Mid-Cycle Self-Evaluation Report

Prepared for the Northwest Commission on Colleges and Universities

Bellingham Technical College
August 2024

Bellingham
TECHNICAL
COLLEGE

BTC MID-CYCLE EVALUATION (MCE) REPORT

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INTRODUCTION

Institutional Overview

Bellingham Technical College (BTC) is a two-year technical college located in Northwest Washington State, an area perched on the Pacific Rim and bordered by Canada. The college's service district (Whatcom County) is comprised of 2,107 square miles with an estimated population of over 230,000 in 2022. BTC's service area today is within the usual and accustomed lands of the Lhaq'temish or Xwlemi (Lummi) Nation, and of the Noxws'a'?aq (Nooksack) Tribe of the Coast Salish peoples, as well as the original territory of the sʔéməš (Samish) Indian Tribe. The I-5 corridor, which links Seattle and Vancouver, British Columbia, runs through Whatcom County, and most of the county's population is clustered along this pipeline, with many rural areas located to the north and east, in the foothills of the North Cascade Mountain range. BTC resides in the county's largest port city (Bellingham) and has been serving its urban/rural region with workforce education degrees and certificates for over 60 years. The college also provides adult basic education, English as a Second Language (ESL), youth reengagement (Impact) programming, academic courses, direct transfer degrees, Baccalaureate of Applied Science opportunities, and community workforce education. BTC works closely with regional employers and other partners to develop programs and train students to fill regional workforce demands and support economic development. BTC is one of the state's smallest two-year public colleges, serving a total of 3,982 students in the 2023-24 academic year.

The current educational program mix at BTC is 57% workforce (professional/technical), 18% basic skills (Transitional Studies), 2% transfer, and 23% other (such as general studies, continuing education, non-award seeking). BTC provides an array of professional technical degree and certificate programs across nine areas of study:

Table 1. BTC Professional Technical Areas of Study				
Advanced Manufacturing	Business Programs	Culinary Arts	Engineering Technology	Fisheries & Aquaculture Sciences
	Information Technology	Industrial Technology	Nursing & Allied Health	Transportation & Mechanical Technology

BTC students are able to take courses in 36 different professional technical degree programs, including one Bachelor of Applied Science degree option. The typical credential-seeking student at BTC is an adult with responsibilities outside of their educational program. Data from the 2023-24 academic year show that the average age of BTC students is 26, and over half (65%) attend part-time. 52% of students identify as female, 44% as male, and 1% as nonbinary (3% did not report). 33% of BTC students identify as Students of Color and the majority (59%) are first-generation students. 40% of students are eligible for need-based financial aid. 43% of students leave the college with a credential within 12 quarters of starting, and approximately 80% of students who last attended BTC in 2021-22 and left with at least 45 credits or a certificate/degree were employed or continued their education within nine months of leaving.

In 2023-24, BTC awarded 209 certificates that were less than one year in length, 136 certificates that were one to two years in length, and 388 two-year degrees. The college also awarded 13 Bachelor degrees and 79 high school credentials.

TABLE 2. BTC CREDENTIAL-SEEKING STUDENT PROFILE - 2023-24		
Total Headcount: 2,263	**Full-Time Headcount:** 793	**Part-Time Headcount:** 1,470
Total FTE: 1,470		
Age: 26 average; 56% 26 and under; 43% 27 and over		**Average GPA:** 2.71
Full-Time Students Receiving Financial Aid: 67%		
Sex: 52% female; 44% male; 1% nonbinary; 3% unknown		
Ethnicity: American Indian/Alaskan Native: 1%; Asian: 6%; Black: 2%; Hispanic: 18%; Native Hawaiian or Other Pacific Islander: <1%; Two or More Races: 7%; White: 65%; Unknown: 2%		
Graduation Rate for New, Award-Seeking Students within Three Years: 43%		
Source: *BTC Institutional Planning & Assessment Department, BTC data warehouse*		

Changes Since the 2022 Year Seven Evaluation of Institutional Effectiveness (EIE) Report

In January 2023, Dr. James Lemerond began as BTC's President after a national search. Dr. Lemerond replaced interim President Dr. Kimberly Perry, who had previously served as BTC's President for five years and retired in December 2020 before returning on an interim basis. Dr. Lemerond has extensive leadership experience in the Wisconsin Technical College System.

Over the past several years, BTC has launched critical, long-term initiatives which continue to substantially inform the focus of all campus work, and has successfully pursued external funding in order to support these key initiatives. For example, the college, supported by Federal and State funding sources, began the process of implementing a Guided Pathways model in the 2019-20 academic year. This model focuses on establishing accessible and streamlined educational pathways for students. BTC has engaged in transformational efforts throughout the last five years to support this model, focusing on 1) instructional design, 2) college navigation, 3) faculty teaching and learning, 4) employee technology training, and 5) data literacy and research. In Fall 2023, BTC and partner Walla Walla Community College (WWCC) were awarded a five-year Title III Cooperative Arrangement Development (CAD) grant from the U.S. Department of Education. This project was designed to continue providing support for implementing the Guided Pathways model. BTC and WWCC's Title III CAD project will focus on simplifying entry pathways and implementing flexible instructional models to increase student access to and persistence in professional technical programs at BTC and WWCC. This work is anticipated to close student equity gaps and improve student outcomes.

In another example, the college established a Diversity, Equity and Inclusion (DEI) participatory governance committee in 2017, and hired its first DEI director in 2021. This committee and department director work together with other BTC areas to provide employee professional development, explore and assess BTC's campus climate through surveys and listening sessions, improve BTC policies and practices, host activities on campus, and implement DEI-focused initiatives and changes on campus. Additionally, BTC developed its first DEI-specific strategic plan in the 2023-24 academic year.

Even during the COVID-19 pandemic, which began substantially impacting college operations in March 2020, BTC employees continued to make progress on Guided Pathways, DEI, and other key initiatives. In fact, the adaptations the college had to make during the pandemic resulted in some unexpected benefits. For example, employees had to come up with creative solutions to remote learning and service challenges – and those solutions often resulted in increased access opportunities for students. But the pandemic disproportionally impacted enrollments at technical colleges like BTC, which offer primarily professional technical programs. This impact is at least partially due to the high number of hands-on training programs that were required to both shift to online/hybrid instruction and implement extensive health and safety regulations for any hands-on instructional components. Enrollments during the first few years of the pandemic fell nearly 25%: annual enrollment figures went from 2,842 credential-seeking enrollments in the 2019-20 academic year to 2,099 in 2022-23 – comprising a significant revenue loss for a small college like BTC. While enrollments are beginning to rebound in the 2023-24 academic year, enrollment figures are still well below pre-pandemic levels.

Other factors have compounded declining enrollment and corresponding budgetary struggles. For example, BTC was required to convert to a new statewide technology system (ctcLink, which is a WA State version of PeopleSoft) in October 2021. The Washington State Board of Community and Technical Colleges chose PeopleSoft instead of one of the well-vetted higher education technology systems (e.g., Banner, Colleague) because they wanted a full-system solution that would handle nearly every administrative function at the colleges. Unfortunately, this project, implemented across all 34 community and technical colleges (all of which have multi-faceted needs and unique business processes), has caused significant problems across the system. While ctcLink is now fully implemented on the BTC campus, it continues to negatively impact operations. In another, more recent example from Fall 2022, BTC employees discovered a structural issue with the college's Campus Center building, which housed BTC professional technical programs, the BTC Bookstore and Library, Student Life, and student support programs such as Tutoring and TRIO Student Support Services. This discovery necessitated closure of the building and relocation of instructional and support services for a few weeks while repair work was conducted. In Summer and Fall 2023, the building was again closed while contractors did further repairs. Unfortunately, further analysis of the building structure during that time revealed significant structural issues, and it is anticipated that the building will remain closed through at least Summer 2025.

Despite these significant challenges, BTC employees have shown a high level of resilience and commitment to student success. As one respondent to a Spring 2021 employee survey observed, "the challenges and complexities of the past few years have pushed most, if not all BTC employees beyond their capacity. Everyone has risen and worked to meet the needs of students as best they can. We have shown up, even when unable to be at our best. This is what we do."

BTC's participatory governance model, with its College Assembly (CA) and eight governance committees (Appendix A) has been in operation since the 2017-18 academic year. Major

activities implemented and approved through the governance structure since the Year Seven virtual site visit include BTC's Planning & Resource Allocation (PARA) Committee leading a collaborative, campus-wide process that resulted in the college's refreshed 2023-30 Strategic Plan, and piloting a new campus-wide unit planning process that explicitly connects the college's strategic planning and resource allocation efforts. BTC's Student Access and Success (SAS) Committee facilitated the development of a Guided Self-Placement model to replace traditional assessment testing practices in its admissions process. The college's Instruction Council (IC) established BTC's first College-Level Student Learning Outcomes (CLSLOs), and the Office of Instruction, in collaboration with Institutional Planning and Assessment (IPA), convened a faculty work team to lead efforts to identify and pilot CLSLO assessment practices. The DEI Committee updated BTC policies and procedures, launched multiple employee professional development opportunities, and partnered with IPA to develop the DEI-specific strategic plan.

Two of BTC's participatory governance committees are involved most closely with accreditation work. One is the Accreditation Steering Committee (ASC), which was first established in 2002 and transitioned from an operational to participatory governance committee in Spring 2017. The charge of the ASC is to organize college self-assessment, reporting, and evaluative site visit processes, guided by Northwest Commission on Colleges and Universities (NWCCU) standards for accreditation. This cross-constituency group also provides input, policy direction, and general advice to the College Assembly, serves as a campus-wide communication network for accreditation-related matters, and maintains consistency of major accreditation processes.

In Spring 2023, the Accreditation Steering Committee (ASC) engaged in a self-assessment process, providing feedback on all elements included in the MCE, including identifying areas of strength and opportunity. After obtaining faculty input on programmatic assessment, BTC's report was drafted, and ASC review began in Winter 2024. In Winter and Spring 2024, ASC members completed individual and small group input and review sessions to ensure content accuracy and completeness, and solicited campus input on the draft. After incorporating edits and suggestions as appropriate, ASC formally approved the report and sought review and approval through BTC's participatory governance structure, including College Assembly, Administration, and Board of Trustees (all three groups approved May/June 2024). Final updates were integrated into the report in Summer 2024.

The second participatory governance committee involved in accreditation work is PARA, which began as an ad-hoc working group in the 2015-16 academic year and was restructured and re-established as one of the college's key governance groups in Winter 2017. This committee develops, implements, and assesses multi-year and annual institutional strategic planning and resource allocation processes. Similar to the ASC, the cross-constituency PARA Committee provides input, policy direction, and general advice to the College Assembly, serves as a campus-wide communication network centered on planning and resource allocation activities, and maintains consistency of major planning and resource allocation processes. Two PARA taskforces—one focusing on broad strategic planning and the second focused on identifying

meaningful Key Performance Indicators (KPIs)—worked together to develop the college's current themes, goals, and KPIs.

Status of Accreditation and 2022 Recommendations

BTC completed a seven-year accreditation cycle in Spring 2022. NWCCU reaffirmed BTC's accreditation in July 2022, and issued seven Recommendations stemming from BTC's Year Seven report and evaluative visit:

Recommendation 1: Implement a continuous, effective system of evaluation that assesses student support services including advising, and course, program and college student learning outcomes. (2020 Standard(s) 1.B.1;2.G.6;1.C.7)

Recommendation 2: Set and articulate meaningful indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions. (2020 Standard(s) 1.B.2)

Recommendation 3: Close the loop on its planning process by using assessment results to improve institutional effectiveness. (2020 Standard(s) 1.B.3)

Recommendation 4: Differentiate the program learning outcomes for embedded certificates and Associate of Applied Science degrees to ensure appropriate breadth, depth, sequencing, and synthesis of learning. (2020 Standard(s) 1.C.2)

Recommendation 5: Implement a comprehensive and consistent system of assessment to evaluate the quality of learning with focus on program level outcomes, general education course outcomes, and campus level student learning outcomes (CLSLOs). (2020 Standard(s) 1.C.5;1.C.6)

Recommendation 6: Implement a process to use regional and national peer disaggregated data to develop a set of indicators that are used to inform strategies and allocate resources to mitigate gaps in student achievement and equity. (2020 Standard(s) 1.D.2;1.D.3;1.D.4)

Recommendation 7: Regularly and systematically evaluate classified and exempt employees based on clearly communicated criteria. (2020 Standard(s) 2.F.4)

Recommendations 1, 3 and 5 (institutional assessment) are addressed in Section One of this report, and Recommendations 2 and 6 (external benchmarking) are addressed in Section Two. The college submitted two ad hoc reports in Winter 2023 in response to Recommendations 4 (differentiated program learning outcomes) and 7 (employee evaluation). NWCCU notified BTC in July 2023 that the college had fulfilled expectations regarding Recommendation 4, and should continue work on Recommendation 7. See Appendix B for a report on the current status of Recommendation 7.

BTC began its current seven-year accreditation cycle (2022-29) in Fall 2022.

SECTION ONE: MISSION FULFILLMENT

BTC Mission

Bellingham Technical College provides student-centered, high-quality professional technical education for today's needs and tomorrow's opportunities.

Mission Fulfillment Framework

BTC engaged in a campus-wide, highly collaborative planning process as it developed its 2018-23 Strategic Plan. That Strategic Plan continues to strongly reflect campus priorities. In a survey conducted in Spring 2022, 98% of employees reported that the college mission statement reflected BTC's current purpose as a higher education institution serving Whatcom County, and 91% of employees reported that the current Strategic Plan continued to resonate with their work. Based on these results, the college's Planning and Resource Allocation (PARA) Committee and college leadership decided to keep the essential structure of the 2018-23 Strategic Plan and engage in a collaborative, campus-wide process to refresh and improve that plan. The PARA committee employed guiding principles for this strategic planning effort to ensure that this process was: (1) clearly tied to resource allocation, (2) driven by a cross-representational participatory governance committee and engaged the entire campus community, and (3) based on appreciative inquiry principles. The committee strove to ensure that the refreshed Plan content: (1) was easy to understand, (2) aligned with other campus-wide planning and assessment efforts, (3) clearly defined standard performance measures for each Key Performance Indicator (KPI), and (4) was informed by strategic plans of the college's peer institutions. This refresh process resulted in BTC's 2023-30 Strategic Plan.

The themes, goals and Key Performance Indicators (KPIs) that constitute the Strategic Plan form a central framework for all BTC operational, planning and self-study efforts. BTC's four themes, 12 goals, and 11 KPIs were approved by PARA, College Assembly, Administration, and Board of Trustees in Spring 2023.

