TCC

MID-CYCLE EVALUATION REPORT
MARCH 2024 ■ TACOMA COMMUNITY COLLEGE

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Introduction

Tacoma Community College opened in 1965 with the goal of assuring educational opportunity for all. Since our founding, we have responded to the needs of our community by providing affordable excellence in academic instruction, professional technical and transfer programs, and culturally responsive services. As the community's college, we continue to serve Pierce County with those objectives in mind.

TCC offers over 60 associate degrees, 24 professional certificates, and four Bachelor of Applied Science degrees, as well as pre-college programs and continuing education. Our main campus in Tacoma, our satellite campus in Gig Harbor, and our programs at the Washington Corrections Center for Women and the Mission Creek Corrections Center for Women collectively served approximately 9,912 students in the 2022-23 academic year. Our diverse student body is comprised of approximately 49% students of color, 60% female students, and 39% need-based aid recipients.

TCC has been continuously accredited since 1968. Our accreditation was most recently reaffirmed in 2021, following submission of our self-evaluation report and a virtual site visit – NWCCU's first such accreditation. At the accreditation cycle's culmination, TCC received four commendations and no recommendations from the commission. Since then, TCC has continued to provide a strong and engaging learning experience for our students, underscored by our prioritization of equity and racial justice, as well as our commitment to self-reflection and continuous improvement.

Mission Fulfillment

Tacoma Community College's (TCC) Mission Statement defines its broad educational purposes and its commitment to student learning and achievement (Std. 1.A.1) through the advancement of equity:

"As the community's college,
we create meaningful learning,
advance equity, and
strengthen student and community success."
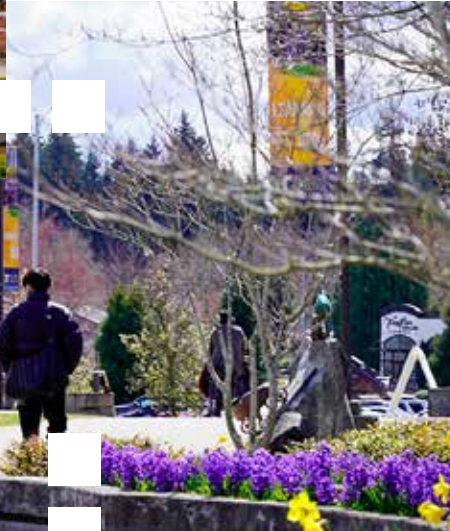
The college's mission statement was created by the Board of Trustees with input from the college community. It was approved in December 11, 2019 as part of our 2020-2025 Strategic Plan (strategic plan development follows a five-year cycle). In setting forth the college's mission, vision, values, and aspirations for student experience, our strategic plan draws from and builds upon the diverse perspectives of TCC's students, staff, faculty, community members, Board of Trustees, and President.

The strategic plan articulates four **CORE THEMES** which define how TCC's mission is measured:

- Core Theme 1: Advancing Equity, Diversity, & Inclusion
- Core Theme 2: Cultivating Exceptional Learning
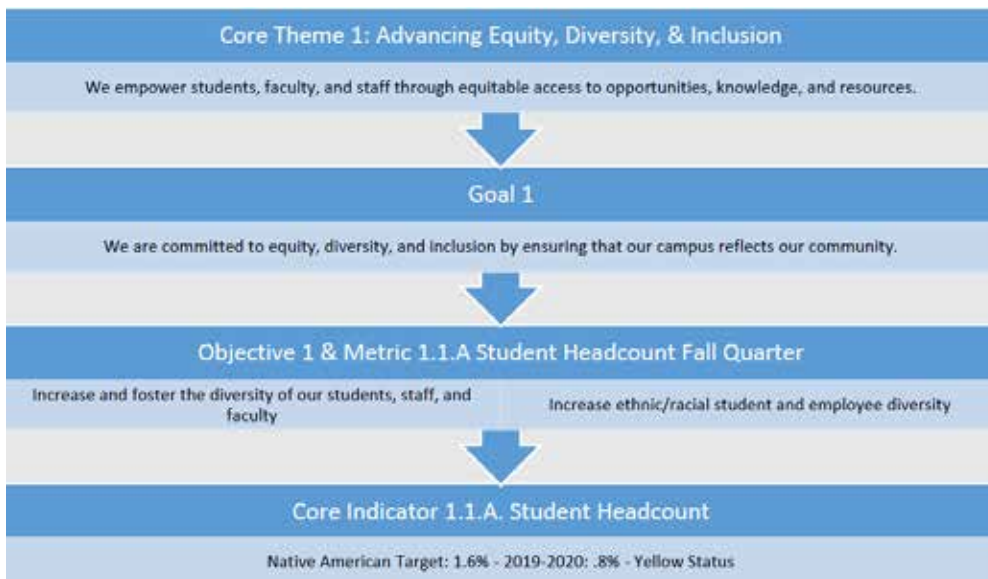- Core Theme 3: Strengthening Community Partnerships
- Core Theme 4: Enhancing Institutional Vitality

While the NWCCU 2020 Standards do not require that institutions develop core themes as a strategic planning framework, TCC has found that this structure effectively and easily communicates our current strategic priorities to a broad range of constituents. An interdisciplinary and cross-divisional committee of faculty and staff members worked with educational consultant CampusWorks for a year to develop the Core Themes and their associated goals and objectives. As illustrated by the image below, goals and objectives encompass distinct metrics and core indicators. (Std. 1.B.2)

Core Theme 1: Advancing Equity, Diversity, & Inclusion
We empower students, faculty, and staff through equitable access to opportunities, knowledge, and resources.

Goal 1
We are committed to equity, diversity, and inclusion by ensuring that our campus reflects our community.

Objective 1 & Metric 1.1.A Student Headcount Fall Quarter
Increase and foster the diversity of our students, staff, and faculty | Increase ethnic/racial student and employee diversity

Core Indicator 1.1.A. Student Headcount
Native American Target: 1.6% - 2019-2020: .8% - Yellow Status

Departments, programs, faculty, and staff map their annual goals to the core theme objectives within Watermark, TCC's assessment and accreditation management software that includes outcomes assessment and strategic planning among its modules. All departments assess the success of annual goals within Watermark at the end of each year. This process gives us insight into which areas of the college are making progress towards advancing the Strategic Plan and fulfilling the mission, and which areas need more development.

For example, in 2023, at least 56 departments and/or programs tied their annual goals to Core Theme 1, Goal 1, Objective 3: *Implement best practices that advance institutional equity, diversity, and inclusion.* Only one department or program tied their goal to Core Theme 4, Goal 1, Objective 3: *Create a fundraising campaign focused on the needs of the College and its students.* Analysis of these results helps us determine where to focus our priorities as we make progress towards our institutional goals.

In addition to tracking progress towards achieving our strategic goals and objectives within Watermark, we use **core indicators** to assess achievement of objectives associated with the college's four Core Themes.

Multiple constituents were involved in developing the core indicators, including the Office of Institutional Research, members from our Institutional Effectiveness committee, executive leadership, and our Board of Trustees. Core indicator outcome results are updated each year and shared with college leadership, shared governance leadership, administrative services and academic affairs councils, the Board of Trustees and others. (Std. 1.B.3)

The mission fulfillment targets of each core indicator are recommended by the Leadership Team and approved by the Board of Trustees. Targets are derived from benchmarking our efforts against those of other institutions and comparing how well we serve our community against census data and baseline data forecasts.

Each year, the Office of Institutional Research collects and analyzes data from the Washington State Board for Community and Technical Colleges (SBCTC) data warehouse, institutional surveys, and from individual departments to compile the Core Indicators of Mission and Strategic Fulfillment report, which articulates the college's annual progress in fulfilling its mission to stakeholders and is shared across the campus community.

The first page of the Core Indicators of Mission and Strategic Fulfillment report provides a summary overview of outcome results. A color-coded key to describe progress towards meeting a target allows results to be quickly understood by a wide range of stakeholders.

TACOMA COMMUNITY COLLEGE
CORE INDICATORS of MISSION and STRATEGIC FULFILLMENT

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

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

Core Theme 2: **Cultivating Exceptional Learning**

Core Theme 3: **Strengthening Community Partnerships**

Core Theme 4: **Enhancing Institutional Vitality**

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

The report also displays results from the previous several academic years, enabling longitudinal tracking of progress towards a target.

Currently, our measurement of mission fulfillment relies upon the thematic association of components of the mission statement to the Core Themes (see Addendum A). In our next strategic planning cycle, explicitly mapping the mission components to the Core Themes and their associated goals, objectives, metrics, and indicators will allow us to more robustly measure the fulfillment of our mission of creating meaningful learning, advancing equity, and strengthening student and community success.
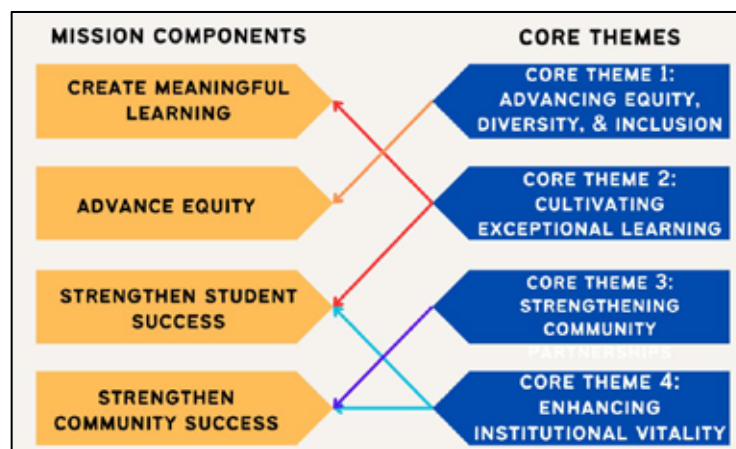
We also intend to further articulate how learning assessment outcome and participation data contributes to the fulfillment of our mission. For example, 80% of respondents to the 2022-23 Graduating Student Survey either agreed or strongly agreed that they had participated in meaningful learning experiences at TCC. This indirect metric contributes to the accomplishment of Core Theme 2: Cultivating Exceptional Learning but is not currently included as a core indicator. By refining our strategic planning approach to include alignment of mission components to Core Themes and expanding our existing metrics to include assessment outcomes, we will enhance our ability to measure and fulfill our mission effectively.

Student Achievement

Introduction

As noted in the Mission Fulfillment section above, TCC has developed four Core Themes that encompass our strategic priorities, goals, and objectives; multiple measures have been identified for each core theme, with targets recommended by the Leadership Team, and approved by the Board of Trustees. The data is collected and analyzed by the Office of Institutional Research and the outcomes are disseminated to stakeholders via the Core Indicators of Mission and Strategic Fulfillment report. Indicators of **student achievement** are primarily located within Core Theme 2: Cultivate Exceptional Learning.
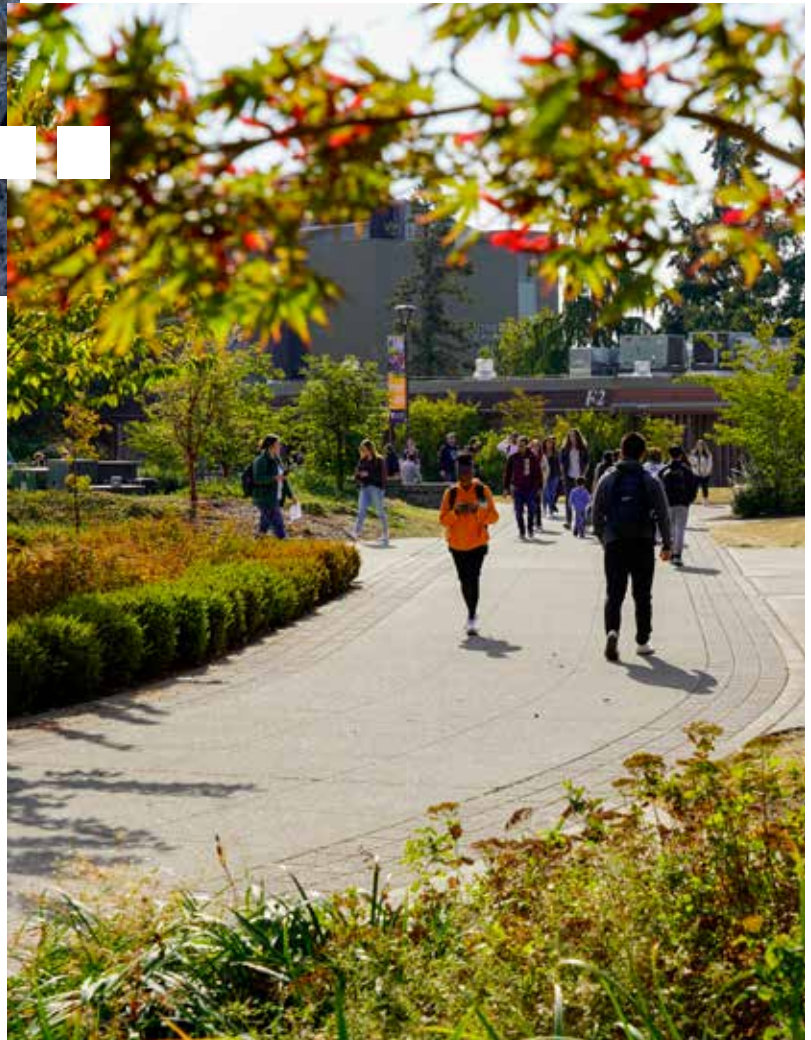
Student Achievement Measures

Key measures of student achievement selected for focus in this report include: student retention, graduation/transfer-out rate, College English and Math completions/Student Achievement Initiative (SAI) points earned, and new student orientation attendance. All measures are tracked internally from year-to-year via the Core Indicators of Mission and Strategic Fulfillment report. We also disaggregate data to compare retention, graduation/transfer-out, and year 1 Math and English completion rates with those of our community and technical college peers via the First-Time Entering Cohort (FTEC) Outcomes dashboard.

Peer Comparators and Data Sources

Student achievement and success outcome targets are validated by the process of benchmarking our efforts against those of our peer institutions. Quantitative peer comparator data comes from two places: published data on student achievement at the state level, obtained from the State Board of Community and Technical Colleges (SBCTC) data warehouse, and data from the Integrated Postsecondary Education Data System (IPEDS).

At the state level, the Office of Institutional Research currently compares TCC's student success outcomes to those of all other 34 community and technical colleges in Washington State via our First-Time Entering Cohort (FTEC) Outcomes dashboard. This dashboard provides milestone data for first time entering students who started in the fall. The milestones include progression, retention, completion, transfer, and employment and can be disaggregated by race/ethnicity, age, gender, need-based aid and socioeconomic status. It is made available to the public, in accordance with our commitment to data transparency to all stakeholders (Std. 1.D.3).

At the national level, TCC utilizes IPEDS Data Feedback Reports to compare success indicator outcomes, including retention and graduation/transfer-out rates, against a peer group of 28 comprehensive community colleges. The criteria for the selection of comparison group institutions, decided upon by collaborative committees of leadership, faculty, and staff, emphasized comparable size, suburban locale classification, and similar funding model.

CORE THEME 2 METRICS

1. Increase in student retention rates (fall-winter, fall-spring, fall-fall) *First Year Retention Rates*

2. Increase in 3-year completion rate

3. Increase in the number of SAI points the college earns

4. Increase in the IPEDS graduation and transfer-out rate *Three Year Graduation Rates*

5. Increase in TCC graduate passing lincensure/certification examinations on the first attempt

6. Increase in annual student enrollments in low-cost and zero-cost text sections, including OER

7. Increased diversity of course offerings (mode of instruction and time of day)

8. Increase in the number, number of attendees, and quality of teaching and learning professional development activities

9. Increase in the number of courses taught with equity-minded pedagogies, such as CRP and UDL

10. Increase in the number of students supported through non-academic resources

11. Increase in the number of new students attending new student orientation

12. Increase in the number of students enrolling in HD101

13. Increase in the number of degrees, certificates and diplomas awarded

14. Increase the average number of attemped and earned credits per quarter for full0time and part-time students

As we continue to reflect on how to most effectively support student achievement, we recognize that some lines of inquiry may be best addressed by benchmarking efforts against a more closely tailored group of regional and national peer institutions. To this end, Institutional Research is working with the Student and Academic Services Committee (SAS) to help identify these peer and aspirational institutions by the start of our next strategic planning cycle. (Std. 1.D.3)

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Selected Student Achievement Measures

Each student achievement measure described below is accompanied by screenshots of supporting data from the Core Indicators of Mission and Strategic Fulfillment report and the First-Time Entering Cohort (FTEC) Outcomes dashboard. (New Student Orientation Attendance is not represented on the FTEC Outcomes dashboard.) Multiple examples of disaggregated data from the FTEC Outcomes dashboard are displayed. Within the sections on Retention and New Student Orientation Attendance are specific examples of how these data have been used to inform planning for improvement. These metrics are shared broadly campus-wide, including at Board of Trustee meetings.

RETENTION

Core Indicator Report

Core Theme 2: **Cultivating Exceptional Learning**									
Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	*Mission Fulfillment Target*	*Status*
2.1: Increase in student retention rates (fall-winter, fall-spring, fall-fall)									
Fall to Winter	75.5%	74.4%	75.2%	71.8%	70.8%			80%	◆
Fall to Spring	67.6%	64.3%	67.6%	64.0%	62.6%			69%	◆
Fall to Fall	52.2%	47.6%	51.0%	48.1%				53%	◆

FTEC OUTCOMES DASHBOARD - **RETENTION** (DISAGGREGATION BY RACE/ETHNICITY)

Retention / Grouping Category / Reporting Year — Fall to Fall Retention/Completion. Line charts by Race/Ethnicity (2+ Races, American Indian or Alaska Native, Asian, Black or African American, Hispanic or Latino, Native Hawaiian or Other Pacific Islander, Not Reported, White) comparing College vs. System across reporting years 2009–2021.
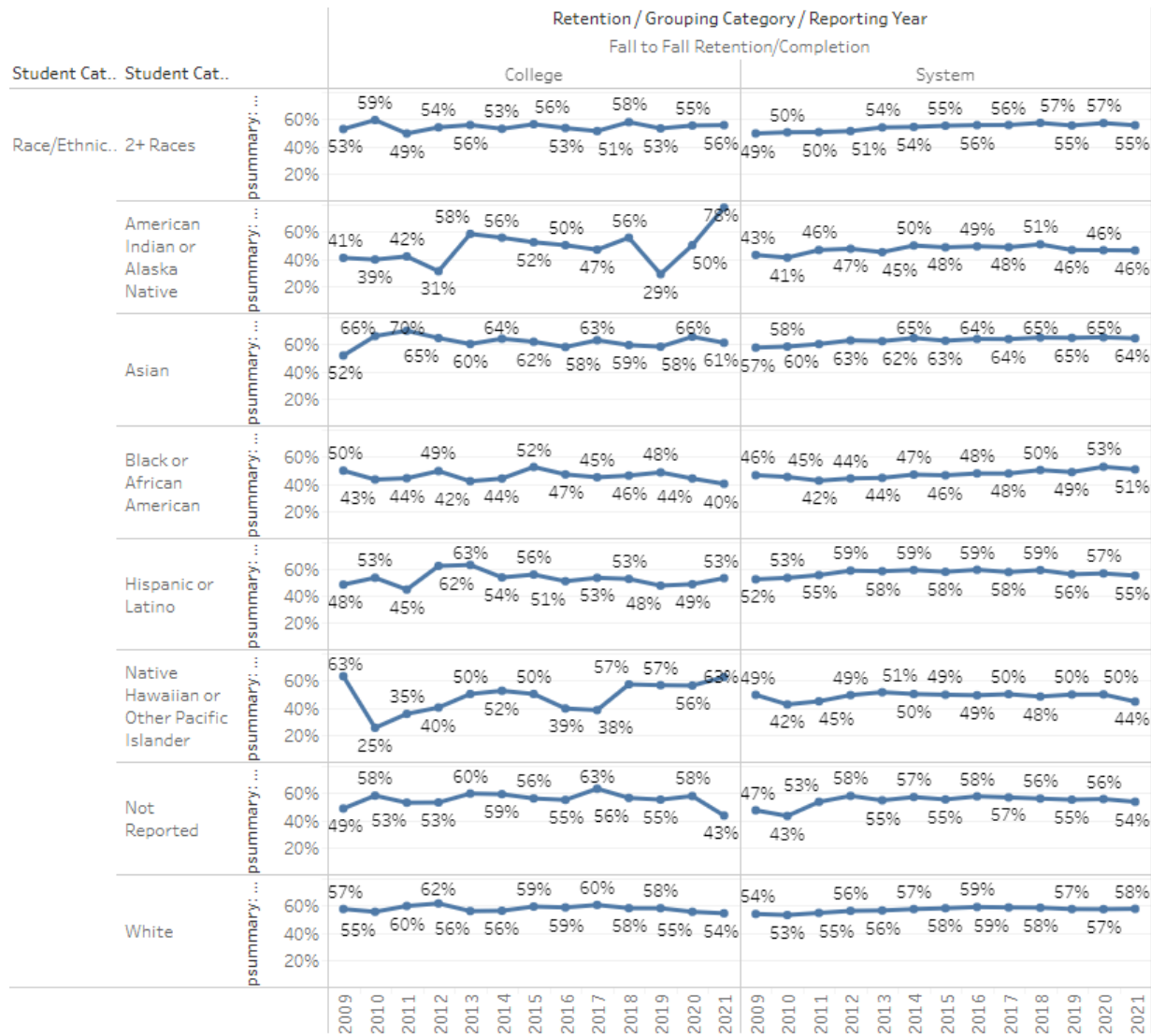
FTEC OUTCOMES DASHBOARD - **RETENTION** (DISAGGREGATION BY SEX)
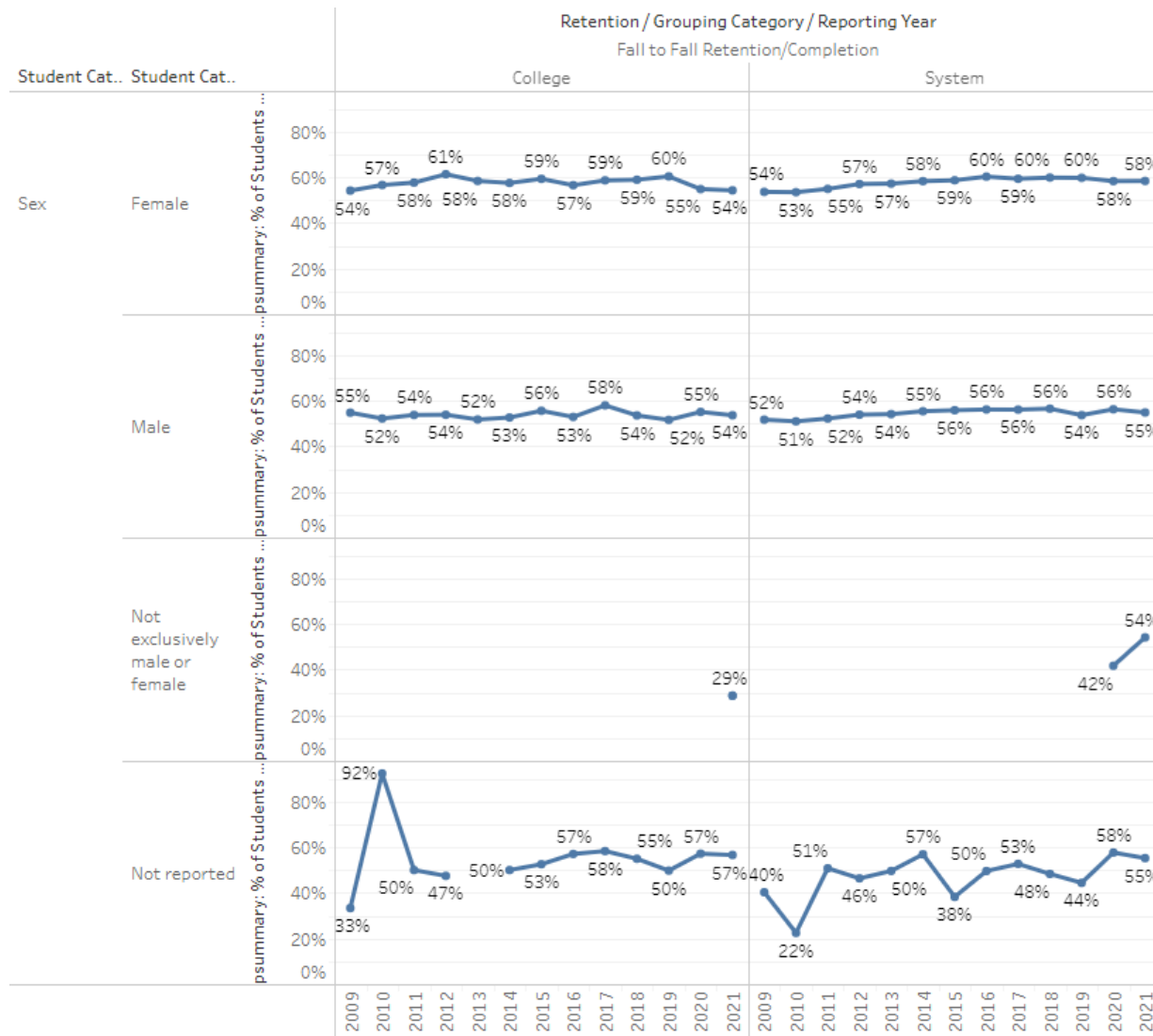
Retention Data Use for Improvement

Academic departments across campus also use data from numerous other dashboards maintained by the Office of Institutional Research to examine other methods we may use to improve student achievement. For example, in AYE22-23, during a review of retention data, TCC identified significant disparities in retention rates among African American and part-time students compared to the college average.

Fall to Fall Retention

Cohort	African American students	Part-time students	College average
2019 Cohort	41.70%	36.10%	47.60%
2020 Cohort	48.60%	40.70%	51%
2021 Cohort	41.10%	36.20%	48.10%

In response, TCC established the African American and Part-time Student Retention Task Force in summer 2023 to investigate and address the underlying issues and barriers affecting these student populations.

