

THE TACOMA COMMUNITY COLLEGE DISTRICT NO. 22

BOARD OF TRUSTEES

AMENDMENTS TO AGENDA

February 24, 1977

- 1) College Student Services Presentation (Tab I, Item C)
- 2) Energy Conservation Committee (Tab III, Item C)
- 3) Board Resolution Endorsing Tacoma
Public Schools Levy Election (Tab V, Item D)

THE TACOMA COMMUNITY COLLEGE DISTRICT NO. 22

BOARD OF TRUSTEES

AGENDA

February 24, 1977

REGULAR MEETING

- 12:15 p.m. - Board Luncheon - Office of the President
1:00 p.m. - Executive Session/Personnel and Property
2:00 p.m. - Open Meeting
John H. Binns Room
5900 South 12th Street
Tacoma, Washington

I. GENERAL MATTERS

- A. Call to Order
B. Approval of Minutes of regular meeting held January 27, 1977, and approval of Minutes of special meetings held January 30 and February 2, 1977 Tab I, Item B

II. CORRESPONDENCE

- A. L. R. Ghilarducci, Jr., President, Tacoma Area Chamber of Commerce Tab II, Item A
B. Evie Grayson, Corresponding Secretary, Sweet Adelines, Inc. Tab II, Item B

III. INFORMATIONAL REPORTS TO THE BOARD

- A. Instructional Services Report
January Report Tab III, Item A
B. Student Services Report
Student Profile Tab III, Item B
C. Administrative Services Report
None
D. Continuing Education and
Community Services Report
None

- E. Business Services and Planning Report
None
- F. Washington Federation of State
Employees Report
None
- G. Tacoma Community College Federation
of Teachers Report
None
- H. Associated Students of Tacoma
Community College Report
None

IV. OLD BUSINESS

- A. Educational Services
None
- B. Student Services
None
- C. Administrative Services
None
- D. Continuing Education and
Community Services
None
- E. Business Services and Planning
None

V. NEW BUSINESS

- A. Educational Services
Tenure/Non-Tenure for Probationary
Faculty Members for 1977-78
- B. Student Services
None
- C. Administrative Services
None

Tab V, Item A

D. Continuing Education and
Community Services

None

E. Business Services and Planning

None

VI. CITIZEN REMARKS

VII. THE BOARD OF TRUSTEES' REMARKS

VIII. NEXT MEETING

Next Meeting - March 24, 1977

IX. ADJOURN

TACOMA COMMUNITY COLLEGE

BOARD OF TRUSTEES

MINUTES OF MEETING
February 24, 1977

The regular meeting of the Board of Trustees was held February 24, 1977, in the John H. Binns Room of the College.

MEMBERS OF THE BOARD

Mrs. Ellen Pinto, Chairperson
Reverend Robert Yamashita
Mrs. Mildred Jeynes
Mrs. Sally Starke

ADMINISTRATIVE OFFICERS
OF THE COLLEGE

Dr. Larry P. Stevens, President
Dr. Richard L. Batdorf
Mr. Carl R. Brown
Mr. Donald R. Gangnes
Mr. Joseph H. Kosai

TACOMA COMMUNITY COLLEGE FEDERATION
OF TEACHERS

Jerry McCourt

ASSOCIATED STUDENTS OF TACOMA
COMMUNITY COLLEGE

Irish McKinney

ASSISTANT ATTORNEY GENERAL

Timothy J. Lowenberg

STAFF, VISITORS AND GUESTS

Russell E. Clark	Joan Morris
Wanda Coats	William Packard
Eve Dumovich	Paula Pascoe
Dr. Jack Hyde	Joan Royce
Dr. Paul Jacobson	Charles B. Summers
Dr. Ronald Magden	Robert Thornburg
Paul Michaels	

CALL TO ORDER

The meeting was called to order by Chairperson Pinto at 2:07 p.m. The roll was called and Chairperson Pinto announced that a quorum was present with four members in attendance.

AMENDMENTS TO AGENDA

MOTION: Mrs. Jeynes moved that the Board amend the Agenda to include a College Student Services presentation, a report from the Energy Conservation Committee, and consideration of a resolution endorsing Tacoma Public Schools levy election. Reverend Yamashita seconded the motion. The motion was unanimously passed.

APPROVAL OF MINUTES

The minutes of the regular meeting held January 27, 1977, and the minutes of the special meetings held January 30, 1977, and February 2, 1977, were reviewed by the Board. There having been no corrections or additions, the minutes of January 27, January 30, and February 2, 1977, were unanimously approved as published.

INTRODUCTIONS AND PRESENTATIONS

Dr. Stevens introduced to the Board Mr. Charles Summers, Division Chairperson for Arts & Humanities, and Mr. Paul Michaels, Department Chairperson for Art. Mr. Summers and Mr. Michaels reported to the Board on the paintings displayed in the Binns Room. Mr. Michaels reported that all paintings were created by Deanne Lemley, one of Tacoma's most versatile painters of the North West scene and a former Tacoma Community College student. The Board thanked Mr. Summers, Mr. Michaels, and Ms. Lemley for the display.

Dr. Batdorf, Dean of Student Services, presented to the Board a slide presentation featuring staff members from the student services area.

CORRESPONDENCE

Dr. Stevens presented to the Board a letter from Mr. Ghilarducci, Jr., President of the Tacoma Area Chamber of Commerce, thanking the College for the renewal of membership in the Chamber of Commerce.

Dr. Stevens also presented a letter from Evie Grayson, Corresponding Secretary for the Greater Tacoma Chapter of Sweet Adelines, Inc., thanking the College for the use of one of the music rooms to practice.

INFORMATIONAL REPORTS TO THE BOARD

- A. Instructional Services Report: Dr. Stevens reported to the Board that a three-quarter educational program to prepare Indo-Chinese refugees for threshold entry employment in business was entered into this past month. The termination date of the contract is September 30, 1977.