BTC's KPIs include a mix of quantitative and qualitative measures, and subsets of these KPIs help the college assess achievement of each goal. Several of the KPIs include sub-KPIs to measure more specific goal aspects as relevant. For example, BTC's student learning outcomes KPI includes sub-measurement at the course, program, and college levels (see Appendix C for a cross-listing of BTC themes, goals and KPIs).

Once BTC's 2023-30 Strategic Plan was approved, an Institutional Planning and Assessment (IPA) work group developed recommendations for KPI baselines, standards and targets. To come up with its final recommendations, the workgroup reviewed and considered factors such as (1) historical BTC data and KPI targets, (2) emerging BTC initiatives, and (3) comparative peer college data. These recommendations were presented to PARA, College Assembly, Administration, and BTC's Board of Trustees for consideration and were approved in Fall 2023 (Appendix D).

The college's analysis of how and to what extent it is fulfilling its mission is guided by achievement across its strategic goals and KPIs. BTC established three categories of indicator accomplishment: 1) Meets Target, 2) Meets Standard, and 3) Doesn't Meet Standard. BTC defines mission fulfillment as making progress across its strategic goals and meeting standards for 80% of its KPIs. In the 2023-24 academic year, BTC was fulfilling its mission based on 1) making substantial progress across each of its strategic goals and 2) meeting standards for 92% of its KPIs.

The work of assessing the college's effectiveness in fulfilling its Strategic Plan goals and KPIs is led by PARA and is strongly supported by BTC's IPA department. BTC assesses progress across its strategic goals and documents the results of this assessment in an annual report. The Executive Director of IPA shares highlights of this report with the Board of Trustees during its annual summer retreat and with the campus community as part of various meetings and communications. Additionally, the report is posted to BTC's Intranet site to allow full access to the document throughout the year. Historically, this report included key strategic planning information, assessment results across each of the college's strategic goals, and a status update for each KPI. This document was produced through a collaborative process between campus leadership, IPA, and the campus community in order to capture and document strategic plan progress to the greatest extent possible (Appendix E). In the 2023-24 year, PARA recommended shifting to a more concise Mission Fulfillment Report (including only key information that is most important to the campus community). IPA is currently partnering with Communications & Marketing to develop the new Mission Fulfillment Report, which will be shared at the Fall 2024 Campus Kick-off event and Board of Trustees retreat.

In addition to BTC's 2023-30 Strategic Plan, the college has recently developed a Diversity, Equity and Inclusion (DEI)-specific strategic plan (Appendix F). BTC decided to create a separate, yet fully aligned, DEI Strategic Plan to both elevate the college's commitment to DEI and meet state legislated requirements. A taskforce of the DEI Committee, which also included all IPA staff, was established in Summer 2023 to: (1) review Spring 2022 and 2023 campus climate survey and listening session results, disaggregated student data, and other institutions' DEI strategic plans; (b) draft strategic themes, goals, and KPIs in strong alignment with BTC's overall strategic plan; and (c) share the draft DEI Strategic Plan with and gather relevant feedback from key campus groups. The DEI Strategic Plan was approved by the DEI Committee and Administration in Spring 2024.

Institutional Assessment

BTC received two Recommendations from its most recent Year Seven report and visit which have led the college to improve its systems of assessment and evaluation related to student learning outcomes (SLOs) and student services, including advising:

NWCCU Recommendation 1: Implement a continuous, effective system of evaluation that assesses student support services including advising, and course, program and college student learning outcomes. (2020 Standard(s) 1.B.1;2.G.6;1.C.7)

NWCCU Recommendation 5: Implement a comprehensive and consistent system of assessment to evaluate the quality of learning with focus on program level outcomes, general education course outcomes, and campus level student learning outcomes (CLSLOs). (2020 Standard(s) 1.C.5;1.C.6)

BTC employees and students consistently engage in multiple institution-level assessment processes, including accreditation self-studies; annual strategic goal progress and KPI status reviews; participation in regular employee surveys, topic-specific student polls, campus climate surveys, and listening sessions; and ongoing engagement with key student information via live data dashboards and survey/listening session summary reports.

BTC faculty have been participating in the Program Effectiveness Report (PER) process for almost 20 years with the purpose of engaging in – and documenting – meaningful, data-informed, program-specific reflection and planning focused on continuous improvement. Faculty and deans review the reports to assess and evaluate each instructional program. PERs have historically included a range of program data that align with BTC's KPIs, and also contained a separate section asking faculty to reflect on what they had planned to do at the time of the previous report, what actually occurred since that time, and how they plan to continue or implement new improvements moving forward (see Appendix H for sample completed reports). In Spring 2024, BTC simplified and streamlined the PER process by asking faculty to engage with their own data via a new program-specific data dashboard and respond to a set of reflective prompts (see Appendix I for sample completed reports).

BTC programs and courses maintain established learning outcomes, update them regularly, include them on course syllabi, evaluate students based on these learning outcomes, and assess the effectiveness and appropriateness of those outcomes. Learning outcomes are assessed on an annual basis as part of the college's Student Learning Outcomes Report process. Instructional faculty and staff also gather input and feedback on course and program SLOs from Advisory Committee members (program Advisory Committees meet at least twice annually) and complete annual reflection and reporting on SLO achievement (Appendix G).

A sub-committee of BTC's Instruction Council, in consultation with employees across campus, identified BTC's first College Level Student Learning Outcomes (CLSLOs) in Winter 2022. In Spring 2022, BTC created a CLSLO policy and piloted an assessment process with two Advisory Committees. In 2022-23, a faculty-led work group (in partnership with Institutional Planning & Assessment) reviewed CLSLO assessment practices of regional peer institutions, began designing assessment processes to measure student CLSLO achievement at BTC, and worked with faculty across campus to map CLSLOs to existing program- and course-level SLOs. This group continued its work in 2023-24 by identifying one CLSLO to focus on in the 2023-24 year (critical thinking); developing an instruction-specific CLSLO assessment plan; developing and facilitating three plenary sessions focused on assessing critical thinking as part of the Fall, Winter and Spring 2023-24 faculty in-services; and piloting a triangulated assessment process to gather CLSLO achievement data from students, faculty and employers. Appendix J includes

BTC's CLSLO policy, list of CLSLOs, and 2023-24 assessment plan; Appendix K summarizes results of the college's first year of assessing CLSLO achievement.

Student support services have been less consistently evaluated until recently. Prior to 2014, BTC administered an annual, internally-developed student satisfaction survey. In 2014, 2015, and 2017, BTC participated in the Student Satisfaction Inventory (SSI). Since that time, the college has focused on using internally-designed survey instruments for input in specific priority areas. For example, in Spring 2020, a survey was administered to assess the technology needs (e.g., laptops, video cameras, hotspots) of students as the college quickly transitioned online in response to statewide stay-at-home orders. The results of this survey were used to identify the highest-need students and connect them with BTC technology resources. In December 2020, another student survey was developed and used to assess student academic and social/emotional experiences and needs by learning modality (fully remote, fully in-person, and hybrid). In Spring 2022, BTC administered a student/employee campus climate survey (results of which informed the development of the college's first DEI Strategic Plan).

Beginning in Spring 2023, the college has been able to move toward a more systematized approach toward student services assessment. IPA worked with key campus groups to develop quarterly, topic-specific student polls to explore topics such as student satisfaction with campus climate and safety, experiences with BTC's mandatory entry advising program (GET Started), and instructional and non-instructional student support service needs and utilization. Responses to these surveys are summarized and shared with BTC employees. For example, after reviewing the New Student/GET Started survey summary (Appendix L), BTC staff made multiple changes, including forming an onboarding redesign team to streamline student matriculation, creating a basic needs survey to connect new students with financial resource assistance, and forming a cross-departmental retention team.

In a second example, IPA supported Admissions & Advising staff to plan and implement a series of four advising-related focus groups with BTC students (Spring 2024) and worked with DEI staff to offer annual student listening sessions (Spring 2023 and 2024). The admissions and advising focus groups allowed students to provide detailed feedback about their experiences applying to BTC, completing placement processes, completing their GET Started session, and seeking additional support through their first academic year. The DEI listening sessions explored students' perceptions of campus climate, concerns about safety and inclusion, barriers to academic success, and support needs while attending BTC. DEI and IPA staff are currently analyzing all of the focus group and listening session data and summarizing key information into digestible reports to share with the campus community across the 2024-25 year.

Following this period of intense student and employee data collection between Spring 2023 and Spring 2024, the college plans to devote substantial time and energy toward continuing to digest, learn from, and identify next steps for continuous improvement based on the data in the 2024-25 year.

Enhanced Alignment between Assessment, Planning, and Resource Allocation

NWCCU Recommendation 3: Close the loop on its planning process by using assessment results to improve institutional effectiveness. (2020 Standard(s) 1.B.3)

While BTC had already implemented several steps of its original six-step institutional assessment, planning, and resource allocation process, the COVID pandemic delayed development and implementation of BTC's proposed unit planning and assessment components. Since receiving this Recommendation, BTC reduced its original six-step process to four, and has fully developed the remaining two steps of its institutional assessment process, which are meant to assure consistent planning and evaluation processes for every college work unit that align with BTC's 2023-30 Strategic Plan. The college piloted the unit planning step in Spring and Summer 2024: the pilot of the unit assessment step is scheduled for Spring and Summer 2025. Figure 1 below isa simple visual depiction of BTC's strategic planning and resource allocation cycle. See Appendix M for the presentation that guided unit planning orientation sessions with supervisors and managers in Spring 2024.

Figure 1

SECTION TWO: STUDENT ACHIEVEMENT

Over the past few years, BTC employees and partners have participated in broad-based surveys, focus groups, and research activities to identify strengths, weaknesses, and opportunities specific to student achievement. For example, Institutional Planning & Assessment (IPA) has designed data dashboards and other tools to provide live, disaggregated data that employees can use to inform student achievement initiatives and practices. The college is also involved in annual required planning and reporting activities for Washington State's Perkins Act administration. This work includes an annual assessment of BTC student outcomes for special

populations based on specialized State Board for Community and Technical College (SBCTC) data dashboards, which can be disaggregated by demographic group and BTC program. BTC is also participating in the state's Guided Pathways initiative, which involves establishing a campus-specific Guided Pathways model and required planning and reporting on the impact of its Guided Pathways activities on student achievement outcomes. Participation in these and other initiatives has resulted in BTC engaging in deep analysis of its student access and success data to identify achievement gaps, involving campus communities in data-informed discussions of student success and possible interventions, and implementing institutional improvement strategies. For example, in 2023-24, Diversity, Equity & Inclusion (DEI), BTC's Teaching and Learning Academy and IPA worked together to engage the campus community in data-informed equity discussions by launching the college's first-ever Campus Read program series with the book *Equity Talk to Equity Walk*, by McNair, Bensimon, and Malcom-Piqueux. The Campus Read program is open to all interested employees (including student employees): the first annual series was focused on how to think about and improve equity outcomes in higher education. In another example, a BTC team developed BTC's first DEI Strategic Plan in 2023-24 (Appendix F). This Plan is designed to align with BTC's overall strategic plan, is based on student and employee input and data, and will help guide the institution's work by looking at disaggregated student and employee outcomes through an equity lens.

Student Success Metrics

BTC incorporates multiple measures of student achievement into its planning and assessment efforts. Many of these measures are incorporated into BTC's Strategic Plan as Key Performance Indicators (KPIs), including:

- Student Transition
- Student Learning Outcomes (SLOs)
- Student Retention
- Student Completion
- Student Employment (job placement)

These measures help the college track the full cycle of student achievement, including if students (1) transition from basic education coursework to college-level courses and programs, (2) gain knowledge and skills in BTC courses and programs, (3) progress through their educational pathway, (4) complete degrees or certificates, (5) achieve success at equitable levels and (6) gain employment and/or transfer to a post-secondary institution after they complete their program.

Over the past two years, following the college's transition to ctcLink as part of the required statewide conversion, BTC's IPA department has rebuilt and improved data tools and systems, including web-based, user-centric, and equity-focused dashboards that can support multiple inquiries and filters (Appendix N). IPA has also begun reengaging employees across campus to access and directly interact with data. This work is anticipated to increase data analysis efforts and data-informed decision-making and practice and, ultimately, improve equitable student outcomes.

BTC dashboards focused on student achievement measures include those that track transition rates from basic, developmental and prerequisite to college-level coursework; retention; course success and progression; and completion. The developmental and prerequisite to college-level coursework and course success and progression dashboards are currently being rebuilt. Dashboard data can be disaggregated based on a variety of demographic factors, including:

- Age
- Citizenship Status
- Disability Status
- Economic Status (based on Pell eligibility and State Need grant recipient status)
- Enrollment Level (early-program [enrolled in program prerequisite courses] vs. core program [enrolled in college-level, program coursework])
- Enrollment Status (full- vs. part-time)
- First-Generation College Student Status
- Gender (male, female, nonbinary)
- Initial Enrollment Level (began at college-level vs. below college-level)
- Race/Ethnicity
- State Residency Status
- Veteran Status

All disaggregation filters are designed to help identify achievement and equity gaps among student populations, including students from underserved communities.

Results from BTC's internal student achievement measures, including the relevant standards and targets, are shown below:

Student Transition

The Student Transition KPI contains three separate sub-measures: (a) Transitional Studies (TS) to college-level, (b) developmental education to college-level, and (c) early-program to core-program. These measures allow the college to track the educational progress of members of its academically underprepared student populations, along with tracking progress of those students who must take college-level prerequisite courses before they can enter their professional technical program of interest.

The Transitional Studies to college-level indicator measures percentage of students transitioning from TS to any college-level course within 2 years (8 quarters). BTC data show that the college is not meeting its standard for student transition rates from basic skill to college-level courses. Rates are particularly low for American Indian or Alaska Native, Black or African American, and Hispanic or Latino student populations, along with those students who are not yet 20 and those over 40.

Transitional Studies to College-Level

Demographic	% Transitioned (2022-23)
2018-23 Standard	22%
2018-23 Target	28%
Overall	
	18%
Race/Ethnicity	
American Indian or Alaska Native	10%
Asian	*
Black or African American	10%
Hispanic or Latino	11%
Native Hawaiian or Other Pacific Islander	*
White	23%
2+ Races	40%
Race/Ethnicity Unknown	14%
Age	
0-19	11%
20-29	25%
30-39	23%
40-49	13%
50 or older	*
Not reported	*
Gender	
Man	14%
Woman	19%
Other	--
Prefer Not to Respond	*
Enrollment Status	
Part-Time	15%
Full-Time	*
First-Generation	
First-Generation	47%
Non First-Generation	6%
Socioeconomic/Pell Status	
Eligible for Need-Based Aid	66%
Not Eligible for Need-Based Aid	12%

BTC students enrolled exclusively in Transitional Studies courses are not eligible for Federal Financial Aid.
Double dashes indicate that data is not available for this KPI.
Asterisks indicate demographic categories with fewer than 10 students, which are not reported.

