of Corrections programs, corporate programs, the Running Start program (11th and 12th grade students enrolled at TCC while simultaneously earning high school and college credit), and contracts with international institutions to provide individualized academic programs. Total unduplicated enrollment for the 2010-11 academic year was 18,540.

The college's student body reflects the diversity of its urban locale. In the 2010-11 academic year 63% of TCC students were female and 37% male; 51% of students were under age 26 and 49% age 26 or older; and 60% of students were white while 40% were students of color. In the same year 44% of students intended to transfer, 35% to pursue workforce training, 9% to pursue basic skills (transitional studies), and 12% indicated other educational intentions. 394 international students and approximately 810 students with documented disabilities attended TCC.

TCC is one of sixteen Washington colleges participating in Achieving the Dream (ATD), a national, foundation funded student success initiative focused on students of color and low-income students. This initiative has increased the college's institutional research capacity, fostered evidence based decision making across the college, and facilitated the development and implementation of interventions to increase student success, particularly that of historically underrepresented populations.

TCC used its Achieving the Dream accomplishments as a basis for the development of its current Pathway to Completion initiative. This initiative is intended to increase TCC student certificate and degree completion. TCC's Pathway to Completion, informed by the Bill & Melinda Gates Foundation's "Completion by Design Concept Paper;"¹ focuses on how students experience TCC. It identifies and eliminates points where students may leave college, and identifies and creates points of student momentum which retain students in their educational paths. Pathway to Completion emphasizes success within each pathway step, as well as the successful transition between pathway steps.² TCC's Pathway to Completion initiative is an example of the college's commitment to systematically and continuously improving student success and fostering student achievement of educational goals.

¹ ["Completion by Design Concept Paper"](#)

² ["Pathway to Completion"](#)

Preface

Brief Update on Institutional Changes since the Last Report

Tacoma Community College's most recent NWCCU (regular interim) evaluation visit was conducted in April 2009. The college's Standard One Self-Evaluation Report was submitted, and Year One Peer Evaluation Report received, in spring 2011. During this time TCC has seen changes in the areas of enrollment, revenue, division growth, facility and grounds development, leadership, the college's advising model, and curriculum assessment and management.

Enrollment and revenue

Over the past four years Tacoma Community College has experienced significant enrollment growth. Between fall of 2007 and spring of 2011 TCC state supported student headcount has increased by 31 percent, full-time-equivalents by 33 percent, and students attending school full-time by 32 percent. This enrollment increase has resulted in full utilization of college instructional space, maximum enrollments in many courses, and increased demand on instructional and student services staff.

During this period of increasing enrollments Washington State general allocation (revenue) to Tacoma Community College decreased dramatically. Each year since the 2007-09 biennium, the college has experienced a reduction in state budgetary allocation. For the 2007-08 fiscal year the college's state allocation was \$22,130,193. The current projection for the 2012-13 fiscal year is \$14,728,805. This reflects a 33.5% reduction in TCC's state funding over the past four years. The college has responded to this reduction in funding by proactively and strategically planning, implementing budget reductions by prioritizing programs, re-evaluating staffing needs, and refocusing resources while continuing to advance the college mission. TCC's leadership subscribes to a thoughtful, anticipatory, and conservative fiscal perspective that has allowed the college to weather the fiscal impact of the past four years with minimal stress on the institution.

Division growth

In the last four years Tacoma Community College has seen substantial growth in its Division of Corporate and Continuing Education. While the number of businesses the division served was reduced from 23 in 2007-08 to 22 in 2010-11, the gross revenue and unduplicated headcount of contract training increased significantly. Gross revenue of \$201,000 in 2007-08 increased to \$321,000 in 2008-09, \$675,000 in 2009-10, and \$1,765,239 in 2010-11. Similarly, headcount in this division increased from 1,404 in 2007-08 to 15,764 in 2010-11.

Facility and grounds

Tacoma Community College continues to implement its long range 2007 *Facilities Master Plan*. This document is based on the college's strategic plan, aligning capital and facility planning with instructional and administrative planning. Updated in 2009, the *Facilities Master Plan* provides a vision of the college campus and facility development for a twenty year period.

In 2009 half of Building 14 was demolished to make room for construction of a new health careers building. In 2010 the college received a lead gift from local philanthropist, Joe Harned, which will be combined with anticipated Washington State capital funds to build the new facility. The Harned Center's opening is tentatively scheduled for 2015, and the facility will house instructional programs in registered nursing, emergency medical technician, paramedic, respiratory therapy, health information management, radiologic sciences, and diagnostic medical sonography.³

³ Washington State's current capital budget uncertainty may delay the opening of the Harned Center. The Harned Center will open two years from Washington State's approval of project funding.

Additionally, in the past two years approximately 30% of the college's campus perimeter was improved with landscaping and hardscape; way-finding was improved with the addition of digital information kiosks throughout the campus; a reader board and sign on 12th Street replaced outdated signage; and an existing parking lot was renovated with additional parking spaces and improved vehicular navigation.

Leadership

College leadership has changed over the past several years with the appointment of three new trustees, Liz Dunbar (2010), Bob Ryan (2010), and Chad Wright (2010) and the replacement of two Executive Staff members. New Executive Staff members are Silvia Barajas, Vice President for Administrative Services, and Mary Chikwinya, Vice President for Student Services. Additionally, the college has appointed Bill Ryberg as Director for Development and the TCC Foundation.

Advising model

In the past several years Tacoma Community College has completed implementation of its "Declared and Prepared" total intake advising model. This multi-intervention approach to the student first year experience was developed as an Achieving the Dream strategy to increase student success. One particularly notable Declared and Prepared component is "Advisor Dashboard," an advising software application that was designed at TCC. The Washington State Board for Community and Technical Colleges has expressed interest in implementing Advisor Dashboard across the Washington State community and technical college system.

Curricular assessment and management

Tacoma Community College's instructional assessment systems continue to mature as a result of the college's recent completion of its Curriculum Alignment Project and acquisition of Curricunet, a curriculum management software. Both initiatives align, systematize, and make comprehensive the college's curriculum management and assessment systems and will establish consistency of learning objectives across courses and program pathways, and support comprehensive and consistent assessment of course, program, and degree learning outcomes.

Accolades

Within the past year TCC has received several notable accolades. In September 2011, TCC was granted Leader College status within the national Achieving the Dream initiative.⁴ Leader Colleges "have demonstrated commitment to and made progress on the four principles of Achieving the Dream: committed leadership; use of evidence to improve programs and services; broad engagement, and systemic institutional improvement. They have also shown three years of sustained student success improvement."⁵

Additionally, in 2010-11 TCC was ranked first among Washington State's thirty-four community and technical colleges in percentage of increased Student Achievement Points, the unit developed by the Washington State Board for Community and Technical Colleges for measuring college student achievement as the basis for distribution of state performance funding.⁶

⁴ ["Achieving the Dream: Tacoma Community College"](#)

⁵ ["Achieving the Dream: Leader Colleges"](#)

⁶ ["SBCTC: Student Achievement Initiative"](#)

Response to Recommendations

The Northwest Commission on Colleges and Universities conducted a full-scale evaluation of Tacoma Community College (TCC) in spring 2004. On the basis of this evaluation, the commission reaffirmed accreditation but requested a focused interim evaluation report with a visit in spring 2005, covering Recommendations 1, 2, and 3 in the areas of academic advising, full-time faculty staffing levels, and instructional assessment. On the basis of the 2005 report and visit, the NWCCU reaffirmed accreditation and requested TCC submit a focused interim report on Recommendation 1 from the 2005 report and host an evaluation visit in fall 2007. On the basis of the 2007 report and visit, the NWCCU reaffirmed accreditation with no additional recommendations. In spring 2009 TCC submitted a regular interim evaluation report and hosted an evaluation visit. On the basis of this report and visit, accreditation was reaffirmed with no recommendations.

Tacoma Community College submitted Standard One: Mission, Core Themes, and Expectations (Year One Self-Evaluation Report) in spring 2011. On the basis of this report, accreditation was reaffirmed with the following three recommendations.

1. The evaluation panel recommends that Tacoma Community College include an articulation of institutional accomplishments or outcomes representing an acceptable threshold or extent of mission fulfillment (Standard 1.A.2).

Tacoma Community College has determined benchmarks for each of its core indicators. These benchmarks identify levels of achievement at acceptable thresholds of mission fulfillment.

2. The evaluation panel recommends that Tacoma Community College reorient each core theme, objective and indicator from a reference of continuous improvement to a perspective of mission fulfillment. This will allow for the periodic exercise of redefining mission fulfillment as a catalyst and basis for continuous improvement within the accreditation self-study process (Standard 1.A.2).

Tacoma Community College has removed the reference to continuous improvement from the college's core indicators. Core theme objectives and indicators have been reoriented toward benchmarked performance thresholds labeled Mission Fulfillment Targets.

3. The evaluation panel recommends that Tacoma Community College seek more direct assessment indicators for the "Achieve Equity" core theme that include the requisite benchmarks to demonstrate mission fulfillment. It is further recommended that TCC sufficiently design and document indirect assessment indicators so that the data produced truly reflect achievement of the related core theme (Standard 1.B.2).

Tacoma Community College has evaluated all, and redesigned some of its core indicators, including those used to measure performance of its core theme, Achieve Equity. Indirect analysis has been reduced and additional indicators added for this core theme. Tacoma Community College retains its deep commitment to Achieve Equity, understanding the challenge presented by measuring and achieving this complex goal.

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Chapter One: Mission, Core Themes, and Expectations

Executive Summary of Eligibility Requirements

Tacoma Community College is in compliance with the Commission's eligibility requirements as indicated below:

2. Authority. Tacoma Community College is part of a state community college system composed of thirty four community and technical colleges that fall under the broad regulatory authority of the Washington State Board for Community and Technical Colleges. Created through the Community College Act of 1967, college districts in the system are charged with offering “thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural and recreational nature; and adult education” (RCW 28B.50.020(2)).⁷
3. Mission and Core Themes. Tacoma Community College's current mission statement was approved by the Board of Trustees in June 2008. This mission statement was created through a collaborative eight month process. In fall of 2009 Tacoma Community College formed a Strategic Planning Task Force to review the college's mission and develop a strategic plan intended to generate stakeholder ownership, guide resource allocation, and support the college's transition to the NWCCU's new accreditation format and cycle. Twenty seven college employees representing all college divisions were invited to serve on this six month task force.

The 2009 Strategic Planning Task Force affirmed the currency and utility of the 2008 mission and developed a set of core themes derived from the mission. The core themes were thematic concepts reflecting the programmatic breadth of the college, the weighted value of the college's diverse activities, and the multiple needs and goals of the college community. The Strategic Planning Task Force subsequently developed a four-year strategic plan based on the existing mission and new core themes. The 2010-2014 strategic plan was aligned with the college's current four-year accreditation cycle.

On June 3, 2010, the Tacoma Community College Board of Trustees approved the college's four-year strategic plan, “Commitment to Success,” reaffirming TCC's mission statement and establishing its core themes.

The college's mission is appropriate to its charter as a Washington State public community college, and responsive to the unique characteristics of its Pierce County service district. TCC devotes all its resources to support its educational mission and core themes.

⁷ [“RCW 28B.50.020”](#)

Standard 1.A: Mission

Tacoma Community College Mission Statement

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

Interpretation of Mission Fulfillment

Tacoma Community College's mission is fulfilled when the college meets or exceeds mission fulfillment targets for each of its three core themes. As the college advances toward mission fulfillment it annually assesses outcomes for each benchmarked indicator and evaluates its progress toward achievement of its indicators, core themes, and mission. The college's core themes are mission-based institutional goals that are operationalized using strategic objectives and measured by the achievement of core indicators. Benchmarking core indicators identify outcomes that are used annually to evaluate performance on the college's objectives and core themes, and degree of mission fulfillment.

The college mission and core themes express TCC's student-focused institutional identity. Mission fulfillment is defined in relation to student goals and aspirations in the areas of student learning and success, equity and social justice, and community engagement. The college's student-focused core themes are applied across TCC's baccalaureate transfer, professional/technical, transitional studies, and continuing education programs.

Tacoma Community College appreciates and respects the concept of community in its title. The college believes the fulfillment of its student-focused mission can only be understood in the context of the local community. By providing high quality learning opportunities to TCC students, the college aspires to have a positive effect on social, economic, and cultural change in the community.

Articulation of an Acceptable Threshold, Extent, or Degree of Mission Fulfillment

An acceptable degree of mission fulfillment is achieved when the college's three core themes individually and collectively meet or exceed TCC's mission fulfillment targets. Core theme achievement includes core objective achievement and, within each core objective, core indicator achievement. TCC's mission fulfillment framework is illustrated in figure 1-1.

Core Indicators Each core indicator has been assigned a measureable performance target informed by four-year TCC data. Based on a core indicator's performance relative to its target, the indicator is rated at one of three possible levels: exceeds expectations, meets expectations, or needs improvement. In September of each year core indicators rated needs improvement for the previous academic year are analyzed, and appropriate action plans developed to improve future performance. The college periodically reevaluates performance targets associated with the core indicators, adjusting them as appropriate.

Core Objectives Each year based on the performance of its core indicators and select contextual data, a core objective is annually rated at one of three possible levels: exceeds expectations, meets expectations, or needs improvement. These levels are determined using core indicator data, contextual information, and qualitative analysis.⁸

Core Themes and Mission Fulfillment Achievement of each of core theme is determined by the performance of its respective core objectives, contextual information, and qualitative analysis. The performance of all three core themes must achieve meets expectations or exceeds expectations for the college to achieve ac-

⁸ This protocol is consistent with stakeholder-involved contextualized quantitative and qualitative data analysis as articulated by the Lumina Foundation's definition of a "culture of evidence" within the community college. "[Data Don't Drive: Building a Practitioner-Driven Culture of Inquiry to Assess Community College Performance,](#)" page 9.

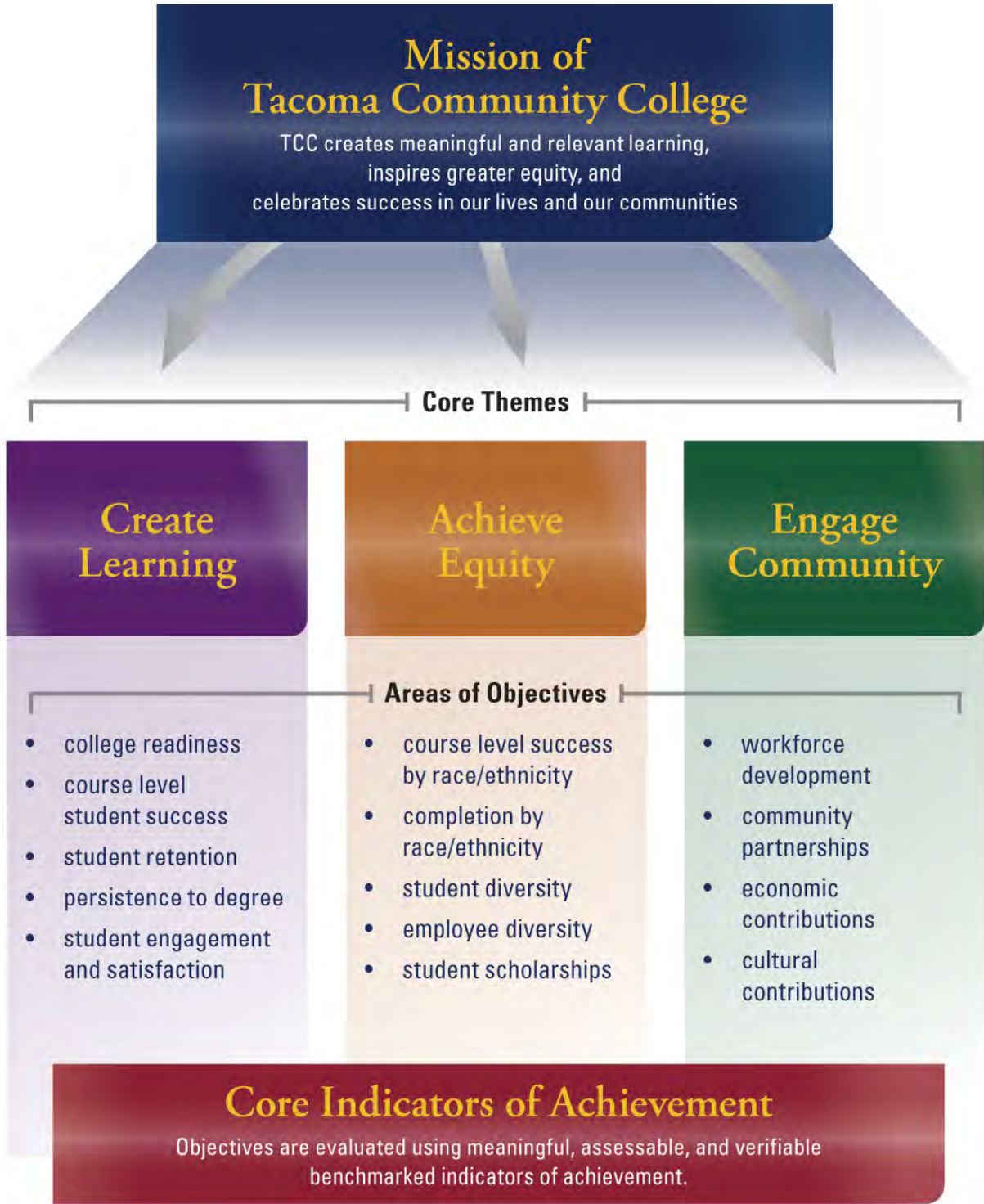


figure 1-1

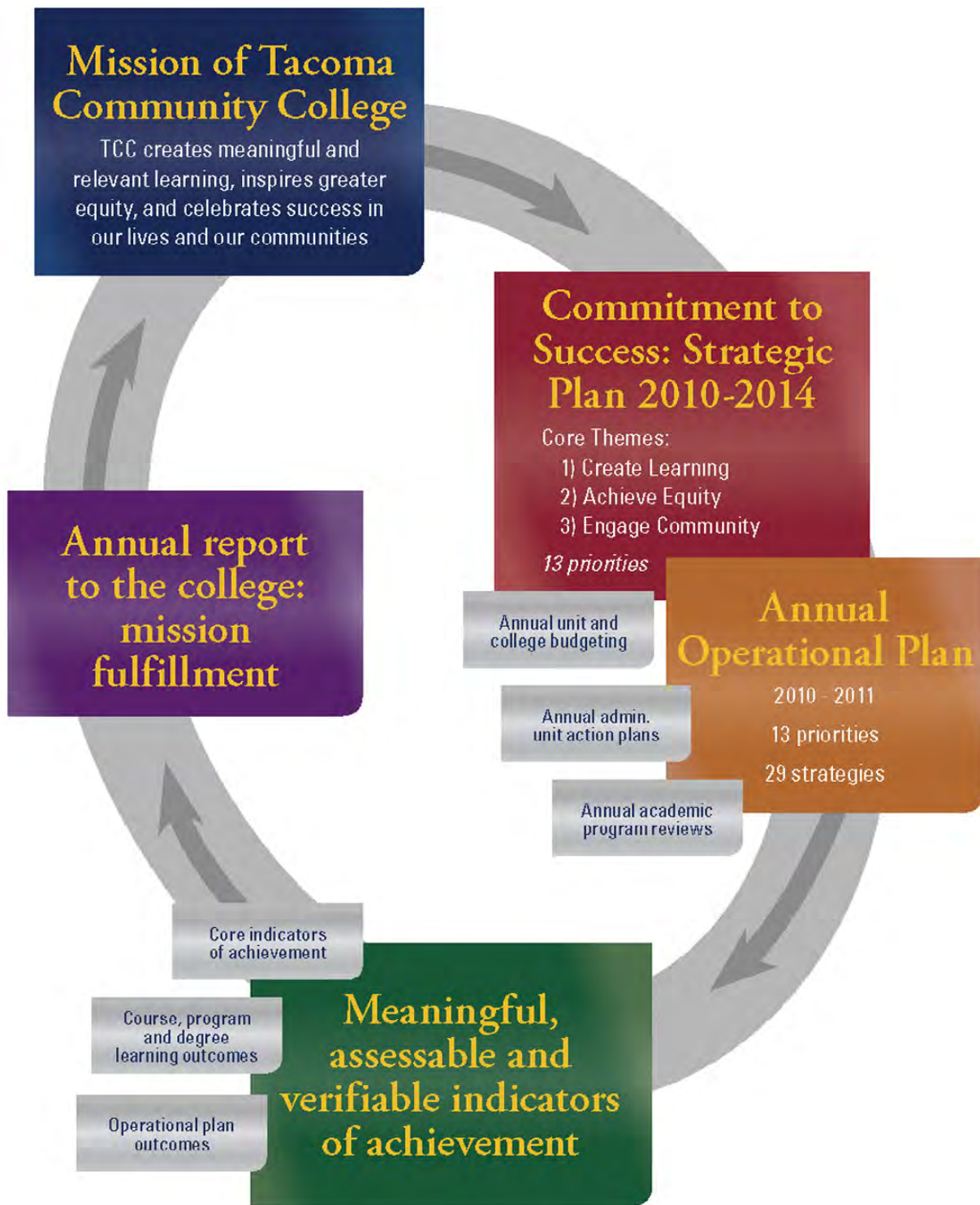


figure 1-2

Tacoma Community College | Operational Framework for Continuous Improvement

ceptable mission fulfillment. The core indicators are integrated within the college's annual planning activities. In August of each year, the college publishes an annual report on its progress in achieving its core themes and objectives as determined by its success in achieving mission fulfillment targets of the core indicators. The report is distributed to the Board of Trustees, Executive Staff, and TCC faculty and staff. It is used in the academic program and administrative unit planning that occur every fall, and in the operational and budget planning at the institutional level that occur every spring.

The core indicators are also essential to TCC's continuous improvement planning activities and its cycle of institutional assessment, planning, action, and assessment. In this context, the core indicators are complemented by annual operational plan indicators, which are measured using a variety of data sources including, among others, student learning outcome data at the course, program, and degree levels; assorted interactive visual analytic dashboards; data collected from surveys, including the Community College Survey of Student Engagement (CCSSE), Personal Assessment of the College Environment (PACE), Student Satisfaction Inventory (SSI), and Survey of Entering Student Engagement (SENSE); and reports from the Integrated Postsecondary Education Data System (IPEDS) and Washington State Board for Community and Technical Colleges (SBCTC). TCC's continuous improvement framework is illustrated in figure 1-2.

Tacoma Community College's core indicators are the foundation of the college'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 fulfillment.

Standard 1.B: Core Themes

Create Learning, Achieve Equity, Engage Community

Measureable core indicators are used to assess achievement of core objectives associated with the college's core themes, Create Learning, Achieve Equity, and Engage Community. The core indicators are informed by standards of professional practice and relevant literature, and evaluation of their achievement is supported by the college's research capacity and data systems.

The core indicators are incorporated into the college's mission-based reporting protocol. This annual reporting describes the college's progress in achieving its core themes, core objectives, and mission fulfillment targets for the core indicators. Annual reports to the college community tie the core indicators to the mission, and articulate to TCC stakeholders the college's annual progress in fulfilling its mission.

Core Theme I: Create Learning

Description—Create Learning Tacoma Community College is a student-centered learning environment. Learning opportunities at the college 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. The college's learning environments address the educational needs of the local population. TCC's innovative curricula, programs, and support services increase student learning, achievement, and success. Learning and support services optimize student learning, and learning outcomes ensure students transition successfully with necessary knowledge and skill.

Objectives—Create Learning Objectives for the Create Learning theme are associated with college readiness, student retention, persistence to degree, course level student success, and student engagement and satisfaction. The objectives are identified below with related indicators.

Core Indicators—Create Learning

Core Objective

1.A: College Readiness

Core Indicators

- 1.A.1: CASAS points in math, listening, and reading, or earns a GED/HS diploma
- 1.A.2: Successful completion rates for developmental education courses in:
English, math, reading
- 1.A.3: HD 101: successful completion rate
- 1.A.4: College level transition: Statway; accelerated English/reading

Core Objective

1.B: Student Retention

Core Indicators

- 1.B.1: Quarterly and annual cohort retention rates: fall to winter, fall to spring, fall to fall
- 1.B.2: Percentage of students completing: 15, 30, 45 college level credit

Core Objective

1.C: Persistence to Degree

Core Indicators

- 1.C.1: Number of math courses completed, required for professional/technical or transfer degrees
- 1.C.2: Increased Student Achievement Initiative point gains in certificate/degree awards ⁹
- 1.C.3: Percentage of students, transfer success (SBCTC): degree, transferred, still enrolled within 4 years ¹⁰
- 1.C.4: Percentage of students, transfer success (IPEDS): degree/transferred within 3 years ¹¹
- 1.C.5: Percentage of students, professional/technical success (SBCTC): degree, certificate or still enrolled within 4 years
- 1.C.6: Percentage of students, professional/technical success: degree, certificate in selective admission programs within 4 years

Core Objective

1.D: Course Level Student Success

Core Indicators

- 1.D.1: Course completion rates: developmental education; general and professional/technical education
- 1.D.2: Completion rates: courses using supplemental Instruction (SI)
- 1.D.3: Completion rates: courses using Universal Design for Learning (UDL) strategies

⁹ Washington State Board for Community and Technical Colleges' Student Achievement Initiative (SAI)

¹⁰ Washington State Board for Community and Technical Colleges (SBCTC)

¹¹ Integrated Postsecondary Education Data System (IPEDS)

Core Objective**1.E: Student Engagement and Satisfaction****Core Indicators**

- 1.E.1: Meeting or exceeding national mean for CCSSE: academic challenge, active and collaborative learning, student effort, student-faculty interaction, support for learners
- 1.E.2: Satisfaction scores for SSI: academic advising/counseling, admissions and financial aid, campus support services, registration effectiveness

Rationale for Core Indicators' Selection as Assessable and Meaningful Measures

College Readiness Many entering TCC students are unprepared for college-level English, math, and reading courses. TCC's pre-college courses provide students the skills, knowledge, and habits to enter and succeed in college-level courses and advance toward degree or certificate completion in a timely fashion. In 2009-10, 69% of new, first-time TCC students who graduated from high school in 2008-09 enrolled in a pre-college course in English, math, and/or reading during their first year. This percentage is considerably higher than the 57% average across Washington State community and technical colleges. Helping students succeed in developmental English, math, and reading is critical to the college's commitment to student learning, success, and equity. The College Readiness core objective supports the Create Learning core theme.

TCC has selected the following core indicators to measure mission fulfillment of this objective:

1. TCC students' pre-college level math, listening, and reading achievement gains on the Comprehensive Adult Student Assessment Systems (CASAS) test and pass rates on the American Council of Education's GED test (1.A.1).¹²
2. Course completion rates for students enrolled in pre-college level English, math, and reading courses, of which timely and successful completion is critical to student persistence (1.A.2).
3. Successful completion rates for TCC's student success seminar, HD 101, required for entering TCC students who assess in two or more levels of developmental education. Research indicates that students who successfully complete a student success course are more likely than other students to persist and achieve degree completion (1.A.3).¹³
4. Student transition rates from pre-college to college level courses (1.A.4).

Student Retention Tacoma Community College is committed to increasing student momentum, retention, and completion. The college understands there are critical moments in TCC student pathways: points of success and student momentum, and points of failure and discouragement. This "loss and momentum" framework allows TCC to conceptualize, track and analyze student achievement and retention,¹⁴ and is the basis for TCC's Pathway to Completion initiative.¹⁵ The Student Retention core objective supports the Create Learning core theme.

TCC has selected the following core indicators to measure mission fulfillment of this objective:

1. Quarter-to-quarter retention rates (1.B.1).
2. Percent of students attaining 15 quarter credits, 30 credits, and 45 credits, respectively (1.B.2).

Persistence to Certificate/Degree Tacoma Community College is committed to increasing student persistence to certificate, degree, and/or transfer to baccalaureate study. Student educational goal achievement is

¹² ["SBCTC: Student Achievement Initiative"](#)

¹³ [A Matter of Degrees: Promising Practices for Community College Student Success \(A First Look\)](#), page 15.

¹⁴ For information on the Gates Foundation's Preventing Loss, Creating Momentum Framework: ["Our Approach and Tools"](#)

¹⁵ ["Pathway to Completion"](#)

fundamental to all three of the college's core themes.¹⁶ TCC understands the importance of both access to education and certificate and degree completion. The Persistence to Certificate/Degree Completion core objective supports the Create Learning core theme.

TCC has selected the following core indicators to measure mission fulfillment of this objective.

1. Number of select degree-requisite math course completions. Completion of the first college math requirement is critical for maintaining student momentum toward credential/degree completion (1.C.1).¹⁷
2. Number of points TCC earns toward the Washington State Board for Community and Technical Colleges' (SBCTC) Student Achievement Initiative for certificate and degree completions (1.C.2).
3. Percentage of student transfer success as measured by the SBCTC sponsored Governance Institute for Student Success (GISS) initiative (1.C.3).
4. Percentage of student transfer success as measured by the Integrated Postsecondary Education Data System (IPEDS) (1.C.4).
5. Percentage of student completion of career training credentials and degrees (1.C.5).
6. Percentage of student certificate and degree completion of the college's selective admission career training programs (1.C.6).

Course Level Student Success Timely course completion is essential to students' quarter to quarter retention and persistence to certificate/degree completion. The college has implemented several initiatives to improve course level student success including Universal Design for Learning (UDL), and Supplemental Instruction (SI). The Course Level Student Success core objective supports the Create Learning core theme.

TCC has selected the following core indicators to measure mission fulfillment of this objective:

1. Successful course completion rates in general education and career training (professional/technical) courses and developmental education courses (1.D.1).
2. Successful course completion rates for courses with Supplemental Instruction (SI) components (1.D.2) and Successful course completion rates for courses incorporating Universal Design for Learning (UDL) strategies (1.D.3).

Student Engagement and Satisfaction Student engagement is a key indicator of student learning,¹⁸ and student satisfaction reflects the quality of the student experience.¹⁹ High levels of student satisfaction and engagement are essential to student retention and persistence to completion. These measures are particularly valuable in their ability to provide contextualizing data for other student learning assessments.²⁰ The Student Engagement and Satisfaction core objective supports the Creates Learning core theme.

TCC has selected the following core indicators to measure mission fulfillment of this objective:

1. Benchmarks of academic challenge, active and collaborative learning, student effort, student-faculty interaction, and support for learners from the Community College Survey of Student Engagement (CCSSE) (1.E.1).
2. Survey items on academic advising/counseling, admissions and financial aid, campus support services, and registration effectiveness from the Student Satisfaction Inventory (SSI) (1.E.2).

¹⁶ See ACCT's College Completion Challenge, "[TCC--College Completion Challenge](#)"

¹⁷ For a discussion of math completion as a correlate to certificate/degree completion: [Finish What You Start Study: A Look at the Broward College Student Success Pipeline](#)

¹⁸ "[About the Community College Survey of Student Engagement \(CCSSE\)](#)"

¹⁹ "[Student Satisfaction Inventory \(SSI\)](#)"

²⁰ "[Data Don't Drive: Building a Practitioner-Driven Culture of Inquiry to Assess Community College Performance,](#)" page 14

Core Theme II: Achieve Equity

Description—Achieve Equity Tacoma Community College’s dedication to social justice is reflected in its core theme, Achieve Equity. TCC values the variety of cultures, learning styles, and life experiences brought to the college by the diverse residents of Tacoma and Pierce County. TCC is committed to making the college more accessible and affordable for and to improving completion rates of its historically underrepresented students. The college maintains a comprehensive outreach system to connect with and engage the diverse population it serves.

Objectives—Achieve Equity Objectives for the Achieve Equity theme are associated with course level student success by race/ethnicity, degree and certificate completion by race/ethnicity, diversity of TCC students, the diversity of TCC employees, and student scholarships awarded. The objectives are identified below with related indicators.

Core Indicators—Achieve Equity

Core Objective	2.A: Course Level Student Success by Race/Ethnicity
Core Indicators	2.A.1: Successful developmental education course completion rates disaggregated by race/ethnicity 2.A.2: Successful general education and professional technical course completion rates disaggregated by race/ethnicity
Core Objective	2.B: Degree and Certificate Completion by Race/Ethnicity
Core Indicators	2.B.1: Four year professional technical program completion rate disaggregated by race/ethnicity 2.B.2: Four year transfer program completion rate disaggregated by race/ethnicity
Core Objective	2.C: Diversity of TCC Students
Core Indicators	2.C.1: Annual enrollment disaggregated by race/ethnicity 2.C.2: Annual enrollment international students 2.C.3: Annual enrollment, science, technology, engineering, math (STEM) courses: female, historically underrepresented populations 2.C.4: Satisfaction score for SSI: commitment to under-represented populations
Core Objective	2.D: Diversity of TCC Employees
Core Indicators	2.D.1: Achievement of Utilization Goals from the TCC Affirmative Action Plan for each of the employee job groups: African American, Asian/Pacific Islander, Latino, Native American
Core Objective	2.E: Student Scholarships
Core Indicators	2.E.1: Annual number of scholarships awarded by the TCC Foundation 2.E.2: Annual amount of scholarship funds awarded by the TCC Foundation

Rationale for Core Indicators’ Selection as Assessable and Meaningful Measures

The Achieve Equity theme is central to TCC’s mission. Understanding that inequity of educational opportunity is pervasive in higher education, Tacoma Community College has actively pursued an equity agenda for the past six years. With its involvement in the national Achieving the Dream initiative beginning in 2005, the college began strategically focusing on improving student performance of historically underserved student

groups. Supporting these efforts are the college's Multicultural Advisory Council,²¹ composed of community and college leadership, and the President's Council on Equity and Diversity, composed of college stakeholders. Additionally, Washington's State Board for Community and Technical College's sponsored Governance Institute for Student Success has recently focused the state's community college system on student success and completion, with an emphasis on the disparity in success between student groups when considered by race and ethnicity.²²

Course Level Student Success by Race/Ethnicity Achievement gaps that inform college efforts to realize the Achieve Equity theme are revealed when course level student success data is disaggregated. Successful course completion is critical to timely student progression toward certificate/degree completion. Momentum is critical to student progression, and the failure to successfully complete courses creates student vulnerability and the potential for students to abandon their educational endeavors. The Course Level Student Success by Race/Ethnicity core objective supports the Achieve Equity core theme.

TCC has selected the following core indicators to measure mission fulfillment of this objective.

1. Course completion for all pre-college (developmental) courses, disaggregated by race/ethnicity (2.A.1).
2. Course completion of college level general education and career training (professional/technical) courses, disaggregated by race/ethnicity (2.A.2).

Degree and Certificate Completion by Race/Ethnicity The college presumes that TCC certificate and degree completion rates disaggregated by race/ethnicity mirror disaggregated course completion rates, demonstrating inequitable student achievement. The Achieve Equity theme seeks to improve completion rates of all student race/ethnicity groups. The Degree and Certificate Completion by Race/Ethnicity core objective supports the Achieve Equity core theme.

TCC has selected the following core indicators to measure mission fulfillment of this objective.

1. Four year completion rates of professional/technical students, disaggregated by race/ethnicity (2.B.1).²³
2. Four year completion rates of transfer students, disaggregated by race/ethnicity (2.B.2).²⁴

Diversity of TCC Students Tacoma Community College strives to recruit and retain student populations that reflect the demographic diversity of its urban community. Equitable access and retention of a diverse student body is required to fulfill the college's Achieve Equity core theme. The Diversity of TCC Students core objective supports the Achieve Equity core theme.