Dr. Stevens reported that development of curriculum for an industrial security program under the Administration of Justice cluster is underway in preparation for an anticipated Fall 1977 option to the Administration of Justice program. He also reported that a statewide feasibility study supported by the State Board for Community College Education is to be conducted during the Spring Quarter, 1977. He indicated that should employment and curriculum development prove to be feasible, the Energy Technician Program would be considered for implementation at the College.

Dr. Stevens reported that during Spring Quarter, 1977, Lorraine Stephan, Associate Dean for Occupational Education, will be assigned 3/5 of her time to work in the State Board Office and with other community college occupational associate deans. He also reported that Lucy Charnley, a vocational intern for Central Washington State College, would be working in the College's occupational education office during Spring Quarter.

Dr. Ronald Magden, Division Chairperson for Social and Behavioral Science, reported to the Board that Tacoma Community College, in cooperation with Fort Steilacoom Community College had submitted a grant proposal to the Office of Education for \$57,711. He indicated the purpose of the grant, if funded, is to develop three new academic courses and one community service course related to international trade in the Port of Tacoma area. Dr. Magden indicated that acceptance or denial of the grant proposal should be known by March 1, 1977.

- B. Student Services Report: Dr. Batdorf presented to the Board a detailed profile of the Tacoma Community College students. Discussion followed regarding general enrollment data. Dr. Stevens commended Dr. Batdorf and his staff for their outstanding efforts in preparing the report.
- C. Administrative Services Report: Mr. Brown reported on the newly formed College Energy Conservation Committee and indicated recommendations would be forthcoming of steps the College might take to minimize the overall effect of a reduction in energy availability.

- D. Continuing Education and Community Services Report: None.
- E. Business Services and Planning Report: None.
- F. Washington Federation of State Employees Report: None.
- G. Tacoma Community College Federation of Teachers Report: None.
- H. Associated Students of Tacoma Community College Report: None.

NEW BUSINESS

The President presented to the Board of Trustees recommendations concerning five probationary instructors. After considering the recommendations, the Board took the following actions:

MOTION: Reverend Yamashita moved that the Board not grant tenure to Nick H. Huddleston and further direct the President to curtail media productions and not renew Mr. Huddleston's contract. Mrs. Starke seconded the motion. The motion was unanimously passed.

MOTION: Reverend Yamashita moved that the Board concur with the recommendation of the Tenure Review Committee not to award tenure to P. Thomas Hanson and not to renew the contract of P. Thomas Hanson. Mrs. Jeynes seconded the motion. The motion was passed unanimously.

MOTION: Mrs. Jeynes moved that the Board concur with the recommendation of the Faculty Tenure Review Committee regarding Shirley Johnson and refer the renewal of contract matter to the President. Mrs. Starke seconded the motion. The motion was passed unanimously.

MOTION: Reverend Yamashita moved that the Board concur with the recommendation of the Faculty Tenure Review Committees of Dr. Paul Jacobson and Royal Domingo that Dr. Jacobson and Mr. Domingo be granted tenure. The motion was seconded by Mrs. Starke. The motion was passed unanimously.

Mrs. Pinto, as Chairperson of the Board, directed the President, as Secretary to the Board, to notify the respective academic employees of the actions of the Board.

NEW BUSINESS (Continued)

Dr. Stevens presented to the Board Resolution No. 77-1 endorsing the Tacoma Public Schools special levy and bond issue.

MOTION: Mrs. Jeynes moved that the Board adopt Resolution No. 77-1. Reverend Yamashita seconded the motion. The Resolution was adopted unanimously.

THE BOARD OF TRUSTEES REMARKS

Reverend Yamashita requested that water be given to Board members only upon request.

NEXT MEETING

The next regular meeting of the Board of Trustees is scheduled for March 24, 1977, at 2:00 p.m., in the John H. Binns Room of the College.

ADJOURNMENT

The meeting was adjourned at 2:57 p.m.

Respectfully submitted,

Larry P. Stevens

Larry P. Stevens

RESOLUTION NO. 77-1

(Endorsement of Tacoma Public Schools Special Levy & Bond Issue)

WHEREAS, the quality of education provided by Tacoma Public Schools directly affects the instructional program at Tacoma Community College; and

WHEREAS, Passage of Proposition A, the special levy, is imperative if the present level of quality in Tacoma School District Number 10's programs is to be maintained; and

WHEREAS, Passage of the special levy will not increase taxes to property owners in the district; and

WHEREAS, Passage of Proposition B, the bond issue, is necessary for capital improvements as determined by the Building Advisory Committee; now, therefore, be it

RESOLVED by the Board of Trustees of Tacoma Community College District 22 that registered voters in Tacoma School District 10 be urged to go to the polls March 8, 1977, and cast an affirmative vote for the special levy and bond issue.

APPROVED AND ADOPTED this 24th day of February, 1977.

Ellen A. Pinto
Chairperson, Board of Trustees



AGENDA ITEM BACKGROUND

TO: BOARD OF TRUSTEES	DATE February 24, 1977
FROM: PRESIDENT	CATEGORY A.S.
SUBJECT: MINUTES	ITEM & FILE NO. I. B
REASON FOR BOARD CONSIDERATION: APPROVAL	ENCLOSURE(S) Minutes of January 27, January 30, and February 2, 1977

Background

The Minutes of the Regular Meeting of the Board of Trustees on January 27, 1977, and the Minutes of the Special Meetings of the Board of Trustees on January 30, 1977, and February 2, 1977, are submitted for approval.

Recommendation

The President recommends that the Board of Trustees approve the Minutes of January 27, January 30, and February 2, 1977.

ADMINISTRATOR INITIATING ITEM: L. P. Stevens	FINAL DISPOSITION
BOARD ACTION DATE	
EFFECTIVE DATE	



TACOMA COMMUNITY COLLEGE

Tab II, Item A, B

5900 South 12th Street Tacoma, Washington 98465

AGENDA ITEM BACKGROUND

TO: BOARD OF TRUSTEES	DATE February 24, 1977
FROM: PRESIDENT	CATEGORY A.S.
SUBJECT: CORRESPONDENCE	ITEM & FILE NO. II, A, B,
REASON FOR BOARD CONSIDERATION: INFORMATION	ENCLOSURE (S) Letters

The attached correspondence is included for Board review.

