

AGENDA

Board of Trustees
Bob Ryan – Chair
Gretchen Adams-Vice
Chair
James Curtis
Don Dennis
Liz Dunbar

President
Dr. Sheila K. Ruhland

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

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

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|-------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------|
| I. | CALL TO ORDER | Bob Ryan |
| II. | GENERAL MATTERS | |
| | A. Changes/Approval of Agenda | Bob Ryan |
| | B. Approval of Minutes (pages 2-8)
September 14 Regular Meeting | Bob Ryan |
| | C. Introductions | Sheila Ruhland |
| | D. Correspondence | Sheila Ruhland |
| | E. Board Report | Bob Ryan |
| III. | PRESENTATION | |
| | Student Voice: <i>Blanca Peralta, ABE student</i> | Mary Chikwinya |
| IV. | ACTION ITEMS | |
| | A. 2nd Read/Approve – Nursing Course Fees 2016-2017
(pages 9-10) | Tod Treat |
| | B. 2nd Read/Approve – Proposed 2016-2017 Operating
Budget (pages 11-15) | Tim Gould |
| | C. 2nd Read/Approve – Proposed Above Operating Reserve
Expenditures 2016-2017 (pages 16-17) | Tim Gould |
| | D. 2nd Read/Approve– Request for Funding Above Operating
Reserves-Capital Investments (page 18) | Tim Gould |
| | E. 1 st Read – Request to Approve TCC Foundation/TCC Quid
Pro Quo Agreement (pages 19-24) | Bill Ryberg |
| V. | NON-ACTION ITEMS | |
| | A. Pathway to Completion: Reading Apprenticeship (pages
25-28) | Tod Treat |
| | B. Student Success TRIO Grant Update | Mary Chikwinya |
| | C. 2015-2016 Enrollment Report | Mary Chikwinya |
| | D. 2016 Annual Security & Fire Safety Report (Attachment) | Tim Gould |
| | E. 2015-2016 Hiring Report (pages 29-33) | Beth Brooks |
| VI. | REPORTS | |
| | A. Associated Students | Jared Isaccson |
| | B. Faculty | Dave Howard |
| | C. Classified Staff | Eric Corp |
| | D. Foundation/Legislative | Bill Ryberg |
| | E. President (pages 34-35) | Sheila Ruhland |
| VII. | PUBLIC COMMENT/REMARKS | Bob Ryan |
| VIII. | EXECUTIVE SESSION | Bob Ryan |
| | Under RCW 42.30.110, an executive session may be held for the purpose of receiving and evaluating complaints against or reviewing the qualifications of an applicant for public employment or reviewing the performance of a public employee; consultation with legal counsel regarding agency enforcement actions or actual or potential agency litigation; considering the sale or acquisition of real estate; and/or reviewing professional negotiations. | |
| IX. | BOARD ACTION AS A RESULT OF EXECUTIVE SESSION | Bob Ryan |
| X. | ADJOURNMENT | Bob Ryan |
| | Interpreters for people with hearing impairments and Braille or taped information for people with impairments can be provided. Please contact Judy Colarusso, Office of the President at 6501 South 19 th St., Tacoma WA 98466; Tel: 253/566-5136 or e-mail jcolarusso@tacomacc.edu. | |

**Tacoma Community College
Board of Trustees Regular Meeting
September 14, 2016, 4:00 p.m.
College Board Room #120, Building 12**

MINUTES

Board Members

Bob Ryan, Chair
Gretchen Adams
Don Dennis
James Curtis
Liz Dunbar

Administration/Faculty/Staff/Guests

Sheila Ruhland	Beth Brooks
Tim Gould	Tamyra Howser
Mary Fox	Yvonne Unnold
Mary Chikwinya	Rick Brady, AAG
Eric Corp	Shema Hanebutte
Bill Ryberg	Dave Howard
Janice Stroh	Steven Simpson
Jared Isaacson	Mecca Salahuddin
Kari Twogood	Rachel Payne
Mike Goncharuk	Valerie Robertson
Tod Treat	James Newman
Sonja Morgan	Judy Colarusso
Jaleel Brown	Will Howard
Debbie Olson	Victoria Ichungwa
Clay Krauss	Kelly Sadler
Bob Draggoo	Jamie Traugott
Kim Ward	Colin McCann
Shawn Locke	Rose Metcalf
Jason Sandusky	Jill Merritt
Bruce Simonetti	Patti Hermoso
Dolores Haugen	Tracy Ushming
Sarah Sytsma	Alex Ushman
Julie Dunbar	Amber Mozeleski
Kelly Maxfield	Tim Knight
Julie Benson	Polly Robinson
Betsy Abts	Katrina Taylor
Greg Randall	Sheri Gietzen
Krista Fox	Ivan Ramirez
Staci Snyder	Ken Cushman
Emily Jones	Stephen Johns
Jennifer Snoek-Brown	Analea Brauburger
Sopang Men	Joseph Shannon
Frank Cervantes	Matt Anderson
Mary Knutson	Rose Metcalf
Damaris Hembry	Ndeye Penda Sow
Scott Davis	Jairus Carpenter
Sergio Hernandez	Michael Jones
Jon Hardy	Nika Miller
	Carlos Otero

I. CALL TO ORDER

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

II. General Matters

A. Changes/Approval of Agenda

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

B. Approval of Minutes:

June 8 Regular Board Meeting

MOTION: Upon a motion by Board member **Adams** the Board unanimously approved the minutes of the June 8 Regular Board Meeting.

June 17 Board Retreat

MOTION: Upon a motion by Board member **Curtis** the Board unanimously approved the minutes of the June 17 Board Retreat.

July 13 Special Meeting

MOTION: Upon a motion by Board member **Dennis** the Board unanimously approved the minutes of the July 13 Special Meeting.

C. Introductions

Dr. Ruhland introduced **Dr. Tod Treat, Executive Vice President for Academic and Student Affairs.** Tod introduced:

- **Joe Shannon, Dean for Math, Sciences & Engineering**
- The following faculty members:
 - ✓ **Matthew Anderson, Math, Sciences & Engineering**
 - ✓ **Ken Cushman, Biology**
 - ✓ **Scott Davis, Math**
 - ✓ **Sheri Gietzen, English Comp.**
 - ✓ **Sergio Hernandez, Cybersecurity**
 - ✓ **Stephen Johns, Communication Studies**
 - ✓ **Sopang Men, English Comp.**
 - ✓ **Amber Mozeleski, Math**
 - ✓ **Ivan Ramirez, Physics**
 - ✓ **Polly Robinson, Communication Studies**
 - ✓ **Jennifer Snoek-Brown, Librarian**
 - ✓ **Katrina Taylor, Political Science**
 - ✓ **Steve Simpson, Cybersecurity**
 - ✓ **Analea Brauburger, Curriculum & Learning Outcomes**

Dr. Ruhland introduced **Mary Chikwinya, Vice President for Student Services.** Mary introduced **Emily Jones, Re-entry Navigator, Damaris Hembry, Program Assistant, Fresh Start, Mary Knutson, Credentials Evaluator and Ndeye Penda Sow, Assistant Director for Advising and Study Abroad.**

Dr. Ruhland introduced **Tim Gould, Vice President for Administrative Services.** Tim introduced: **Jon Hardy, Facilities & Grounds, Michael Jones, Custodial Services, Nika Miller Custodial Services, Carlos Otero, Information Technology** and **Tim Knight, Information Technology.** He also introduced **Rose Metcalf** who was promoted to **Custodian Supervisor.**

Dr. Ruhland introduced **Beth Brooks, Vice President for Human Resources & Legal Affairs.** Beth introduced **Frank Cervantes, Human Resources Consultant.**

Dr. Ruhland introduced **Judy Colarusso, Chief of Staff.** Judy introduced **Kelly Maxfield, Executive Office Assistant for the President's Office.**

D. Correspondence

Dr. Ruhland shared the following correspondence:

- Letter from Achieving the Dream outlining the progress of the program at TCC over the last year. Three accomplishments were mentioned:
 - Development of the guided pathways model to improve student completion rates.
 - The redesign of the developmental English program and curriculum and the use of the Reading Apprenticeship model.
 - The adoption of the Statway program and success of developmental math students completing college-level math requirements.