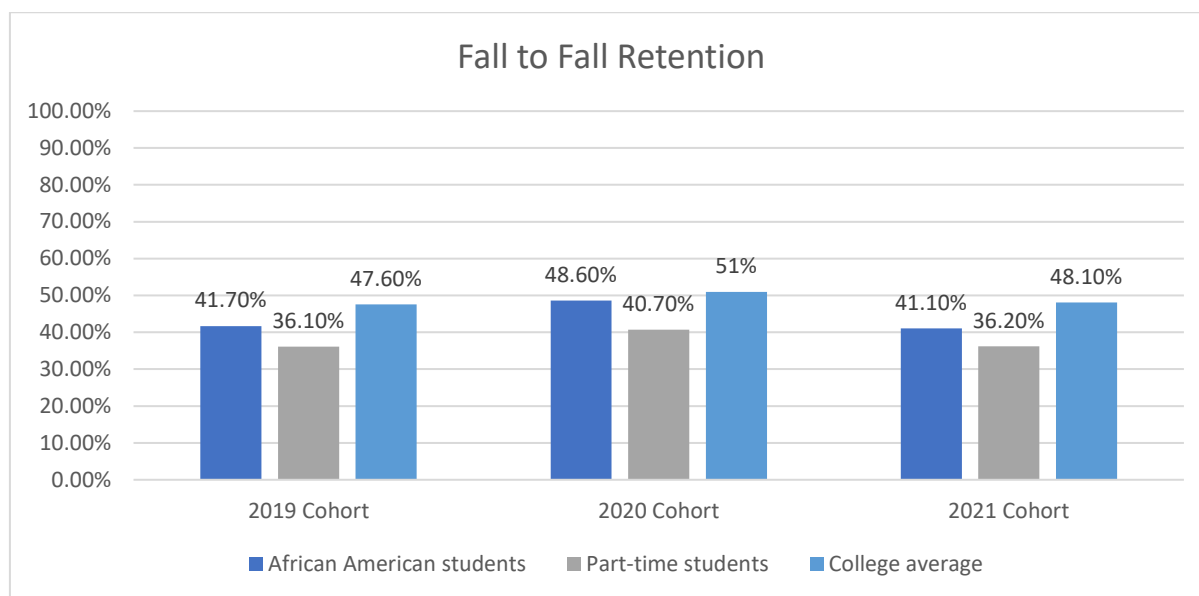The task force was composed of a diverse group of faculty members, administrators, and representatives from various departments. Their mission was to uncover the root causes of retention disparities and propose effective strategies to improve outcomes for African American and part-time students. The scope of work encompassed a comprehensive review of data, exploration of best practices, and the development of recommendations for better support.

The team met from June to August 2023. Their initial discoveries highlighted inequities in degree completion tied to retention rates, with African American and Hispanic students facing challenges in their first quarter. Further, part-time students, across all ethnic groups, faced a significant first-quarter retention gap, emphasizing the need for targeted interventions. African American and Hispanic students specifically were overrepresented in the part-time student population, suggesting that necessary services may not have been adequately reaching them.

When presenting their findings to the TCC Leadership Team on October 24, 2023, the task force recommended several strategies to create a more inclusive and supportive environment, fostering academic success and equitable opportunities for all students:

- Efforts to improve retention should particularly focus on the first-quarter experience, and include gender-specific retention strategies, since male students in certain ethnic groups exhibit lower retention rates than female student.
- A multifaceted approach should be taken to address these challenges, including implementing learning communities, culturally responsive teaching and advising, peer coaching/mentoring, and incentivizing mentorship opportunities. To enhance resources for African American and part-time students, the task force proposed identifying specific advisors, improving access to campus resources, extending service hours, and creating an "Office of Part-Time and Continuing Studies."
- Additionally, addressing implicit/explicit biases, continuing data collection through surveys and focus groups, and creating a robust Equity Institute were suggested strategies. The task force also recommended exploring best practices from programs like Umoja and The Puente Project, conducting targeted orientations and events, and increasing student engagement early on.

See Addendum B for the task force's presentation, including data reviewed and recommendations for action.

In response to the task force's recommendations, the College provided a professional development training during Fall Professional Development Week (September 21, 2023), open to all employees, entitled "Supporting Black Students and Students of Color." Additionally, the College provided another training called "Supporting African American Students: A Workshop for Student Affairs Professionals." The training was offered on December 8, 2023, and was well-attended (approx. 150).

In addition, in fall 2023, TCC engaged the Umoja Community Education Foundation, a community and critical resource dedicated to enhancing the cultural and educational experiences of African Americans and other students. The Umoja Community serves educationally and economically under-resourced students, believing that when the voices and histories of students are deliberately and intentionally recognized, students develop self-efficacy and a foundation for academic success. Umoja actively promotes student success for all students, emphasizing African American student success through culturally responsive curriculum and practices. Leadership from the Umoja Community visited TCC on October 16th, 2023, to discuss the program with TCC's President and the Vice Presidents of Equity, Diversity and Inclusion; Student Affairs; and Instruction. In addition, TCC sent two staff members to the Umoja Winter Retreat 2024 in Redondo Beach, California. TCC is still exploring the Umoja Community program, with a final decision to participate yet to be made. We will also begin to explore the Puente Project as a resource to support Hispanic students.

While it is too early to assess the impact of the interventions to date, continuous improvement efforts in this area include ongoing close monitoring of retention and completion outcomes for African American, Hispanic, and part-time students (as well as for all students).

COL 101 vs Overall Retention

- COL 101 retention rate
- Overall retention rate
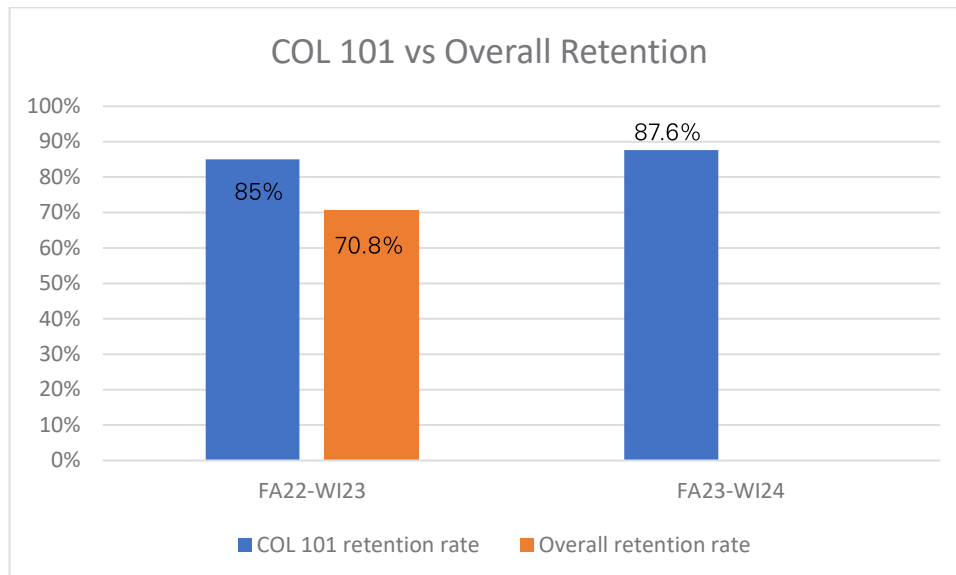
Note: Overall FA23-WI24 retention rate not calculated at time of report

The development and implementation of College Success 101 is another example of TCC using data to improve student success outcomes. During the 2021-2022 academic year, faculty created a 5-credit College Success course (COL 101), which built upon HD 101 (Student Success Seminar). The course was launched in fall 2022 for the first time, and data showed immediate success.

Due to the marked improvement in student success, a proposal proceeded through our shared governance process in the 2022-23 academic year to require COL 101 for students who are pursuing the AA-DTA degree, and highly recommend it for others. COL 101 launched as a required course in fall 2023, including sections that target specific student populations (e.g., English language learners) as well as each of our Career Pathways (Allied Health; Business, Paralegal and Technology; Creative Arts, Literature and Communication; Education, Social and Behavioral Sciences; Science, Engineering and Mathematics). See Addendum C for a presentation on COL 101 and its tie-in to Guided Pathways.

GRADUATION/TRANSFER-OUT RATE

Core Indicator Report

Core Theme 2: **Cultivating Exceptional Learning**									
Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	*Mission Fulfillment Target*	*Status*
2.4: Increase in IPEDS graduation and transfer-out rate									
IPEDS graduation rate	25%	26%	25%	37%	33%			30%	🟢
IPEDS transfer out rate	22%	24%	22%	21%	19%			27%	🔴

FTEC OUTCOMES DASHBOARD - **COMPLETIONS** (DISAGGREGATED BY RACE/ETHNICITY)
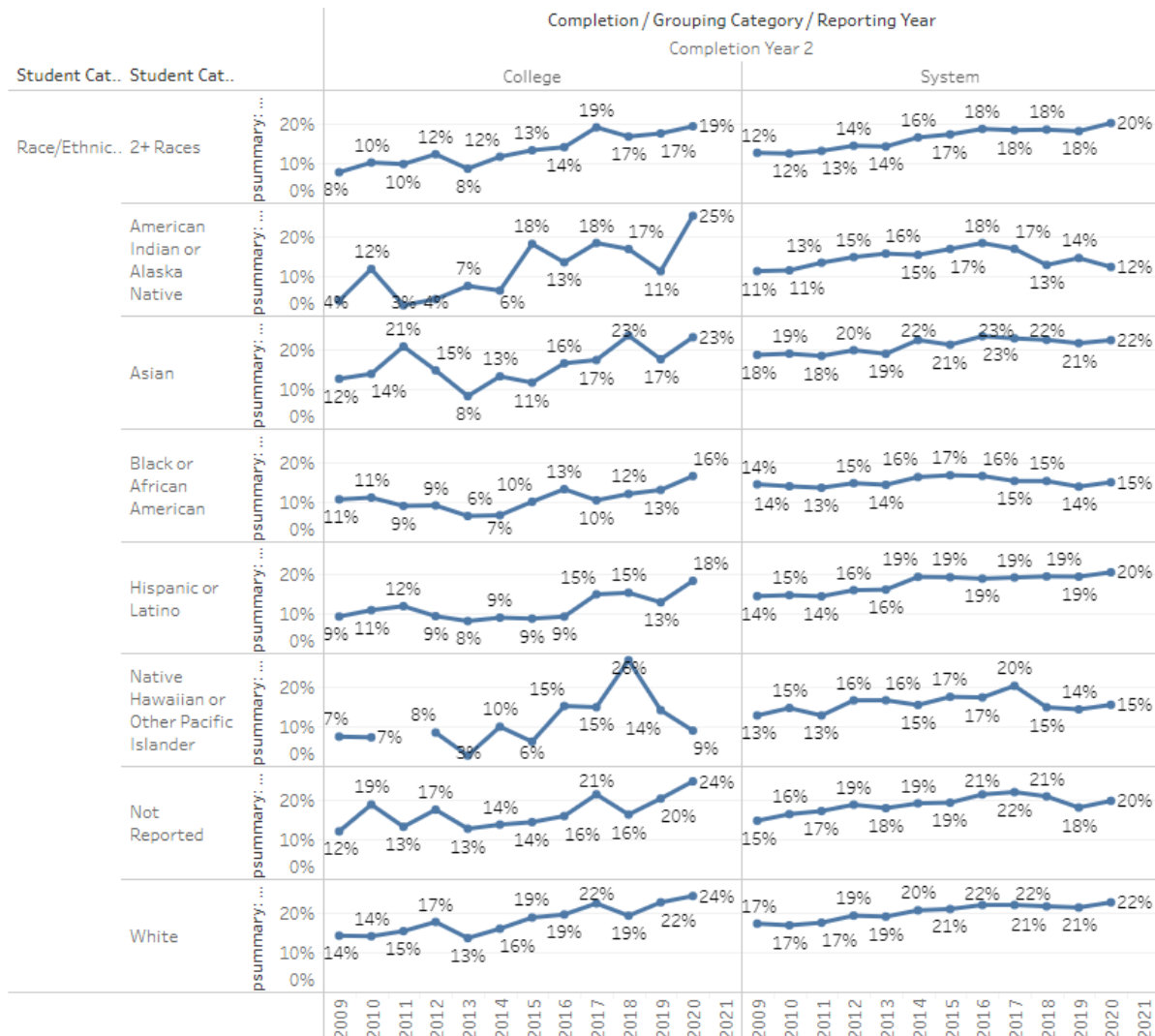
FTEC OUTCOMES DASHBOARD - **COMPLETIONS** (DISAGGREGATED BY SEX)

Completion / Grouping Category / Reporting Year — Completion Year 2

COLLEGE ENGLISH AND MATH COMPLETIONS/SAI POINTS EARNED

Core Indicator Report

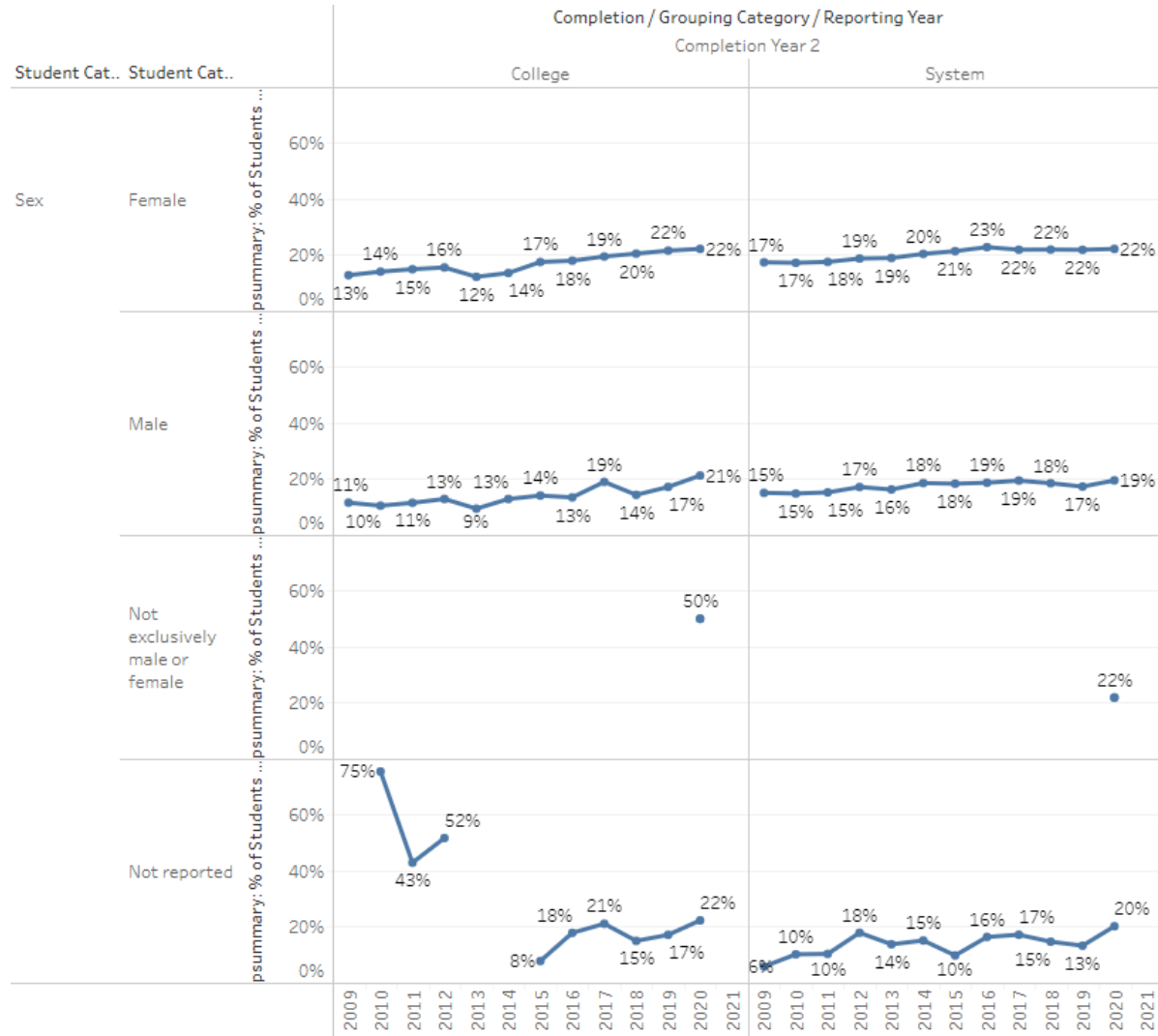| 1.3: Decrease in student equity gaps, regarding entry, progression, graduation and transfer									
Indicators of Achievement	*2018-19*	*2019-20*	*2020-21*	*2021-22*	*2022-23*	*2023-24*	*2024-25*	*Mission Fulfillment Target*	*Status*
1.3.A: SAI College English									
African American/Black	6.5%	8.0%	7.9%	11.3%	13.9%			10.0%	🟢
American Indian	0.5%	0.6%	1.0%	0.8%	0.8%			1.6%	🔺
Asian	6.8%	9.2%	9.8%	10.4%	10.0%			9.2%	🟢
Latinx/Hispanic	6.2%	7.8%	8.7%	8.2%	9.7%			10.9%	🔺
Native Hawaiian/Pacific Islander	1.0%	1.3%	1.2%	1.7%	1.5%			1.2%	🟢
Multi-Race	13.1%	16.2%	18.6%	23.2%	24.3%			9.2%	🟢
White	40.0%	44.7%	48.5%	43.6%	39.2%			58.1%	🔴
Unknown	25.9%	12.1%	4.2%	0.9%	0.6%			0.0%	🟢
1.3.B: SAI College Math									
African American/Black	5.6%	7.8%	6.8%	10.2%	10.3%			10.0%	🟢
America Indian	0.4%	0.6%	0.6%	0.4%	0.6%			1.6%	🔺
Asian	8.9%	10.4%	10.9%	11.5%	10.1%			9.2%	🟢
Latinx/Hispanic	5.7^	6.9%	7.4%	6.8%	9.2%			10.9%	🔺
Native Hawaiian/Pacific Islander	1.5%	0.9%	1.4%	1.1%	1.3%			1.2%	🟢
Multi-Race	12.8%	16.5%	17.0%	20.0%	24.4%			9.2%	🟢
White	41.6%	44.0%	49.9%	48.4%	43.1%			58.1%	🔴
Unknown	23.4%	12.9%	5.8%	1.6%	1.0%			0.0%	🟢

FTEC OUTCOMES DASHBOARD - **PROGRESSION / MATH YEAR 1** (DISAGGREGATED BY RACE/ETHNICITY)
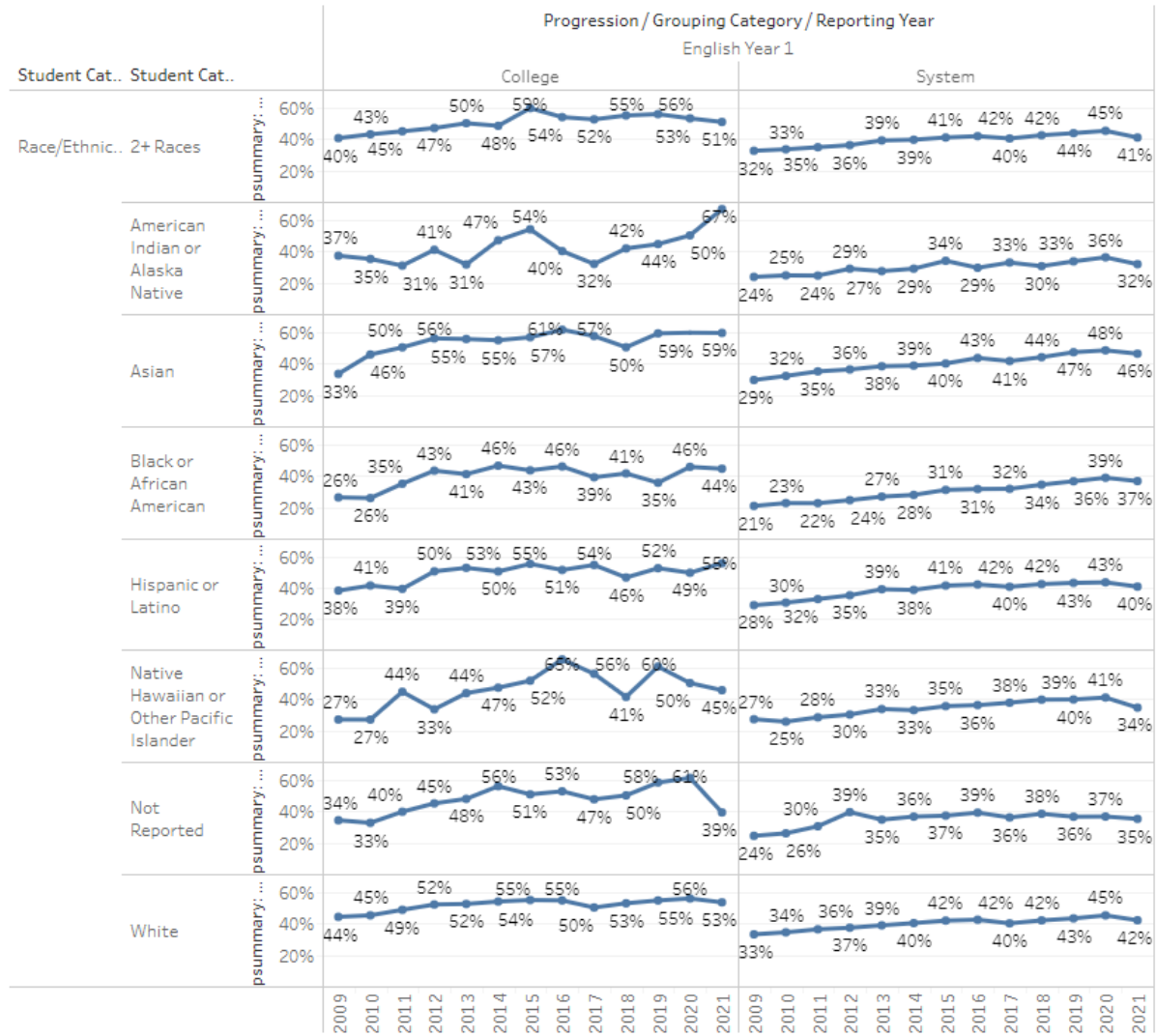
FTEC OUTCOMES DASHBOARD - **PROGRESSION / MATH YEAR 1** (DISAGGREGATED BY SEX)

FTEC OUTCOMES DASHBOARD - **PROGRESSION / ENGLISH YEAR 1** (DISAGGREGATED BY RACE/ETHNICITY)

Progression / Grouping Category / Reporting Year — English Year 1

FTEC OUTCOMES DASHBOARD - **PROGRESSION / ENGLISH YEAR 1** (DISAGGREGATED BY SEX)
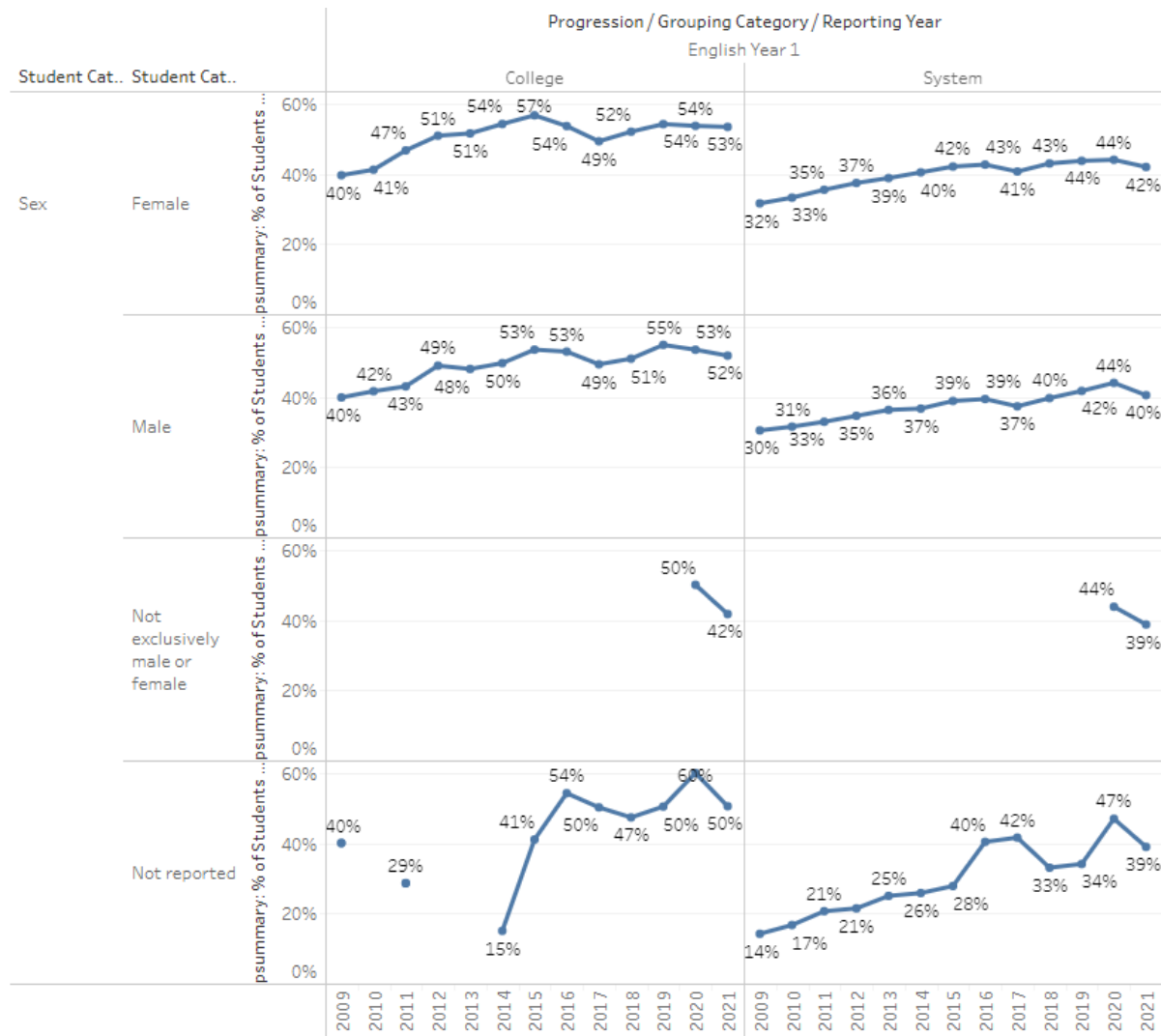
College Math Data Use for Improvement

TCC's move towards co-requisite courses in Mathematics is a recent example of how we apply data disaggregation and analysis to improve of course-related outcomes.

Prior to fall 2022, the Math department had four distinct levels of developmental classes (MATH 75, MATH 85, MATH 90, and MATH 95; see flow chart below). Success data indicated that for every 100 students that started in MATH 75, only 24% would make it to a college-level Math course. When disaggregated to students of color, that percentage dropped to 18%. Clearly, a change needed to happen.