ADMINISTRATOR INITIATING ITEM: L. P. Stevens	FINAL DISPOSITION
BOARD ACTION DATE	
EFFECTIVE DATE	



OFFICE OF THE PRESIDENT

FEB 2 1977

Office of the President

February 1, 1977

Dr. Larry Stevens
 Tacoma Community College
 5900 South 12th
 Tacoma, Washington 98465

Dear Larry:

On behalf of the Board of Directors of your Chamber, please accept my sincere thanks for your increased investment in the Chamber. Be assured that the Chamber will be doing all within its means to bring about balanced growth and development for Tacoma and Pierce County and to preserve our competitive system of business.

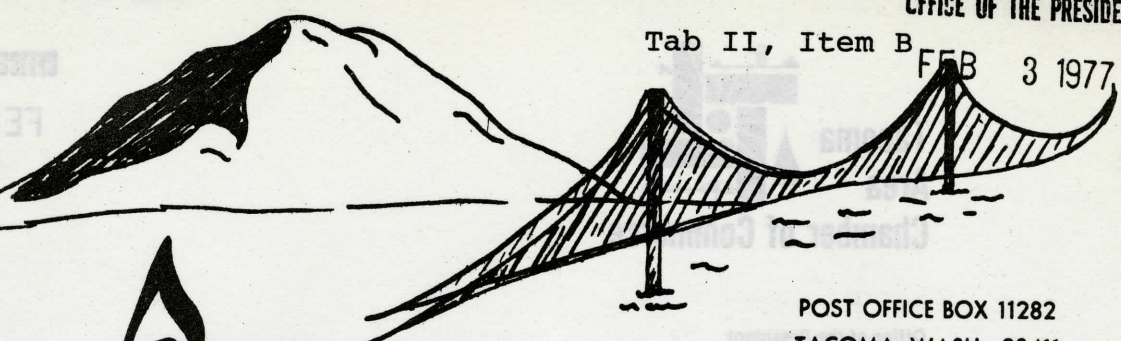
Your investment is an investment in the future well-being of our area and we trust we shall continue to merit your support.

Sincerely,

L. R. Ghilarducci, Jr.
 President

Greater
Tacoma
Chapter

Sweet Adelines, inc



OFFICE OF THE PRESIDENT
Tab II, Item B
FEB 3 1977

POST OFFICE BOX 11282
TACOMA, WASH. 98411

February 1, 1977

Larry P. Stevens
President
Tacoma Community College
5900 South 12th
Tacoma, Washington 98465

Dear Mr. Stevens:

On behalf of the Greater Tacoma Sweet Adelines, I would like to take this opportunity to thank you for letting us occupy one of your music rooms to practice our favorite past-time, Singing.

We work at keeping it in good shape and hope our efforts are showing.

Please consider this a big thankyou from all of us and again we appreciate your generosity.

Sincerely,

Evie Grayson
Corresponding Secretary

cc - Carl Brown, Dean of Administration



AGENDA ITEM BACKGROUND

TO: BOARD OF TRUSTEES	DATE February 24, 1977
FROM: PRESIDENT	CATEGORY I.S.
SUBJECT: January Report	ITEM & FILE NO. III, A
REASON FOR BOARD CONSIDERATION: INFORMATION	ENCLOSURE (S)

DEPARTMENT OF SOCIAL AND HEALTH SERVICES CONTRACT AWARDED

A contract providing a three-quarter educational program to prepare Indo-Chinese refugees for threshold entry employment in business was entered into this past month. The program will begin if DSHS is able to identify students capable of benefiting from the program. The termination date of the contract is September 30, 1977.

PROGRAM STUDIES UNDERTAKEN

- Industrial Security
Development of curriculum for an industrial security program under the Administration of Justice cluster is underway in preparation for an anticipated Fall 1977 option to the Administration of Justice program.
- Energy Efficiency Technician
A statewide feasibility study supported by the State Board for Community College Education is to be conducted during Spring Quarter 1977. Should employment and curriculum development prove to be feasible, the Energy Technician Program will be considered for implementation at the College.

INTERN/EXTERNSHIP IMPLEMENTED FOR SPRING 1977

During Spring Quarter, Lorraine Stephan, Associate Dean for Occupational Education, will be assigned 3/5 of her time to work in the State Board Office and with other community college occupational associate deans. Lucy Charnley, a vocational intern for Central Washington State College, will be working in the College's occupational education office during Spring Quarter.

ADMINISTRATOR INITIATING ITEM: R. R. Rhule	FINAL DISPOSITION
BOARD ACTION DATE	
EFFECTIVE DATE	

TRANSNATIONAL GRANT SUBMITTED

Tacoma Community College, in cooperation with Fort Steilacoom Community College, has submitted a grant proposal to the Office of Education for \$57,711. The purpose of the grant, if funded, is to develop three new academic courses and one community service course related to international trade in the Port of Tacoma area. The following Tacoma Community College and Fort Steilacoom Community College people are involved in the development of the grant:

Mario Faye
Dr. Yun-yi Ho
George Huffman
Moses Lai
Dr. Ronald E. Magden
Richard Mogg
Dr. Robert R. Rhule

An advisory group composed of representatives from the Port of Tacoma, Seattle Central Community College, Highline Community College, and the University of Washington will assist in the development of the courses in Business and Social Science.



AGENDA ITEM BACKGROUND

TO: BOARD OF TRUSTEES		DATE February 24, 1977
FROM: PRESIDENT		CATEGORY S.S.
SUBJECT: STUDENT PROFILE		ITEM & FILE NO. III, B
REASON FOR BOARD CONSIDERATION: INFORMATION		ENCLOSURE (S) Report

Background:

Tacoma Community College, like other urban campuses, has seen the characteristics of its student body undergo continuing and substantial change since the college opened twelve years ago. While most faculty, staff and administration are aware that far reaching and substantial changes have occurred in the characteristics of our student body, TCC, like most other institutions, has done relatively little in the past decade to assess the scope and depth of these changes. Indeed, the college's last systematic effort to study student characteristics occurred more than ten years ago.