TCC has selected the following core indicators to measure mission fulfillment of this objective.

1. Student enrollment disaggregated by race/ethnicity (2.C.1).
2. Annual international student enrollment (2.C.2).
3. Annual enrollment in STEM (science, technology, engineering, math) courses, disaggregated by race/ethnicity and gender to support understanding equity in participation in high-demand, high-income certificate and degree programs (2.C.3).²⁵
4. Satisfaction score on the Student Satisfaction Inventory (SSI), item 84: institution's commitment to under-represented populations (2.C.4).

²¹ ["Multicultural Advisory Council"](#)

²² ["Governance Institute for Student Success: GISS"](#)

²³ Completed or still enrolled; source: GISS

²⁴ Completed, still enrolled, or transferred; source: GISS

²⁵ The community college's inclination to reproduce society's economic and class distinctions are discussed by V. Morest in Bailey, Thomas and Vanessa S. Morest, Eds. *Defending the Community College Equity Agenda*. Baltimore: Johns Hopkins University Press, 2006, 31

Diversity of TCC Employees Tacoma Community College seeks to represent its community's vibrant and diverse demographic character. The college also understands that TCC's diverse student body requires a similarly diverse staff to create a welcoming, supportive, and relevant environment for all students. TCC's core themes of Create Learning, Achieve Equity, and Engage Community require an educational environment that is culturally responsive.²⁶ The college understands that the teaching, learning, and managing of the college must engage a diverse populace and achieve an ever greater global perspective. The character of the college's employees is critical to this goal. The Employee Diversity core objective supports the Achieve Equity core theme.

TCC has selected the following core indicator to measure mission fulfillment of this objective.

1. Federal reporting benchmarks reflecting utilization goals from the college's affirmative action plan for each employee group (2.D.1).

Student Scholarships The college is committed to mitigating economic inequities that diminish educational opportunity for low-income students. Over the past four years, more than 80% of annual scholarships provided by the Tacoma Community College Foundation have been need-based awards to low-income students. The college believes these funds are critical to low-income student attendance and achievement. The Student Scholarships core objective supports the Achieve Equity core theme.

TCC has selected the following core indicators to measure mission fulfillment of this objective.

1. The number of scholarships awarded annually by the TCC Foundation (2.E.1).
2. The total amount of scholarship funds awarded annually by the TCC Foundation (2.E.2).

²⁶ Daniel Smith and David Ayers describe and discuss culturally responsive pedagogy in ["Culturally Responsive Pedagogy and Online Learning: Implications for the Globalized Community College."](#)

Core Theme III: Engage Community

Description—Engage Community Tacoma Community College creates and sustains collaborative relationships within the college and in 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. The college works to create an attractive, accessible and easy-to-navigate physical and virtual environment that supports community engagement.

Objectives—Engage Community Objectives for the Engage Community theme are associated with the development of Tacoma’s workforce; community partnerships that increase access, learning, and completion; and economic and cultural contributions to the Tacoma Community. The objectives are identified below with related indicators.

Core Indicators—Engage Community

Core Objective

3.A: Development of Tacoma’s Workforce

Core Indicators

- 3.A.1: Annual workforce training enrollment
- 3.A.2: Number of annual workforce and general studies degrees awarded
- 3.A.3: Number of graduates passing licensure/certification examinations for Health Information Management, Paramedic, Registered Nurse, Radiologic Science, Respiratory Care on first attempt
- 3.A.4: Number of businesses receiving contract training
- 3.A.5: Gross revenue of training contract
- 3.A.6: Unduplicated headcount of contract training students
- 3.A.7: Perceived quality of workforce performance of professional/technical graduates as measured by employer survey responses
- 3.A.8: Quarterly and annual IBEST cohort retention rates: fall to winter, fall to spring, fall to fall

Core Objective

3.B: Community Partnerships to Increase Access, Learning, and Completion

Core Indicators

- 3.B.1: Fresh Start and Running Start course completion rates
- 3.B.2: Maintenance of current specialized articulation agreements: Brandman University, Evergreen State College Bridge Program, Lesley University, University of Washington Tacoma Dual Enrollment Program, Western Governors University
- 3.B.3: Maintenance of baccalaureate programs offered on TCC campus: Brandman University, Lesley University
- 3.B.4: Annual revenue of the TCC Foundation
- 3.B.5: Number of community members participating in TCC Foundation events
- 3.B.6: Number of students participating in service learning activities
- 3.B.7: Perceived responsiveness of TCC’s professional/technical programs in meeting area workforce needs as measured by employer survey responses
- 3.B.8: WABERS Federal level (ESL) literacy scores for students enrolled in Madison Family Literacy Program

Core Objective**3.C: Economic Contributions to the Tacoma Community****Core Indicators**

3.C.1: TCC's annual gross operating expenditures

Core Objective**3.D: Cultural Contributions to the Tacoma Community****Core Indicators**

3.D.1: Number of cultural programs for the community: Art Gallery events, music performances, sports events

3.D.2: Number of Student Life sponsored programs for the community

Rationale for Core Indicators' Selection as Assessable and Meaningful Measures

Developing Tacoma's Workforce Tacoma Community College plays a critical role in developing Tacoma's workforce. The college is committed to providing timely and innovative workforce training in response to regional economic needs.²⁷ The college encourages new businesses, assists existing businesses, and creates long-term economic growth for the region. Each year thousands of TCC students enter the workforce with new skills, steadily increasing the training levels of the Pierce County workforce.²⁸ The Developing Tacoma's Workforce core objective supports the Engage Community core theme.

TCC has selected the following core indicators to measure mission fulfillment of this objective.

1. Annual workforce training enrollment (3.A.1).
2. Annual number of workforce and general studies degrees awarded (3.A.2).
3. Number of licensure/certification examinations passed by HIM, Paramedic, Registered Nurse, Radiologic Science, Respiratory Care students (3.A.3).
4. Number of businesses receiving contract training (3.A.4).
5. Gross contract training revenue (3.A.5).
6. Contract training headcount (3.A.6).
7. Perceived workplace performance of TCC's professional/technical graduates as measured by responses to employer surveys (3.A.7).
8. IBEST cohort retention rates (3.A.8).

Community Partnerships to Increase Access, Learning, and Completion TCC is committed to partnering with a wide variety of community stakeholders in order both to engage the community and respond to student needs. The Community Partnerships to Increase Access, Learning, and Completion core objective supports the Engage Community core theme.

TCC has selected the following core indicators to measure mission fulfillment of this objective:

1. Course completion rates of Running Start and Fresh Start students (3.B.1).
2. Number of students participating in University of Washington Tacoma's dual enrollment program and Evergreen State College's Bridge Program (3.B.2).
3. Maintenance of baccalaureate programs on the TCC campus for Brandman University and Lesley University (3.B.3).
4. Annual TCC Foundation revenue (3.B.4).
5. Number of community members participating in TCC Foundation events (3.B.5).

²⁷ [Workforce trends and the importance of certificates and degrees of market value are discussed in Postsecondary Success](#)

²⁸ ["TCC Economic Impact, The Business Perspective, March 2011"](#)

6. Number of students participating in service learning activities (3.B.6).
7. Perceived responsiveness of TCC's professional/technical programs in meeting community workforce needs as measured by responses to employer surveys (3.B.7).
8. Literacy scores of students enrolled in TCC's Hispanic community outreach program, The Madison Family Literacy Program (3.B.8).

Economic Contributions to the Tacoma Community Tacoma Community College is committed to building Tacoma's human capital through its educational programs, as well as contributing to Tacoma's economic capacity through institutional expenditures. A March 2011 study found the net added income generated by TCC operations (\$36 million) and the spending of international students (\$2.3 million) contributes a total of \$38.3 million in annual income to the Pierce County economy.²⁹ The Economic Contributions to the Tacoma Community core objective supports the Engage Community core theme.

TCC has selected the following core indicator to measure mission fulfillment of this objective:

1. TCC's annual gross operating expenditures (3.C.1).

Cultural Contributions to the Tacoma Community Tacoma Community College values its role as a cultural leader, contributing to the community's educational, economic, and intellectual capacity, and serving as a cultural resource for students and community members. The Cultural Contributions to the Tacoma Community core objective supports the Engage Community core theme.

TCC has selected the following two core indicators to measure mission fulfillment of this objective:

1. The annual number of college art gallery events, music performances, and sporting events (3.D.1).
2. The annual number of Student Life sponsored community cultural events on the college campus (3.D.2).

²⁹ ["TCC Economic Impact, The Business Perspective, March 2011"](#)

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Chapter Two: Resources and Capacity

Executive Summary of Eligibility Requirements

Tacoma Community College is in compliance with the Commission's eligibility requirements as indicated below:

4. **Operational Focus and Independence.** Tacoma Community College's primary purpose is to serve the higher education interests of its students. Its principal programs lead to recognized certificates and associate degrees. The college devotes all its resources to support its educational mission and goals, and has the organizational independence and capacity to meet the NWCCU's standards and eligibility requirements.
5. **Non-Discrimination.** Tacoma Community College ensures equal employment opportunity and prohibits discrimination in employment on the basis of race, ethnicity, national origin, gender, gender identity, sexual orientation, age, marital status, status as a disabled or Vietnam era Veteran, the presence of any sensory, mental, or physical disability, or genetic information. The college is an equal opportunity employer, as is stated on all college employment recruitment materials.³⁰

The college integrates the principles of diversity into all its operations and activities. TCC strives to eliminate barriers to employment restricting hiring, promotion, recruitment, and tenure, and to create an organization that reflects the diversity of the constituencies it serves. Further, the college is committed to creating a climate in which diversity is valued and fostered, and exposure to differing cultures and peoples is viewed as a key component of employment readiness. TCC seeks to strengthen and expand the diversity of faculty, staff and students wherever possible.³¹

The college is committed to creating a culture and environment that respects and values individual differences and encourages the productive potential of every employee. TCC believes the diversity of the college workforce is directly related to the quality of services provided to meet students' cultural, economic and social needs.

6. **Institutional Integrity.** The integrity of Tacoma Community College is reflected in the conduct of the Board of Trustees and employees, the academic freedom afforded faculty and students, the fair and consistent treatment of students and employees, and the accuracy of information communicated to students and the public regarding college policies, programs, and services. The college prohibits discrimination and provides equal opportunity and equal access to its programs and services.
7. **Governing Board.** Local governance of the college is the responsibility of the Board of Trustees. The five Trustees are appointed by the Governor of the State of Washington. In appointing Board members, the Governor is required by state law to consider "geographical diversity, and representation from labor, business, women, and racial and ethnic minorities" (RCW 28B.50.100).³² The composition of the Board of Trustees reflects that of Tacoma Community College's service district.

The Trustees have no contractual, employment, or financial interest in the college. Each Trustee's Conflict of Interest Annual Statement is on file at the President's office.³³

³⁰ For example: "[Careers @ TCC](#)"; "[Administrative/Staff Opportunities](#)"; & "[Faculty Opportunities](#)"

³¹ TCC non-discrimination policy: "[TCC: Equal Employment Opportunity/Diversity](#)"

³² "[RCW 28B.50.100](#)"

³³ "[TCC Conflict of Interest Annual Statement](#)"

8. **Chief Executive Officer.** Tacoma Community College's President, Pamela Transue, was appointed to the position in 1997 by the college's Board of Trustees. President Transue is engaged full-time in the leadership of the college and serves as an ex officio member of the Board of Trustees.
9. **Administration.** Tacoma Community College retains a sufficient number of qualified administrators to manage the college at all organizational levels. Each manager is responsible to provide effective unit as well as cross divisional leadership, aimed at advancing the college toward mission fulfillment.
10. **Faculty.** Tacoma Community College employs appropriately qualified instructional staff in sufficient number to achieve its educational objectives, provide academic policy oversight, and ensure the integrity and continuity of its academic programs.

Tacoma Community College faculty are evaluated in a regular, systematic, substantive, and collegial manner. College evaluation policy specifies process timelines, evaluation criteria, indices of effectiveness, opportunities for continuous feedback, and administrative access to primary evaluation data. TCC faculty evaluation³⁴ is prescribed by Section 13.00: Academic Employee Evaluations, in the *Faculty Negotiated Agreement*.³⁵

11. **Educational Program.** Tacoma Community College provides programs with appropriate content and rigor consistent with its mission. Certificate and degree programs in recognized fields of study culminate in the achievement of identified student learning outcomes, culminating in degrees and certificates consistent with program content.
12. **General Education and Related Instruction.** Statewide degree guidelines and articulation agreements facilitated by the Washington State Board for Community and Technical Colleges (SBCTC) define and regulate the character and composition of general education within all the college's transfer degrees. These agreements require that each degree include content and methods from the humanities and fine arts, mathematical and natural sciences, and social sciences. The articulation agreements require that degrees adhere to an approved distribution course list published in the *Tacoma Community College 2011-2012 Catalog*.

Tacoma Community College's career training (professional/technical) certificate and terminal degree programs of forty five quarter credits or more provide instruction that supports identifiable and assessable student learning outcomes that align with program goals. These programs include related instruction in communication, computation, and human relations.³⁶

13. **Library and Information Resources.** The Tacoma Community College library effectively supports TCC's mission and core themes of Create Learning, Achieve Equity, and Engage Community by providing extensive paper and digital resources. Ongoing collection development is conducted by faculty librarians and supported by guidance from instructors across the curriculum. Collection decisions are made in response to clearly anticipated needs and are guided by a comprehensive set of policies and principles outlined in the library's Collection Development Policy.³⁷

³⁴ [Evaluation protocol varies dependent upon faculty classification: post-tenure, pre-tenure, full-time temporary, part-time adjunct, Department of Corrections employees.](#)

³⁵ [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014, page 77](#)

³⁶ [TCC has redesigned its framework for related instruction with full implementation scheduled for June 2012. Prior to June 2012 related instruction contained six thematic areas. These six areas have been reorganized into three thematic areas for implementation with publication of the 2012-13 college Catalog.](#)

³⁷ ["Collection Development Policy 2011"](#)

14. **Physical and Technological Infrastructure.** Tacoma Community College maintains physical facilities that are accessible, safe, secure and sufficient in quantity and quality to support its educational programs, core themes, and mission fulfillment.

Tacoma Community College's main campus is situated on 150 acres in west Tacoma. The main campus consists of 27 buildings encompassing 484,826 square feet of state owned facilities. In addition, the college owns a 13,000 square foot satellite campus in Gig Harbor, bringing the total to 497,826 square feet of state owned facilities with associated technology, managed by Tacoma Community College.

15. **Academic Freedom.** Tacoma Community College established, publishes, and adheres to policies of academic freedom and responsibility which protect students and faculty from inappropriate influence, pressure, and harassment.

The College's faculty academic freedom policy is located in Chapter II item 8 of the *Board of Trustees Policy Manual*³⁸ and Section 8.10 of the *Faculty Negotiated Agreement*.³⁹ The College's student academic freedom policy is based upon *Washington Administrative Code* 132F-121-020.⁴⁰ Policies on due process, distribution and posting, demonstrations, off campus speakers, and student complaints are located in this code.

16. **Admissions.** Consistent with its core themes of Create Learning, Achieve Equity, and Engage Community, Tacoma Community College is an open admission institution serving a diverse student body with a wide range of abilities and educational needs.

In order to assure a reasonable probability of student success, TCC has developed policies and programs to guide admission and placement of students in courses and certificate/degree programs based on individual assessment of prerequisite knowledge, skills, and abilities. The college's continuation, termination, and readmission policies are clearly stated, published,⁴¹ and administered in an equitable and timely fashion.

17. **Public Information.** The college catalog provides comprehensive information about college costs, programs, policies and procedures, the college mission, vision and values, faculty and staff credentials, and the academic calendar. The catalog is published annually and developed through a collaborative process directed by TCC's Executive Vice President for Academic and Student Affairs with support from the Department of Marketing, Communication and Outreach. The catalog is available digitally to students and college stakeholders on the TCC website,⁴² on TCC's student internet portal, and in print from the college bookstore.

³⁸ [Board of Trustees Policy Manual, page 7](#)

³⁹ [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014, page 49](#)

⁴⁰ ["Student Rights, Freedoms, and Responsibilities"](#)

⁴¹ [Tacoma Community College 2011-2012 College Catalog, pages 30-32; Tacoma Community College 2011-2012 Online Catalog](#)

⁴² [Tacoma Community College 2011-2012 College Catalog; Tacoma Community College 2011-2012 Online Catalog](#)

18. **Financial Resources.** Tacoma Community College is committed to responsible, stable, and informed long term financial planning that supports its programs, services, core themes and mission fulfillment.

The Washington State Legislature provides to the Washington State Board for Community and Technical Colleges (SBCTC) a biennial budget allocation for the operation of the state's thirty-four public community and technical colleges. The SBCTC distributes these funds to colleges in the system using an FTE allocation formula reviewed and approved by the college presidents. Colleges are authorized by the Legislature to collect and retain tuition to subsidize state funding.

TCC has adopted a financial reserve policy requiring that the college begin each fiscal year with local operating reserve of no less than 15% of the annual operating budget.^{43 44} This diminishes financial risk, ensuring a measure of stability in the fiscal management of the college.

Tacoma Community College realistically plans for its use of Washington State revenue, tuition revenue, earned income, donations and other revenue sources. TCC has a long history of responsible and strategic financial planning that advances its core themes and mission fulfillment.

19. **Financial Accountability.** Tacoma Community College has traditionally been audited biennially by the Washington State Auditor's Office (SAO). At the conclusion of each audit an Accountability Audit Report was drafted by the SAO and presented to the college in an exit conference attended by the college President, Vice President for Administrative Services, Director of Financial Services, and a member of the college's Board of Trustees. A final report was posted on the Washington State Auditor's Office website www.sao.wa.gov.⁴⁵

In November 2011, the college was notified that the SAO was undertaking a new approach to its accountability audits, shifting focus to auditing and reporting on statewide audit topics rather than separate accountability audits of individual agencies. From July 1, 2010 through June 30, 2011 the SAO performed a statewide accountability audit of tuition waivers issued at 10 Washington State public community colleges and all 6 Washington State public colleges and universities. TCC was not one of the 10 community colleges selected for a tuition waiver audit.

20. **Disclosure.** Tacoma Community College discloses to the Northwest Commission on Colleges and Universities all information required by the Commission for its evaluation and accreditation functions.
21. **Relationship with the Accreditation Commission.** Tacoma Community College accepts and agrees to comply with the standards and related policies of the Northwest Commission on Colleges and Universities. The college agrees that the Northwest Commission on Colleges and Universities may disclose the nature of any action, positive or negative, regarding its status with the Commission.

⁴³ [This 15% does not include outstanding Board of Trustee approved expenses.](#)

⁴⁴ ["Operating Reserves, CAM ADSV-404"](#)

⁴⁵ ["WA State Auditor's Office Audit Report 2007-2009"](#)

Standard 2.A: Governance

2.A.1: Tacoma Community College has an effective and widely understood system of governance with clearly defined authority, roles and responsibilities. The college’s decision making structures allow for the consideration of faculty, staff, administrators’ and students’ views on matters in which they have a reasonable interest.

TCC is part of the Washington State community college system, composed of thirty-four community and technical colleges falling under the broad regulatory authority of the Washington State Board for Community and Technical Colleges (SBCTC). Created through the Community College Act of 1967, college districts in the system are charged with offering “thoroughly comprehensive educational, training and service programs to meet the needs of both the communities and students served by combining, with equal emphasis, high standards of excellence in academic transfer courses; realistic and practical courses in occupational education, both graded and ungraded; community services of an educational, cultural and recreational nature; and adult education” (RCW 28B.50.020(2)).⁴⁶ State funds for community and technical colleges are appropriated by the state legislature and disbursed to the colleges by the state board.

Because the college was created by and receives support from state government, it is subject to rules, regulations, and policies promulgated by a number of state boards and agencies. These are outlined in Figure 2-1.

Figure 2-1: Overview of Washington State Government

Board/Agency	Function
State Board for Community and Technical Colleges	Nine member board appointed by the Governor. Provides general oversight of the state system of community and technical colleges.
Higher Education Coordinating Board	Nine member board appointed by the Governor. Represents broad public interest in the development of higher education policy.
State Board of Education and Office of the Superintendent of Public Instruction	Oversees the K-12 system, including college programs that serve high school students.
Office of the Attorney General	Provides legal oversight of state agencies.
Office of Financial Management	Promulgates financial reporting regulations.
Washington State Department of Enterprise Services (personnel and general administration)	Administers the state civil service system, including the merit system rules and the classification and pay system; promulgates regulations governing official records, procurement, facilities, and capital construction.
Washington Personnel Resources Board	Promulgates rules and regulations consistent with state civil service law, and hears personnel appeals.
Washington State Auditor’s Office	Conducts financial audits.

⁴⁶ [“RCW 28B.50.020”](#)

Board/Agency	Function
Washington State Department of Retirement Systems	Administers public employee retirement systems as well as deferred compensation and dependent care assistance programs for eligible state employees.
Washington State Employment Security Department	Regulates unemployment benefits.
Washington State Health Care Authority	Develops and provides comprehensive health care program for eligible state employees.
Workforce Training and Education Coordinating Board	Provides oversight of special legislative workforce development programs.
Tacoma-Pierce County Workforce Development Council	Provides oversight of local federal and state workforce development activities.

The local administrative organization of the college, summarized on the TCC Organizational Chart,⁴⁷ guides the authority, roles, and responsibilities of all college administrators.

Participation in college governance is ensured through the college’s local administrative organization and faculty and staff participation on committees, councils, panels, and task forces. These groups are organized as indicated on the TCC Shared Governance Flow Chart.⁴⁸ The committees, councils, panels, and task forces are identified on the college’s employee internet portal, which also includes each group’s purpose, administrative officer, authority, meeting schedule, member selection, list of current members, and an archive of minutes of past meetings.⁴⁹

Student engagement in college governance is provided for through the Associated Students of Tacoma Community College (ASTCC) Senate, which serves as the primary representative body. The ASTCC president represents the Student Senate at TCC Board of Trustees meetings. The ASTCC Senate appoints student representatives that serve on college tenure committees. And the ASTCC president or designee serves on the Student Services Committee and the College Council.

The TCC Board of Trustees participates in the Pierce County Coordinating Council, a leadership group composed of two trustees and the president of each of the four Pierce County community and technical college districts. The purpose of this group is to promote collaboration among these institutions.⁵⁰

2.A.2: Tacoma Community College is a single college with five satellite units. It retains a single governance system that supports the requirements, policies, regulations, and procedures for all college units. College policies are equitably administered across the college.

TCC retains a main campus in Tacoma; a satellite campus in Gig Harbor; a Bridge (lower division degree) Program at The Evergreen State College Tacoma; a family literacy program at the Madison School in Tacoma; and programs at the Washington Corrections Center for Women in Purdy, Washington, and the Mission

⁴⁷ [“TCC Organizational Chart 2011-12”](#)

⁴⁸ [“TCC Shared Governance Flow Chart”](#)

⁴⁹ [Employee Portal > College Info > TCC Committees: representative screenshot](#)

⁵⁰ [“Pierce County Coordinating Council”](#)

Creek Corrections Center for Women in Belfair, Washington. The organization of these programs, summarized on the Tacoma Community College Organizational Chart,⁵¹ guides the authority, roles, and responsibilities of the college's instructional programs, faculty and administrators.

TCC's main and satellite programs all administer and adhere to the same policies, regulations, and procedures. The college's two Washington State Department of Corrections programs adhere as well to the requirements and regulations of that agency.⁵²

The Tacoma Community College Foundation maintains a Board of Directors that oversees that 501(c)(3) organization. The Foundation is housed on the TCC campus. Its relationship to the college is described in section 2.F.8.

TCC is one of thirty-four Washington State public community and technical colleges. This statewide system is governed by the Washington State Board for Community and Technical Colleges (SBCTC). The SBCTC, governed by a nine-member board appointed by the Governor,⁵³ is required to provide "general supervision and control over the state system of community and technical colleges." Among its specific responsibilities are to:

- Prepare a single system operating budget request and capital budget request for consideration by the Legislature.
- Disburse capital and operating funds appropriated by the Legislature to the college districts.
- Ensure that each college maintains an open door policy and offers the educational, training, and service programs specified by law.
- Administer criteria for establishment of new colleges and for the modification of district boundary lines.
- Establish minimum standards for the operation of community and technical colleges with respect to personnel qualifications, budgeting, accounting, auditing, curriculum content, degree requirements, admission policies, and the eligibility of courses for state support.
- Prepare a comprehensive master plan for community and technical college education.
- Encourage innovation, coordinate research, and disseminate research findings.⁵⁴

2.A.3: Tacoma Community College is currently in compliance with the *Standards for Accreditation* of the Northwest Commission on Colleges and Universities. The college also complies with its collective bargaining agreements, legislative initiatives, and external mandates.

Reporting to the Executive Vice President for Academic and Student Affairs, TCC's accreditation liaison officer (ALO) directs the Office of Institutional Effectiveness (IE). The IE Office is located in the college's administration office suite, immediately adjacent to the office of the college's Executive Vice President for Academic and Student Affairs and near the office of the college President. In order to stay abreast of developments and provide information relevant to the college's compliance with NWCCU Standards for Accreditation, the ALO attends meetings of the Board of Trustees, Budget Committee, College Council, Instructional Administrators, Instructional Assessment, Instructional Council, Joint Administrative Council, President's Council on Equity and Diversity, and select Executive Staff and Student Services Council meetings.

⁵¹ ["TCC Organizational Chart 2011-12"](#)

⁵² ["Education and Vocational Programs for Offenders"](#) & ["Offender Financial Responsibility, 2012"](#)

⁵³ ["SBCTC: About Us"](#)

⁵⁴ ["SBCTC: State Board for Community & Technical Colleges"](#)

Governing Board

2.A.4: Tacoma Community College is supported by a five member Board of Trustees, who have no contractual, employment, or financial interest in the college. Each Trustee’s Conflict of Interest Annual Statement is on file at the President’s office.⁵⁵

The Trustees (Figure 2-2) are appointed by the Washington State Governor and are responsible for local governance of the college. In appointing board members, the Governor is required by state law to consider “geographical diversity, and representation from labor, business, women, and racial and ethnic minorities” (RCW 28B.50.100).⁵⁶ The composition of the Board of Trustees reflects the diversity of Tacoma Community College’s service district.

Figure 2-2 - Tacoma Community College Board of Trustees

Name	Occupation	Appointment Dates
Don Dennis, Chair	Manager, Washington State Governmental Affairs, CenturyTel, 1977-2006 (Retired). Current: Board Member, Gig Harbor Chamber of Commerce (Chair, Public Affairs Committee); Chair, Gig Harbor Rotary Club. Former: Board Member, Association of Washington Business, 14 years.	Sept. 2007-Sept. 2011; Oct. 2011-Sept. 2016
Liz Dunbar	Executive Director, Tacoma Community House. BA, Sociology/ Social Work Certificate, Washington State University. Current: Secretary, Japanese American Citizens League, 2000-present. Former: Chair, Governor’s New Americans Policy Council, 2008-2010; Board Member, American Leadership Forum (Chair, 2006-08); Board Member, Assoc. Ministries, 2006-2011.	Oct. 2010-Sept. 2015
Robert Ryan	President, Ryan, Jorgenson & Limoli, P.S. BS, University of Puget Sound. Current: Board Member, Franciscan Foundation; Member, Washington Society of CPAs; Member, American Institute of CPAs; Rotarian, Rotary Club of Gig Harbor. Former: Founder and Former President, Peninsula Schools Education Foundation; Member, Steering Committee, St. Anthony’s Hospital; Chairman, Narrows Bridge Citizen Advisory Committee, 2005-09; Scoutmaster, District Chairman, and District Treasurer, Boy Scouts of America, 1987-2008.	Nov. 2010-Sept. 2012
Frederick P. S. Whang	Private practice attorney. Retired Officer, US Air Force. BA, Florida State University; MA, University of Washington; JD, Seattle University. Current: Board Member, Association of Community College Trustees.	Sept. 2002-Sept. 2003; Oct. 2003-Sept. 2008; Oct. 2008-Sept. 2013
Chad Wright, Vice Chair	Chief Executive Officer, Marine View Ventures, Inc. BS, Boston College; JD, Pepperdine School of Law; MBA, Stanford Graduate School of Business. Current: Chair, Tacoma Goodwill Industries, 2011-12; Member, Washington State Bar Association; Member, California Bar Association.	Oct. 2009-Sept. 2014

⁵⁵ [“TCC Conflict of Interest Annual Statement”](#)

⁵⁶ [“RCW 28B.50.100”](#)

2.A.5: Tacoma Community College’s Board of Trustees acts only as a committee of the whole. No board member acts on behalf of the Board except by formal delegation of authority.

Because Tacoma Community College is a Washington State public community college, its Board of Trustees’ responsibilities and prerogatives are defined in the *Revised Codes of Washington* (RCW 28B.50).⁵⁷ The Board’s authority, duties, responsibilities, and code of ethics are formally articulated, along with Board procedures, in Chapter I of TCC’s *Board of Trustees Policy Manual*.⁵⁸ These duties and responsibilities include provision for “the personnel, physical facilities, and means of financial support to carry out the [college’s] goals and objectives.”

Chapter III of the *Board of Trustees Policy Manual* defines Board structure and operating procedures and directs that the Board’s business is to be conducted only at meetings by a quorum (three members) of the Board membership, and Board policy be passed by a majority of the Board. Chapter VI of the *Board of Trustees Policy Manual* defines the fiscal responsibilities of the Board, including review and approval of the annual budget, which is to “meet the stated philosophy, objectives, and goals” of the college, and accountability and control of college funds.

In compliance with the *Washington Administrative Code* (WAC), President Transue serves as Secretary to the Board of Trustees, and Vice President for Administrative Services, Silvia Barajas serves as Board Treasurer.

In accordance with Washington State’s Open Public Meetings Act of 1971 (RCW 42.30), Board meetings are open to the public.⁵⁹ Chapter III of the *Board of Trustees Policy Manual* provides, pursuant to the Open Public Meetings Act, for private executive sessions in meetings otherwise open to the public to allow for discussion of confidential personnel issues, real estate transactions, or litigation or potential litigation. Official actions of the Board can be taken only in public meetings. As representatives of their respective constituencies, the college Executive Staff, President of the Associated Students of Tacoma Community College (ASTCC), faculty union President, Classified Staff Council President, and TCC Foundation President attend and present reports at public Board meetings. Other college staff, particularly administrators, routinely attend Board meetings. An attorney from the Office of the Washington State Attorney General attends all Board meetings to provide legal advice.

2.A.6: The Tacoma Community College Board of Trustees regularly reviews, revises as necessary, and provides Broad oversight of both the college’s and the Board’s organizational and operational policies.

The TCC Trustees review the *Board of Trustees Policy Manual* as needed during the annual summer Board Retreat. The *Board of Trustees Policy Manual* was last fully updated in 2008. Additionally, the Board reviews administrative policies recorded in the *College Administrative Manual*.⁶⁰ The *College Administrative Manual* was fully updated in 2011. The Board participates in the development and continuous oversight of TCC’s strategic and operational plans. The Board also provides continuous budget oversight ensuring that fiscal policies are enacted. Board policy adoption is described in Chapter III of the *Board of Trustees Policy Manual*.

⁵⁷ [“Chapter 28b.50 RCW”](#)

⁵⁸ [Board of Trustees Policy Manual](#)

⁵⁹ [“Chapter 42.30 RCW”](#)

⁶⁰ [A print version of the College Administrative Manual will be available in TCC’s evidence room, May 2-4, 2011.](#)

2.A.7: The Tacoma Community College Board of Trustees selects and regularly evaluates the college President. The Board delegates authority to the President for the operation of the college and implementation of Board approved policies. The President's authority, duties, and responsibilities are defined in Chapter IV of the *Board of Trustees Policy Manual*⁶¹ as well as in the *Presidential Contract*.⁶²

The *Board of Trustees Policy Manual* stipulates that the President be annually evaluated by the Board. The President's contract further defines her evaluation to include Board-President relationships; community and external relations; classified, faculty, and administrative relationships; educational and student programs; business and financial matters; professional and leadership achievement; and the achievement of previously established goals.⁶³ The President keeps the Board informed regularly through monthly Board meeting reports and periodically through a detailed newsletter outlining her activities on behalf of the college.

2.A.8: Tacoma Community College's Board annually evaluates its performance in relation to its duties, responsibilities, and annual goals for the previous year, and sets new goals for the upcoming year. This evaluation and planning activity occurs at the annual summer Board Retreat. Prior to the retreat, a Self Evaluation Performance Review is completed by each board member for consideration at the summer Board Retreat.⁶⁴ The Board's goals and objectives for the coming year are also developed at the retreat.⁶⁵

Leadership and Management

2.A.9: Tacoma Community College has an effective system of leadership, staffed with highly qualified administrators with appropriate levels of responsibility and accountability. TCC leadership plans, organizes, and manages the college and assesses its achievements.

Board policy (Chapter IV of the *Board of Trustees Policy Manual*) requires the college President to develop and maintain a college administration to carry out the policies of the college. TCC's executive leadership consists of four Executive Officers and the President. The college is organized into four administrative divisions: Academic and Student Affairs, Student Services, Administrative Services, and Institutional Advancement. These are led, respectively, by an Executive Vice President for Academic and Student Affairs, a Vice President for Student Services, a Vice President for Administrative Services, and a Vice President for Institutional Advancement. The Executive Vice President and three Vice Presidents with the President compose the college's Executive Staff.⁶⁶

The Executive staff meets weekly to review and assess college performance, with particular attention to policy, planning, and accountability. The Executive Staff is responsible for monitoring the college's core indicators, assessing the college's degree of core theme achievement, and assessing fulfillment of the college mission.

The President performs annual formative and summative reviews of Executive Staff members. At the end of each year, the President and Executive Officers prepare written self-evaluations of their progress in meeting their goals, and develop their goals for the coming year. Goals and performance are aligned with TCC's mission statement, core themes, strategic, and operational plans. The President submits her self-evaluation to the Board for review during the Board's summer retreat. The President reviews Executive Officers' self-evaluations, and meets individually with Executive Officers before she prepares their written performance evaluations. Mid-year evaluations are performed as necessary.

⁶¹ [Board of Trustees Policy Manual, pages 13-14](#)

⁶² ["Presidential Contract, TCC"](#)

⁶³ ["Presidential Goals and Evaluation"](#)

⁶⁴ ["Board of Trustees Self Evaluation Performance Review 2010-11"](#)

⁶⁵ ["Board of Trustees Goals and Objectives 2010-11"](#)

⁶⁶ ["TCC Organizational Chart 2011-12"](#)

The qualifications of the college's Executive Officers are summarized below.