The developmental education to college-level KPI measures the percentage of developmental education students transitioning from their first developmental education course to a same-subject college-level course within 2 years (8 quarters). BTC is exceeding its standard for its

developmental education KPI but not quite achieving its target. Disaggregated data results show that rates for multi-racial students, students who are under 20 and over 50, female-identifying students, and part-time students are particularly low.

Developmental Education to College-Level

Demographic	% Transitioned (2022-23)
2018-23 Standard	40%
2018-23 Target	50%
Overall	
	47%
Race/Ethnicity	
American Indian or Alaska Native	*
Asian	69%
Black or African American	*
Hispanic or Latino	47%
Native Hawaiian or Other Pacific Islander	--
White	49%
Other	--
2+ Races	33%
Race and Ethnicity Unknown	35%
Age	
0-19	41%
20-29	49%
30-39	48%
40-49	48%
50 or older	30%
Gender	
Man	54%
Woman	44%
Other	--
Prefer Not to Respond	*
Enrollment Status	
Part-Time	43%
Full-Time	58%
First-Generation	
First-Generation	46%
Non First-Generation	49%
Socioeconomic/Pell Status	
Eligible for Need-Based Aid	49%
Not Eligible for Need-Based Aid	43%

Double dashes indicate that data is not available for this KPI.
Asterisks indicate demographic categories with fewer than 10 students, which are not reported.

The early-program to core-program KPI measures percentage of early program students transitioning from first college-level course to first core program course within 2 years (8 quarters). The table below tracks student progression through prerequisite courses needed to begin their professional technical certificates and degrees. BTC is slightly exceeding its standard for this KPI but is well below target. Rates are lowest for older and female-identifying students.

Early-Program to Core Program

Demographic	% Transitioned (2022-23)
2018-23 Standard	37%
2018-23 Target	47%
Overall	
	38%
Race/Ethnicity	
American Indian or Alaska Native	*
Asian	41%
Black or African American	*
Hispanic or Latino	36%
Native Hawaiian or Other Pacific Islander	--
White	40%
2+ Races	36%
Race/Ethnicity Unknown	33%
Age	
0-19	36%
20-29	35%
30-39	54%
40-49	50%
50 or older	29%
Gender	
Man	46%
Woman	34%
Other	--
Prefer Not to Respond	27%
Enrollment Status	
Part-Time	37%
Full-Time	42%
First-Generation	
First-Generation	37%
Non First-Generation	41%
Socioeconomic/Pell Status	
Eligible For Need-Based Aid	40%
Not Eligible For Need-Based Aid	37%

Double dashes indicate that data is not available for this KPI.
Asterisks indicate demographic categories with fewer than 10 students, which are not reported.

Student Learning Outcomes

BTC faculty assess student achievement of course and program SLOs. In the 2022-23 academic year, full-time faculty members were required to participate in BTC's Student Learning Outcome (SLO) Reporting process, assessing a total of 102 courses and 1,916 student enrollments. In this process, each faculty member assesses student achievement of SLOs in at least two of their classes.

For college-level SLO (CLSLO) achievement, students recently began self-assessing via a Spring student poll (starting in 2024), and Advisory Committee members who employ BTC graduates began assessing knowledge and skills of those graduates via an Employee Survey (starting in Fall 2023). Faculty began assessing student achievement of CLSLOs in May/June 2024 and analysis of results is currently underway. BTC has aggregated its results for KPIs 2a, b, and c, and is close to or has exceeded its target for each of these KPIs. See Appendix K for a summary of CLSLO achievement during the 2023-24 year.

Course-Level SLO Achievement

	% Achieved (2021-22)
2018-23 Standard	75%
2018-23 Target	90%
Overall	
	87%

Program-Level SLO Achievement

	% Achieved (2021-22)
2018-23 Standard	75%
2018-23 Target	90%

Overall
89%

College-Level SLO Achievement

	% Achieved (2023-24)	
	Student Perspective	*Employer Perspective*
CLSLO 1: Communication	90%	93%
CLSLO 2: Collaboration	92%	92%
CLSLO 3: Critical Thinking	96%	90%
CLSLO 4: Cultural Responsiveness	88%	85%
CLSLO 5: Career Readiness	92%	89%
Overall		
	92%	90%

Student Retention

BTC's retention KPI measures the percentage of degree-seeking students who are retained from one fall to the next. These findings show that BTC is exceeding standard but not yet reaching target. Rates are lowest for American Indian or Alaska Native and Hispanic or Latino populations, along with part-time students and those under 20.

Retention

Demographic	% Retained (Fall 2022)
2018-23 Standard	65%
2018-23 Target	71%
Overall	
	67%
Race/Ethnicity	
American Indian or Alaska Native	42%
Asian	73%
Black or African American	70%
Hispanic or Latino	61%
Native Hawaiian or Other Pacific Islander	*
White	68%
2+ Races	69%
Race/Ethnicity Unknown	72%
Age	
0-19	62%
20-29	67%
30-39	69%
40-49	75%
50 or older	68%
Gender	
Man	68%
Woman	67%
Other	*
Prefer Not to Respond	59%
Enrollment Status	
Part-Time	60%
Full-Time	77%
First-Generation	
First-Generation	67%
Non First-Generation	75%
Unknown First-Generation Status	64%
Socioeconomic/Pell Status	
Eligible For Need-Based Aid	70%
Not Eligible For Need-Based Aid	66%

Asterisks indicate demographic categories with fewer than 10 students, which are not reported.

Student Completion

BTC's completion KPI measures the percentage of core program students (those enrolled in college-level, program coursework) who graduate with a degree and/or certificate within 3 years of starting program coursework (12 quarters). BTC data show that the college has exceeded standard but is slightly below target for this KPI. Rates are lowest for Black or African American students, students under 20, and male-identifying students.

Completion

Demographic	% Completed (2022-23)
2018-23 Standard	50%
2018-23 Target	60%
Overall	
	56%
Race/Ethnicity	
American Indian or Alaska Native	*
Asian	63%
Black or African American	30%
Hispanic or Latino	56%
Native Hawaiian or Other Pacific Islander	*
White	58%
2+ Races	52%
Race/Ethnicity Unknown	51%
Age	
0-19	47%
20-29	59%
30-39	61%
40-49	55%
50 or older	58%
Gender	
Man	48%
Woman	66%
Other	--
Prefer Not to Respond	*
Enrollment Status	
Part-Time	54%
Full-Time	58%
First-Generation	
First-Generation	55%
Non First-Generation	57%
Unknown First-Generation Status	*

Socioeconomic/Pell Status	
Eligible For Need-Based Aid	58%
Not Eligible For Need-Based Aid	54%

Double dashes indicate that data is not available for this KPI.
Asterisks indicate demographic categories with fewer than 10 students, which are not reported.

Student Employment (job placement)

BTC's employment (job placement) KPI measures the percentage of students leaving with 45+ credits and/or a credential who are employed or continue in post-secondary education within 9 months of their last BTC course enrollment. The below data reveal that BTC is above standard but slightly below target. Student groups with the lowest rates include those under 20, over 39, and Asian students.

Student Employment (job placement)

Demographic	% employed (2020-22)
2018-23 Standard	3% below system average
2018-23 Target	6% above system average
Overall	
	78% (4% above system average)
Race/Ethnicity	
American Indian or Alaska Native	*
Asian	68%
Black or African American	*
Hispanic or Latino	82%
Native Hawaiian or Other Pacific Islander	*
White	78%
2+ Races	75%
Race/Ethnicity Unknown	75%
Age	
0-19	70%
20-29	80%
30-39	79%
40-49	65%
50 or older	66%
Gender	
Man	76%
Woman	79%
Other	--
Prefer Not to Respond	*
Enrollment Status	
Part-Time*	81%

Full-Time*	76%
First-Generation	
First-Generation	--
Non First-Generation	--
Unknown First-Generation Status	--
Socioeconomic/Pell Status	
Received Need-Based Aid	72%
Did Not Receive Need-Based Aid	81%

BTC internal data dashboard utilizes the Data Linking for Outcomes Assessment (DLOA) data set to determine job placement rates. Outcome year reflects job placement rates for students who left with a degree/certificate or 45 credits in the 2020-21 academic year. The State Board for Community and Technical Colleges (SBCTC) derives all demographic variables in the dataset: see their data dictionary for more details.
**Part-time/full-time status in the DLOA data set is based on 12 credits*
Double dashes indicate that data is not available for this KPI.
Asterisks indicate demographic categories with fewer than 10 students, which are not reported.

Next Steps

BTC has already begun discussions with campus groups (including participatory governance committees such as the Accreditation Steering Committee, DEI Committee, and Student Access & Success Committee) to help the college: 1) identify key student equity gaps in these data, 2) assess which BTC policies and/or practices (or other factors) might be contributing to these equity gaps, and 3) determine what BTC may already be doing to address these gaps – and/or what it should do moving forward. To aid in this work, BTC's IPA department will finish its rebuild and improvement of data tools and systems, including web-based, user-centric, and equity-focused dashboards that can support multiple inquiries and filters. The college will also benefit from the implementation of its first DEI Strategic Plan (Appendix F), which will help employees track, prioritize and address equity gaps in student achievement outcomes such as enrollment, completion and employment.

Comparison Institutions

BTC received two Recommendations from its most recent Year Seven report and visit which have led the college to improve its use of comparison data from regional and national peer institutions:

NWCCU Recommendation 2: Set and articulate meaningful indicators of its goals to define mission fulfillment and to improve its effectiveness in the context of and in comparison with regional and national peer institutions. (2020 Standard(s) 1.B.2)

NWCCU Recommendation 6: Implement a process to use regional and national peer disaggregated data to develop a set of indicators that are used to inform strategies and allocate resources to mitigate gaps in student achievement and equity. (2020 Standard(s) 1.D.2;1.D.3;1.D.4)

In the 2021-22 academic year, a subcommittee of the Accreditation Steering Committee (ASC) engaged in an in-depth process to identify criteria for and recommend BTC's first set of regional and national peer institutions. Team members looked for colleges that had similar characteristics, including:

- Type of institution
- Educational focus
- Proportion of non-traditional students
- Campus settings
- Enrollment size
- Hybrid/fully remote enrollment levels
- Part-time enrollment rates
- Student racial diversity rates
- Need-based financial aid award levels
- Local industry

Based on assessment of data from potential peer colleges using these criteria, BTC selected a mix of nine regional institutions (including four technical colleges and five community colleges) and five national colleges to help monitor its progress on student success:

Regional Peers - Technical Colleges:	Regional Peers - Community Colleges
Bates Technical College Clover Park Technical College Lake Washington Institute of Technology Renton Technical College	Grays Harbor Community College Peninsula College Skagit Valley College Spokane Community College Walla Walla Community College
National Peers Albany Technical College (GA) Cochise County Community College District (AZ) Eastern Maine Community College (ME) Moraine Park Technical College (WI) Texarkana College (TX)	

BTC uses dashboards provided by the SBCTC to compare its student achievement outcomes to regional peer institutions and has added these links and descriptions for each to its website. Using these dashboards, college employees can see how the college is performing relative to the other 33 Washington State community and technical colleges overall and to its subset of regional comparison colleges.

The First-Time Entering Student Outcomes (FTEC) dashboard is the SBCTC dashboard most frequently used for BTC external benchmarking against regional peers and is linked on BTC's website for employee use:

- *First-Time Entering Student Outcomes:* Includes progression, retention, credential completion, and post-college outcomes information for a variety of cohorts, such as first-time ever in college, first-time ever at institution, and Running Start. The dashboard also allows for disaggregation and filtering, allowing BTC to define comparison subsets of other colleges *(Note: This dashboard requires users to access from a college IP address).*

Another SBCTC dashboard used to compare BTC students' post-completion outcomes to regional colleges is the After College Outcomes dashboard:

- *After College Outcomes: Professional-Technical Programs and Apprenticeships*: Most BTC students plan to enter the workforce after earning their BTC credential. As a result, tracking job placement and salary data is critical for the college. This statewide

dashboard shows the rate at which students go on to be employed or transfer to other post-secondary institutions, and allows BTC to compare itself to both the overall system rate and regional comparison colleges.

In order to gather comparative data from its national college peers, BTC uses publicly-available data from the Integrated Postsecondary Education Data System (IPEDS). Over the past few years, IPA staff conducted an exploratory analysis into the utility of IPEDS data for national comparisons and found that, due to a data collection issue, a large portion of BTC degree-seeking students were being reported to IPEDS as non-degree-seeking students. BTC addressed the issue by replicating and revising its data to match peer data as closely as possible.

Since receiving Recommendations 2 and 6, BTC has (1) begun using KPI information from comparison colleges to refresh its KPIs as part of its 2023-30 Strategic Plan, particularly as it substantially revised its KPIs around campus climate and advancing student equity; (2) refined its use of external benchmarking to assess progress across its KPIs; (3) piloted a process for embedding external benchmarking discussions into its participatory governance structure (including identification of areas where the college may need to improve), allocate resources differently, and/or learn from student achievement best practices employed at peer institutions; and (4) developed and published an external benchmarking dashboard on its public-facing website for student, employee, and community member use.

BTC's timeline for revisiting its list of regional and national peer colleges is aligned with its seven-year strategic planning cycle: the college plans to reassess this list of comparable institutions in the last year of BTC's current strategic plan (2030).

The tables below show BTC's progress across each of its five primary student achievement measures. Though in the beginning stages, reviewing BTC results within the context of comparison data from peer colleges will help employees identify priority areas across which to look to peers for promising/best practices and potential improvement strategies.

It is important to note that gathering meaningfully comparative regional and national peer institution data can be challenging, as each college often uses its own unique methodology to define and measure student achievement outcomes and disaggregated data is generally not made publicly available. FTEC and IPEDS outcomes are often measured differently at each local institution, and the available options for disaggregating data are not always comprehensive. Taken together, there is not always a one-to-one comparison available for each outcome across all demographic groups. Despite these limitations, these data provide a starting point for comparing BTC's student achievement measures to those of regional and national peers based on the tools available in their current state. Going forward, BTC's Data and Research staff will explore ways to bolster the college's external benchmarking capabilities, including continued conversations and collaboration with SBCTC Policy Research staff and Washington State's Research Planning Commission (RPC) regarding ways to access and assess commonly available data sets in more meaningful ways.

Results from BTC's student achievement benchmarking efforts (across those BTC KPIs for which benchmarking data are available) are shown below. Regional and national peer data are aggregated across institutions.