As part of the college's Long Range Planning Commission activities, the Office of the Dean of Student Services has undertaken to develop a comprehensive profile of today's students. The results of this research effort, which have been forwarded to the Long Range Planning Commission, are contained in the attached Narrative Profile (Appendix A). As the Profile suggests, the makeup of today's student body is fundamentally different than that of ten years ago. Unlike the student of 1966, today's Tacoma Community College student is older, unlikely to transfer to a four-year institution, increasingly likely to be uncertain about his or her college objective or here in search of job-marketable skills. Today's student is far more likely to be a member of a racial or ethnic minority group, and far less likely to have graduated in the upper 50 per cent of his or her high school graduating class.

ADMINISTRATOR INITIATING ITEM: R. L. Batdorf	FINAL DISPOSITION
BOARD ACTION DATE	
EFFECTIVE DATE	

TACOMA COMMUNITY COLLEGE STUDENTS: A NARRATIVE PROFILE

Richard L. Batdorf
Dean of Student Services

Background

Who are our students? A decade has passed since a systematic effort has been undertaken to develop a profile of our students; a decade in which change seemed to be the only constant. In the short space of just ten years, we have experienced (and felt the consequences) of two economic recessions, the Viet Nam war and, more recently, an oil embargo and the Watergate scandal. These and other less visible, but no less profound social changes, have left our world a much different place than it was ten years ago. As an integral part of the community and of the fabric of American post secondary education, Tacoma Community College, like other community colleges, has not been immune from the impact of this decade of incredible change.

Community college leaders across the country have sensed the winds of change as it affects the make-up of our student population. Only in recent years, however, have efforts been undertaken to seriously assess the scope of this change. More important is the increasingly urgent need for data to assess the adequacy of our present organization and curriculum and for planning the future of the community college.

This modest narrative profile is a first step in a larger process of providing the college and its leaders with a continuing source of comprehensive, valid and consistent data about our students. While the primary objective of this research effort has been to provide the college's Long Range Planning Commission with essential baseline data about our students, it can also serve as a useful benchmark against which to assess current practices, programs and services across all aspects of the college's ongoing operations.

In the 1966 study of Tacoma's students, it was noted that "It would be misleading to try to represent . . . an average or typical student - we have all kinds of students." (p. 1)

It will become readily apparent that this statement is still true today although the range of student characteristics has been radically broadened and redistributed so that today's -- and certainly tomorrow's -- student body is vastly different from that of 1966.

In each of the sections to follow the characteristics under study will be prefaced, whenever possible, by the same or similar characteristics in the 1966 student population. This will give the reader a valuable perspective against which to weigh the current status and projected trends of the same characteristics today. In an effort to make the data less cumbersome and the meaning more accessible to the reader, the profile has been developed in a narrative format. The data on which this narrative has been built is contained in detailed tables found in Appendix A.

Richard J. Baskort
Dean of Student Services

Study Design

The data for this profile were obtained by drawing a random sample of 100 students each from the Fall quarter classes in 1974, 1975 and 1976. Alphabetical rosters for each of these three quarters of all regular and community services students enrolled in the college were serialized and the sample drawn using a table of random numbers. Community Service students enrolled in two credits or less were eliminated from the three samples until each sample had reached the predetermined size. While a larger sample would have been desirable, the necessity to code, collate and process the data exclusively by hand precluded the use of a total sample larger than 300. While the sampling procedure used is a statistically sound one, the small size of the sample relative to the total student population from which it was drawn makes it essential that the reader interpret the findings with a reasonable degree of caution and conservatism.

Age and Sex Distribution

The profound difference between our 1976 and 1966 student populations is most visible when looking at basic characteristics such as age, sex and marital status. In 1966 two-thirds of the college's students were male and under the age of nineteen. Only 11 per cent were engaged or married and less than 10 per cent were twenty-one years or older. In contrast, today's student population is almost evenly divided between males and females, a factor which has remained relatively constant in all three sample groups. Likewise the median age of both males and females has remained relatively constant over the two-year period of sampling, but the median age has increased over the past ten years at an astonishing rate to a point where the median age for males today is twenty-seven and for females twenty-six. While only nine per cent of the 1966 population was over the age of 21, today's student population is one in which just under 70 per cent of our population is over the age of 21. Much of this change is accounted for by the astonishing increase in the number of older students attending the college. Today one-third of all our students are over the age of 30. This age distribution has remained relatively constant during the two year period of the sample study.

With a rapidly rising median age for our students, it is not surprising that other factors, such as marital status have changed as well. While only 11 per cent of our students engaged or married in 1966 (and indeed, a national sampling showed only two per cent married or engaged across the country), slightly less than 50 per cent of today's students are married. There is no data available to show how many may be engaged.

Ethnic Backgrounds

In 1966, Tacoma Community College was virtually an all white institution with 95 per cent of its student body identified as caucasian. Today, caucasians account for less than 75 per cent of our student population with racial minorities accounting for 19 per cent of the total student body. The latter figure is an increase of approximately five per cent since 1974. While the

college's enrollment of Asian-American, black and Chicano students has remained relatively constant for two years, native American students have increased from one per cent of the student body to just under four per cent. The other area of modest but significant growth has been in the number of foreign-born students attending the college. The number of foreign-born students in the sample tripled over a two year period, although this population still constitutes less than four per cent of the student body. The largest source of growth in the foreign-born student population has come from two sources: the relocation of displaced South Vietnamese citizens and a substantial increase in the number of students from OPEC oil-producing countries in the Middle East.