An area for improvement was to clearly define where the pathways should ultimately lead.

Overall TCC was commended for another year of excellent work and progress toward the college's goals for student success.

- Letter from JRCERT (Joint Review Committee on Education in Radiologic Technology) requesting documentation regarding the nature of the Probation status that was placed on TCC by the NWCCU at their July 2016 meeting. Dr. Ruhland

indicated that a response was being prepared to advise them that the status was due to audited financial statements not being completed in time for the NWCCU July meeting and not a programmatic issue. All requested materials have been submitted to the NWCCU and a request for removal of status has been made.

Chair **Ryan** indicated that it is his intention to bring a proposal to the board to consider getting quotes and contracting with private CPA firm to provide the annual audit for the college in order to avoid delays that would jeopardize the college's accreditation status.

E. Board Report

- Board Member **Dunbar** attended the June regular board meeting, the board retreat and the special board meeting in July. She also participated in the TCC Commencement and PCCC meeting in June and was active in community events over the summer that included the UWT Summer Soiree, Sound Outreach and the Greater Tacoma Community Foundation Event.
- Board Member **Curtis** also attended the three board meetings and Commencement in June. He attended the Men of Distinction Graduation in August, the TCC Convocation held earlier today. He also shared that he attended a Stadium High School football game and had the opportunity to speak with the team prior to their victorious win.
- Board Member **Adams** reported she attended the June regular meeting and the board retreat along with the TCC Commencement. She was present at the June Foundation board meeting and the TCC Convocation. Her community activities included attending Rotary meetings participating in the Lupus Awareness Walk and the TCC Golf Tournament.
- Board Member **Dennis** attended the June regular board meeting, the board retreat and Commencement. He also participated in the WCCW and MCCW graduations held in June. He attended the June PCCC Meeting and the first TCC Convocation. Board Member **Dennis** also participated in an event in Gig Harbor called "Communities and Schools".
- Chair **Ryan** attended the three board meetings in June, TCC Commencement and the June and September PCCC meetings. Chair **Ryan** gave brief remarks at the TCC Convocation earlier in the day and traveled to Wenatchee in June with Dr. Ruhland to attend a SBCTC board meeting. He also attended the Greater Tacoma Community Foundation Event.

III. PRESENTATION

Student Voice – Mary Chikwinya, Vice President for Student Services introduced **Director of Student Engagement, Sonja Morgan**. Sonja introduced student **Benjamin Feldbush** the current ASTCC Vice President for Legislation and Records. He is the student representative to the Legislative Council and a member of the Student Senate.

Benjamin shared his story stating he had attended 7 elementary schools and never made it past the 9th grade. He did receive his GED after attending an alternative high school in Lakewood and has worked since he was 15 years old. He was tired of working 15 hours a day and after hearing about TCC from his cousin who was attending TCC he decided to enroll at TCC. Ben talked about his challenges with vocabulary and acknowledged John Sandin and James Mendoza for their support in helping him achieve success in his classes. Ben discussed the resources that TCC offers students including the Writing/Tutoring Center and the library. He has enjoyed his experience at TCC stating that the teachers and staff are very helpful and they don't make you feel like you are a burden.

Ben wants to continue his education and hopes to attend Evergreen and University of Washington Tacoma. He wants to be a role model for his children so that they will understand the importance

programs to help those incarcerated receive educational opportunities to help advance their opportunities to be successful upon release from prison. Sarah introduced two new WCCW faculty **Tracy Ushming** and **Alex Ushman**. Highlights of the presentation:

- The HS21+ program has been a transformative program for the students.
 - ✓ The attitudes have changed and a high school diploma has become more meaningful to the students and they want to be in class. They awarded seven high school diplomas at the 2016 graduation and 12 GED's.
 - ✓ The HS21+ program will begin at Mission Creek next quarter.
- Second Chance Pell – TCC is one of three colleges in Washington selected to participate. It allows approximately 25 students to earn 10 credits per quarter beginning winter quarter.
 - ✓ This will create a pathway to campuses for students who are not able to complete the full two year degree while in prison.
 - ✓ Corrections education will hopefully help ensure released inmates do not return to prison but instead have a better chance to become successful community members.
- Uplooping Programming enables students released from prison to train for over 2,000 open software development jobs in Washington State.
 - ✓ TCC and Unloop collaborate to provide professional software development classes in WCCW and connect students with mentorship, professional development, and employment opportunities post-release.
 - ✓ Summer was the first quarter with 29 enrollments.
- Horticulture/floriculture program is popular one-year program.
 - ✓ Program has gardens that produce close to 15,000 pounds of vegetables each year that serve the inmates.
 - ✓ 9 credits of the program are floriculture where students learn floral design and commercial floral practices. Arrangements are sold in the community and will be sold at TCC. The program has decorated the Governor's mansion and arrangements have been entered in the Puyallup Fair.
 - ✓ 23 graduates of the program this year. Some work at Mother Earth Farm which has been working with Emergency Food Network to provide food to local food banks and shelters in Pierce County.
- Business Program Alignment has allowed the Business Technology that has been offered at WCCW and MCCCW to align with TCC's business programs.
 - ✓ Aligning the program will provide pathways for students who would like to continue their studies in business when they are released.
 - ✓ 15 students currently enrolled and are excited for the chance to work on their AAS degree.

B. CtcLink Update

Vice President for Administrative Services, Tim Gould provided the following update on ctcLink:

- The original year-end close date was scheduled for July 31, 2016. It finally closed on August 25, 2016.
- Still working on 14th month cleanup of financials.
- Progress has been made in the student financial system. The big test is going to be fall quarter. We believe that we will not have the problems that we encountered last fall.
- Tim is targeting 2015-16 financial statements for review at the November Board of Trustees meeting.
- The Gartner Consulting Group held interviews at TCC and Spokane at the request of SBCTC and OCIO to:
 - ✓ Validate that the implementation met defined objectives
 - ✓ Identify pilot school objectives and progress against the objectives
 - ✓ Identify lessons learned from pilot schools and determine if lessons being implemented for subsequent waves
- There are five critical/urgent tickets remaining for both Spokane and TCC.
- Both Tim and Chair **Ryan** commended the work of **Janice Stroh, Director of Financial Services** and her staff for all of their hard work over the past year.

VI. REPORTS

A. Associated Students Report – Jared Isaccson, ASTCC President:

- Provided the board with copies of the student Fall Quarter Events Calendar.
- Student Leadership Team has been engaged in leadership training the past month.
- Student government is planning a voter registration drive.

B. Faculty Report—Dave Howard, Faculty Union Representative:

- Acknowledged Commencement as a wonderful culminating event.
- Welcomed everyone back for another year and hopes progress has been made in ctcLink. Dave shared his concern that TCC's reputation has been damaged due to problems we have had with ctcLink implementation.
- Reported that his son is continuing at TCC this fall.

C. Classified Staff Report - Eric Corp, Classified Staff Representative:

- The Classified Staff held a meeting earlier in the day and welcomed new employees.
- 77 employees attended the Breakaway held last spring at Pt. Defiance.
- 9 TCC employees attended the STACC conference in August at Lake Washington Technical Institute.
- All Classified Staff appointments to committees have been made.
- Guiding Principles for the Classified Staff have been approved and sent to the President.
- Classified Staff hope to have more campus-wide activities this year and be more visible. They also want to start a mentoring program for new employees.

D. Foundation/Legislative Report – Bill Ryberg, Vice President for Advancement:

- The Foundation Alumni Night at the Rainier Game on July 20 was very successful.
- Diana Kielian is the new Foundation President.
- October 18 will be the Donor & Student Recognition Lunch.
- The President and Bill have meet with legislators over the summer.
- The SBCTC is finalizing the legislative priorities for the upcoming session.
- TCC will host the PCCC Legislative Breakfast in December.
- Meetings with legislators are scheduled in Olympia in January, February and March.