Pamela J. Transue, President

Education

Institute of Educational Management, Harvard University, Cambridge, MA
Ph.D., English, Ohio State University, Columbus, OH
M.A., English, Ohio State University, Columbus, OH
B.A., English, University of Washington, Seattle, WA

Prior Experience

Executive Dean, Rock Creek Campus, Portland Community College, Portland, OR
Executive Dean, Open Campus, Portland Community College, Portland, OR
Special Assistant to the President, University of Washington, Seattle, WA
Assistant Director, Office of Continuing Education, Ohio State University, Columbus, OH
Program Coordinator, Office of Continuing Education, Ohio State University, Columbus, OH
Graduate Administrative Associate, Center for Medieval and Renaissance Studies,
Ohio State University, Columbus, OH

Timothy Stokes, Executive Vice President for Academic and Student Affairs

Education

Ph.D., Philosophy, Joint program of the University of Arkansas, Fayetteville
and the University of Texas, Austin, Fayetteville, AR and Austin, TX
Ed.D., Higher Education Administration, University of Arkansas, Little Rock, AR
M.A., Political Science/Public Administration, University of Arkansas, Fayetteville, AR
B.A., English/Pre-law, Minors in History and Philosophy, Lyon College, Batesville, AR

Prior Experience

Vice President/Dean of Student Learning, Texas State Technical College, Marshall, TX
Executive Director/CEO, Southwest Arkansas Technology Learning Center, Arkadelphia, AR
Dean, Southark Career Center, El Dorado, AR
Research Associate, University of Arkansas, Fayetteville, AR
Research Assistant, Lyon College, Batesville, AR

Mary Chikwinya, Vice President for Student Services

Education

Doctoral Candidate, Curriculum and Instruction, University of Washington, Seattle, WA
M.A., Student Personnel Services, Slippery Rock State University, Slippery Rock, PA
B.A., Psychology, Slippery Rock State University, Slippery Rock, PA

Prior Experience

Vice President for Learning and Student Success, Pierce College, Puyallup, WA
Dean of Instruction, Green River Community College, Auburn, WA
Associate Dean for Instruction, Highline Community College, Des Moines, WA
Director of Minority Affairs, Highline Community College, Des Moines, WA
Director of Minority Affairs, Seattle University, Seattle, WA
Counselor/Advisor, Washington State University, Pullman, WA
Career Counselor/Instructor, Slippery Rock State University, Slippery Rock, PA

Silvia Barajas, Vice President for Administrative Services

Education

M.P.A., Public Administration, University of Washington, Seattle, WA
B.A., Psychology, University of California, Irvine, CA

Prior Experience

Director, Finance and Administration, University of Washington, Seattle, WA
Director, Administrative Services, Santa Ana College, Santa Ana, CA
Budget Officer, Sonoma State University, Rohnert Park, CA

Dan Small, Vice President for Institutional Advancement

Education

M.A., Journalism, University of Nevada, Reno, NV
B.A., Communications, Washington State University, Pullman WA

Prior Experience

Interim Executive Director, TCC Foundation, Tacoma Community College, Tacoma, WA
Associate Vice President, Institutional Advancement, Tacoma Community College, Tacoma, WA
Director, Community and Government Relations, Tacoma Community College, Tacoma WA
Director, Information and Publications, Tacoma Community College, Tacoma WA
College Information Officer, Tacoma Community College, Tacoma WA
Information Specialist, Southwestern Oregon Community College, Coos Bay, OR
Reporter, Buckley News Banner, Buckley, WA
Journalism Instructor, University of Nevada, Reno, NV

2.A.10: Dr. Pamela Transue, TCC’s President, holds exemplary credentials for her role as Chief Executive Officer of Tacoma Community College. President Transue is engaged full-time in the leadership of the college and serves as an *ex officio* member of the TCC Board of Trustees.

Dr. Transue has served as President of Tacoma Community College since 1997.⁶⁷ She is active in local civic improvement efforts and in regional and national professional activities. She has served as chair of the Board of the American Association of Community Colleges, as secretary of the Board of the American Council on Education, as president of COMBASE, a national organization devoted to community-based learning, and as president of the Washington Association of Community and Technical College Presidents. Dr. Transue currently serves on a number of boards including those of Tacoma Goodwill Industries, United Way of Pierce County, the State Board of Architects, and the Regence Blue Shield Advisory Committee. She is the recipient of the “2010 CEO of the Year Award” from the Pacific Region from the National Association of Community College Trustees and the “2010 CEO of the Year Award” from the State of Washington Trustees Association.

Dr. Transue attended the University of Washington, where she earned her bachelor’s degree, and the Ohio State University, where she earned her M.A. and Ph.D. degrees. Additionally, she has completed the Institute of Educational Management at Harvard. She is the author of two books and numerous articles. Before coming to TCC, she served as Executive Dean at Portland Community College and as Special Assistant to the President at the University of Washington.

⁶⁷ [“President Transue, Resume”](#)

2.A.11: Tacoma Community College retains a sufficient number of qualified administrators to manage the college at all organizational levels. At every level, managers are responsible for effective leadership of their respective unit, as well as cross-division collaborative leadership aimed at advancing the college toward mission fulfillment.

Mission statements, goals and objectives of instructional programs and administrative units are aligned with the mission and core themes of the college. At the program and unit levels, faculty and staff annually review past performance, develop goals and objectives, and devise action plans for achieving unit goals. These goals are aligned with the college's core themes and mission. Planning processes include Annual Program Reviews for instructional programs and Unit Action Plans for administrative units.⁶⁸

The college mission is fulfilled through realizing the college's core themes. The core themes are referenced in all levels of college planning, and college administrators are responsible for aligning the work of their units to achieve core themes. The college's comprehensive annual evaluation and planning processes clarify responsibilities and objectives for which administrators are accountable.

Tacoma Community College is committed to a system of shared governance. Faculty and staff participate in Board meetings, College Council, Budget Committee and a variety of other committees charged with developing policies and procedures for college operations. Regular meetings of academic divisions, programs, and administrative units facilitate communication.

Tacoma Community College's Shared Governance Flow Chart describes the organization of TCC's active councils and committees.⁶⁹ Descriptions of the committees and councils are located in the Tacoma Community College Councils and Committees Chart⁷⁰ as well as on the college Information page located on the employee internet portal.⁷¹

Policies and Procedures

Academics

2.A.12: Tacoma Community College's academic policies on teaching, service, scholarship, research, and artistic creation are clearly communicated to TCC students and staff through the *College Administrative Manual*, the college catalog, the Code of Student Rights & Responsibilities, and negotiated agreements with the college's collective bargaining units. All academic policies are available electronically through the college's student and employee internet portals.

Students have ready access to all pertinent policies on the internet through a "Policies and Procedures" link in the college's student internet portal.⁷² Among others, these policies include the college's Academic Review, Confidentiality of Student Records, Student Right to Know, and related information such as Completion and Transfer Rates.⁷³ Academic policies are also located in the college catalog,⁷⁴ and appropriate policies are included in course syllabi.

⁶⁸ ["Unit Action Plan Fall 2011" and "Annual Program Review Fall 2011"](#)

⁶⁹ [College committees are organized as per following diagram: "TCC Shared Governance Flow Chart"](#)

⁷⁰ ["TCC Councils and Committees"](#)

⁷¹ [Employee Portal > College Info > TCC Committees: representative screenshot](#)

⁷² [Student Portal > Student Services & Support > Policies & Procedures: representative screenshot](#)

⁷³ ["TCC: Student Right to Know/Completion and Graduation Rates"](#)

⁷⁴ [Tacoma Community College 2011-2012 College Catalog, pages 30-32; Tacoma Community College 2011-2012 Online Catalog](#)

Faculty and staff have access to academic policies in the *College Administrative Manual* located in the “Forms and Publications” section of the college’s employee internet portal ⁷⁵ and in the college catalog.

During the 2010-2011 academic year TCC Executive and administrative staff completed comprehensive reviews of the *College Administrative Manual*, the college catalog, the Code of Student Conduct, and the college’s negotiated agreements. These efforts led to a significant reorganization of the *College Administrative Manual* in June 2011.

2.A.13: Tacoma Community College’s library and information resource policies are documented, published and enforced.

To support TCC’s core theme, Create Learning, the Library provides access to relevant and diverse academic resources in several formats. The Library maintains monograph, reference, and periodical collections in both print and electronic formats. These collections are available to all currently-enrolled students.

The Library has a comprehensive set of circulation and conduct policies that are published and available to students on site and online. Policies are reviewed annually and updated as needed.

Circulation Policies

Circulation policies and database use policies are posted in the student internet portal: Library > About the Library > Borrowing Materials.⁷⁶ In addition, a concise version of circulation policies is posted at the circulation desk.

Policies related to check-out duration and conditions for books, DVDs, laptops, periodicals, headphones, calculators, and reserve materials are also conveyed to students verbally by circulation staff at the time of check-out.

Computer Use Policies

The TCC Computer Use Policy is posted in the Student Portal: Library > About the Library > Computers & Other Equipment.⁷⁷ A concise version of the TCC Computer Use Policy is also posted on the desktop of every computer in the Library.

Study Space Use and Reservation Policies

Policies for use and reservation of Library group study space are posted in the student internet portal: Library > About the Library > Study Spaces.⁷⁸ Policies are also posted at the entrance to the group study spaces.

Copyright Policies

A U.S. Copyright Law notice is posted on all campus copy machines—including those in the library, along with directions to access TCC’s fair use copyright policy.⁷⁹ Extensive copyright information for students is available on the TCC website in the library’s LibGuides.⁸⁰

⁷⁵ [Employee Portal > College Info > Forms and Publications > Campus Publications > College Administrative Manual: representative screenshot](#)

⁷⁶ [Student Portal > Library > About the Library > Borrowing Materials: representative screenshot](#)

⁷⁷ [Student Portal > Library > About the Library > Computers & Other Equipment: representative screenshot](#)

⁷⁸ [Student Portal > Library > About the Library > Study Spaces: representative screenshot](#)

⁷⁹ [“TCC Copyright Notice”](#)

⁸⁰ [“TCC Copyright Basics”](#)

Library Conduct Policies

Policies related to student conduct in the library are posted in the student internet portal: Library > About the Library > Library Conduct.⁸¹ Concise versions of student conduct policies are posted in the library. Additionally, librarians verbally convey library conduct policy to students in TCC's Student Success Seminar (HD 101).

Online Access Policy

Approximately half of the library's monograph collection, and the majority of the library's periodical collection are in electronic format and available to all currently enrolled TCC students via the TCC Portal.

Library and information resource guidelines of particular interest to e-learning students, for both print and online resources, are posted in the student internet portal: Library > About the Library > For Distance Learners.⁸²

Overdue Items and Processing Fees Policies

Policies related to consequences and charges for overdue, lost, or damaged items are posted on the student internet portal: Library > About the Library > Borrowing Materials.⁸³

2.A.14: Tacoma Community College maintains clear, widely published policies and consistent processes for accepting credit from accredited colleges and universities. These policies maintain the integrity of TCC's programs while facilitating student mobility between institutions and supporting students in the completion of their educational goals.

Guidelines for transfer-of-credit are provided in the college catalog, including those on transfer among Washington State Community and Technical Colleges, credit transfer out of, and into Tacoma Community College, acceptance of nationally-recognized exams, and the character of select articulation agreements.⁸⁴ Basic transfer information, including that related to transcript review is provided on the student internet portal.⁸⁵ A comprehensive transfer-of-credit policy is available in the college catalog, and on the college's student and employee internet portals. Additionally, TCC's external website includes transfer-of-credit information for prospective students within the site's "Getting Started" section.⁸⁶

Official transcripts are evaluated by the college's credential evaluator to determine TCC course equivalencies. Credit is evaluated on a course by course basis, and credits without TCC course equivalents may be accepted as elective credit. Evaluated courses are noted in a course equivalency database to ensure consistent evaluations. For courses that have not been previously evaluated, the evaluator consults course descriptions in the catalogs of the transferring institutions. If catalog information is insufficient, the evaluator requests course descriptions from the transferring colleges and may ask students to provide course syllabi. The evaluator then confers with TCC's instructional faculty in the academic fields to which the credit potentially would be applied. Transcripts are evaluated within four to six weeks of receipt to ensure that students are able to design educational plans in a timely manner.

⁸¹ [Student Portal > Library > About the Library > Library Conduct: representative screenshot](#)

⁸² [Student Portal > Library > About the Library > For Distance Learners: representative screenshot](#)

⁸³ [Student Portal > Library > About the Library > Borrowing Materials: representative screenshot](#)

⁸⁴ [Tacoma Community College 2011-2012 College Catalog, pages 26-29; Tacoma Community College 2011-2012 Online Catalog](#)

⁸⁵ [Student Portal > Academics & Registration > Transfers & Career Paths: representative screenshot](#)

⁸⁶ ["TCC: Assess Your Skills"](#)

Credit accepted for transfer to TCC is not used to calculate TCC grade point averages, but rather to calculate graduation grade point averages used in determining awards at the time of graduation.

TCC subscribes to the Inter-College Reciprocity Policy of Washington's State Board for Community and Technical Colleges. This policy provides reciprocity for specific courses and distribution areas and is intended to ease student transfer between Washington State community and technical colleges.⁸⁷ The reciprocity agreement is referenced in the college catalog.⁸⁸

The college also maintains policies for College in the High School, Service Member's Opportunity College, and challenge exams for select courses. College in the High School consists of articulation agreements with regional school districts to grant college credit to high school students for completing approved courses in their high schools.⁸⁹ TCC is a participant in the U.S. Department of Defense's Service Member's Opportunity College which intends to increase access to higher education for military personnel. This program allows military personnel to transfer and apply military credits to TCC's non-transferable Associate in General Studies degree.⁹⁰ Challenge Exams are available to TCC students in the areas of Computer User (CU) and Information Technology (IT).⁹¹ Advanced Placement, International Baccalaureate, and CLEP/DANTES programs all provide opportunities for students to earn credit applicable to TCC degree programs. Descriptions of these credit policies are located in the college catalog.⁹²

In 2007 the Washington State Board for Community and Technical Colleges established a common course numbering system.⁹³ This system now includes many courses at the 100 level and above in transfer and professional/technical curriculum.⁹⁴ Common course numbering provides easy transfer-of-credit for students moving between Washington State colleges. Common course numbering is described for students in the college catalog.⁹⁵

⁸⁷ ["Reciprocity Policy revised 2011"](#)

⁸⁸ [Tacoma Community College 2011-2012 College Catalog, page 27; Tacoma Community College 2011-2012 Online Catalog](#)

⁸⁹ ["College in the High School Program MOU"](#)

⁹⁰ [Tacoma Community College 2011-2012 College Catalog, pages 29-30; Tacoma Community College 2011-2012 Online Catalog; "SOC Consortium"](#)

⁹¹ ["Challenge Courses"](#)

⁹² [Tacoma Community College 2011-2012 College Catalog, page 29; Tacoma Community College 2011-2012 Online Catalog](#)

⁹³ ["History: SBCTC Common Course Numbering"](#)

⁹⁴ ["SBCTC: Common Course List"](#)

⁹⁵ [Tacoma Community College 2011-2012 College Catalog, page 91; Tacoma Community College 2011-2012 Online Catalog](#)

Students

2.A.15: Policies and procedures regarding students' rights and responsibilities, including academic honesty, appeals, grievances, and disability accommodations are available and clearly stated for students, and are administered consistently and equitably.

TCC's policies and procedures governing students' rights and responsibilities are located in the *Washington State Administrative Code* (WAC), Chapter 132V-121.⁹⁶ Pertinent policies are included in the college catalog and on the student internet portal. The student portal Policies and Procedures page includes policies and procedures on the topics of Academic Review, Acceptable Use of Information Systems, Academic Dishonesty, Alcohol and Drugs, Student Record Confidentiality, Financial Aid, Satisfactory Academic Progress, Grievance Procedure-Sexual Harassment, Sex Discrimination and Disability Discrimination, Hazing; Loss of Eligibility—Athletics, Grievance Procedure—Final Course Grades, and Grievance Procedures—Other.⁹⁷ TCC's Code of Student Conduct is available on the student internet portal and in hard copy format from the Office of the Vice President for Student Services.⁹⁸ Disability policies are also available to students in hard copy format at the Access Services counter. Students new to TCC receive information on policies and procedures at the college's mandatory New Student Orientation.

During the 2010-2011 academic year, a workgroup of faculty, staff and students met to review and revise the Code of Student Conduct based on material published by the Association of Student Conduct Affairs (ASCA), and specifically, E. Stoner and J. Lowery's "A Twenty-First Century Model Student Conduct Code." Stoner and Lowery's model code is based on the premise that conduct issues at institutions of higher education, while following basic principles of fairness and due process, are not criminal proceedings and as such should be structured to support the educational mission of the college. TCC's revised Code of Student Conduct was presented to students, faculty, and staff. In October 2011 the code was approved by the TCC Board of Trustees with an implementation date of January 1, 2012. A review of the code will be conducted every third year to ensure that it provides fair and balanced guidance for student conduct issue resolution.

TCC faculty are required to include academic dishonesty policies and sanctions on their course syllabi. The college's academic dishonesty procedure was reviewed and evaluated during the 2007-2008 academic year, and an updated procedure was approved by the Instructional Council in January of 2008. The procedural update included the creation of the Academic Dishonesty Report Form that faculty may use when meeting with students accused of violating the policy. These forms are forwarded to the Office of Student Services Administration for record-keeping purposes.

Policies and procedures for students of disability are being reviewed and updated during the 2011-2012 academic year in compliance with the Student Services Administration's unit action plan. The updated documents will incorporate changes made to the Americans with Disabilities Act as a result of the Reauthorization of Higher Education Act of 2008.

All student policies and procedures include provisions for students to appeal decisions they believe to be unfair or discriminatory. The Vice-President for Student Services designates a qualified student services administrator, currently the Director of K-12 Partnerships and Student Conduct, to ensure that the student conduct process is carried out fairly and consistently. The Coordinator of Assessment and Access Services is responsible for administering accommodations to students of disability in compliance with federal and state laws and guidelines and ensuring that all students have access to college programs, services and activities.

⁹⁶ ["Chapter 132V-121 WAC"](#)

⁹⁷ [Student Portal > Student Services & Support > Publications/Forms > Policies & Procedures: representative screenshot](#)

⁹⁸ ["TCC: Code of Student Conduct"](#)

2.A.16: Consistent with its core themes of Create Learning, Achieve Equity, and Engage Community, Tacoma Community College is an open admission institution serving a diverse group of students with a wide range of abilities and educational needs.

In order to assure a reasonable probability of student success, TCC has developed policies and programs to guide admission and placement of students in courses and certificate or degree programs that are informed by an evaluation of their prerequisite knowledge, skills, and abilities. The college's continuation, termination, and readmission policies are published, clearly stated, and administered in an equitable and timely fashion.

TCC's primary mission, as articulated in the *Revised Code of Washington* (RCW 28.B.50.020),⁹⁹ is to serve adult learners. Consequently, college policy limits admission of students under the age of 18 who have not graduated from high school. Students under the age of 18 are served by the following programs:

Running Start is a partnership between Washington State's community college system and public school districts that provides for eligible high school juniors and seniors to enroll in TCC courses at no tuition cost. College credits earned through Running Start apply toward high school graduation and satisfy college requirements. To be eligible for Running Start, students must have college-level English skills.

Fresh Start is a program established through an agreement with the Tacoma School District, for young adults between the ages of 16 and 21 years who have dropped out of high school and wish to resume their education. Students work toward high school diplomas while preparing for vocational careers. Eligible students complete courses at the college that apply toward their high school diplomas and TCC transcripts. The program admits young people ages 16-20 who have been out of school for 60 days or have releases from their high schools, and who assess at the 85 level (pre-college) or above in English.¹⁰⁰

Admission of students under the age of 18 who do not have high school diplomas and are not enrolling in Running Start or Fresh Start is considered on a limited case-by-case basis when students demonstrate exceptional abilities that area high schools are unable to accommodate. The college does not admit students who need to make up credits lost due to poor high school performance.

Selected professional technical programs in TCC's Health, Justice, and Human Services programs have additional admissions criteria and competitive admission processes. Currently, these programs include Nursing, Radiologic Technologies, Respiratory Therapist, Diagnostic Medical Sonography, and Paramedic. Admission requirements for these programs are published in the college catalog and administered by the Dean for Health, Justice, and Human Services.

Admission and placement policies for international students are provided in written publications¹⁰¹ and on the college website.¹⁰² International applicants must submit completed TCC International Student Applications, including copies of high school or college transcripts and official bank statements documenting that students meet TCC and U.S. Immigration requirements.

All students are evaluated for placement into math and English courses, most often using the ACCUPLACER exam.¹⁰³ Cutoff scores for math and English placement are determined by the Developmental Studies, Mathematics, and Written and Oral Communications programs with oversight of appropriate deans. The college regularly reviews its testing and placement processes, and implements improvements to increase stu-

⁹⁹ ["RCW 28B.50.020"](#)

¹⁰⁰ [Fresh Start Informational Pieces](#)

¹⁰¹ ["TCC International Brochure 2010"](#)

¹⁰² ["TCC: English for Academic Purposes \(EAP\)"; "TCC: International Students"](#)

¹⁰³ [High school or college level course completion may qualify as placement indicator.](#)

dent success.¹⁰⁴ For example, recently the English program revised its developmental English and reading curriculum and adjusted entry scores to improve alignment with student learning outcomes. TCC is also working with regional school districts to better prepare students for skill acquisition prior to beginning college work. And TCC has implemented a series of ACCUPLACER Prep Workshops to help students perform well on the placement exam.¹⁰⁵

The college's Academic Review Policy is designed to help students in academic difficulty improve academic performance. The policy provides college students, faculty and staff with guidance regarding student academic continuance, termination, appeal, and readmission. The policy is published in the college catalog,¹⁰⁶ on the college's external website,¹⁰⁷ and on the student internet portal.¹⁰⁸ Students review the policy during New Student Orientation.

The college's Academic Review Policy is supported by several formal processes. The first is the college's Early Alert System. An early alert can be triggered by an instructor when a student is in danger of failing a course. The student and his or her advisor receive the alert from the instructor in time for the student to improve academic performance. The second is the college's academic deficiency process. At the end of each academic quarter, this process identifies students whose grade point averages fall below 2.0. Timely notification is sent to these students by the Vice President for Student Services, and advisors assist students in developing academic success plans. A similar process places students who earn GPAs below 2.0 in the quarter following academic deficiency to be placed on academic probation. Academic suspension may follow academic probation.

2.A.17: Tacoma Community College publishes clear and consistent policies that guide its co-curricular student life program. These policies include student rights and responsibilities for clubs, events, fund expenditures, and use of student media.

TCC recognizes the significance of student engagement and its link to student success. TCC's Student Life program offers a diverse set of programs and activities designed to engage students and create a strong climate of co-curricular programs.¹⁰⁹ TCC complies with state regulations regarding student service and activity fees used to support student activities and programs. The Office of Student Life has developed a budget process for distributing and allocating student service and activity funds, guided by college policies located in the *Constitution of the Associated Students of TCC*, *Services and Activities Budget Guidelines and By-laws*, and the *Student Club Handbook*. These policies guide student groups recognized by the Associated Students consistent with TCC Board of Trustees policy.¹¹⁰

Recognizing that the exercise of free speech is fundamental to the democratic process, the TCC Office of Student Life supports *The Challenge*, a student run news site and open public forum.¹¹¹ *The Challenge* is run by student staff and advised by the Coordinator of Student Life. *The Challenge's* student staff control *The Challenge* content in accordance with principles defined by the code of ethics of the Society of Professional

¹⁰⁴ For example, in 2008 the TCC commissioned a third party validity study of placement scores. This study provides requisite data for the regular review of placement policy: "[Validation Report 2008](#)".

¹⁰⁵ "[TCC: ACCUPLACER](#)"

¹⁰⁶ [Tacoma Community College 2011-2012 College Catalog](#), pages 31-32; [Tacoma Community College 2011-2012 Online Catalog](#)

¹⁰⁷ "[TCC: Academic Review Policy](#)"

¹⁰⁸ [Student Portal > Student Services & Support > Publications/Forms > Academic Review Policy & Procedures: representative screenshot](#)

¹⁰⁹ "[TCC: Student Government](#)"

¹¹⁰ [TCC Board of Trustees Policy Manual, November 2008](#), page 18

¹¹¹ [Tacoma Community College 2011-2012 College Catalog](#), page 22; [Tacoma Community College 2011-2012 Online Catalog](#)

Journalists, which defines student journalists' professional and ethical responsibilities.¹¹²

TCC is a member of the Northwest Athletic Association of Community Colleges (NWAACC) and adheres to the association's rules, regulations and guidelines. The college supports three women's intercollegiate teams (basketball, volleyball, and soccer) and three men's teams (basketball, baseball and soccer). Student athletes meet the same admission requirements, academic standards, and degree requirements applied to general TCC students. Financial aid awards to student athletes adhere to the same institutional practices as those applied to all TCC students. Athletic financial aid is limited in the number of grants allowed per sport as mandated by NWAACC and is subject to annual reporting.

Human Resources

2.A.18: Tacoma Community College publishes, regularly reviews, and equitably applies its human resource (HR) policies to employees and students.

TCC's HR policies and procedures are published, maintained, and available to all college employees in the *College Administrative Manual*, which is available on the employee internet portal. These policies and procedures are aligned with federal and state law and applicable collective bargaining agreements.

Policies are reviewed every two years to ensure currency. New policies associated with payroll and benefits are reviewed by the Associate Director for Human Resource Operations and forwarded for approval to the Vice President for Administrative Services. Once a policy has been approved by the Vice President for Administrative Services, a recommendation for approval is submitted to the college President for her consideration.

Policies associated with employment are reviewed by TCC's Employment Manager and forwarded to the Vice President for Administrative Services for approval. Once a policy has been approved by the Vice President for Administrative Services, a recommendation for approval is submitted to TCC's President for her consideration.

The college's policy forms have recently been updated to include review dates. These annotations provide a record of each policy's most recent review.

To ensure TCC's compliance with Washington State and U.S. Government human resource, payroll, and benefit regulations, the Associate Director for Human Resource Operations and the HR Department's Employment Manager participate in the Washington State Board for Community and Technical College (SBCTC) system-wide Human Resource Management Commission.¹¹³

The college complies with federal and state affirmative action and nondiscrimination laws. College policy prohibits discrimination and provides equitable employment and equal access to its programs and services without regard to race, ethnicity, national origin, gender, gender identity, sexual orientation, age, marital status, status as a disabled or Vietnam era Veteran, the presence of any sensory, mental, or physical disability, or genetic information. The college is an equal opportunity employer, as is stated on all college employment recruitment materials.¹¹⁴

The college is an equal opportunity employer, as stated on all college employment recruitment materials, the college catalog and other related publications. Additionally, the college provides reasonable accommodation for persons with disabilities including students, employees, and applicants for employment.

¹¹² ["Editorial Policy, The Challenge"](#)

¹¹³ ["SBCTC: Welcome to the HRMC Home Page"](#)

¹¹⁴ For example: ["Careers @ TCC"](#); ["Administrative/Staff Opportunities"](#); & ["Faculty Opportunities"](#)

2.A.19: All employees of Tacoma Community College are apprised of employment conditions, assignments, rights and responsibilities, and policies and procedures for evaluation, retention, promotion and termination.

All employees, full-time and part-time, are first informed of employment conditions and work assignments through detailed position descriptions provided at the time of recruitment. Once hired, employees receive employment agreements that confirm their terms and conditions of employment.

Employees covered by negotiated agreements are provided with copies of the applicable negotiated agreements, outlining employee rights and responsibilities and criteria and procedures related to evaluation, retention, promotion, and termination. Policies, procedures and collective bargaining agreements are posted on the Human Resources page of the employee internet portal, which is accessible to all employees.

New employees attend a new employee orientation presented by the college's Human Resources staff. Orientations of new full and part-time faculty are provided quarterly.

Full-time employees are evaluated annually and managers are encouraged to provide feedback to part-time staff.¹¹⁵

The college has the following three classifications of full-time employees:

Faculty TCC faculty are represented by the Tacoma Community College Federation of Teachers, which is affiliated with the American Federation of Teachers. The *Faculty Negotiated Agreement* includes specific criteria and procedures for faculty evaluation, retention, promotion, and termination.¹¹⁶ The agreement is negotiated locally by union leaders and college management using a collaborative Interest-Based Bargaining (IBB) model, which promotes collegiality and transparency in the negotiation process. Agreements are renegotiated every three years. Once agreements are in effect, Union-Management Communication Committee (UMCC) meetings are held periodically to facilitate communication between parties. While an agreement is in effect the UMCC may meet, and if necessary, modify the agreement through development of Memoranda of Understanding.

Classified The college complies with the negotiated agreements for Washington Public Employees Association Higher Education (WPEA HE) and Washington Federation of State Employees Higher Education (WFSE HE).¹¹⁷ Washington State's Chief Negotiator, along with representatives from the statewide Community and Technical Colleges (CTC), negotiate the agreements with the WPEA HE and WFSE HE, respectively. The college can inform this process by communicating with the Chief Negotiator and statewide CTC representatives. Contracts are negotiated for two year periods. The college holds quarterly Union-Management Communication Committee (UMCC) meetings to enhance communication between parties, share information, address concerns, and promote constructive union-management relations. Memorandums of Understanding (MOUs) for WPEA HE and WFSE HE are developed at the state level. An issue must affect the CTC as a whole to be brought forward for MOU development.¹¹⁸

Exempt Non-represented administrative and professional staff are employed at the will of the college. College policies and procedures are in place to address the rights and responsibilities and conditions of employment of these employees.

¹¹⁵ ["Performance Evaluation, Exempt" and "Performance Evaluation, Classified"](#)

¹¹⁶ [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014](#)

¹¹⁷ [Employee Portal > Campus Services > Human Resources > Union Agreements/Seniority Lists > Classified Staff Union Agreements: representative screenshot](#)

¹¹⁸ [For example, "Data Sharing Agreement MOU"](#)

2.A.20: Tacoma Community College ensures the security and appropriate confidentiality of Human Resource records.

TCC's Human Resource records include paper and electronic applicant data, employee information, and payroll data that may be subject to public disclosure. Security and confidentiality of tangible paper records, property and equipment are achieved through use of traditional locks, keys, and electronic security monitoring systems. Intangible electronic data is protected by secure data systems that include secure log-ins, unique system identification numbers, passwords, controlled access, encryption, back-up systems, off-site duplicate storage, and contractual relationships that guarantee the safeguard and integrity of institutional data.

Electronic records are safeguarded at the time of receipt, transmission, retrieval, storage, and disposition of data. College systems have expanded to capture electronic data records through an electronic applicant tracking system, indexing of information, state approved digital archives, centralization of processing servers, automation of time and leave processes, reliance on email records, growing use of e-forms, and shared drives.

The college has the ability to use Voice over Internet Protocol (VoIP) for telephone services, and to send and receive facsimiles (FAX) from email accounts. FAX protocol protects data security by eliminating potential for paper faxes being left at FAX stations. The VoIP allows electronic review and repeat of telephone messages and creates an electronic log of incoming calls and the telephone numbers from which the calls were received.

The college conscientiously protects the privacy rights of individual employees while allowing the general public to request information not deemed confidential or subject to regulation, by complying with the Washington State Public Records Act (Chapter 42.56 RCW),¹¹⁹ the Family Educational Rights and Privacy Act (FERPA),¹²⁰ and the Health Insurance Portability and Accountability Act (HIPAA),¹²¹ among others. Increased statewide litigation and legislative mandates require increasing data accumulation and greater ease of retrieval. Electronic systems lend themselves to data filters, making timely responses possible.

Increasing electronic and mobile computing environments present a challenge to the college. Human resource records continually migrate from paper to electronic formats, and equipment portability creates ease of access. The use of mobile devices with access to institutional information moves data away from traditional, centralized work stations. Employees with access to institutional data are, therefore, required to accept responsibility for the integrity, security and safeguarding of institutional data through their acceptance of campus policy as identified in the college's Data Confidentiality and Security Agreement.¹²²

The college network is protected by the controlled assignment of unique log-ins, passwords, and identification numbers. Employee identity is protected through the elimination of data records including personal identifying information such as employee social security numbers. Whenever possible, data records include unique assigned identification numbers. This protocol protects employee privacy and eliminates the risk of identity theft when data records are shared, stored, and transported.

TCC, in compliance with the General Retention Schedule for Washington's State Board for Community and Technical Colleges¹²³ has developed a plan and corresponding retention schedule for digital data records.¹²⁴ The plan guides the college as it replaces human resource paper records with electronically scanned records. Electronic storage of records allow for data indexing and subsequent retrieval, eliminates the physical space

¹¹⁹ ["Chapter 42.56 RCW"](#)

¹²⁰ ["Family Educational Rights and Privacy Act \(FERPA\)"](#)

¹²¹ ["Health Information Privacy"](#)

¹²² ["Data Confidentiality and Security Agreement"](#)

¹²³ [General Retention Schedule](#)

¹²⁴ ["TCC Approval Letter with Retention Schedule"](#)

requirements needed for paper records, eliminates the need for confidential paper record shredding, and supports compliance with the Washington State Governor's request for state agencies to create a more sustainable environment.

In January 2011, TCC adopted a web-based application tracking system for prospective employees, reducing the volume of paper records maintained for this purpose and eliminating ineffective paper routing. The electronic format has provided streamlined access to records, better cost accountability, improved data security, and reduced risk of accidental or intentional alteration or destruction of records. The system's electronic records have safeguards to lock record submission with a time and date stamp look-up capacity and can be backed-up and restored. The college's contract with NeoGov for provision of this service includes strict provisions for the protection and safeguarding of data.^{125 126}

TCC's Time and Leave System (TLS) provides for paperless timesheet submission and approval, and includes an auto pay feature. System security relies on a record of unique network employee user and time and date stamps. Electronic data records eliminate manual clerical errors and calculations.

TCC complies with Health Insurance Portability and Accountability Act (HIPAA) accountability requirements by communicating health care information directly by a secure email system from the college to the Washington State Health Care Authority (HCA) through FUZE Digital, a third party provider.¹²⁷ Communications are stored on a secure server, with access to content managed through user IDs and passwords. HCA responses to user questions are electronically delivered to user college email addresses. A similar system is in place for confidential data exchange through the Higher Education Retirement Plan (HERP) TIAA-CREF plan administrator.¹²⁸ Confidential data exchange requires the use of frequently updated security questions to validate identities of predefined system users.

Most of the college's internal policies, procedures and applicable data security safeguards are identified on TCC's employee internet portal, including secure log-in protocol for college users. The employee internet portal also describes access protocol based on employee need-to-know. For example, Instructor Briefcase, TCC's electronic system for the recording of student grades, requires personal identification numbers (PINs) for faculty users in addition to unique system network user identification and passwords.

¹²⁵ ["Information Security Policy"](#)

¹²⁶ For example: ["TCC: Careers @ TCC Login"](#)

¹²⁷ This webpage illustrates the secure communication available with FUZE Digital: ["Public Employees Benefits Board Info Center"](#)

¹²⁸ ["TIAA-CREF Security"](#)

Institutional Integrity

2.A.21: Tacoma Community College represents itself to students and the public in a clear, accurate, and consistent manner. Students are informed of the college's academic intentions, programs, and services in a timely manner through continual web page updates and annual review and revision of print publications.

TCC's Department of Marketing, Communication and Outreach prepares and disseminates the college's digital and print publications, and manages the college's recruitment initiatives. The department goal is to provide clear and accurate information with a consistent focus on TCC's mission. In 2010, TCC began a project to evaluate the college's identity, as represented on its website and in print publications. The college employed Stamats, a consulting firm, to perform a website and publications audit, and assess how the college is perceived by current and prospective students, alumni, the community, and regional business leaders. Twenty focus groups were held and a web-based survey was completed by more than 800 people.