TCC Math
Department Courses
Updated October 2016

Accuplacer score 30-80A

MATH 075-CM
Review Arithmetic
(Computer mediated)

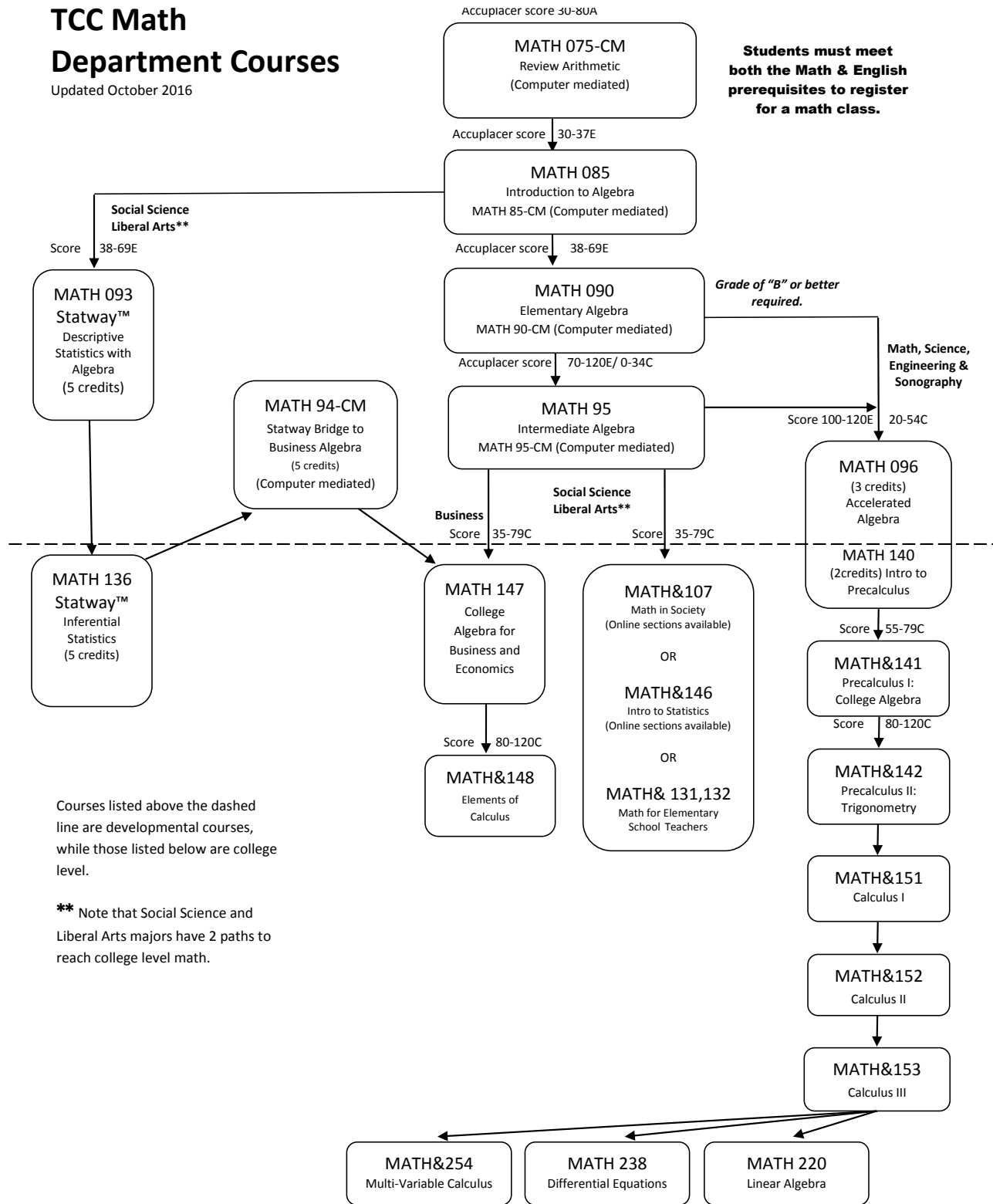**Students must meet both the Math & English prerequisites to register for a math class.**

Accuplacer score 30-37E

MATH 085
Introduction to Algebra
MATH 85-CM (Computer mediated)

Social Science Liberal Arts**
Score 38-69E

Accuplacer score 38-69E

MATH 093
Statway™
Descriptive Statistics with Algebra
(5 credits)

MATH 090
Elementary Algebra
MATH 90-CM (Computer mediated)

Grade of "B" or better required.

Accuplacer score 70-120E/ 0-34C

Math, Science, Engineering & Sonography

MATH 94-CM
Statway Bridge to Business Algebra
(5 credits)
(Computer mediated)

MATH 95
Intermediate Algebra
MATH 95-CM (Computer mediated)

Score 100-120E 20-54C

MATH 096
(3 credits)
Accelerated Algebra

Business
Score 35-79C

Social Science Liberal Arts**
Score 35-79C

MATH 140
(2credits) Intro to Precalculus

MATH 136
Statway™
Inferential Statistics
(5 credits)

MATH 147
College Algebra for Business and Economics

MATH&107
Math in Society
(Online sections available)

OR

MATH&146
Intro to Statistics
(Online sections available)

OR

MATH& 131,132
Math for Elementary School Teachers

Score 55-79C

MATH&141
Precalculus I:
College Algebra

Score 80-120C

Courses listed above the dashed line are developmental courses, while those listed below are college level.

Score 80-120C

MATH&148
Elements of Calculus

MATH&142
Precalculus II:
Trigonometry

** Note that Social Science and Liberal Arts majors have 2 paths to reach college level math.

MATH&151
Calculus I

MATH&152
Calculus II

MATH&153
Calculus III

MATH&254
Multi-Variable Calculus

MATH 238
Differential Equations

MATH 220
Linear Algebra

Over the 2021-2022 academic year, the Math department completely revamped the curriculum with a fall 2022 launch. The new model allows students to enter directly into a college-level course, with co-requisite support provided if needed.

Healthcare Social Sciences Liberal Arts	Science, Engineering and Mathematics	Business	Elementary Education
MATH& 146 / MATH 046 or MATH& 146 or MATH& 107	**MATH& 141 / MATH 041** or MATH& 141	**MATH 095 / 045** (available but not required)	
		MATH 147 MATH& 148	MATH& 131 MATH& 132

With just one year's worth of data on the move to co-requisites, the results are very promising. From the 2021-2022 academic year to the 2022-2023 academic year, TCC's FTE increased by 5%. However, **enrollments in college-level math courses increased by 41%; MATH& 141 Pre-Calculus I enrollment increased by 78% and MATH& 146 Statistics enrollment increased by 33%.**

MATH& 141 Pre-Calculus I is a gateway course for STEM majors. From AYE22 to AYE23, completions increased by 50% versus the 3-year average.

- Hispanic students make up 7.5% of all TCC students and 9.2% of all MATH& 141 students.
  Completions of MATH&141 by Hispanic students nearly tripled in AYE23 as compared to AYE22.

- African American students make up 9% of all TCC students and 7.4% of all MATH& 141 students.
  Two years ago, this population made up 7.75% of all TCC students and 3.75% of all MATH& 141 students.
  Completions of MATH& 141 by African Americans nearly doubled from AYE22 to AYE23.

- Multiracial students make up 20.7% of all TCC students and 26.9% of all MATH& 141 students.
  Completions of MATH& 141 by Multiracial students increased from AYE22 to AYE23 by 127%.

MATH& 146 Statistics is the recommended math course for the vast majority of students, including Healthcare Pathways students.

- In AYE22, Hispanic students made up 4.5% of MATH& 146 students and African American students made up 8.5% of that population; in AYE23, Hispanic students made up 7.4% of MATH& 146 students, with African American students making up 10.9%.

- **Hispanic and African American completions of MATH& 146 both nearly doubled from AYE22 to AYE23;** however, success rates for both populations have decreased slightly.

While the data is promising, we will continue to monitor the "downstream effects" of these reform efforts. We will follow students longitudinally to track progress in higher-level math courses, as well as math-dependent science classes, such as Physics and Engineering.

NEW STUDENT ORIENTATION ATTENDANCE

In summer 2022, TCC launched a revised New Student Orientation (NSO) program designed to more closely align with our Guided Pathways work.

During the 2020-21 academic year, during the COVID-19 pandemic, TCC's NSO program was shifted to a fully online modality. The online NSO was geared towards the general population of incoming students, rather than specific pathways or interests/needs. Students were shown information about placement testing, funding, advising, and how to enroll in classes. They were also given a needs assessment survey that would inform the advising assignment and connection with relevant resources.

However, a lack of enforcement of mandatory NSO attendance resulted in only about 50% of incoming students receiving information critical for success, especially in the first quarter of enrollment. Further revisions to the NSO were prompted by our work within the Guided Pathways framework.

In fall 2022, a revised NSO was launched with the goal of providing students with a structured intake experience aligned with Guided Pathways' Student Experience Essential Practices. The program now includes pathway-specific orientations and a customized resource guide and admissions instructions emailed upon submission. Weekly reports of students who indicated a need and/or interest in academic and life resources are now sent to departments for proactive outreach. Finally, new students are not able to enroll in classes until they have completed the NSO. This has resulted in an increase from 50% completion to 100% completion. Evidence of the benefit of this pre-enrollment preparation may be seen in enrollment yield increases.

Quarter	Admitted	% Change	Enrolled	% Change	Enroll/Admit % (Yield)	Yield Notes
Fall 2021	3805		1487		39%	
Winter 2022	1656		500		30%	
Spring 2022	1740		517		30%	
Summer 2022	1283		409		32%	
Guided Pathways Entry Framework in Place Starting Fall Quarter 2022						
Fall 2022	4517	19%	1976	33%	44%	+5% yield from the prior Fall +489 NEW students from prior Fall
Winter 2023	1640	-1%	641	28%	39%	+9% yield from prior winter
Spring 2023	1842	6%	681	32%	37%	+7% yield from prior spring
Summer 2023	1568	22%	500	22%	32%	flat

Core Indicator Report

Indicators of Achievement	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	Mission Fulfillment Target	Status
2.11: Increase in the number of new students attending new student orientation									
2.11.A Percentage of students attending orientation		26%	38%	51%	100%			95%	●

Tacoma Community College recognizes that student success may encompass aspects and experiences that go beyond traditional indicators of achievement, including environmental factors, students' sense of belonging/wellbeing, and other sources of support internal and external to the college. For this reason, in addition to the widely published and peer-benchmarked indicators of retention, persistence, completion, and post-completion enrollment or employment (Std. 1.D.2), TCC incorporates findings from internal and external surveys (e.g., Graduating Student Survey, Community College of Student Engagement, Student Satisfaction Inventory [SSI], HEDS Diversity and Equity Campus Climate Survey), focus groups, and other formal and informal feedback structures into our understanding of student achievement.

Programmatic Assessment

TCC considers the learning outcome assessment process to be integral to continuous improvement efforts within student learning and success. College faculty conduct student learning outcome assessments at the course, program, and institutional levels. (Stds. 1.C.5; 1.C.6)

Faculty are responsible for the design, implementation, and communication of outcomes. They are assisted in this task by an Institutional Assessment and Continuous Improvement Coordinator (IACIC), along with the support of assessment teams.

Two excellent examples of programmatic assessment at TCC are found within Library Science (LS) and Advising, as described below.

Program 1: Library Science

Philosophy

The two principles guiding TCC Library's instructional assessment program are sustainability and continuous improvement. Curriculum is regularly revised based on student performance and feedback.

The Library's assessment program is holistic and goes beyond instruction to include evaluation of services and collections. Means of collecting data (all of which have informed our annual Program Review and the ways in which we contribute to the achievement of the college's Strategic Plan) include:

- Reference desk statistics
- Online research guide (LibGuide) statistics
- Library research workshop statistics
- Library material use statistics
- Bi-annual student and faculty surveys
- Canvas Learning Mastery data
- End of Course (EoC) surveys

Our annual assessment master plan, which establishes our assessment priorities each year, and includes previous assessment project results, is available on the Library Assessment Projects page of the Library website: https://tacomacc.libguides.com/TCCLibrary/assessment.

Instructional Assessment

The Library contributes to assessment of outcomes at all levels – course, program, and institutional.

Course learning outcomes (CLOs) for the LS courses are assessed in an authentic, embedded, and transparent way using the Learning Mastery Gradebook in our Learning Management System (LMS), Canvas, which allows us to "tag" each assignment, quiz, etc. with the associated learning outcomes. These data can be downloaded quarterly and tracked longitudinally. Data can also be used by library faculty and students to gauge progress throughout the quarter. Prior to this means of assessing students, we used a pre-test and post-test method, which placed an additional burden on students and was not authentic or embedded. Assessment data has been used not only to improve the LS courses but also the outcomes themselves.

Each quarter we write an annual CLO report that provides data for all classes and instructors. We preface each report with this statement: "We do not believe quarterly data is useful in and of itself, as it cannot be generalized; therefore, we report aggregate data for all classes and all instructors on an annual basis; more importantly, we compile this data longitudinally throughout each 5-year assessment cycle." The Library Assessment Project page contains each of these annual reports.

Program Learning Outcomes (PLO) are assessed by aggregating all CLO data up to the PLO level. We provide this data to the Office of Institutional Research annually in a report. Like CLO data, we believe PLO data is most meaningful when compiled longitudinally, which we do throughout the five-year assessment cycle. The Library Assessment Project web page contains each of these annual reports.

End of Course (EoC) survey data is gathered, tracked longitudinally, and analyzed for all LS courses. Response data summaries are included in program review reports, which are located on The Library Assessment Project page. As illustrated by the image below, average scores for every item are 3.5 or higher on a 4-point Likert scale, accompanied by largely positive qualitative feedback; for this reason, curriculum revisions are generally not prompted by EoC data. However, individual librarians do use qualitative feedback to modify their own courses when appropriate.

Biennial Student and Faculty Surveys

Surveys have been the primary means by which the Library gathers data from students and faculty on the importance of our resources and services and users' satisfaction with them. Areas where we see a gap between importance and satisfaction become those upon which we focus our improvement efforts, and typically contribute to the gaps section of our Program Reviews. This data has also been used to support requests for additional funding. Many of the gaps identified have shrunk or been closed over time due to our efforts (e.g., student satisfaction with quiet study space went from a gap of 15 to a gap of less than 3 in a 4-year period)

See The Library Assessment Project page of the Library website for the results of these surveys, as well as the longitudinal comparison documents.

END OF COURSE SURVEY DATA - LONGITUDINAL - LS 102										
Question number	Winter 2016	Spring 2016	Winter 2017	Spring 2017	Winter 2018	Spring 2018	Winter 2020	Spring 2020	Winter 2021	Spring 2022	Spring 2023
1	3.67	3.78	4.00	NA	3.89	3.31	4.00	4.00	4.00	4.00	
2	3.67	4.00	4.00	NA	4.00	3.77	4.00	4.00	4.00	4.00	
3	3.67	4.00	3.91	NA	4.00	3.54	3.89	4.00	4.00	4.00	
4	3.67	4.00	4.00	NA	3.89	3.83	3.56	4.00	4.00	4.00	
5	3.67	4.00	4.00	NA	4.00	3.77	4.00	4.00	4.00	4.00	
6	3.67	3.89	4.00	NA	4.00	3.62	4.00	4.00	4.00	4.00	
7	3.67	3.89	4.00	NA	4.00	3.58	3.78	4.00	3.00	4.00	
8	3.67	4.00	3.82	NA	3.78	3.62	3.89	4.00	4.00	4.00	
9	3.67	4.00	4.00	NA	3.63	3.58	4.00	4.00	4.00	4.00	
10	3.67	3.89	4.00	NA	3.89	3.83	3.89	4.00	4.00	4.00	
11	3.67	3.89	4.00	NA	3.78	3.62	4.00	4.00	4.00	4.00	
12	3.67	3.44	3.90	NA	3.88	3.54	3.88	4.00	4.00	4.00	
13	3.67	3.67	3.89	NA	3.78	3.69	3.88	4.00	4.00	4.00	
14	3.67	4.00	3.91	NA	3.89	3.50	3.89	4.00	4.00	4.00	
15	3.67	3.78	3.80	NA	3.56	3.54	4.00	4.00	4.00	4.00	
16	3.50	3.63	3.88	NA	3.50	3.17	3.33	4.00	4.00	3.60	
17	3.67	3.75	4.00	NA	3.71	3.42	4.00	4.00	4.00	4.00	
18	3.67	4.00	4.00	NA	3.83	3.33	4.00	3.86	4.00	4.00	
Average of all questions	3.66	3.87	3.95	NA	3.83	3.57	3.89	3.99	3.94	3.98	
Annual average	2015-2016: 3.76		2016-2017: 3.95		2017-2018: 3.70		2019-2020: 3.94		2020-21: 3.94	2021-22: 3.98	

Future Directions

Going forward, we want to bring more student voices into our assessment work to gain additional insight into the student experience and to add nuance to our quantitative data, which is always aggregated and often fails

to answer the question: "Why?" We are also gathering data and reflecting on how COVID-19 has impacted our practice and the student experience, considering which innovative services we've created during the pandemic that we might want to continue, along with changes that might need to be made.

Program 2: Academic Advising

In fall 2023. TCC completed a baseline assessment to serve as a benchmark for future evaluations, enabling TCC to identify trends and patterns. The college is committed to using this data for continuous improvement, identifying areas for enhancement, and recognizing successful aspects of the advising model. By regularly analyzing data and comparing results over time, TCC aims to shape its advising practices for optimal student support. Moving forward, this model will be applied to the development of assessment practices of non-academic departments and offices.

Philosophy

TCC designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities.

Introduction & Background

In 2014, TCC, in partnership with Achieving the Dream, completed implementation of its "Declared and Prepared" total intake advising model. This multi-interventional approach to the student first year experience was developed as part of our Achieving the Dream strategy to increase student success. In 2018, TCC was awarded a College Spark Guided Pathways grant which launched our Guided Pathways work. Under the direction of Guided Pathways' institutional transformation, gaps within the "Declared and Prepared" model's advising practices were identified. Some of these gaps included:

- Inadequate information about the transition from professional advisors to faculty advisors.
- Inconsistencies amongst professional and faculty advisor caseloads.
- Inconsistent monitoring of academic progress and intervention response when student encountered academic and non-academic difficulties.

In 2021, TCC began implementing a new "Intrusive Equity Center" advising model. Rolled out in stages, this model was fully implemented in fall 2023. This new proactive approach aims to provide wraparound support for vulnerable and marginalized students. This transformation, aligned with Guided Pathways framework, is supported by policies, technology, and a commitment to data-driven decision-making.

Key Components of TCC's Redesigned Advising System

The Advising Assessment report (Addendum D) includes data and analysis leading to the implementation of each component below.

1. Mandatory Entry/First Year Advising: Every degree-seeking student is now required to meet with an academic advisor within their chosen career pathway before registering for classes and throughout their first year of enrollment until completing 30 college credits.
2. Classroom Advising: Advisors actively engage with new students in COL 101 classes, emphasizing the importance of educational planning and the role of advisors in assisting students.

3. Proactive Advising: Advisors initiate multiple advising contacts with students, responding to academic alerts from faculty, and focusing on outreach to specific at-risk student populations.

4. Technology: Adoption of technology tools, such as Civitas Inspire, streamlines advising processes, improves appointment scheduling, and facilitates communication and information sharing between faculty and staff.

5. Policies, Systems, and Practices: Alignment of policies, systems, and practices with intrusive and equity-minded advising, mandating entry and first-year advising, enforcing registration blocks, and requiring college success classes for many new students.

6. Data, Assessing Impact, and Continuous Improvement: Integration into the institutional assessment cycle, active collection of data on various advising-related metrics, and use of qualitative measures like the Student Success Inventory for assessing service quality.

Baseline Assessment Data Collection

In line with Tacoma Community College's commitment to continuous improvement, a crucial aspect of its advising transformation is the systematic collection and analysis of data to assess the impact of the new advising model. This process is anchored in the recognition that establishing a baseline assessment is instrumental in understanding the effectiveness of the changes made and determining areas for improvement. TCC's comprehensive data collection strategy to evaluate the advising model's performance encompasses various key performance indicators, such as:

- Number of Student Advising Appointments
- Number of Drop-in Advising Appointments
- Percentage of New Students Meeting with an Advisor
- Modality of Appointments
- Response to Academic Alerts
- Ongoing Advising Contacts
- Advisor-to-Advisee Ratios by Pathway
- Number of Advising and Faculty Meetings/Connections

Below is a sample of the baseline assessment data gathered to date:

BASELINE DATA FOR ADVISING APPOINTMENTS – MODALITY AND NUMBER

Quarter	Total Appointments	Online	In Person	Drop-In Sessions	Online	In Person
Winter 2022	1641	1641	0	393	393	0
Spring 2022	1788	1788	0	463	179	284
Summer 2022	1165	905	260	454	217	237
Fall 2022	3224	200	1224	805	217	539
Winter 2023	2555	1667	888	974	300	674
Spring 2023	2242	1374	868	954	340	614

BASELINE DATA FOR ADVISOR RESPONSES TO ACADEMIC ALERTS

Fall 2020	436 academic alerts responded to by advisors
Fall 2021	279 academic alerts responded to by advisors
Fall 2022	390 academic alerts responded to by advisors

Additionally, TCC administers the Student Satisfaction Inventory (SSI) Survey and Community College Survey

of Student Engagement every three years to gather quantitative and qualitative data on student satisfaction, engagement, and perceptions of advising services.

2021 SSI SURVEY REPORT – ADVISING BENCHMARKS

The following data was extracted from the 2021 SSI comparison results.

	Tacoma Community College 2021				National Community Colleges					
	Importance	Satisfaction	Standard Deviation	Gap	Importance	Satisfaction	Standard Deviation	Gap	Difference	Statistical Significance
My academic advisor is approachable	6.53	5.88	1.62	0.65	6.41	5.84	1.56	0.57	0.04	
My academic advisor helps me set goals to work toward	6.39	5.01	1.82	0.78	6.23	5.51	1.74	0.72	0.10	
My academic advisor is concerned about my success as an individual	6.37	5.55	1.85	0.82	6.31	5.54	1.71	0.77	0.01	
My academic advisor is knowledgeable about my program requirements	6.65	6.04	1.53	0.61	6.48	5.82	1.58	0.66	0.22	★★
My academic advisor is knowledgeable about the transfer requirements of other schools										

★	Difference statistically significant at the .05 level
★★	Difference statiscally significant at the 0.1 level
★★★	Difference statistically significant at the .001 level

Gap = Importance score minus satisfaction score
Difference = Column 1 Satisfaction minus Column 2 Satisfaction

National Community Colleges Comparison Group Means are based on 2018-2021 100,104 records

Assessing Impact and Continuous Improvement

Gathering baseline data is the initial step in assessing the impact of the new advising model, providing TCC with a clear understanding of where the institution stands regarding advising effectiveness. This data not only serves as a benchmark for future evaluation but also enables the college to identify trends that may require attention.

TCC is committed to using this baseline data to inform its continuous improvement efforts. As new data becomes available, TCC can track changes and improvements over time, providing valuable insights into the long-term impact of its advising model.

Ultimately, the focus on data collection, analysis, and continuous improvement underscores TCC's dedication to providing the best possible support to its students. By using data-driven insights to shape its advising practices, TCC aims to create an environment where students receive consistent and effective advising throughout their academic journey, leading to increased retention and completion rates.

Further assessment of the new model is scheduled for fall 2024 to track long-term impact and ensure continuous improvement in supporting the diverse needs of our student population. Also in fall 2024, TCC will administer the SSI survey. Results will be used to assess the new advising model. In addition, Advising will create a point of use survey to assess student perspective of the effectiveness of advising appointments and interventions.

Future Directions

We recognize that we still need to make progress in establishing a robust culture of assessment across campus. TCC recently hired a new Institutional Assessment and Continuous Improvement Coordinator, and student learning outcome assessment was recently added as a college priority by the Board of Trustees. We are working to develop an assessment cycle for non-academic programs, as well as working towards greater consistency in academic assessment, as discussed in the next section.

Moving Forward
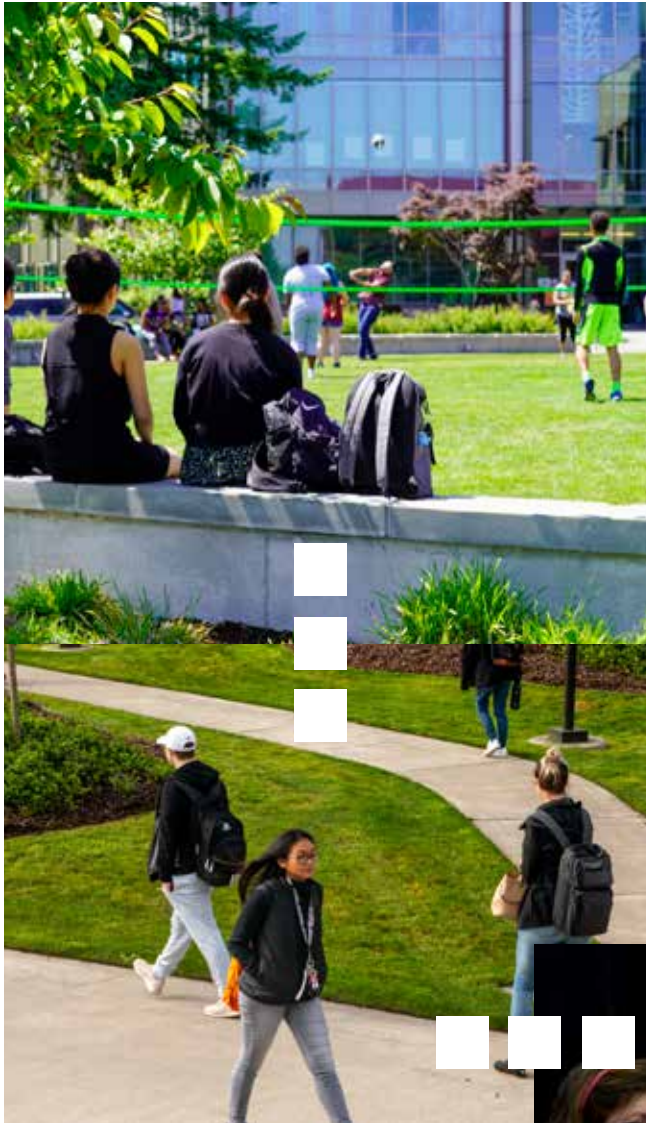
While Tacoma Community College did not receive any formal recommendations during the Commission's seven-year visit in 2021, we did receive some areas of opportunity. We are providing an update on our progress in these areas in recognition that these are areas for continuous improvement and in hopes of obtaining formative feedback during the mid-cycle report and visit process. This section also includes updates regarding our work within Equity, Diversity, and Inclusion and Guided Pathways.

Areas of Opportunity

Note: The bolded and italicized statements below are direct suggestions from the 2021 peer evaluation report.

Standard 1.B: As the college moves forward with Guided Pathways work in advising and instruction, student learning outcomes assessment will need to be more focused and consistent across all instructional areas.