Educational Objectives

In 1966, 27 per cent of the college's students indicated they were undecided about a major field of study. While that number may seem large, it is a significantly different number than was found in the sample of today's students. By 1974 the number of undecided students had risen to just under one-third of the total student body. Two years later, by Fall 1976, the number of undecided students was approaching one-half of the total student body (44.7 per cent). Of the total group of undecideds in 1976, 31 per cent were totally undecided, six per cent intended to transfer, but were undecided as to what field of study, and eight per cent wished to pursue occupational and career educational objectives, but were undecided as to which field to enter. The major change which has occurred in the undecided or exploratory student population is a modest increase in the number of occupationally decided students (1.4 per cent to 7.7 per cent) and a sharp decline in the number of undecided students who intend to transfer (24.3 per cent in 1974 to 6.2 per cent in 1976). The number of totally undecided students has increased dramatically from seven per cent to 31 per cent. At present, there is no available data to either support or challenge the adequacy of the college's present curriculum and service organization to meet these remarkably changed patterns of educational objectives or, for that matter, the other changing variables described earlier in this profile.

Although accurate figures were not available for the Fall 1976 sample the figures for the 1974 and 1975 samples showed that less than 20 per cent of the students enrolled in the college were non-high school graduates. In view of other data relative to the number of citizens in the college district who lack a high school education, it would appear that this is a potential student market which has barely been tapped at present, since upwards of 80 per cent of all students in the college at the present time are high school graduates.

Enrollment Patterns

Grade Point Averages and Credit Loads. -- Unfortunately the 1966 report does not give us detailed information with respect to enrollment and achievement data of the college's students. In studying the ratio of credits attempted to credits earned and grade point averages for all students in the three sample

quarters, the pattern appears to be relatively constant. The average credit load has declined somewhat from just over 11 to just over 10 quarter credits attempted by the average student and there has been a parallel decline in the number of credits earned, from 8.4 to 7.5. However, the grade point average has remained relatively constant being 2.26 for the Fall quarter 1976 sample. A source of some concern should be the increase in the rate of complete withdrawals from the college over the past two years. Among new students in their first quarter in the college, the rate of complete withdrawal has increased from six per cent to nine per cent while the rate of withdrawal of returning students (i.e. students previously enrolled) has increased from 10 per cent to 14 per cent. It would appear that the rate of increasing withdrawals from the college is primarily affecting part time rather than full time students, since the rate of withdrawal of students attempting 10 or more credits during the quarter has declined from 14 per cent in 1975 to under eight per cent in 1976.

It is when we examine performance levels across age groups that the most noticeable differences emerge. When students are divided into three age groups, twenty-five and under, twenty-six to forty-five, and forty-six and older, the most noticeable difference to emerge is that average grade point increases in the older groups. For Fall 1976, the youngest group averaged 1.74 while those forty-six and older averaged 3.02. The twenty-six to forty-five group had a 2.29 average. Other important differences within the three age groups include the rate of complete withdrawal which is highest for the 26 to 45 group. Since these are the prime career and breadwinning years, it is not surprising that the demands of work and family exert a powerful influence on these student's capability to remain in school on a continuing basis. The highest rate of credit completion was among the oldest group at 88 per cent of credits attempted while the lowest completion rate was again the 26 to 45 group at 72 per cent. The youngest students had a completion rate of approximately 75 per cent of credits attempted.

An important factor which appears somewhat unique to Tacoma in contrast to comparable urban community colleges is the average credit load carried by the "typical" student. In an era of a national trend toward increasingly part time students which inevitably erodes the average credit load figure, Tacoma has remained remarkably constant and higher than similar institutions. In Fall 1976 the average credit load was 10.16 credits, up from 9.92 in 1974. Nevertheless, it is doubtful if the college can remain indefinitely immune from what is a clear trend nationally across virtually all urban community colleges in an increasing and often dramatic shift toward more and more part time, adult, continuing education students.

A more detailed analysis of enrollment patterns discloses a number of clear and potentially significant trends occurring between 1974 and the present. One of the more prominent of these trends is the remarkable increase in the number of female students who are full-time day students. Since 1974 the number (as well as the percentage) of female students who are full time day students has more than doubled from 26.2 per cent to more than 54 per cent. The gain in this area appears to have been accompanied by a decline in the

percentage of women students attending the college part time, both in the day and evening programs. In contrast to the trend among female students, the percentage of male students who attend full-time during the day has declined approximately 10 per cent to 41 per cent of all male students. However, the percentage of male students attending part time in the evening program has tripled to reach a total in 1976 of one-third of the male student population.

Length and Continuity of Enrollment. -- The study produced some fascinating findings with respect to the length and continuity of student enrollment. Of immediate visibility is an increase in the apparent retention rate of students. The evidence for this is the percentage of students in the three sample groups who at the time of the study were in their initial quarter of enrollment in the college. Since 1974 this group has declined from 50 per cent of the student population to 32 per cent in the Fall of 1976 among students attempting eight or more course credits. Among students enrolled in three to seven credits (presumably more casual, non-degree oriented students in most cases) there has been a parallel decline from 56 per cent in 1974 who were in their initial quarter of study at the time of sampling to 36 per cent in Fall 1976.

Consistent with findings in other studies conducted recently, Tacoma's students show a frequent pattern of intermittent rather than continuous enrollment. In the 1974 sample, 19 per cent had experienced at least one break in enrollment of one or more quarters duration. Significantly, that figure rose to 26 per cent with the Fall 1976 group. What is important to note is that the 19 per cent figure for 1974 included breaks which have occurred since 1974 on up to the present time since all records of the sample group were up to date. This means that the actual increase in the number of students who experience a break in continuous enrollment is much larger than the figures might suggest initially. Relatively few students experience more than one break in enrollment. However, the duration of the break in enrollment was primarily divided between those students who were out for one quarter and then back in (43 per cent) and those who were out for three or more quarters (38 per cent). Moreover, there was a clear preference shown with respect to which quarter students dropped out of school, with approximately one-half of those students having a break in enrollment being out during Spring quarter. About one-third were out during Winter quarter and only about one-fifth were out during Fall quarter. All of these data were for students who attempted eight or more credits during the quarter. The findings for those students enrolled in three to seven credits was not substantially different except for the duration in the break in enrollment. With these nominally part time students, nearly three-quarters of those who had a break in enrollment were out for three or more quarters before returning to the college.