Stamats' findings¹²⁹ were used by the college to develop content and a visual design identity that accurately portrays the college. This process included testing a variety of concepts with seven groups representing different internal and external audiences of the college.

A college task force concurrently redesigned the college website to increase its usefulness to external and internal audiences. Three new websites were launched in June 2011, a website for external constituents, and two separate internal portal sites for students and college employees, respectively. Website differentiation allows the college to focus and deliver accurate, timely and distinctly different content to the public, students, and employees. The number of web site content managers at the college was reduced from 140 to forty, to whom a training program was provided to address content issues. To ensure consistency and accuracy in communications, external web content is now reviewed by Marketing, Communication and Outreach staff before it is posted on the site.

Department staff use a review process based on web analytics to identify how constituents use the websites and make adjustments based on the data collected. Staff also schedule quarterly content manager training sessions and provide suggestions to content managers on how to improve posting content.

The college catalog is published annually as an online searchable document, a printable PDF document, and as a printed and bound document upon request. An annual catalog publication schedule allows for timely updates and review of information accuracy. The college is careful to ensure that policies, programs of study, and other content that serves students in a "contractual" capacity are not changed between catalog publications.

To further encourage accuracy and consistency, the Vice President for Institutional Advancement serves as the college's official spokesperson, providing accurate, consistent messages to the public, the media, community leaders, legislators, and other constituents.

¹²⁹ ["Stamats, TCC Strategic Brief"](#)

2.A.22: Tacoma Community College and its staff advocates, subscribes to and exemplifies high ethical standards in the treatment of students, staff, the Commission, external organizations, and all other constituencies. Complaints and grievances are addressed by the college in an equitable and timely manner.

A number of policies and procedures are in effect to ensure fair and consistent treatment of TCC students and employees.

Code of Ethics: Employees

The Washington Ethics law, *Revised Code of Washington*, Chapter 42.52,¹³⁰ applies to all state employees. It governs the actions and working relationships of Tacoma Community College employees with current or potential customers, fellow employees, suppliers, government representatives, the media and anyone else with whom the college has contact. In these relationships, employees must observe the highest standards of ethical conduct. Each is expected in all education, business, and other matters and decisions to place the college's interest above his or her own self-interest, where there is any actual or potential conflict. To that end, Mary Ann Brummond, Director of Financial Services serves as the college Ethics Advisor. She is a resource to all employees as well as providing ethics related information throughout the year. In February of 2012, the college provided ethics training on site for over 100 employees. This training was provided by the Executive Director of the Ethics Board for the State of Washington. This training will be provided every 2 years.

TCC's code of ethics is provided to all employees when hired.¹³¹ An ethics brochure is available to employees on the employee internet portal in the *College Administrative Manual*.¹³²

Code of Ethics: Board of Trustees

TCC's *Board of Trustees Policy Manual* includes a code of ethics. TCC trustees are directed to, "adhere to the highest ethical standards and promote the moral development of the organization and the community and technical college system community."¹³³ Trustees are also expected to adhere to the Washington State ethics law, 45.52 RCW.¹³⁴

Nondiscrimination

The college complies with federal and state laws related to affirmative action and nondiscrimination, and all college policies and practices related to these areas conform to these laws. College policy prohibits discrimination and provides equal opportunity and access to its programs and services without regard to race, ethnicity, national origin, gender, gender identity, sexual orientation, age, marital status, status as a disabled or Vietnam era Veteran, the presence of any sensory, mental, or physical disability, or genetic information. The college is an equal opportunity employer, as is stated on all college employment recruitment materials.¹³⁵

¹³⁰ ["Chapter 42.52 RCW"](#)

¹³¹ ["2005 Ethics Brochure"](#)

¹³² [Employee Portal > College Info > Forms & Publications > Campus Publications > College Administrative Manual > Business and Finance > Code of Ethics: representative screenshot](#)

¹³³ [Board of Trustees Policy Manual, page 3](#)

¹³⁴ ["Chapter 42.52 RCW"](#)

¹³⁵ For example: ["Careers @ TCC"](#); ["Administrative/Staff Opportunities"](#); & ["Faculty Opportunities"](#)

Code of Student Conduct

The rights and responsibilities of students enrolled at the college are codified in state law in Chapter 132V-121 of the *Washington Administrative Code* (WAC).¹³⁶ The complete text of the *Code of Student Conduct* is available to students on the student internet portal, on the TCC website,¹³⁷ and in hard copy format from the Office of the Vice President for Student Services.¹³⁸ Information related to the Code is published in the college catalog. The procedure established in the Code of Student Conduct for disciplinary proceedings provides due process to students accused of violating the code.

Student Grievance Procedure for Final Course Grade

The college's procedures for students to grieve final course grades are included in the *Code of Student Conduct*, which are codified in state law and in WAC 132V-121.¹³⁹ These procedures are published by the college and can be obtained on the student internet portal,¹⁴⁰ and in hard copy format from the Office of the Vice President for Academic and Student Affairs and the Office of the Associate Vice President for Student Services.

Grievance Procedures: Sexual Harassment, Sex Discrimination, and Disability Discrimination

Title IX of the Education Amendments of 1972, Title VII of the Civil Rights Act, Washington State's Law Against Discrimination, the federal Americans with Disabilities Act, and Section 504 of the Rehabilitation Act of 1973 prohibit discrimination on the basis of gender and/or disability in education and employment. The college is committed to protecting the rights and dignity of all TCC students and staff, does not tolerate illegal discrimination or harassment of any kind, and is committed to providing an environment in which students and employees are free from harassment and intimidation. The college's definition of harassment and related grievance procedure for students is codified in state law in WAC 132V-300.¹⁴¹ The complete text of the grievance procedures for sexual harassment, sex discrimination, and disability discrimination is available in the student internet portal,¹⁴² and in hard copy format from the Office of the Vice President for Student Services. The college's sexual harassment policy,¹⁴³ nondiscrimination policy,¹⁴⁴ and grievance procedure for employees¹⁴⁵ are included in the *College Administrative Manual* available in the college's employee internet portal, and in hard copy format from the Human Resources Office.

Academic Review Policy and Procedures

The college's Academic Review Policy and Procedures define processes for placing students on academic deficiency, academic probation, and academic suspension, and sets forth the process for appealing these actions and for reenrollment following academic suspension. This policy is available in the student internet portal¹⁴⁶ and is published in the college catalog.¹⁴⁷

¹³⁶ ["Title 132V-121 WAC"](#)

¹³⁷ ["TCC: Code of Student Conduct"](#)

¹³⁸ ["Code of Student Conduct, 132V-121 WAC"](#)

¹³⁹ ["Chapter 132V-121 WAC Code of Student Conduct"](#)

¹⁴⁰ [Student Portal > Student Services & Support > Policies & Procedures > Grievance Procedure for Final Course Grades: representative screenshot](#)

¹⁴¹ ["Chapter 132V-300 WAC"](#)

¹⁴² ["Sex Discrimination, Chapter 132V-300 WAC"](#)

¹⁴³ ["Sexual Harassment Policy, CAM"](#)

¹⁴⁴ ["Discrimination and Harassment, CAM ADSV-206"](#)

¹⁴⁵ ["Grievance Procedure, CAM ADSV-214"](#)

¹⁴⁶ [Student Portal > Student Services & Support > Policies & Procedures > Academic Review Policy & Procedures: representative screenshot](#)

¹⁴⁷ [Tacoma Community College 2011-2012 College Catalog, pages 31-32; Tacoma Community College 2011-2012 Online Catalog](#)

Dismissal from Professional Technical Program

A number of professional technical programs offered through the college's Health, Justice, and Human Services Division, including Diagnostic Medical Sonography, Health Information Technology, Human Services, Radiologic Technologist, and Nursing, maintain policies for dismissing students who do not meet program academic or conduct standards. These policies are published and distributed to all students enrolled in these programs and are also available in hard copy format from the Office of the Dean for Health, Justice and Human Services. These policies provide for due process, including opportunities for appeal. Dismissal from a particular program does not result in dismissal from the college.

Accommodations Requests

To ensure that its programs and activities are accessible to students with documented disabilities, TCC's Access Services reviews student requests and provides accommodations that do not compromise the academic integrity of instructional programs and courses.¹⁴⁸ The college offers a similar procedure through which employees with documented disabilities can request and receive accommodations in order to perform the essential functions of their positions.¹⁴⁹

FERPA

The federal Family Education Rights and Privacy Act (FERPA), protects the confidentiality of student information and records. The college complies with FERPA and has established written policies governing the review, inspection, release, amendment, and maintenance of student educational records. These policies are codified in state law in WAC 132V-15 and monitored by the Registrar. FERPA information is published in the college catalog¹⁵⁰ and on the TCC website.¹⁵¹

Grievances

The college has established grievance procedures that are available to students who believe they have not received fair or equitable treatment. These procedures are designed to protect students from arbitrary or capricious actions on the part of college employees, and to encourage informal resolution of complaints. They are described in the Academic Review Policy and Procedures located on the student internet portal,¹⁵² and include timelines to ensure complaints are resolved in a timely manner. Procedures for decision appeal are included.

¹⁴⁸ Students: ["TCC: Access Services"; "TCC: Access Services Student Handbook"](#)

¹⁴⁹ Employees: ["Reasonable Accommodation, Employees, CAM ADSV-205"](#)

¹⁵⁰ [Tacoma Community College 2011-2012 College Catalog, pages 19-20; Tacoma Community College 2011-2012 Online Catalog](#)

¹⁵¹ ["TCC: Privacy Policy"](#)

¹⁵² [Student Portal > Student Services & Support > Policies & Procedures > Academic Review Policy & Procedures: representative screenshot](#)

2.A.23: Tacoma Community College is a Washington State public institution of higher education without social, political, corporate or religious affiliation. TCC retains clearly defined policies that prohibit conflict of interest on the part of its Board of Trustees, administrators, faculty, and staff.

The Washington Ethics law, located in the *Revised Code of Washington*, Chapter 42.52, applies to all state employees.¹⁵³ It governs the actions and working relationships of TCC employees with current or potential customers, fellow employees, suppliers, government representatives, students, the media and others with whom the college has contact.

TCC employees are expected to observe the highest standards of ethical conduct in these relationships. Employees are expected in all education, business, and other matters to place the college's interest above their own self-interest, in contexts of actual or potential conflict.

In adopting the Washington Ethics law, the state legislature intended that state employees may not, directly or indirectly, have a financial interest in nor engage in activities which are in conflict with the proper discharge of their official duties; use their official positions to secure special privileges for themselves or others; or receive compensation from sources other than the State of Washington for performing their official duties. Additionally, employees are individually responsible for resolving any doubt regarding the meaning of the code in favor of good, ethical judgment. It is each employee's responsibility to avoid even an appearance of impropriety.

The Washington State Executive Ethics Board, established and supported by the Washington State Legislature, provides guidance in ethical conduct for all Washington public institutions, including TCC.¹⁵⁴ Employee behavior is governed by the laws, policies, and practices of the state Executive Ethics Board. Policies included in the *College Administrative Manual* address a variety of conflict of interest issues, including, among others, "Ethical Standards for the College Workplace"¹⁵⁵ and "Nepotism/Employment of Relatives."¹⁵⁶

Members of TCC's Board of Trustees sign conflict of interest statements upon initial appointment to the Board and annually thereafter. The *Board of Trustees Policy Manual* contains a conflict of interest section that includes the policy's purpose, definitions, procedures, and the annual statement requirement.¹⁵⁷

2.A.24: Tacoma Community College maintains clearly defined policies with respect to intellectual property, as stated in the *Faculty Negotiated Agreement*, Section 8.60.¹⁵⁸ These policies cover materials, processes, or inventions created by academic employees and include properties created with college or state support, properties published using college resources, properties created by employees yet licensed through the college, properties created without college or state resources, and properties with potential for joint ownership.

TCC's copyright policy is published in the *College Administrative Manual*¹⁵⁹ and is posted above all college copiers.

¹⁵³ ["Chapter 42.52 RCW"](#)

¹⁵⁴ ["Washington State Executive Ethics Board"](#)

¹⁵⁵ ["Code of Ethics, CAM"](#)

¹⁵⁶ ["Nepotism-Employment of Relatives, CAM"](#)

¹⁵⁷ [Board of Trustees Policy Manual, page 3](#)

¹⁵⁸ [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014, page 53](#)

¹⁵⁹ ["Copyright Policy, CAM INST-111"](#)

2.A.25: Tacoma Community College accurately represents its accreditation by The Northwest Commission on Colleges and Universities (NWCCU), which is recognized by the Council for Higher Education Accreditation and the U.S. Department of Education.¹⁶⁰ TCC maintains an accreditation webpage on its external website stating that the college is accredited by the NWCCU and includes a link to the college's NWCCU accreditation reports.¹⁶¹

2.A.26: Tacoma Community College's contractual agreements with external entities are consistent with the mission and core themes of the college, adhere to TCC policies and procedures, and comply with the NWCCU's Standards for Accreditation. All contractual agreements are written and approved by the college, and are clear regarding scope of work, roles, and responsibilities.

All college requests for contracted services are reviewed and approved by TCC's Vice President for Administrative Services or the President of the college. The Vice President for Administrative Services is responsible for all Washington State Office of Financial Management (OFM) reporting requirements.

OFM requires that employees approving or managing contracts complete OFM contract management training. TCC's Vice President for Administrative Services and Executive Assistant to the Vice President for Administrative Services have received this training. All TCC contracts are consistent with Chapter 15 of the *Washington State Administrative and Accounting Manual*.¹⁶² Annual college OFM reports of all contracts exceeding \$5,000 are on file in the office of the TCC Vice President for Administrative Services.

TCC uses standard contract forms approved for use by the office of the Washington State Attorney General. Use of these forms assures that legal and liability issues are addressed. For select contracts, such as those noted below, templates are posted on the portal for use by campus constituents.¹⁶³ All college contracts require approval by the college's Vice President for Administrative Services.

When a tailored contract is required, the Vice President for Administrative Services works with the Washington State Attorney General's Office to develop an appropriate contract. TCC also works with other state community colleges to develop contracts that are of interest to all Washington public community colleges.

TCC engages in the following contracted services:

- Client Service Agreements, through which services are provided directly to state agency clients. The community college views students as agency clients.
- Educational Services Agreements, through which agencies agree to provide clinical experience to students in order to satisfy students' educational program requirements.
- Interagency Agreements, between two or more public agencies for the purpose of joint or cooperative action pursuant to RCW 39.34.¹⁶⁴
- Personal Services Contracts, through which professional or technical expertise is provided to the college by a consultant in order to accomplish a specific study, project, task, or other college objective.

¹⁶⁰ ["Northwest Commission on Colleges and Universities"](#)

¹⁶¹ ["TCC: Accreditation"](#)

¹⁶² ["Chapter 15 - Personal Service Contracts"](#)

¹⁶³ [Employee Portal > Campus Services > Campus Financial Services > Contract: representative screenshot](#)

¹⁶⁴ ["Chapter 39.34 RCW"](#)

Academic Freedom

2.A.27: Tacoma Community College publishes and adheres to policies regarding academic freedom and responsibility. These policies protect TCC students and faculty from inappropriate influence, pressure, and harassment.

TCC's policy of faculty Academic Freedom is located in Section 8.10 of the *Faculty Negotiated Agreement*¹⁶⁵ and is reiterated in Chapter II item 8 of the *Board of Trustees Policy Manual*.¹⁶⁶ This agreement is approved by the TCC Board of Trustees and includes a comprehensive agreement on academic freedom and responsibility, protecting college faculty from inappropriate internal and external influences, pressures, and harassment.

TCC students are provided the right of academic freedom as described in the college catalog.¹⁶⁷ The catalog also includes policies on due process, distribution and posting, demonstrations, off campus speakers, and student complaints. These policies, approved by the Washington State Legislature and the TCC Board of Trustees, are available to students in the publications section of the TCC student internet portal.¹⁶⁸

2.A.28: Tacoma Community College's mission, core themes, and values affirm the right and responsibility of all members of the college community to pursue knowledge without impediment or undue influence. The mission, core themes and values are displayed in a variety of college locations, and TCC's mission, vision and values are stated on the first narrative page of the college catalog.¹⁶⁹

TCC recognizes the right and responsibility of academic employees to insist that students be free to learn and academic employees free to teach broad areas of knowledge, including those that may be considered controversial. Academic freedom implies not only freedom of discussion in the classroom, but also the absence of unusual restriction of the teacher's instructional and testing methods, provided that they are consistent with the academic employee's assignment. Every academic employee is presumed to be competent and responsible until specific evidence is presented to the contrary. No suspicion concerning either the judgment or the goodwill of academic employees should be present in the college's administrative regulations or customary procedures.

The rights guaranteed to all citizens under the Constitution of the United States of America in regard to freedom of speech shall not otherwise be limited or diminished by reason of a person's employment by the college. Whenever a group or individual brings charges against an academic employee concerning that employee's freedom to teach, the employee may request that the Board of Trustees grant, without charge to the employee, the necessary and sufficient leave, legal assistance, and other support required for the protection of the individual's academic freedom. The Board of Trustees shall grant such a request as provided by state law as stated in RCW 4.92.060 and RCW 4.92.070.¹⁷⁰

¹⁶⁵ [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014, page 49](#)

¹⁶⁶ [Board of Trustees Policy Manual, page 7](#)

¹⁶⁷ [Tacoma Community College 2011-2012 College Catalog, page 20; Tacoma Community College 2011-2012 Online Catalog](#)

¹⁶⁸ [Student Portal > Student Services & Support > Publications/Forms > Policies & Procedures > Code of Student Conduct: representative screenshot](#)

¹⁶⁹ [Tacoma Community College 2011-2012 College Catalog, page 4; Tacoma Community College 2011-2012 Online Catalog](#)

¹⁷⁰ ["RCW 4.92.060"; "RCW 4.92.070"](#)

2.A.29: Tacoma Community College faculty are required to present scholarship fairly, accurately, and objectively as outlined in section 6.22 of the *Faculty Negotiated Agreement's* "Faculty Job Description" section.¹⁷¹ TCC's Copyright policy is published in the *Administrative Policy Manual*.¹⁷²

Finance

2.A.30: Tacoma Community College maintains clearly defined, board approved policies for oversight and management of college financial resources. These policies address financial planning for the college, as well as approval and monitoring of operating and capital budgets, reserves, fundraising, cash and debt management, and transfers between funds.¹⁷³ These policies are based on legislation published in the *Revised Code of Washington*.^{174 175}

The Board of Trustees is responsible for financial oversight of the college. The Board is involved in the development, implementation, and evaluation of the annual operating and capital budgets. Annual budgets are developed within available resources to support fulfillment of TCC's mission through achievement of its strategic and operational plans.

In the course of the college's September through April budget development process, regular updates on the budget's development are provided at Board meetings. At the May Board meeting, a proposal for the general operations budget is presented to the Board for study. At the June meeting, the proposed general operations budget is presented to the Board for approval. TCC's Executive staff responds to any Board questions or concerns regarding the proposed budget.

TCC maintains a facility master plan developed with input from campus constituents and approved by the Board of Trustees.¹⁷⁶ Every two years, the college submits requests for capital projects to the Washington State Board for Community and Technical Colleges (SBCTC) for funding by the Legislature.¹⁷⁷ These requests are submitted in priority order, based on the college's *Facilities Master Plan*.

State Minor Capital Improvement funds are allocated by the Legislature and designated for use by the State Board for Community and Technical Colleges. Once awarded to TCC, internal requests for the use of these funds are approved by the college's Executive Staff, based on information provided by the Facilities Master Planning Committee and college constituents.

TCC's Board of Trustees monitors the college's budget throughout the year. Budget presentations are provided at the September, October, February, and June Board of Trustees meetings. During the past two bienniums the college has absorbed mid-year reductions in state funding. Executive Staff keep the board apprised of funding reductions and recommended plans to address them.

As described in section 2.F.1 below, TCC carries some long term debt. Board of Trustees approval is required prior to incurring debt, as well as for the early retirement of debt.

¹⁷¹ [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014, page 42](#)

¹⁷² ["Copyright Policy, CAM INST-111"](#)

¹⁷³ ["Budget Development, Adoption, and Administration, CAM ADSV-401"](#)

¹⁷⁴ ["Title 39 RCW Public contracts and indebtedness"](#)

¹⁷⁵ ["Chapter 39.58 RCW Public funds — deposits and investments — public depositaries"](#)

¹⁷⁶ ["TCC 2009 Facilities Master Plan Report"](#)

¹⁷⁷ ["SBCTC Policy Manual, Chapter 6 Appendices"](#)

The college President's spending authority is limited to \$50,000, requiring Board approval for expenditures exceeding this threshold, either through the annual budget approval process or as individual Board agenda items.¹⁷⁸ TCC's reserve policy also requires Board approve expenditures from the college's required 15% reserve fund.

The college's investment policy is defined by state law in RCW 39.58 and RCW 39.59,¹⁷⁹ restricting investment of state funds to the Washington State Local Government Investment Pool (LGIP) and limited low risk investments with an A rating. The college currently participates in the LGIP with an account offering the advantage of next day liquidity.¹⁸⁰

¹⁷⁸ ["Budget Development, Adoption, and Administration, CAM ADSV-401"](#)

¹⁷⁹ ["Title 39 RCW Public contracts and indebtedness"](#)

¹⁸⁰ ["College Investments, CAM ADSV-407"](#)

Standard 2.B: Human Resources

2.B.1: Tacoma Community College employs sufficient numbers of qualified employees to support college operations. Selection of personnel is guided by clear and published criteria, qualifications, and procedures. Position descriptions accurately reflect the duties, responsibilities, and authority of each position.

TCC recruits and employs personnel who are qualified in their fields of expertise to provide high quality instruction for students, and high quality service for external and internal customers. TCC recruits employees in compliance with federal and state law, established policies and procedures, and applicable collective bargaining agreements.

The Human Resource Department (HR) is responsible for ensuring that college positions are appropriately classified, with requisite qualifications and selection criteria, and that positions are standardized across the college.

As vacancies occur and recruitment is anticipated, the college conducts in-depth reviews of relevant position descriptions and recruitment strategies.¹⁸¹ Senior HR staff meet with division administrators, deans, and department directors to develop job descriptions that identify essential functions and competencies.¹⁸²

Human resources staff and hiring managers develop specialized recruitment plans tailored to vacant positions. These plans may include marketing in specialized journals, and to professional associations, graduate schools, web sites, conferences, professional association meetings, list serves, and other venues. HR continually monitors active recruiting to gauge the effectiveness of marketing plans and adjusts the plans if needed.

HR staff work with hiring managers to assist in the recruitment process. Screening committees are composed of a dean, director, or manager; a President's Diversity/Equal Opportunity Representative; and members of the college community.¹⁸³ Online recruitment software streamlines hiring processes and assists the college in responding to staffing needs in a timely manner.

TCC continually assesses its workforce in terms of affirmative action goals and development. The college assigns President's Diversity Representatives to exempt and faculty screening committees to work with committee chairs to review job descriptions and recruitment plans, ensuring that they effectively attract potential employees from the college's diverse service community.

2.B.2: Performance evaluations for exempt (administrative and professional) and classified staff are conducted annually in order to encourage professional growth and improvement, recognize outstanding performance, and when appropriate, implement corrective and improvement processes related to performance.

TCC administrators and classified staff are expected to uphold high standards of competence and integrity, provide for human dignity and privacy, and be guided by due process. The college's performance evaluation process reflects these principles.

¹⁸¹ ["Exempt, Faculty Supplemental Recruitment Plan"](#)

¹⁸² ["Admin, Faculty Hiring Procedure"; "Classified Hiring Procedure"](#)

¹⁸³ ["Exempt, Faculty Screening Guidelines"; "Classified Screening Guidelines"](#)

Annual evaluations of exempt¹⁸⁴ and classified staff¹⁸⁵ follow a Performance and Development Plan (PDP) model. The PDP evaluation template includes supervisor evaluation, self-evaluation, peer evaluation, and employee-developed annual performance goals, objectives, outcomes, and implementation plan. The PDP evaluation model provides evaluative feedback and performance planning at the end of each performance period.

2.B.3: Tacoma Community College provides faculty, exempt staff, and classified staff with appropriate opportunities and support for professional development. These opportunities are intended to assist employees increase their effectiveness and fully realize their roles, duties, and responsibilities.

Faculty

TCC is committed to faculty professional development as indicated in section 8.70 of the *Faculty Negotiated Agreement*:

Management and the Union agree that individual professional development is extremely important to the continued professional growth of academic employees, the quality of educational programs and services, and the future of the college. To this end, academic employees are encouraged to participate in activities that will promote professional growth, maintain the quality of educational offerings and enhance the individual's contribution to the general welfare of the college.¹⁸⁶

The faculty Professional Development Committee (PDC) works with the four academic deans to oversee professional development opportunities supported by a \$63,000 annual budget provided by the Executive Vice President for Academic and Student Affairs.¹⁸⁷ College faculty are routinely released from normal instructional responsibilities and often receive financial support to attend off-campus training and conferences. The PDC works with the college's Executive Staff to program activities for twice-yearly Professional Development Days, organize quarterly faculty development activities, plan a fall faculty retreat, publicize conferences and other off-campus faculty development opportunities, and coordinate the selection and presentation of annual faculty awards. In addition, the college supports a part-time coordinator to oversee an annual faculty institute and a comprehensive new faculty orientation.

Section 6.12.b of the *Faculty Negotiated Agreement* provides for five contract days each year designated as Professional Development Days. Typically, four of these days are scheduled immediately prior to Fall Quarter. The remaining day is offered on a non-instructional day in early Spring Quarter. An additional nine contracted non-instructional days may be used for professional development at the discretion of individual faculty members. Each full-time instructor completes an annual Professional Development Growth Plan, providing implementation and assessment plans for individual non-instructional professional development activities.¹⁸⁸

TCC's annual Faculty Retreat is scheduled immediately before each fall quarter. Organized by the Faculty Professional Development Committee, the retreat goals are for faculty to work and learn collectively; to explore learning and teaching at TCC; and to become better acquainted with one another. Highlights of the 2011 Faculty Retreat included a panel of community leaders sharing their views on TCC's place and work in the community, an interactive activity for faculty to share what they do on the first day of class to set a tone

¹⁸⁴ ["Admin and Professional Performance Assessment \(template\)"](#)

¹⁸⁵ ["Classified Performance and Development Plan \(template\)"](#)

¹⁸⁶ [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014, page 54](#)

¹⁸⁷ 2010-2011 academic year: 011-110A Faculty Professional Development: \$43,630; Perkins Faculty Professional Development: \$19,147

¹⁸⁸ ["Faculty: Professional Development Plan, Example"](#)

of success for the quarter, an opportunity to work together on campus and community service projects, and a social gathering which included food, drink, music, games, and creating a mural to convey to students why faculty love what they do.

During the 2009-10 and 2010-11 academic years, the Student Learning Improvement Council (SLIC) sponsored monthly Teaching-Learning Labs. These were two hour sessions on topics relating to teaching and learning selected by the participants. Workshops offered in 2010-11 included:

- How to be an Effective Teacher.
- Time Management/Self Care.
- Classroom Strategies for Active Learning.
- Dealing with Difficult Students/Classroom Management.
- Fourteen Ways to Assess Student Learning.
- Academic Honesty.

The college's Teaching-Learning Center provides office space for the Professional Development Committee and the adjunct Faculty Development Coordinator, as well as space for meetings and small workshops. The Center maintains a collection of more than 230 books, videotapes, and subscriptions to several journals on teaching and learning.

In the past five years TCC has dramatically increased the number of courses taught in web enhanced, blended or hybrid, and online formats. Faculty development to support teaching in digital formats has grown accordingly. The college's eLearning Department now includes a director, an instructional designer, a support specialist, a media production specialist, a Help Desk coordinator for faculty technical support, and additional support staff exceeding ten full time equivalents (FTE). Computer labs, office space, and instructional space in the eLearning area are used for student learning and faculty development.

TCC's eLearning Department has recently developed The Studio, an innovative laboratory for faculty development. The Studio is a space, modeled after the Stanford D. School,¹⁸⁹ for faculty to get together and share ideas, explore new teaching methods and become exposed to new technology. The Studio is flexible teaching and learning space that allows TCC faculty to push the limits of their creativity.

Other faculty development opportunities include peer mentoring, individualized consultation, departmental trainings and workshops, and a series of faculty learning communities. During the 2010-2011 academic year, TCC faculty could choose to participate in the following learning communities:

- Studio Learning: Building Capacity for Collaboration.
- Inquiry-Based Innovation and Practice on the Community College Campus.
- Opportunities and Challenges for Teaching Responsibly with Technology in the STEM Disciplines: An Inquiry into Our Own Practice.
- The Hybrid Model: Transitions to Lifelong Learning.
- Integrating Quality Matters across the Curriculum: How Standards 1 and 8 Frame the Student Experience of Learning.
- Transitional Studies: Meeting Each Other in Community in Order to "Meet Students Where They Are."¹⁹⁰

¹⁸⁹ ["Institute of Design at Stanford"](#)

¹⁹⁰ [For detailed information regarding faculty development in eLearning: "Faculty Development, eLearning"](#)

The *Faculty Negotiated Agreement* provides for a system of increment raises for faculty who accumulate a required number of Professional Activity Units (PAUs) by participating in professional development activities.¹⁹¹ One unusual feature of this incentive system is that there is no ceiling on the associated salary schedule. All full-time faculty are eligible for increments each year they earn PAUs, and nearly all full-time faculty accumulate enough PAUs each year to earn salary increments. The increment and its size are contingent on state funding for faculty salary increases and “turnover” savings realized when experienced faculty are replaced with new faculty.¹⁹²

The college offers professional (sabbatical) leave opportunities to tenured, full-time faculty through a policy described in Section 5.19 of the *Faculty Negotiated Agreement*.¹⁹³ In the last decade, the Professional Leave Committee has recommended, and the President and Board of Trustees approved, professional leave to an average of 2.6 faculty a year.

Classified Staff

TCC supports the professional development of classified staff with a current annual budget of \$16,000. These funds are used to support several activities, including the annual classified staff development day. Activities for this day are organized by the Classified Staff Council.¹⁹⁴ Both classified and exempt staff are encouraged and provided release time to attend this event.

Classified employees are each eligible to receive \$200 annually from college funds and \$200 annually from TCC Foundation funds for activities including workshop or seminar registration, college course registration, college course textbooks, professional organization membership, and other activities as approved.¹⁹⁵ Approvals are required from the employee’s supervisor, the Classified Staff Council, and the Vice President for Administrative Services. College departments may also fund professional development activities for classified staff from department accounts.

Classified staff represented by the Washington Federations of State Employees Higher Education (WFSE HE) and Washington Public Employees Association Higher Education (WPEA HE) are eligible for professional development opportunities described in their respective negotiated agreements:

WFSE HE:¹⁹⁶

- Educational Leave – Article 19.6
“Leave without pay may be granted for educational leave for the duration of actual attendance in an educational program.”
- Outside Entity Requirement – Article 25.3
“When an outside entity, e.g., by state regulation or local ordinance, requires a new license and/or certification following the appointment of the employee into the affected position, the Employer will reimburse the employee for the initial cost of the new license and/or certification. Thereafter, the employee will be responsible for maintaining the license and/or certification and for all renewal costs.”

¹⁹¹ [Availability of funding for faculty increment raises is subject to legislative allocation.](#)

¹⁹² [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014, pages 55-60](#)

¹⁹³ [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014, pages 30-33](#)

¹⁹⁴ [Employee Portal > College Info > TCC Committees > Classified Staff Council: representative screenshot](#)

¹⁹⁵ [“Funding Request Form 2010”](#)

¹⁹⁶ [WFSEHE Negotiated Agreement 2009-11](#)

- Employer Convenience – Article 25.4.
 “When a license and/or certification is not required by an outside entity and the Employer, for its own convenience, requires a new license and/or certification following the appointment of the employee into the affected position, the Employer will reimburse the employee for the initial cost of the new license and/or certification. Thereafter, the Employer will continue to pay for maintaining the license and/or certification and for all renewal costs.”

WPEA HE:¹⁹⁷

- Educational Leave – Article 19.6
 “Leave without pay may be granted for educational leave for the duration of actual attendance in an educational program.”
- Outside Entity Requirement – Article 10.3
 “When an outside entity, e.g. by state regulation or local ordinance, requires a new license and/or certification following the appointment of the employee into the affected position, the Employer will reimburse the employee for the initial cost of the new license and/or certification. Thereafter, the employee will be responsible for maintaining the license and/or certification and for all renewal costs.”
- Employer Convenience – Article 10.4.
 “When a license and/or certification is not required by an outside entity and the Employer, for its own convenience, requires a new license and/or certification following the appointment of the employee into the affected position, the Employer will reimburse the employee for the initial cost of the new license and/or certification. Thereafter, the Employer will continue to pay for maintaining the license and/or certification and for all renewal costs.”

Exempt Staff

The college does not maintain an explicit professional development policy or procedure for exempt staff. Funding for exempt staff professional development is accommodated within department budgets. If adequate funds are not available at the department budget level, funding may be requested from the appropriate vice president.

All eligible employees may attend classes at any Washington State public college or university on a space available basis.¹⁹⁸ Employees receive information on this benefit at new employee orientations.¹⁹⁹

¹⁹⁷ [WPEAHE Negotiated Agreement 2009-11](#)

¹⁹⁸ [“SBCTC: Tuition Waiver”](#)

¹⁹⁹ [“Tuition Waiver Procedures”](#)

2.B.4: Tacoma Community College employs appropriately qualified instructional staff, in sufficient number to achieve its educational objectives, provide academic policy oversight, and assure the integrity and continuity of its academic programs.

Qualifications and Staffing Levels

Tacoma Community College's faculty have academic training and professional experience appropriate to the disciplines in which they teach. The college employs full-time faculty in all its university transfer, transitional studies, and professional technical programs.

Of one hundred twenty-eight full time faculty, twenty-six hold doctoral degrees, and eighty-six hold terminal master's degrees. Those who have not earned graduate degrees teach in professional/technical programs that require, rather than academic qualifications, vocational certification based on experience in their respective fields. Some pre-college level courses are taught by bachelor's level part-time faculty. The number of college faculty, and their degrees, awarding institutions, salaries, experience, and instructional loads are presented in the Institutional Faculty Profile²⁰⁰ and Number and Source of Terminal Degrees of Faculty²⁰¹ tables. The college takes pride in the quality and number of its faculty. As a group, they are one of the college's greatest strengths.

TCC maintains an appropriate balance of full-time to part-time faculty in order to achieve mission fulfillment while remaining responsive to a dynamic and challenging environment. During recent budget reductions the college met an increased demand for courses and programs by hiring additional adjunct faculty. This said, the college continues to replace full-time, tenure track faculty in programs and disciplines as faculty retire unless the program or discipline is being discontinued. Tacoma Community College currently has fifteen faculty members engaged in the three-year tenure process. This number reflects the college's determination to move into the future with a sufficient number of full-time faculty.

Maintaining a sufficient number of full-time faculty has been challenging during a period when state appropriations have decreased 34% over three bienniums (2007/2009 – 2011/2013).²⁰² However, the college remains committed to its goal of employing a sufficient number of full-time, tenured faculty to meet the mission and scope of its educational offerings.