Student Transition

The state's FTEC dashboard measures the rate at which students who were ever enrolled in Adult Basic Education (ABE) or English as a Second Language (ESL) transition to college-level courses within 4 years (16 quarters). While BTC's internal measure focuses on tracking Transitional Studies (TS) students who are enrolled in ABE Essentials, ESL, GED Prep, High School Completion, and Impact courses, the SBCTC dashboard tracks any student ever enrolled in basic skills and/or ESL coursework, regardless of intent. Despite some differences in data calculations, BTC can still gain information from assessing comparative data. The college's ESL and basic education students transition at slightly lower rates than regional peers, but there are also substantial achievement gaps between subpopulation groups, including a transition rate for BTC's American Indian or Alaska Native students that is 19 percentage points lower than that of regional peers.

State FTEC Dashboard: Transitional Studies to College-Level

Demographic	BTC % Transitioned (2022-23)	Regional Peers % Transitioned (2022-23)
Overall		
	65%	69%
Race/Ethnicity		
American Indian or Alaska Native	42%	61%
Asian	75%	75%
Black or African American	*	66%
Hispanic or Latino	56%	63%
Native Hawaiian or Other Pacific Islander	*	66%
White	66%	70%
2+ Races	--	--
Race/Ethnicity Unknown	73%	73%
Age		
0-19	--	--
20-29	--	--
30-39	--	--
40-49	--	--
50 or older	--	--
Not reported	--	--
Gender		
Man	--	--

Woman	--	--
Other	--	--
Prefer Not to Respond	--	--
Enrollment Status		
Part-Time	--	--
Full-Time	--	--
First-Generation		
First-Generation	--	--
Non First-Generation	--	--
Socioeconomic/Pell Status		
Received Need-Based Aid	--	--
Did Not Receive Need-Based Aid	--	--

Regional comparison data obtained from SBCTC's First Time Entering College (FTEC) dashboard. Based on the selection criteria for this outcome in the FTEC dashboard, students may report belonging to multiple races/ethnicities, meaning counts may be duplicated across categories.
National data are not available for this KPI.
BTC students enrolled exclusively in Transitional Studies courses are not eligible for Federal Financial Aid.
Double dashes indicate that data is not available for this KPI.
Asterisks indicate demographic categories with fewer than 10 students, which are not reported.

The table below tracks students' early progression in English and math courses needed to complete degrees and certificates. Although the SBCTC FTEC dashboard reports on transition from developmental English and math separately, these measures have been combined for the purpose of comparing against our regional peers to more closely match the methodology of BTC's internal KPI. BTC's overall percentage of developmental education students who transition to college coursework is higher than that of regional peers. Most notably, Black/African American BTC students transition at a rate 17 percentage points higher than regional peers. The college, however, has a 21% negative gap in American Indian or Alaska Native transition rates as compared to regional peers.

State FTEC Dashboard: Developmental Education to College-Level

Demographic	BTC % Transitioned (2022-23)	Regional Peers % Transitioned (2022-23)
Overall		
	48%	44%
Race/Ethnicity		
American Indian or Alaska Native	15%	36%
Asian	50%	51%
Black or African American	55%	38%
Hispanic or Latino	45%	41%
Native Hawaiian or Other Pacific Islander	*	41%
White	50%	45%
Other	*	38%
2+ Races	--	--
Race and Ethnicity Unknown	--	--

Age		
0-19	--	--
20-29	--	--
30-39	--	--
40-49	--	--
50 or older	--	--
Gender		
Man	--	--
Woman	--	--
Other	--	--
Prefer Not to Respond	--	--
Enrollment Status		
Part-Time	--	--
Full-Time	--	--
First-Generation		
First-Generation	--	--
Non First-Generation	--	--
Socioeconomic/Pell Status		
Received Need-Based Aid	--	--
Did Not Receive Need-Based Aid	--	--

Regional comparison data obtained from SBCTC's First Time Entering College (FTEC) dashboard. Based on the selection criteria for this outcome in the FTEC dashboard, students may report belonging to multiple races/ethnicities, meaning counts may be duplicated across categories.
Double dashes indicate that data is not available for this KPI.
Asterisks indicate demographic categories with fewer than 10 students, which are not reported.

Student Retention

BTC's retention KPI measures the percentage of degree-seeking students who are retained from one Fall to the next. While BTC's internal KPI examines Fall-to-Fall retention among both new and returning students, SBCTC's FTEC dashboard and IPEDS data set examine both Fall-to-Fall retention rates among award-seeking students who are new to the institution, and first-time, first-year award-seeking students, respectively. BTC's retention rate is slightly below those of regional and national peers, but BTC students under the age of 20, and Asian, Hispanic or Latino students show the largest negative achievement gaps when compared to regional peers. BTC students between the ages of 20 and 24, however, show higher comparative outcomes.

State FTEC Dashboard: Retention			**IPEDS: Retention**	
Demographic	**BTC % Retained (Fall 2022)**	**Regional Peers % Retained (Fall 2022)**	**BTC % Retained (Fall 2022)**	**National Peers % Retained (Fall 2022)**
Overall				
	55%	57%	57%	57%

Race/Ethnicity				
American Indian or Alaska Native	*	53%	--	--
Asian	52%	61%	--	--
Black or African American	*	49%	--	--
Hispanic or Latino	41%	58%	--	--
Native Hawaiian or Other Pacific Islander	--	34%	--	--
White	57%	60%	--	--
2+ Races	55%	53%	--	--
Race/Ethnicity Unknown	58%	56%	--	--
Age				
0-19	55%	63%	--	--
20-24	61%	51%	--	--
25-29	48%	50%	--	--
30-39	52%	55%	--	--
40 or older	55%	55%	--	--
Gender				
Man	55%	57%	--	--
Woman	56%	58%	--	--
Other	--	75%	--	--
Prefer Not to Respond	50%	51%	--	--
Enrollment Status				
Part-Time	46%	46%	48%	47%
Full-Time	62%	62%	62%	64%
First-Generation				
First-Generation	52%	55%	--	--
Non First-Generation	--	61%	--	--
Unknown First-Generation Status	55%	59%		
Socioeconomic/Pell Status				
Received Need-Based Aid	55%	55%	--	--
Did Not Receive Need-Based Aid	55%	58%	--	--

Regional comparison data obtained from SBCTC's First Time Entering College (FTEC) dashboard. National Comparison data obtained from the IPEDS Fall Enrollment survey. Due to issues with IPEDS data collection, BTC created a revised version of its IPEDS Fall Enrollment cohort to more accurately compare with national peers and will differ from what is displayed in the publicly available data..
Double dashes indicate that data is not available for this KPI.
Asterisks indicate demographic categories with fewer than 10 students, which are not reported.

Student Completion

BTC's completion KPI measures the percentage of core program students (those enrolled in college-level, program coursework) who graduate with a degree and/or certificate within 3

years (12 quarters). While BTC's internal KPI measures completion rates from the moment an award-seeking student begins their core program coursework, SBCTC's FTEC dashboard measures completion rates within 3 years among award-seeking students who are new to the institution, and IPEDS measures first-time, full-time students who start in Fall. BTC's overall completion rates are slightly higher when compared to regional and national peers. College subgroups such as multi-racial students, students aged 30-39, full-time students, and male students also had higher outcomes, but outcomes for BTC's Asian, Black or African American student groups are lower when compared to regional peers. National comparisons show that BTC's Hispanic or Latino population had higher outcomes, while outcomes for multi-racial students were substantially lower.

State FTEC Dashboard: Completion			**IPEDS: Completion**	
Demographic	**BTC % Completed (2022-23)**	**Regional Peers % Completed (2022-23)**	**BTC % Completed (2022-23)**	**National Peers % Completed (2022-23)**
Overall				
	35%	32%	36%	34%
Race/Ethnicity				
American Indian or Alaska Native	20%	21%	*	*
Asian	28%	38%	*	28%
Black or African American	8%	28%	*	40%
Hispanic or Latino	32%	31%	39%	29%
Native Hawaiian or Other Pacific Islander	*	26%	*	*
White	36%	34%	39%	34%
2+ Races	34%	28%	20%	32%
Race/Ethnicity Unknown	43%	32%	20%	*
Age				
0-19	30%	30%	--	--
20-24	37%	32%	--	--
25-29	37%	33%	--	--
30-39	41%	34%	--	--
40 or older	36%	37%	--	--
Gender				
Man	37%	31%	37%	37%
Woman	33%	33%	34%	32%
Other	--	--	--	--
Prefer Not to Respond	47%	30%	--	--
Enrollment Status				
Part-Time	23%	22%	--	--

Full-Time	45%	38%	--	--
First-Generation				
First-Generation	--	--	--	--
Non First-Generation	--	--	--	--
Unknown First-Generation Status	35%	32%		
Socioeconomic/Pell Status				
Received Need-Based Aid	34%	32%	--	--
Did Not Receive Need-Based Aid	36%	33%	--	--

Regional comparison data obtained from SBCTC's First Time Entering College (FTEC) dashboard. National Comparison data obtained from the IPEDS Graduation Rates survey. Due to issues with IPEDS data collection and differences in how IPEDS classifies BTC (4-year institution) vs its national peers (2-year institutions), BTC created a revised version of its IPEDS Graduation Rate cohort to more accurately compare with national peers and will differ from what is displayed in the publicly available data.
Double dashes indicate that data is not available for this KPI.
Asterisks indicate demographic categories with fewer than 10 students, which are not reported.

Student Employment (job placement)

BTC's employment (job placement) KPI measures the percentage of students leaving with 45+ credits and/or a credential who are employed or continue in postsecondary education within 9 months of their last BTC course enrollment. BTC student employment outcomes are higher than those of regional peers, as are outcomes for student subpopulations such as American Indian or Alaska Native and multi-racial students. Outcomes for Asian students and students under 20, however, were significantly lower in comparison to regional peers.

State After College Outcomes Dashboard: Student Employment

Demographic	BTC % Employed (2020-22)	Regional Peers % Employed (2020-22)
Overall		
	78% (4% above system average)	73%
Race/Ethnicity		
American Indian or Alaska Native	80%	60%
Asian	65%	75%
Black or African American	*	74%
Hispanic or Latino	83%	79%
Pacific Islander*	*	74%
White	78%	73%
2+ Races	81%	73%
Race/Ethnicity Unknown	72%	73%

Age		
0-19	70%	83%
20-29	80%	77%
30-39	79%	73%
40-49	65%	68%
50 or older	66%	61%
Gender		
Man	76%	71%
Woman	79%	75%
Other	--	*
Prefer Not to Respond	*	65%
Enrollment Status		
Part-Time	--	--
Full-Time	--	--
First-Generation		
First-Generation	--	--
Non First-Generation	--	--
Unknown First-Generation Status	--	--
Socioeconomic/Pell Status		
Received Need-Based Aid	--	--
Did Not Receive Need-Based Aid	--	--

Regional comparison data obtained from the SBCTC After College Outcomes dashboard. Both BTC internal data and SBCTC After College Outcomes dashboard utilize the Data Linking for Outcomes Assessment (DLOA) data set to determine job placement rates. Outcome year reflects job placement rates for students who left with a degree/certificate or 45 credits in the 2020-21 academic year. SBCTC derives all demographic variables in the dataset: see their data dictionary for more details.
**BTC race/ethnicity categories differ from race/ethnicity categories on the After College Outcomes Dashboard.*
Double dashes indicate that data is not available for this KPI.
Asterisks indicate demographic categories with fewer than 10 students, which are not reported.

Next Steps

Institutional Planning and Assessment (IPA) staff have reached out to campus work areas, teams and committees to begin the process of analyzing external peer benchmarking data. As part of this process, IPA staff are helping employees further explore possible contributing factors for students' achievement gaps and develop strategies to address them. New BTC initiatives will support this work. For example, BTC's Fall 2023 Title III Cooperative Arrangement Development grant award is focused on increasing the access and success rates of BTC population subgroups (such as part-time students) that consistently have lower outcomes than their peers. In another example, the college will continue to assess BTC student experiences and help employees more accurately direct resources towards services that will best assist

special population students. IPA employees will integrate data and data tools (which will include enhanced disaggregation capacity) into program- and department-level planning and reporting processes, enabling employees to access and engage with data themselves. All of this work and more is anticipated to increase the college's data analysis efforts and data-informed decision-making processes.

SECTION THREE: PROGRAMMATIC ASSESSMENT

BTC carefully monitors (via internal dashboards) current students and their academic progression, including initial enrollment, retention, transition from pre-college to college-level coursework, and completion rates, as well as workforce success indicators for our graduates (including placement rates and wages). Annually and as part of faculty inservice days, professional technical program, General Education, Transitional Studies and Impact program faculty—in collaboration with Institutional Planning and Assessment (IPA) staff and their deans—complete Program Effectiveness Reports (PERs) and Student Learning Outcomes Reports (SLORs) to evaluate each individual professional technical program.

PERs are aligned with BTC's KPIs to include program-specific data on and standards for student enrollment, retention, completion, and employment. These reports have historically included program-level student enrollment data disaggregated by various demographic factors and compared to the local service area or the college rate, information about students who are retained at BTC but move from one program to another, and the top industries that completers enter. PERs have also typically asked faculty to reflect on their previous improvement plans, explain what happened since identifying those plans, and discuss their plans for continuing or implementing new improvements moving forward. BTC updated the reporting process in Spring 2024, connecting faculty with a new, program-specific data dashboard that allows them to review the above student outcomes for their program themselves and look at their program data in a variety of ways (see Appendices H and I).

Faculty take the lead in identifying, documenting, and evaluating all course-, program-, and college-level SLOs, and these outcomes are assessed through the annual SLO and program effectiveness reporting processes. To assess student achievement across course- and program-level SLOs, faculty are asked to select two courses within their program and assess and evaluate all SLOs for the chosen courses, as well as align course-level SLOs to program-level SLOs. Faculty respond to several elements within the report, including (1) listing course and program SLOs under examination, (2) identifying assessment methods and expected levels of student achievement, (3) entering the number of students that met expected levels of achievement, (4) analyzing and sharing plans for continuous improvement, and, in the following year, (5) reporting results of the improvement plans. One of the breakout sessions in the annual Fall faculty inservice is dedicated to helping faculty evaluate effective SLO statements and accurately assess and report on student achievement. Additionally, BTC's course syllabi template has been updated to ensure that SLOs are listed along with associated assessment measures. In Spring 2024, CLSLOs were also added to the template.

Faculty access SLO results data in a variety of ways, including but not limited to laboratory, course and work-based learning activities; assignments; exams and capstone documentation. Faculty documentation via SLO reporting ensures that assessment is consistently applied to all degree programs and offerings. In order to ensure dissemination of these data and best practices, all SLO Reports are compiled and posted to the Instruction section of the college's Intranet site (accessible to all campus employees). This site contains detailed information related to course syllabi, student learning outcomes, assessment tools and techniques, assessment results, improvements in teaching and learning, learning outcomes tracking, current assessment, and projects.