In examining the enrollment trends and patterns for Summer quarter, a clear and somewhat discomfoting trend line was apparent. While the percentage of part time students attending Summer school remained unchanged during the 1974-76 period at 18 per cent, the percentage of nominally full time students attending Summer quarter has declined from 38 per cent to 22 per cent.

In looking at length of enrollment, establishing a trend line is very difficult to do since there is no way of knowing at this point how much longer those who were enrolled in their initial quarter in Fall 1976 will continue enrollment at the college. However, when looking at length of enrollment with the Fall 1974 group, a number of interesting factors emerge. There is a reasonably high level of persistence across a remarkably long period of time. For example, only nine per cent of the 1974 group stayed with the college for only one quarter. Since many of the students in each of the three groups had been in attendance for varying periods of time at the time of sampling, it was decided to look at the total pattern of enrollment for this group regardless of when they entered and following them up to and including Fall 1976. The total length of enrollment varied according to the following pattern: 18 per cent were enrolled for two quarters, 15 per cent for three quarters, 7 per cent for each of the fourth and fifth quarters, 16 per cent were enrolled for six quarters and an astonishing 28 per cent of the sample were enrolled for more than six quarters. Again, these were students who were enrolled in no less than eight credits in Fall 1974. A similar pattern can be observed with those students enrolled in three to seven credits with 19 per cent of that group being enrolled in the college for more than six quarters.

Other Post secondary Experiences. -- Like students in other urban community colleges, ours very frequently have had enrollment in one or more post secondary institutions other than Tacoma, although the frequency of this pattern is somewhat less than that generally observed in other urban colleges. In the 1976 sample group, 37 per cent had attended one or more post secondary institutions other than Tacoma and this was a level which has not changed greatly since 1974. Twenty-two per cent have attended other community colleges, the majority of them located in the Puget Sound area. Surprisingly, considering its close proximity to our campus, only six per cent of the 1976 sample had previously attended Ft. Steilacoom Community College. It would be exceedingly useful to look at a similar pattern in terms of Tacoma transfers into Ft. Steilacoom. Twenty per cent of the sample had attended four-year colleges either in Washington or out of state. This is consonant with other studies which increasingly show that the highest level of transfer activity is from four-year colleges into the community colleges (rather than the other way around) counter to a long held if apparently erroneous belief among community college educators generally. The finding is certainly consistent with other data which show that in 1974 less than 350 out of a true annual enrollment of some 9,000 students transferred to all of Washington's four-year institutions. While it may be a result of sampling error, it should also be noted that the 13 per cent of our students who had earlier attended either Bates or Clover Park Vocational-Technical Institutes in both 1974 and 1975 samples had declined sharply to 2 per cent in the 1976 sample.

Summary and Implications

There are many other potentially useful and certainly intriguing trends and factors which emerged in the data collected. However, the findings and trends discussed in this profile appear to be the major indicators of immediate

importance to the institution. Nevertheless, the curious reader will find many additional trends and factors worthy of thoughtful consideration in the more detailed statistical tables found in Appendix A.

It is clear that, on the basis of the three samples drawn for the study, our students produced a profile remarkably different -- indeed radically different -- from the student profile of just ten years ago. Our students are older, much more likely to be female and married than 1966's population. Today's student is five times as likely to be a member of a racial or ethnic minority group and far more likely to be working either full- or part time. Unlike the 88 per cent of the 1966 group who entered the college directly out of high school, less than half of today's students come to us directly out of high school. While specific data was not available in building this profile, it is difficult to believe that more than half of today's entering students were in the upper 50 per cent academically of their high school graduating classes. Indeed, the burgeoning growth of such college programs as the math lab and the rapidly increasing demand for developmental and learning assistance services are strong evidence to show that our students are very much like Patricia Cross's "New Students" which she so eloquently describes in her book, Beyond the open door. As described by Cross, our students are far more likely to have been out of school for some time, to be either female or a member of a racial minority, and to have had limited success academically in high school, characteristically leaving high school (often without graduating) in the lowest quartile academically. There is nothing to suggest any abatement in this trend. Indeed, given the fact that many of Cross's "New Students" can be found in the college's High School Completion Program and Developmental Learning Program, there is very good reason to believe that this population will be an increasingly important part of the college's service population.

Given the radical transformation which has occurred in our student population over the past ten years and notwithstanding some substantial institutional changes and reforms during the same period, the data presently available suggest an urgent need for all members of the campus community, working with the community at large, to begin a prompt, critical and thorough review and evaluation of the college's present organization, curriculum, student services, and support services. The obvious questions in such a task is both simple and compelling: To what extent is the college meeting the learning needs of today's students and to what extent are we prepared and equipped to deal with the needs of tomorrow's student.

TABLE 1

GENERAL ENROLLMENT DATA

	Fall 1974	Fall 1975	Fall 1976
Number of Students	5,674	6,419	5,513
Fulltime Equivalent (FTE) Students	3,754	4,315	3,734
Average Student Credit Load	9.92	10.08	10.16
Percentage of Students Enrolled as:			
Day Students	63		54
Evening Students	30	N/A	33
Both Day and Evening	7		15
Percentage of Fulltime Day Students Who Are:			
Male	51	34	42
Female	26	29	54
Percentage of Parttime Day Students Who Are:			
Male	9	6	4
Female	33	22	11
Percentage of Fulltime Evening Students Who Are:			
Male	19	9	10
Female	2	22	11
Percentage of Parttime Evening Students Who Are:			
Male	11	26	33
Female	33	33	22