Faculty Roles

Tacoma Community College's primary role is to facilitate student learning. As they interact with students, faculty contribute more directly than other employee group to achieving the institution's mission. Faculty engage with student learning as course instructors, assessors of student learning, curriculum supervisors, program and career advisors, and instructional policy managers.

Full-time faculty hold primary responsibility for student learning assessment. They are charged with assessing student learning at the course, program, and degree levels, and have developed assessment implementation processes for each level. They are also responsible for communicating and discussing their assessment results, determining what improvements should be made based on their assessment results, and implementing and evaluating these improvements.

TCC faculty implement the college curriculum. They work individually to prepare course materials, collaborate with colleagues to select textbooks, write course guidelines and lab manuals, and develop instructional procedures. Faculty develop and revise courses and design curricular pathways in their disciplines.

²⁰⁰ ["Institutional Faculty Profile"](#)

²⁰¹ ["Number and Source of Terminal Degrees of Faculty"](#)

²⁰² [07/09 Washington State Biennium Allocation: \\$22,130,193; 11/13 Washington State Biennium Allocation \(as of February 2012\): \\$14,728,805.](#)

The faculty Curriculum Committee oversees all curricular development and revision, reviewing course changes and new course proposals, and recommending them to the Chief Academic Officer for approval. The Curriculum Committee also oversees the use of Curricunet, the college's curriculum management software program.

New degree proposals are reviewed and approved by faculty, the college's Board of Trustees, and the State Board for Community and Technical Colleges. Certificate programs are approved by program faculty, TCC's Board of Trustees, and the State Board for Community and Technical Colleges. Professional/technical program faculty plan curriculum in collaboration with program advisory committees composed of industry professionals.

College faculty collaborate with TCC's Advising Center staff to support student success. Students are assigned initially to academic advisors and subsequently to faculty advisors, based upon their intended program of study. A faculty advisor is assigned when a student has demonstrated success with at least 15 college-level credits, identified a clear educational pathway, and reached college-level English. This is TCC's status of Declared and Prepared.²⁰³ Professional technical program faculty advise students who are enrolled in, and often those who intend to apply for, their programs. The college schedules an "educational planning day" each quarter during which no classes are scheduled and students are encouraged to meet with assigned advisors to plan for the following quarter.

Faculty are organized into departments within the areas of university transfer and transitional studies,²⁰⁴ and into programs in the professional/technical fields. University transfer department chairs are selected by department faculty, while professional/technical and transitional studies chairs are selected by college management, who consider faculty and staff suggestions and concerns.

All college faculty are members of the Instructional Council, which meets monthly to discuss instructional concerns and make instructional policy recommendations. The Executive Vice President for Academic and Student Affairs, instructional and student services administrators, and the college President are also members of this body, which is co-chaired by an elected faculty member and the Executive Vice President for Academic and Student Affairs.

Faculty participate in a wide variety of college committees that contribute to institutional governance. The faculty union president represents faculty at monthly meetings of the college's Board of Trustees. Board meetings typically include brief faculty presentations on instructional topics. Faculty participate in a variety of college committees and forums,²⁰⁵ including Instructional Council, a public monthly forum where prospective policies and campus issues affecting instruction are presented and discussed; the college's Budget Committee, in which faculty, administrative, and staff representatives review the budget process and make budget recommendations to the Executive Staff; and the *Facilities Master Planning* Committee, in which faculty, administrative, and staff representatives consider proposed and current capital projects, making recommendations to the Executive Staff. Faculty screening committees and faculty tenure committees are composed primarily of faculty. Faculty participation on college committees is supported by a system through which they are awarded Professional Activity Units that accrue toward eligibility for salary increments to their base salary for the subsequent year's appointment.

²⁰³ ["Welcome Brochure", page 4](#)

²⁰⁴ [Transitional Studies includes courses and programs which help students build their reading, writing, communication, and mathematics skills and prepare for transition to workforce training or academic transfer programs, as well as courses designed for non-native English speakers.](#)

²⁰⁵ ["TCC Shared Governance Flow Chart Final"](#)

Another important faculty role is to represent the college, both formally and informally, to community organizations in which they participate. Faculty service and involvement in such organizations support the college's core theme, Engage Community, and strengthens TCC's engagement in and responsiveness to the local community.

Faculty are represented by the Tacoma Community College Federation of Teachers, which is affiliated with the American Federation of Teachers. For over a decade, the college has successfully engaged in an interest-based, collaborative bargaining model for faculty negotiations. Use of collaborative bargaining has facilitated faculty and management cooperation in meeting common goals.

2.B.5: TCC faculty have responsibilities and workloads commensurate with the college's expectations for teaching, service, and scholarship.

While the primary responsibility of faculty is teaching, they are also expected to perform other duties, including advising, curriculum development, instructional assessment, and shared governance. These expectations are described in section 6.22 of the *Faculty Negotiated Agreement*.²⁰⁶ Although community college faculty are not expected to conduct scholarly research, time and resources are available for scholarship and other professional growth opportunities as described in section 8.70, Faculty Professional Development, of the *Faculty Negotiated Agreement*.²⁰⁷

Faculty teaching workloads have remained relatively stable since the college was founded. Most full-time faculty teach three five-credit classes (15 instructional contact hours) each quarter. The *Faculty Negotiated Agreement* stipulates that, whenever possible, faculty will be assigned no more than two course preparations per quarter. Part-time academic employees may teach up to 14 credit hours each quarter. Instructional loads for faculty who teach laboratory courses, physical education activity courses, art or music performance courses, and clinical courses are targeted at 16 instructional contact hours per week and cannot exceed 19 instructional contact hours per week as prescribed in section 6.23, Instructional Load for Full-Time Academic Employees, of the *Faculty Negotiated Agreement*.²⁰⁸ There is no faculty workload distinction between eLearning and classroom teaching assignments.

²⁰⁶ [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014](#), page 42

²⁰⁷ [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014](#), page 54

²⁰⁸ [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014](#), page 44

2.B.6: Tacoma Community College faculty are evaluated in a regular, systematic, substantive, and collegial manner. College policy specifies timeline, criteria, indices of effectiveness, opportunities for continuous feedback, and administrative access to primary evaluation data. If needed, the process includes the development and implementation of an improvement plan.

TCC faculty evaluation²⁰⁹ is prescribed by Section 13.00, Academic Employee Evaluations, of the *Faculty Negotiated Agreement*.²¹⁰ Faculty evaluation is considered a continuous improvement process, formal in character, and intended to strengthen faculty professional skills. It is not intended as a disciplinary tool.

Tenured faculty members complete a post-tenure evaluation cycle every three years.²¹¹ The *Faculty Negotiated Agreement* states, “During the three (3) year cycle, the employee will collaborate with his or her supervisor to plan, implement, reflect on, and document in a portfolio significant activities undertaken to increase professional learning, growth, and/or accomplishments.”²¹² Portfolios are intended to effectively document a faculty member’s continuous improvement achievements. The cycle includes a first-year consultation with the faculty member’s supervisor, development of a three-year professional growth plan, documentation of student feedback, peer feedback, a third-year self-evaluation, and a third-year supervisor-evaluation. The portfolio and evaluations are filed in the appropriate academic division office.

Evaluations for part-time academic employees are similar in character, but more explicitly focused on quality of instruction. Part-time faculty evaluation is ongoing. Multiple indices are included in the construction of a portfolio which is used to provide information to both instructor and supervisor. All portfolios include student opinion survey results; course materials including syllabi, handouts, assignments and other documents; teaching observations; and self-evaluations completed at the end of the first three quarters of employment, and every third-year thereafter. Supervisor evaluations may also be included. The portfolio and evaluations are filed in the respective academic division office.

Tenure for probationary temporary academic employees is defined in Section 12.00 of the *Faculty Negotiated Agreement*.²¹³

Temporary, specially funded, and full-time academic employees at off-campus corrections facilities follow a similar protocol to that for tenured faculty. Evaluation information on these academic employee groups is included in Section 13.00 of the *Faculty Negotiated Agreement*.

²⁰⁹ Evaluation protocol varies dependent upon faculty classification: post tenure, pre tenure, full time temporary, part time adjunct, corrections employees.

²¹⁰ [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014, page 77](#)

²¹¹ Prior to July 1, 2011, post tenure faculty review was scheduled every five years. As of July 1, 2011, the post tenure faculty review cycle was changed to every three years.

²¹² [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014, page 77](#)

²¹³ [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014, pages 73-76](#)

Standard 2.C: Education Resources

2.C.1: Tacoma Community College provides programs with appropriate content and rigor consistent with its mission. Certificate and degree programs culminate in the achievement of identified student learning outcomes, with awards consistent with program content in recognized fields of study.

Through the college's governance structure, TCC faculty, in conjunction with the college's academic administration, provide oversight of all courses, certificates and degrees offered by the college. Responsibility for appropriate content, rigor, and consistency of mission are managed by the college's Curriculum Committee, eLearning Advisory Committee, Instructional Assessment Steering Committee, and Instructional Council. Both instructional faculty and management hold membership on these committees and retain responsibility for program integrity.

Additionally, the college's instructional administrators, Executive Vice President for Academic and Student Affairs, President, and Board of Trustees oversee the implementation of all instructional programs, through supervision of academic personnel, curriculum, instruction, instructional sites and teaching modalities. College faculty are closely involved in the evaluation and professional development of their peers as defined in Sections 12 and 13 of the *Faculty Negotiated Agreement*,²¹⁴ and therefore assist in maintaining and improving the integrity of the academic personnel.

TCC students speak well of the college's academic rigor. In spring 2011, TCC students who participated in the Community College Survey of Student Engagement (CCSSE) rated the academic challenge of their TCC experience well above the national cohort average. At 56.6, TCC students gave academic challenge their highest survey ranking, just .40 below that of the top 10% of all colleges responding on the national survey.²¹⁵

One indicator of TCC's high degree of program integrity is the articulation agreements the college retains with baccalaureate institutions, demonstrating that TCC programs conform to area-wide standards. TCC provides six specialized associate degrees structured for efficient transfer to Washington State's six public baccalaureate institutions and eight of Washington State's private baccalaureate institutions. These associate degrees are recognized by the Washington State Higher Education Coordinating Board Intercollegiate Relations Commission (ICRC), a council that coordinates transfer articulation, and of which TCC is a member.²¹⁶ The ICRC manages Direct Transfer Agreements (DTA) and ensures program consistency across Washington State community colleges for the fourteen baccalaureate institutions receiving Washington State community college transfer students.

Professional/Technical programs design certificates and degrees that satisfy licensure and/or professional certification standards as well as standards for employment in the field. The college maintains fourteen advisory committees to college professional/technical programs, composed of members of the local professional community, that meet two to four times each year with their respective programs to review curriculum, provide advice on competencies expected of entry level practitioners, and otherwise assist the programs they support. Specialty accreditation bodies associated with selected professional/technical programs in the division of Health, Justice and Human Services set rigorous standards and regularly review program achievement of these standards. Seven TCC programs are currently accredited by specialty accreditation bodies.

²¹⁴ [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014, pages 73-81](#)

²¹⁵ ["CCSSE Exec Summary, TCC 2011"](#)

²¹⁶ ["About ICRC"](#)

These are:

- Diagnostic Medical Sonography. Accredited by the Joint Review Committee on Education in Diagnostic Medical Sonography.
- Health Information Management. Accredited by the Commission on the Accreditation for Health Informatics and Information Management.
- Nursing. Accredited by the National League for Nursing Accrediting Commission.
- Paralegal. Approved by the American Bar Association.
- Paramedic Education. Accredited by the Commission on Accreditation of Allied Health Education Programs.
- Radiologic Science. Accredited by the Joint Review Committee on Education in Radiologic Technology.
- Respiratory Therapy. Accredited by the Committee on Accreditation for Respiratory Care.

TCC is committed to student learning outcome assessment and considers the results to be a measure of the college's academic integrity. College faculty implement student learning outcome assessment at the course, program, and degree levels. Faculty are responsible for the design, implementation and communication of these outcomes and are assisted in this task by a .50 FTE Assessment Liaison. The Assessment Liaison is located in the Office of Institutional Effectiveness, adjacent to the offices of both the Executive Vice President for Academic and Student Services and near the President's office.

2.C.2: Tacoma Community College identifies and publishes course, program, and degree learning outcomes that are provided to all enrolled students in written and/or electronic form.

Program learning outcomes are published in the college catalog organized by categories of College Transfer,²¹⁷ Career Training (professional/technical),²¹⁸ and Transitional Studies (English for Academic Purposes; Developmental Education; Adult Basic Skills; English as a Second Language).²¹⁹

Course level student learning outcomes are published on all course syllabi and cross referenced on the syllabi to align with program learning outcomes. College policy requires that syllabi be distributed to students by the second class meeting.²²⁰ The college's syllabus policy and syllabus template are located in the Instructor Briefcase section of the employee internet portal.²²¹ The syllabus policy applies to all courses in all formats: classroom, online, computer-mediated, learning community, condensed, experiential, and study abroad.

Curricunet, the college's new curriculum management system includes a master syllabus for college courses. Each Curricunet syllabus includes course level student learning outcomes and their alignment with program learning outcomes. Curricunet was launched at TCC in fall 2011. Since then, approximately one-third of the college's courses have been updated in Curricunet. The remainder of courses will be revised in Curricunet over the next four years with the syllabus template option available at the time of each course revision.

²¹⁷ [Tacoma Community College 2011-2012 College Catalog](#), pages 35-36; [Tacoma Community College 2011-2012 Online Catalog](#)

²¹⁸ Professional/technical program learning outcomes are located on the first page of each program's catalog listing: [Tacoma Community College 2011-2012 Catalog](#), pages 54-81

²¹⁹ [Tacoma Community College 2011-2012 College Catalog](#), pages 83-84; [Tacoma Community College 2011-2012 Online Catalog](#)

²²⁰ ["Course Syllabi Policy in CAM"](#)

²²¹ ["Syllabus Template Table"](#)

TCC's eLearning Department has adopted policies to ensure quality online instruction for web enhanced, hybrid, and full online courses. Policies and related processes include those for new online and hybrid online course development; course development timeline; eLearning course expectations for web enhanced, hybrid and full-online courses; course evaluation rubric; and eLearning support roles.²²²

2.C.3: Tacoma Community College awards credit and degrees based on documented student achievement. Credit awards are made in a manner consistent with college policies related to accepted higher education learning outcomes and equivalencies.

TCC course grades are awarded by instructors based on assessment of student learning outcomes identified on course syllabi. Institutional grading policies are published in the college catalog.²²³ Course grades determine credits awarded, and determine the ability of students to progress to subsequent courses requiring satisfactory prerequisite achievement. Certificates and degrees are awarded based on student achievement of student learning outcomes at the course and program levels.²²⁴

TCC courses, student learning outcomes, grading policies, and certificates and degrees are recognized by the Washington State Board for Community and Technical Colleges and the Washington public four-year colleges and universities as demonstrated by TCC's participation in Direct Transfer Agreements (DTA),²²⁵ Major Related Programs,²²⁶ a dual enrollment agreement with University of Washington Tacoma,²²⁷ and the Bridge Program at The Evergreen State College Tacoma.²²⁸ These agreements and programs indicate that TCC student achievement is consistent with accepted local and regional higher education norms.

2.C.4: Tacoma Community College certificate and degree programs are coherent programs with appropriate breadth, depth, course sequencing, and learning synthesis. Admission and graduation requirements are clearly defined and widely published.

TCC proposals for certificate and degree programs originate at the instructional program level and are reviewed for substance and integrity by TCC's Executive Vice President for Academic and Student Affairs, the college's Curriculum Committee and Instructional Council, the Board of Trustees, and the Washington State Board for Community and Technical Colleges. In fall 2010, TCC launched its Curriculum Alignment Project (CAP). This ongoing project charges faculty to review, in a comprehensive and strategic manner, the curricular design of their degree programs. Faculty involved in CAP:

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

²²² [eLearning folder Zip file](#)

²²³ [Tacoma Community College 2011-2012 College Catalog, pages 30-32; Tacoma Community College 2011-2012 Online Catalog](#)

²²⁴ [As noted in the Tacoma Community College 2011-2012 College Catalog, pages 35-36; Tacoma Community College 2011-2012 Online Catalog](#)

²²⁵ ["SBCTC: Transfer Associate Degrees"](#)

²²⁶ ["SBCTC: Transfer Associate Degrees"](#)

²²⁷ [Tacoma Community College 2011-2012 College Catalog, page 11; Tacoma Community College 2011-2012 Online Catalog](#)

²²⁸ [Tacoma Community College 2011-2012 College Catalog, page 38; Tacoma Community College 2011-2012 Online Catalog](#)

- Specify course design that assures consistency of student learning outcome achievement regardless of delivery format or instructional staffing.
- Attend to the articulation of students to the next course in a pathway, level of education, or employment.
- Increase accountability to students and to receiving faculty for consistent student learning outcomes within each course.

TCC transfer degrees are in compliance with statewide degree frameworks that facilitate articulation between Washington State colleges and universities. These frameworks ensure appropriate breadth, depth, course sequencing, and learning synthesis within the college's transfer degrees.²²⁹

2.C.5: Tacoma Community College faculty, through well defined structures and processes exercise a major role in the design, approval, implementation and revision of curriculum. TCC faculty have an active role in selecting new faculty, and take individual and collective responsibility for the assessment of student learning outcomes and student achievement.

Selection of New Faculty

Faculty are involved in the selection of new faculty as specified in section 8.40-8.50 of the *Faculty Negotiated Agreement*. The Negotiated Agreement notes, "Academic employees shall have the opportunity to be involved in the selection process of new full-time or part-time academic employees in their appropriate departments or programs."²³⁰ Faculty involvement in the selection of academic personnel including full-time and part-time instructors, and department and program chairs is stipulated in the agreement.

Curriculum

The college's instructional programs continually develop and modify curriculum. College faculty have primary responsibility for these efforts, which are overseen by the college Curriculum Committee, a faculty group charged with determining that curriculum changes meet the standards of the college's academic community.²³¹

Prior to consideration by the Curriculum Committee, proposals for new courses and revisions are reviewed by the relevant program chair, the relevant instructional dean, and, if approved by the dean, are then distributed to Curriculum Committee members.

The Curriculum Committee includes faculty representatives from all instructional divisions of the college and three ad hoc non-voting members. Two ad hoc members represent Enrollment Services, and one ad hoc member is the college's Instructional Assessment and Curriculum Liaison. The committee meets monthly during the academic year. Usually a faculty member from the instructional program initiating the proposal is present to answer questions and provide clarification when the proposal is considered. The Curriculum Committee maintains the academic quality of credit bearing courses, provides for faculty authority over the college curriculum, and promotes an understanding across the college of the standards and interests that inform the college's educational offerings.

A faculty librarian sits on the Curriculum Committee to assess the impact of curriculum proposals on library resources. This structure encourages inclusion of appropriate library work in course design. Representatives from Enrollment Services (registration and records office) review course proposals for course coding accuracy and course transfer concerns.

²²⁹ See 2.C.9 for further information on Direct Transfer Agreement (DTA)

²³⁰ [Faculty Negotiated Agreement, July 1, 2011-June 30, 2014, Section 8.40, page 50](#)

²³¹ [Employee Portal > College Info > TCC Committees > Curriculum Committee: representative screenshot](#)

Considerations applied to the development and review of course proposals include:

- Regular scheduling of courses in required sequences, to ensure reasonable time-to-degree for completion.
- Regular scheduling of courses that satisfy general education distribution requirements, including attention to depth and breadth of courses offered each quarter.
- Appropriateness of courses in meeting distribution requirements, related instruction requirements, and multicultural and writing intensive designations.
- Alignment of course outcomes to program level student learning outcomes.
- Changing requirements of baccalaureate programs to which students transfer.
- Advisory committee recommendations.
- Student demand.
- Faculty availability.

Full-time TCC faculty are authorized to use CurricuNet, the college's curriculum management system, to develop and revise courses. The CurricuNet course proposal process is programmed to include course objectives, showing their alignment with program learning outcomes; distribution and related instruction requests; a syllabus template; and, if applicable, Writing Intensive and Multicultural Course designation requests. The course approval process is built into the CurricuNet system which requires review and recommendations by the department or program chair, dean, curriculum committee, and final approval by the Executive Vice President of Academic and Student Affairs, ensuring compliance with all federal, state and accreditation standards. CurricuNet allows for the posting of comments, questions, and responses by reviewers and the originator prior to the convening of the Curriculum Committee.

The *Curriculum Committee Handbook* provides guidance to faculty in the processes of course design, origination, revision and approval.²³²

During the 2010-2011 academic year, TCC launched its Curriculum Alignment Project (CAP), which involves program faculty in the evaluation and revision of all courses in their respective programs to improve articulation between courses and align degree or certificate pathways for the purpose of increasing student success. The project is being implemented by faculty with coordination and assistance from the Instructional Assessment Liaison, the Curriculum Committee, and the Instructional Assessment Steering Committee. This project is ongoing on a five year cycle. Instructional assessment results from the previous years are analyzed and incorporated in course revisions.

Assessment of Learning Outcomes:

TCC faculty take an active role in the assessment of student learning outcomes and student achievement. The college has had a faculty-led Instructional Assessment Steering Committee (IASC) since the early 1990's which has coordinated the college's instructional assessment efforts.²³³

In 2007, a revised assessment structure and process was developed by faculty including development of the Student Learning Improvement Council (SLIC), a group of five faculty representing each instructional division, who meet monthly with the Instructional Assessment Liaison. Through the efforts of both IASC and SLIC, faculty have improved and enhanced the instructional assessment process.²³⁴ Brief accounts of TCC's assessment structure and faculty involvement with the assessment processes follow.

²³² [Curriculum Committee Handbook](#)

²³³ ["Instructional Assessment, History 2007"](#)

²³⁴ ["Learning Outcomes Assessment, CAM INST-150"](#)

Course Level Assessment

During the 2000-2004 period, classroom and course level student learning assessment was addressed by faculty at TCC. The college used the Nichols model to organize and report on instructional assessment efforts at this time. More ambitious Classroom Learning Outcomes Projects (CLOPs) were conducted by faculty and supported by college stipends. Faculty were involved in formative and summative student learning assessment activities aligned with the Nichols model.

In 2005 the Nichols model was discontinued at TCC. At this time, faculty focused their course level assessment by conducting Classroom Assessment Techniques (CAT). CAT continues at the college, with assessment information used by faculty for ongoing course improvement.

Course outcomes are developed by faculty, individually or in collaboration with others teaching the same or related courses. These course outcomes are included in all course proposals located in CurricuNet, TCC's curriculum management system. Once approved by the faculty Curriculum Committee, course outcomes are listed in course syllabi. Updating outcomes and their alignment with the Program Learning Outcomes (PLO) was been the primary focus of TCC's 2010-11 Curriculum Alignment Project (CAP).

TCC's Instructional Assessment Steering Committee (IASC) and the Student Learning Improvement Committee (SLIC) is currently developing a uniform collection and storage of course level assessment data. Implementation is scheduled for 2012-13.

Program Level Assessment:

In 2004, Program Learning Outcomes (PLOs) were developed by faculty for professional technical programs, transfer distribution areas, special population areas, and service areas. This resulted in twenty-eight "programs" identified for this purpose, each with a set of Program Level Learning Outcomes (PLOs). These were published, aligned with College Wide Student Learning Outcomes (CWSLOs),²³⁵ and beginning in 2005, assessed on a five year cycle. Each program's PLOs are assessed at least once in each five year cycle. Assessment results are documented in a database and results used by faculty for curriculum improvement.

Program faculty design, implement, evaluate, and report on program level outcome assessment.²³⁶ The college's Assessment Liaison facilitates this work by assisting faculty in developing assessment projects, coordinating funding to support the projects, maintaining the program outcomes database in which projects are documented, and disseminating reports generated by the database to assure continuous improvement for program level outcomes. The Instructional Assessment Liaison also facilitates faculty measurement of student learning outcomes and curriculum improvement. Five year program assessment plans are documented and on file.²³⁷

Degree Level Assessment

In 1995-96, TCC faculty developed six College Wide Student Learning Outcomes (CWSLOs) to be achieved by students participating in degree and certificate programs. Initially, the CWSLOs, while not assessed, were aligned with Program Learning Outcomes (PLO) which were assessed. Over the next several years, the CWSLOs were refined and became a driving force for curriculum development and faculty development efforts.

²³⁵ [In 2010-11 TCC's College Wide Student Learning Outcomes \(CWSLO\) were revised and re-titled Degree Learning Outcomes \(DLO\).](#)

²³⁶ [Employee Portal > College Info > Institutional Effectiveness > Instructional Assessment > IA Projects & Database: representative screenshot](#)

²³⁷ [Employee Portal > College Info > Institutional Effectiveness > Instructional Assessment > IA Projects & Database > Database Reports: representative screenshot](#)

In 2010-11, a faculty task force recommended and gained approval to revise the CWSLOs as Degree Learning Outcomes (DLOs).²³⁸ The revised outcomes are “big ideas” intended to apply to students graduating with Associate degrees. The DLOs guide the development of learning outcomes at the program and course levels as well as curriculum development.

In 2010-11, a faculty task force devised a protocol for assessing Communication, and Information/Information Technology, the first two of six Degree Learning Outcomes. Data collection for these assessments will commence in Winter Quarter 2012, with analysis in Summer Quarter 2012.

Five of the six DLOs will be assessed on a five year cycle with a faculty task force developing applicable assessment strategies and methodology. Information gained from assessing Degree Learning Outcomes will be disseminated to faculty through presentations, workshops, and conversations coordinated by the faculty Professional Development Committee. Results will be incorporated into faculty curriculum revisions through the college’s ongoing Curriculum Alignment Project (CAP) work, and at the course and program levels.

In addition, the faculty Professional Development Committee has adopted the practice of identifying an annual theme for its work, reflecting the DLO to be assessed that year. The faculty’s 2011-12 professional development theme is “Writing Across the Disciplines.” The 2012-13 theme will be “Critical Thinking.” The college expects that pairing Degree Learning Outcome assessment with faculty professional development activities will encourage faculty to incorporate assessment results into their course and program revisions in a focused, informed manner.

The sixth DLO, Core of Knowledge (COK), refers to discipline and program specific knowledge and skills that students are expected to learn above and beyond the DLO “big ideas.” Core of Knowledge will therefore be assessed in the context of courses required for the degrees.

2.C.6: Tacoma Community College faculty partner with college library staff to ensure that library and information resources are integrated into student learning.

Instructors collaborate with library personnel to integrate library and information resources and information literacy skills into the learning process. Information literacy, formerly a College-Wide Learning Outcome, was revised as Information/Information Technology, and adopted by TCC faculty in 2010 as one of the six new Degree Learning Outcomes.

The integration of library and information sources into student learning occurs at the various levels of instructional programs, courses within programs, and assignments associated with courses, employing a wide variety of methods. These methods include:

- Faculty collaborate with librarians in collection development by requesting print and electronic monographs, periodicals, databases and films, and participating in decisions to discard outdated materials. Each instructional program has identified a faculty librarian liaison. New resources are featured in emails and library-hosted faculty workshops.
- Faculty place links to library resources in their web pages and online classrooms, develop printed book lists, and place library resources on reserve. They reference library resources on their syllabi and encourage students to use the library to complete assignments.
- Librarians develop electronic “LibGuides” or SoftChalk lessons featuring library resources for student use on specific assignments or program-based research. These are placed in online classrooms or the library’s portal pages.

²³⁸ [Tacoma Community College 2011-2012 College Catalog, page 5](#); [Tacoma Community College 2011-2012 Online Catalog](#)

- A significant portion of course writing assignments include a research component.
- Faculty librarians and the general faculty collaborate on the design of research assignments in order to improve learning outcomes for students and prompt necessary additions to the library collection.
- Faculty librarians are invited to teach approximately 250 times a year in face to face classes, most often with an emphasis on finding, evaluating and integrating the library's resources into student papers, blogs, discussion boards, or presentations. 67% of students surveyed who had attended TCC for two quarters or more reported attending at least one classroom library instruction session.²³⁹
- Faculty librarians have a presence in online courses through LibGuides (online tutorials), discussion boards, and/or "Collaborate" sessions (live video and audio).
- Faculty librarians teach two credit courses in selected programs, most recently Nursing, or linked with specific courses, such as English courses in spring, 2012.

2.C.7: Tacoma Community College grants credit for prior experiential learning based on clearly stated and widely published policies and procedures, determined by college faculty.

The college serves a diverse community of learners, including adults who have acquired previous learning through work experiences, training, or independent study. In order to recognize the accomplishments of these learners, the college has a formal policy for awarding credit for prior experiential learning. This policy is published for employees in the *College Administrative Manual* on the employee internet portal,²⁴⁰ and for students and community members on the college website.²⁴¹

The following guidelines apply to the evaluation of prior learning:

- Credit is awarded when students demonstrate college-level learning that combines theory and practice. Credit is not awarded for work experience alone.
- Awarded credit must be linked to established learning outcomes of specific courses in TCC's program of study, and must align with instructional standards for these courses.
- TCC faculty serve as content specialists, assessing prior learning associated with courses in their disciplines and recommend appropriate credit awards. Credit is granted only upon faculty recommendation.
- No more than 25% of credits awarded for a degree may be earned through prior learning assessment.

The award of credit for prior experiential learning varies from program to program as determined by program faculty. Instructional programs recognize non-traditional evidence for prior experiential learning in three areas:

Nationally recognized exams Advanced Placement, International Baccalaureate, and CLEP/DANTES provide opportunities for students to earn credit toward degree programs. Policies associated with these programs are located in the college catalog.²⁴²

²³⁹ ["Survey Compilation May 2010"](#)

²⁴⁰ ["Prior Learning Assessment, CAM STSV-212"](#)

²⁴¹ ["TCC: Prior Learning Assessment through a Portfolio \(PLA\)"](#)

²⁴² [Tacoma Community College 2011-2012 College Catalog, pages 28-30; Tacoma Community College 2011-2012 Online Catalog](#)

Articulation agreements TCC maintains articulation agreements with sixteen school districts and skill centers subscribing to the statewide Tech Prep program, as well as through College in the High School and the Service Member's Opportunity College. College in the High School provides for articulation agreements with regional school districts to provide high school students college credit for completing approved courses in their high schools.²⁴³ TCC participates in the U.S. Department of Defense Service Member's Opportunity College, the mission of which is to increase access to higher education for military personnel.

This program allows military personnel to transfer and apply military credits to TCC's nontransferable Associate in General Studies degree.²⁴⁴

Other options Challenge Exams are available to TCC students enrolled in the Computer User (CU) and Information Technology (IT) programs.²⁴⁵ TCC's portfolio review process allows students to submit Prior Experiential Learning Petitions for review by appropriate faculty and, if approved, subsequent approval by the respective division deans. Certifications, licenses, and work related training are also considered within the portfolio review process.

TCC's prior experiential learning practices are rigorous and comply with the standards of the Northwest Commission on Colleges and Universities. With the exception of credit awarded for exams, prior experiential learning credit is noted on student transcripts as the equivalent of TCC courses. Credit is awarded only for courses that are offered by Tacoma Community College. In some cases, the college may waive prerequisite courses as an alternative to awarding credit for prior experiential learning.

Prior experiential learning credits are generally posted with grades of S, for satisfactory. An exception is made for credit based on articulation agreements, for which grades are assigned as stipulated in the agreements. Prior experiential learning is identified on student transcripts with a notation of PLA (prior learning assessment) following course titles.

Prior experiential learning credit awarded in the "Other Options" category requires that students be enrolled during the quarter the learning assessment is made. Credit is posted to transcripts following the academic quarter in which the assessment is completed. Prior experiential learning credit is not used to calculate the college's state supported FTE, nor considered in determining student enrollment status or financial aid awards.

Recently, the Washington State Board for Community and Technical Colleges (SBCTC) organized several workgroups to address issues of efficiency throughout the SBCTC system. One of these workgroups is charged with addressing prior experiential learning. SBCTC has published policy and procedure recommendations intended to assure consistency and cooperation across the state in awarding prior experiential learning credit. These recommendations and related action plan are published in the report, *Instruction Commission Efficiency Report, July 15, 2011*.²⁴⁶

²⁴³ ["College in the High School Program MOU"](#)

²⁴⁴ [Tacoma Community College 2011-2012 College Catalog, pages 29-30; Tacoma Community College 2011-2012 Online Catalog; "SOC Consortium"](#)

²⁴⁵ ["Course Challenge Form"](#)

²⁴⁶ ["IC Efficiency Report"](#)

2.C.8: Tacoma Community College maintains clear, published policies and consistent processes for accepting credit from accredited colleges and universities. TCC ensures that accepted credit is appropriate for its programs and comparable to the credit of the college's credit offerings. Articulation agreements exist between select institutions, providing potential students ease of credit transfer into TCC, and providing TCC students ease of credit transfer out to receiving institutions.

Guidelines for transferring credit are published in the college catalog where they are presented under the categories of transfer among Washington State Community and Technical Colleges, Credits Transferring from Tacoma Community College, Transcripts from Other Schools, Nationally-Recognized Exams, and Articulation Agreements.²⁴⁷ A comprehensive transfer-of-credit policy is published in the college catalog, on TCC's website, and on the employee internet portal.

Official transcripts are evaluated for TCC course equivalencies by the college's credential evaluator. Credit is evaluated on a course by course basis. To ensure consistent evaluations, evaluated courses are noted in a course equivalency database. In evaluating courses that have not previously been evaluated, the evaluator refers to course descriptions in the catalogs of the transferring institutions. If catalog information is insufficient, the evaluator requests course descriptions from the transferring colleges and may ask students to provide course syllabi. The evaluator then confers with TCC faculty in instructional areas to which the credit might apply. Transcripts are evaluated within four to six weeks of receipt to enable students to develop educational plans in a timely manner.

Credit accepted for transfer to TCC is used to calculate graduation grade point averages, but not calculate TCC grade point averages. Graduation grade point averages are used to determine awards at the time of graduation.

TCC subscribes to Washington's State Board for Community and Technical Colleges' Inter-College Reciprocity Policy. This policy provides reciprocity for specific courses and distribution areas and is intended to ease student transfer between Washington State community and technical colleges.²⁴⁸ This reciprocity agreement is noted for students in the college catalog.²⁴⁹

As noted in 2.C.7, TCC maintains policies for College in the High School,²⁵⁰ Service Member's Opportunity College,²⁵¹ and challenge exams for select courses.²⁵² Descriptions of these credit policies are located in the college catalog.²⁵³

²⁴⁷ [Tacoma Community College 2011-2012 College Catalog, pages 26-28; Tacoma Community College 2011-2012 Online Catalog](#)

²⁴⁸ ["SBCTC: CTC Inter-College Reciprocity Policy"](#)

²⁴⁹ [Tacoma Community College 2011-2012 College Catalog, page 27; Tacoma Community College 2011-2012 Online Catalog](#)

²⁵⁰ ["College in the High School Program MOU"](#)

²⁵¹ [Tacoma Community College 2011-2012 College Catalog, pages 29-30; Tacoma Community College 2011-2012 Online Catalog; "SOC Consortium" pages 29-30](#)

²⁵² ["Course Challenge Form"](#)

²⁵³ [Tacoma Community College 2011-2012 College Catalog, pages 28-30; Tacoma Community College 2011-2012 Online Catalog](#)

In 2007 Washington State Board for Technical and Community Colleges established a common course numbering system.²⁵⁴ This system now includes many courses at the 100 level and above in transfer and professional/technical curriculum.²⁵⁵ Common course numbering provides easy transfer-of-credit for students moving between Washington State colleges. Common course numbering is described for students in the college catalog.²⁵⁶

TCC publishes its policies on Student Rights and Responsibilities and College and University Rights and Responsibilities in the college catalog.²⁵⁷ These policies provide guidance to students and college employees regarding transfer credit, ensuring academic quality and procedural integrity.