Below are two examples of how BTC professional technical programs (Information Technology and Automotive Technology) approach and improve practice based on assessment of student learning outcomes. Faculty in both programs have engaged in a variety of activities to improve their assessment of student learning, including participating in campus-wide professional development efforts and faculty in-service sessions focused on learning assessment and SLO development. Experienced faculty in these two programs also operate as faculty leads for the college's Guided Pathways initiative. These faculty members have led campus-wide efforts to reexamine curriculum in professional technical programs to streamline student educational pathways, create common exploratory core courses between related programs, and help faculty create updated SLOs based on those changes.

Example One: Information Technology

BTC's long-standing Information Technology program includes three two-year degree programs: Associate of Applied Science (AAS) in Computer Networking, Associate of Applied Science-Transfer (AAS-T) in Computer Networking, and Computer Networking AAS-T - Articulation to WWU Cybersecurity B.S., along with certificates in Cloud Computing and Computer Programming.

Program faculty engage in a variety of activities to improve their learning assessment strategies and student SLO achievement, including working closely together in ad-hoc meetings and discussions, faculty in-services, Guided Pathways instructional design meetings, and other venues. Ongoing improvements in student learning assessment practices have been evident over the course of the program's history. When the program first began almost 30 years ago (in 1995), IT faculty primarily used multiple choice paper tests, quiz booklets, and practical labs for assessment: as one faculty member noted, the approach to grading for the practical labs was "where you build something and pass when it works." At that time, BTC was a clock-hour institution, and course structures were not as delineated as they are today. As the college transitioned to a credit-hour institution and greater emphasis was placed on helping faculty clearly articulate SLOs and SLO assessments, the ways faculty assessed student learning changed.

Based on advisory committee feedback indicating that development of student soft skills was a top industry demand, program faculty participated in professional development opportunities and conducted research on the best ways to deliver soft skills training. As a result, faculty

increasingly included group assessment as one of their student learning assessment methods. Putting students into group situations where they had to communicate with each other and deliver on projects proved to be highly beneficial for student learning. Faculty noted that, with this format, students received more peer feedback, developed leadership abilities, and were more likely to put efficiency strategies into practice. While faculty found that assessment of group work could be challenging, they also considered the myriad of learning opportunities through group work as invaluable. This focus is reflected in the program's annual course-level SLO Reports, including from two instructors assessing their IT courses in a 2021-22 report:

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Gregory Rehm	IT 242	Windows Server I	Fall 2021	7327	13

If you use Edge, Chrome or Firefox the text boxes below are resizable. Drag the bottom right corner to resize when entering data

Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Virtualize Windows servers and host virtual machines. Install, configure and administer a Microsoft Windows Network.	Students will complete the Virtualization Host Project with a score of 75% or better.	13 of 13	Students seem highly motivated by this hands-on group project and engage fully and demonstrated adequate preparedness. I'm please with both the student performance and project design.	Again, 100% of students who attempted the project completed it at this metric.

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Mike Massey	IT 106	IT Support Skills	Spring 2021	7302	28

If you use Edge, Chrome or Firefox the text boxes below are resizable. Drag the bottom right corner to resize when entering data

Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Enter and respond to work tasks using a ticketing system Demonstrate the ability to apply technical and interpersonal knowledge and skills in a professional setting	Help Desk Ticketing System project. 80% expected level of achievement.	28 of 28	All students are assigned to teams who configure their own companies. Engagement is high and I will continue to use this assignment as is. I will consider how to grade by individual instead of giving a grade based on the team presentation.	

Over time, faculty began integrating assessments of student learning based on group work into most courses, and for the remaining courses, faculty began adapting program assignments based on what was best for student learning. For example, in programming and scripting

courses, where group assignments are not suited to the curriculum structure, faculty have moved from traditional assessment methods to qualitative, in-person check-offs for assigned projects. Students walk their instructor through what they've built and are required to explain their approach. This has made the assessment process more interactive and qualitative, and encourages students to make notes for their walk-throughs, which they also typically need to do in industry. In addition to adapting their learning assessment strategies for nearly every course to reflect the new focus on soft skills and deeper student understanding of their in-class and lab learning activities, faculty are beginning discussions about standardizing where and how they do assessments that require customer communication skills. For example, they are considering including a customer ticketing system for students to receive and submit assignments as an instructional element in each class as a method of familiarizing students with industry-standard ticketing systems and helping them improve their skills with customer communications. Faculty SLO Reports reflect this focus on soft as well as technical skills:

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Mike Massey	IT 106	IT Support Skills	Spring 2021	7302	28

If you use Edge, Chrome or Firefox the text boxes below are resizable. Drag the bottom right corner to resize when entering data

Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Communicate effectively with customers in face-to-face and remote circumstances Demonstrate the ability to apply technical and interpersonal knowledge and skills in a professional setting	Communication Styles In-class group exercises, individual personality assessment and reflection. 80% expected level of achievement.	25 of 28	All students attending achieved the expected level. This interactive group exercise is working well for those who attend.	

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Gregory Rehm	IT 161	Network Technologies II	Spring 2023	4842	18

If you use Edge, Chrome or Firefox the text boxes below are resizable. Drag the bottom right corner to resize when entering data

Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Utilize Common networking protocols Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.	Students will complete Network Build 1 Lab with a score of 75%	18 of 18	This groups worked very well together in group projects and all hands-on work. While they completed the work, I'm changing the project to emphasize planning and documentation prior to build in future course offerings. I've noticed that this is an area of weakness for some students that needs addressing.	

In an effort to increase student access and enrollment and better serve students who have responsibilities such as employment and family/childcare, program faculty have also participated in campus-wide professional development opportunities and researched ways to enhance online learning experiences for their students: now, most courses are hybrid and use a flipped classroom model (teaching theory online and bringing students to campus for practical lab experiences). For their online learning experiences, faculty now use LabSim in many courses and record class sessions as well as video demos, resources and links. They may ask students to submit assessments by employing live video screen captures while providing voice-over information. Faculty are also beginning to experiment with fully flexible, live-stream class sessions where students attending in-person or remotely can interact. These techniques help students to develop their technical and soft skills and ensures assessment validity. This shift is reflected in these 2023-24 SLO Reports:

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Mike Massey	IT 120	Command Line Interface	Spring 2023	4832	13

If you use Edge, Chrome or Firefox the text boxes below are resizable. Drag the bottom right corner to resize when entering data

Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Control script flow using decision and looping techniques. Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.	BASH Looping Lab, User Creation Script. 80%	12 of 13	Student achievement is pretty high. This is a flex mode class so I have implemented in-class and zoom tutoring, live demonstrations, recorded classes, recorded demonstrations, and code examples. I could work on faster grading of uploaded recordings for faster feedback to students who are not attending in person.	

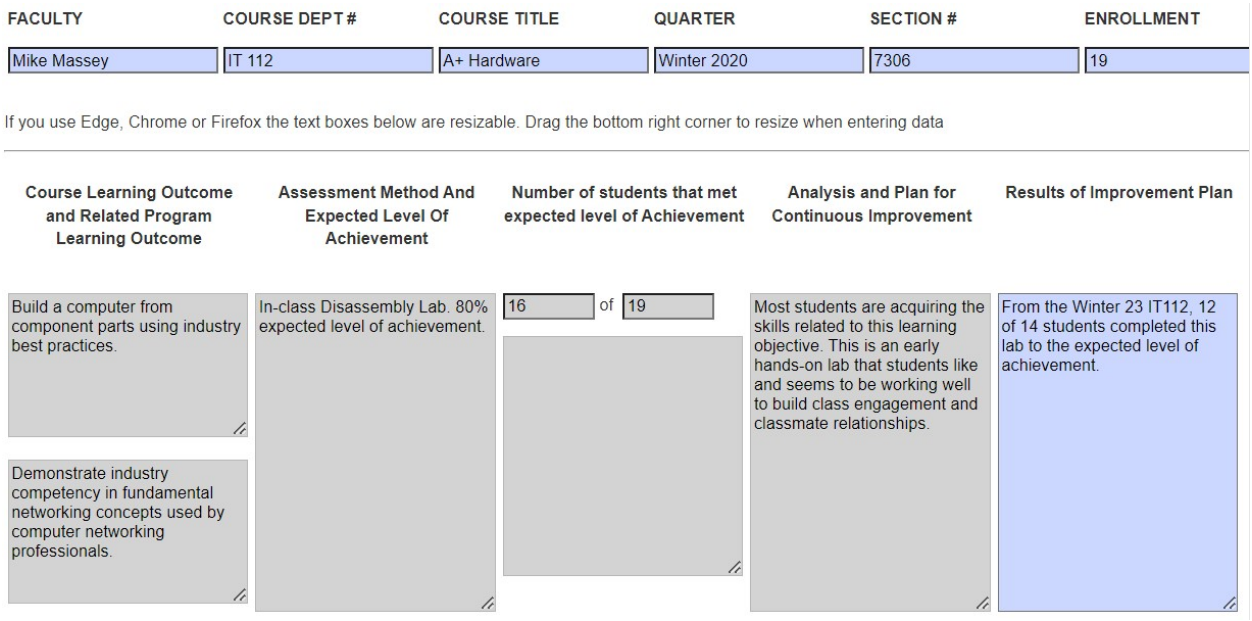
FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Gregory Rehm	IT 161	Network Technologies II	Spring 2023	4842	18

If you use Edge, Chrome or Firefox the text boxes below are resizable. Drag the bottom right corner to resize when entering data

Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Deploy Wireless access points in accordance with best practices Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.	Students will complete LabSim Module 10 with a score of 75% (This content has been migrated to LabSim Module 9).	13 of 18	In this online component, students did not all complete the work by the assigned due date. Time management with this type of assignment seems to be a struggle. I will work looking for opportunities to emphasize timing and perhaps introduce some time management tools into the course.	

For their face-to-face learning sessions, faculty prioritize sharing their experiences and context around skill development, and keeping their hands-on assignments updated, relevant and achievable for students. One faculty member noted that "I was used to doing a traditional time-based, multiple-choice, fill-in-the-blank exam. I started converting assignments to be project-based and more authentic – rather than have students parroting back terminology." Because adopting new assessment methods also meant they were no longer time-based, the faculty member realized that this assessment model also benefited students with various learning challenges. As the faculty have gradually disconnected from traditional, in-person, timed learning and assessment structures, and have shifted to allowing students to study in flexible timeframes and show understanding and familiarity with their projects, it has freed up student time and promoted equitable access to learning opportunities. Instructors agree that their

current focus on project-based assessment and SLOs is more authentic, realistic, and equitable. This shift to more hands-on activities is reflected in the 2021-22 report below:

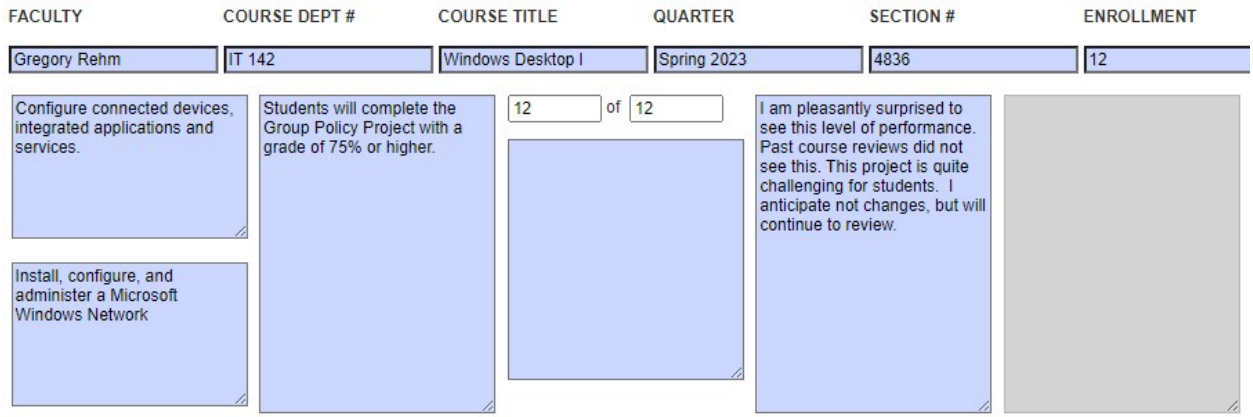


FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Mike Massey	IT 112	A+ Hardware	Winter 2020	7306	19

If you use Edge, Chrome or Firefox the text boxes below are resizable. Drag the bottom right corner to resize when entering data

Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Build a computer from component parts using industry best practices. Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.	In-class Disassembly Lab. 80% expected level of achievement.	16 of 19	Most students are acquiring the skills related to this learning objective. This is an early hands-on lab that students like and seems to be working well to build class engagement and classmate relationships.	From the Winter 23 IT112, 12 of 14 students completed this lab to the expected level of achievement.

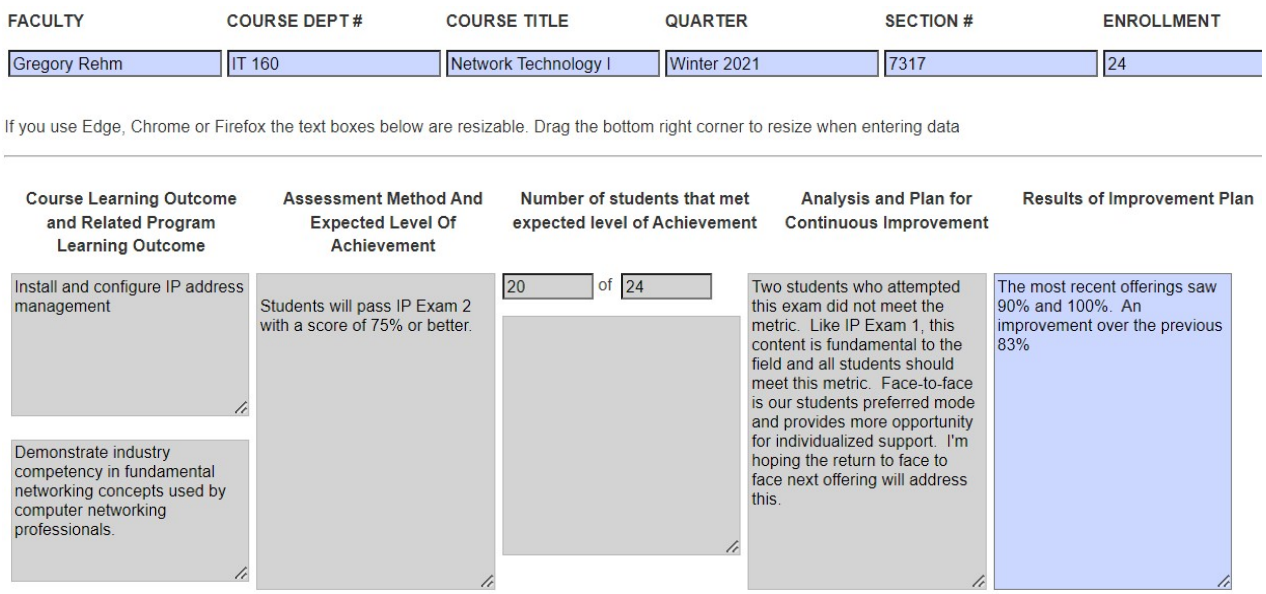
As a result of these changes, faculty feel that students in later quarters of the program are much more prepared, as reflected in a 2023-24 report:



FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Gregory Rehm	IT 142	Windows Desktop I	Spring 2023	4836	12

Configure connected devices, integrated applications and services. Install, configure, and administer a Microsoft Windows Network	Students will complete the Group Policy Project with a grade of 75% or higher.	12 of 12	I am pleasantly surprised to see this level of performance. Past course reviews did not see this. This project is quite challenging for students. I anticipate not changes, but will continue to review.	