Over the past few years, Tacoma Community College has re-engaged with learning outcome assessment and our three levels of learning outcomes in an effort to improve focus and consistency:

Institutional Learning Outcomes (ILOs)

Currently named Degree Learning Outcomes (DLOs), these are under review and will be renamed Institutional Learning Outcomes (ILOs) to better reflect curricular and co-curricular contributions to the acquisition of the knowledge, skills, and characteristics of students who successfully complete their TCC learning experience. The revised ILOs are being reviewed through the college governance process and are anticipated to be approved by the end of the 2023-24 academic year.

Program Learning Outcomes (PLOs)

These are statements describing the knowledge, skills, and characteristics of students who successfully complete their program or degree. Academic departments have been entering their PLOs into the Watermark software for alignment with the strategic plan; our new Assessment Team will be continuing our work to integrate Watermark and Canvas to allow for PLO assessment.

Course Learning Outcomes (CLOs)

These are statements describing the knowledge, skills, and characteristics of students who successfully complete a particular course. All courses offered at TCC have articulated CLOs. CLO assessment data is now being submitted by full- and part-time faculty at the end of every quarter, via secure SurveyMonkey software to collect this data. Find the link to this survey here.

CLO Survey Submission Results

- # of unique courses with CLO survey submission
- # of instructors submitting CLO survey
- # of CLO surveys submitted
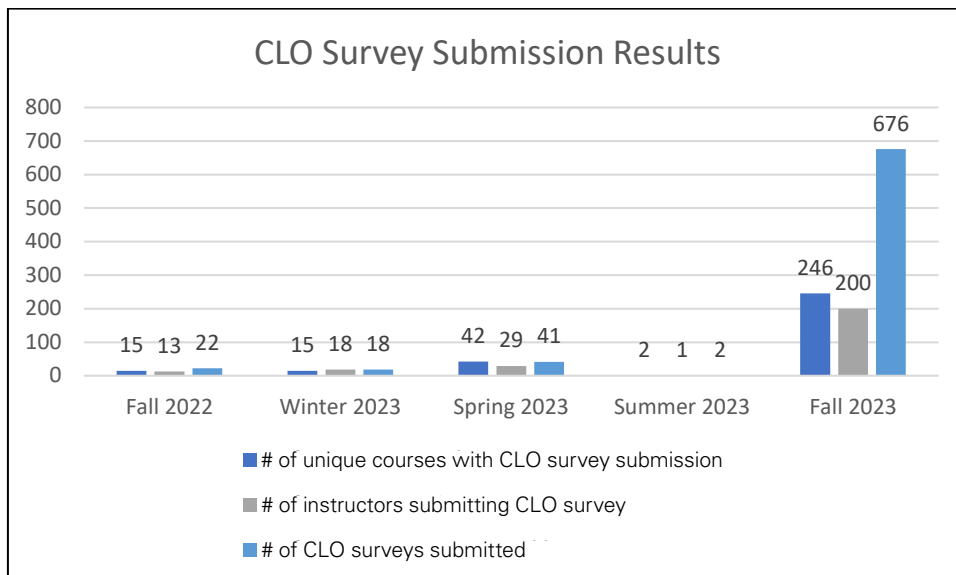
During the fall quarter of 2023, faculty worked on outcome mapping (tying CLOs to PLOs) and curriculum mapping (where PLOs are introduced, reinforced, and mastered). Faculty were also required to complete timelines for a regular rotation of CLO assessment across a four-year cycle; program chairs were asked to do the same for a regular rotation of PLO assessment. Beginning in fall 2024, each learning outcome at every level (Institutional, Program, and Course) will be assessed on a four-year cycle.

In spring 2024, the Institutional Assessment Coordinator and the Assessment Committee will work on developing clear guidelines for assessment at all levels. The chart below illustrates the proposed process for academic learning outcome assessment; administrative/non-academic assessment will follow a similar calendar.

	INSTITUTIONAL LEARNING OUTCOMES	PROGRAM LEARNING OUTCOMES	COURSE LEARNING OUTCOMES
FREQUENCY OF ASSESSMENT	Annually		Quarterly
METHODS	Artifact submission and analysis	Watermark data analysis via integration with Canvas Learning Mastery Gradebook or manual entry	CLO Assessment Survey
ANNUAL TIMELINE	Start of FA: plan in place, update on previous year's action plan FA-WI: artifact submission SP: norming/scoring sessions, results analysis, recommendations, action plan	Start of FA: plan in place, update on previous year's action plan SP: results analysis, recommendations, action plan	Beginning of each quarter
WHO COORDINATES	Assessment Coordinator, Team of Assessment Practitioners	Department Chair, Dean	

Standard 1.C.4: Use of data to inform planning, implement improvements, and allocate resources are maturing and not yet fully developed and implemented across all departments campus-wide.

TCC is continuing to develop and implement processes for the use of data to address these three areas. The Office of Institutional Research makes institutional data accessible and usable to staff and faculty through their staff portal, website, quarterly reports on "Measures That Matter" (Addendum E.1-E.4), presentations, and regular meeting updates. Data is shared college-wide and through presentations at Board of Trustee meetings. This data is used for academic planning and continuous improvement of curriculum in ways that encourage thoughtful consideration of programs and barriers that exist between students and their success (e.g., Math co-requisite development).

Additionally, we have implemented Watermark as our software to track our efforts in achieving our Strategic Plan. All departments across campus utilize this to plan and assess their actions annually. In these assessments, departments indicate what they need to do to further improve, as well as request any resources that may be needed. We are in our second year of using this process, and look forward to further implementation to inform our allocation of resources through data collected in Watermark.

The budget development process identifies the revenues and expenses that the College needs to operate in the upcoming fiscal year, enabling leadership to allocate resources across the College's programs and departments. The annual budget submitted to the Board of Trustees for approval balances revenues with expenses and the use of reserves. Requested budget increases and decreases must align with the Core Themes of the 2020-2025 Strategic Plan to be approved. We are developing processes for using data to identify gaps in achievement of strategic goals and objectives and tie them specifically to institutional planning and improvement efforts.

The budget reflects the approved Budget Investment Priorities of Student Enrollment and Retention, Improvements to Overall Student Experience, Growth Opportunities in Programs that align with Community Demand, Employee Satisfaction and Retention, and Innovation Funds for New Program Research and Development.

The budget tool for submitting funding requests tracks expenses and requires alignment to the Strategic Plan and the use of data to support additional resource allocation. (See Addendum F: Budget Guiding Principles in Evidence)

Standard 2.B.1: Tacoma Community College doesn't currently have a policy on Students' Academic Freedom.

In October 2023, TCC formed a committee to draft a new policy on Students' Academic Freedom. This committee is currently reviewing policies from other institutions as a starting point. We expect that this policy will take close to a full year to draft and reach final approval, due to the importance of this policy and the need to get feedback and buy-in from students, faculty, and staff. We plan to have this policy finalized by December 2024.

Standard 1.B.8: Transfer of credit and prior learning policies may be in need of evaluation to ensure current information, processes, and procedures are available to students and other stakeholders.
and
Standard 2.C.1 The catalog states that up to 150 credits can be transferred to Bachelor of Applied Science degree, however transfer-of-credit policy has not been updated since 2004 and allows only up to 60 credits to be transferred.

Policies related to Transfer of Credit and Prior Learning were reviewed and updated starting in 2022 and were approved on September 27, 2023.

The Transfer Credit policy was completely revamped to include information that was designed for a student to readily understand, instead of being focused more on staff's information needs. References were updated, including aligning with other policy changes that had previously occurred and updating references to external agencies. Other major changes included clarifying exceptions to credit from non-regionally accredited institutions, codifying that course equivalents are the purview of Instruction, and that Enrollment Services processes transfer credit, including and updating grade equivalents, and allowing for transfer of credits for students who are not currently enrolled. The Transfer Credit Policy now reads:

> The amount of transfer credits that may be applied to a credential is limited by the Degrees, Certificates and Diplomas policy (STSV 207). Specific degree and program requirements may further limit this number. TCC may accept credits that do not apply to a student's current program, but may be applicable to other programs or which may be used to satisfy prerequisites.

The Prior Learning policy is now a comprehensive policy that includes Advanced Placement, College Level Examination Program, Course Challenge, International Baccalaureate, and Prior Learning Assessment. The new policy was crafted to allow for flexibility and future growth without having to update it every year. The biggest changes included the addition of industry certifications and Cambridge, allowing former students to earn credit for prior learning without registering for additional classes, and updating legislative references. Additional work is underway to update forms and processes, but we are making current forms work in the meantime. The Academic Credit for Prior Learning Policy now reads:

> Tacoma Community College may award academic credit for knowledge and expertise acquired through life and professional experience. This may include, but is not limited to, experiences gained through: military service, on the job experience, industry certification, and other academic settings. The number of credits that a student may earn through Academic Credit for Prior Learning (ACPL) are limited by the residency requirements and may be limited by individual program/credential requirements.

Equity, Diversity, and Inclusion

Tacoma Community College has long been driven by a profound commitment to equity, diversity, and inclusion (EDI). We have embarked on a path to reflect the rich diversity of our community and empower everyone to contribute meaningfully to the creation of an equitable and inclusive environment for all.

In 2020, TCC launched our institutional strategic plan which was a culmination of collaborative efforts involving staff, faculty, students, and stakeholders. The first core theme of this strategic plan is boldly listed as "Advancing Equity, Diversity, and Inclusion." This proclamation is a challenge and a reminder that this priority must be at the center of all we do at TCC. Its intent is to empower us to do things differently than we may have historically done, in order to dismantle oppressive systems and practices, and transform into an equitable and anti-racist institution. This plan has been shared with the state board and the wider community via the TCC website. It is considered a beacon of the college's dedication to EDI, illuminating the path to a future where every individual can be authentically present and thrive. We are proud to have been recognized for our EDI work by the Association of Community College Boards' 2020 Equity Award (Pacific Region).

TCC has made significant progress with this core theme in our strategic plan in a number of areas. In regards to college programming and initiatives, we have continued to support our college wide EDI Council, our employee-based affinity groups, and initiatives like College Reads (Addenda G.1, G.2) and the EDI Fellowship program (Addenda H.1, H.2). These efforts have contributed significantly to fostering a culture of inclusion and belonging among staff and students alike. Our Winter Professional Development Day (Addendum I) is entirely focused on training and development in various fields of equity, diversity, and inclusion. We also developed and launched our first anti-racist training in fall 2022; this training is a mandatory part of new employee orientation and is required for all employees to complete.

We have also made an intentional effort to identify additional needs of our college community in the EDI area. In fall 2022, TCC administered a campus climate survey that was completed by over 900 students and employees. We analyzed the data and presented our findings to the college community along with a corresponding action plan to address the concerning data that the survey unveiled. While we attempt to foster inclusion and equity for our current community members, we have also put necessary energy into creating more diversity among our employees. For example, we are analyzing our current hiring practices and partnering with an external consultant to embed equity into every phase of the process. As illustrated by the screenshots from the Core Indicators Report below, we have improved in this area since 2018-2019.

Core Indicator Report

	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	*Mission Fulfillment Target*	*Status*
1.1.B: Employee Headcount - Fall Quarter									
African American/Black	9.1%	10.2%	9.7%	10.4%				10.0%	🟢
Asian	10.6%	10.2%	10.3%	9.8%				9.2%	🟢
Latinx	3.6%	5.2%	5.7%	6.8%				10.9%	🔺
Native American	1.8%	2.4%	2.4%	2.7%				1.6%	🟢
Native Hawaiian/Pacific Islander	1.2%	0.7%	1.0%	1.2%				1.2%	🟢
White	73.2%	70.5%	70.3%	68.9%				58.1%	🟢
Multi-Race	0.5%	0.7%	1.2%	0.7%				9.2%	🔴
Unknown	0.0%	0.0%	0.0%	0.0%				0.0%	🟢
1.6: Increase in the representation of identities and abilities in campus physical spaces									
1.6.A: Percentage noted having a disability being a representation of ability status in our employees at TCC	--	3.7%	4.9%	6.2%				5%	🟢

Tacoma Community College continues to be committed to advancing EDI as a community and an institution. We have established a solid foundation upon which we can base our transformation into the anti-racist, inclusive, and equitable institution we aspire to be.

Guided Pathways

Tacoma Community College has made significant strides in implementing Guided Pathways, with a focus on refining career pathways, enhancing specializations, and improving student success initiatives. The creation of five streamlined career pathways, namely Healthcare; Business, Paralegal, and Technology; Creative Arts, Literature, and Communication; Education, Social and Behavioral Sciences; and Science, Engineering, and Mathematics, reflects the commitment to better align programs with student needs. In addition to the creation of the Career Pathways, we also completely revised our administrative structure such that our Academic Divisions are reflective of the Career Pathways. This helped to break down the separation of our transfer degrees and our professional-technical degrees

Moreover, TCC has embraced co-requisite models in both mathematics and English, allowing students faster access to college-level coursework. This shift, accompanied by a move to Directed Self Placement for student assessment, has increased accessibility and autonomy, supported by data showing students accessing placement tools during flexible hours. The college has also revamped prerequisites, eliminated the majority of pre-college developmental curriculum, and adjusted nearly 140 courses and 34 programs accordingly.

Time Range	Percentage of Total DSPs
1:00 a.m. - 8:00 a.m.	12%
8:00 a.m. - 12:00 p.m.	7%
1:00 p.m. - 5:00 p.m.	31%
5:00 p.m. - 9:00 p.m.	33%
9:00 p.m. - 1:00 a.m.	17%

TCC's commitment to student success includes initiatives such as the introduction of a mandatory advising system, a redesigned New Student Orientation, a new Welcome Center centralizing student services, and the implementation of a College Success course (COL 101). Learning Communities, annual schedules, and continuous assessment of practices contribute to a holistic approach. Looking ahead, Action Teams for the current academic year are working on refining program mapping, faculty roles in advising, website redesign, increasing access to internships and experiential learning, optimizing Civitas usage, and enhancing Educational Planning Day. These initiatives collectively aim to create a more efficient and equitable student-centric learning environment at TCC.

TACOMA COMMUNITY COLLEGE

2020-2025
STRATEGIC PLAN

Board of Trustees

December 2019

INTRODUCTION

The 2020-2025 Strategic Plan will be TCC's guide on how we will forge a strong future for our students and community.

A culmination of a year's journey, students, staff and faculty came together in focus groups, a "Future Summit," and work sessions to dream up ideas about what TCC can become in the next five years. This was a highly collaborative effort, where people from all disciplines and departments offered their voices, ideas and opinions, through a collective and intentional process.

This strategic plan is meant to have real impact on our college community. We developed the Core Themes, Goals, Objectives and Action Plans to not only drive our mission and vision, but to improve TCC and position it well for the future. The Student Experience Statement emphasizes TCC's most important audience: Our students.

Our plan is exciting, fresh and new. It will set the agenda for TCC for the next five years as we build upon six decades of excellence of quality higher education.

In this document, you will find:
- New Mission
- New Vision
- New Values
- New Student Experience Statement
- New Core Themes
  - New Goals
  - New Objectives
  - New Actions and Metrics

Thank you for being part of our commitment to helping students achieve their best.

TACOMA
COMMUNITY
COLLEGE

MISSION

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

VISION

We are a **premier community college** where all students, faculty, staff, and community members are welcomed, appreciated, and valued.

We **engage students where they are**, leading to equitable opportunities for success in learning, life and work.

We **foster vibrant, productive partnerships** that benefit our students and strengthen our community.

VALUES

COMMUNITY. We respect the lived experiences of all individuals, value the interconnectedness of campus, local and global communities, and seek collective action that creates lasting equitable impact.

RESPONSIBILITY. We lead by example through the practice of environmental, institutional, and personal sustainability. We are dedicated stewards of student success and our environment, and we care for each other.

INTEGRITY. We practice inclusion, honesty, transparency, compassion, and follow-through in everything we do.

EQUITY, DIVERSITY AND INCLUSION. We recognize historic inequities and empower our community to challenge and overcome systemic barriers to create a campus and society where all people can be their authentic selves and are welcomed, heard, known, represented, and successful.

AGILITY. We remain flexible, pro-active, innovative, and curious in order to increase access and success. We practice constant collaboration among groups, encourage cross-pollination of ideas, admit when we are wrong, and value learning new things.

EXCELLENCE. We empower all people to be their best selves every day so we can ensure relevance and quality in our academic and personal development.

TACOMA
COMMUNITY
COLLEGE

STUDENT EXPERIENCE STATEMENT

Tacoma Community College aims to provide a quality education exemplified by a **transformative** student experience. That student experience is characterized by:

- an **academically rigorous** and **relevant** education that fosters **a love of learning** and personal **growth**;

- **a sense of belonging** created through **meaningful relationships** with faculty and staff who reflect the **diversity** of the student body;

- **personalized** and **accessible** support services that meet the individual needs of each student; and

- clearly defined **pathways** to completion, transfer, and career placement.

Tacoma Community College faculty, staff, and administration **support** this experience with

- an **inclusive** and **welcoming community** dedicated to equitable educational outcomes for all students;

- a **student-ready** institution equipped to serve all learners;

- an ongoing **commitment** to eliminating barriers to student success; and

- a **culture** reflecting compassion, respect, and continuous improvement in service of the local community.

CORE THEME 1

Advancing Equity, Diversity and Inclusion

We empower students, faculty, and staff through equitable access to opportunities, knowledge, and resources.

GOALS

1. **We are committed to equity, diversity, and inclusion by ensuring that our campus reflects our community.**

   • Objective 1: Increase and foster the diversity of our students, staff, and faculty.

   • Objective 2: Celebrate and engage those who work and learn on our campus as well as those who live in our community.

   • Objective 3: Implement best practices that advance institutional equity, diversity, and inclusion.

2. **We promote institutional responsibility, awareness, and direct action to dismantle systems of oppression.**

   • Objective 1: Develop a shared understanding and common language that reflects our commitment to highlighting, disrupting, and ending systems of oppression.

   • Objective 2: Promote intercultural engagement and reduce inequity and segregation among students, staff, and faculty, particularly those from historically marginalized groups.

CORE THEME 1 METRICS

1. Increase ethnic/racial student and employee diversity

2. Increased awareness of the diverse identities that comprise our campus community

3. Decrease in student equity gaps, regarding entry, progression, graduation and transfer.

4. Increase in the number, number of attendees, and quality of EDI trainings

5. Increase in the number of TCC policies AND PROCEDURES reviewed using an EDT related checklist

6. Increase in the representation of identities and abilities in campus physical spaces

7. Increase in positive responses on employee exit interviews

8. Increase in the college's shared understanding and use of EDI related language.

9. Increased feeling of "welcomeness" on campus by students and employees

10. Increase the number of students who receive need-based aid

CORE THEME 2

Cultivating Exceptional Learning

We encourage and challenge students to excel in a supportive teaching and learning environment.

GOALS

1. We provide coherent pathways from college entry to completion, transfer, and employment.

- Objective 1: Create consistent curriculum and pathway maps to ensure students begin and complete their coursework.

- Objective 2: Build healthy and sustainable program and course offerings that meet the needs of our students and community.

2. Our faculty and staff strive for teaching and learning excellence.

- Objective 1: Review and revise curriculum, instructional, and institutional practices to optimize student success.

- Objective 2: Monitor academic progress to inform scheduling and advising policies and practices.

- Objective 3: Develop intentional outcomes, assessment, and curriculum design.

- Objective 4: Incorporate culturally relevant and inclusive instructional practices that allow students to see themselves represented across the curriculum.

3. **We offer students relevant and timely resources to support their needs.**

- Objective 1: Develop and expand non-academic resources such as housing, child care, nourishment and emergency assistance.

- Objective 2: Ensure that employees are informed of available resources for students both on and off campus.

- Objective 3: Create a communication system that allows students to receive the support they need when and how they need it.

4. **Students have equitable access to onboarding, career cluster and specialization, technology, course materials, and advising information.**

- Objective 1: Provide a comprehensive student services experience for current and prospective students accessing college information in person or online.

- Objective 2: Develop a student support model that focuses on engagement and excellence in service.

- Objective 3: Develop a student advising model that allows students to obtain accurate and timely information.

- Objective 4: Increase access to technology and course materials.

CORE THEME 2 METRICS

1. Increase in student retention rates (fall-winter, fall-spring, fall-fall)
   - First Year Retention Rates

2. Increase in 3-year completion rate

3. Increase in the number of SAI points the college earns

4. Increase in the IPEDS graduation & transfer-out rate
   - Three Year Graduation Rates

5. Increase in TCC graduate passing licensure/certification examinations on the first attempt

6. Increase in annual student enrollments in low-cost and zero-cost text sections, including OER

7. Increased diversity of course offerings (mode of instruction and time of day)

8. Increase in the number, number of attendees, and quality of teaching and learning professional development activities

9. Increase in the number of courses taught with equity-minded pedagogies, such as CRP and UDL

10. Increase in the number of students supported through non-academic resources

11. Increase in the number of new students attending new student orientation

12. Increase in the number of students enrolling in HD101

13. Increase the number of degrees, certificates and diplomas awarded.

14. Increase the average number of attempted and earned credits per quarter for full-time and part-time students

TACOMA COMMUNITY COLLEGE

CORE THEME 3

Strengthening Community Partnerships

The College and the community thrive from intentionally sustained community partnerships.

GOALS

1. **We establish and enhance partnerships that promote student success.**

   - Objective 1: Develop partnerships that allow for student career exploration.

   - Objective 2: Support partnerships with local school districts, community organizations, and other agencies to improve pathways into our school.

   - Objective 3: Strengthen partnerships with employers and four-year institutions.

2. **We provide the necessary training and education that our community needs.**

   - Objective 1: Establish ourselves as the first-choice option for post-secondary education to local high school students.

   - Objective 2: Provide first-rate educational opportunities for community members who are unemployed, underemployed, or can benefit from a post-secondary education.

CORE THEME 3 METRICS

3. **Students experience equitable work-based learning and employment opportunities on and off campus.**

   • Objective 1: Become known among employers as the college of choice for employees and future leaders.

   • Objective 2: Create a sustainable model of work-based learning to continually advance a future career-ready population.

4. **The College and the community thrive through established local and global partnerships.**

   • Objective 1: Create a centralized community partnership development system.

   • Objective 2: Establish our institution as an innovative regional center for the arts, athletics, cultural events, and civic engagement.

   • Objective 3: Promote academic and student services to local and global partners.

1. Increase in the number, number of attendees, and quality of cultural events offered both on and off-campus

2. Increase in labor market placement

3. Increase enrollment in Running Start and Fresh Start

4. Increase in the number, and quality, of partnerships between TCC and community organizations

5. Increase in the percentage of local, recent high school graduates that enroll at TCC

6. Increase annual headcount of workforce and professional studies students

7. Increase annual headcount of continuing educations students

8. Increase in the number of employees, and departments, engaged with community organizations

9. Increase in the number of international students studying at TCC

CORE THEME 4

Enhancing Institutional Vitality

We build toward a sustainable future by anticipating and meeting the needs of our community.

GOALS

1. We sustain and support current and new initiatives.

- Objective 1: Promote a culture of innovation and entrepreneurship.

- Objective 2: Develop educational opportunities to support underserved communities.

- Objective 3: Create a fundraising campaign focused on the needs of the College and its students.

- Objective 4: Implement a comprehensive strategic enrollment management plan.

2. We promote sustainable practices.

- Objective 1: Strengthen environmental sustainability practices.

- Objective 2: Ensure faculty, staff, and students make best use of current resources.

CORE THEME 4 METRICS

1. Increase in the number of innovation grants awarded

2. Increase in annual student enrollment

3. Increase in annual headcount of corrections students

4. Increase in annual headcount of students age 18-24 who are earning high school diplomas (e.g., Fresh Start, HS 21+, GED)

5. Increase in annual headcount of community members who are currently not engaged in post-secondary education for credits 25 and above

6. Increase in annual headcount of Running Start students who have a low-income waiver

7. Increase in annual headcount of students from service area zip codes

8. Increase in annual headcount of ABE and ESL students

9. Increase in annual revenue of the TCC Foundation

10. Increase in number of scholarships awarded by the TCC Foundation

11. Increase in the total amount of scholarship funds awarded by the TCC Foundation

12. Increased revenue generated through auxiliary operations

13. Increase in the success rate of number of grants received

14. Decrease in the size of the college's carbon footprint and amount of greenhouse gasses produced

Summer 2023
Retention Taskforce
African American & Part-time Students

Retention Taskforce: African American & Part-time Students

Scope of Work:

African-American and part-time students have retention rates significantly lower than the college average. The task force will explore the issues and barriers impacting TCC's African-American and part-time students and how we can better support these student populations.