Undergraduate Programs

2.C.9: Tacoma Community College's general education program is integrated into the college's certificate and degree programs, preparing students for lives of productive work, citizenship, and personal fulfillment.

Transfer Degree Programs

Washington State guidelines for associate degrees, developed by the Intercollege Relations Commission (ICRC) to facilitate statewide articulation agreements,²⁵⁸ define and regulate the character and composition of general education requirements for TCC transfer degrees. These agreements require the inclusion of distribution courses in the humanities and fine arts, mathematical and natural sciences, and social sciences. An approved distribution course list is published in TCC's college catalog.²⁵⁹

Tacoma Community College offers the following transfer degrees:²⁶⁰

- Associate in Arts and Sciences (DTA Transfer Degree).
- Associate in Biology (DTA Transfer Degree).
- Associate in Business (DTA Transfer Degree).
- Associate in Elementary Education (DTA Transfer Degree).
- Associate in Pre-Nursing (DTA Transfer Degree).
- Associate of Science Degree (AS-T Transfer Degree).

Two degree categories, Direct Transfer Agreement (DTA) and/or Associate in Science (AS-T) meet the standards of the statewide transfer agreements.

²⁵⁴ ["SBCTC Common Course Numbering"](#)

²⁵⁵ [Course list: "SBCTC: Common Course Numbering"](#)

²⁵⁶ [Tacoma Community College 2011-2012 College Catalog, page 91; Tacoma Community College 2011-2012 Online Catalog](#)

²⁵⁷ [Tacoma Community College 2011-2012 College Catalog, pages 34-35; Tacoma Community College 2011-2012 Online Catalog](#)

²⁵⁸ ["Intercollege Relations Commission"](#)

²⁵⁹ [Tacoma Community College 2011-2012 College Catalog, pages 46-49; Tacoma Community College 2011-2012 Online Catalog](#)

²⁶⁰ [Tacoma Community College 2011-2012 College Catalog, pages 37-45; Tacoma Community College 2011-2012 Online Catalog](#)

In reference to the general education component of these articulation agreements, the Intercollege Relations Commission states that:

The Intercollege Relations Commission has developed Associate Degree Guidelines under which an Associate degree offered by Washington community colleges may be used to satisfy the lower division general education program of baccalaureate institutions within the state. These Guidelines and their periodic revisions have encouraged the development of the general education component in Associate degrees, with the result that the general requirements within Associate degrees in Washington are currently among the most rigorous in the United States.²⁶¹

SBCTC describes the DTA transfer degree as follows:

Degrees based on the DTA provide:

- Priority consideration in the admissions for most humanities and social science majors in public universities ahead of non-degreed transfers.
- *Completion of lower division general education requirements.*
- Credit for all courses completed within the DTA up to and in some cases beyond 90 credits.
- Opportunity to explore several fields of study through the category of up to 30 credits of elective courses.
- Opportunity to complete prerequisites for a future major.²⁶²

SBCTC describes the AS-T transfer degree as follows:

Degrees structured under the AS-T umbrella provide:

- Priority admissions consideration at public universities for most science and engineering majors ahead of non-degreed transfers.
- *Completion of similar lower division general education requirements as first- and second-year university students in engineering or science-based fields.*
- Credit for all courses completed within the AS-T up to and in some cases beyond 90 credits.
- Opportunity to complete math and science prerequisites for the chosen major.
- Opportunity to explore other fields within the electives included in the degree.²⁶³

Professional/Technical Degree and Certificate Programs

Tacoma Community College's career training (professional/technical) certificate and terminal degree programs of forty five or more credits include related instruction with identifiable and assessable student learning outcomes that align with and support program goals. All related instruction courses are taught by TCC faculty qualified to teach in the appropriate disciplines or fields. Related instruction is required in the following three areas: communication, computation, and human relations.²⁶⁴

TCC offers forty seven applied certificate and terminal degree career training programs. Terminal degrees and certificates of forty five quarter hours or more require related instruction that is embedded within program courses, or is composed of applicable courses selected from TCC's general education curriculum

²⁶¹ [The ICRC Handbook updated August 2010, page 6](#)

²⁶² ["SBCTC: Transfer Associate Degrees"](#)

²⁶³ ["SBCTC: Associate in Science-Transfer \(AS-T\)"](#)

²⁶⁴ [TCC has redesigned its framework for related instruction with full implementation scheduled for June 2012. Prior to June 2012 related instruction contained six thematic areas. These six areas have been reorganized into three thematic areas for implementation with publication of the 2012-13 college Catalog.](#)

(Approved Distribution Course List²⁶⁵).²⁶⁶ Related instruction content within professional/technical courses is determined by program faculty and is appropriate to, and aligned with, the degree programs.

All TCC applied certificate programs of forty five or more quarter hours and all applied degree programs are approved by the Washington State Board for Community and Technical Colleges (SBCTC). SBCTC requires related instruction components.²⁶⁷ Certificates of less than forty five quarter hours may or may not include related instruction.

2.C.10: All Tacoma Community College transfer associate degree programs include identifiable and assessable student learning outcomes. These outcomes are identified at the course and program levels. Additionally, there is a single set of degree learning outcomes for all TCC degrees that encompass general education.²⁶⁸

All transfer associate degree programs identified in section 2.C.9 contain general education components as specified by DTA and AS-T statewide articulation agreements. The general education requirements associated with these degrees are satisfied by selecting courses from TCC's Approved Distribution Course List.²⁶⁹ Student learning outcomes are assessed for each course, program,²⁷⁰ and degree. These levels of student learning assessment support the college's core themes of Create Learning, Achieve Equity, and Engage Community, and in doing so, advance mission fulfillment.

2.C.11: As noted in 2.C.9, Tacoma Community College's career training (professional/technical) certificate and terminal degree programs of forty five or more credits contain related instruction components with identifiable and assessable student learning outcomes that align with and support program goals. Related instruction student learning outcomes within each certificate and degree program are identified and assessed at the program level.

All related instruction courses are taught by TCC faculty qualified to teach in appropriate disciplines or fields. Related instruction is required in communication, computation, and human relations.²⁷¹

Graduate Programs

2.C.12: N/A

2.C.13: N/A

2.C.14: N/A

2.C.15: N/A

²⁶⁵ [Tacoma Community College 2011-2012 College Catalog](#), pages 46-49; [Tacoma Community College 2011-2012 Online Catalog](#); distribution areas are: Humanities; Social Sciences; Natural Sciences; Physical Education.

²⁶⁶ "Related Instruction, Applied Degrees and Certificates"

²⁶⁷ "SBCTC Prof-Tech Approval Process"

²⁶⁸ TCC's six degree learning outcomes: communication, critical thinking, living and working cooperatively, information/information technology, responsibility/ethics, core of knowledge.

²⁶⁹ [Tacoma Community College 2011-2012 College Catalog](#), pages 46-49; [Tacoma Community College 2011-2012 Online Catalog](#); distribution areas are: Humanities; Social Sciences; Natural Sciences; Physical Education.

²⁷⁰ Program Learning Outcomes for distribution areas are listed in the college Catalog: [Tacoma Community College 2011-2012 College Catalog](#), pages 35-36; [Tacoma Community College 2011-2012 Online Catalog](#)

²⁷¹ TCC has redesigned its framework for related instruction with full implementation scheduled for June 2012. Prior to June 2012 related instruction contained six thematic areas. These six areas have been reorganized into three thematic areas for implementation with publication of the 2012-13 college Catalog.

Continuing Education and Non-Credit Programs

2.C.16: Tacoma Community College's continuing education programs support TCC's mission and core themes of Create Learning, Achieve Equity, and Engage Community, and specifically advance the Engage Community core theme's objectives of workforce development, community partnerships, and cultural contributions.

TCC's division of Corporate and Continuing Education, recently renamed Invista, manages all credit and non-credit continuing education courses and programs. This division, reporting to the college's Executive Vice President for Student and Academic Affairs, provides a wide array of programs that align with the college mission. Courses and programs offered by the division support the fulfillment of TCC's mission by creating meaningful and relevant learning, broadly engaging the community, and advancing the college's equity agenda. Additionally, Invista directly supports the college's commitment to local and global engagement.

Continuing education is a dynamic and innovative component of the college. Invista will soon evolve into a collaborative initiative among Pierce County colleges, serving the local business community through a single point of contact. Invista will focus solely on corporate education while the college's personal enrichment courses will be supervised by the Executive Director of TCC's Gig Harbor campus. The growth of Invista and maintenance of TCC's personal enrichment programs advance TCC's mission fulfillment by contributing to the achievement of the college's three core themes. TCC's continuing education program is fully compatible with the college mission.

2.C.17: Tacoma Community College maintains direct responsibility for the academic quality of its corporate and continuing education programs and courses, which are fully integrated into the college's academic governance structure. Courses offered for academic credit are approved, and student learning assessed, with appropriate faculty involvement.

Credit bearing continuing education courses are submitted for review and approval through the college's regular course approval process. TCC's Curriculum Committee reviews continuing education courses using the same criteria and standards used for courses in the academic curriculum. Appropriate program chairs oversee the planning of courses, and review, interview, and approve all teaching faculty for credit granting continuing education courses. Program chairs also review and approve course syllabi for all credit granting continuing education courses. Continuing education course proposals and syllabi include the same expectations of student learning outcome assessment as those for regular college courses.

The Executive Director of TCC's Gig Harbor campus directs the college's non-credit personal enrichment courses. She is responsible for all course offerings, instructor hiring, student learning assessment, and the overall quality of all non-credit personal enrichment program offerings at the college's Gig Harbor and Tacoma sites.

2.C.18: Tacoma Community College's granting of credit for continuing education courses adheres to accepted higher education norms, conforms with college policy, is consistent across the college, is appropriate to course objectives, and is determined by achievement of student learning outcomes.

TCC adheres to the American Council on Education's guidelines for the granting of continuing education credits (CEUs). TCC's procedures and criteria for granting CEUs were developed by the dean of the Business Division in consultation with the Executive Vice President for Academic and Student Services and are consistent with the college's core themes and mission.²⁷² This protocol provides consistent standards for student learning objectives, course outcomes, and the assessment of student learning across continuing education programs. CEU's are awarded on the basis of documented knowledge attainment in a consistent and disciplinarily appropriate manner. CEU's are granted with the same rigor and integrity as that applied to the college's academic offerings.

2.C.19: Tacoma Community College maintains records of courses, syllabi, course objectives and student learning outcomes for all non-credit courses delivered. These records are kept in TCC's Division of Corporate and Continuing Education.

²⁷² ["CEU Policy"](#)

Standard 2.D: Student Support Resources

2.D.1: Tacoma Community College maintains effective learning environments appropriate to the college's programs and its dynamic student population.

TCC is a two year public community college that offers comprehensive educational, training and service programs to meet the needs of both the students and communities served. In its effort to realize its core themes of Create Learning, Achieve Equity, and Engage Community, TCC provides learning environments at five sites: the main Tacoma campus, a satellite campus in the adjacent community of Gig Harbor, and adult learning programs at the Tacoma Public School's Madison Family Literacy Center,²⁷³ the Washington Corrections Center for Women,²⁷⁴ and the Mission Creek Corrections Center.²⁷⁵ Each site provides programs and services that effectively support student learning appropriate to its mission.

TCC supports a number of learning centers on the main Tacoma campus that are intended to support effective and inclusive student learning:

Business Education Center (BEC)

The BEC provides peer and staff tutoring for business courses and business related courses, learning strategy assistance, study space, and computer access.²⁷⁶

Career Center

The Career Center provides resources to assist students in making educational and career decisions including, among others, individual career counseling, interest inventories, access to Washington Occupational Information Services, transfer catalogs, employment assistance, resume and interviewing skill development, and internships and volunteer opportunities.²⁷⁷

Center for Academic Support and Achievement (CASA)

CASA houses two programs that support student success: TRIO Student Support Services and the Center for Multi-Ethnic/Cultural Affairs (MECA). TRIO Student Support Services provides a broad set of services to students including, among others, academic planning and advising, advocacy within the college, career exploration, skills workshops, needs assessments, disability service coordination, financial aid and financial literacy advising, mentoring, scholarship search assistance, tutoring, and transfer advising.²⁷⁸ MECA offers programs and support services designed to ease the transition to college for incoming students of color. MECA provides programs to help students with diverse learning styles and backgrounds develop college-level learning strategies that promote academic persistence, success and timely graduation.²⁷⁹

²⁷³ ["Madison Family Literacy Center Facebook Page"](#)

²⁷⁴ ["Washington Corrections Center for Women"](#)

²⁷⁵ ["Mission Creek Corrections Center for Women"](#)

²⁷⁶ [Tacoma Community College 2011-2012 College Catalog, page 24; Tacoma Community College 2011-2012 Online Catalog](#)

²⁷⁷ [Tacoma Community College 2011-2012 College Catalog, page 17; Tacoma Community College 2011-2012 Online Catalog](#)

²⁷⁸ [Tacoma Community College 2011-2012 College Catalog, page 17; Tacoma Community College 2011-2012 Online Catalog](#)

²⁷⁹ ["TCC: CASA/MECA"](#)

Counseling and Advising Center

The Counseling and Advising Center offers a variety of services to students including, among others, educational planning, academic problem resolution, personal counseling, academic and career counseling, interest assessment, educational and career opportunity information, human development courses and workshops, career and life planning, substance abuse and recovery counseling, and community resource referral. Additionally, men's and women's services are coordinated by counseling staff and include classes in Life Choices for Men and Life Choices for Women (both HD 116). Most services are free to TCC students.²⁸⁰

Early Learning Center

The Early Learning Center is a state-certified, nonprofit campus center that offers high-quality, affordable child care in a safe, nurturing environment in order to enable parents to pursue education at TCC.²⁸¹

eLearning and the Information Commons

eLearning provides students with staff support for eLearning, computer workstations, portable equipment (projectors, laptops, digital camcorders and cameras), multimedia and digital formatting. The Information Commons provides eighty six student computers with internet access, software programs, digitally equipped small group study rooms, and Help Desk staff to assist with student needs.²⁸²

Learning Resource Center (Gig Harbor)

The Learning Resource Center at TCC's Gig Harbor site supports student learning by providing access to a student computer lab, writing and math tutors, transfer materials, and scholarship information.²⁸³

Library

The TCC Library provides TCC students, faculty, and staff access to research materials, technology, instruction, study space, and a variety of services that support teaching and learning. Library services include, among others, individual research assistance from faculty librarians, information literacy workshops, research databases, access to books, periodicals, manuscripts, newspapers, English as a Second Language and English for Academic Purposes collections, computer access and support, and digital equipment check out.²⁸⁴

Math Advising and Resource Center (MARC)

The MARC is a student learning center devoted to helping students succeed in math courses. Resources include, among others, student access to study areas, tutoring, advising, calculators, computers and other learning tools. The MARC also supports students enrolled in developmental math courses with supplemental courses focusing on tools for success tailored to specific math courses.²⁸⁵

²⁸⁰ [Tacoma Community College 2011-2012 College Catalog](#), page 18; [Tacoma Community College 2011-2012 Online Catalog](#)

²⁸¹ [Tacoma Community College 2011-2012 College Catalog](#), pages 17-18; [Tacoma Community College 2011-2012 Online Catalog](#)

²⁸² [Tacoma Community College 2011-2012 College Catalog](#), page 23; [Tacoma Community College 2011-2012 Online Catalog](#)

²⁸³ [Tacoma Community College 2011-2012 College Catalog](#), page 24; [Tacoma Community College 2011-2012 Online Catalog](#)

²⁸⁴ [Tacoma Community College 2011-2012 College Catalog](#), page 23; [Tacoma Community College 2011-2012 Online Catalog](#)

²⁸⁵ [Tacoma Community College 2011-2012 College Catalog](#), page 24; [Tacoma Community College 2011-2012 Online Catalog](#)

The Reading and Study Skills Center and the Computer Assisted Learning Center (CAL)

The Reading and Study Skills Center offers support for transitional studies courses and individual assistance for students in reading and study skills. The CAL lab supports transitional studies courses. Students participate with their classes during reserved times, drop in to use available computers, or are referred by instructors for individualized learning.²⁸⁶

Writing and Tutoring Center

The Writing and Tutoring Center offers drop-in and by-appointment tutoring for most college courses, as well as assistance in developing effective learning strategies.²⁸⁷

TCC offers a variety of experiences and programs that support student learning. These include:

Fresh Start The Fresh Start program is intended to provide non-completing high school students the opportunity to complete high school while enrolled in one of TCC's applied certificate or degree programs. Fresh Start also offers students assistance with goal clarification, development of life skills, study skills, and job search strategies.^{288 289}

Internships TCC's career training programs include internship and clinical opportunities. Students pursuing transfer degree programs may enroll in the college's EXPLR 290 Internship for elective credit. Internships allow students to earn college credit through on-the-job workplace learning.²⁹⁰

Study Abroad TCC offers quarter-long study abroad programs to students who wish to experience new cultures and develop global competencies. Credits earned apply to TCC's AAS degree. Study Abroad is coordinated by TCC's Office of International Student Services.

International Student Services The Office of International Student Services supports over three hundred students each quarter from thirty different countries in their TCC studies through the Fast-Track Dual Degree Program, a 2+2 University Transfer Program, an English for Academic Purposes program, and short-term programs tailored to the interests of specific international student groups. Academic courses are staffed by TCC faculty, while retention, housing, and student life support is provided by the Office of International Student Services staff.²⁹¹

Running Start Running Start is a partnership between the Washington State community college system and Washington's public school districts. High school juniors and seniors may enroll in TCC courses at no tuition cost and earn credits that simultaneously apply toward high school graduation and college requirements. All TCC student support services are available to Running Start students.²⁹²

²⁸⁶ [Tacoma Community College 2011-2012 College Catalog, page 24; Tacoma Community College 2011-2012 Online Catalog](#)

²⁸⁷ [Tacoma Community College 2011-2012 College Catalog, page 24; Tacoma Community College 2011-2012 Online Catalog](#)

²⁸⁸ [Tacoma Community College 2011-2012 College Catalog, page 9; Tacoma Community College 2011-2012 Online Catalog](#)

²⁸⁹ [Fresh Start Informational Pieces](#)

²⁹⁰ [Tacoma Community College 2011-2012 College Catalog, page 26; Tacoma Community College 2011-2012 Online Catalog](#)

²⁹¹ ["TCC International Brochure 2010"](#)

²⁹² [Tacoma Community College 2011-2012 College Catalog, page 10; Tacoma Community College 2011-2012 Online Catalog](#)

Supplemental Instruction Supplemental Instruction (SI) is a series of weekly review sessions for students taking historically difficult courses. SI is available to all students who want to improve their understanding of course material and improve their grades. SI sessions are free, voluntary, and emphasize a collaborative learning style.²⁹³

2.D.2: Tacoma Community College provides a safe and secure environment for all students at all locations. The college complies with federal and state regulations regarding crime statistics, campus security policies, and other disclosures.

Reporting to the Vice President of Administrative Services, Campus Public Safety (CPS) provides campus security services to the TCC community 24 hours a day, 365 days a year. CPS Officers do not have arrest powers but are authorized to enforce campus policies and assist police agencies. In order to have a visible presence on campus, CPS Officers wear blue shirts with gold badges and carry handcuffs. The campus is patrolled via cruiser, on foot, in a cart, or on a bicycle. CPS maintains cooperative relationships with the Tacoma Police Department, Pierce County Sheriff, Washington State Patrol, and other law enforcement jurisdictions. CPS also works collaboratively with other law enforcement agencies, including local fire departments and the Washington State Department of Corrections.

The college complies with the Jeanne Clery Disclosure of Campus Security Policy and Crime Statistics Act (Clery Act). Three CPS staff have received annual training on Clery Act compliance. CPS prepares an Annual Security and Fire Report and discloses annual crime and fire statistics in compliance with the Clery Act. The crime, arrest, and disciplinary referral statistics on-campus, in non-campus buildings or properties, or public property are reported to college officials with responsibility for student and campus activities. CPS also obtains information from local law enforcement on the occurrence of crimes on public property at the college or immediately adjacent to and accessible from the college.

CPS complies with the Clery Act requirement of timely notification of significant safety events. CPS uses E2 Campus (a text service) and campus e-mail to notify the campus community of significant safety events and security issues in the surrounding area, including weather and travel advisories, and emergency management system advisories.

CPS takes a proactive and educational approach to safety. The CPS Supervisor issues quarterly safety and security e-mails to faculty, staff, and students. The CPS staff provides safety workshops to students. The CPS Supervisor also chairs the Campus Safety Committee, composed of staff designated as building safety officers, which assists CPS with dissemination of information and education regarding campus-wide safety issues.

The CPS Supervisor also serves on TCC's Behavioral Intervention Team (BIT), composed of representatives from Campus Public Safety, Counseling, and Student Services. The team focuses on prevention and early intervention in situations involving students experiencing serious distress or engaging in harmful or disruptive behaviors. The team takes a proactive approach of risk assessment and referral to assure that TCC is a safe learning and working environment.

²⁹³ [Tacoma Community College 2011-2012 College Catalog, page 23; Tacoma Community College 2011-2012 Online Catalog](#)

2.D.3: Tacoma Community College recruits, admits, orients and advises students with potential to benefit from its educational offerings. The college provides timely, useful and accurate information to potential and matriculated students pertaining to academic requirements, graduation and transfer policies. TCC’s recruitment and orientation activities are part of the college’s comprehensive first-year “Declared and Prepared” experience.²⁹⁴

Recruitment

TCC is an open admission community college committed to serving a diverse community.²⁹⁵ As such, it exercises considerable care to assure that students recruited and admitted to the institution are prepared to succeed.

The college’s guiding recruitment principle is that better preparation of prospective students will lead to greater student success. TCC actively recruits in the middle schools and high schools within the college’s service district. The college conducts continuous outreach through school visits and fairs, and liaison work with school counselors, faculty and district administrators. Students are encouraged to complete college preparatory coursework before completing high school. High school faculty are encouraged to align high school curriculum with college entry curriculum, particularly in English and math. In several schools, students are offered placement testing opportunities at the sophomore and junior levels to increase their awareness of college level expectations.

In 2008, TCC merged Outreach and Recruitment Services with its Department of Marketing and Communications to create greater continuity in communications, and to better prepare prospective students to navigate the college entry process. In 2009, the college implemented a prospective-student communication system, “Inside TCC,” to help student prospects prepare for college entry through financial aid preparation and awareness of program requirements and transfer policies. Prospective students who participate in “Inside TCC” receive a targeted set of messages based on their ages and interests to help them prepare for college success. Separate message “tracks” has been developed for 7th graders, 8th graders,²⁹⁶ 9th graders,²⁹⁷ 10th graders,²⁹⁸ 11th graders,²⁹⁹ 12th graders,³⁰⁰ and adult learners.³⁰¹ Information is collected from prospective students through an online or in-person form, allowing the college to target messages to student interests.³⁰² Currently, over 12,000 prospective students are receiving regular communications in preparation for TCC entrance.

²⁹⁴ See 2.D.10 for information on Declared and Prepared.

²⁹⁵ “Washington’s Community and Technical College Act of 1991 provides for a state system of community and technical colleges separate from both the public secondary schools and four-year institutions. The act requires that the colleges ‘offer an open door to every citizen, regardless of his or her academic background or experiences, at a cost normally within his or her economic means’ (RCW 28B.50.020(1)).” [“SBCTC: History”](#)

²⁹⁶ [“Inside TCC, Eighth Grade Example”](#)

²⁹⁷ [“Inside TCC, Freshman Example”](#)

²⁹⁸ [“Inside TCC, Sophomore Example”](#)

²⁹⁹ [“Inside TCC, Junior Example”](#)

³⁰⁰ [“Inside TCC, Senior Example”](#)

³⁰¹ [“Inside TCC, Adult Example”](#)

³⁰² [“Inside TCC Online Signup Form”](#)

TCC's *Quarterly Preview*, a three times/year direct mailing to all 133,726 households in the college's service area, was launched in 2010 to provide accurate and timely information to potential students. Through this mailing, TCC endeavors to effectively orient new students to the college in an accurate and timely manner. The *Quarterly Preview*:

- Reminds current and first-term students that it is time to register, and directs them to the online class schedule/registration system where they receive up-to-the-minute information about class offering and availability.
- Provides an overview or reminder of the necessary registration steps.
- Encourages potential students to sign up for "Inside TCC."

Through high school partnerships, including TCC's Educational Talent Search program,³⁰³ dual enrollment programs such as Fresh Start and Running Start,³⁰⁴ Tech Prep agreements,³⁰⁵ Tacoma's REACH Center,³⁰⁶ and community partnerships such as the College Success Foundation Scholars,³⁰⁷ TCC reaches under-served populations that otherwise might not aspire to college. TCC serves the adult community through, among others, its workforce development efforts,³⁰⁸ partnerships with the Metropolitan Development Council,³⁰⁹ and participation in community events such as the Western Washington State Fair and Tacoma Ethnic Fest.

Orientation

Each quarter TCC provides orientation sessions that are mandatory for entering first-time college students and encouraged for re-entering students. The orientation, conducted by a team of advisors and other student services staff, focuses on establishing the student-advisor relationship, campus navigation, key support services, and registration and financial aid. Participating students are taught to use TCC's student internet portal, college catalog, and online class scheduling system. Students learn about prerequisite classes, developmental course sequences, course waitlists, certificate and degree programs of study, and degree and transfer requirements. Orientation sessions are conducted in a computer lab in order to support students' first online registration experience.

In addition to in-person orientation, TCC offers an online orientation for students who enroll primarily in online coursework. The online orientation includes interactive learning tips and quizzes designed to increase engagement with the orientation material. At the end of both in-person and online orientations, students are assigned to academic advisors and assigned (coded) to an initial program of study. In the past year the college has added orientation sessions combined with assessment testing and campus tours to allow students to accomplish all three tasks in a single trip to campus.

Upon admission to the college students are assessed, usually using Accuplacer testing, to determine appropriate placement in English and math. Over the past two years the English and math departments have re-evaluated Accuplacer placement cutoff scores, adjusting placement thresholds to more effectively identify appropriate course levels. The college assessment staff may also refer to high school and college transcripts to establish placement levels.

³⁰³ ["TCC: TRiO Educational Talent Search"](#)

³⁰⁴ ["TCC: Fresh Start"](#); ["TCC: Running Start"](#)

³⁰⁵ [Tech Prep Agreements located in TCC evidence room May 2-4, 2012](#)

³⁰⁶ ["REACH Center"](#)

³⁰⁷ ["TCC: Achievers Scholars"](#)

³⁰⁸ ["TCC: Work First"](#); ["TCC: Worker Retraining"](#)

³⁰⁹ ["MDC Partnership with TCC"](#); ["MDC Information Pamphlet"](#)

Information on programs of study and certificate and degree requirements is available to students online on the college's external website, in the online and print versions of the college catalog, and on printed program flyers located at key campus sites. Students receive hard copies of their program requirements when they meet with their advisors.

New students who are unable to find available classes are given the option to defer admission to a future quarter. These deferred students receive prioritized registration dates, providing them future registration dates which are earlier than that provided to other new students.

Advisor Dashboard is a student management software tool, developed by TCC staff, to assist advisors in developing relationships with their assigned students and track student progress. Advisor Dashboard collects information from the college's student management and degree audit systems, along with notes entered by advisors. This tool facilitates advisor review of student records and advising history in order to more effectively support student achievement of educational goals. Tracking data in Advisor Dashboard also allows TCC's lead advisor to review advising practice across the Advising Department to assure that guidelines are followed, supporting documents collected, and student interventions appropriately performed.³¹⁰

The college uses degree audit software to assist student and advisor review of student progress toward degree and certificate attainment. The degree audit software can also be used by students to conduct "what if?" analyses, entering various programs of study to see what courses students would need to complete to achieve alternative goals.³¹¹

2.D.4: In the event Tacoma Community College eliminates or significantly changes a certificate or degree program, the college makes arrangements to ensure that students enrolled in the program have an opportunity to complete in a timely manner. In that case, the Executive Vice President for Academic and Student Affairs oversees the development and implementation of a teach-out plan to accommodate existing program students to complete within five years of the change date.

When requirements for degrees change, students may take advantage of the college's "grandfather" policy. This policy allows students who complete their degrees within five years of their original enrollment dates to choose to graduate under the provisions of the degree requirements in effect when they originally enrolled at the college.³¹²

All significant professional/technical certificate and degree program changes at TCC require approval from the Washington State Board for Community and Technical Colleges. This approval process requires appropriate teach-out plans for currently enrolled students.

³¹⁰ ["Advisor Dashboard Training, PowerPoint"](#)

³¹¹ [Student Portal > Quick Links > My E-Services > Degree Audit: representative screenshot](#)

³¹² [Tacoma Community College 2011-2012 College Catalog, pages 27; Tacoma Community College 2011-2012 Online Catalog](#)

2.D.5: The college catalog provides comprehensive information about college costs, programs, policy and procedure. The catalog, which is published annually, is developed through a collaborative process directed by TCC's Executive Vice President for Academic and Student Affairs and supported by the Department of Marketing, Communication and Outreach. The catalog is available to students and college stakeholders on the TCC website,³¹³ on TCC's student and employee internet portals, and in print from the college bookstore at a cost of \$7.00.

Included in the catalog:

- TCC's mission, vision and values.³¹⁴
- Entrance requirements and procedures.³¹⁵
- Grading policies.³¹⁶
- Information on academic programs and courses with degree and program completion requirements.³¹⁷
- Expected learning outcomes and required course sequences (when applicable).³¹⁸
- Names, titles, degrees held, and conferring institutions for administrators and full-time faculty.³¹⁹
- Rules and regulations for conduct, rights, and responsibilities.³²⁰
- Tuition, fees, and other program costs.³²¹
- Refund policies and procedures for students who withdraw from enrollment.³²²
- Opportunities and requirements for financial aid.³²³
- Academic calendar.³²⁴

³¹³ [Tacoma Community College 2011-2012 Online Catalog](#)

³¹⁴ [Tacoma Community College 2011-2012 College Catalog](#), page 4; [Tacoma Community College 2011-2012 Online Catalog](#)

³¹⁵ [Tacoma Community College 2011-2012 College Catalog](#), pages 8-10; [Tacoma Community College 2011-2012 Online Catalog](#)

³¹⁶ [Tacoma Community College 2011-2012 College Catalog](#), page 30; [Tacoma Community College 2011-2012 Online Catalog](#)

³¹⁷ [Tacoma Community College 2011-2012 College Catalog](#), pages 34-82; [Tacoma Community College 2011-2012 Online Catalog](#)

³¹⁸ [Tacoma Community College 2011-2012 College Catalog](#), pages 90-159; [Tacoma Community College 2011-2012 Online Catalog](#)

³¹⁹ [Tacoma Community College 2011-2012 College Catalog](#), pages 160-171; [Tacoma Community College 2011-2012 Online Catalog](#)

³²⁰ [Tacoma Community College 2011-2012 College Catalog](#), pages 19-21; [Tacoma Community College 2011-2012 Online Catalog](#)

³²¹ [Tacoma Community College 2011-2012 College Catalog](#), page 12; [Tacoma Community College 2011-2012 Online Catalog](#) page 12

³²² [Tacoma Community College 2011-2012 College Catalog](#), page 14; [Tacoma Community College 2011-2012 Online Catalog](#)

³²³ [Tacoma Community College 2011-2012 College Catalog](#), pages 12-14; [Tacoma Community College 2011-2012 Online Catalog](#)

³²⁴ [Tacoma Community College 2011-2012 College Catalog](#), page 7; [Tacoma Community College 2011-2012 Online Catalog](#)

2.D.6: Tacoma Community College’s print and online publications fully describe the college’s certificate and degree programs, and include accurate information on licensure, entry to professions, and unique occupational or transfer requirements.

The college catalog and website provide students and college stakeholders with extensive information on certificate and degree programs. The college catalog includes college transfer degrees,³²⁵ highlighting requirements for baccalaureate transfer, career training certificates and degrees,³²⁶ entry to professions, licensure, and specialized program accreditation.

TCC’s public website prominently includes an “Areas of Study” section, providing catalog information on programs along with additional information and links to relevant sources. This digital, interactive resource is intended to provide students and other stakeholders with more detailed information than can feasibly be included in a print publication.³²⁷

2.D.7: Tacoma Community College adheres to explicit policies and procedures regarding secure retention, retrieval, and backup of student records, regardless of form.

TCC follows Washington State mandated records retention schedules. Paper records are filed, stored, and removed as is prescribed in the retention schedule.³²⁸ Additionally, the college maintains a large portion of records electronically. These records are kept in the student management (SMS) and financial aid management (FAM) systems used by all 34 Washington public community and technical colleges. System maintenance and back-up is maintained by the State Board of Community and Technical Colleges-Information Technology (SBCTC-IT) division. The college also has begun the process of storing student documents electronically in Singularity, an electronic document storage system. Singularity makes the storage of student documents easier, and student documents/records are automatically removed on the state mandated record retention schedule.

The college also protects the release of student records in compliance with the Family Education Rights and Privacy Act (FERPA) and corresponding Board policy.³²⁹ These policies are published in the TCC catalog and on the college website.³³⁰ Additionally, the college blocks release of information on students that request their information not be disclosed. All staff sign confidentially statements before they are granted access to student information.³³¹

³²⁵ [Tacoma Community College 2011-2012 College Catalog](#), pages 34-50; [Tacoma Community College 2011-2012 Online Catalog](#)

³²⁶ [Tacoma Community College 2011-2012 College Catalog](#), pages 51-82; [Tacoma Community College 2011-2012 Online Catalog](#)

³²⁷ For example: “[TCC: Respiratory Therapy](#)”

³²⁸ “[General Retention Schedule for Washington’s Community and Technical College System](#)”

³²⁹ “[Confidentiality of Student Records Policy](#)”

³³⁰ [Tacoma Community College 2011-2012 College Catalog](#), pages 19-20; [Tacoma Community College 2011-2012 Online Catalog](#)

³³¹ “[Statement of Confidentiality](#)”

2.D.8: Tacoma Community College provides an effective and accountable financial aid program to support its mission and core themes of Create Learning, Achieve Equity, and Engage Community. The college publishes and provides to prospective and enrolled students, accessible and complete information on the breadth of financial aid opportunities.

Information regarding categories of available aid and related application processes are posted on TCC's external website³³² and the college's student internet portal.³³³ Financial Aid staff make presentations to local high schools and community groups, and TCC's outreach staff host three "Ways2Pay" sessions each year on campus for the public. Printed literature is available in the Financial Aid reception area.

Financial aid application assistance is provided to students as needed by Financial Aid office staff and by the Equal Opportunity Center representative located in the college Advising Center.

Financial Aid staff provide information on aid opportunities and processes to TCC's departments of Outreach, CASA/MECA, TRIO, and the Advising/Counseling front desk staff. Financial aid staff are often invited to make presentations in TCC's Student Success Seminar, HD 101.