E. President's Report - President Ruhland:

- Collateral items provided by President Ruhland
 - 2 photos from Commencement 2016
 - 2016-17 TCC Calendar produced by Human Resources
- President Ruhland provided a copy of a thank you note sent to all of the Fircrest Council members.
- President Ruhland provided Information on the University of Washington Tacoma Advisory Board. At a recent PCCC meeting Chancellor Mark Pagano invited the PCCC to appoint a trustee to serve on the Advisory Board. Both Chair **Ryan** and Board member **Dunbar** indicated conflicts with their schedules.
- The President directed the board to page 28 of the board packet to the New Hire Report.
- Highlights from the President's Monthly Meeting/Activity Report:
 - Attended Men of Distinction graduation at TCC.
 - Attended Nursing Pinning Ceremony at TCC.
 - Enjoyed lunch with the new student leaders.
 - Met with state representative candidate Larry Seaquist.
 - Provided a presentation on TCC to the Rotary 8 Club.
 - Met with Tacoma Housing Authority (THA) Exec. Director, Michael Mirra and working on meeting with other Pierce County schools about possible partnerships with THA.
 - Welcomed new UPS President Dr. Isaiah Crawford to the area with lunch and tour of TCC. Discussed possible articulation agreement.
 - Met with state representative Dick Muri.

- President Ruhland informed the board she will serve on the WACTC Legislative & Public Information Committee and agreed to chair the Corrections Education Committee this year.

VII. PUBLIC COMMENT/REMARKS

None

VIII. EXECUTIVE SESSION

At 5:45 p.m. Chair **Ryan** announced that the Board would adjourn into Executive Session for approximately 15 minutes to consult with legal counsel regarding potential agency litigation.

At 6:00 p.m. Chair **Ryan** adjourned the executive session and reconvened the Board meeting.

IX. BOARD ACTION AS A RESULT OF EXECUTIVE SESSION

None

X. ADJOURNMENT

There being no further business, the meeting was adjourned at 6:00 p.m.

Robert Ryan, Chair

TACOMA COMMUNITY COLLEGE

NURSING COURSE FEES 2016-2017

October 12, 2016

BACKGROUND

The Board of Trustees regularly approves changes in the course fee schedule. Course fees are fees attached to individual courses to recover costs associated with consumable equipment and supplies used by students.

STATUS

Curriculum in the 2012 Nursing Self-Study was identified as an area needing development. In the summer of 2014 a subcommittee was formed and it was determined the best approach was to move to a concept-based curriculum. New curriculum has been developed and approved by the SBCTC and the Washington Center for Nursing. The curriculum is currently under review by the ACEN (Accreditation Commission for Education in Nursing). The concept-based curriculum is scheduled for winter, 2016.

The course fees have been determined based on the instructional needs for each of the classes listed. Course fees for the 3rd to 5th quarters are being requested at this time. Requests for course fees for 2 additional quarters will occur in the future.

Nursing course fees were last reviewed in the 2014-2015 year. The requested fees will remain the same for the current courses.

RECOMMENDATION

The President recommends that the Board of Trustees approve the proposed Nursing Course Fees for 2016-2017.

Nursing new curriculum course fee requests for 2016-2017

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	Course/Level	Title	Credits	Fee	Explanation
Level III	NURS 175	Health & Illness Concepts 3A	2	52	10\$ printing, \$10 lab supplies, \$32 NLN testing.
	NURS 124	Clinical Simulation III	2	75	5 \$ printing cost and 70 consumables to complete simulations
	NURS 155	Pharmacology III	1	10	5 \$ printing costs, and 5\$ for lab supplies (demo/Sim)
	NURS 183	Professional Concepts III	1	5	5\$ consumables--using a flipped classroom, will have printing costs.
	NURS 176	Health and Illness Concepts 3B	3	52	10\$ printing, \$10 lab supplies, \$32 NLN testing.
	NURS 193	Clinical III	3	30	25 fee to support clinical placement (75\$/year) and 5 \$ printing costs,
Level IV	NURS 271	Health and Illness Concepts 4A	2	52	10\$ printing, \$10 lab supplies, \$32 NLN testing.
	NURS 226	Clinical Simulation IV	2	75	5 \$ printing cost and \$70 consumables to complete simulations
	NURS 256	Pharmacology IV	1	10	5 \$ printing costs, and 5\$ for lab supplies (demo/Sim)
	NURS 284	Professional Concepts IV	1	5	5\$ consumables--using a flipped classroom, will have printing costs.
	NURS 272	Health and Illness Concepts 4B	3	52	10\$ printing, \$10 lab supplies, \$32 NLN testing.
	NURS 294	Clinical IV	3	30	25\$ fee to support clinical placement (75\$/year) and 5 \$ printing costs,
Level V	NURS 273	Health and Illness Concepts 5A	2	52	10\$ printing, \$10 lab supplies, \$32 NLN testing.
	NURS 227	Clinical Simulation V	2	75	5 \$ printing cost and 70 consumables to complete simulations
	NURS 257	Pharmacology V	1	10	5 \$ printing costs, and 5\$ for lab supplies (demo/Sim)
	NURS 285	Professional Concepts V	1	5	5\$ consumables--using a flipped classroom, will have printing costs.
	NURS 274	Health and illness Concepts 5B	3	52	10\$ printing, \$10 lab supplies, \$32 NLN testing.
	NURS 295	Clinical V	3	30	25\$ fee to support clinical placement (75\$/year) and 5 \$ printing costs,
		Old curriculum			New Curriculum
Quarter 3		\$ 432.00			\$ 224
Quarter 4		\$ 298.00			\$ 224
Quarter 5		\$ 298.00			\$ 224
Total		\$1,028.00			672 (-356)

TACOMA COMMUNITY COLLEGE
Proposed 2016-17 Operating Budget

October 12, 2016

BACKGROUND:

The 2016/17 budget has an expected State Allocation to TCC of \$22,531,219 and Local Revenue of \$23,624,646 for a total operating budget of \$45,155,865. Prior year revenue budget was \$43,180,000.

Budget Highlights \$1,975,000 (0.4%) increase to prior year budget (2015/16 base budget):

Revenue:

State Allocation Adjustments to TCC Budget = +\$1.81M (+8.7%)

- +\$893,000 to support Cost of Living adjustment of 1.8% authorized by legislature
- +\$1,322,000 for increased Health Care and Retirement Costs; rate per employee up 5.0%.
- -\$488,000 for tuition backfill
- +\$11,000 for all other increases related to new allocation model.

Local Revenue Changes due to TCC Budget = +\$.165M (+0.7%)

- Running Start is up \$540,000 (+18%) vs 2015-16 budget; RS was up 16% in 2015-16 vs. 2014-15.
- Tuition (-\$375,000) due to the continuation of mandated tuition freeze and minimal FTE change.
- Flat year over year growth for both building fees for excess enrollment and general/operating fees (+0%)

Expenses:

- +\$495,000 for salary increase of 1.8% authorized by Board (July 2016) for all employees
- +\$30,000 for new Fair Labor Standards Act (FLSA) impact; effective January 1, 2017.
- +\$664,000 for added fringe benefit (+5% cost/employee increase) plus added amount for increased salaries from COLA and FLSA = +7.0% in total.
- -\$746,000 adjustment to Goods and Services to reflect actual expenditure trend.
- +\$560,000 adjustment to Equipment/Leases to reflect actual expenditure trend.

Additional Notes:

- \$682,420 is set aside to implement the operational plan requests (page 14)
- \$937,396 is set aside for additional salary and contingency operating budget items

Recommendation:

The President recommends that the Board approve the Proposed 2016-17 Operating Budget.