Retention Taskforce: African American & Part-time Students

Summer 2023 Taskforce Team:

Chair: Keith Moore, Interim Executive Director of the Center for Student Advocacy & Cultural Support

Co-Chair: Dr. Sandra Yesenia Galta, Department of Sociology

LT Representative: Karl Smith, Vice President of Student Affairs

Member: Dr. Zoe Fine, Professor of Communication Division of Creative Arts, Literature, and Communication

Member: Dr. Christopher Willet, Interim Dean of Science, Engineering, and Mathematics

Member: Valerie Morgan-Krick, Mathematics Professor

Member: Dr. Kevin Harris, Jr., Mathematics Professor

Member: Kim Flack, Dean of Communication & Transitional Studies

Member: Candice Wheeler, Coordinator of the Max and Margi Harned Titan Food Pantry

Member: Amunoo Tembo, EDI Assessment Coordinator

Retention Data

Data Source: Source: TCC Office of Institutional Research, TCC By the Numbers DBs

Proportional Representation in Degrees Awarded AYE2022

AYE2022 Representation of Degree Recipients

	African American	Hispanic	White
Proportion at TCC	8.82%	7.24%	45.83%
Degrees Awarded	7.54%	4.80%	52.09%

■ Proportion at TCC ■ Degrees Awarded
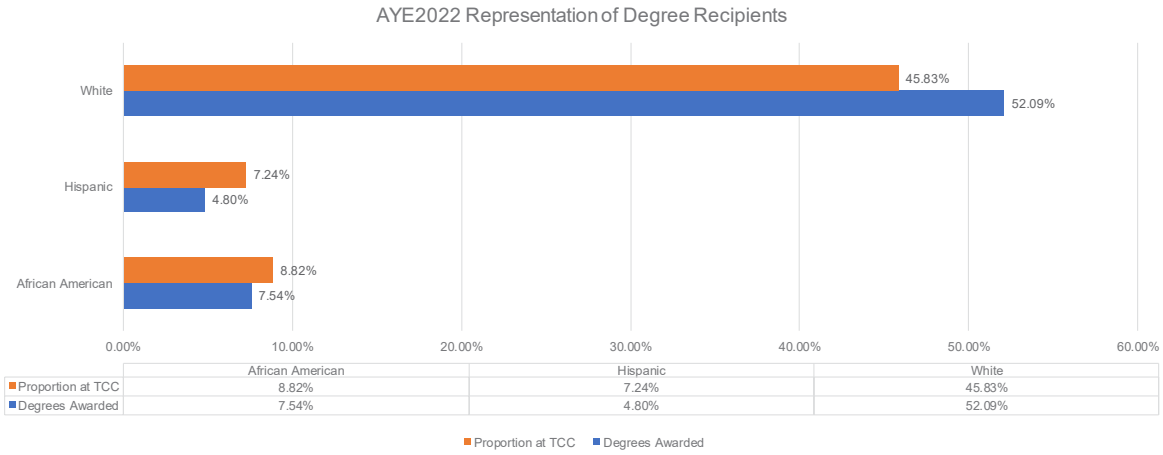
Initial Quarter, Initial Year Retention by Group

AYE2022 Retention Rates - All Enrollment Types

	African American	Asian/Pacific Islander	Hispanic	Native American	Other Race	Unknown	White	Total
Fall to Winter Retention	67.41%	73.53%	67.30%	73.81%	71.66%	62.44%	73.42%	71.82%
Fall to Fall Retention	41.14%	52.81%	45.23%	42.86%	47.72%	40.61%	49.23%	48.10%

■ Fall to Winter Retention ■ Fall to Fall Retention ⋯⋯ Linear (Fall to Winter Retention)
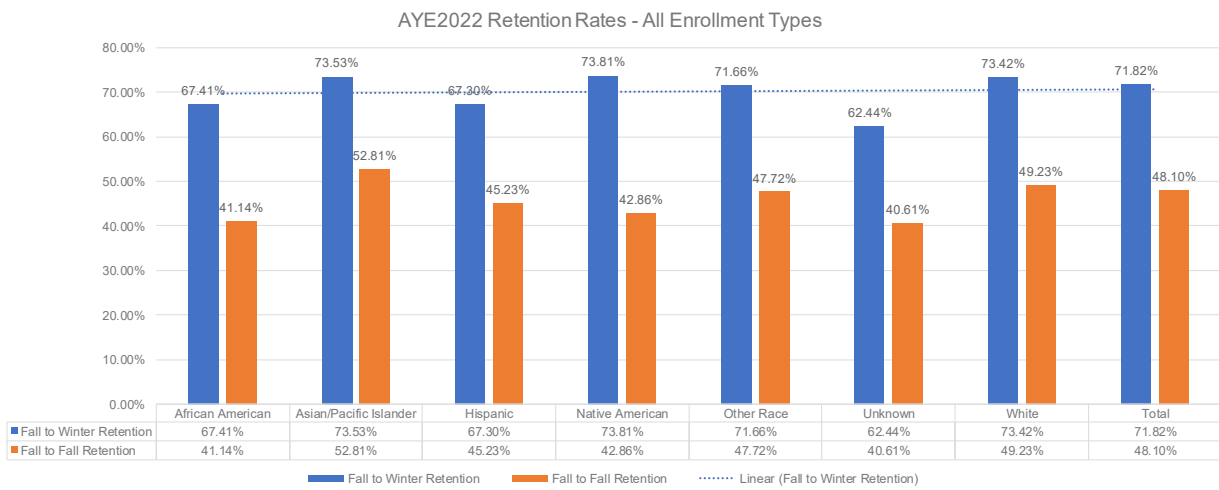
Retention of Students for a Second Year

AYE2022 Spring to Fall Retention - All Enrollment Types
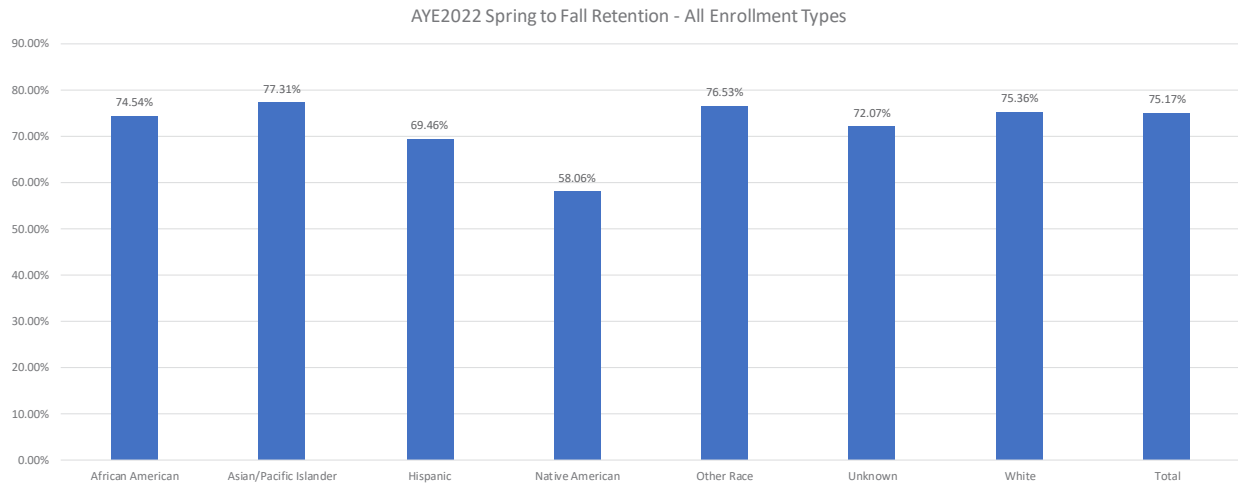
Does Student Gender Affect Retention?

AYE2022 Fall to Fall Retention - All Enrollment Types

	African American	Asian/Pacific Islander	Hispanic	Native American	Other Race	Unknown	White	Total
Female Rate	41.97%	56.88%	48.89%	41.18%	47.37%	35.29%	48.76%	48.30%
Male Rate	36.43%	48.69%	42.16%	40.00%	49.11%	54.10%	49.27%	47.96%

■ Female Rate ■ Male Rate
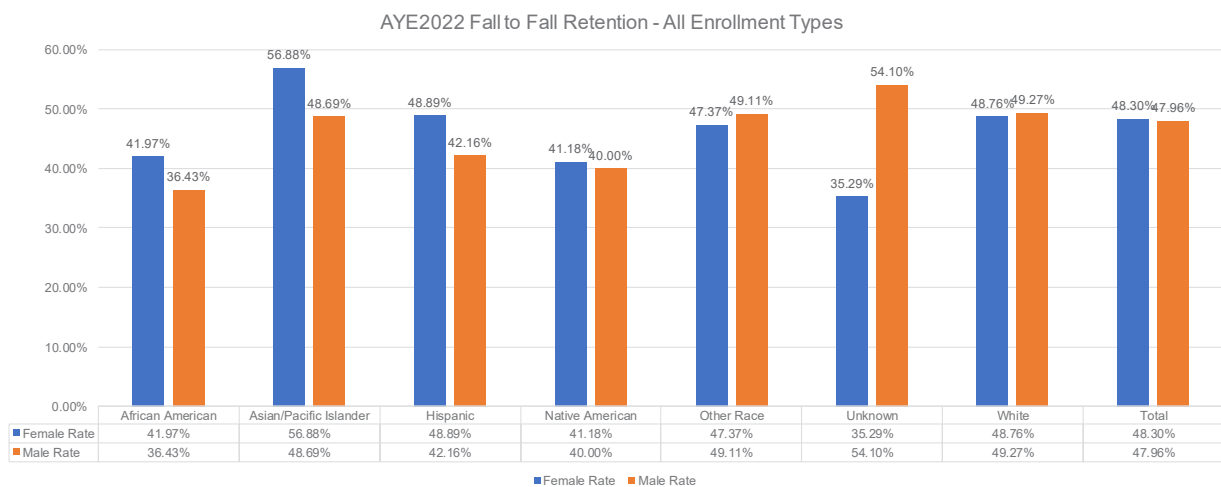
Does Part Time Status Affect Retention? First Quarter

AYE2022 Fall to Winter Retention Rates - Part Time and Full Time Students

	African American	Asian/Pacific Islander	Hispanic	Native American	Other Race	Unknown	White	Total
Full Time Rate	75.00%	81.90%	74.37%	85.00%	80.35%	75.00%	82.38%	80.64%
Part Time Rate	58.87%	59.78%	58.93%	63.64%	60.00%	47.19%	61.17%	59.94%

■ Full Time Rate ■ Part Time Rate
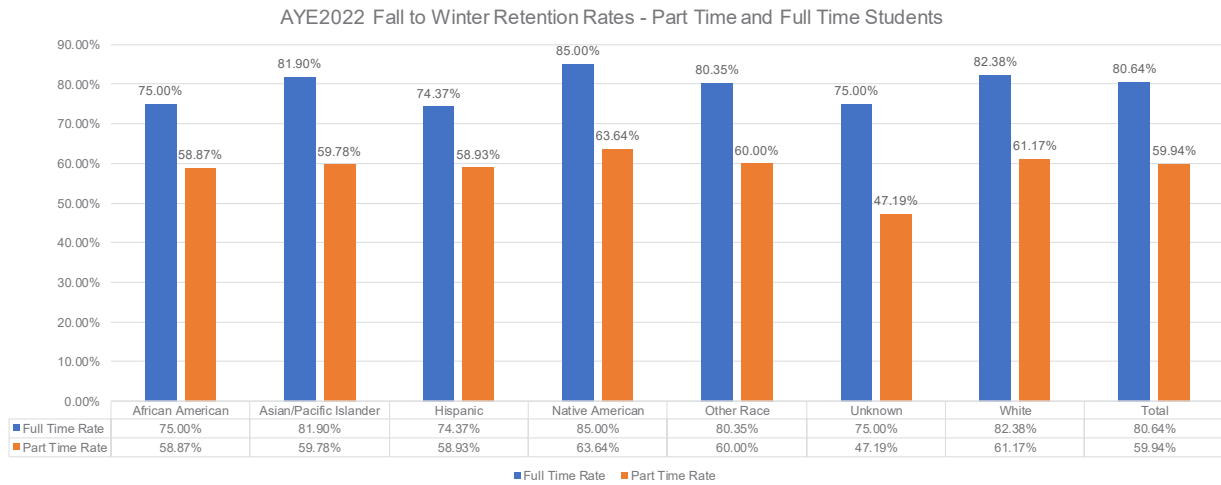
Taskforce Discovery

African American and Part-time Retention Taskforce

1. Inequities in degree completion among African American and African American students are tied to inequities in retention.

2. African American and Hispanic students are being retained at rates significantly lower than the general population **during their first quarter.**

3. African American students who complete their first year at TCC tend to re-enroll for a second year at rates *similar* to the general population. However, it appears that Hispanic students are re-enrolling year to year at rates *significantly below* the general population.

4. Efforts to retain African American and Hispanic students should focus on the first quarter experience.

African American and Part-time Retention Taskforce cont.

1. African American, API, and Hispanic males are retained at lower rates that females. Gender specific retention strategies may be needed.

2. There is a significant first quarter retention gap among all groups for part time students. The gap narrows significantly for students who enroll for at least one more quarter.

3. African American and Hispanic students are more heavily represented in the part time student population than the general student population. It may be that needed services are not reaching part time students, and that this is disproportionately affecting African American and Hispanic students. This may partly explain the lower first quarter retention rates in these groups.

Recommendations for TCC Leadership Team

Recommendations for overall retention practices

- Adding more Learning Communities
  - Topics related to students' culture, identity and lived experiences
  - Culturally responsive teaching overall Culturally relevant advising
- Peer coaching/mentoring (ties to advising piece)
  - Possible peer mentors as part of new student orientation process ("small group leaders" similar to system used at universities during orientation week?) See Fall to Spring retention below
  - How to incentivize mentorship opportunities for current students.
- Identify specific advisors for Black students and part time students
- Better understanding of resources available to black and part-time students outside of TCC
- Better access to resources on campus and improving student resources for these students especially at night and online
  - Expand hour times for financial aid, tutoring, counseling, labs, childcare, bus stops, etc.
  - Increase class times to part time peak times
  - Creating an "Office of Part-Time and Continuing Studies" and Black student spaces

continued

- Awareness of implicit/explicit biases for faculty and staff—continuing this work
- Continuing data collection from student surveys and focus groups and continuing improvement
- Create retention taskforce to maintain intact all year long
- Establish workshops during professional development days to address the topics of, working with first generation students, students of color, part-time students, etc. and interacting with different departments on campus
- Create a robust *Equity Institute* that explores more deeply concepts of bias, stereotype thread and identity contingencies as well as culturally responsive approaches. More than one off PD sessions.
- Look more into best practices utilized by Umoja and The Puente Project

Recommendations for retention from fall to spring

- Have orientations, first year experiences, seminars, cohorts, and other events geared toward specific groups
    - Black Grad, Chicano Grad, Queer Grad, etc.
        - Creates sense of belonging and community
- Increase student engagement early Work closely with OSE and Center for Student Advocacy & Cultural Support for events geared towards students
- Provide online event options
- Provide events in the evening for part-time students. We should also consider extending staffing of various offices (maybe consolidating classes to just a few buildings on campus).

continued

- Focus on building strong relationships – identify opportunities for staff and faculty to more intentionally engage with and support students.

- Create ways to better engage and leverage family supports. Intentional, explicit advising at the end of Fall and Winter quarters around Educational Planning Day.
  - Are students set on their pathway? Do they know what classes they need? What classes they will register for next quarter? When tuition is due?   Any possible holds that might impact enrollment next quarter? COL 101??
  - Re-energize "nudge" program through Civitas, and other strategies to get students to enroll early.

Recommendations for retention-supported organizational MOU opportunities

- Umoja

- African American students are inextricably connected to global struggles for liberation throughout the African Diaspora. In light of this, the Umoja Community views education as a liberatory act designed to empower all students to critique, engage, and transform deleterious social and institutional practices locally and globally. The Umoja Community will practice and foster civic engagement so that all its participants integrate learning and service. Likewise, the Umoja Community will instill in our students the knowledge and skills necessary to enable them to make positive differences in their lives and the lives of others.

Current Retention Efforts

TCC

Current Retention Efforts

MOD FA23: "9 Dimensions of Distinction"

The TCC Men of Distinction (MOD) initiative is a co-curricular experience that fosters leadership, nurtures professional and personal development, and is a support network for its members. In scholarly pursuit, members and mentors learn from one another by promoting and stimulating a sense of belonging, academic excellence, career aspirations, and a sense of community engagement. Our guiding principles are Brotherhood, Service, and Academic Success! This year we will induct nine (9) members.

❑   *Friday, September 22, 2023*

Cultural Connections 2023: Your Village is Calling!

The goal of Cultural Connections is to support new students in traditionally underrepresented groups with a smooth transition to college. By connecting them to the Center for Student Advocacy and Cultural Support, the broader campus community, and additional resources it is our hope to enhance the cultural, social, and educational experience at Tacoma Community College.

❑   Friday, September 29, 2023

TCC

Current Retention Efforts

Cultural Appreciation Week: Listen, Learn, Understand!

Join the Center for Student Advocacy and Cultural Support for a week of cultural connections through a variety of opportunities celebrating our diverse student populations and immediate resources.

❑ October 2nd through October 6th

Titan Pulse Mentor Programming

TCC Titan PULSE Mentors are impactful campus leaders, relationship builders, and advocates for students. As students themselves, the Titan PULSE Mentors all commit to creating a safe and inclusive environment on campus. They celebrate student's successes, and demonstrate that each student creates and makes up a pulse within our campus— and also the broader community.

❑ Connect with a Titan Pulse Mentor during Welcome Week Festivities

Current Retention Efforts

The Umoja Community serves educationally and economically under-resourced students, believing that when the voices and histories of students are deliberately and intentionally recognized, students develop self-efficacy and a foundation for academic success. Umoja actively promotes student success for all students, with an emphasis on African American student success, through culturally responsive curriculum and practices.

The UMOJA Practices

Raising "Intentional & Deliberate" Purposefulness – Ethic of Love – Manifesting – UMOJA Counseling
The Porch – Live Learning – Language as Power – Tapping African American Intellectual, Spiritual, and Artistic Voices
Awareness of Connectedness to African Diaspora – Community: Building Communal Intelligence – Mentoring – Mattering
Occupy Study Spaces on Campus – Acceleration: English, Math, ESL, and Counseling – UMOJA as a Power Base

Guided Pathways Reform Efforts

- **New Welcome Center**
- **Revised New Student Orientation (NSO)**
- **Direct Self-Placement (DSP)**
- **Co-Requisites (Math and English courses)**

TCC TACOMA COMMUNITY COLLEGE
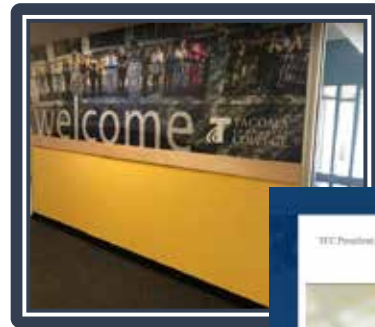
S.M.O.R.E.S. Structure

Overseen by Xavier L. Henderson, Outreach and Recruitment Specialist, Black, Indigenous and People of Color (BIPOC) and Adult Learners

S.M.O.R.E.S.

- Eugene Cater
- Claire Ensunsa
- Joanna Hernandez

A Student Mentor for Outreach, Recruitment and Entry Services (S.M.O.R.E.S.) will display a positive attitude, relationship-building skills, and a commitment to ethical leadership. The ideals of our community stem from our belief that S.M.O.R.E.S. should be student advocates, equity champions, relationship builders, support, and impactful campus leaders.

TCC TACOMA COMMUNITY COLLEGE

Using Data-Activated Student Success Strategies to Advance Equity

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Creating an Equitable Service Model

Every student has the ability to succeed when given access to the right resources...

- *First come, First served* is not a *"fair"* approach

- Create an approach that supports the success of every student

- Provide the right support, not the same support

- Balance resources and resource allocation so students who need specific support have access when they need it

- Using data-informed, targeted interventions increases efficiency and effectiveness, enables you to scale

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Designing Equitable Engagement

| PERSISTENCE PREDICTION **VERY HIGH** | PERSISTENCE PREDICTION **HIGH** | PERSISTENCE PREDICTION **MODERATE** | PERSISTENCE PREDICTION **LOW** | PERSISTENCE PREDICTION **VERY LOW** |

Resource Referral, One To Many

- Social Media
- Print and Digital Flyers
- Mass Email Message
- Video Clips

Periodic Engagement, One To Few

- Mobile Communication
- Invitation to Virtual Programs or Events
- Personalized Emails
- Group Advising

High Engagement, One To One

- Shared Comments or Notes
- Virtual Appointments
- Phone Outreach

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Future Retention Efforts

TCC Cultural Council

The Center of Student Advocacy and Cultural Support will host bi weekly meetings with all cultural based student clubs and organizations as a means to check in on each village and collect programing recommendations.

❑ October 11, 2023 launch

UMOJA Conference XIX

The Umoja XIX Conference theme invites participants to engage in a critical dialogue about the challenges that impact African American students attuned and the legacy of the African Diaspora. At the Umoja Conference, students, partner institutions, and other stakeholders will be actively engaged in exploring solutions that ensure student success for African Americans

❑ November 2nd through 4th (San Francisco, CA)

BMAAC Conference 2024

The Black Male Academic Achievement Conference (BMAAC) seeks to improve outcomes for Black Males in Higher Education through networking, development, shared resources and strategies. The BMAAC is about strengthening and building communities of Black Males pursuing Higher Education and those who serve them at the many colleges and universities across the NW region.

❑ February 2024 TBD

Future Retention Efforts

Black and Brown Male Summit 2023

To empower and motivate our Black and Brown young men to excel in academics and to accept nothing less than excellence from self.

❑ November TBD

Student of Color Conference (SOCC)

Established in 1990 by the Multicultural Student Services Directors' Council (MSSDC), the SOCC supports students of Washington State community and technical colleges to become more active proponents of their own education, life choices, and to expand the opportunities and possibilities for students to become agents of change.

❑ April 18th through April 20th, 2024 (Green River College)

CSACS Black Scholars Masquerade

The Center for Student Advocacy and Cultural Support hopes to create a signature scholarship gala to assist retention support for our black and brown TCC Scholars.

❑ March 2024 TBD

TCC

TACOMA COMMUNITY COLLEGE
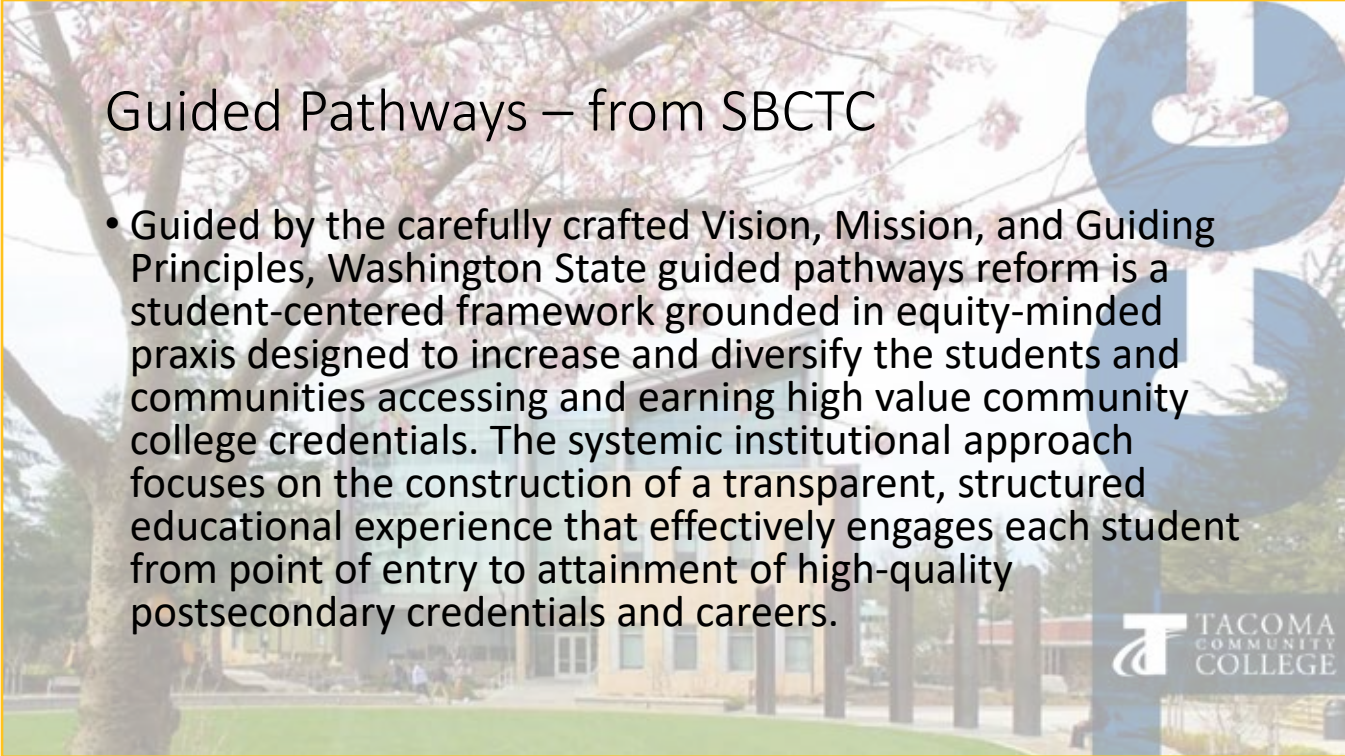
Go Titans!

College 101 – AA-DTA Curriculum Committee Feb. 6, 2023

Guided Pathways – from SBCTC

- Guided by the carefully crafted Vision, Mission, and Guiding Principles, Washington State guided pathways reform is a student-centered framework grounded in equity-minded praxis designed to increase and diversify the students and communities accessing and earning high value community college credentials. The systemic institutional approach focuses on the construction of a transparent, structured educational experience that effectively engages each student from point of entry to attainment of high-quality postsecondary credentials and careers.

COMMUNITY AND TECHNICAL COLLEGES
Washington State Board

GUIDING PRINCIPLES

Principle #1
Guided Pathways **requires urgent, radical, equity-minded, transformat[ive] organizational change.**

Principle #2
Guided Pathways requires a **culturally responsive commitment to racial and social equity**
by dismantling systemic policies and practices that perpetuate inequities.

Principle #3
The **voices of students, faculty, staff and community members** are essential to fully engage
in adaptive problem focused inquiry processes leading to meaningful action and sustained systemic change.

Principle #4
Guided Pathways requires **intentional collaborative learning** through partnerships, professional and resource development

Principle #5
Guided Pathways **requires** a focus on **learning** and outcomes aligned **with community values and industry needs.**

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: Guided Pathways at TCC, Part 1

- A virtual New Student Orientation that students must complete before registering for classes.
- Mandatory student advising
- The designation of 5 Career Clusters - 1) Science, Engineering and Math; 2) Healthcare; 3) Business, Paralegal and Technology; 4) Creative Arts, Literature and Communication; 5) Education, Social & Behavioral Sciences
- The designation of advisors who work specifically within each of the 5 career clusters

TACOMA COMMUNITY COLLEGE

: Guided Pathways at TCC, Part 2

- The move to a co-curricular model in Math and Writing Studies
- The designation of an Exploratory Sequence, which begins with the College Success class
- The creation of Exploratory Learning Communities that are contextualized to the five different pathways
- Updating our Program and Degree Maps

COL 101: Where Academic Affairs and Student Affairs meet halfway to help students navigate the WHAT and the HOW of college

- Career and area of study exploration
- Facilitated advising appointments and Education Plan building
- Direct instruction on campus/college resources
- Financial – paying for it, finding scholarships
- Also taught by Student Affairs staff
- "Career Autobiography"
- "Exploring My Pathway"
- "Campus Scavenger Hunt"
- "Education Plan"

COL 101: – Where students explore the WHO and the WHY of their college experience

- "Who Am I Now?"
- "Meet Your Class Community"
- "Why Some of Us Don't Have One True Calling"
- "Why You Procrastinate (It Has Nothing to Do With Self-Control)"
- "Wellness Wheel"
- "Who Do I Aspire to Be?"
- "Change Agents and Community Connections"

TACOMA COMMUNITY COLLEGE

COL 101: – A curricular expression of our equity work

- "What Impact Has the Institution of Education Had on Me?"
- "Thinking about Identity, College, and Careers From a Social Justice Perspective"
- "How Does Power and Privilege Impact Me and Others?"
- "3 Ways to Speak English"
- "Hidden Curriculum and Cultural Capital"

TACOMA COMMUNITY COLLEGE

COL 101: Learning Outcomes, Part 1

- Demonstrate effective communication and interpersonal skills in career and academic contexts to work collaboratively, solve problems, and perform tasks.
- Read and write to understand your own and others' perspectives and cultural contexts
- Grow social and emotional skills necessary to leverage your capacity to confidently transition to and navigate academic and professional environments.
- Locate and evaluate campus and community resources that contribute to successful completion of academic and professional goals.
- Recognize yourself as a learner and citizen capable of accomplishing your academic and professional goals and contributing to the larger community.