The Director of Financial Aid Services regularly communicates with the Washington State Higher Education Coordinating Board regarding Washington State financial aid policy and available resources. In order to keep abreast of federal aid programs, the financial aid staff attend trainings provided by the U.S. Department of Education and their professional organizations.

TCC helps students access financial aid funds from a variety of sources, including Federal Student Aid, Washington State government resources, TCC Foundation scholarships, institutional funds, and external scholarship opportunities. Approximately 50% of TCC students receive financial aid.

Accountability of TCC's Financial Aid Services is maintained through audits performed by the U.S. Department of Education and the Washington State Board for Community and Technical Colleges, oversight from the college's Executive Staff, and oversight from the college's Business office.

2.D.9: Tacoma Community College students receiving financial aid are clearly informed of repayment obligations. The college closely monitors its loan default rate, as well as the character and effectiveness of its financial aid programs.

TCC's draft cohort default rate is published by the United States Department of Education every February, and final rates are published in September. TCC's 2009 (two year official) cohort default rate is 8.9%. The Director of Financial Aid Services closely monitors TCC's student loan program and consistently reports program issues, status, and default rates to the college's Student Services leadership team.

Student loan recipients are notified of their repayment obligations through completion of their master promissory notes,³³⁴ mandatory U.S. Department of Education entrance counseling,³³⁵ mandatory National Student Loan Data System exit counseling,³³⁶ the U.S. Department of Education's Direct Loan Servicing,³³⁷ and, as requested, counseling from TCC's Financial Aid staff.

³³² ["TCC: Costs and Aid"](#)

³³³ [Student Portal > Money & Jobs > Financial Aid & Scholarships: representative screenshot](#)

³³⁴ ["StudentLoans.gov"](#)

³³⁵ ["Entrance Counseling Guide for Direct Loan Borrowers"](#)

³³⁶ ["Welcome to Exit Counseling"](#)

³³⁷ ["Direct Loans: When You Leave or Graduate School"](#)

Tacoma Community College students may access their personal loan histories through the TCC student internet portal.³³⁸ Individualized, real-time accounting for a students' loan history includes total subsidized and unsubsidized loans borrowed, aggregate (total) loan limits, and annual loan limits for Direct Loans. Additionally, a link to the National Student Loan Data System (NSLDS) is located on the financial aid pages of the TCC student internet portal. The NSLDS site provides access to students' detailed loan information.³³⁹

Repayment and default information is provided by financial aid staff in most Student Success Seminar (HD 101) classes. In addition, a financial literacy task group has recently been charged with assessing the college's current financial literacy programming and creating a comprehensive financial literacy program, with implementation and an evaluation plans. Repayment obligations will be included in this program.

2.D.10: Tacoma Community College maintains a systematic and highly effective academic advising program to support student success. Advising personnel are knowledgeable regarding the college curriculum, program requirements, and graduation requirements for certificate and degree programs. They are fully prepared to fulfill the responsibilities of this student support program. Advising requirements are clearly defined, published, and available to all students.

Advising Program

Over the past decade TCC has developed and implemented a major revision of its advising program. The college developed a systematic and effective advising model that brings together a variety of strategies aimed at helping students move from college entry to the successful completion of their educational goals. The college's "Declared and Prepared" advising model is an intrusive model that identifies multiple steps, interventions, and achievements in a student's pathway to the status of Declared and Prepared.³⁴⁰

The first step in Declared and Prepared is *Entry*, which includes assessment, orientation and the assignment of an advisor. The second step is the *First Quarter*, which includes the college's Student Success Seminar (HD 101) and relationship building with the assigned advisor. The third step is *Intervention*, which includes quarterly advisor contact for the student. The fourth step is *Advising*, continued work with the advisor, culminating in student achievement of "Declared and Prepared" status, which requires a 2.0 or greater GPA, achievement of college English and reading levels, completion of a college level math course required for program completion, a completed educational plan, Student Success Seminar (HD 101) completion or exemption, a minimum of 15 college credits, and assignment to a faculty advisor.³⁴¹

TCC's "Declared and Prepared" advising model is supported by an effective software program, Advisor Dashboard. This application, used by students, faculty, and advisors, includes in a single electronic file of all student records pertinent to academic advising, including contact information, registration, GPA, Early Alert records, transcripts, credits transferred in, test scores, relevant documents, advisor intake survey, advisor actions and comments, and the student's educational plan.³⁴²

In addition to the development of the "Declared and Prepared" model, the college restructured the Advising Center by moving multiple entry services into a Welcome Center. This attractive and functionally integrated center includes a large, well-equipped and inviting lobby that encourages students to explore career possibilities, learn to use online tools and resources, and meet with academic advisors and career counselors.

Advising, Counseling, and Career Center staff are co-located in the Welcome Center. The close proximity of

³³⁸ [Student Portal > Money & Jobs > Financial Aid & Scholarships > Financial Aid Portal: representative screenshot](#)

³³⁹ ["National Student Loan Data System Student Access"](#)

³⁴⁰ ["MtM - Declared Prepared"](#)

³⁴¹ ["Declared and Prepared, PowerPoint"](#)

³⁴² ["Advisor Dashboard PowerPoint, ATD Conference" pages 15-22](#)

staff has resulted in collaboration between services and more effective processes for students. Staff collaborate to integrate the content of New Student Orientation, the Student Success Seminar (HD 101), and various career assessment tools, providing students an array of resources for developing effective educational plans.

Advising Personnel

The implementation of TCC's advising model required the addition of eight full-time advisor positions.³⁴³ Once assembled, the advisors pursued a training plan intended to reorient their focus and intent from first-quarter advising to first-year advising, with responsibility for establishing relationships and supporting students in charting their educational careers, developing educational plans, and achieving "Declared and Prepared" status.

Advisor development has involved participation in national and regional training opportunities offered through the National Academic Advising Association (NACADA), as well as statewide advising and student services conferences, workshops, and council meetings. An extensive three stage advisor training program was provided for advisors during the first years of the new model and has now evolved to weekly training meetings. During these meetings faculty are invited to update advising staff, transfer institutions are invited to discuss transfer concerns, and TCC administrators are invited to discuss policies and practices relevant to advising.

New advisors spend two to three months in training regarding TCC's curriculum, program requirements, and advising practices. They learn to use various support tools, including Advisor Dashboard, the college's student management system (SMS), and degree audit software. They also shadow experienced advisors and are paired with advisor-mentors.

Publication of Advising Requirements

The college's student internet portal includes a prominent, "Academics and Registration" menu, that provides the Calendar of Important Dates, College Catalog, Transfers and Career Counseling, Graduation, Advising Announcements, Advising Information, Academic Worksheets, Registration, and Wait Lists. Advising policies and information is personalized for individual students under the "Advising Information" menu option, which includes "My Advisor" (messages from the student's advisor), "My Educational Plan" (a link to a digital plan template, and to an instructional video which assists students in developing educational plans), "My Registration Time" (the student's assigned registration date and time), and "Advising Services" (a list of services and contact information).³⁴⁴ In addition, during New Student Orientation a YouTube video link is provided to students to help them through the registration process.³⁴⁵

TCC's college catalog provides advising information for students in a section labeled, "Your Academic Future"³⁴⁶ that includes information on admission, assessment, orientation, the college's Student Success Seminar (HD 101), and the opportunity for dual enrollment at TCC and the University of Washington Tacoma. Potential students have access to preliminary advising information on the college's external website³⁴⁷ as well as in the college catalog.

Current advising policies, guidelines and materials are available to all TCC advisors in a shared drive on the college network.

³⁴³ [From four advisors in 2004 to twelve advisors in 2006; "TCC Focused Interim Report, 2006, page 7"](#)

³⁴⁴ [Student Portal > Academics & Registration > Advising Information: representative screenshot 1 and representative screenshot 2](#)

³⁴⁵ ["TCC Registration Video"](#)

³⁴⁶ [Tacoma Community College 2011-2012 College Catalog, page 10; Tacoma Community College 2011-2012 Online Catalog](#)

³⁴⁷ ["TCC: Advising"](#)

2.D.11: Tacoma Community College's co-curricular activities are consistent with, and directly support, the college's mission, core themes, programs, and services. Co-curricular activities are appropriately governed and fully supported within the college.

TCC's Office of Student Life collaborates with faculty, staff, students, and the local community in support of the college's mission. The Office of Student Life places a strong emphasis on co-curricular activities while providing opportunities for students to focus on student government, leadership, and event planning. The Office of Student Life also supports more than thirty active campus clubs and organizations that provide opportunities for student engagement on campus and in the community.³⁴⁸

Co-curricular activities are governed within the structure of the Associated Students of Tacoma Community College. Co-curricular activities are supported by student fees and provide for opportunities to engage students with educational, social, and recreational experiences that enhance the classroom.

2.D.12: Tacoma Community College operates auxiliary services that support the college's mission, contribute to TCC's intellectual climate, and enhance the environment for student learning. Students and college personnel have appropriate opportunities to provide suggestions on the operation of these services.

Bookstore

Students are the target market for the TCC Bookstore, which provides textbooks, school supplies, convenience items, and TCC promotional clothing and items. Academic materials sold in the bookstore are selected by faculty. The bookstore seeks and promotes low priced course materials to enhance accessibility. In an effort to help mitigate the increasing cost of textbooks, the bookstore recently launched a textbook rental program that has been well received.³⁴⁹ The bookstore generates modest profits that support college priorities.

Food Services

Food services are provided through a bid-awarded contract with an independent food services company, Sodexo. The operation includes the TCC Café located in the Student Center, and event catering. Solicited student opinions guide menu options.

Conference Services

Conference services was formalized as a college enterprise in 2006. Student and faculty needs take priority in facility use, with the rental of college facilities secondary to college functions. While facility rental produces some revenue, its primary value to the college is engagement with the broader community. The location of community events and performances at the college enriches TCC's educational and cultural environment.

³⁴⁸ [Student Portal > Campus Life > Student Life > About: representative screenshot; "TCC: Campus Life"](#)

³⁴⁹ ["Tacoma Community College Bookstore Rent & Save!"](#)

2.D.13: Tacoma Community College’s athletic programs support the college’s mission and core themes of Create Learning, Achieve Equity, and Engage Community. The athletic program retains appropriate college oversight. Student athletes are required to satisfy the same academic standards, degree requirements, and financial aid policies as all TCC students.

The intercollegiate athletics program is committed to providing positive experiences for student athletes through their enrollment in the college’s educational programs and participation in athletic competition.³⁵⁰ The program emphasizes cooperation, competition, and active citizenship in its student athletes, while strengthening the bond between the college and its community. Students who participate in athletics may receive financial aid awards and scholarships to assist their achievement of transfer degrees, professional-technical degrees and certificates, and preparation for successful transfer to accredited baccalaureate programs. Coaches and academic advisors work closely with student athletes to promote their satisfactory academic progress. The athletic program collaborates with the college’s Financial Aid Office and the TCC Foundation to identify funds to support financial aid awards for eligible student athletes.

2.D.14: Tacoma Community College maintains an effective student identification process for students enrolled in distance learning courses. This process ensures student privacy, and students are informed of current and projected charges associated with this process.

All TCC students are assigned student identification numbers (SID). Upon admission, students are also issued email addresses that serve as usernames for logging into the college’s student internet portal. Students create their own individual passwords, containing eight characters that must include upper and lower case characters and a number and/or a special character. Usernames and passwords are required for logging into the ANGEL course management system, which supports TCC’s online courses. The college is currently investigating a test proctoring system for use by students enrolled in online courses who take exams at off-campus sites. At this time no additional costs are associated with the college’s online identification process.

³⁵⁰ [“TCC: Athletics”](#)

Standard 2.E: Library and Information Resources

2.E.1: TCC librarians are committed to providing authoritative and up-to-date content, and ready access to that content through extensive paper and digital resources. Ongoing collection development is conducted by faculty librarians with guidance provided by instructors across the curriculum. Collection decisions are made in response to clearly anticipated needs and are guided by a comprehensive set of policies and principles outlined in the library's Collection Development Policy.³⁵¹

In 2010-11, the college invested \$118,500 in information resources and software services, \$19.75 per full-time equivalent student (FTE). Seventy five percent of this funding, \$88,500 was devoted to content, representing an annual investment of \$14.75 per FTE.

The library currently owns 48,079 titles and 51,668 volumes in the circulating book collection, 2781 titles and 6237 volumes in the non-circulating reference collection, and 57,652 electronic books. In the 2009-10 conspectus report, which analyzed the library's book collection by subject area, the average publication dates were 1975 for the print book collection, 2000 for the e-book collection, and 1981 for the entire collection. One year later, in mid-2011, the library's expanding e-book collection represented over 50% of the library's book collection and improved the currency of the entire collection to an average publication date of 1989.

Circulation of the print book collection dropped by 38% between 2009-10 and 2010-11 as a greater proportion of e-books became accessible 24/7 through the library's catalog. Between 2008-09 and 2010-11, circulation of the library's print magazine collection decreased by 56% as the collection size decreased and use of online periodical databases soared.

Digital formats represent an increasing proportion of the library's content purchases and account for 40% of its operating expenditures. In 2010 and 2011, sizeable capital investments were made in the electronic book collection, with the assistance of funding provided Associated Students of Tacoma Community College (ASTCC). As of spring 2011, students have access to sixteen licensed research databases, which include almost 13,000 licensed online journal and magazine titles, over 6000 open source titles, and a wealth of articles from scholarly resources such as the Gale Virtual Reference Library. The majority of these offer full-text access to articles dating from the present back to at least twenty years.

In a 2008-11 study of the library's electronic database use, usage was shown to have increased 28% over the two year period with no significant expansion of the collection. In 2010-11, total annual accesses (with multiple articles viewed or retrieved during each access) were 16 per FTE.

TCC faculty librarians assess the effectiveness of the library's collections by studying data and reflecting on interactions at the reference desk, in the classroom, and with faculty in informal conversations and forums. The library annually commits "focus funds" to areas of the print collection that are anticipated to be in heavy future demand due to curriculum changes. When available, e-books are purchased to meet these needs, and occasionally licensed for multiple users if the text will be assigned to an entire class.

In spring 2011, the library introduced a federated search software application, funded by ASTCC, which is anticipated to increase use of databases as students find it easier to search across all or a topical subset of databases, authoritative websites, and the catalog, with one Google-like search.

³⁵¹ ["Collection Development Policy 2011"](#)

2.E.2: Planning Tacoma Community College’s library and information resources is evidence based, and includes solicited feedback from affected users and stakeholders.

The mission of the TCC library is to teach and promote information literacy, collect and provide access to relevant and diverse academic resources, and provide a welcoming, supportive environment for students, faculty and staff. Library staff and faculty use a formal and efficient strategic planning process, implemented in 2009, which generates annual goals, strategies, and work plans to accomplish the library’s mission. The planning process seeks to identify a limited number of critical goals and specific strategies and projects to accomplish those goals. The strategic planning process has allowed library staff and faculty to direct their limited time and resources to tasks and projects that have the broadest and deepest impact. The library’s planning is part of the college’s annual unit action plan development and review.

Each year the library submits a unit action plan with long term goals and short term objectives that are aligned with the college’s core themes, and an annual work plan to advance the goals and objectives in the coming year.³⁵² All unit action plans are submitted to the Executive Vice President for Academic and Student Affairs for review, response, and institutional alignment.

In 2010-11, the library employed a number of methods to garner valuable data and feedback from library users and key stakeholders to support the library’s planning process. The library hosted focus groups and conducted surveys with partner departments in the TCC Learning Network, surveyed over 650 students to assess attainment of the library’s Program Learning Objectives (PLOs), and created a Library Advisory Committee composed of faculty, staff and students. The focus groups and surveys addressed use, service awareness, and perceptions and needs of the TCC Learning Network (Library, Writing and Tutoring Center, e-Learning, Business Education Center, and the Math Advising Resource Center). The student survey assessed student “abilities to select, evaluate and use appropriate information resources to solve information problems in different contexts.” The Library Advisory Committee analyzed the survey and offered valuable advice on the functionality and marketing of the library’s new federated search product, a proposed new reference desk service model, a pilot project to integrate the library’s new program learning outcomes across English 85, 95, 101 and 102 courses, as well as other initiatives.

Informal planning methods, ranging from assessment of critical incidents to casual conversations about trends, continue to be effective. A shared staff workspace with cubicles facing a central passageway encourages and supports a collaborative environment.

2.E.3: Tacoma Community College provides appropriate instruction and support for students, faculty and staff to enhance their effectiveness in obtaining, using, and evaluating library and information resources, wherever and however accessed.

“Information and information technology” is one of six Degree Learning Outcomes (DLO) adopted by TCC faculty in 2010. This DLO is defined as the ability to “locate, evaluate, retrieve, and ethically use relevant and current information of appropriate authority for both academic and personal applications.” Instructors collaborate with faculty librarians to integrate this competency into instructional programs, assignment-specific instructional sessions, individual courses, and on-line tutorials and services.

Faculty librarians taught 242 research instruction class sessions in 2010-11 and have provided instruction to between 235 and 284 Tacoma and Gig Harbor campus classes each year since 2004-05. On surveys completed in March 2010, 67% of students who attended TCC for two quarters or more reported attending at least one library instruction session. Librarians have taught six or seven two-credit LS 102 courses for the nursing program each year since 2004-05. In a typical week, library faculty and staff answer an average of 185 ref-

³⁵² [“Library Unit Action Plan Fall 2011” with review comments](#)

erence questions ranging from simple technology questions to complex reference interactions, all of which present instructional opportunities. In 2010 nearly half of circulation desk transactions involved checkout of textbook reserves and laptops, typically by students who could not or chose not to purchase their own.

Every course using ANGEL course management software includes a link to the library. Librarians are occasionally featured in ANGEL classrooms with their own tab, “the Librarian’s corner,” or they maintain a research thread in the course’s Discussion Board. To support eLearning courses, librarians are beginning to produce a selection of online tutorials and LibGuides, online pathfinders for students, designed for programs, courses and specific assignments.³⁵³

During late Spring Quarter 2011, an average of 3200 students/day passed through the library Monday through Thursday when the Library is open 12.5 hours a day, and 2900 students/day on Friday, when the library is open 9.5 hours. With approximately 8900 enrolled students, some taking online and hybrid classes, the Library sees a sizeable proportion of the student body each day.

The library has devoted resources to providing self-service access to content and support through its external website,³⁵⁴ student internet portal pages,³⁵⁵ and marketing and communications related to library resources and services. The library has made a nationwide 24/7 chat service/reference librarian available to students for the past two years.

Faculty librarians are occasionally invited by instructors to serve as embedded librarians, either co-teaching classes or providing supplemental instruction. This model allows librarians to spend time with students and faculty in their classrooms, enabling them to weave information literacy instruction into courses in deep and contextually meaningful ways.

A recent study of the library’s long-standing reference desk service model that used only faculty librarians resulted in the hiring of a part-time paraprofessional reference specialist who can capably address basic technology and reference questions which previously consumed 25% of professional librarian reference desk hours. A new Learning Network internet portal organized around student questions, rather than the college’s or library’s organizational structure, provides students a self-service option to access answers to frequently asked questions, submit tickets for follow up, and engage in online chat with library staff.

2.E.4: Tacoma Community College regularly and systematically evaluates the quality, adequacy, use, and security of its information resources and services. Planning, evaluation, and informed decision making are essential characteristics of TCC’s library.

Overall student satisfaction with library services is assessed through the Student Satisfaction Inventory (SSI) administered every three years by TCC’s Office of Institutional Effectiveness. Over a nine year period, with surveys administered in 2002, 2006 and 2009, the adequacy of library resources and services, as well as the helpfulness and approachability of staff, have become slightly more important to students, satisfaction has increased, and the gap between importance and satisfaction has narrowed. SSI also measures the importance of and satisfaction with campus study areas and computer access, services, some of which are provided by the library. In both of these areas, gaps between importance and satisfaction have widened.³⁵⁶

³⁵³ For example, a LibGuide: [“TCC: Copyright Basics”](#)

³⁵⁴ [“TCC: Library”](#)

³⁵⁵ [Student Portal > Student Services & Support > Library: representative screenshot](#)

³⁵⁶ [Employee Portal > College Info > Institutional Effectiveness > Institutional Research > Surveys > SSI: representative screenshot](#)

A fall 2010 survey of English developmental and college-level courses reveals that 79% of surveyed students reported using the Library during fall quarter, 30% reported visiting more than fifteen times, and 48% reported visiting one to five times. Sixty-six percent of those responding used the library to study, 65% to use a computer, and 57% to conduct research. Twenty-five percent checked out books, 19.5% worked with a librarian, and 6% used the library for all of the above reasons. Eighty-four percent agreed with the statement, "I feel I received the support I needed," with 12% neutral and 4% dissatisfied.

The library uses a number of informal evaluation methods including assessment of critical incidents, quarterly staff meetings that include review of the past quarter's work plan status, and continuing conversations about the effectiveness of the library's response to issues and trends. This process informs formal planning and evaluation processes.

By studying longitudinal data from the studies outlined above and elsewhere in this document, the library is better able to understand what students most value and how they actually use library services and resources. By noting trends, engaging with faculty, students and staff across campus, attending professional conferences, attending student government meetings, and keeping abreast of library literature, the library has been able to take a proactive approach to addressing needs and expectations.

Standard 2.F: Financial Resources

2.F.1: Tacoma Community College is committed to responsible, stable, and informed long term financial planning that support its programs, services, institutional core themes and the fulfillment of its mission.

Financial Planning

The Washington State Legislature provides a biennial budgetary allocation for the operation of the state's 34 public community and technical colleges to the Washington State Board for Community and Technical Colleges (SBCTC). SBCTC distributes these funds to colleges using an FTE allocation formula reviewed and approved by the college presidents. Colleges are authorized by the Washington State Legislature to collect and retain tuition to subsidize state funding.

Every year since the 2007-09 biennium, the college has experienced a reduction in its state allocation. For the 2007-08 fiscal year the college received a state allocation of \$22,130,193. The current projection for the 2012-13 fiscal year is \$14,728,805. This reflects a 33.5% reduction in TCC's funding from Washington State over the past five years.

To mitigate the state's diminishing budget allocations, TCC strategically plans for additional revenue to assure year-to-year financial stability for the college. Student tuition is the college's greatest single non-state revenue source. TCC consistently exceeds its state enrollment targets, generating revenue in excess of state projected FTE.

Additionally, the college regularly plans for, and secures revenue from a variety of other sources. Some of these revenues are restricted for designated purposes, while others can be used at the discretion of the college. TCC has a negotiated agreement with the federal government to retain 45% of federal grants and contracts as indirect cost recovery. When allowed, this percentage for indirect cost recovery is applied to all grants and contracts awarded to the college. These indirect funds support general administrative overhead and instructional objectives.

Grants and contracts provide critical resources for the college to accomplish its core themes and mission. These revenues are reliable funding sources for the periods specified in the grants, and are factored into the college's financial planning processes. TCC is regularly awarded both restricted and unrestricted grants and contracts. Examples of current contracts and grants with restricted funds include, but are not limited to:

Title III, Endowment Challenge Grant Over \$500,000 raised by the college in each through two major endowment campaigns and matched by two federal awards totaling \$500,000 and a state match of \$125,000. The endowment is accounted for and maintained at the Tacoma Community College Foundation.

Adult Basic Education A grant of \$166,752 from the State of Washington and awarded by the Office of Adult Literacy at the State Board for Community and Technical Colleges for 2011-12.

TRIO Student Support Services Program A \$1.4 million five-year federal grant recently renewed in September 2010.

TRIO Educational Talent Search Program A \$1.1 million five-year federal grant recently renewed in September 2011.

First Generation Scholarship Program A \$1.1 million grant that includes an endowment to fund scholarships in perpetuity.

Worker Retraining Base funding for 2011-12 is \$977,532 with an additional one-year only funding of \$346,593.

WorkFirst Funding for 2011-12 is \$397,402.

Unrestricted revenue may be used to meet general college goals once the needs of programs generating the revenue have been met. Programs that consistently contribute a significant amount of net revenue to the college include:

Running Start Program A contract with public schools that generated \$1,536,588 net revenue in 2010-11.

Fresh Start Program A contract with public schools that generated \$363,027 net revenue in 2010-11.

Cash Flow/Reserve

The TCC Board has adopted a financial reserve policy that directs the college to begin each fiscal year with local operating reserve of no less than 15% of the annual operating budget.^{357 358} This policy assures stability and diminishes risk in the financial management of the college.

The college's financial planning is responsible and realistic, as demonstrated by revenues exceeding expenditures in each year from 2007 to 2011.³⁵⁹ These are the same years in which Washington State revenues have consistently decreased. Net, unrestricted revenues ("local revenues") generated by the Running Start and Fresh Start programs exceeded \$1.8 million in the 2010-11 fiscal year. Since TCC is allowed by the state to carry local fund reserves forward from year to year, the fund balance has steadily increased over much of the past five years. In 2011, the college's beginning fund balance was 21% of projected 2011-12 operating revenue, including a \$261,440 reserve commitment.³⁶⁰ This fund balance provides the college a cushion for financial exigencies.

As balances in local funds exceed the Board approved 15% reserve balance, and in order to effectively leverage resources, TCC's Board of Trustees has approved a variety of one-time expenditures over the past several years. Approved projects that have advanced the college's strategic plan and mission fulfillment have included a developmental math reform project, acquisition of digital radiology equipment, a Universal Design for Learning project, improvements to interior instructional and student study spaces, re-development of TCC's web site, outfitting of over a dozen existing classrooms with multi-media equipment, and funding of retirement incentives offered to college employees.

TCC's investment policy is based upon the *Revised Code of Washington* (RCW) 39.58 and 39.59.³⁶¹ TCC also has an Investment Policy as required by RCW 39.58 that identifies the Vice President for Administrative Services as the President's designee for investments.³⁶² The college currently only has funds invested with the Local Government Investment Pool managed by the Office of the Washington State Treasurer.

³⁵⁷ [This 15% does not include outstanding Board of Trustee approved expenses.](#)

³⁵⁸ ["Operating Reserves, CAM ADSV-404"; "Report, Operating Budget, 2007-2011"](#)

³⁵⁹ ["Revenues and Expenditures 2006-07 to 2010-11"](#)

³⁶⁰ [TCC Financial Report, June 2011](#)

³⁶¹ ["Chapter 39.58 RCW"; "Chapter 39.59 RCW"](#)

³⁶² ["College Investments, CAM ADSV-407"](#)

Long Term Obligations

TCC regularly carries minimal debt in addition to routine leases for equipment purchase. The college has occasionally taken advantage of a state provision for borrowing funds for capital improvements and equipment leasing through the Office of the Washington State Treasurer. This program allows for payment over an extended schedule at very low interest rates.

Current obligations

In 2011, current debt on the college's Gig Harbor campus, built in 1994, was retired early using funds in excess of required college reserves. The early payoff resulted in an interest cost savings of \$41,989 and ongoing savings of \$234,000. Debt on the 2000-01 construction of a two floor student center addition is supported by auxiliary funds to be paid off in 2016. A 2003 loan to install energy saving boilers and heat pumps is on schedule to be paid off in 2015. More recently, the 2007-08 construction of the college's Early Childhood Education Center was financed by a combination of state, private and local funding sources and a loan from the Office of the Washington State Treasurer. Debt service on this loan is supported by student fees and is scheduled to be paid off in 2027.

Risk Management

The Risk Management Division (RMD) of the Washington State Department of Enterprise Services administers the state's Self-Insurance Liability Program.³⁶³ This program investigates, processes, and adjudicates tort and sundry claims filed against the college. General liability insurance through the RMD provides coverage of up to \$10 million for each claim arising from general liability and vehicle accidents.

However, there are certain exposures that are excluded from the Self-Insurance Liability Program. In order to ensure the short-term solvency the college maintains, in addition to the budgeted reserve, a variety of additional policies purchased through the RMD addressing athletics, child care, student malpractice, and student internships. The college maintains policies to address boilers, machinery, and master property for buildings with long term debt. The college also has also adopted miscellaneous policies for coverage related to fine art, foreign liability, employee dishonesty, out-of-state workers compensation, and physical damage to specifically identified vehicles. TCC is self-insured for all other property and building exposure.

Additionally, the RMD has established a procedure which allows state employees, through RMD to purchase notary bonds directly from the state broker of records. The college currently supports notary bonds for four employees.

2.F.2: Tacoma Community College realistically plans for use of Washington State revenue, tuition revenue, earned income, donations and other revenue sources. TCC has a long history of responsible and strategic financial planning that advances the college's core themes and mission fulfillment.

The annual budget is developed based on conservative estimates of the Washington State legislative biennial allocation and annual tuition revenue, the college's two funding sources for regular operating expenses. The college does not use one-time funds, such as excess tuition, to fund on-going operational costs. TCC's prudent budget forecasting process provides stability for college operations.

³⁶³ ["Risk Management"](#)

In recent years, the college has used one-time funds, such as excess enrollment tuition, to address unexpected mid-year reductions in Washington State appropriations. This allows the college time to plan to address reductions on a permanent basis, without affecting current year operations. This practice eliminates the need to declare financial emergencies, provides fiscal stability, and allows for a planning approach as opposed to crisis management approach to budgetary reduction.

The college currently operates in a volatile economic environment. State revenues, tuition, and enrollment demand are continually changing. TCC's Executive Staff closely monitors revenue and expenditures and regularly communicates current and future budget information to the Board of Trustees and other college constituents. The Vice President of Administrative Services works closely with the Executive Vice President of Academic and Student Affairs to ensure that enrollment trends are incorporated into budget planning. The budget planning process is transparent and continuous and incorporates information solicited from college stakeholders.

TCC's auxiliary services, which include the Bookstore, Food Services, and Parking maintain self-balancing accounts. No cross subsidies are provided or expected between auxiliary services budgets and other college budgets.

Bookstore

The college bookstore is self funded, generating revenue from the sale of textbooks, course materials, supplies, electronic and computer products, sundries, and clothing. Gross profits support bookstore salaries and operating expenses. Net annual profit from bookstore operations has traditionally ranged between 2.5% and 4.5%. This budget pattern is used to develop future bookstore budget projections.

Food Services

The college's food service operations have not proven to be self-sustaining. A significant deficit has accumulated in the food services budget over recent years. The college is committed to providing on-site food services to students and staff and is working to establish food services as a standalone profit center. Due to the inherently low margins of the food services business, the college intends to outsource the operations to a third party vendor. A Request for Proposals (RFP) will be issued in spring 2012 with the expectation that the selected vendor will begin providing on-site service by July 1, 2012. Collected indirect revenue will then be applied to the existing food services fund deficit.

Parking

Campus parking and public safety is funded by two initiatives financed by student fees. Current revenue collection supports safety officers and minimum parking lot maintenance. Although the fund is currently self-sustaining, parking lot upgrades are anticipated. The college is currently reevaluating the revenue stream to insure adequate funding is available for future improvements.

Donations

Grants and donation projections are based on known one-time and multi-year commitments from funder and donor grants, annual funds, and scholarships. Annual budgeting procedures ensure that funding sources and donors confirm their commitments prior to department commitment for expenditures. Fundraising campaign projections, when applicable, are based on best practice industry standards and local market peer group analysis.

2.F.3: Tacoma Community College’s budget planning policy guides the development of the college’s annual budget.³⁶⁴ Numerous opportunities for constituent participation are provided during this transparent and collaborative process.

The development of the annual budget follows a pre-established, detailed timeline. Budget development begins in early fall quarter with an open meeting of the Budget Committee to introduce the budget and share the budget development process with the college community. The college Budget Committee includes faculty, administrative and classified staff representatives, and all meetings are open to the college community. Budget Committee meetings are streamed live on the employee internet portal and posted on the portal for subsequent on-demand viewing. Questions are taken in these meetings from those present as well as the on-line audience. Meeting minutes are posted on the employee portal.³⁶⁵

In addition to the formal Budget Committee meetings, informal all-campus brown bag lunch meetings are held periodically during the budget development cycle to keep the college community informed of recent legislative budget news and other related concerns. The brown bag meetings are also streamed live on the employee internet portal. Information from Budget Committee meetings and brown bag sessions is published in the college Bulletin and emailed to college staff.

Throughout the year the Vice President for Administrative Services attends various college meetings, including College Council, Classified Staff Council, Student Services Council, ASTCC Senate meetings, Instructional Council, departmental meetings, Joint Administrative Council, the Legislative Task Force, and Foundation Board meetings, to present current baseline budget information and entertain questions and suggestions from college constituents.

Administrative managers are asked to discuss and prioritize with their staffs departmental budget needs. The departments’ prioritized requests are then provided to the appropriate division deans and division budget priorities committees. The divisions’ priorities committees develop budget priorities that are submitted to the Executive Staff for consideration in developing the college’s final budget recommendation.

The college uses an on-line budget module, developed by TCC’s Department of Information Systems, which is used in the budget development process. The Department of Human Resources provides salary and benefit forecasting information for the coming budget year that is pre-loaded into the budget module. For a limited time assigned managers are then able to enter budget requests by line item in their budget areas, justifying requests and their relationship to the college’s core themes and strategic plan. Once access to the module is closed, Executive Staff members review the requests and initiate discussions with budget managers regarding their respective requests. Priority is given to those budget requests that support the college’s core themes and strategic plan.

During the budget development process, Budget Committee members are encouraged to solicit suggestions and concerns from their constituents and relay this information to the Executive Staff. The Executive Staff then drafts a budget to recommend to the President. After review by the President, the draft budget is presented to the Board of Trustees for study at their May meeting and approval at their June meeting.

The final budget is published in October, distributed to the Board of Trustees, and posted on the college internet portal. Managers are expected to review and discuss the final budget with staff.

³⁶⁴ [“Budget Development, Adoption, and Administration, CAM ADSV-401”](#)

³⁶⁵ [Employee Portal > College Info > TCC Committees > Budget Committee: representative screenshot](#)

2.F.4: Tacoma Community College subscribes to an appropriate accounting system that follows generally accepted accounting principles and effective internal controls. TCC's accounting system provides timely and accurate financial information required for effective institutional decision making.

TCC follows Generally Accepted Accounting Principles (GAAP) in financial reporting for fund groups and prepares financial reports using the National Association of College and University Business Officer (NACUBO) model. All accounting transactions are recorded and tracked electronically on the Financial Management Systems (FMS) accounting system of the Washington State Community and Technical Colleges (SBCTC). Using data from this system, the SBCTC produces a single system-wide financial statement. TCC also prepares financial reports from Washington State data using the NACUBO model. Since 2000, the college has used an automated budget tracking system that updates nightly, providing college managers with online, up-to-date, user friendly, downloadable information on budget, expense, revenue, and payroll reports.

The Vice President for Administrative Services is responsible for the college's accounting, budget, and auditing functions, as well as human resources and payroll, information technology, purchasing, central services, risk management and contracting. She is a member of the college's Executive Staff and reports directly to the President. Accounting functions are directly overseen by the Director of Financial Services, who reports to the Vice President for Administrative Services and supervises appropriately trained and qualified employees.³⁶⁶

The Vice President for Administrative Services reports on the college's operating budget status quarterly to the Board of Trustees at their regularly scheduled meetings. The college's annual budget development calendar directs that the Board to be updated monthly during the budget development period on budget projections, and receive for study a draft of the preliminary budget at the May Board meeting. Final budget approval is scheduled for the June Board meeting.