Another change in how faculty are assessing student learning and adapting their SLOs is that they are also now integrating industry certification assessments as finals in relevant classes. Students do not need to be able to pass the certification exams in order to pass their course final, but this model is an effective way to introduce students to the certification requirements and industry standards and practice taking the exams. This change in learning assessment is reflected in a 2021-22 SLO Report:



FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Gregory Rehm	IT 160	Network Technology I	Winter 2021	7317	24

If you use Edge, Chrome or Firefox the text boxes below are resizable. Drag the bottom right corner to resize when entering data

Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Install and configure IP address management Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.	Students will pass IP Exam 2 with a score of 75% or better.	20 of 24	Two students who attempted this exam did not meet the metric. Like IP Exam 1, this content is fundamental to the field and all students should meet this metric. Face-to-face is our students preferred mode and provides more opportunity for individualized support. I'm hoping the return to face to face next offering will address this.	The most recent offerings saw 90% and 100%. An improvement over the previous 83%

information Technology also has an option for students to transfer to Western Washington University's Cybersecurity program. Feedback from faculty in that BS program (which emphasizes industry skill development and not solely academic learning) is that BTC's IT program graduates are out-performing students from other colleges. They value the 'scrappiness' of the BTC students (i.e., BTC students are trained to proactively trouble-shoot technical and customer relation issues).

Program-level outcomes for the Information Technology program reflect the current learning priorities above. The current program-level SLOs for this program are:

1. Install, configure, and administer an advanced application server.
2. Install, configure, and administer a Microsoft Windows Network.
3. Design, develop, implement, and document a complex project.
4. Design and implement a group project.
5. Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.
6. Demonstrate the ability to apply technical and interpersonal knowledge and skills in a professional setting.

Example Two: Automotive Technology

Automotive Technology is one of BTC's original educational programs – dating back to when the institution was part of the local K-12 system over 50 years ago. This long-standing program includes a two-year Associate of Applied Science (AAS) degree and a three-quarter General Automotive Repair certificate.

Automotive Technology program faculty have significantly evolved learning assessment practices – moving from traditional strategies such as written exams and lab task activities that involved instructor check-off to confirm completion (but no assessment of the work) to

formative assessment practices sparked in part by campus-wide professional development events focused on broader learning assessment strategies. “Now,” observed one faculty member, “I can teach the same course year after year and it can look and feel different. I’m able to ebb and flow in response to student learning styles.” This has been particularly helpful as the COVID pandemic forced program instruction to move online, as student learning and engagement patterns have changed, and as the way industry employees access information has evolved.

Faculty have also strengthened their connections to industry (in part through robust internship programming) to ensure that program and course SLOs match industry needs and expectations. Industry advisory committee members consistently say one of the top skills the program can teach students is professionalism. As a result, the program increasingly emphasizes internal and external communication, customer service, and care skills: nearly all learning assessment activities have been expanded to assess different aspects of employability. In fact, the faculty note that their role has changed from being the ‘founts of knowledge’ to navigators – which includes helping students as they address both personal and workplace challenges. This shift in learning assessment practices is reflected in SLO Reports - examples from 2021-22 and 2023-24 reports are below:

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Paul Wallace	AUTO 219	Field Based Experience I	Summer 2021		17

If you use Edge, Chrome or Firefox the text boxes below are resizable. Drag the bottom right corner to resize when entering data

Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Become familiar with the challenges and opportunities associated with the automotive service industry specific to the internship site. Demonstrate positive work traits and excellent customer service skills as a member of a technical team.	Internship students are required to maintain a weekly "blog" on our Canvas course home page (Auto 219). The students are graded on professionalism, reflection, punctuation and grammar.	17 of 17	We recently changed from using Blogger and other blog sites to posting directly on the Canvas course home page (Auto 219). This will reduce the amount of prep-time students have to put in to get ready for the quarter. Our grading rubric is built into the Canvas course so that students can review the grading criteria and therefore be reminded of what is expected of them.	We are very pleased with the results of this improvement plan. Not only is the initial set-up easier, the integration of the student blogs into a gradable format with in Canvas has made the assessment and tracking of students exponentially easier.

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Dan Beeson	AUTO 106	Applied Engines Tech	Winter 2023	6170	20

If you use Edge, Chrome or Firefox the text boxes below are resizable. Drag the bottom right corner to resize when entering data

Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan

Document lab experiences with reflection Communicate and document work performed using trade specific language.	On Vehicle Repair 1 Student will achieve at 90% achievement	18 of 20	All but 2 students achieved at an acceptable level. This adequately reflects an assessment of this SLO. Going forward adjustments will be made to fit within the SLO's and time constraints of the new course series AUTO 150/152.	

Faculty have adapted to various student learning styles and forms of previous experience, with more effort dedicated to discussing the relevance of every technical and soft skill to industry practices. This is reflected in a 2022-23 SLO Report:

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Dan Beeson	AUTO 255	ELECTRICITY/ELECTRON	Fall 2021	7828	16

If you use Edge, Chrome or Firefox the text boxes below are resizable. Drag the bottom right corner to resize when entering data

Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Interpret readings from a DMM to determine necessary actions Diagnose and repair common electrical and electronic system failures.	DMM Conversion exercise, Circuit failure (simple) assignment, Ohms Law Worksheet with a score of 75% or higher	12 of 16	Level of achievement is not acceptable. Students who failed to achieve the target are also students who had poor attendance. Some of the attendance challenges are associated with COVID, some are not. Moving forward the DMM conversion assessment will be modified to be less Math heavy and more real world. While this assessment is not complicated, the delivery could be more automotive student friendly and has been modified going forward.	Completely redesigned the assessment in the new Electricity Course Series 220/222 after determining the verbiage and context was not "automotive" enough. Changing the assessment to more tie it to automotive vocabulary increased success rates.

Faculty also focus on keeping students moving and engaged, allowing students to use tools they are familiar with (such as phones and online platforms such as YouTube) and emphasizing depth vs. breadth of skills training. Today's students commonly enter the program with a minimum of technical skills – such as the ability to do accurate measurements or use basic tools – and require more practice in these types of basic skills than students in previous generations. Previously, faculty would check off a particular skill competency and move on to the next (an 'easy' process for instructors). Now, faculty take care to build in repeated practice of essential technical skills as students move forward in the program. As one faculty member noted, "we're not interested in teaching only one traditional way, but in using multiple delivery methods that best help students learn." This focus on repeated opportunities to apply and practice new skills is reflected in a 2021-22 SLO Report:

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Dan Beeson	AUTO 151	Electricity/Electronics 1	Winter 2021		16

If you use Edge, Chrome or Firefox the text boxes below are resizable. Drag the bottom right corner to resize when entering data

Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Troubleshoot simple electrical circuit fault Diagnose and repair common electrical and electronic system failures.	Simple Circuit hands-on exam with a score of 75 % or higher	14 of 16	Student achievement was acceptable. This is a completely hands on assessment that is very challenging for a student with fundamental knowledge and little to no experience in troubleshooting. I will continue to monitor student learning prior to this assessment to ensure they have had an ample opportunity to apply and practice fundamental electrical diagnostics. I do not expect a significant improvement in this topic area.	17/21 met the target. I believe this is an accurate representation of the individuals in the course. Any work to improve this number of achievement given a typical year 1 cohort would result in dilution of the rigor of the topic (dumbing down the content). I believe this is an acceptable achievement ratio on this fundamental topic.

The automotive industry has also become much more technically complex. In response, faculty have moved from a focus on rote memorization to concept-based training and assessment practices. While certain fundamentals remain critical to know, critical thinking and information literacy skills have become much more important. Program learning assessments are now focusing more on resourcefulness: rather than trying to teach everything about an increasingly wide variety of vehicles, assessments and SLOs are now framed around *how* students navigate a myriad of modern-day resources across multiple platforms to find the correct information. This focus is reflected in a 2023-24 SLO Report:

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Dan Beeson	AUTO 105	Engines Major Mechanical	Winter 2023	6168	20

If you use Edge, Chrome or Firefox the text boxes below are resizable. Drag the bottom right corner to resize when entering data

Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Assess a vehicle with a major engine failure and correctly diagnose the root cause Perform diagnostics and repairs consistent with an entry-level automotive technician.	Heads Exam with a score of 80% or higher	15 of 20	Level of achievement is acceptable considering this is a rigorous assessment. Students must pay attention to details and navigate industry vocabulary. Consideration can be given to additional formative assessments leading to this summative assessment however, due to the rigor involved, improved achievement may or may not be realized. Additionally, this outcome is being modified going forward in the new course AUTO 150.	

As one faculty member noted, “it’s changed from ‘replace this headlight assembly’ to ‘how did you get there?” For example, a faculty member recently assigned two students a problem where the headlights and wipers on a Tesla didn’t work – a simple failure in a very complex

system. With no specific training on the Tesla and minimal assistance from the faculty member, the two students had to solve the issue. In some program courses, when students diagnose a problem with a vehicle, much of their grade is based on their story of *how* they reached the diagnosis and resolution. They may work in a team but each student tells their story separately so that the faculty member can assess how well the student is able to demonstrate their understanding of fundamental critical thinking and information navigation processes. This integration of information literacy into program and course assessments and outcomes is reflected below:

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Paul Wallace	AUTO 113	Heating Ventilation & A/C	Fall 2021		16

If you use Edge, Chrome or Firefox the text boxes below are resizable. Drag the bottom right corner to resize when entering data

Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Given a customer vehicle, students will interpret air conditioning system pressure readings and understand the diagnostics derived from them Evaluate and use technical information and testing procedures from a variety of sources to diagnose and repair various automotive system failures.	The summative assessment that aligns with this course learning outcome has the students diagnosing air conditioning pressure readings. A graded worksheet with various gauge readings representing vehicles with common A/C failures must be diagnosed by the students and their written explanation of their interpretation/diagnosis of the vehicles must show they're comprehension.	12 of 16	Due to the effect of COVID on the course schedule, the expected level of achievement was not reached. Our limited shop time did not allow us the usual amount of time to attach pressure gauges to an operating, program vehicle. Our textbook's addition of related animations simulating these faults was a big help but it's impact is not that of an actual live diagnosis.	Relying on the textbook simulations of pressure readings had a greater positive impact than expected. Due to the relatively short amount of time to cover the HVAC system, I decided to focus on the concept that the interpretation of pressure readings is important for the diagnostic process.

Automotive Technology faculty members continue to plan improvements in their learning assessment practices, such as strengthening relations with industry to ensure that both faculty and industry members have similar expectations of student interns and workers. Faculty will also work together to better ensure that curriculum is consistently paced and aligned as students progress through the program. Program-level outcomes for the Automotive Technology program reflect the current learning priorities above. The current program-level SLOs for this program are:

1. Comply with personal and environmental safety practices specific to the automotive industry.
2. Perform advanced maintenance and light repairs on various automotive systems.
3. Diagnose and repair electrical and electronic systems.
4. Provide critical thinking skills while utilizing technical information and testing procedures to diagnose customer concerns.
5. Communicate work performed using trade specific language while documenting critical aspects clearly and concisely.
6. Demonstrate positive work traits and excellent customer service skills.
7. Research and identify emerging automotive related technologies.
8. Model teamwork that is reflective of a diverse work environment.

SECTION FOUR: MOVING FORWARD

The employees of Bellingham Technical College are committed to its long-standing mission, vision and values. The college's themes, goals and KPIs form the foundation for the college's continuous improvement efforts. Below are key anticipated initiatives that will help the college continue its improvement efforts, achieve its goals and fulfill its mission.

Continue to rebuild/improve and use data systems with an equity focus and in alignment with BTC's DEI Strategic Plan

- Continue to rebuild and improve data dashboards (which were rendered inoperative by the college's conversion to ctcLink) to help any employee analyze student access and outcomes data overall, by program, and by student demographic.
- Help employees understand how to interpret and use the information in the dashboards (including identifying and interpreting equity gaps in BTC's peer comparison data) and how data may inform changes in practice.
- Design and use the results of additional assessment tools to better understand and improve our students' experiences.
- Develop a plan for disaggregating student learning outcomes data.

Continue increasing access to and flexibility of professional technical programs.

- Work collaboratively with Student Services and faculty in targeted professional technical programs to explore instructional models that will provide flexible access for students, such as flipped classroom and competency-based education models.
- Implement equity-based improvements to admissions processes and student pathways, such as co-requisite structures and Guided Self-Placement improvements.
- Assess continuous improvement efforts via disaggregated data to see if the changes are working to improve student success outcomes and close equity gaps.
- Work collaboratively with student support staff and faculty to strengthen and make consistent practices that will provide robust assistance for students (such as embedding navigation services into coursework and enhancing proactive customer services).

Continue entry pipeline improvement.

- Examine applicant milestone and other data to identify primary points of attrition and inequitable progression.
- Recommend improvements to current student on-boarding model to help address issues, including strengthening communication systems.
- Implement assessment cycle to evaluate impact of improvements on student barrier reduction.