COL 101: Learning Outcomes, Part 2

- Locate and evaluate relevant and authoritative information for academic and professional work.
- Apply critical thinking for academic and professional purposes.
- Explore career options and design personal, career, and educational plans.
- Recognize, understand, and critique current and social inequalities as it relates to your college and professional experiences.
- Engage in campus activities and reflect on how these activities relate to your academic, professional and personal growth.

COL 101 - Who took it Fall Quarter? Top 10

- AA-DTA – 204
- Business DTA/MRP – 51
- P/T Allied Health AAS – 51
- Pre-Nursing DTA/MRP – 41
- Bio/Envr/Chem/Geol/Earth AS-T1- 17
- Computer Science DTA/MRP -14
- Transitional Studies ESL – 14
- Biology DTA/MRP – 12
- Engineering MRP Civ/Mech - 12
- P/T Networking & Cyber Security - 7

COL 101 - Who stayed with us in Winter?

- All sections of COL – 85%
- LCs – 84%
- Standalone COL – 86%

Student Voice – Should COL be required? 83% Yes

- I agree with the statement above because I would not have passed some of my classes if I did not understand how to properly use my resources without this class.
- I believe that it is beneficial for all people to take College 101. This is because it helped me to slowly work my way into the College environment and understand what works for me and what doesn't.
- I agree because it teaches you a lot about yourself and your peers. It also prepares you for the real world outside of school.
- Yes, because it is a great help to students who are beginning college or students who are starting up college again. The class can help them discover resources they may have not knew about before.
- I agree. I think this is a good class to build your stamina and consistency in turning in assignments.

Student Voice – One word to describe COL

- **Eye-Opening**. I was aware of most of the things that we discussed in this class but it was a beneficial experience to think more in depth about these issues.
- The one word I would use is **helpful**. This is because with all the assignments we did, not once did I think I was doing something that was meaningless or unbeneficial.
- **Intriguing** would be my word because I always got to see myself deeper with almost every assignment.
- **Astonishing** because some of the assignments in each unit helped me see or learn things that I did not know which then became useful to my knowledge and helped me out.
- **Rewarding.** Even though a lot of the information was like a refresher for me , I learned some new valuable information that I've definitely soaked up and has made me feel even more confident about my journey as a female & also being a minority.

Student Voice – One word to describe COL

- One word to describe this class would be **Informative**. I chose informative because this class is basically teaching you about your classmates, your school, and about yourself.
- **Reflective**. I used this word because this class had a lot to do with personal things and it made me look into my personality and passions often.
- **Comfortable**. I was very comfortable being honest and being myself thanks to nice classmates and especially Professor E
- I chose **"fun"** because everyone's discussions and answers were always so thoughtful and engaging. I felt like I was having a great learning experience with others online just as I would in person.
- **Resourceful**. Resourceful because I learned a great amount about resources on campus, information that can help with my own personal wellness, and social issues in my career field that can affect me in the future.

Questions?

Academic Advising

Objective: The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program and graduation requirements, and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities of advisors are defined, published, and made available to students.

NWCCU Concerns: 2.G.6 While college advisors utilize the SPYD process to establish annual goals and review the results at the end, there is a lack of the systematic program review process that would holistically evaluate the effectiveness of the program. The number of students assigned to an advisor currently varies from a few to under 100 students. There is a concern that the college may not have enough student advisors for effective Guided Pathway model implementation.

Introduction & Background:

Advising at Tacoma Community College has historically been a shared model between professional academic advisors and faculty advisors. In 2014 Tacoma Community College in partnership with Achieve the Dream completed implementation of its "Declared and Prepared" total intake advising model. This multi-interventional approach to the student first year experience was developed as part of our Achieving the Dream strategy to increase student success. Students attended mandatory new student orientation and then met with a professional advisor quarterly until completing 20 college credits and selecting a major or program of study. Advising was mandatory each quarter until students achieved a 20 college credit milestone at which time were encouraged to select a program of study. Once a student was "declared and prepared" they were transitioned to a faculty advisor within their area of study who further advised a student until graduation. The "Declared and Prepared" advising model laid the foundation for continued assessment of advising by creating guidelines for mandatory entry advising and quarterly mandatory advising for new students. Additionally some career pathway specific advising began to occur under the declared and prepared model specifically for SEM and healthcare students who were assigned to a professional advisor trained in the respective pathway. and in 2018 TCC was awarded a College Spark Guided Pathways grant which began our Guided Pathways work.

Under the direction of Guided Pathways total institute transformation, TCC's advising model begin to assess gaps with the current advising practices in our "Declared and Prepared" model. During Spring of 2019 Guided Pathway Pillar Teams and additional staff and faculty participated in a series of meetings to identify elements of what a "Student Ideal Journey" would be. There were eight teams participating and a deliberate mix of Pillar members and newcomers to invigorate discussions. The student experience

was put into the following categories: Pre-Enrollment, First Quarter, Quarters Two through Five, and Final Quarter/Transition.   At the August 2019 Guiding Team retreat we took all of the elements of the Ideal Student Journey and the Guided Pathways Essential Practices to develop a workplan to close any gap between the definition of the essential practice and its current status on campus Gaps existed for students during the transition from professional advisors to faculty advisors. Students received inadequate information about the transition leaving them unsure of who to connect with for support. Advisor and faculty advisor student caseloads were inconsistent, varying from several hundred students assigned to one advisor to ten or fewer students assigned to another advisor/faculty advisor. Many students also did not settle on a program of study after completing 20 credits leaving them moving from one advisor to another as they explored career pathways. Monitoring academic progress and providing intervention when students encountered academic and non-academic related difficulties was inconsistent and not widely implemented. The Academic Advising Center and staff provided a space on campus for accessible advising services for students as needed but much of the responsibility for connecting was put on students to intentionally choose to seek out support. TCC's Guided Pathways redesign of advising services began with the goal to provide intrusive/case management advising where students build relationships with advisors before problems occur so that if they encounter something, they will seek our advisors for advice and counsel. To address the gap of students not knowing who to connect with for support, the advising and leadership teams decided on *a new model of intrusive/case management advising* with a focus on equity minded advising practices designed to proactively provide wraparound support for our vulnerable and marginalized students.

In 2021 a professional academic advisor had an active (currently enrolled student) advisee caseload of 500-600 students with some advisors in our healthcare pathway having 700-800 active students on their advising caseload. Faculty advisors had caseloads ranging from 5-10 students with some faculty in high need areas like healthcare and engineering, supporting nearly 100 student advisees. The inconsistency in advisee caseload size and uncertainty of students knowing who their advisor was or which advisor to contact were two areas identified for improvement. To adequately support and staff this new intrusive/case management advising model, in fall 2021 building on the foundation of a centralized Advising Center on campus, TCC increased the number of professional academic advisors from seven (2021) to currently staffing fifteen professional academic advisors (2023) located in the Academic Advisor center. The increase in staff allowed for two important changes in the student experience to occur. First students are no longer transitioned from one advisor to another. Starting in fall quarter 2022, students are assigned a professional academic advisor who will remain with them from the start of their education all the way to completion/graduation.   The second major change is that students are assigned to a pathway specific advisor within one of the five career pathways. Pathways advisors train in specific program areas to develop advising expertise, including learning specific knowledge about course requirements, career options, and employers in the career pathway.

Increasing the number of professional academic advisors allows these advisors to have assigned caseloads of advisees averaging 300 actively enrolled students per advisor and they proactively reach out to their caseload on a regular, ongoing basis, including classroom visits. Because of this, they build relationships with students and can provide more in-depth advising. Faculty now focus their advising efforts on their field of study; related careers, employment, and further education; and serve as mentors. Teams of advisors, navigators and faculty collaborate in working with students to help identify issues and address them.

Redesigning Advising

Mandatory Entry/ First Year Advising

TCC scaled mandatory entry and first-year advising to ensure every degree seeking student meets with an academic advisor within their chosen career pathway prior to registering for classes and throughout their first year of enrollment until completing 30 college credits while maintaining a 2.0 or better GPA. Students are required to meet with an advisor prior to registering for classes to give them information they need to create and follow an educational plan. This meeting also provides the opportunity for early identification of potential barriers and making connections to college support services and resources. Students can satisfy this mandatory requirement by scheduling 1:1 advising appointments, attending pathway specific group advising sessions, attending new student orientation and through drop in advising available to students in person and through remote online options.

Advising supports the large-scale outcomes measures the college reports on including retention and completion. In assessing advising services, several trends become apparent that link TCC's scaling and implementation of mandatory and first year advising with increases in six important areas. TCC's participation in The Community College Survey of Student Engagement data captured in 2017 and again in 2020 show a noticeable improvement across these six areas of student and advisor interaction.

1. Increased Utilization of Advising Services:

In 2017 14.6% of student responded they used advising services 5 or more times during the academic year. In 2020 17.2% of students reported using advising services 5 or more times. The increase in the number of students using advising services 5 or more times during the year suggests a higher level of engagement and interaction with advisors. This trend indicates that more students are seeking guidance and support from advisors throughout their academic journey.
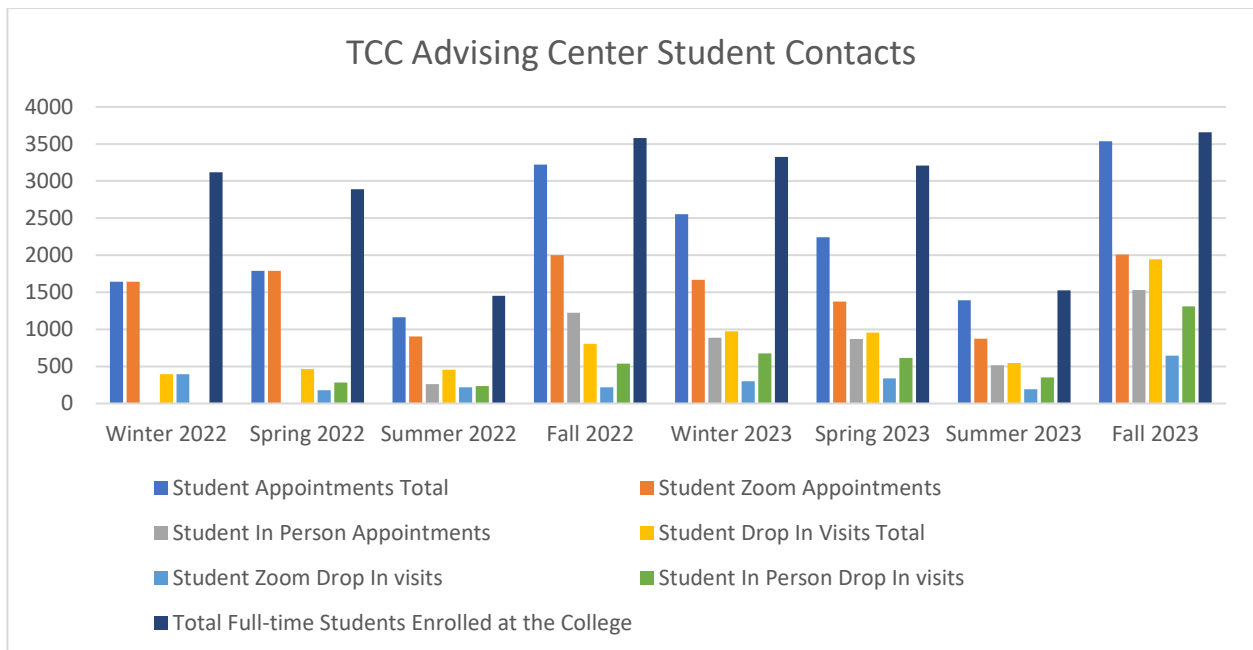
2. Higher Satisfaction with Advising Services:

From 2017 to 2020, the percentage of students who were very satisfied with advising service increased from 38% to 40%. The increase in the percentage of students who were very satisfied with advising services demonstrates an improvement in the quality of advising provided by the institution. This suggests that advisors may be more effectively meeting the needs and expectations of students, resulting in higher levels of satisfaction.

3. Decrease in Dissatisfaction with Advising Services:

From 2017 to 2020 the percentage of students who expressed they were not at all satisfied with advising services fell from 7.9% to 6.5%. The decrease in the percentage of students who were not at all satisfied with advising services indicates a reduction in dissatisfaction among students. This could be attributed to various factors such as enhanced advisor training, improved accessibility of advising resources, or better communication between advisors and students.

4. Growing Importance of Advising:

Students who responded that advising services were very important to them increased from 65.3% in 2017 to 73.1% in 2020. The substantial increases in the percentage of students who said advising services were very important highlight a positive shift in the perception of advising among students. This suggests that students increasingly recognize the value and significance of advising in their academic and career success.

5. Improved Academic Planning:

The decrease in the percentage of students who did not create an education plan during their first quarter (25.6% in 2017 dropping to 24.5% in 2020) signifies an improvement in academic planning among students. This suggests that more students are actively engaging in the academic planning process, which is crucial for setting and achieving their educational goals.

6. Enhanced Support for Struggling Students:

The increase in the percentage of students who reported being contacted by the college when they were struggling in classes (16.4% in 2017 rising to 18.9% in 2020) indicates a proactive approach to student support and intervention. This suggests that the institution is actively monitoring student progress and providing timely assistance to students who may be facing academic challenges. Additionally the percentage of students who reported that no one reached out to them if they were struggling in their studies fell from 60.9% of students in 2017 to 52.3% of students in 2020.

Overall, these trends suggest positive developments in the accessibility, delivery and quality of advising services and student support mechanisms within the institution, ultimately contributing to improved student success and satisfaction.

Part-time versus full-time student engagement

The 2017 and 2020 CCCSE survey data further points to gaps in the advising experience between full-time students and part-time students.

1.) Part-time students generally exhibit lower participation in advising services compared to full-time students. In both 2017 and 2020, a higher percentage of part-time students never participated in advising or used advising services only once, whereas a larger proportion of full-time students participated multiple times.

2.) Part-time students tend to express lower satisfaction with advising services compared to full-time students.

3.) Part-time students are more likely to have not created an educational plan before the end of their first quarter compared to full-time students. This indicates a potential gap in academic planning among part-time students, which could impact their overall success and progress towards degree completion.

4.) Part-time students are less likely to be contacted by the college for support when struggling in classes compared to full-time students. This suggests a potential disparity in the proactive support mechanisms provided to part-time versus full-time students, which could affect their ability to overcome academic challenges and succeed.

To address these gaps in the experience of part-time students, the advising department will implement the following strategies: Offer flexible advising hours, including evenings appointments, to accommodate part-time students' busy schedules. Beginning spring quarter 2024 we will establish a dedicated communication outreach for check-ins with part-time students to monitor their progress, address concerns or challenges, and provide ongoing support and encouragement. During winter quarter 2024 students at Tacoma Community College are being asked to provide feedback in the Community College Survey of Student Engagement. Data from this survey will be used in fall 2024 to analyze responses from part-time students about their advising experiences to identify areas for improvement and ensure student-centered advising practices.

First quarter advising

The academic advising department achieved a high level of participation from first-year student during fall quarter 2023, with 95% of first year students (979 out of 1028 total new students) who were required to participate in mandatory advising, connecting with academic advisors. Students connected with advisors during zoom and in person appointments, attending drop in advising sessions online and in person, by email and phone calls and by attending group advising sessions. From that first year student group, 72% remained enrolled in classes for winter quarter 2024. During fall quarter 2023 the Academic Advising department implemented 7 group advising sessions specifically for healthcare pathways students to scale up advisors capacity to connect with students in pathway specific engagement opportunities. Pathways group advising session were expanded to 9 sessions for winter quarter 2024 and will be eventually offered across all pathways with a goal of implementation by spring quarter 2024. Group advising has helped connect students with their advisors who share relevant advising handouts and pathway specific information posted on departmental websites, and provided opportunity for meaningful 1:1 conversations with individual students about their academic concerns and plans.

Results and Findings

Looking forward, the Advising department will continue the work of assessing first year advising to focus on students who participated in advising but did not enroll in classes and students who did not participate in advising and did not continue in classes.   We will utilize TCC's Civitas Inspire advising reporting tool to analyze this group of first-time fall quarter 2023 students who did not continue, helping to identify trends and patterns among this group, including demographics, academic performance, engagement with advising services, and reasons for stopping out. We will identify factors that may have contributed to a lack of engagement by these students including assessing the methods of advising outreach and communication used to connect with these students as well as other factors that may had led to decreased or no engagement including credit load, modality of classes taken, academic alerts submitted for students, types of classes taken and student demographic data including race, ethnicity, gender and age.

Next steps include a communication outreach during spring quarter 2024 focused on engaging with students who haven't returned to classes since fall 2023. A Student Affairs led student stop out survey is planned for implementation during winter quarter 2024 and will assist the advising department in gathering additional insights into students' reasons for not enrolling. This will help advisors in identifying barriers to continued enrollment, challenges faced during the fall quarter, and areas where additional support may be needed.

The outreach will be personalized, timely, and address the specific concerns and challenges identified through data analysis. We will establish metrics to measure the effectiveness of the outreach efforts including tracking student engagement with communication outreach, participation in advising appointments or group sessions, and eventual enrollment in future quarters. This outreach will become part of the advising quarterly communication plan starting in fall quarter 2024.

Going forward we will continue to assess the nuisances within the institutions redesign of advising and continue to measure the impact on the student experience, ensuring the quality engagement that leads to successful outcomes.

Advising will implement a comprehensive assessment strategy that includes tracking key metrics such as student retention, student satisfaction with advising services, and student utilization of advising services which will provide insights into the effectiveness of current advising systems. This data-driven approach allows for continuous refinement of advising practices to better meet the needs of students and enhance their overall success in college.

Classroom Advising

Advisors go to every COL 101 College Success class during the quarter to reach and engage with new students in classroom based advising. Advisors present on the importance of educational planning and the role of advisors in assisting students. Additionally, TCC's college success class incorporates advising related assignments including development of an educational plan that students co-create with their advisor.

Results/Findings

During fall quarter 2023, advisors visited a total of 35 COL 101 classes in person and online and interacted with more than 750 students. To enhance the effectiveness of the advising department's efforts in COL 101 class visits and subsequent assessment, the advising department has created a strategic plan that includes the following next steps:

1. Academic advisors will establish clear and measurable learning outcomes for the COL 101 class visits. These outcomes will align with the goals of the advising department and focus on areas such as academic planning, goal setting, and resources utilization.   We will implement these outcomes into the COL 101 classroom advising in winter quarter 2024.
2. We will create a post-visit survey that assesses students' understanding of the topics covered during the presentation and their perceived impact on their academic and personal goals. We will administer this survey during spring quarter 2024 COL 101 class advising.
3. Advising will implement a tracking mechanism for recording and tracking student attendance at the presentations, both in-person and online. This should involve using student IDs, sign-in sheets, or online registration systems to accurately capture participation data. This action will begin during spring quarter 2024 COL 101 advising.
4. At the conclusion of the academic year 23-24 in June 2024, the Advising department will assess the COL 101 classroom advising and collaborate with COL 101 faculty to analyze data by using the insights gained from the assessment findings and feedback from COL 101 faculty, to tailor future presentations, refine advising strategies, and enhance the overall student experience.
5. During the summer quarter 2024 and using the results from the advising and faculty assessment work, we will provide ongoing training and support to advisors to enhance their presentation skills, knowledge of advising best practices, and understanding of student needs and challenges to prepare for fall quarter 2024 COL 101 classroom advising.

Ongoing and continuous assessment of the advising department's COL 101 class advising initiatives will involve establishing learning outcomes, administering post-visit surveys, implementing attendance tracking, analyzing data collaboratively with faculty, and providing ongoing training to enhance advisor skills.

Proactive Advising

Advisors have a comprehensive, scheduled advising structure that builds in multiple advising contacts initiated by advisors. A quarterly advising communication plan exists to pre-build in the time to reach out to students before needs arise and to respond to academic alerts from faculty. Extra advising outreach is reserved on each advisor's schedule to providing outreach to specific racial/ethnic or low-persisting students who may be identified as being at risk through persistence prediction information available to advisors in our advising case management technology tool, Civitas Inspire.

The Advising Center's fall 2023 communication plan demonstrates a structured approach to engage with students throughout the quarter.

1. Starting with a week 1 welcome email with resource links provided students with valuable information and support right at the beginning of the quarter, setting a positive tone for their academic journey.

2. Followed up with outreach in the 2nd week of the quarter to low persistence students to provide timely reminders and encouragement, potentially increasing their engagement and likelihood of success early on.
3. During weeks 3 and 4 advisors conducted class visits for COL 101 courses allowing advisors to connect directly with students in a classroom setting, providing them with information about advising services and addressing any immediate concerns or questions they may have.
4. During week 4 and 5, advising holds are assigned to first quarter students and students with low-GPA from prior quarters. Outreach occurs to encourage these students to take action to resolve any holds on their accounts, helping ensure they stay on track academically.
5. During week 5 of the quarter, dedicated time for equity-centered outreach with a particular focus on supporting low-persistence students who identify as male and Black/African American or Native/Indigenous , and had a persistence prediction of very low, low, moderate persistence.
6. During weeks 9, 10 and 11, proactive and personalized outreach occurs to re-engage with students who have not participated in advising services and provide them with the support they need to succeed academically. These students include first quarter students who have not met with an advisor, students who have not registered for future classes and students who do not pass the classes needed to continue on in their program of study.

Results/Findings

The Advising department has established a communication plan demonstrating a proactive approach to student engagement and support throughout the academic quarters. The plan includes a series of emails, phone calls, and class visits strategically scheduled throughout the academic terms to reach students at key points in their academic journey, such as enrollment periods, advising holds, and equity-centered outreach sessions.

By segmenting communication based on student status (e.g., enrolled, not enrolled, low persistence), the plan ensures that messages are relevant and tailored to individual needs, increasing the likelihood of student response and engagement. The plan incorporates links to resources such as advising services, scholarships, tutoring, and educational materials, providing students with access to support services and tools to facilitate their academic success.

The inclusion of equity-centered outreach acknowledges the importance of addressing systemic barriers to student success and ensures that support is accessible to all students, particularly those from underrepresented backgrounds. Equity outreach work has focused on proactively contacting students who identify as Black/African American or Native/Indigenous and male. College retention data for these students shows they are least likely to persist from quarter to quarter. TCC Advisors use Civitas Inspire as a technology tool that provides predictive analytics to identify and engage with these students and

help them succeed. Proactively reaching out to these students ensures that they are aware of available advising resources and encourages them to seek support early in their academic journey.

 Advisors will create equity outreach groups designed send targeted communications (such as emails or phone calls) to at-risk students, encouraging them to meet with academic advisors, utilize support services, or access tutoring services. Early intervention allows advisors to address challenges before they escalate and negatively impact students' academic progress. During spring quarter 2024, we will proactively outreach to part-time students as well as Black/African American or Native/Indigenous and male students, which have been identified as populations to focus on, and create additional equity outreach student groups using factors such as previous academic performance, current grading, class participation, credit load, and demographic information. Starting fall quarter 2024 we will expand the equity outreach and place an emphasis on other populations that are experiencing a lack engagement and barriers to their success.

As we assess the proactive strategies, several areas of opportunity become clear. Some weeks in the communication plan are undefined with what specifically advisors are focusing on, indicating potential gaps or areas where communication activities could be further developed. We have made it a priority to clarify the purpose of the outlined of the communication plan detailing weekly messaging and ensuring consistency in correspondence throughout the term to enhance the effectiveness of the plan.

We will diversify communication outreach efforts by partnering with college stakeholders to add additional channels such as social media, virtual forums, class visits and peer-to-peer networks to reach students who may not regularly check their emails or respond to phone calls.

Results and data of the proactive equity minded advising outreach are inconclusive at the time and specific goals need to be set to track the outreach and engagement of students identified as at risk of not being familiar with how to access support to help them achieve their goals. The advising department has participated in specific training (Supporting African American Students: A Workshop for Student Affairs Professionals, Supporting Undocumented Students,) that will be beneficial in aiding advisors to implement effective proactive advising specifically focused on culturally relevant advising practices. Add in team lead training

The advising department will assess how proactive advising differs or compares to academic advising that is typically used in the advising department. And the advising department will assess if proactive advising meets student's needs. For instance, first-come, first-serve approaches to advising may need to be altered so that students are instead paired with an advisor with whom they can build a relationship and meet with on a recurring basis as a go-to single point of contact for advising support. Advising meeting length and advisee loads may need to be adjusted to allow more time to meet with at-risk students to ensure a nuanced approach to meeting their advising needs. Advisors and advising leadership will need to work in partnership to develop systems that are best suited for their particular context.

As we look to the future the goal of proactive advising is to approach it in a way that ensures consistent connection between students and their advisors**.** Advisors will proactively create conditions for student success by providing personalized guidance tailored to each student's academic goals and needs. Timely intervention can help students avoid potential problems in college by addressing issues proactively before they escalate. Whether it's academic struggles, personal challenges, or financial concerns,

identifying and addressing them early can prevent them from impacting the student's overall success. Through proactive outreach, collaboration with faculty and staff, and leveraging resources, advisors will empower students to navigate their academic journey with confidence and achieve their personal, academic and career goals.

Technology

Advisors at TCC use a variety of technology tools, some adapted during the pandemic, to help streamline and automate components of advising. Prior to the pandemic students were required to schedule appointments by contacting the Advising Center front desk through phone calls or in person visits. During the pandemic when operations shifted to online and the campus was closed, advisors developed new appointment scheduling tool through Microsoft Bookings that allowed students to schedule appointments on their own at any time of the day by viewing advisor availability and booking appointments directly. Now this scheduling tool offers students ease of scheduling and the option to choose online or in person meeting options.

The widespread adoption of Civitas Inspire as a case management advising tool helped standardize advising notes and intake information about students and this information is shared between faculty and staff to support students. Trainings provided by Civitas staff in July 2022 and April 2023 related to Civitas Inspire has been provided to TCC advisors and staff. TCC's Entry Services and Advising departments coordinate the transfer of student intake information that is stored in Inspire and available to advisors. Every new student completes TCC's online new student orientation which includes an assessment of potential academic and non-academic needs. TCC's Entry Services team collects these responses for every student and sends them to the Advising team. The NSO (new student orientation) Needs Assessment is uploaded into Civitas Inspire where advisors review the students unique needs prior to their first meeting in order to get to know the student and better prepare an individualized educational plan.

Results/Findings

Civitas Inspire advising platform has gained widespread use over the past 2 years as efforts to train staff and faculty have expanded. During fall quarter 2022, 2,332 advising notes summarizing student engagement were logged at the college. During fall quarter 2023, 4,378 advising notes summarizing student engagement were recorded. The significant increase in the number of advising notes logged from fall quarter 2022 to fall quarter 2023 indicates a substantial increase in advising utilization. The expansion of efforts to train staff and faculty on the Civitas Inspire platform appears to have been successful, as evidenced by the increased usage of the platform and the corresponding rise in advising notes.