**Tacoma Community College
Proposed Operating Budget 2016-17 Summary**

<u>Revenue</u>	(FY17 proposed vs. FY16 Budget) (dollars in thousands)
State Allocation Increases:	
	\$0.893 COLA/CBA of 1.8%
	\$1.322 Health Care Increased Cost/Employee
	\$0.082 All other
	<u>-\$0.488</u> Tuition Backfill
	\$1.809 Sub-Total State
Local Changes:	
	\$0.541 Running Start
	\$0.000 General Fees
	<u>-\$0.375</u> Reduction tuition & enrollment
	<u>\$0.166</u> Sub-Total Local
	\$1.975 Total Revenue Change

<u>Expenses</u>	
	\$0.495 Mandatory Salary Increase +1.8%
	\$0.030 FLSA Law Change Impact
	\$0.664 Fringe Benefit (Health care & retirement) Increase
	<u>-\$0.711</u> Adjusted Goods & Services to actual spend
	\$0.560 Adjusted Equipment/Lease to actual spend
	<u>\$0.937</u> Proposed Unallocated Operating Budget
Sub-total	\$1.975 Expense Change
	\$0.000 Unallocated Budget

TACOMA COMMUNITY COLLEGE
Proposed Operating Budget 2016-17

	2014-15	2015-16	2015-16	2016-17
	Ending Balance	Beginning	Projected	Proposed
<u>Operating Revenue</u>	<u>Actual</u>	<u>Budget</u>	<u>Revenue</u>	<u>Budget</u>
				\$ 22,531,219
STATE				
State Allocation	\$ 17,533,850	\$ 18,704,540	\$ 19,548,452	\$ 20,954,275
Tuition Back Fill	\$ -	\$ 833,787	\$ 833,787	\$ 344,871
Worker Retraining Base	1,002,698	1,002,698	1,052,698	1,052,698
Worker Retraining Variable	276,750	179,375	179,375	179,375
Total State	\$ 18,813,298	\$ 20,720,400	\$ 21,614,312	\$ 22,531,219
LOCAL	649	RS FTE	750	
Fund 145 Running Start	\$ 3,063,950	\$ 3,000,000	\$ 3,540,774	\$ 3,540,774
Fund 148 Bldg Fees from Excess Enrollment	673,682	600,000	600,000	600,000
Fund 148 General Fees / Overhead	616,699	600,000	600,000	600,000
Fund 149 Tuition - Operating Fees	19,609,509	18,259,600	18,629,034	17,883,872
Total Local	\$ 23,963,840	\$ 22,459,600	\$ 23,369,808	\$ 22,624,646
Total Operating Revenue	\$ 42,777,138	\$ 43,180,000	\$ 44,984,120	\$ 45,155,865
	2014-15	2015-16	2015-16	2016-17
	Ending Balance	Beginning	Projected	Proposed
<u>Operating Expense</u>	<u>Actual</u>	<u>Budget</u>	<u>Actual</u>	<u>Budget</u>
Salaries	\$ 24,675,060	\$ 27,509,000	\$ 25,415,312	\$ 28,034,162
Benefits	\$ 7,573,686	\$ 9,484,000	\$ 8,762,180	\$ 10,148,308
Goods & Services	\$ 3,777,674	\$ 4,711,000	\$ 3,972,574	\$ 4,000,000
Equipment/Leases	\$ 1,286,773	\$ 740,000	\$ 1,353,161	\$ 1,300,000
Travel	\$ 328,026	\$ 352,000	\$ 344,950	\$ 352,000
Worker Retraining	\$ 387,542	\$ 384,000	\$ 407,536	\$ 384,000
Total Operating Expense	38,028,761	43,180,000	40,255,713	44,218,470
Program Expense				
Instruction & Primary Support	\$ 23,211,543	\$ 24,986,000	\$ 24,570,803	\$ 25,586,908
Library Services	\$ 990,802	\$ 925,000	\$ 1,048,823	\$ 947,246
Student Services	\$ 4,171,373	\$ 4,805,000	\$ 4,415,647	\$ 4,920,559
Institutional Support	\$ 5,908,272	\$ 8,185,000	\$ 6,254,258	\$ 8,381,847
Plant Operations & Maintenance	\$ 3,359,229	\$ 3,895,000	\$ 3,555,944	\$ 3,997,909
Worker Retraining	\$ 387,542	\$ 384,000	\$ 407,536	\$ 384,000
Total By Program Expense	38,028,761	43,180,000	40,253,013	44,218,470
Net Revenue	4,748,377		4,728,407	

Operational Plan 2016/17

Division	Item	Total
Academic and Student Affairs	Stipends for Adjunct Support	\$20,000
Academic and Student Affairs	Implement Pathways Initiative	\$50,000
Academic and Student Affairs	NWCCU Accreditation self-study (Year 3)	\$20,000
Administrative Services	Food Court Costs (Interim Options)	\$2,400
Administration	CIVITAS Software (Year 2)	\$200,000
Administration	Ipads & software for Trustees	\$5,000
Advising/ Counseling	Women's Conference	\$1,500
Arts, Humanities, & Social Science	Honors Program	\$15,000
Career Center	Create Goods and Services budget for transfer fairs	\$1,000
Communication & Transitional Studies	Implement Learning Communities; Fund expansion of Reading Apprenticeship	\$29,000
Counseling, Advising, Access & Career Services, Health, Business & Professional Services, and eLearning	Purchase 3-year subscription for Online Orientation Software	\$37,250
Health, Business & Professional Services	Dedicated ambulance parking, equipment and supplies	\$80,000
Health, Business & Professional Services	Funding for required national site visit from Accreditation Commission for Education in Nursing (ACEN)	\$8,000
Human Resources	Increase funds for training & background checks	\$46,000
IT	Gartner IT Research (Analysis, Research, and Best Practices)	\$23,000
Library	Increase in Operating budget	\$26,570
Library/Archives	Library Portfolio Archives software	\$2,500
Marketing	Annual Report-1,000 copies	\$7,500
Marketing	Centralize Marketing Requests	\$30,000
Organizational Learning & Effectiveness	CIVITAS Learning Summit	\$16,000
Organizational Learning & Effectiveness	Funding for external facilitators	\$10,000
Organizational Learning & Effectiveness	Leadership Development	\$30,000
Student Services	Special populations programming and mentoring activities	\$2,200
Student Services	100 folding chairs, 4 storage carts, 8x10 folding/portable stage (GHC)	\$3,000
Student Services	New Student Orientation Printing/Copy Materials	\$1,500
Student Services	Supplies for Bldg 20 (towels/laundry supplies)	\$750
Student Services	Outreach Materials	\$750
Student Services	Development of "Connections Center"	\$3,000
Student Services	Archive transcripts/enrollment services	\$5,000
Student Services	Bldg 11 - enhance storage, create wk surface for leadership team	\$2,500
Student Services	Annual Men's Summit	\$3,000
	Total	\$682,420

Minor Capital Budget

2016/17

Division	Item	Total
Arts, Humanities, and Social Sciences	Bldgs. 17 and 19-Remodeling	\$75,000
Facilities	Upgrade campus offices to quality standards	\$45,500
Facilities	Bldg. 7-Painting	\$10,000
Facilities	Carpet Replacement (library, 14, F1-2)	\$150,000
Facilities	Upgrade buildings lock system/access control	\$200,000
Human Resources	Reconfigure office infrastructure & Soundproofing	\$44,500
Health, Business, and Professional Services	Convert 13-222 to a computer classroom for Nursing, adding 13-127 to general use computer lab	\$52,000
Health, Business, and Professional Services	Bldg. 8-Remodel /Refurbish	\$115,000
Math, Science, and Engineering	Bldg. 15-Wall repairs and painting / Office Modification	\$15,000
Math, Science, and Engineering	Convert classroom 15-220 into a chemistry lab	\$100,000
	Total	\$807,000

TACOMA COMMUNITY COLLEGE

Proposed Above Operating Reserve Expenditures 2016-17

October 12, 2016

BACKGROUND

The 2016-17 budget is built on an expected State Allocation for TCC of \$22,531,219 and Local Revenue of \$22,624,646, for a total operating budget of \$45,155,865. As per Board Policy, TCC is required to maintain a 15% reserve. For the 2016-17 budget, the reserve requirement is \$6,773,380.

TCC's projected above reserve balance at 07/01/16:

Reserve Balance as of 6/30/15:	\$ 15,717,299
2015-16 Strategic Investments & Other Commitments:	\$4,930,787
Projected Net Revenue for FY 16:	\$4,728,407
Estimated Reserve Balance as of 6/30/16:	\$ 15,514,919
Estimated Reserves Beginning Balance (7/1/16):	\$ 15,514,919
HCA vs. Moore Payment (approved 7/13/16):	\$ 696,340
Estimated Reserve Balance as of 7/13/16:	\$ 14,818,579
Reserve Requirement 2016-17 (@15% of \$45,155,865)	\$ 6,773,380
Estimated Reserve Balance in Excess of Required Reserves:	\$ 8,045,199

Reserve Analysis:

Reserves available fiscal year end 2013-14	\$ 6,952,894	
Beginning Revenue Budget 2014-15	\$ 39,219,657	Required Reserve @15% - \$5,882,949
% of Reserves to beginning budget	17.73%	
Reserves available fiscal year end 2014-15	\$ 8,832,290	
Beginning Revenue Budget 2015-16	\$ 43,180,000	Required Reserve @15% - \$6,477,000
% of Reserves to beginning budget	20.45%	
Reserves available fiscal year end 2015-16	\$ 15,514,919	
Beginning Revenue Budget 2016-17	\$ 45,155,865	Required Reserve @15% - \$6,773,380
% of Reserves to beginning budget	34.36%	

RECOMMENDATION

The President recommends the Board of Trustees approve the Proposed Above Operating Reserve Expenditures for the 2016-17 fiscal year in the amount of \$1,315,000.