Appendix A: Governance Committees

BTC Governance Committee List

Governance Committee Name	Description
College Assembly (CA)	*The College Assembly is a cross-constituency group that provides input, policy direction, general advice and recommendations to the Administration and Board of Trustees. It is a deliberative body that sets the institutional agenda for the college and monitors the college's progress toward achieving its goals. The College Assembly also serves as a communication network and a venue to maintain consistency of major college processes. The following committees provide governance-related input into the Assembly.*
Accreditation Steering Committee (ASC)	The charge of the ASC is to organize College self-assessment, reporting, and evaluative site visit processes, guided by Northwest Commission on Colleges and Universities (NWCCU) standards for accreditation.
Diversity, Equity, and Inclusion Committee (DEIC)	DEIC develops, implements, and assesses/evaluates a diversity strategic plan informed by the BTC strategic plan, designed to promote and protect diversity, equity, and inclusion at BTC.
Facilities Planning Committee (FPC)	The charge of the FPC is to shepherd BTC's physical environment (e.g., buildings, facility infrastructure, and grounds) through both short- and long-range planning and development processes that align with BTC's strategic plan.
Instruction Council (IC)	The charge of the Instruction Council is to review instruction-related matters that affect student success and to make recommendations on those matters to the Vice President of Instruction and the President.
Planning and Resource Allocation Committee (PARA)	The charge of PARA is to develop, implement, and assess multi-year and annual institutional strategic planning and resource allocation processes. PARA also serves as a communication network and a venue to maintain consistency of major college planning and resource allocation processes.
Safety Committee	The Safety Committee serves to promote a safe and secure environment conducive to education by fostering a strong awareness of safety/security and reducing or eliminating crime, accidents, injuries, and illness throughout BTC.
Student Access and Success Committee (SAS)	The SAS team builds, implements, and assesses/evaluates a five-year strategic plan that is linked to the BTC institutional strategic plan to improve the recruitment, retention, graduation, and job placement of BTC students.
Technology Committee	The charge of the Technology Committee is to assist the College in developing policies and procedures to efficiently and effectively use and purchase information technology, stay abreast of state-of-art information technologies and coordinate the implementation of the Information Technology Plan.

Appendix B: Response to Recommendation Seven, Classified and Exempt Staff Evaluation

This ad hoc report documents progress that Bellingham Technical College (BTC) has made in addressing Recommendation 7 from the July 2022 record of action taken by the Northwest Commission on Colleges and Universities (NWCCU) at its June 21-24, 2022 meeting concerning BTC's Spring 2022 Evaluation of Institutional Effectiveness.

A comprehensive peer evaluation of BTC was conducted on April 27-29, 2022. The Commission found that, while the College was substantially in compliance with NWCCU criteria, the seven areas that were noted in the Evaluation of Institutional Effectiveness (Year 7) Peer-Evaluation Report as draft Recommendations needed improvement. The Commission reaffirmed the College's accreditation status in July of 2022, issued three Commendations and seven Recommendations, and requested that an ad hoc report be submitted in Spring 2023 addressing Recommendations 4 and 7.

An ad-hoc report addressing college progress on Recommendation 7 was submitted on February 7, 2023. The Board of Commissioners accepted our report and asked us to continue working on regularly and systematically evaluating classified and exempt employees based on clearly communicated criteria.

Recommendation 7: The Commission recommends that BTC regularly and systematically evaluate classified and exempt employees based on clearly communicated criteria. (2020 Standard(s) 2.F.4)

The college has since taken corrective action in response to Recommendation 7, including forming an employee taskforce to develop and recommend a consistent exempt employee evaluation process and approving and implementing the new process. The college is committed to regularly and systematically evaluating classified and exempt employees.

In order to fully meet standard 2.F.4 requirements, the college met five important milestones:

1. Form employee taskforce to develop procedures for exempt staff evaluation process
2. Review classified staff evaluation processes and update as needed during contract negotiations
3. Develop evaluation tracking, training and communication procedures
4. Implement the evaluations and related procedures
5. Review and consider the results of these processes

1. Form employee taskforce to develop procedures for exempt staff evaluation process

Exempt employees are notified of evaluation processes through employee orientations. Orientation materials include checklists for each type of employee. Supervisors of exempt staff are expected to conduct regular evaluations of employee performance and discuss job

performance expectations. However, not only were exempt staff evaluation processes inconsistent but they were also completed by supervisors on an inconsistent basis. Based on these two issues, revision of the exempt employee evaluation process was prioritized by the college.

In order to improve the college's exempt employee evaluation plan, BTC's Human Resources staff members reviewed forms and process examples from peer colleges (including Washington State community and technical colleges such as Grays Harbor College, Highline College, Lake Washington Institute of Technology, Lower Columbia College, Peninsula College, and Whatcom Community College) and adapted some elements from the college's existing administrative evaluation form and procedure. Human Resources staff then developed a draft Exempt Performance Evaluation Form (supervisor's written summary), which includes information from the Employee Self-Evaluation form and covers status of the employee's prior year goals as well as proposed goals for the next year.

In October 2022, Interim President Perry requested volunteers from the college's Exempt Consortium (composed of all BTC exempt employees other than the 10 administrators) to serve on a taskforce to review initial drafts of the updated evaluation plan developed by Human Resources. The three volunteers included one supervisor and two non-supervisors. In Fall 2022 and Winter 2023, these volunteers took the revised process and forms to Exempt Consortium members. Members reviewed and approved the draft evaluation forms and process in special meetings and as part of their regular Exempt Consortium meetings and activities.

As part of the work on developing the new form and process, some supervisors used the new tool for their exempt employee evaluations in Winter 2023 and provided feedback to HR and the Exempt Consortium. Supervisor and employee feedback was positive and included no suggestions for changes. Full implementation of the new form and process—which focuses on continuous improvement and collaborative, constructive feedback—occurred in March 2023.

2. Review classified staff evaluation process and update as needed during contract negotiations

Classified employees at BTC are comprised of Bellingham Educational Support Team (BEST) members, General Teamsters Local Union #231 (Teamsters) members, and non-union employees of these groups. Classified employees are notified of evaluation processes through orientation and the Collective Bargaining Agreement for classified staff. All collective bargaining agreements at the college contain information on evaluation processes. Like supervisors of exempt staff members, supervisors of classified staff are expected to conduct regular evaluations of employee performance and discuss job performance expectations. Classified staff evaluation processes are negotiated, and review and update of those processes have been included in Teamster and BEST negotiations. In April 2024, BTC's Teamsters Union approved slightly modified versions of the Exempt employee evaluation forms and process. At a June 2024 labor and management meeting, BEST representatives

requested minor changes to the Exempt employee evaluation forms and processes. The BEST Board approved these slightly modified versions in Summer 2024.

3. Develop evaluation tracking, training and communication procedures

Both exempt and classified staff members at BTC have traditionally been evaluated on an inconsistent basis despite BTC's policy for regular evaluation. In order to create a culture that supports consistent evaluation and accountability on the part of supervisors of both exempt and classified staff members, BTC administrative and Human Resources employees have worked with exempt and classified staff members to not only develop consistent and simplified evaluation processes but also put into place supervisor tracking, training and communication procedures that support this priority. In Fall 2022, Human Resources employees began to provide regular communications with exempt and classified staff supervisors regarding evaluations. These communications include current information about the status of their employee evaluations, discussion of the evaluation forms and process, suggestions for how to communicate with employees regarding evaluation processes, and evaluation resources. BTC's HR department maintains an evaluation schedule for all exempt employees and includes this information in these communications to supervisors. HR also now sends monthly schedule reminders to supervisors and includes the appropriate administrator. A supervisor evaluation criterion was added as part of the new exempt employee evaluation form in an effort to increase prioritization of and accountability for evaluation efforts.

The rate of exempt employees participating in the performance review process has increased as BTC's Human Resources office has improved communications, including clearer expectations for supervisors to prioritize this work. In 2021-22 (the year prior to piloting the college's new exempt employee annual review process), approximately 27% of exempt employees received annual performance reviews; in the first year of full implementation (2023-24), 40% of exempt employees received an annual evaluation. Although a 13 percentage point increase in supervisor/employee participation in the performance review process is encouraging, the college will continue to devote resources to improve engagement in this important process.

4. Implement the evaluation and related procedures

The college piloted the new evaluation plan for exempt staff in late Fall 2022 and Winter 2023, and related process and forms were approved in Winter 2023. Any changes to current classified staff evaluation processes that occur as a result of a future bargaining process or off-cycle collaborative work will be implemented in the succeeding academic year. Human Resources has been sending out regular communications and working one-on-one with supervisors and staff members who have questions and need support. Once the updated exempt tool and process have been assessed and refined, HR anticipates launching a more formalized multi-year training program to ensure that supervisors understand the new process and to facilitate continuity moving forward.

5. Review and consider the results of these processes

In March 2024, Institutional Planning & Assessment staff distributed a survey to assess experiences with the updated exempt evaluation process. Feedback was solicited from both evaluators (supervisors) and evaluated employees, and nineteen (19) employees completed the survey. The focus of the survey questions included whether the evaluation process felt straightforward, employees felt they knew what was expected of them during a performance review, and if the performance review forms were helpful. Most respondents (supervisors and evaluated employees) agreed that the process felt straightforward, they understood what was expected of them, and agreed that the survey forms were helpful. Survey respondents could also provide comments about how the exempt evaluation process could be improved. One suggestion was to create online fillable versions of the forms - the college has since posted fillable forms based on this feedback. Other comments suggested changing the wording on the evaluation forms, replacing some of the questions on the forms, and simplifying the process further, though there was not sufficient feedback to make changes across these areas at this time. A feedback loop will be incorporated into ongoing evaluation training sessions for the purposes of continuous improvement.

SUMMARY

BTC's proactive, substantive efforts to fulfill NWCCU's seventh recommendation is reflective of the college's commitment to continuous improvement. Consistent evaluations of employees will assist the college in developing a culture of employee support and retention. BTC is committed to continuing to meet the standards and address the recommendations of the Commission.

Appendix C: Cross-list of BTC Themes, Goals and KPIs

Theme One: Teaching and Learning

Foster student learning and development through quality instructional methods and modalities, effective student learning environments, job skills training, and employee professional development.

#	Goals	Key Performance Indicators
1	Support student learning and development through quality instruction	2. Student Learning Outcomes (SLOs) a. course-level b. program-level c. college-level
2	Provide clear and effective pathways for students	3. Student transition a. Transitional Studies (TS) to college-level b. developmental education to college-level c. early-program to core-program 4. Student retention 5. Student completion 6. Student employment a. career services 11. Advancing student equity b. retention gap c. completion gap
3	Identify and address barriers to student access and learning	1. Student enrollment a. headcount b. Full-Time Equivalent (FTE) 3. Student transition a. Transitional Studies (TS) to college-level b. developmental education to college-level c. early-program to core-program 4. Student retention 5. Student completion 11. Advancing student equity a. access b. retention gap c. completion gap
4	Establish systems and support for employee success and professional development	8. BTC professional development 10. Campus climate e. participatory governance

Theme Two: Career Preparation & Achievement

Facilitate student career preparation and achievement through advising, workplace readiness training, job placement support, and strong employer relationships.

#	Goals	Key Performance Indicators
5	Support prospective, current, and returning students in identifying and achieving their career goals	5. Student completion 6. Student employment a. career services b. job placement 11. Advancing student equity c. completion gap
6	Maintain and develop external partnerships designed to help students succeed	7. External partnerships

Theme Three: Innovation & Responsiveness

Promote innovation and responsiveness by keeping up with current workplace practices, trends, and latest technology; supporting adaptation to change; and developing external partnerships.

#	Goals	Key Performance Indicators
7	Prioritize continuous improvement through assessment, development, and alignment of practices and resources	9. Strategic planning and resource allocation a. unit-level planning and assessment b. fiscal stability
8	Keep pace with industry and workforce needs and emerging trends	6. Student employment c. workplace performance 7. External partnerships 8. BTC professional development

Theme Four: Campus Community & Culture

Strengthen campus culture through a collaborative community, respectful communication, and transparent governance.

#	Goals	Key Performance Indicators
9	Cultivate an environment that supports student and employee engagement, satisfaction and sense of belonging	8. BTC professional development 10. Campus climate a. student satisfaction b. student physical safety c. employee satisfaction d. employee physical safety e. participatory governance
10	Strengthen college	10. Campus climate

	commitment to accessibility, diversity, equity, and inclusion	a. student satisfaction c. employee satisfaction 11. Advancing student equity a. access b. retention gap c. completion gap
11	Unify the campus community through collaboration and open communication	10. Campus climate a. student satisfaction c. employee satisfaction e. participatory governance
12	Maintain a welcoming and safe environment	10. Campus climate a. student satisfaction b. student physical safety c. employee satisfaction d. employee physical safety

Appendix D: KPI Baselines, Standards and Targets

2023-30 BTC Strategic Plan Quantitative KPIs

KPI Title and Measurement	Baseline	Standard	Year 1 (2023-24) Target	Year 7 Target
1a. Headcount # of students enrolled in one or more course(s)	3,899	3,768	3,899	4,094
1b. Full-Time Equivalent (FTE) # of full-time equivalent students based on an enrollment total of 45 credits per year	1,725	1,649	1,725	1,811
2a. Course-level SLOs % of students who achieve course-level SLOs	90%	75%	90%	90%
2b. Program-level SLOs % of students who achieve program-level SLOs	90%	75%	90%	90%
3a. Transitional Studies (TS) to college-level % of TS students transitioning from TS to any college-level course within 2 years (8 quarters)	19%	17%	19%	22%
3b. Developmental education to college-level % of developmental education students transitioning from developmental to same-subject college-level course within 2 years (8 quarters)	42%	36%	42%	45%
3c. Early-program to core-program % of early-program students transitioning from first college-level course to first core-program course within 2 years (8 quarters)	33%	30%	33%	36%
4. Student retention % of degree-seeking students who are retained from one fall to the next	66%	64%	66%	69%
5. Student completion % of core program students who graduate with a degree and/or certificate within 3 years (12 quarters)	58%	56%	58%	61%
6b. Job placement % point difference in job placement (% of students leaving with 45+ credits who are employed within 9 months of their last course enrollment) between BTC and WA community/technical college average	3% above statewide average	Match statewide average	Above statewide average	Above statewide average
6c. Workplace performance % of employers who are satisfied with BTC graduate workplace performance	*	*	*	*

8. BTC professional development % of employees who are satisfied with their access to professional development opportunities	60%	60%	60%	63%
10a. Student satisfaction % of students who are satisfied with the overall BTC campus climate	83%	75%	83%	86%
10b. Student physical safety % of students who feel physically safe on campus	90%	90%	>90%	>90%
10c. Employee satisfaction % of employees who are satisfied with the overall BTC campus climate	76%	75%	76%	79%
10d. Employee physical safety % of employees who feel physically safe on campus	89%	89%	>89%	>89%
10e. Participatory governance % of employees who feel represented in BTC's participatory governance structure	89%	75%	89%	92%
11a. Access Student demographics are representative of the service area population (4 demographic groups of focus: disability status, race/ethnicity, socioeconomic status, and veteran status)	3/4 groups at or above service population rate	4/4 groups within 5% of service population rate	4/4 groups at or above service population rate	4/4 groups at or above service population rate
11b. Retention gap Percentage point difference between Students of Color (SOC) and white students	SOC rate 4% below	SOC rate 4% below	SOC rate 4% below	Eliminate gap
11c. Completion gap Percentage point difference between Students of Color (SOC) and white students	SOC rate 6% below	SOC rate 6% below	SOC rate 6% below	Eliminate gap