Civitas Inspire allows for faculty to submit early alerts on students struggling in classes. Fall quarter 2023 witnessed a decrease in the number of academic alerts submitted by faculty compared to the previous year (389 alerts in fall 2022 versus 340 alerts in fall 2023). This decrease is noteworthy given that there were more students enrolled at the college and more students engaging with advising during fall quarter 2023. The decrease in academic alerts despite increased student enrollment and engagement with advising suggests a potential gap in faculty understanding or utilization of the

academic alert system. There is an opportunity to provide enhanced training and support to faculty on the use of academic alerts. Academic alerts serve as an early warning system to identify students who may be facing challenges in the classroom. By improving faculty awareness and utilization of the alert system, interventions can be implemented promptly to provide necessary support to at-risk students before issues escalate. We will offer professional development training sessions on effectively submitting and resolving academic alerts during spring quarter 2024 and fall quarter 2024 to faculty and staff.

Going forward we will leverage technology by integrating technology platforms and investing in training and professional development. Advisors will take measure to proactively use technology within our Inspire advising case-management tool, to respond to academic alerts, send timely nudges to students about important information, summarize meeting notes from appointments and drop in sessions and review caseload engagement to target students who have minimum engagement.

Policies, Systems and Practices

TCC's intrusive and equity minded advising is supported by the college's policies, systems and practices. TCC mandates entry and first year advising and enforces this with registration blocks. The college success class is now required for many new students and highly recommended for all new students. The college supports the technology needed to monitor progress and provide intervention to at risk students. The college supports a yearly membership to NACADA for each professional advisor which includes professional development opportunities, access to NACADA's library of resources and publications, and professional development opportunities through NACADA's interest-based Advising Communities and Region-led initiatives.

Results/Findings

TCC advisors undergo extensive training and professional development to enhance their effectiveness in supporting students. TCC advisors participate in a variety of advisor training and professional development including 3 advisors completing Florida State's Trauma and Resilience Certificate on student wellbeing (2022), 6 advisors participating in NACDA's Annual Advising Conference (2022), 15 advisors completed TCC's Anti-Racism Training (2023) and 12 advisors attended quarterly professional development sessions with Washington State's Advising and Counseling Council (ACC). ACC topics have included Guided Pathways holistic advising (2023), Mental Health and Wellness in our college system (2023) and Dismantling Racism: A Workbook for Social Change Groups (2021)

The college also fosters collaboration between advisors and faculty through regular meetings and events. Quarterly meetings between advising & faculty during 2022-2023 academic year were (3) Business faculty & advisor quarterly meetings. (3) Healthcare faculty & advising quarterly meetings. (3) SEM Educational planning day events attended by SEM advisors. Numerous smaller meetings between advisors and faculty advisors occurred in each career pathway.

While TCC has established quarterly meetings between advisors and faculty in specific departments, we will expand these collaborative efforts across additional academic disciplines. Increasing the frequency and scope of advisor-faculty interactions will foster a culture of shared responsibility for student success and facilitate cross-functional collaboration to address student needs comprehensively.

Data, Assessing Impact and Continuous Improvement

Historically the Academic Advising unit participated in setting yearly goals (Unit Action Plans, SPYD's, ASAP's) and reporting on the progress of completing these goals. Starting December 2022, the Advising department developed and revised our mission, vision and values and began participation in the colleges institutional assessment cycle. Through ongoing assessment, the advising department will maintain high standards of support, foster student success, and contribute to a positive and enriching educational experience for all students.

There is a noticeable trend of increased in-person advising sessions over time, particularly from Summer 2022 to Fall 2023. While online advising dominated in Winter 2022 and Spring 2022, the percentage of in-person advising steadily rose, reaching its peak in Fall 23' with 51.75% of sessions being conducted in person. Across all quarters the majority of advising sessions are scheduled advising appointments. Students value structured, pre-scheduled interactions with advisors, emphasizing the importance of effective appointment scheduling systems and availability. Despite the trend towards in-person advising, online sessions remain prevalent, highlighting the importance of flexible advising options to accommodate diverse student needs and preferences.

Results/Findings

The quantitative measures advising is gathering point towards increased advisor and student engagement. The data reflects adaptability in advising modality, with a transition from online sessions to a mix of online and in-person interactions. Proactive efforts in faculty-advisor collaboration contribute to a comprehensive approach to student success. The positive qualitative measures show that advising is positively impacting students' experiences, contributing to a supportive and goal-oriented academic environment. One key area for improvement is to investigate reasons behind fluctuations in academic alerts and explore strategies for proactive intervention. We will offer professional development training sessions on effectively submitting and resolving academic alerts during spring quarter 2024 and fall quarter 2024 to faculty and staff. Advising will expand successful practices from career pathway meetings to other academic and career pathways areas to build continuous improvement between faculty and advisors. The advising department will seek student feedback to further enhance the advising experience by creating a post advising appointment survey designed to collect qualitative data about students experiences with advisors during advising appointments and drop in advising sessions. This survey will be implemented beginning fall quarter 2024.

Continuous improvement of advising services will occur through ongoing professional development, trainings, presentations to campus stakeholders, collaboration among advisors, and regular assessment of these efforts.

Measures that Matter

TACOMA COMMUNITY COLLEGE
Institutional Research

FALL 2022

2021-2022 ACADEMIC YEAR | HIGHLIGHTS

This fall 2022 newsletter provides a highlight of a few data points for the **2021-2022 academic year**, unless noted otherwise.

About **8 in 10** students are degree and certificate seeking students

Completions by Award Type

ASSOCIATE	CERTIFICATE	HIGH SCHOOL DIPLOMA	BACHELOR
1,051	625	192	41

631
VETERAN STUDENTS
(including dependents)

Student Profiles

9,257
TOTAL STUDENTS

56% PART-TIME
44% FULL-TIME

58% FEMALE
30% MALE
< 1% INTERSEX
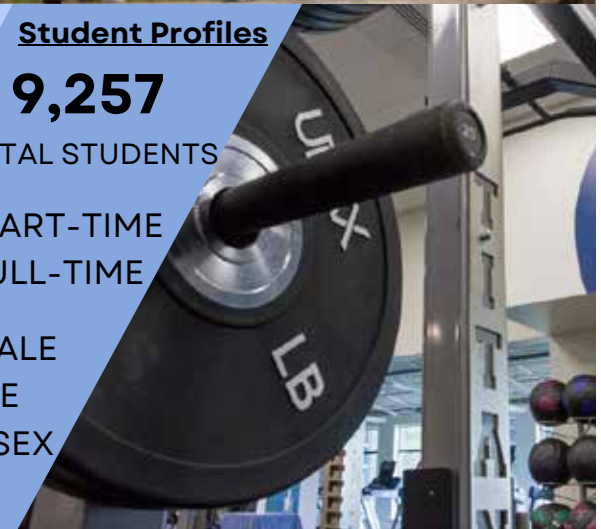
258
INTERNATIONAL STUDENTS

181
CONTINUING

EARNING POTENTIAL
Completers earned **26% ($6.94)** and **32% ($15,015)** more in median wages and annual earnings respectively compared to early leavers

84% of our students reported that financial aid is a top factor influencing their decision to enroll.

EARNING POTENTIAL

Completers earned **26% ($6.94)** and **32% ($15,015)** more in median wages and annual earnings respectively compared to early leavers

*2020-2021 data

258
INTERNATIONAL STUDENTS

181
CONTINUING EDUCATION STUDENTS

84% of our students reported that financial aid is a top factor influencing their decision to enroll.

Over **$12.6 MILLION**
AWARDED IN GRANTS AND SCHOLARSHIPS
*For the 2020-2021 award year

$6,126
AVERAGE AID AWARDED TO STUDENTS
*For the 2020-2021 award year

1207
RUNNING START STUDENTS

24
MEDIAN STUDENT AGE

675 TOTAL EMPLOYEES

49% (333) Part-time faculty

22% (148) Full-time faculty

22% (149) Exempt staff

25% (169) Classified staff

Students and Employees race/ethnicity composition

	White	Multi-racial	Asian	Black/African American	Hispanic/Latino	Unknown	American Indian/Alaska Native	Native Hawaiian/Other Pacific Islander
STAFF	494		80	74	51	7	20	9
STUDENTS	4340	1832	978	835	686	615	73	111

STAFF / STUDENTS chart values:
- White: STAFF 73%, STUDENTS 47%
- Multi-racial: STUDENTS 20%
- Asian: STAFF 12%, STUDENTS 11%
- Black/African American: STAFF 11%, STUDENTS 9%
- Hispanic/Latino: STAFF 8%, STUDENTS 7%
- Unknown: STAFF 1%, STUDENTS 7%
- American Indian/Alaska Native: STAFF 3%, STUDENTS 1%
- Native Hawaiian/Other Pacific Islander: STAFF 1%, STUDENTS 1%

Data Sources & Notes

- SBCTC data warehouse (includes TCC headcount, employee, & employment outcomes dashboard), IPEDS reports, and TCC Student Satisfaction data.

- All data are for the 2021-2022 academic year except for the financial aid award and employment data that are for the 2020-2021 award/academic year.

- The student enrollment status is based on their status the first term for the year.
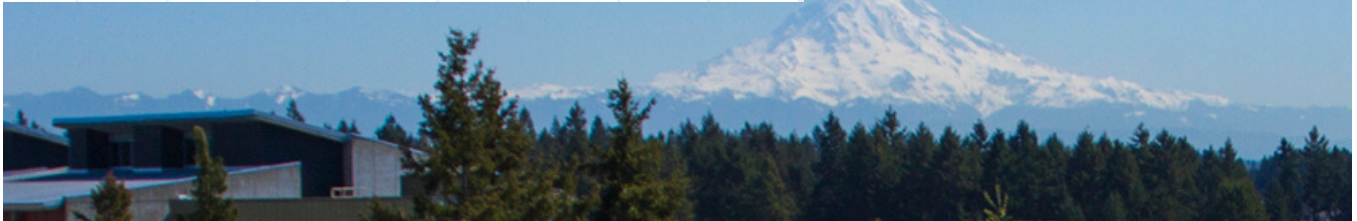
This newsletter highlights some of the TCC data available to all faculty and staff. Check out the Institutional Research page on the TCC HUB for this and more information_TCC HUB>Departments>Equity, Diversity, & Inclusion>Institutional Research

For more information on this publication, contact: TCC Institutional Research Office: Victoria Ichungwa, vichungwa@tacomacc.edu

Measures that Matter

TACOMA COMMUNITY COLLEGE
Institutional Research

WINTER 2023

MEASURING UP: TCC'S 2021-2022 SAI RANKINGS IN THE STATE

This newsletter highlights TCC's state-wide rankings on the 2021-2022 Student Achievement Initiative (SAI) metrics. TCC is one of the 34 Community and Technical Colleges in Washington state. These rankings are based on the proportion of total headcount and milestone points earned by TCC students relative to the state system*. The rankings are presented in two main indicator groups: **1. Early Momentum Indicators** and **2. Progress and Completion Indicators**.

Early Momentum Indicators (EMIs) are directly actionable leading indicators that signal student academic progress early on. They provide an early opportunity for improvement and continuous assessment. On the other hand, Progress and Completion Indicators are lagging indicators with limited capability to directly influence outcomes. Both indicators have the ability to influence change and are important for mapping out progress.

How are we fairing? Total Headcount and Total Points

To learn more about SAI at TCC, check out the TCC SAI dashboard on the hub:
TCC hub> Departments>Equity, Diversity, & Inclusion>Institutional Research>Student Achievement Initiative (SAI) (dashboard)

13th

TOTAL HEADCOUNT
Count of distinct students. This number is based on funding formula eligible students. State funded students are the funding formula eligible students and therefore the only students counted in SAI metrics.

6th

TOTAL POINTS
Based on sum of all points earned in the year.

Be sure to check out the Measures that Matter page on the hub for this and previous newsletters.
For more information on this publication, contact - TCC Institutional Research Office: Victoria Ichungwa, vichungwa@tacomacc.edu

How are we fairing? Early Momentum Indicators

11th

BASIC SKILLS
Points awarded to current or prior basic skills students (within the previous 2 years) as designated by federally reportable in WABERS**.

**WABERS is the Washington adult basic education programs online reporting system.

4th

PRECOLLEGE ENGLISH
Points awarded to current or prior year precollege English students successfully completing a college-level English/communication course. The emphasize is on the successful transition from developmental/basic skills courses to college courses.

6th

PRECOLLEGE MATH
Points awarded to current or prior year precollege math students successfully completing a college-level math course (quantitative/computation). The emphasize is on the successful transition from developmental/basic skills courses to college courses.

4th

COLLEGE ENGLISH/COMMUNICATION
Points awarded to students successfully completing a college-level English/communication course satisfying professional-technical program requirements. An additional point is awarded for current or prior basic skills students.

6th

QUANTITATIVE/COMPUTATION
Points awarded to students successfully completing a college-level math course (quantitative/computation). An additional point is awarded for current or prior basic skills students.

8th

1ST 15 CREDITS
Points awarded to students earning the first 15 college level credits at the college. Additional points for current or prior basic skills students, Historically Underserved (HU) students of color, and HU low-income students.
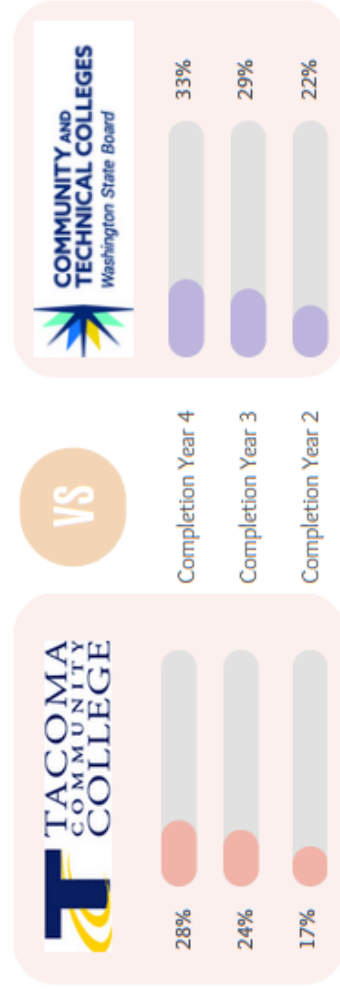
8th

1ST 30 CREDITS
Points awarded to students earning the first 30 college level credits at the college. An additional point is awarded for current or prior basic skills students.

9th

45 TRANSFER/WORKFORCE CREDITS
Points awarded to students earning 45 college level credits in a transfer or workforce pathway. An additional point is awarded for current or prior basic skills students.

How are we fairing? Progress and Completion Indicators

Notes:

Data source: State Board for Community and Technical Colleges (SBCTC) Student Achievement Initiative (SAI) 3.0 Points Summary Dashboard.

SAI is Washington's Student Achievement Initiative, a performance-based model focused on funding meaningful student outcomes.

*Even though there are 34 community and technical colleges in Washington state, for the purposes of SAI points, the rank is on 33 colleges as one college with two main campuses is reported as a single college.

10th

RETENTION

Points awarded to funding formula eligible students (state-funded students) in the prior year and that earned at least one point during the current year.

14th

COMPLETION

Points awarded to students that earn a certificate with at least 20 credits, a degree, or apprenticeship award. Additional points for current or prior basic skills students, Historically Undeserved (HU) students of color, and HU low-income students.

INSTITUTIONAL RESEARCH

DATA

INFORMATION

KNOWLEDGE

Measures that Matter

Institutional Research

SPRING 2023

A LOOK AT FIRST-TIME STUDENTS COMPLETION RATES
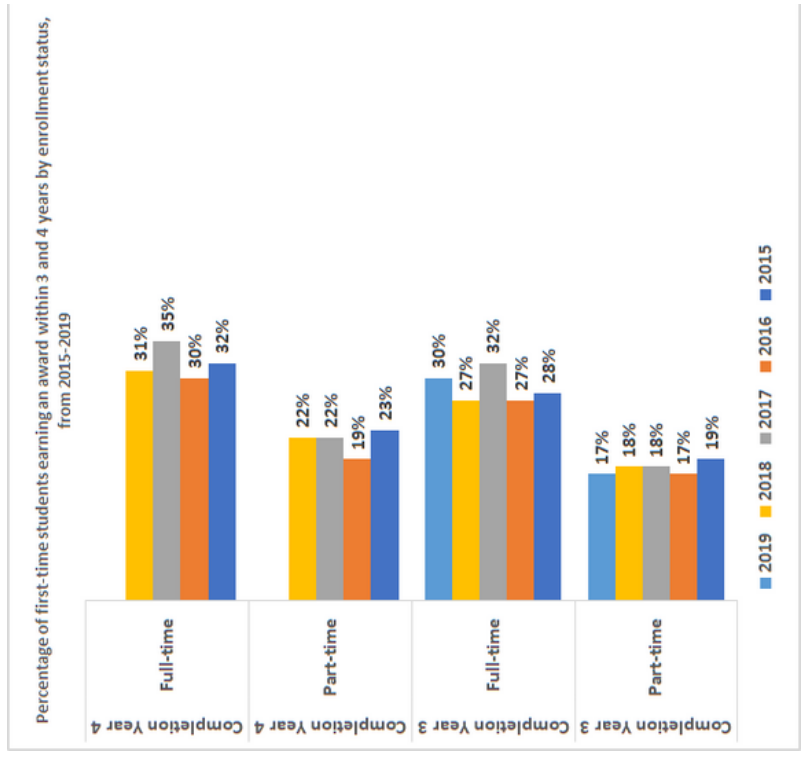
Completion is an important indicator for academic success. The chart on the left shows the percentage of first-time students earning an award within 3 and 4 years, by enrollment status.

Although full-time students complete at a higher rate than part-time students, the low completion rate impacts all students regardless of enrollment status. For example, out of 10 **part-time** students that start in the fall, about 2 earn an award within 200% of the time (4 years). On the other hand, out of 10 **full-time** students that start in the fall, about 3 earn an award within the same time period.

Below are the **TCC and state averages** for **all first-time students** for the same time period (2015-2019):

TACOMA COMMUNITY COLLEGE

- 28%
- 24%
- 17%

VS

COMMUNITY AND TECHNICAL COLLEGES Washington State Board

- 33% — Completion Year 4
- 29% — Completion Year 3
- 22% — Completion Year 2

INSTITUTIONAL RESEARCH

Percentage of first-time students earning an award within 3 and 4 years by enrollment status, from 2015-2019

Completion Year 4

Full-time: 31%, 35%, 30%, 32%
Part-time: 22%, 22%, 19%, 23%

Completion Year 3

Full-time: 30%, 27%, 32%, 27%, 28%
Part-time: 17%, 18%, 18%, 17%, 19%

Legend: 2019, 2018, 2017, 2016, 2015

Data source: SBCTC First-time Entering Student Outcomes Dashboard

Measures that Matter: Fall 2023 Special Edition Basic Needs Insecurities

Measures that Matter ● SPECIAL EDITION ● Fall 2023

In Fall 2022, TCC solicited participation from all students enrolled in credit-bearing courses for the statewide Washington Student Experience Survey.

The survey primarily focused on three main basic needs insecurities:

- food
- housing
- homelessness

Over 5,800 TCC students received an invitation to participate. 323 TCC students participated in the survey and this special edition highlights the findings from the survey along with data for the over 9,700 students in 39 participating colleges and universities across Washington state.

RESPONDENTS PROFILE

Among TCC and Washington State College Students

	TCC	Washington State
Total Colleges	1	39
Students invited to participate	5,846	246,409
Total respondents	323	9,771
Response rate	6%	4%

RESPONDENT PROFILES

	TCC	Washington State
Students of color	53%	45%
Low-income students	45%	40%
First-generation students	62%	52%

BASIC NEEDS INSECURITY by institution type

	TCC	Washington State
Tacoma Community College	59%	49%
2-year colleges	---	50%
4-year colleges	---	49%

LEGEND

Tacoma Community College	Washington State
XXX	XXX

Link to the full report:
https://tinyurl.com/Basic-Needs-Security-Report

TACOMA COMMUNITY COLLEGE | Institutional Research

Measures that Matter ● SPECIAL EDITION ● Fall 2023

RACE/ETHNICITY

More TCC students experienced higher rates of basic needs insecurity than their Washington state peers

	TCC	Washington State
White	64%	47%
Two or more races/ethnicities	69%	56%
Pacific Islander/Native Hawaiian	67%	56%
Hispanic/Latinx	62%	59%
Black/African-American	70%	67%
Asian/Asian-American	47%	41%
American Indian/Alaska Native	67%	68%

Tacoma Community College | Institutional Research

LEGEND

Tacoma Community College — XXX
Washington State — XXX

Measures that Matter ● SPECIAL EDITION ● Fall 2023

BASIC NEEDS INSECURITY
Among TCC and Washington State College Students

	TCC	Washington State

Overall, TCC students struggled with basic needs insecurity at higher rates than their Washington state peers

	TCC	Washington State
Food insecurity in the last 30 days	44%	38%
Housing insecurity in the last 12 months	47%	34%
Homelessness in the last 12 months	14%	11%

In the last 6 months, TCC students experiencing insecurity accessed public resources more than campus resources for their basic needs.

	TCC	Washington State
Accessed public resources	56%	49%
Accessed campus resources	31%	34%

Former foster youth experiencing basic needs insecurity

	TCC	Washington State
Food insecurity	50%	68%
Housing insecurity	57%	59%
Homelessness	29%	24%

Link to the full report:
https://tinyurl.com/Basic-Needs-Security-Report

TACOMA COMMUNITY COLLEGE | Institutional Research

LEGEND

Tacoma Community College	Washington State
XXX	XXX

Guiding Principles and Practices for FYE 2024 Budget Development
Fiscal Year July 1, 2023 - June 30, 2024

The Guiding Principles serve as a framework for development of Tacoma Community College's operating and capital budgets. Tacoma Community College's 2020-2025 Strategic Plan is a fundamental component of the Guiding Principles.

The budget development process identifies the revenues and expenses that the College needs to operate in the upcoming fiscal year. The process allows leadership to plan and coordinate resource allocation across the College's programs and departments. The budget is a management tool that leadership uses to monitor the College's financial performance throughout the fiscal year and make strategic short and long-term financial decisions.

Budget Principles

- The Budget submitted to the Board of Trustees for approval will balance revenues with expenses and use of Reserves. Requested budget increases and decreases will align with the Core Themes of the 2020-2025 Strategic Plan:
  - Core Theme 1: Advancing Equity, Diversity, and Inclusion
  - Core Theme 2: Cultivating Exceptional Learning
  - Core Theme 3: Strengthening Community Partnerships
  - Core Theme 4: Enhancing Institutional Vitality
- Budget will reflect approved Budget Investment Priorities listed below.
- The Budget will support the long-term financial sustainability, accreditation, compliance, safety, operation, and maintenance of college fixed assets, including buildings, equipment, and IT. Revenues and expenses for all funds comprise the institutional budget.
  - Operating: The primary sources of revenue to fund college operations are Tuition Revenue and the State Appropriation.
  - Capital: The primary source of funding for the repair of college facilities and infrastructure is the State Capital Appropriation.
- All State appropriations will be identified and budgeted as part of the budgeting process.
- Contingency funds are at the discretion of the President

The budget development process will be inclusive, and data informed both quantitative and qualitative New or enhanced programs will identify funding source(s), cover all related costs. and an assessment plan that identifies key performance indicators and evaluation for continuance or discontinuance if metrics are not met.

Budget Investment Priorities

Student Enrollment and Retention

Improvements to Overall Student Experience

Growth Opportunities in Programs that align with Community Demand

Employee Satisfaction and Retention

Innovation Funds for New Program Research and Development

TACOMA COMMUNITY COLLEGE

FYE 2024 Budget Practices

- Budget managers are responsible for monitoring their spending and revenues compared to the established budget throughout the fiscal year.

- Sustainability and long-term financial well-being of the College during the COVID-19 recovery will be a key factor in the FYE 2024 budget development process.

- General non-specialty printing, desk phones (land lines), shredding, and postage expenses are budgeted at the institution level.

- General non-program specific professional development, including related travel, are budgeted at an institution level where all employees will have an opportunity to apply for funding.

- Mandatory trainings, certifications, and program specific professional development required for program or departments are budgeted within individual budgets

Revenues

Budget Managers responsibilities:

- Propose revenue forecasts that meet or exceed forecasted expenses for revenue generating/self-support budgets.
- Use their knowledge of available funding resources and incorporate those forecasts into their budgets.
- Propose to area Vice President the removal/reduction of programs and services that are underperforming and/or no longer needed.

Expenses

Budget Managers responsibilities:

- FYE 2024 Emphasis: right sizing expenses will be emphasized due to sun-setting HEERF (Higher Education Emergency Relief Funds) funding.
- Grant Fund 145: Budget Managers for departments in Grant Fund 145 will participate in the FYE 2024 budget development process as it pertains to wages only. The rest of the grant budgeting process remains unchanged.
- Wage and Benefit Budgets:

  - Full-time staff: Budget Managers will not be able to add, delete, or make any changes to full-time staff. These cells are locked in the Budget Tool. Wages and benefits will be calculated by HR and will be updated accordingly in the Budget Tool.

    - Budget Managers should closely review full-time staff listed in the budget tool and communicate changes to Human Resources. Changes will be recorded on the salary forecast and uploaded to the budget tool by I.T.

  - Part-time staff and overtime: Budget Managers will enter FYE 2024 budget proposals into the Budget Tool for part-time wages (hourly and student), and overtime. Benefits will be calculated by the Budget Tool and budgeted in account #5010140 "Other Employee Benefits". Budget Managers will consult with HR regarding part-time wage changes (e.g., minimum wage).

  - Part-time faculty: Budget Managers will enter FYE 2024 budget proposals into the Budget Tool for part-time faculty. Benefits will be calculated by the Budget Tool and budgeted in account #5010140 "Other Employee Benefits".

- Vacant positions: Budget Managers will review vacant positions and request area Vice President's approval of changes: filling vacant positions, the associated salaries and hire dates (e.g., increased salaries for new vacant hire positions, mid-year hire dates). Vice Presidents will communicate their approval to fill vacant positions, the associated salaries and hire dates to HR. The salary forecast, and Budget Tool will be updated accordingly.

- New positions: Budget Managers will request Vice President's approval for all new positions. Vice Presidents will communicate their approval to HR. HR will determine the fiscal impact and communicate the fiscal impact to the Vice President. The Vice President and LT will review fiscal impact to determine inclusion in the budget. If the new position is approved by LT for inclusion in the budget, the Vice President will communicate the approval to HR. The salary forecast, and Budget Tool will be updated accordingly.