Table 2

STUDENT CHARACTERISTICS

	Fall 1974	Fall 1975	Fall 1976
Marital Status (by percentage):			
Single Males	47	38	42
Single Females	50	41	56
Married Males	41	49	48
Married Females	45	53	30
Males - Unknown	11	13	10
Females - Unknown	5	6	13
Racial/Ethnic Distribution (by percentage):			
Asian American	1.7	2.0	2.4
Black American	11.8	7.4	12.2
Caucasian	81.7	81.0	74.4
Chicano/Mexican-American	1.1	1.0	0.9
Native American	1.0	2.0	3.6
Other	1.6	5.3	4.1
Foreign Born	1.1	2.0	3.3
Median Age in Years:			
Male	27	28	27
Female	27	27	26
Veterans	Accurate Data Not Available		

APPENDIX "A"

Table 3

EDUCATIONAL OBJECTIVES FOR STUDENTS
ATTEMPTING EIGHT OR MORE CREDITS

		Percentages for:		
		Fall 1974	Fall 1975	Fall 1976
<u>Occupational/Career</u>	<u>(Total)</u>	(27)	(28)	(30)
Administration of Justice		6	--	2
Allied Health		10	14	9
Business/Commerce		9	2	11
Human Service Worker		--	2	--
General Job Skill Improvement		1	5	--
Undecided		1	5	8
<u>Four-Year College Transfer</u>	<u>(Total)</u>	(52)	(32)	(35)
Arts/Humanities		--	--	2
Business Administration		11	5	14
English/Communications		3	--	--
Math/Science/Engineering		3	10	5
Physical Education/Recreation		1	--	--
Social/Behavioral Sciences		10	3	8
Undecided		24	14	6
<u>Undecided/Exploratory</u>	<u>(Total)</u>	(7)	(22)	(31)
<u>High School Completion</u>	<u>(Total)</u>	(13)	(17)	(5)

APPENDIX "A"

Table 4

STUDENT ENROLLMENT PATTERNS:
LENGTH AND CONTINUITY

	Percentages for Students Attempting:					
	8 or more credits			3 to 7 credits		
<u>Point of Initial TCC Enrollment:</u>	Fall 74	Fall 75	Fall 76	Fall 74	Fall 75	Fall 76
Current Quarter	50	43	32	56	45	36
One Quarter Previous	7	1	11	4	10	14
Two Quarters Previous	3	12	5	7	1	14
Three Quarters Previous	22	17	16	7	15	7
Up to Two Years Previous	12	17	18	11	8	11
Up to Three Years Previous	1	7	7	1	4	1
More than Three Years Ago	5	3	11	14	17	18
<u>Total Length of Enrollment:</u>						
One Quarter	9	10	32	22	38	39
Two Quarters	18	10	15	26	4	21
Three-Four Quarters	22	37	27	18	19	28
Five-Six Quarters	23	25	15	15	20	5
More than Six Quarters	28	18	11	19	19	7
<u>Breaks in Continuous Enrollment:</u>						
Break of One Quarter	15	22	21	22	23	14
Break of Two or more Quarters	4	1	5	1	10	7
<u>Length of Break:</u>						
One Quarter	56	46	43	11	27	13
Two Quarters	11	23	19	22	33	13
Three or More Quarters	33	31	38	67	50	74
<u>Period of Break:</u>						
Fall Quarter	23	28	18	16	17	18
Winter Quarter	23	33	36	42	33	36
Spring Quarter	54	39	46	42	50	46
<u>Summer Quarters Attended:</u>						
One	28	17	15	11	15	14
Two or More	10	9	7	7	13	4

Table 5

PATTERNS OF STUDENT SUCCESS AND WITHDRAWAL
BY AGE GROUPS

	Fall 1974	Fall 1975	Fall 1976
<u>Average Credits Attempted</u>			
Age 25 or Less	11.6	11.0	11.8
Age 26 to 45	10.0	9.2	8.8
Age 46 and Over	15.0	8.8	10.9
<u>Average Credits Completed</u>			
Age 25 and Under	9.4	9.3	8.8
Age 26 to 45	6.5	7.0	6.3
Age 46 and Over	14.0	8.7	9.6
<u>Earned Grade Point Average</u>			
Age 25 and Under	2.17	2.42	1.74
Age 26 to 45	2.38	2.46	2.29
Age 46 and Over	2.97	2.69	3.02
<u>Percentage of Student Withdrawing Completely</u>			
Age 25 and Under	8	7	12
Age 26 to 45	17	15	21
Age 46 and Over	—	—	—
First Quarter New Students (All Ages)	6	8	9
Former Students (All Ages)	10	13	14
Students Attempting 10 or more credits (All Ages)	N/A	14	8

APPENDIX "A"

Table 6

STUDENT PATTERNS OF PREVIOUS
POSTSECONDARY EDUCATION

	Percentage of Students in:		
	Fall 1974	Fall 1975	Fall 1976
Tacoma Community College Only	66	51	63
One Additional College	23	32	30
Two Additional Colleges	9	10	4
Three or More Additional Colleges	2	6	3
Community Colleges:			
Fort Steilacoom	1	6	6
Other Puget Sound Colleges	3	11	9
Other Washington Colleges	1	2	3
Out-of-State Colleges	6	3	4
Four-Year Colleges:			
Washington - Public	4	4	5
Washington - Private	2	8	4
Out-of-State	9	12	11
Vocational - Technical:			
Bates	8	8	2
Clover Park	5	5	-
Other Public V-T	-	1	1
Private Proprietary	6	9	1
Military/Governmental	1	-	1



TACOMA COMMUNITY COLLEGE

Tab V, Item A

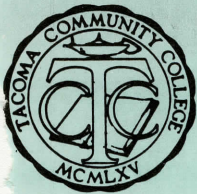
5900 South 12th Street Tacoma, Washington 98465

AGENDA ITEM BACKGROUND

BOARD OF TRUSTEES		DATE February 24, 1977
FROM: PRESIDENT		CATEGORY E.S.
SUBJECT: TENURE/NON-TENURE FOR PROBATIONARY FACULTY MEMBERS FOR 1977-78		ITEM & FILE NO. V, A
REASON FOR BOARD CONSIDERATION:		ENCLOSURE(S)
APPROVAL		

These materials will be presented at
the February 24, 1977, Meeting.