**Above Operating Reserves
2016/17**

Above Operating Reserves		
Division	Description	Request
Expenditures		
Academic & Student	Develop/Participate in programs to learn and teach abroad	\$150,000
Facilities	Parking lot maintenance (Phase II of II)	\$650,000
Facilities	Digitize blueprints and Operations & Maintenance Manuals	\$90,750
Facilities	Housing Feasibility Study	\$74,250
Facilities	Renovate Restrooms at Minniti Field	\$50,000
Student Services	COP Funding Balance (Building 20)	\$300,000
	Sub-Total Expenditures (2017)	\$1,315,000
Capital Investments		
Facilities	Campus Projects Fund (2017)	\$1,000,000
IT/Facilities	Capital Equipment Replacement Fund (2017)	\$500,000
President	Capital Campaign Fund (2017-2022)	\$4,000,000
Marketing	Web Redesign and Implementation (2016-2018)	\$225,000
	Sub-Total Multiple Years	\$5,725,000
	Total	\$7,040,000

TACOMA COMMUNITY COLLEGE

Request for Funding Above Operating Reserves - Capital Investments

October 12, 2016

BACKGROUND

The 2016/17 Proposed Operating Budget is built on an expected State allocation to TCC of \$22,531,219 and Local Revenue of \$23,624,646 for a total operating budget of \$45,155,865. As per Board Policy, TCC is required to maintain a 15% reserve. For 2016/17, the reserve requirement is \$6,773,380.

The President's Cabinet recommends the following items be paid from Above Operating Reserves for Capital Investments (Funding for Capital investments are funded for 1-5 years):

1. **Campus Projects Fund (2017)** - Recommendation \$1.0 Million
The master plan of the college includes projects that typically are not funded with State funds. These projects include the expansion of strategic program space and other buildings in need of repair/upgrades that aren't covered by the state building conditions survey.
2. **Capital Equipment Replacement Fund (2017)**- Recommendation = \$500,000
In Information Systems, every 5-7 years there is a need for Server Storage Space (SAN) infrastructure. In Maintenance, heavy-duty equipment requires replacement every 15-25 years. These types of replacements are expensive and not funded through the State allocation. Many of these items will be reaching end of life within the next 1-5 years.
3. **Capital Campaign Fund (2017-2022)** - Recommendation = \$4.0 million
Set aside an amount to start a long-term commitment to fund future buildings based on the college's five year strategic plan that is incorporated into Facilities Master Plan.
4. **Web Redesign (2016-2018)** - Recommendation = \$225,000
Redesign and implementation of new website for Tacoma Community College. Current website last redesigned in 2010 and is outdated, with limited capabilities.

RECOMMENDATION

The President recommends that the Board approve the Request for Funding Above Operating Reserve to fund identified capital investments in the amount of \$5,725,000.

TACOMA COMMUNITY COLLEGE

REQUEST TO APPROVE TACOMA COMMUNITY COLLEGE FOUNDATION /TACOMA COMMUNITY COLLEGE QUID PRO QUO AGREEMENT

October 12, 2016

BACKGROUND

The TCC Foundation Board and the TCC Board of Trustees review the Quid Pro Quo agreement between the College and the TCC Foundation. The Quid Pro Quo establishes the amount of salaries and expenses paid by the college in support of Foundation operations. This agreement is referred to in the operating agreement between Tacoma Community College and the TCC Foundation.

STATUS

The Quid Pro Quo agreement was approved by the TCC Foundation Board of Directors at its September 27, 2016 meeting.

RECOMMENDATION

The President recommends that the Board of Trustees approve the 1st Read of the Request to Approve the Tacoma Community Foundation/Tacoma Community College Quid Pro Quo agreement.



**Tacoma Community College and
Tacoma Community College Foundation
Agreement**

This Agreement is entered into by and between Tacoma Community College, Community College District No.22 ("College"), and the Tacoma Community College Foundation, a nonprofit corporation ("Foundation").

WHEREAS, the College, pursuant to RCW 28B.50.140(8), may receive such gifts, grants, conveyances, devises and bequests of real and personal property from private sources, as may be made from time to time, in trust or otherwise, whenever the terms and conditions thereof will aid in carrying out College programs; and

WHEREAS, the College has, from this, express power to receive property, the implied power to solicit the same; and;

WHEREAS, the College has the authority to enter into contracts for these and other lawful purposes; and

WHEREAS, the Foundation is a tax-exempt nonprofit corporation organized and operated to receive and administer property and to make expenditures and conduct activities to or for the benefit of the College; and

WHEREAS, the Foundation is empowered to solicit and receive property and to make contributions, grants, gifts and transfer of property to the College;

NOW, THEREFORE, the parties hereby agree as follows:

I. SEPARATE OBLIGATIONS

A. The Foundation shall:

1. Expend its best efforts to seek to accrue gifts, grants, conveyances, devises, and bequests of real and personal property for the benefit of the College. For this purpose, it will design and implement programs and procedures to solicit and receive such personal property and also to acquire such real property by purchase, lease, exchange or otherwise, all to further the purposes of the Foundation which benefit the College;
2. Comply with all applicable federal and state laws. For this purpose, the Foundation will establish rules and procedures for the management of all affairs of the Foundation in accordance with (a) the requirements for tax-exempt entities under the federal Internal Revenue Code, including its section 501(c)(3), and (b) Washington State laws, including those governing charitable solicitations (e.g., chapter 19.09 RCW), charitable trusts (e.g., chapter 11.110 RCW, and nonprofit corporations (e.g. chapter 24.03 RCW);

Tender to the College immediately all gifts, grants, conveyances, devises, and bequests of real and personal property it may receive wherein the College is designated as recipient, and properly account and be responsible for all donations which designate the Foundation as recipient;

3. Accept, hold, administer, invest and disburse property of any kind or character as from time to time may be given to it, in accordance with the terms of such gifts, grants, conveyances, devises, and bequests of real and personal property
4. Make contributions, grants, gifts, and transfers of property, both real and personal, either outright or in trust, to or for the benefit of the College;
5. Use all assets and earnings of the Foundation for the benefit of the College or for payment of necessary and reasonable administrative expenses of the Foundation. No part of such assets and earnings shall accrue to the benefit of any director, officer, member, or employee of the Foundation or of any other individual, except for appropriate payment of reasonable compensation for services actually rendered or reimbursement of reasonable expenses necessarily incurred;
6. Not merge, consolidate, or change the Foundation's Articles of Incorporation during the lifetime of this Agreement, without the written consent of the college;

B. The College shall:

1. Provide the Foundation with office space, including utilities, use of office furniture, file cabinets, and associated equipment, and warehouse space for temporary storage of donated materials and equipment;
2. Provide the Foundation with use of office machines, materials and services as reasonably required for its operation, including consumable office supplies, telephone service, postage, use of word-processing, photocopying, facsimile transmission, duplication, publication, and audio-visual equipment and services, and part-time professional and/or staff services. The time allocated to services to the Foundation shall not be full-time for any College employee;

II. ACCOUNTING AND AUDITING

To provide proper accounting and auditing for the property and services provided by each party under Article I:

- A. By April 30 of each year, the Foundation fiscal analyst and the director of financial services shall prepare a draft quid pro quo forecast for the following fiscal year showing all anticipated transactions and services under this Agreement for that upcoming fiscal year, including all space and equipment, supplies, personnel, and other services the College expects to provide to the Foundation. The presidents of the Foundation and the College, and/or their designees, will review that forecast.
- B. The value of all space and equipment, supplies, personnel, and other services which the College provides to the Foundation, based on a rolling three year average, shall not exceed the agreed upon annual contract listed in the College and Foundation quid pro quo agreement. By April 30 of each year, the director of financial services and the Foundation fiscal analyst will review the financial records for space and equipment, supplies, personnel, and other services provided by the College to

assure that the maximum amount does not exceed the agreed upon annual contract listed in the College and Foundation quid pro quo agreement. By September 30 of each year, the Director of Financial Services and the Foundation fiscal analyst will prepare, and the presidents of the Foundation and the College and/or their designees will review, a post closing summary of the transactions between the two parties to assure that the maximum has not been exceeded.