- Salary Forecast review and validation: Budget Managers will review and validate that staff names, splits and chart strings are correct. Budget Managers will clearly indicate the discrepancies if any, and provide the correct information to Claire Jordan in HR.

- 1050 Rule
- FMLA (Family Medical Leave Act) Backfill: This expense will continue to be budgeted as an institution. Budget managers will have an opportunity to request funding.
- Desk Audits/Pay Equity: This expense will be budgeted as an institution.
- Faculty Chair Release and Back-Filling Positions: This expense will be budgeted in departmental budgets.

- <u>Goods and Services Budgets:</u>

  - Departmental Goods and Services: Budget Managers will enter budgets for goods and services into the Budget Tool. This includes cell phones, and internal and external specialty printing.

- <u>Training and Travel:</u>

  - Training and travel required to maintain compliance with program requirements, standards and/or regulations will be included in the appropriate department or program budget.

- <u>Equipment and Technology Budgets:</u>

  - Equipment: Budget Managers will include in their budgets all costs related to the purchase of equipment including the costs of putting the equipment into service. Budget Managers will enter these amounts into the Budget Tool. Funding source(s) will be identified and explained in the Notes/Rationale section of the Budget Tool.

  - Technology: (hardware, software, related ongoing maintenance agreements and associated costs) will be reviewed and approved by I.T. Upon I.T. approval, Budget Managers will submit their requests to the Vice President for approval. Upon the Vice President's approval, Budget Managers will enter the costs into the Budget Tool.

- Long-Term Asset Life Cycle Management

  Equipment budgets should consider the life cycle of existing assets and include costs to replace depleted or beyond repair assets based on an identified replacement schedule.

THE FUTURE IS DISABLED: PROPHECIES, LOVE NOTES, AND MOURNING SONGS

BY LEAH LAKSHMI PIEPZNA-SAMARASINHA

2023-2024 COLLEGE READS

Facilitator: Heath Ray Hayden

Office of Equity, Diversity, & Inclusion

Spring Quarter Schedule

Dates	Topics
Apr 10, 2024	Introduction + Chapter 1 (p. 17-74)
Apr 17, 2024	Chapter 2-3 (p. 75-127)
Apr 24, 2024	Chapter 4-7 (p. 128-174)
May 1, 2024	Chapter 8-9 (p. 177-196)
May 8, 2024	Chapter 10-12 (p. 197-248)
May 15, 2024	Chapter 13-15 (p. 249-279)
May 22, 2024	Chapter 16-18 (p. 280-333)

5

College Reads
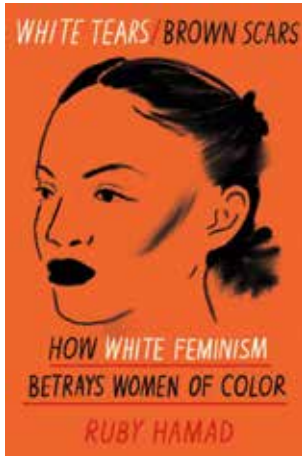
Media Series based on: *White Tears / Brown Scars* by Ruby Hamad

Facilitator: Jessica Ramirez

Wednesdays @ 11:00AM-12:00PM

TBD
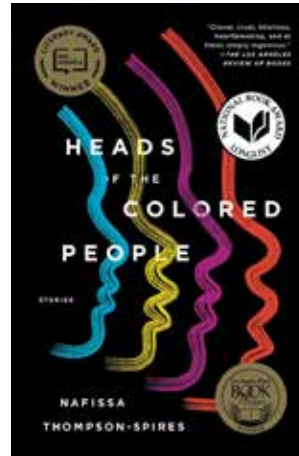
Heads of the Colored People by Nafissa Thompson-Spires

Facilitator: Rachel Collins

Tuesdays @ 10:30-11:30AM

Online via Zoom
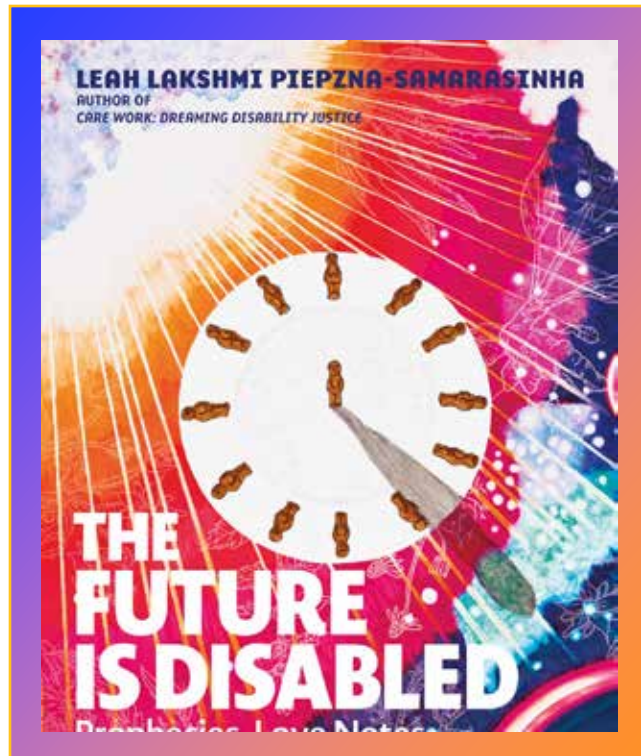
Introductions

Name

Pronouns

Department/Division

What are your hopes for this College Reads?

7

THE FUTURE IS DISABLED

COMMUNITY AGREEMENTS

1. Listen actively – respect others when they are talking.

2. Speak from your own experience instead of generalizing.

3. Do not be afraid to respectfully challenge one another by asking questions but refrain from personal attacks – focus on ideas.

4. Participate to the fullest of your ability – community growth depends on the inclusion of every individual voice.

5. Share your own story and experience. Avoid invalidating somebody else's story with your own spin on their experience.

6. The goal is not to agree – it is to gain a deeper understanding.

7. Be conscious of body language and nonverbal responses if your video is on.

10

THE FUTURE IS DISABLED

PLEASE KEEP IN MIND

•   Disabled folks and/or people of color may need to engage in this discussion differently than their white/able-bodied colleagues.

•   White and/or able-bodied participants have a responsibility to take care of themselves to not derail the important conversations taking place today.

•   You can still benefit even if you are at a higher level of awareness, knowledge, or development.

•   This is a love letter to other disabled QTBIPOC – we are not the primary audience.

•   The author, Leah Lakshmi Piepzna-Samarsinha, is a queer non-binary femme who uses she/they pronouns.

11

"We won't be able to survive climate change, the rise of fascism and white supremacy, and unending pandemics, we won't be able to create the just future we all still hope will show up, without disability justice and disabled skills."

The Future is Disabled, p. 26-27

THE FUTURE IS DISABLED

13

THE FUTURE IS DISABLED

INTRO

- The disabled future and futuristic representations.
- Intersectionality in disability justice, movement-building, and activism. Racism and ableism cannot be taken apart.
- Pandemic as a disabled reality. "Pandemic is a disabled event."
- "Mass forgetting" of the past 2+ years.

17

DISCUSSION

- *"The week after the two-week smoke storm passed, everyone I knew in Seattle was nauseous and migrained out, but there was nothing in the news, and public health kept chortling that there were 'no long term side effects.' We'll get sick and/or die all the same." (p. 129)*

- What does it mean to work right now? What is happening in the background right now that interrupts/impacts our ability to work and show up?

24

DISCUSSION

"Because that's all I/we want, isn't it? To be with each other, our crip kin, everywhere everywhere everywhere. To have disabled art joy and eat pierogies lounging on an accessible giant bed, to be dancing in our bodies. To make and know a disabled freedom portal of disabled joy and cripworld pleasure and possibility, to the place where everything can be different." (p. 195)

What is a moment or space or time where you have felt like you were in a possible future where your needs were held and recognized?

31

DISCUSSION

THE FUTURE IS DISABLED

"In mainstream literature, disabled people are inspirations, tragedies, monsters, hermits, cautionary tales, plagues, warnings. We are Beth from *Little Women*. We are Bertha, Rochester's mad Jamaican first wife locked up in his attic in *Wuthering Heights*. We are symbols and we are an absence. Rarely do we get to write our stories for ourselves, be disabled writers writing disabled characters. Our literary traditions are erased, our poets and writers dismissed with a 'Oh, did she actually identify that way?'" (p. 199)

Reminded me of *Wide Sargasso Sea* by Jean Rhys, which is a feminist and post-colonial reinterpretation of the story *Jane Eyre* by Charlotte Bronte.

32

10 PRINCIPLES OF DISABILITY JUSTICE

THE FUTURE IS DISABLED

- Intersectionality
- Leadership of the most impacted
- Anti-capitalist politic
- Commitment to cross-movement organizing
- Recognizing wholeness
- Sustainability
- Commitment to cross-disability solidarity
- Interdependence
- Collective access
- Collective liberation

From: Sins Invalid, "10 Principles of Disability Justice," 2015

39

DISCUSSION

"Maybe we have the capacity to abuse like all people." (p. 249)

How have you created harm in a community you are a part of? What did that harm look like? What was the impact? What did accountability or taking responsibility look like?

40

DISCUSSION

The author talks about secrets, intimacy, and trust.

What is your relationship to secrets? What role has this played in your life?

Have you ever been asked to hold a secret that feels dangerous to you or someone else? What did you do to maintain confidentiality? How did you cope with the weight of that secret?

41

THE FUTURE IS DISABLED

45

THANK YOU!

Next meeting:
Tuesday, November 14th @ 10:30am
Chapter 16-18 (p. 280-333)

Media Representation

Fall 2023

Facilitator: Jessica Ramirez (she|her|ella)

Office for Equity, Diversity, & Inclusion

Agenda
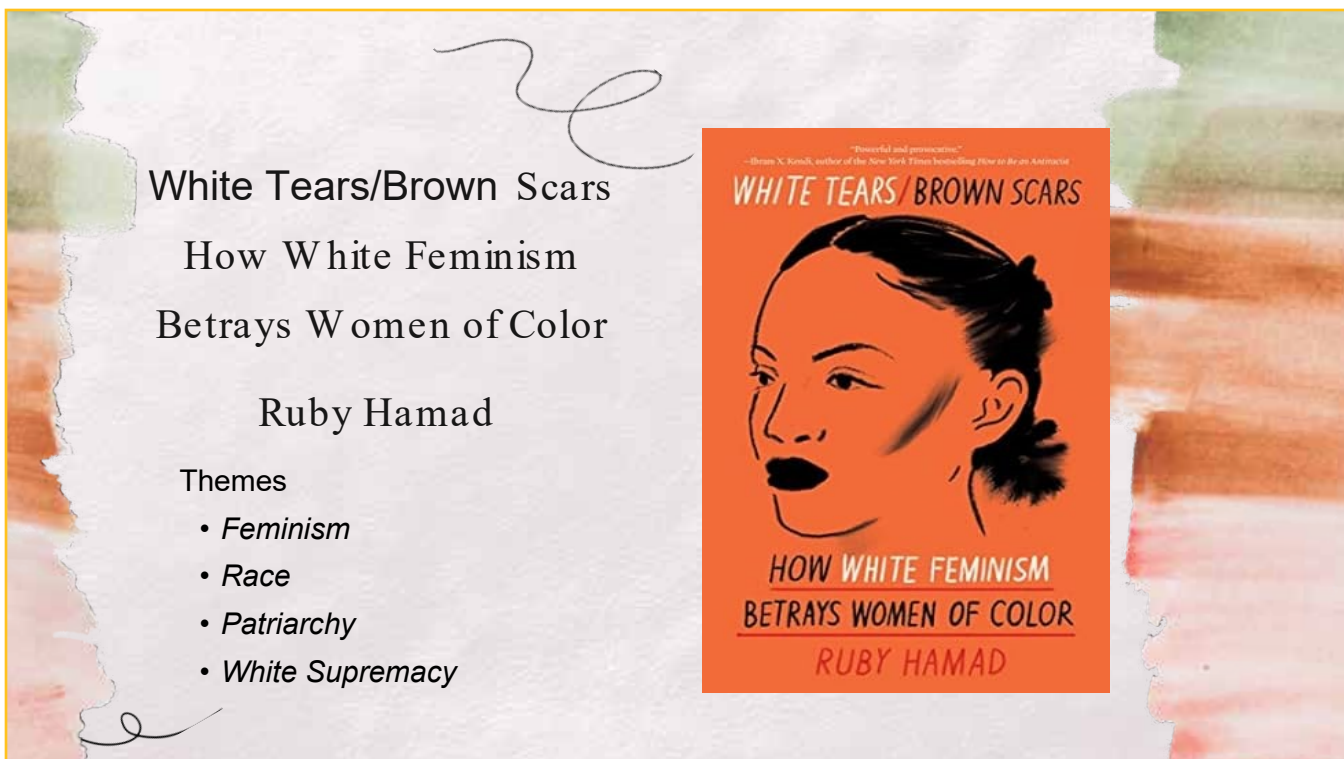
- Media Schedule Review
- Reminder of upcoming book club
- Land & Labor Acknowledgement
- Community Agreements
- Discussion

Fall Quarter Schedule

Thursday(s), from 2:30 – 3:30 PM

Oct. 12th, Bldg. 9, RM 101

Oct. 19th, Bldg. 9, RM 101

Oct. 26th, Bldg. 9, RM 101 – CANCELED

Nov. 2nd, Bldg. 9, RM 101

Nov. 9th, Bldg. 9, RM 101

Nov. 16th, Bldg. 12 – RM 130 (ROOM CHANGE)
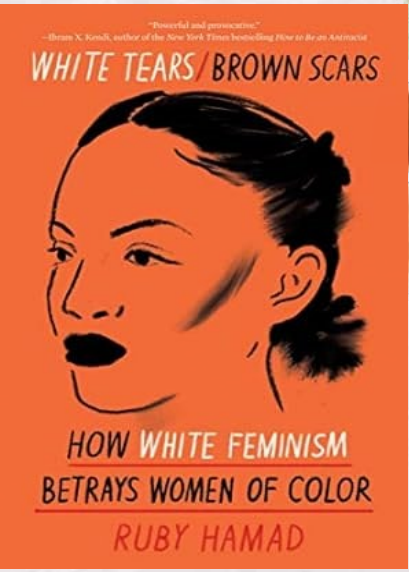
White Tears/Brown Scars

How White Feminism

Betrays Women of Color

Ruby Hamad

Themes

- *Feminism*
- *Race*
- *Patriarchy*
- *White Supremacy*

White Tears/Brown Scars

How White Feminism

Betrays Women of Color

Ruby Hamad

Winter Quarter (in person)
11 – 12 Noon on Wednesdays

Spring Quarter (online)
10:30 – 11:30 AM on Tuesdays
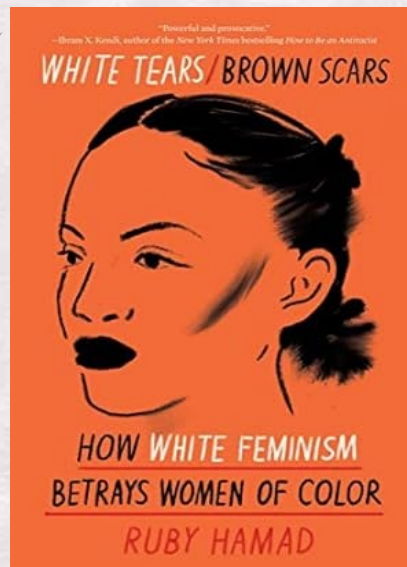
The Future is Disabled: Prophecies, Love Notes, and Mourning Songs by

Leah Lakshmi Piepzna-Samarsinha

Facilitator: Heath Ray Hayden

Winter Quarter | In Person (Media & Representation)

- Thursdays @ 2:30pm

Spring Quarter | In person

- Wednesdays @ 11:00am
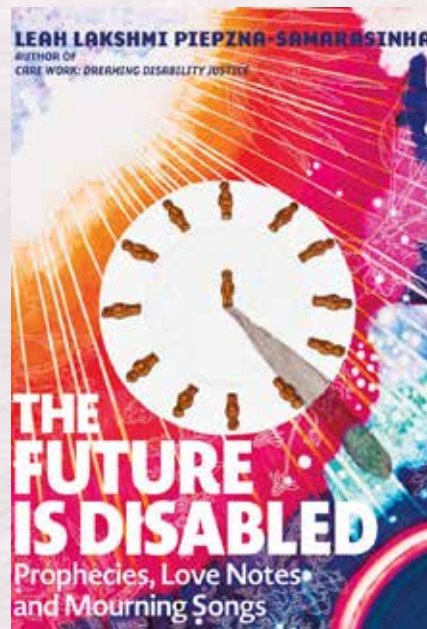
*Heads of the Colored People: Stories b*y Nafissa Thompson-Spires

*b*y Nafissa Thompson-Spires

Facilitator: Rachel Collins, M.Ed

• Winter Quarter: 10:30-11:30am on Tuesdays - Online

• Spring Quarter: 2:30-3:30pm on Thursdays - Media
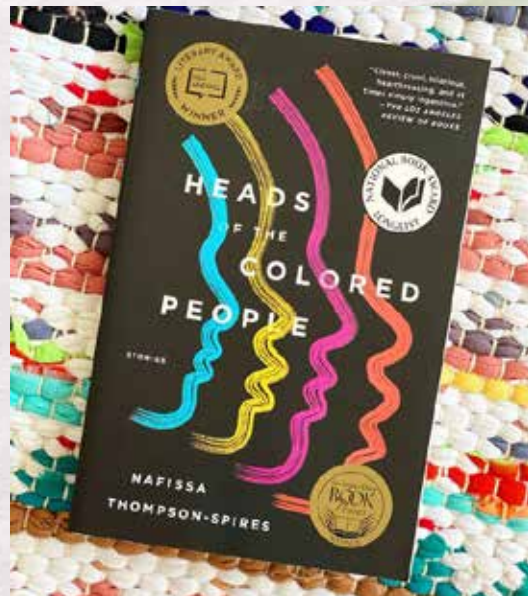
Land Acknowledgement

We are so fortunate that TCC is located on the ancestral territory of First Nations peoples. The Puyallup tribe, a member of the Coast Salish tribal peoples have called this area home since time immemorial. In 1854, the Medicine Creek Treaty forcibly removed them from their lands and onto the Puyallup reservation.

The state of Washington has the 7th largest Native American population in the U.S. with 29 federally recognized tribes represented, as well as several unrecognized tribes. We recognize that the privilege of our campus being on the land on which we now stand comes at great cost to the Coast Salish peoples.

We gather here knowing that our presence is part of an ongoing invasion and that these lands were and continue to be forcibly and unlawfully taken from their original Indigenous inhabitants. We acknowledge that these injustices are true here and for Indigenous communities around the globe, like the First Peoples of Mauna Kea, Papua and New Zealand, just to name a few.

Labor Acknowledgement

We gratefully acknowledge the labor upon which our country, state, and institution are built.

We are grateful for the stewardship of our land from the Puyallup Tribe of Indians since time immemorial, from whose bounty we still benefit.

We remember that our country is built on the labor of enslaved people who were kidnapped and brought to the U.S. from the African continent and recognize the continued contribution of their survivors.

We acknowledge those who helped build the region and continue to serve within our labor force in unique ways, including but not limited to: displaced Indigenous communities, voluntary immigrants, incarcerated individuals, trafficked persons, and undocumented people. In Tacoma we must recognize the contributions of the Chinese and Japanese laborers that built the local infrastructure and who were impacted by the Tacoma Method and Executive Order 9066, respectively. We acknowledge that most of the food we eat in this region is provided by the predominantly Latinx and American Indigenous laborers.

We recognize that the labor of students, hourly, contingent, and minoritized employees is crucial to the continued functioning of our campuses. We also want to honor essential workers, many of whom are our students and employees, who are serving our communities at great personal risk during the COVID-19 pandemic.

Finally, we recognize that acknowledging these types of labor are just a starting point for change, and that ongoing action is needed to disrupt and counteract systemic patterns that take labor for granted by the groups identified above.

Community Agreements

1. Listen actively – respect others when they are talking.
2. Speak from your own experience instead of generalizing.
3. Do not be afraid to respectfully challenge one another by asking questions but refrain from personal attacks – focus on ideas.
4. Participate to the fullest of your ability – community growth depends on the inclusion of every individual voice.
5. Share your own story and experience. Avoid invalidating somebody else's story with your own spin on their experience.
6. The goal is not to agree – it is to gain a deeper understanding.
7. Be conscious of body language and nonverbal responses if your video is on.

Please Keep in Mind

- Women of Color and/or people of color may need to engage in this discussion differently than their white colleagues
- White participants have a responsibility to take care of themselves to not derail the important conversations that we are taking part in today.
- Deconditioning is tough, and feelings will be challenged
- You can still benefit even if you are at a higher level of awareness, knowledge, or development.

Introductions

- Name
- Pronouns
- Department/Division
- What are your hopes for this College Reads via Media Representation?

White women can oscillate between their gender and their race, between being the oppressed and the oppressor. Women of colour are never permitted to exist outside these constraints: we are both women and people of colour and we are always seen and treated as such.

— Ruby Hamad

@lauren.lately

WHITE FEMINISM

The Media Clip

Moxie

On Netflix

The Media Clip

Little Fires – Everywhere

https://flixtor.to/watch/tv/5053290/little-fires-everywhere/season/1/episode/1

The Media Clip

Barbie

https://flixtor.to/watch/movie/19416290/barbie

The Media Clip

Intersectionality Clip on TikTok

https://www.tiktok.com/@alina.gene/video/7268006951739493678

The Media Clip

Pose – Transphobe

https://youtu.be/O_17-LX36Io?si=CA-wi3JryzEbSPOT

Doing the work!

https://twitter.com/deray/status/1709993998025204081?s=46&t=z4fq-cFFyhLKDjsbnJyLtg

Doing the work!

https://youtu.be/w5hd_5XeS
aA?si=xDh-6tuGFGECxJQq

Doing the work!

https://coco-net.org/wp-
content/uploads/2019/11/Coco-WhiteSupCulture-
ENG4.pdf

https://docs.google.com/document/d/1TPkGYcD
qcUI196cNhqkBKxhGNyNNi8k
p=sharing

Thank you

Gracias!

Until Next Quarter!!

Enjoy your Winter Break!

Intersectionality

2023-2024 EDI Fellows

November 6, 2023

Next EDI Fellows Session

Move session to following week: Monday, November 27

Discussion of projects with one another

Homework

Alina Gene (xyr/she/he)

- https://www.tiktok.com/@alina.gene/video/7268006951739493678
- Intersectionality is about centering race, not marginalization.
- Race to innocence.

SBCTC EDI Statement

- "Leading with <u>racial equity</u>, our colleges maximize student potential and transform lives within a culture of belonging that advances racial, social, and economic justice in service to our diverse communities."

Reflection

Given this understanding of intersectionality, how do privileged and oppressed identities show up for you? How does this help you understand them better?

Winter 2024 Professional Development Day Schedule

Time	Activity
8:00 AM–9:00 AM	**Catered Continental-Style Breakfast** — Location: Building 20
9:00 AM–9:30 AM	**Welcome Address** — **Dr. Ivan L. Harrell II** — Location: Building 20
9:30 AM–9:45 AM	BREAK
9:45 AM–10:45 AM	**Keynote: Habits of a Belonging Organization** — **Lucretia Robertson** — Location: Building 20
10:45 AM–11:00 AM	BREAK

11:00 AM–12:15 PM — Concurrent Sessions 1

Session	Presenter(s)	Support Staff	Location	
The Message Matters: Effective Communication Practices of Belonging Organizations	Lucretia Robertson	*Support Staff: Victoria Ichungwa*	13-122	Zoom Link
EDI Fellows: Building Connections through Culturally Responsive and Sustainable Pedagogy	Michelle Butler & Joey Flood	*Support Staff: Jessica Ramirez*	13-124	Zoom Link
EDI Fellows: Defining, Diagnosing and Disrupting: Breaking Down the Nine Pillars of White Supremacy Culture	Sheila Northrop	*Support Staff: Rachel Collins*		
Operationalize DEI in your STEM class	Brinda Sivaramakrishnan + Ivan Ramirez	*Support Staff: N/A*	13-125	Zoom Link
Why is Talking about Social and Cultural Identity Hard? Let's Practice!	Iesha Gloria Valencia	*Support Staff: Roderick Morrison*	13-222	Zoom Link
Responding to Traumatic and Hate-Based Events with Students	Mac Crite & Shed Siliman	*Support Staff: Kelley Sadler*		Zoom Link
Creating an Ideal Week for EDI Success	Stephanie Delaney	*Support Staff: Heath Hayden*		Zoom Link

Time	Activity
12:15 PM–1:15 PM	**Catered Lunch** — 11-156 (Cafeteria)

1:15 PM-2:30 PM — Concurrent Sessions 2

	Well Women at Work	How to Do Accessible Presentations and Lectures	EDI Fellows: Music of the Oppressed: How Humanity Responds to Violence	Student Leader Reflections on EDI	Beyond the Binary 101	Lushootseed Basics	Creating a Black Space and Exploring Self-Care Concepts	A Justice-Oriented Syllabus
Presenter(s)	Lucretia Robertson	Sheila Northrop, Jordan Radford, Laquida Williams	Emilio Gonzalez	Sonja Morgan and Student Leaders	Sabine Endicott, Andrew Brottlund, Rachel Brown, + Aru Moore	David Turnipseed	Dion Crommarty	Jae Williams
Support	*Support Staff: Rachel Collins + Jessica Ramirez*	*Support Staff: N/A*	*Support Staff: Heath Hayden*	*Support Staff: N/A*	*Support Staff: N/A*	*Support Staff: Liz Fortenbery*	*Support Staff: Roderick Morrison*	*Support Staff: Marianna Watson*
LOCATION	13-122	Zoom Link	13-124	13-125	13-222	13-265	13-227	Zoom Link

2:30 PM-2:45 PM — BREAK

2:45 PM-4:00 PM — Concurrent Sessions 3

	Navigating Intergenerational Workplaces	EDI Fellows: Supporting Students of Color in STEM Labs	5 Tips to Better Understand and Support Undocumented Students: The Basics	Supporting the Mental Health Needs of Our Black and African American Students	Embrace the Expanse: Developing a Deeper Sense of Understanding and Inclusion of Biracial and Multiracial Colleagues
Presenter(s)	Roderick Morrison	Jill McCourt	Karl Smith, Marco Flores, Alina Cordova, Jessica Ramirez, Andrea Carcamo-Sanchez, Adrienne Scarcella, Lorena Saucedo	Nigeria Bell	Rick Flores
Support	*Support Staff: Marianna Watson*	*Support Staff: Heath Hayden*		*Support Staff: Rachel Collins*	*Support Staff: Kelley Sadler*