2.F.5: Tacoma Community College's capital budgets directly support college mission fulfillment by effectively planning for facility and equipment acquisition. Long-range plans accurately project total ownership costs, and capital debt is periodically reviewed, justified, and carefully controlled to avoid negative impact on the college's educational programs.

TCC's capital budgets are developed each year as a part of the college's integrated planning process, in which budgets explicitly support TCC's strategic³⁶⁷ and operational plans,³⁶⁸ which are aligned with the college's master plan for facilities and capital improvements.³⁶⁹

TCC collaborates on its capital budget with the Washington State Board for Community and Technical Colleges and the Washington State Department of General Administration, which are legislatively charged with administering capital contracts. Over the past decade TCC has been quite successful in requesting and implementing capital improvements at the college.

In 2001, TCC undertook the creation of a comprehensive ten-year *facilities master plan*.³⁷⁰ As President Transue noted in her November 2001 letter prefacing the report, "Driven by our mission, the plan embodies the college's values and is reflective of its priorities." The process of implementing this plan began with capital projects funded in the 2001-03 biennium, with \$9,056,747 in capital funds.³⁷¹

³⁶⁶ ["Admin Services Org Chart 02-2012"](#)

³⁶⁷ ["2010-14 Strategic Plan"](#)

³⁶⁸ ["2011-12 Operational Plan"](#)

³⁶⁹ [TCC Facilities Master Plan 2001-11](#)

³⁷⁰ [TCC Facilities Master Plan 2001-11](#)

³⁷¹ ["Capital Projects 2001-03"](#)

Using the 2001 *Facilities Master Plan* as a guide, the college requested and received state funding for the construction of two new buildings, the design of a third building, and improvement of existing facilities during the 2003-05 biennium. The college received \$26,096,900 for these and other capital improvements during this period of time.³⁷²

In the 2005-07 biennium the college requested and received \$30,903,900 in state capital funding for major projects. During the 2007-09 biennium the college requested and received \$6,348,500 in state capital funding for major projects, and allocated local funds for additional capital projects. In the 2009-11 biennium the college requested and received \$3,673,340 in state capital funding for major projects, and allocated local funds for additional capital projects. Currently, in the 2011-13 biennium the college has requested and received \$1,957,650 in state capital funding for major projects, and has requested \$39,107,000 for construction of the anticipated Harned Center for Health Careers building. However, due to the state's current budget shortfall, funding for construction of the Harned Center has been delayed by at least one year.

The projects noted above, along with numerous smaller projects demonstrate the college's focused commitment to improving the college's physical plant. From 2001 to 2013, a total of \$79.4 million dollars has been allocated by the Washington State Legislature for improvements and repairs at Tacoma Community College. Six new buildings have been constructed and 12 existing buildings removed from campus during this time. Two existing buildings received major structural additions, and major renovations were made to several other buildings. These efforts have significantly improved the quality of the learning, teaching, and working environments at Tacoma Community College. Capital initiatives have dramatically advanced the college and enhanced its ability to fulfill its mission.

2.F.6: Tacoma Community College has clearly defined the financial relationship between TCC's auxiliary operations and its general operations, as documented in the *College Administrative Manual*.³⁷³

As noted in 2.F.2, TCC manages bookstore, foodservice, and parking operations as auxiliary services. The operation of the bookstore and foodservice enterprises is administered by the college's Vice President for Student Services, with parking administered by the college's Vice President for Administrative Services. TCC's auxiliary services maintain self-balancing accounts. No cross subsidies are provided between auxiliary services budgets and other college budgets.

The funds for foodservice, bookstore, and parking services are maintained by the TCC's Business Office and managed in accordance with regulations within the State Board for Community and Technical College's Fiscal Affairs Manual³⁷⁴ and the Washington State Office of Financial Management's Administrative and Accounting Manual.³⁷⁵

³⁷² ["Capital Projects 2003-05"](#)

³⁷³ ["Auxiliary Services, CAM ADSV-410"](#)

³⁷⁴ ["SBCTC: Fiscal Affairs Manual 10.10"](#)

³⁷⁵ ["State Administrative & Accounting Manual \(SAAM\)"](#)

2.F.7: Traditionally, Tacoma Community College has been audited biennially by the Washington State Auditor’s Office (SAO). At the conclusion of each audit an Accountability Audit Report was drafted by the auditors and presented to the college in an exit conference attended by TCC’s President, Vice President for Administrative Services, Director of Financial Services, and a member of the college’s Board of Trustees. Audit concerns and recommendations were addressed and corrected. Identified changes were promptly implemented. A final report was posted on the Washington State Auditor’s Office website www.sao.wa.gov.³⁷⁶

Due to reduced SAO funding in recent years, the SAO did not perform an audit at Tacoma Community College for the 2009-11 biennium. In November 2011 the college received a letter stating that the SAO is undertaking a new approach to its state government accountability audits, shifting focus to auditing and reporting on statewide audit topics rather than separate accountability audits of individual agencies. From July 1, 2010 through June 30, 2011 the SAO performed a statewide accountability audit of tuition waivers issued at 10 Washington State public community colleges and all 6 Washington State public colleges and universities. TCC was not one of the 10 community colleges selected for a tuition waiver audit.

The Tacoma Community College Foundation, a wholly separate 501(c)(3) organization, is annually audited by independent certified public accountants, the Tacoma firm of Dwyer, Pemberton and Coulson.³⁷⁷ Copies of the audit are provided in a timely manner to both the Tacoma Community College Foundation president and TCC’s President and Board of Trustees.

2.F.8: Tacoma Community College conducts its fundraising activities in a professional and ethical manner in compliance with all governmental regulations and requirements. The Tacoma Community College Foundation is a 501(c)(3) tax-exempt organization whose mission is to assist Tacoma Community College in its mission by increasing financial resources and expanding educational opportunities through community advocacy, teamwork and innovation. Established in 1967 by a group of civic and business leaders to provide educational opportunities for TCC students that would otherwise be unavailable, the Foundation is an incorporated nonprofit entity, separate from the college. The college and the foundation have a *quid pro quo* agreement defining their relationship.³⁷⁸

Governed by a voluntary Board of Directors, the TCC Foundation supports a variety of needs including, but not limited to, scholarships and grants, library and learning resources, international programs, employee professional development and awards, the college’s Early Learning Center, and academic and student programs. In the current economy characterized by substantial state budget cuts, the role of the TCC Foundation in providing opportunities for students and addressing the college’s unmet needs has become even more critical.

TCC Foundation activities are coordinated by the Foundation’s Director, a college employee who works with the Foundation’s volunteer President and Board. The fundraising and management practices of the TCC Foundation are audited annually by the Tacoma accounting firm, Dwyer, Pemberton and Coulson.

³⁷⁶ [“WA State Auditor’s Office Audit Report 2007-2009”](#)

³⁷⁷ [Combined TCCF Audited Financial Statements for 2009, 2010, 2011](#)

³⁷⁸ [“TCC, TCC Foundation Agreement”](#)

Standard 2.G: Physical and Technological Infrastructure

Physical Infrastructure

2.G.1: Tacoma Community College maintains physical facilities that are accessible, safe, secure and sufficient in quantity and quality to support its educational programs, core themes, and mission fulfillment.

Tacoma Community College's main campus is situated on 150 acres in west Tacoma, and is surrounded by retail/commercial development, multi-family housing, and single-family residences. With the exception of physical education facilities and intramural sports fields, approximately half the site remains largely undeveloped. Approximately two thirds of the undeveloped area supports a surveyed, delineated, and registered wetlands that the college uses as a field laboratory for biology instruction.

The main campus currently consists of thirty buildings and four outdoor shelters comprising 484,826 gross square feet of state owned facilities. In addition, the college also owns a 13,000 square foot satellite campus in Gig Harbor bringing the total of state owned facilities managed by the college to 497,826 gross square feet.

Instructional and Support Facilities: Main Campus

The original buildings on the college's main campus were constructed in the mid 1960's. Sixteen of the campus's current buildings, accounting for 221,474 gross square feet, were constructed prior to 1971. An additional five buildings, accounting for 59,583 gross square feet of space, were constructed prior to 1990.

A little over 44 % of the existing square footage is over forty-five years old. Construction of the original buildings was financed through a local bond issue that was insufficient to provide for high quality, long lasting construction. These buildings were designed with a thirty year design life, and the accepted engineering and construction standards of the 1960's and early 1970's do not provide for energy efficient operations. Tacoma Community College, therefore, has a unique planning challenge: most of the buildings on the main campus were constructed within a five-year time frame, and have simultaneously reached the end of their design life. Facility improvement, specifically to upgrade and maintain existing classroom and workspaces, and the development of new facilities following a *facilities master plan* has been a major focus for the last decade.³⁷⁹

In the past eleven years, 42,658 gross square feet of facilities have been removed from campus while 196,600 gross square feet have been constructed, resulting in a net increase in building square footage of 153,942.

The college has diligently modified and updated facilities within the constraints of available funding. To accommodate new teaching methodologies, thirty seven classrooms on the main campus have been equipped with multimedia presentation equipment, including ceiling-mounted video projectors, high-speed network connections, cable TV feeds, DVD players, VCRs, audio systems, and other capabilities. The college intends to provide all remaining classrooms with the same technology. In all classrooms, old style tablet arm chairs have been replaced with tables and chairs, providing a more comfortable and flexible study and note taking space for students. Whiteboards have replaced chalkboards across campus.

³⁷⁹ ["Major Capital Improvements from 2001-2012"](#)

Instructional and Support Facilities: Off-Campus Sites

The college owns the Gig Harbor campus, where it offers both credit and non-credit courses. The 13,000 square foot building, opened in 1995, was constructed for the college through a design/lease/purchase Certificate of Participation. The building design included preliminary plans for a future 13,000 square foot addition. Current and 10-year projected community and workforce needs indicate the college should plan for the 13,000 square foot expansion when funding becomes available. The relatively new Gig Harbor campus is well maintained by TCC's facilities staff. As Gig Harbor campus instructional programs have evolved, the facility has been renovated to satisfy additional data and power requirements for computer instruction.

Management and Maintenance

TCC's Facilities Department manages and provides for the maintenance and operation of all college facilities, including building maintenance, grounds maintenance, and custodial services to ensure a high quality and safe learning and working environment and to support the educational programs and support services of the college. The department is supervised by a Director of Facilities, who reports to the Vice President for Administrative Services. In addition to other assigned duties, support staff are responsible for processing incoming work requests, key access management, and vehicle management.³⁸⁰

Health, Safety, and Access

TCC maintains an open campus, which allows members of the community to move freely among campus facilities. Campus Public Safety monitors access to campus facilities through officer patrols and security checks. TCC Facilities are not open to the general public unless there is a function or event on campus. ID cards must be shown upon request. Campus Public Safety reports to the Facilities Office any maintenance repair issues it might observe in the course of patrolling. Key access to building is determined by the appropriate management supervisor. In addition to patrols, buildings that have been identified as having high property value or confidential information have an alarm system that is activated every night. This alarm system is monitored by an external alarm company that advises the on-call Campus Public Safety Officers if there is a security breach. Buildings are secured nightly after a complete check of all rooms in the building; they are unlocked the following morning by campus public safety staff.

All new buildings and construction projects are designed to meet or exceed city, state, and federal health and safety codes and current Americans with Disabilities Act (ADA) standards. Project plans pass city and state review processes and are reviewed by the Washington State General Administration's Architectural and Engineering Services for ADA compliance and design. The college directs the architects and consulting firms it retains to produce designs that exceed ADA standards and design to Universal Access criteria addressing the needs of individuals with disabilities and access issues.

The college has completed a number of construction projects to improve campus safety and accessibility in recent years, including installation of ramps and handrails across campus and automatic door openers at major building entrances. Walkway light fixtures have been replaced to improve nighttime lighting and security, parking lot lighting was retrofitted to improve lighting levels, and shrubbery has been removed or trimmed to increase sight lines around buildings and walkways.

In 2006 the college designed and constructed a 20 foot wide 2,300 foot long fire lane through the center of campus to provide access for emergency vehicles and to support the weight of a fully loaded fire truck. As part of this project a foot bridge over a ravine that divided the central and southern portions of the campus from the north portion of the campus was demolished and a new bridge was designed and constructed that would allow fire truck access. The fire lane is nearly a half mile in length and capable of handling loads as

³⁸⁰ ["Organizational units within the Facilities Department"](#)

heavy as 80,000 lbs. This makes it possible for all types of emergency vehicles and fire trucks to access all campus buildings quickly in the event of a medical, fire, or other emergency.

TCC is committed to ADA compliance. To support this commitment, the college Facilities Department uses rating forms based on information provided by the Washington State Department of Social and Health Services to identify areas that are not compliant.

For over a decade, TCC's Facilities Department has reviewed college health, safety, and Americans with Disabilities Act (ADA) processes to ensure workplace safety and compliance with Washington Industrial Safety and Health Act (WISHA) regulations. Processes subject to review include activities of the college's Emergency Preparedness and Safety Committee, Worker-Right-to-Know Program, and the Building Safety Officer Program. The college's Emergency Preparedness and Safety Committee composed of union representatives, students, and college administrators, meets quarterly to review safety and access concerns, and make recommendations to the Facilities Department.³⁸¹

The college's Right-to-Know Program, based on Washington State's Worker and Community Right-to-Know Act of 1984, strives to ensure that students and employees understand the potential dangers of hazardous chemicals they use.³⁸² The Building Safety Officer Program identifies employees in each campus building who are trained in emergency response and basic building systems and can initiate emergency responses within the buildings if necessary.

TCC has had an emergency plan in place for over a decade. In response to the terrorist events of September, 2001 the college's Safety/Security Supervisor developed a Disaster Plan. In compliance with a directive from the Washington State Governor, the plan was revised in 2003.³⁸³

Representatives of the Washington State Department of Labor and Industries (L & I) visited TCC in November, 2002 to review college safety programs and audit facilities for compliance with safety requirements. Several L & I violations were identified, primarily in relation to signage and access, and were promptly corrected. The L & I report also concluded that college safety programs were insufficient and out of date. The college responded to these findings by redesigning the Accident Prevention Program required by WISHA regulations, to identify and correct workplace hazards and establish and implement rules for safe working conditions. Program elements reviewed and revised in 2002-03 included fall protection, forklift safety, crane inspection, ladder safety, lifting safety, and lockout-tag out. These systems have been rigorously maintained since the initial review. TCC has made significant investments in safety personnel and equipment since 2009.

TCC employs qualified, capable building maintenance staff, which collectively provide a wide variety of technical skills allowing the college to perform maintenance and repairs in-house that would cost considerably more if contracted out. The staff handles basic ongoing preventative and corrective maintenance for all typical building systems including HVAC, plumbing, mechanical, electrical, architectural, structural, roof, key and lock, and other general systems. They take on additional projects when time permits, including small remodels, alterations, renovations, and projects.³⁸⁴

³⁸¹ [Employee Portal > College Info > TCC Committees > Emergency Preparedness & Safety Committee: representative screenshot](#)

³⁸² ["Worker Right to Know"](#)

³⁸³ ["Disaster Plan"](#)

³⁸⁴ ["Examples, Maintenance Staff Renovations"](#)

The college maintains a well-developed ten-year *Facilities Master Plan*, which is periodically updated to reflect identified needs.³⁸⁵ The *Facilities Master Plan* accommodates timely and effective submission of capital requests through Washington State's capital funding process and timely and efficient communication with the City of Tacoma to obtain permits for capital projects.

Over the past 11 year period the college has constructed 6 new buildings.³⁸⁶ These include:

- A 2,000 square foot student art gallery.
- A 16,500 square foot Classroom and Administration Building that replaced several existing portable buildings. The building includes five classrooms designed to accommodate 30 students each; a sixth classroom to accommodate 48 students; two seminar rooms to accommodate 12 and 24 students, respectively; a conference room to accommodate 16; a large meeting room to seat 53 people; and nine administrative offices. Construction of this building was completed in fall 2004 and cost \$4,122,000. This building replaced two portable structures and one original campus building that had come to the end of its useful life.
- A 56,500 square foot Information Technology Building. The building provides 10 classrooms, eight labs for computer instruction, a lecture hall to accommodate 100 students, an open computer lab providing 85 computer work stations for students, four small break out rooms, and 17 faculty and staff offices. Construction on this building was completed in spring 2005 and cost \$15,500,000.
- A 79,000 square foot Science and Engineering Building that replaced several outdated science instructional facilities. This building includes 11 general purpose classrooms, including a hands-on computer classroom, 9 state-of-the art science laboratories, 18 faculty offices, science prep and storage rooms, and student study areas. This building replaced one constructed in the mid-1960's that could no longer support modern teaching methods and did not meet current codes for access and life safety. Construction on this building was completed in summer 2007 and cost \$32,000,000.
- A 4,000 square foot carpenter shop/Grounds storage building. This building replaced two portable buildings that were old and in a failing condition.
- A sixth building, the Early Learning Center was financed primarily by gifts to the Tacoma Community College Foundation and funds allocated by the Associated Students of Tacoma Community College (ASTCC). Construction on this 13,000 square foot facility was completed in fall 2008 at a project cost of \$6,868,929. The Early Learning Center provides six classrooms for children one month to six years of age, one adult classroom, and adjacent observation rooms, increasing by 72 percent the capacity of the facility it replaced. The facility was built to a LEED Gold standard to maximize efficiency, conservation, and sustainability.
- In addition, guided by the *Facilities Master Plan*, the college received state approval for a 69,000 square foot Health Careers Center. The pre-design was completed during the 2007-09 biennium. The design of the building was completed in the fall of 2011, and the college is currently waiting for funding to begin construction. The estimated project cost is \$39,107,000. The building will include nine classrooms, two computer labs, a computer testing center, a 4,270 square foot trans-disciplinary clinical simulation lab, ten skills labs, offices, conference and meeting rooms, and provide state-of-the-art teaching environments and technology. The building is designed to achieve a LEED Gold rating and will be the first building on campus to use geothermal heating and cooling technology to reduce overall energy consumption.

³⁸⁵ [TCC Facilities Master Plan 2001-11](#)

³⁸⁶ Numerous other improvements were made, for example: ["Additional Capital Improvements"](#)

The following college buildings will require extensive renovation in the next decade:

- Learning Resource Center (LRC), Building 7. The outer portion of this building was constructed in the 1960's. The building's HVAC systems are noisy and aging, and plumbing and electrical systems are aging.
- Auditorium, Building 3. This facility has poor acoustics and poorly designed HVAC systems, is without fire protection, and needs major electrical renovations.

The condition of several buildings makes renovation unfeasible or impractical. These buildings, identified in the college's *Facilities Master Plan* will have to be replaced.³⁸⁷

2.G.2: Tacoma Community College's Facilities Department regularly reviews the use, storage, and disposal of chemicals and hazardous materials as part of its overall safety responsibility. The Washington State Department of Ecology performed its most recent campus inspection in 2003 to evaluate college processes related to proper use of chemicals and substances, and found only one minor record-keeping violation, which was promptly addressed. The inspectors were impressed with storage of materials in the Science Building, which maintains the largest concentration of hazardous materials on campus. Since that time, the college has been in compliance with Department of Ecology regulations with no cause for additional inspection.

Periodically, the Facilities Department requests that college departments identify hazardous materials for disposal. Department staff collect these materials and store them in appropriate containers inside a secured, locked, and restricted access metal storage container located in the Facilities Department maintenance yard. Annually, the Facilities Department submits required reporting of the college's handling and shipment of hazardous materials to the Washington Department of Ecology.

In 1997 the Facilities Department undertook a project to reduce the total quantity of hazardous materials on the campus and became a designated "Small Quantity Generator," eliminating record keeping requirements of the State Department of Ecology on larger generator sites. Even so, the current hazardous waste production by the Chemistry Department taxes the ability of the Science Division to pay for disposal. Faculty and lab personnel strive to reduce the amount of waste generated and to recycle or reuse waste whenever possible.

2.G.3: Tacoma Community College develops, implements, and regularly reviews a long range *Facilities Master Plan*, which is aligned with, and responsive to, TCC's educational and financial planning processes. TCC's master plan supports the college's core themes and mission fulfillment.

Upgrading and maintaining existing facilities and developing new facilities within a master plan is one of TCC's priorities, as adopted by the Board of Trustees in 1998. A significant number of campus buildings are more than forty-five years old and have exceeded their design lifespan. In 2001 a Facilities Condition Survey, conducted by a team of independent consultants for the Washington State Board for Community and Technical Colleges, rated nineteen TCC buildings, representing 139,775 square feet or 42% of the existing space on the main campus, as "Renovate or Replace." An additional 84,855 square feet, or 25 % of existing space, was rated "Needs Improvement." Only 33 % of campus facilities were rated as "adequate or above" at that time. The condition of these buildings, coupled with recent enrollment growth, makes short and long range planning for capital needs critically important. The current number and size of instructional facilities are major constraints to the ability of the college, an institution committed to student access, to accommodate expanding student enrollment.

³⁸⁷ Condition ratings for all campus buildings: [TCC 2009 Facilities Master Plan Report, Appendix B; PDF pages 114, 123-124](#)

The *Facilities Master Plan* was revised in 2009, when the college hired McGranahan architects to work with the college to produce a new campus Master Plan consistent with the college's mission, goals, and core themes.

Funding strategies identified in the *Facilities Master Plan* include requests through Washington State's capital allocation process, which requires legislative approval of the biennial capital budget submitted by the State Board for Community and Technical Colleges. Capital projects approved through this process are funded for pre-design in the first biennium, design in the second biennium, and construction in the third biennium. The college's ten year capital plan identifies funds to be requested through this process for specific building projects in each biennium of the ten-year period.

The college also pursues alternative financing. The college's master funding plan encourages the identification of potential development partners, and the college anticipates that funding for a number of capital improvements identified in the *Facilities Master Plan* will be supplemented by funds provided by the Tacoma Community College Foundation and other sources. The Foundation is engaged in a continuous capital campaign to support the goals of the college.

In addition to staff participation on the Capital Development Committee, the college provides other opportunities for appropriate staff involvement in facilities planning. Ad hoc building committees, composed of facilities staff, faculty, and administrators, have served in an advisory capacity to the design of the college's Classroom/Administration Building, Information Technology Building, the Science Building, the Learning Resources Center, and the Harned Center for Health Careers. The college's custodial, maintenance, telecommunications, security, grounds, capital project management, and other staff are routinely asked to review project designs to determine if plans are workable, meet specialized needs, and can be efficiently maintained. The Facilities Department sponsors open-campus meetings during project design to provide information on upcoming projects, solicit concerns, and answer questions. College groups, such as the College Council, the President's Council on Equity and Diversity, The Joint Administrators Council, and Instructional Council, review project design plans and make appropriate recommendations. Facilities staff send e-mails to college employees sharing information on current and future construction projects.

The Capital Projects Director provides regular updates to the Board of Trustees on the status of all capital projects, providing information on construction schedules, impacts, progress, and other areas of interest and concern in relation to each project.

2.G.4: Tacoma Community College manages equipment sufficient in quantity and quality to support the accomplishment of TCC's core themes of Create Learning, Achieve Equity, and Engage Community in the service of mission fulfillment.

Physical Plant

The Facilities Department is responsible for maintaining and repairing existing buildings and fixed equipment, including HVAC equipment, gas and electric boilers, plumbing fixtures and systems, interior and exterior lighting systems, door hardware, electrical distribution systems, elevators, fire and theft protection systems and equipment, waste and storm drain maintenance and repair, roofing systems, hydraulic loop heating and cooling systems, and an Energy Management Control System. Maintenance is performed on an established schedule and on an as-needed basis, using a work order system. The college contracts with state approved elevator companies to inspect, maintain, and repair college elevators. College security staff checks the operation of emergency telephones on a weekly basis, and elevator telephones are monitored by an elevator company on a 7-day, 24-hour basis. The Facilities Department maintains an inventory of building and fixed equipment.

Vehicles

College vehicles, including vans, trucks, tractors, electric carts, gas carts, fork-lifts, riding mowers, and riding lifts, are evaluated monthly to assess need for preventative maintenance. The college's twelve vans, maintained for off-campus use, are serviced each 2,500 miles. Gas and diesel powered service vehicles used primarily on the college campus are serviced after each 75 hours of use, and electric vehicles used on campus are serviced after each 15 hours of use. Routine services include oil changes, vehicle maintenance and safety inspections. In addition, milestone services, including tune-up and shock replacement, are required at 20,000 miles for street vehicles or 500 hours for campus vehicles. Unscheduled repairs are completed on an as needed basis using a work order system. The college recommends that road vehicles be replaced at 100,000 miles. Service vehicles are replaced as needed. A safety program for the vans is in effect.

Instructional Equipment

Each October Instructional and Student Service budget managers prepare lists of equipment needs that are reviewed and prioritized in relation to the college's strategic initiatives and annual operational goals. The Executive Vice President for Academic and Student Affairs and the Vice President for Student Services then recommend funding from equipment budget sources, including state appropriated Worker Retraining Equipment funds, Student Technology Fee funds, and General Fund operating funds. In 2010-11, \$521,021 was available to support instructional equipment acquisition, and in 2011-12, \$304,541 was available.

Technological Infrastructure

2.G.5: Tacoma Community College has appropriate technology infrastructure and systems to support its academic, managerial, and operational functions.

Management and Operations

The college's Information Systems (IS) staff support approximately 1,950 computers, a converged Local Area Network (LAN) supporting voice, video, and data communications, and a Wide Area Network (WAN) to the Gig Harbor Education Center. The group also operates and supports the college's telephone services, network infrastructure, multimedia presentation classrooms, student labs, the print shop, and mail services.

Approximately 625 computers are assigned to college employees. With the exception of groundskeepers and custodians, all full-time and some part-time staff have college-provided computers. Exempt staff and faculty are offered the option of selecting desktop or mobile PCs.

The college operates a robust, highly available Local Area Network (LAN), a Wide Area Network (WAN) to the Gig Harbor Education Center, and newly upgraded wireless network in all college buildings. Links between major LAN nodes operate at 10 Gb/sec. The college's Internet connection, currently provisioned at 500 Mb/sec, is constantly monitored and upgraded as needed.

Academic Program

The college operates a fleet of approximately 1390 student use computers, 550 of which are located in thirty-six departmental and general use labs and another 660 in computer-equipped classrooms. The remaining units are located in information kiosks, the students' Web Café, and general access areas. Student lab access is generally very good with minor congestion evident during peak load periods.

Some years ago the college decided that all new or remodeled classrooms would include the infrastructure needed to support multimedia presentation equipment, and today ninety seven of the college's 104 classrooms are equipped for multimedia presentations. Selected labs and conference rooms are similarly equipped.

All full-time faculty have college-provided computers. Some adjunct faculty have been assigned college-provided computers, while others share machines in the Adjunct Faculty Center where secretarial help and other forms of assistance are also available.

Support Services

The Information Systems staff operate a Helpline for faculty and staff. Most helpline calls are resolved within hours. Problems that persist for days or longer typically require vendor assistance for resolution.

Student labs and classrooms are supported by a highly organized technical team that also performs support functions during peak load periods and staff absences. The team uses current computer and network technologies to effectively manage, repair, update and generally support approximately 1390 computers and ninety six multimedia presentation classrooms.

All college employees needing computers to perform their jobs have adequate access. Student lab access is generally very good with minor congestion evident during peak periods. Other strengths include the quality and commitment of Information Systems staff and excellent support from the college's Executive Staff.

Planning to replace the college's aging administrative data processing system is well under way. The State Board for Community and Technical College's (SBCTC) recent "Lift and Shift" project successfully moved the system's legacy application software onto modern hardware. Lift and Shift, an interim strategy, has provided the time needed to plan and execute a complete replacement of SBCTC's current data processing software. Preliminary state approval for an Enterprise Resource Planning project has been obtained. Staff of the State Board for Community and Technical Colleges are collaborating with consultants to craft a Request for Proposals (RFP) to select a commercial product. It is anticipated that the RFP will be published in March 2012 and that the system will secure a contract with the successful bidder in August 2012. The project is expected to provide many benefits to all colleges in the system, including improved efficiency and the ability to support features and services unavailable with the current legacy system.

2.G.6: Tacoma Community College provides faculty, staff, and students appropriate instruction and support to effectively use the college's technology systems and programs.

The college's Department of Information Services (IS) regularly provides training to faculty and staff on use of the Content Management System, new versions of Windows, Microsoft Office, multimedia classroom equipment, the college's new IP Fax system, use of the telephone system, and the administrative data processing system.

Recent examples of such training include:

- New Features in Outlook 2007, September 2010.
- Outlook Web Access, December 2010.
- Administrative Data Processing Login, August 2010.
- IP Telephone System, September 2010.
- Administrative Data Processing Terminal Emulator, May 2011.
- IP Fax System, June 2011.

In addition to presenting faculty and staff with training sessions during Professional Development Days at the beginning of most academic quarters, the multimedia support staff respond throughout the year to numerous requests for individual assistance with the college's classroom presentation equipment.

Other, more specialized staff training is arranged through third party training vendors and funded from the college's professional development budget or department/division budgets. Training for IS staff is limited to support for major changes to critical systems and important new initiatives. The college's eLearning Department offers instruction, training, and support to faculty and students using eLearning instructional technology. 24/7 support is available to faculty and students for the ANGEL Learning Management System (LMS), Elluminate collaboration software, and Tegrity lecture capture system, all provided in cooperation with a third party support vendor. Faculty may also take advantage of one-on-one consultations on eLearning instructional technology. These include support and instruction from an instructional designer and a technology specialist.

Twice daily during the first week of each quarter, eLearning staff offer orientations for students enrolled in web-enhanced, hybrid online and full-online eLearning courses. These orientations are available face-to-face or online. The eLearning staff also operate a Help Desk in the Information Commons (student computer lab) where students and faculty can receive immediate assistance on the use of any of the supported technology tools.

2.G.7: Tacoma Community College provides opportunities for input from college stakeholders in its technology planning processes. Comments are solicited from constituents across the college, including faculty, staff, and students. Annual planning for technology infrastructure is part of the college's larger planning processes, which include the development of the Department of Information Services' (IS) unit action plan.

Maintenance upgrades, such as new versions and patches that have the potential to disrupt operations or significantly alter user interfaces, are typically planned by Information Services (IS) staff including implementation schedules developed collaboratively with division managers. New initiatives originate with IS and in departments and divisions. The college's document management system, implemented in 2008, is an example of an IS technology initiative that was widely supported by college organizational units. In contrast, the current initiative to upgrade the college's wireless Local Area Network infrastructure to the new 802.11n technology originated with, and was funded by student government. IS staff have now been trained on the technology, and implementation is in progress.

The college's IS group is well represented on college steering committees for new capital construction projects. The college has built three new buildings since 2003 and has a project currently in design. In each case the college's IS group has been deeply involved in the design of data communications facilities, computer labs, multimedia presentation installations, and related components of the new structures.

The college's Vice President for Administrative Services successfully represents the IS group to the college's Executive Staff, and the Executive Staff has in turn supported technology initiatives in general and the Information Systems team in particular.

2.G.8: Tacoma Community College develops, implements, and regularly reviews the college technology update and replacement plan to maintain the currency and quality of its technological infrastructure.³⁸⁸

The college provides excellent budget support for classroom instruction and office technology. Equipment, systems, and software intended for general use in offices or labs are typically funded in the Information Services (IS) budget. Installations that are acquired for the exclusive use of a specific program or department are usually funded through the department budget.

The Information Systems budget for FY 2011-12 includes a \$63,000 line item for annual refresh of multimedia classroom presentation equipment and \$414,700 for annual refresh of office and student use computers. At current prices, these budgets are adequate to allow scheduled replacement of equipment before it fails in service, minimizing disruptions for faculty, staff and students.

TCC was among the first of the Washington community colleges to implement a budget line item for regular replacement of obsolete office and lab computers. Currently, the college has a computer replacement cycle of 5 years. Computers are identified for replacement each summer based solely on age, although equipment deployments are adjusted to maintain homogeneity within labs and classrooms.

The line item budget for the refresh of classroom multimedia equipment, first instituted in 2009-10, has already solved many problems with aging video projectors and broken instructor podiums. The program has also provided document cameras and other enhancements to the oldest multimedia classrooms. The college currently operates ninety-six multimedia presentation classrooms at the Tacoma and Gig Harbor campuses.

IS budget lines for goods and services are adequate to maintain the college's network infrastructure, switches, servers, and software.

The decision to implement a new multimedia refresh budget in 2009-10, during a period of budgetary reductions, demonstrates the Executive Staff's continuing commitment to the college's use of technology to support its programs and services. The recently completed four-year, phased project to replace the college's aging PBX with an IP telephone system and the current initiative to upgrade the college's wireless Local Area Network infrastructure to the new 802.11n protocol further demonstrate the college's commitment to continually improving its use of technology.

³⁸⁸ As evidenced in: ["Information Systems, Unit Action Plan 2010-11"](#)

Conclusion

Tacoma Community College's Year Three Self-Evaluation Report is the second report prepared by Tacoma Community College in response to the NWCCU's recently revised accreditation standards and reporting cycle. Included in the Year Three Self-Evaluation Report are chapters on two standards, *Standard One: Mission, Core Themes, and Expectations*, and *Standard Two: Resources and Capacity*. A Year Five Self-Evaluation Report including chapters on two additional standards, *Standard Three: Planning and Implementation* and *Standard Four: Effectiveness and Improvement* will be submitted in spring 2013. And a Year Seven Self-Evaluation Report that includes all previously submitted standards with the addition of the last standard, *Standard Five: Mission Fulfillment, Adaptation, and Sustainability*, will be submitted in spring 2014. The Year Seven Report will complete TCC's current accreditation reporting cycle. Within this process, each year's report carries forward the college's ongoing cycle of accreditation and continuous improvement that extend through all five standards and four reports.

Standard One articulates Tacoma Community College's definition of mission fulfillment, and identifies three core themes that support the mission: Create Learning, Achieve Equity, and Engage Community. These themes are mission-based institutional goals that are conceptually broad enough to extend across the college, yet specific enough to focus individual and collective responsibility for mission fulfillment.

TCC's conceptual framework for mission fulfillment includes the college mission, three core themes, fourteen core objectives, and numerous core indicators of achievement. This logic model focuses college efforts on mission fulfillment, and identifies specific and comprehensive accountability measures.³⁸⁹

TCC's framework for mission fulfillment is implemented through a continuous improvement process that includes mission development, strategic and operational planning, annual budget planning, academic program and administrative unit planning—all informed by strategic data which is continually collected, analyzed, and reported.³⁹⁰ This cycle of planning and improvement is completed when assessment, data, and analysis form the basis of the next planning, implementation, and assessment cycle. Accountability, transparency, collaborative institutional planning, and thoughtful integration of processes ensure institutional effectiveness in support of mission fulfillment.

Standard Two documents Tacoma Community College's essential resources and capacity to advance its core themes and realize its mission. The college's governance structure; human resources; educational, informational, and student support resources; and financial, physical, and technological resources are strategically designed and appropriately substantive to achieve mission fulfillment.

Tacoma Community College is dedicated to successfully achieving its three core themes, Create Learning, Achieve Equity, and Engage Community in the service of mission fulfillment. As TCC's 2010-2014 Strategic Plan proclaims, Tacoma Community College has a *Commitment to Success*.³⁹¹

³⁸⁹ ["Conceptual Framework for Mission Fulfillment"](#)

³⁹⁰ ["Operational Framework for Continuous Improvement"](#)

³⁹¹ ["2010-14 Strategic Plan"](#)