- C. The Foundation shall annually confirm to the College that it has fully complied with its obligation to expend its best efforts to seek to accrue gifts, grants, donations and endowments for the benefit of the College. For this purpose, the Foundation will list its accomplishments for the preceding year and share with the college its revenue and expense statements for the preceding year and its end-of-year balance sheet.
- D. Pursuant to RCW28B.50.837 et seq. (Washington Community and Technical College Exceptional Faculty Awards Program); the Foundation agrees to accept state matching funds in the Fund, and protect, invest, and manage the Fund as required by law.”
- E. The Foundation is a separate entity from the College, and shall be annually audited by a reputable independent accounting firm. Should Title III matching funds become available, all parties will follow the program-specific auditing and accounting requirements established by the federal government for this program.
- F. The College is a state institution of higher education, and shall be audited by the State Auditor’s Office.
- G. The Foundation, with the consent of the Board of Trustees of the College, shall permit the president of the College, or the president’s designee, to inspect and/or copy all Foundation books, accounts and records at all reasonable times in order to determine compliance with the commitments made in this Agreement. The president’s designee may include institutional or state auditors. Nothing herein shall be deemed to affect the rights and responsibilities of the State Auditor.

III. OTHER AGREEMENTS

- A. Independent Capacity: At all times and for all purposes of this Agreement, each party shall act in an independent capacity and not as an agent or representative of the other party.
- B. No Indemnification: Each party shall be responsible for the actions and inactions of itself and its own officers, employees, and agents acting within the scope of their authority.
- C. No Assignment: This agreement is not assignable by either party, in whole or in part.
- D. Governing Law and Disputes: This Agreement shall be governed by the laws of the State of Washington. Before instituting any legal action hereunder, a party, through its president, shall meet with the president of the other party and attempt in good faith to resolve the disagreement. Venue of any action hereunder shall be in Pierce County Superior Court.
- E. Entire Agreement: This constitutes the entire agreement of the parties, including all oral understandings, on the subject of their general and overall relationship. However, the parties may enter into other stand-alone agreements on specific subjects. All such agreements shall be in writing and signed by the parties. This agreement shall be updated and reviewed annually.

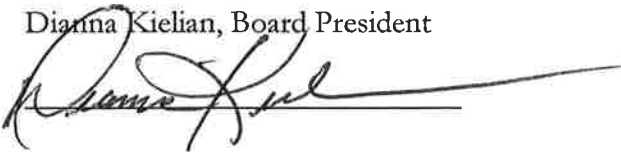
- F. Modification: No alteration or modification of any term of this Agreement shall be valid unless made in writing and signed by the parties.
- G. Termination: This Agreement shall continue until terminated. It may be terminated by either party only at the end of a State fiscal biennium, upon written notice to the other party given at least ninety (90) days in advance. Upon termination of this agreement, the Foundation shall cease soliciting and receiving money and property in the name or for the benefit of the College or for any other purpose and shall dissolved under the laws of the State of Washington governing the dissolution of not for profit corporations.
- H. Conflict of Interest: This agreement shall be subject to any conflicts of interest policies for either the College or the Foundation.

IN WITNESS WHEREOF, this Agreement has been executed by and on behalf of the parties on this –

_____ day of _____, 2016.

FOUNDATION

Dianna Kielian, Board President



COLLEGE

Bob Ryan, Board Chair

Bill Ryberg
Foundation Director



Dr. Sheila Ruhland, President

Approved as to form:

Richard Brady, Assistant Attorney General

Original signature approved form

On _____

Revised July 2016

The College Quid Pro Quo services, salaries and benefits, are an addendum to this document and are negotiated annually.

Never Too Late: Boosting Reading Scores in Community College

Like many community college teachers, Nika Hogan chose her career because she wanted to help students from all backgrounds succeed in higher education. But despite her commitment to equity and her knowledge of best teaching practices, students in her composition classes did not actively engage with the expository texts she selected to stimulate classroom discussions and guide their writing assignments.

"I knew that when students struggled to understand the reading they were assigned, they would rely on the teacher to tell them about the text," says Hogan, who is a professor of English at Pasadena City College in California. "But I wanted them to be able to read in a way that allowed them to construct meaning from the text themselves, and I was frustrated because I didn't know how to work that magic."

That changed in 2007, when Hogan learned about a new professional development program created by WestEd's Strategic Literacy Initiative. Building on the popular and proven Reading Apprenticeship model for middle and high school teachers, the Community College Faculty Seminars in Reading Apprenticeship evolved to meet the demands of institutions serving adult learners. In the higher education setting, Reading Apprenticeship shows teachers how to draw on what they know and do as knowledgeable, discipline-based readers in chemistry, dental hygiene, refrigeration repair, or other academic and technical fields, and then how to share those skills with students.

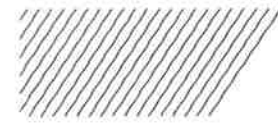
Since 2006, Reading Apprenticeship has trained more than 1,000 community college teachers in 25 states, leading to "transformative" shifts in instruction, according to participants. Research has shown that Reading Apprenticeship gives teachers an increased sense of responsibility for addressing literacy in subject-area classes and a wider repertoire of resources and tools for addressing student reading difficulties, which inspires them to share the approach with colleagues across their campuses.

Collaboration, Conversation, and Comprehension

Reading Apprenticeship differs from other remediation approaches at the community college level in that it is adaptable to all divisions, including developmental education, career and technical education, and "gateway" courses that enable students to progress toward degrees. It also can be used in any content area.

"I had never experienced professional learning in this way, ever. I really didn't know it existed," Hogan says. "It's smart and research based. Reading Apprenticeship starts from the premise that

■ This article was first published in WestEd's R&D Alert, Vol. 14, No. 3, 2014.



students come to us with strengths that we can build on, and that your job as a teacher is to figure out what those are.”

Reading Apprenticeship offers a framework of instructional routines that teachers can use to create respectful, collaborative adult learning environments. The program addresses four critical interactive learning dimensions:

- **Social dimension**—Students and teachers establish classroom norms to encourage teamwork and share reading comprehension strategies through discussions, book talks, and other protocols.
- **Personal dimension**—Students learn to assess their reading performance and set goals that lead to reading fluency and range. They begin to build the habits of mind and intellectual discipline that are essential for success in higher education.
- **Cognitive dimension**—Teachers break down the steps for reading in their disciplines and work with students to monitor the students' comprehension.
- **Knowledge-based dimension**—Students learn to identify and use text structures, language signals, and discipline-specific discourse styles that are key to unlocking subject-area content.

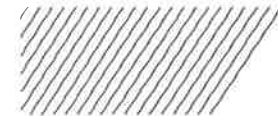
Teachers integrate these four dimensions into instruction through routine metacognitive conversations with students, aimed at drawing out what students do and don't understand in texts. Once those conversations begin, the students and teachers construct living lists of reading strategies that they use to support understanding. They are able to borrow each others' strategies to enlarge their individual reading repertoires.

Through discussions and peer-group sharing, students learn to make personal connections to texts, which aids comprehension. “Becoming a more active reader, learning to purposefully engage with text, and practicing problem solving in class are all part of the process,” says Ruth Schoenbach, Co-Director of the Strategic Literacy Initiative. “It's okay to be confused as long as you work with each other and dig into the text. Students who have a strategy for learning feel more successful and believe that, the next time they're facing difficult text on their own, they will have a better way of tackling it.”

Through think-alouds and other modeling strategies, teachers share how they read, how they get tripped up in reading, and how they work around obstacles. This scaffolded approach to building meaning from reading benefits both teachers and students.

“We don't want our faculty necessarily becoming experts in teaching reading,” says Michele Lesmeister, a tenured faculty member in the basic studies department at Renton Technical College in Renton, Washington. “We want them to apprentice students in the ways of reading for their field, and modeling reading skills needed by a legal secretary is going to be very different from modeling good reading practice for a student in nursing assistance.