ADMINISTRATOR INITIATING ITEM: L. P. Stevens	FINAL DISPOSITION
BOARD ACTION DATE	
EFFECTIVE DATE	



5900 South 12th Street Tacoma, Washington 98465

AGENDA ITEM BACKGROUND

TO: BOARD OF TRUSTEES	DATE February 24, 1977
FROM: PRESIDENT	CATEGORY I.S.
SUBJECT: Tenure/Non-Tenure for Probationary Faculty Members for 1977-78	ITEM & FILE NO. V, A-1
	ENCLOSURE(S)
REASON FOR BOARD CONSIDERATION:	APPROVAL

Background

The Negotiated Agreement requires that probationary faculty be notified of their status prior to the last day of Winter Quarter of the probationer's third year.

The Tacoma Community College Faculty Tenure Review Committee has presented its recommendation to the President in compliance with the provisions of the Negotiated Agreement between the Tacoma Community College Federation of Teachers and Tacoma Community College District 22.

After carefully reviewing the recommendation by the Faculty Tenure Review Committee, the President transmits to the Board the Tenure Review Committee's recommendation of tenure for Mr. Nick H. Huddleston. However, a curtailment of production media services has been determined for the 1977-78 College year. Therefore, the Board is required to act regarding both tenure and non-renewal of contract for Mr. Huddleston.

Recommendation

The President recommends that the Board not grant tenure to Nick H. Huddleston. The Board further directs the President to curtail media production services and not renew Mr. Huddleston's contract.

ADMINISTRATOR INITIATING ITEM: L. P. Stevens	FINAL DISPOSITION
BOARD ACTION DATE	
EFFECTIVE DATE	



AGENDA ITEM BACKGROUND

TO: BOARD OF TRUSTEES	DATE February 24, 1977
FROM: PRESIDENT	CATEGORY I.S.
SUBJECT: Tenure/Non-Tenure for Probationary Faculty Members for 1977-78	ITEM & FILE NO. V, A-2
	ENCLOSURE(S)
REASON FOR BOARD CONSIDERATION:	APPROVAL

Background

The Negotiated Agreement requires that probationary faculty be notified of their status prior to the last day of Winter Quarter of the probationer's third year.

The Tacoma Community College Faculty Tenure Review Committee has presented its recommendation to the President in compliance with the provisions of the Negotiated Agreement between the Tacoma Community College Federation of Teachers and Tacoma Community College District 22.

After carefully reviewing the recommendation by the Faculty Tenure Review Committee, the President transmits to the Board the Tenure Review Committee's recommendation of non-tenure for P. Thomas Hanson.

Since this is the third year of Mr. Hanson's service to the College, non-tenure status carries with it non-renewal of contract.

Recommendation

The President recommends that the Board concur with the recommendation of the Tenure Review Committee not to award tenure; and, therefore, not to renew the contract of P. Thomas Hanson.

ADMINISTRATOR INITIATING ITEM: L. P. Stevens	FINAL DISPOSITION
BOARD ACTION DATE	
EFFECTIVE DATE	



AGENDA ITEM BACKGROUND

TO: BOARD OF TRUSTEES	DATE February 24, 1977
FROM: PRESIDENT	CATEGORY I.S.
SUBJECT: Tenure/Non-Tenure for Probationary Faculty Members for 1977-78	ITEM & FILE NO. V, A-3
	ENCLOSURE(S)
REASON FOR BOARD CONSIDERATION: APPROVAL	

Background

The Negotiated Agreement requires that probationary faculty be notified of their status prior to the last day of Winter Quarter of the probationer's third year.

The Tacoma Community College Faculty Tenure Review Committees have presented their recommendations to the President in compliance with the provisions of the Negotiated Agreement between the Tacoma Community College Federation of Teachers and Tacoma Community College District 22.

The President has reviewed the recommendation of the Review Committee for Mrs. Shirley Johnson and transmits to the Board the recommendation for renewal of contract for 1977-78.

For the Board's information, Mrs. Johnson has just completed her first year as a probationary faculty member as an instructor in nursing, Division of Allied Health.

Recommendation

The President recommends that the Board concur with the recommendation of the Faculty Tenure Review Committee regarding Shirley Johnson and refer the renewal of contract matter to the President.

ADMINISTRATOR INITIATING ITEM: L. P. Stevens	FINAL DISPOSITION
BOARD ACTION DATE	
EFFECTIVE DATE	



AGENDA ITEM BACKGROUND

TO: BOARD OF TRUSTEES	DATE February 24, 1977
FROM: PRESIDENT	CATEGORY I.S.
SUBJECT: Tenure/Non-Tenure for Probationary Faculty Members for 1977-78	ITEM & FILE NO. V, A-4
REASON FOR BOARD CONSIDERATION: APPROVAL	ENCLOSURE(S)

Background

The Negotiated Agreement requires that probationary faculty be notified of their status prior to the last day of Winter Quarter of the probationer's third year.

The Tacoma Community College Faculty Tenure Review Committees have presented their recommendations to the President in compliance with the provisions of the Negotiated Agreement between the Tacoma Community College Federation of Teachers and Tacoma Community College District 22.

The President transmits to the Board the recommendations for tenure for Paul E. Jacobson and Royal Domingo. The President has carefully reviewed each recommendation by the Review Committee.

For the Board's information Dr. Jacobson is in second year as a probationary faculty member following eight years as Dean of Instruction for the College. Royal Domingo is in his fourth year; because of the "hard money" ruling of 1975-76, Mr. Domingo could not be granted tenure at that time.

Recommendation

The President recommends that the Board concur with the recommendation of the Tenure Review Committee as to Paul E. Jacobson and Royal Domingo.

ADMINISTRATOR INITIATING ITEM: L. P. Stevens	FINAL DISPOSITION
BOARD ACTION DATE	
EFFECTIVE DATE	