“We inspired our faculty by explaining to them, ‘You are the expert in this field, and you have the capacity to communicate to students how you read in your field of expertise,’” Lesmeister adds. “These are new eyes on your textbooks and your handouts, and it is your responsibility, as the master reader in the class, to show students how to access, engage with, and comprehend the



materials.” She also notes that watching students’ learning progress provides reinforcement for faculty: “When you start to see your students ‘being smarter,’ doing things you didn’t think they could do, it’s very energizing.”

“Phenomenal” Results

Nika Hogan described a colleague who, for years, had failed about 75 percent of the students who took her microbiology course, and was overjoyed to discover new ways to reach students through Reading Apprenticeship. Hogan also spoke of a history teacher and a psychology teacher, both talented lecturers, who had been moved to adopt more collaborative and interactive practices because they realized that their students learned more that way.

“It’s hard to describe how discouraging it can be, teaching at a community college and not being successful,” says Hogan, who has taken on a leadership role with Reading Apprenticeship. “On the national level, community college faculty are seen as being intractable and unwilling to change. They’re not. You’ve got to open up a space for the learning that needs to happen, and Reading Apprenticeship offers that.”

Reading Apprenticeship has had a profound impact on community college students. A 2011 study of 25 classrooms by the Renton Technical College Research Center showed that the percentage of students completing courses at the institution had increased from an average of 60 percent before Reading Apprenticeship to 90 percent afterward. Other research has shown that Reading Apprenticeship students acquire a greater range of strategies to support comprehension, which boosts their confidence and improves their reading and writing skills in courses beyond English.


Fully 80 percent of Renton Technical College’s faculty has been trained in the Reading Apprenticeship methods, and its teachers and students report having stronger relationships and more supportive communities for learning. “It’s phenomenal how it changes the classroom dynamic between the teacher and students,” Lesmeister says. “The PowerPoints are gone, and the students are doing the reading. That’s what education should be about.”

Lessons Learned

Both Lesmeister and Hogan say that one of the important lessons of the Reading Apprenticeship experience at the community college level is that schools need to build curricular and social bridges to help adult learners adapt to the college environment and academic demands. In the same way that many high schools set up ninth grade academies or that four-year colleges offer freshman orientation courses, community colleges, Hogan says, should provide common first-year experiences that help students acclimate to higher education.

For example, building on the success of Reading Apprenticeship, Pasadena Community College initiated a required seminar for first-year students. The open-access seminar, which includes reading shared texts, analyzing peer-reviewed articles, and practicing strategic problem solving, is a three-unit course, transferable to University of California institutions. At the end of the semester, students must complete extensive research projects and present their findings at a conference.

Hogan says faculty members are always moved when they see students who may have entered college with weak reading or comprehension skills expertly sharing their investigations of topics



such as informed consent, institutional racism, and the relationship between literacy and power. "What's changed," she says, "is that, as a result of 'apprenticing' to an expert reader in a supportive, collaborative environment, they've improved their reading strategies, fluency, and stamina. They have the confidence to dig for ideas and meaning in texts.

"It sends the most powerful message," she adds. "Reading Apprenticeship is really helping us show that the deficit model—the common misconception that, because adult students lack some formal academic preparation for college, they don't have the capacity to learn college-level material—is absolutely wrong."

For more information about the online and face-to-face faculty learning opportunities available through WestEd's Strategic Literacy Initiative, contact Kate Meissert by email at kmeisse@wested.org or by telephone at 510.302.4211, or go to the Reading Apprenticeship website at <http://www.readingapprenticeship.org>.

Hiring Report

September 1, 2015 - September 1, 2016

Employee by Classification through 9/2016

Classified Staff				Overall Percentages of 413			Diversity of 144 Classified Staff
	Females	Males	Totals	Females	Males	Totals	
Asian	14	5	19	9.72%	3.47%	13.19%	36.11%
Black	12	10	22	8.33%	6.94%	15.28%	
Hispanic	5	3	8	3.47%	2.08%	5.56%	
Native American	2	1	3	1.39%	0.69%	2.08%	
White	65	27	92	45.14%	18.75%	63.89%	
Totals	98	46	144	68.06%	31.94%	100.00%	

Exempt				Overall Percentages of 119 Exempt Staff			Diversity for 119 Exempt Staff
	Females	Males	Totals	Females	Males	Totals	
Asian	12	2	14	10.08%	1.68%	11.76%	28.57%
Black	17	0	17	14.29%	0.00%	14.29%	
Hispanic	2	0	2	1.68%	0.00%	1.68%	
Native American	0	1	1	0.00%	0.84%	0.84%	
White	58	27	85	48.74%	22.69%	71.43%	
Totals	89	30	119	74.79%	25.21%	100.00%	

Faculty				Overall Percentages of 150 FT Faculty			Diversity for 150 FT Faculty
	Females	Males	Totals	Females	Males	Totals	
Asian	7	6	13	4.67%	4.00%	8.67%	21.33%
Black	7	4	11	4.67%	2.67%	7.33%	
Hispanic	1	6	7	0.67%	4.00%	4.67%	
Native American	0	1	1	0.00%	0.67%	0.67%	
White	70	48	118	46.67%	32.00%	78.67%	
Totals	85	65	150	56.67%	43.33%	100.00%	
Grand Total	272	141	413				

Total of FT Classified, Exemt and Faculty	272	141	413	Diversity % Based on 413 Total Classified, Exempt, and Faculty FTE, 28.57%			
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FT Faculty and Adjunct Faculty Combined				Overall Percentages of 243 FT Faculty and Adjunct Faculty Combined			Diversity % Based on 243 FT Faculty and Adjunct Faculty Combined
	Females	Males	Totals	Females	Males	Totals	
Asian	12	8	20	4.94%	3.29%	8.23%	22.22%
Black	14	7	21	5.76%	2.88%	8.64%	
Hispanic	2	7	9	0.82%	2.88%	3.70%	
Native American	2	2	4	0.82%	0.82%	1.65%	
White	122	67	189	50.21%	27.57%	77.78%	
Totals	152	91	243	62.55%	37.45%	100.00%	

Hiring Report

September 1, 2015 - September 1, 2016

Classified Staff Hires

2015/2016 Academic Year							Diversity % Based on 35 Classified Hires
Classified Staff							
	Females	Males	Totals	Females	Males	Totals	
Asian	3	0	3	8.57%	0.00%	8.57%	48.57%
Black	5	4	9	14.29%	11.43%	25.71%	
Hispanic	2	2	4	5.71%	5.71%	11.43%	
Native American	1	0	1	2.86%	0.00%	2.86%	
White	14	4	18	40.00%	11.43%	51.43%	
Totals	25	10	35	71.43%	28.57%	100.00%	

2014/2015 Academic Year							Diversity % Based on 28 Classified Hires
Classified Staff Hires							
	Females	Males	Totals	Females	Males	Totals	
Asian	2	0	2	7.14%	0.00%	7.14%	42.86%
Black	2	6	8	7.14%	21.43%	28.57%	
Hispanic	1	0	1	3.57%	0.00%	3.57%	
Native American	1	0	1	3.57%	0.00%	3.57%	
White	12	4	16	42.86%	14.29%	57.14%	
Totals	18	10	28	64.29%	35.71%	100.00%	

2013/2014 Academic Year							Diversity % Based on 29 Classified Hires
Classified Staff Hires							
	Females	Males	Totals	Females	Males	Totals	
Asian	3	0	3	10.34%	0.00%	10.34%	41.38%
Black	1	7	8	3.45%	24.14%	27.59%	
Hispanic	1	0	1	3.45%	0.00%	3.45%	
White	12	5	17	41.38%	17.24%	58.62%	
Totals	17	12	29	58.62%	41.38%	100.00%	

Hiring Report

September 1, 2015 - September 1, 2016

Exempt Hires

2015/2016 Academic Year							Diversity % Based on 26 Exempt Hires
Exempt Hires							38.46%
	Females	Males	Totals	Females	Males	Totals	
Asian	4	2	6	15.38%	7.69%	23.08%	
Black	2	1	3	7.69%	3.85%	11.54%	
Hispanic	0	0	0	0.00%	0.00%	0.00%	
Native American	1	0	1	3.85%	0.00%	3.85%	
White	7	9	16	26.92%	34.62%	61.54%	
Totals	14	12	26	53.85%	46.15%	100.00%	

2014/2015 Academic Year							Diversity % Based on 25 Exempt Hires
Exempt Hires							20.00%
	Females	Males	Totals	Females	Males	Totals	
Asian	2	0	2	8.00%	0.00%	8.00%	
Black	3	0	3	12.00%	0.00%	12.00%	
Hispanic	0	0	0	0.00%	0.00%	0.00%	
White	14	6	20	56.00%	24.00%	80.00%	
Totals	19	6	25	76.00%	24.00%	100.00%	

2013/2014 Academic Year							Diversity % Based on 13 Exempt Hires
Exempt Hires							30.76
	Females	Males	Totals	Females	Males	Totals	
Asian	1	1	2	7.69%	7.69%	15.38%	
Black	1	0	1	7.69%	0.00%	7.69%	
Hispanic	1	0	1	7.69%	0.00%	7.69%	
White	5	4	9	38.46%	30.77%	69.23%	
Totals	8	5	13	61.54%	38.46%	100.00%	

Hiring Report

September 1, 2015 - September 1, 2016

Faculty Hires

2015/2016 Academic Year							Diversity % Based on 31 Faculty Hires
Faculty	Females	Males	Totals	Females	Males	Totals	19.35%
Asian	0	1	1	0.00%	3.23%	3.23%	
Black	4	0	4	12.90%	0.00%	12.90%	
Hispanic	0	0	0	0.00%	0.00%	0.00%	
Native American	0	1	1	0.00%	3.23%	3.23%	
White	14	11	25	45.16%	35.48%	80.65%	
Totals	18	13	31	58.06%	41.94%	100.00%	

2014/2015 Academic Year							Diversity % Based on 17 Faculty Hires
Faculty Hires	Females	Males	Totals	Females	Males	Totals	11.76%
Asian	1	1	2	5.88%	5.88%	11.76%	
Black	0	0	0	0.00%	0.00%	0.00%	
Hispanic	0	0	0	0.00%	0.00%	0.00%	
White	8	7	15	47.06%	41.18%	88.24%	
Totals	9	8	17	52.94%	47.06%	100.00%	

2013/2014 Academic Year							Diversity % Based on 15 Faculty Hires
Faculty Hires	Females	Males	Totals	Females	Males	Totals	20.00%
Asian	2	0	2	13.33%	0.00%	13.33%	
Black	1	0	1	6.67%	0.00%	6.67%	
Hispanic	0	0	0	0.00%	0.00%	0.00%	
White	10	2	12	66.67%	13.33%	80.00%	
Totals	13	2	15	86.67%	13.33%	100.00%	

2016/2017 Academic Year (Fall Quarter)							Diversity % Based on 93 PTF Hires
Adjunct Faculty	Females	Males	Totals	Females	Males	Totals	23.66%
Asian	5	2	7	5.38%	2.15%	7.53%	
Black	7	3	10	7.53%	3.23%	10.75%	
Hispanic	1	1	2	1.08%	1.08%	2.15%	
Native American	2	1	3	2.15%	1.08%	3.23%	
White	52	19	71	55.91%	20.43%	76.34%	
Totals	67	26	93	72.04%	27.96%	100.00%	

Hiring Report

September 1, 2015 - September 1, 2016

Veteran and Disability Status

Veteran & Disability Status for FT Faculty, Exempt and Classified Staff

							Veteran & Disability % Based on 413
	Females	Males	Totals	Females	Males	Totals	Employee
Veteran Status	7	16	23	21.88%	50.00%	71.88%	7.75%
Disability	4	5	9	12.50%	15.63%	28.13%	
Totals	11	21	32	34.38%	65.63%	100.00%	

Status for 93 Current Adjuncts

							Veteran & Disability % Based on 93
	Females	Males	Totals	Females	Males	Totals	Adjunct Faculty
Veteran Status	2	9	11	0.00%	0.00%	0.00%	12.90%
Disability	0	1	1	0.00%	0.00%	0.00%	
Totals	2	10	12	0.00%	0.00%	0.00%	

2015/2016 Academic Year Veteran & Disability Status

							Veteran & Disability % Based on 93 Total
	Females	Males	Totals	Females	Males	Totals	Hires
Veteran Status	0	6	6	0.00%	60.00%	60.00%	10.75%
Disability	2	2	4	20.00%	20.00%	40.00%	
Totals	2	8	10	20.00%	80.00%	100.00%	

2014/2015 Academic Year Veteran & Disability Status

							Veteran & Disability % Based on 70 Total
	Females	Males	Totals	Females	Males	Totals	Hires
Veteran Status	0	0	0	0.00%	0.00%	0.00%	1.43%
Disability	1	0	1	100.00%	0.00%	100.00%	
Totals	1	0	1	100.00%	0.00%	100.00%	

2013/2014 Academic Year Veteran & Disability Status

							Veteran & Disability % Based on 57 Total
	Females	Males	Totals	Females	Males	Totals	Hires
Veteran Status	1	3	4	25.00%	75.00%	100.00%	7.02%
Disability	0	0	0	0.00%	0.00%	0.00%	
Totals	1	3	4	25.00%	75.00%	100.00%	

New Hire Report / September 2016

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

Classification	Employee Name	Position Title	Department	Start Date
Academic				
	Marshall, Teresa	Professor - Nursing	Health, Business, and Professional Services	09/07/16
Classified				
	Martin, Kathy	Customer Service Specialist 2	Financial Aid	09/16/16
Exempt				
	Bren, Ivy	Business Systems Analyst	Information Technology	09/06/16
	Disney- Kantner, D. Kathy	Business Systems Analyst - CS	Information Technology	09/19/16

PRESIDENT'S MONTHLY MEETING/ACTIVITY REPORT
September 15, 2016 – October 12, 2016

COLLEGE / DISTRICT	COMMUNITY	STATE/REGIONAL	NATIONAL
Sept. 15: Attended the TCC Foundation & President's Reception in the Japanese Friendship Garden	Sept. 16: Presented at the Board of Director's meeting for the Economic Development Board of Tacoma Pierce County at Pierce College/Fort Steilacoom	Sept. 30: Meeting with Jean Floten, WGU Washington Chancellor	Oct.3-8: Attended ACCT Leadership Congress in New Orleans, LA
Sept.16: 14 th Attended reception for 14 th Annual Juried Local Art Exhibition at TCC Gallery	Sept. 28: Attended Red Cross Heroes Luncheon at the Hotel Murano with Bill Ryberg		Oct. 4-5: ACCT Symposium by Invitation, New Orleans, LA
Sept. 19: Participated in "Meet & Greet" for TCC students on the first day of school from 7:30 to 10:30 a.m. at building 14 and parking lot A	Oct. 11: Attended Multicare's Fall Community Leaders Luncheon with Bill Ryberg at Multicare/Tacoma General Hospital		Oct 6: "Men of Distinction" presentation at the ACCT Conference in New Orleans, LA with Valerie Robertson, Gretchen Adams, and James Curtis.
Sept. 21: Attended the Resource Fair and welcomed students in the Commons.	Oct. 12: Attended South Sound Together Board Meeting at the Port of Tacoma		Oct. 7: TCC/THA Housing Assistance Program presentation at the ACCT Conference in New Orleans, LA with Robert Ryan TCC Trustee, Michael Mirra of Tacoma Housing Authority, and Sara Goldrick-Rab from Temple University
Sept. 27: Met with International Business School from Denmark visitors; Jakob Lund, Chief of Campus, Lotte Lundorff, Lecturer, and Mette Andersen, Rector with James Newman. Discussion regarding short-term study program at TCC			
Sept. 27: Attended TCC Foundation Board Meeting			
Sept. 28: Annual Report photo shoot in the TCC Japanese Gardens			
Sept. 28: Attended the Multicultural Advisory Council meeting			
Sept 28: Attended the Equity & Diversity Council meeting			
Sept. 29: Met with Board Chair Bob Ryan to review and discuss the Board agenda for the October 12, 2016 meeting.			
Oct. 12: Tour of TCC Health & Wellness Center with Board Trustee members			