2023-30 BTC Strategic Plan Qualitative KPIs

KPI Title	Baseline	Standard	Year 1 (2023-24) Target	Year 7 Target
2c. College-level SLOs	BTC has established a meaningful set of College-Level Student Learning Outcomes (CLSLOs) and a CLSLO policy but has not yet developed college-wide assessment processes. A taskforce began discussion of what assessment of student CLSLO achievement might look like in Instruction and engaged faculty in mapping the CLSLOS to existing program- and course-level SLOs.	Make progress toward the anticipated outcome	Complete 2023-24 workplan development/ implementation goals	College-level SLO assessment processes are in place
6a. Career services	BTC engages in consistent academic planning for all incoming and continuing students but has not yet established consistent career services across campus. A taskforce began work on 1) identifying what career services look like at BTC, 2) organizing career services information, and 3) developing systems that ensure all students have the option of engaging in career services.	Make progress toward the anticipated outcome	Complete 2023-24 workplan development/ implementation goals	Consistent career services, including academic planning, are established and available to all students
7. External partnerships	Connections between the college and external partners exist but needs of employers and partners are loosely defined and tracked. Corporate and Continuing Education and the BTC Foundation began working together to establish a database and develop a plan to	Make progress toward the anticipated outcome	Complete 2023-24 workplan development/ implementation goals	A coordinated approach to identifying employer needs and strengthening relationships with external partners is in place

	improve partner communications, relations, and tracking.			
9a. Unit-level planning and assessment	BTC has implemented four components of the six-step Planning & Resource Allocation (PARA) model. A taskforce of the PARA Committee made substantial progress on initial development of the final two components of the PARA model (unit-level planning and assessment) in 2019-20, but this work was put on hold during the COVID-19 pandemic.	Make progress toward the anticipated outcome	Complete 2023-24 workplan development/ implementation goals	Campus-wide unit-level planning and assessment processes are in place
9b. Fiscal stability	Fiscal stability planning is in process and relies primarily on Board of Trustee policy for use of reserves, industry best practices on utilization of one-time funding versus ongoing funding, continuation budgeting philosophy, and the establishment of the Equipment Replacement Fund.	Make progress toward the anticipated outcome	Complete 2023-24 workplan development/ implementation goals	Campus-wide fiscal stability planning is in place

Appendix E: 2022-23 Annual Review

Bellingham Technical College

ANNUAL REVIEW: 2022-23
2018-23 STRATEGIC PLAN

TECHNICALLY SPEAKING
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Bellingham TECHNICAL COLLEGE

Introduction

Bellingham Technical College's (BTC's) 2018-23 Strategic Plan includes four broad themes, 13 goals and 12 Key Performance Indicators (KPIs). BTC themes, goals and KPIs are listed below.

BTC Themes, Goals and Key Performance Indicators (KPIs)

Themes	Goals	KPIs
1. Teaching & Learning	1. Support student learning through quality instruction 2. Build clear and effective pathways for students 3. Identify and address barriers to student learning 4. Establish systems and support for employee success and professional development	1. Student access 2. Student educational/career plans 3. Student learning outcomes (SLOs) a. course-level b. program-level c. campus-level 4. Student transition a. Transitional Studies to college-level b. Developmental Education to college-level c. early-program to core-program
2. Student Career Preparation & Achievement	5. Support students in identifying and achieving their educational and career goals 6. Maintain and develop partnerships designed to help students succeed 7. Strengthen student workplace readiness and job placement services	5. Student retention 6. Student completion 7. Student employment a. career services b. job placement c. workplace performance
3. Innovation & Responsiveness	8. Prioritize continuous improvement through evaluation of current practices and alignment of resources 9. Keep pace with industry and workforce needs and emerging trends	8. External partnerships 9. BTC employee professional development
4. Campus Community & Culture	10. Cultivate an environment that contributes to employee engagement and satisfaction 11. Strengthen college commitment to diversity, equity, and inclusiveness 12. Unify the campus community through collaboration and open communication 13. Maintain a welcoming, safe and accessible environment	10. Participatory governance 11. Strategic planning and resource allocation 12. Campus environment a. satisfaction b. inclusivity c. safety

This report summarizes BTC's progress across its themes, goals, and KPIs during the fourth year (July 1, 2022 – June 30, 2023) of its 2018-23 Strategic Plan.

- The *2022-23 Goals Progress* section (pp. 2-14) includes key activities that BTC employees engaged in to support the college's 13 strategic goals.
- The *2022-23 Key Performance Indicator Status* section (pp. 15-28) provides the baselines, standards and targets for each KPI, and data results for those KPIs for which data are available.

2022-23 Goal Progress

Goal 1: Support student learning through quality instruction

Select Examples & Survey Responses

Faculty engaged in continuous improvement efforts within their courses and programs, including revising and restructuring curriculum, integrating flipped-classroom activities, developing new instructional materials, refining instruction techniques, participating in professional development activities such as the statewide Basic Boot Camp for new faculty, and collaborating with colleagues to provide support to students. These ongoing efforts resulted in impressive outcomes; for example, 100% of 2022 BTC Surgery Technology graduates passed the national certification exam (far exceeding the average for first-time test takers) and all are employed in the field. State data outcomes showed that, in 2022-23, BTC ranked 3rd among all colleges in the state for the percentage of basic skill students making skill gains.

Other areas of the college provided students with non-academic instruction and assistance, and worked with faculty members to help support their teaching efforts. Examples include obtaining grants and donations to fund curriculum development, equipment and supplies for BTC's professional technical programs and staff working with faculty to help them develop student learning outcomes and improve instructional skills in online and in-person environments.

- *Updating curriculum and course materials, increasing guided practice and experiential learning in the classroom.*
- *Increase sharing and communication with other members of division.*
- *Continuing to evaluate and improve the way I teach to reach students, especially those that have been impacted by a learning disruption from the pandemic.*
- *More aware of DEI and ways to increase Universal Design. Intentional about imparting skills and information about technology and applications.*
- *Re-introducing more group projects sidelined during the covid period.*
- *Built two Integrated English Literacy and Civics Education (IELCE) modules for State Board of Community and Technical Colleges (SBCTC) in Academic Reading and Writing & Professional Technical Writing. Transitional Studies and Developmental Education instructors can access this material in the fall of 2023.*
- *Supporting faculty in meeting program needs to provide quality instruction. Reviewing course evaluations for common themes, recognizing areas of strengths and supporting areas of improvement.*
- *Regular Canvas Tips and drop-in sessions for Instructors on how to use the LMS effectively in instruction.*
- *Working with Instructors to make instructions clear for the students….We've found that most students do better with the Overview first and then the bulleted details. The Tutors also appreciate the material being presented this way. If the details are presented first, the students end up wallowing in the minutia and sometimes lose their way in the long assignments.*
- *I feel like I am constantly looking for ways to become better at my job. Becoming a better instructor is always forefront of my mind.*

Goal 2: Build clear and effective pathways for students

Select Examples & Survey Responses

A major component of BTC's Guided Pathways (GP) work is the development of common exploratory course cores across related programs. These common cores are intended to create more flexible, accessible options for students as well as to help them explore career opportunities and confirm their program of choice. A BTC faculty taskforce also developed a Guided Self-Placement model for implementation in Summer 2023. This new placement model is anticipated to increase accuracy of placement and increase equitable access to BTC programs.

Employees worked to improve the effectiveness of BTC's entry and educational pathways in a variety of other ways, including creating a new, part-time Registered Nursing degree pathway to better serve incumbent workers and creation of new Academic Advisement Reports (AAR) in the ctcLink system. The AARs give students and employees the ability to create unofficial reports that display a student's progress towards earning their degree or certificate.

- *I think that Guided Pathways has started some very good conversations.*
- *I think Guided Pathways has played a big role in making this be successful. Making certain classes equivalent like CAP 101 = IT 101 makes it so students can switch degree paths or use transferrable skills to keep them on track in their degrees.*
- *Researched, designed and released new BTC-specific Course Design Review Tool in collaboration with GP Instructional Designer for all faculty to use to review the layout, components and navigation pathways of their own course structures and features.*
- *The results from Guided Pathways has the outcomes that we were looking for.*
- *Working with faculty and deans, developed exploratory sequences and program revision proposals in four areas of study.*
- *I worked on Guided Self Placement which is one way students can place into appropriate English and math classes. It took well over a year to put this all together.*
- *Designed a new course (ENGL 095) which combines two Developmental Education courses into one. This makes the pathway shorter for students and still highlights the most important outcomes.*
- *Collaborated with other depts to clarify processes/next steps for referrals for specific student services. Also collaborated internally within my dept to improve processes that students must do for their steps.*
- *I made notable progress in this area by simplifying my process for onboarding new students and providing more hands-on instruction to address issues and questions that may have otherwise gone unasked. I have noticed increased engagement amongst my newest referrals because of this.*
- *Continued to review enrollment process to streamline and simplify admissions and registration for students.*
- *Suggested incremental revision to program course prerequisites to reduce barriers to student access and to promote retention.*
- *The work done in advising to set up streamlined communication between Navigators by using general email inboxes for programs.*

Goal 3: Identify and address barriers to student learning

Select Examples & Survey Responses

BTC employees engaged in a wide variety of activities to help identify barriers to student learning, including talking with students about barriers they experience and administering student surveys (including implementing a revised BTC course experience survey). To help address barriers, BTC employees created policies designed to help English Language Learners and student parents/guardians; applied for and received grants and scholarship donations focused on providing support for special populations such as Running Start students, student Veterans, and students struggling with housing insecurity; held events designed to help students connect with each other and to financial and other resources; and participated in training designed to help them better support students, including those with disabilities.

- *As a college, we have been assessing what barriers exist. In my particular area, we have been directly asking students what barriers and challenges they are facing. We have been working with students to formulate a plan that works for them individually to overcome these barriers—time management, note taking skills, finding ways to motivate participation in Canvas. Utilizing the Tutoring Center and Accessibility Resources has been very important in supporting student learning.*
- *Information literacy instruction in person, online and via video recordings, technology support, Tech camps, purchasing academic support materials (eBooks, databases, books, journals, etc.). Offering a variety of modalities and times to students for tutoring support.*
- *Helped to provide almost $1 million in student scholarships and emergency funding.*
- *Created, updated and shared tech guides for students to activate ctcLink and access network, email, Canvas, library resources and other student accounts.*
- *Identified problems with BTC registration with ctcLink (prerequisites and others). Identified problems with website reporting incorrect information about courses.*
- *We have discussed barriers to students accessing the library in the anti-racism workshop (being a quiet space, all white staff, etc.), and I try to be more proactive when students enter the library, actively offering my help to everyone, because some students do not feel they are able to ask me for help, or other barriers prevent them from reaching out to me and other library staff members. We also have discussed how technology is a huge barrier for some students, especially older returning students. Having dedicated staff here at the library to help students with these technologies is so essential.*
- *Work to develop hybrid and online modalities to allow more students to access courses.*
- *Tried to offer a well-balanced schedule for tutoring each quarter. Getting experienced tutors and keeping them to provide the best service possible for students daily. Teaching study skills and problem-solving techniques is ongoing. Many students come in under-prepared for college coursework. ELL students have a harder time in particular with the level of reading in English that needs to happen in our courses and the extensive vocabulary involved with Science and Humanities topics.*
- *Learning how to provide and then providing a flex instruction model to reduce barriers to learning.*
- *More strategic planning and discussion of challenges and goals, particularly in regards to student funding and access to funding resources.*
- *More personalized referrals and responses to students' disclosures of challenges, hardships, and barriers.*

Goal 4: Establish systems and support for employee success and professional development

Select Examples & Survey Responses

BTC employees worked together to create and/or engage in a variety of professional development activities. For example, BTC's Diversity, Equity, and Inclusion (DEI) area and DEI participatory governance committee launched a DEI employee certificate program in the 2022-23 academic year, and worked with other BTC areas to host on-campus professional development opportunities for employees focused on inclusivity discussion, assessment and planning for diverse and non-traditional student populations. In Winter 2023, BTC's Students Helping Build an Inclusive Future in the Trades (SHIFT) team and DEI staff and committee members worked with ASBTC, Marketing and Communications, and Outreach and Admissions to host the "Women's Equity in 2023 Panel & Luncheon" during Women's History Month. The BTC Accessibility Team designed a BTC-specific Accessibility Training program for all employees, which will supplement statewide courses and be piloted in Summer 2023.

In 2020-21, as part of its Guided Pathways work, BTC established a Teaching and Learning Academy (TLA). TLA continued its work in the 2022-23 year, which included providing orientation and peer mentoring for newly hired faculty, organizing faculty professional development opportunities through quarterly faculty in-services, publishing a monthly newsletter (TLA Tribune), developing online faculty resources, and providing drop-in office hours. In response to employee demand for more professional development opportunities, a BTC work team proposed an additional half-day, all-employee professional development event in Winter quarter, which included sessions on a variety of topics and featured the second module of the DEI certificate program. Through the Guided Pathways initiative, the college also continued to strengthen technology and data literacy training and support for employees. For example, BTC's Technology Trainer continued assessing employee technology needs, developed a centralized, web-based repository for on-demand professional development and technical training, conducted regular technology trainings at all-employee and faculty in-service events, provided customized trainings, and began holding office hours in Spring 2023.

- *A lot of information about hybrid meetings has rolled out and made employees feel like they can access more professional development.*
- *Accessibility training.*
- *Coordinated Anti-Racism in Libraries training for all Library Staff. Supported attendance of eLearning staff at the Regional Canvas conference, provided funds and time for instructional design skills development for eLearning staff.*
- *The expansion of the Campus Kick-off model to include an additional half-day of professional development during the year—the Everybody In-Service.*
- *I have approved and fulfilled more professional development requests for employees than in the last few years and am glad that people are feeling comfortable meeting in large groups and traveling again.*
- *Investigating strengths and gaps in new employee onboarding and surveying and interviewing new employees about their experiences in order to improve these systems.*
- *Continued progress and refinement to BTC's Teaching and Learning Academy, technology and data literacy training programs.*
- *Supporting employees with opportunities to attend professional development events to develop their competence around diversity, equity and inclusion and better support students. For example, 27 employees signed up to attend the (re)Imagining Equity conference this winter.*

Goal 5: Support students in identifying and achieving their educational and career goals

Select Examples & Survey Responses

BTC provided a variety of outreach events designed to inform students about educational pathways, including campus-wide career and program exploration events which provided opportunities to tour different programs and talk to instructors. BTC Outreach and Admissions Specialists employed a prospective student caseload structure, which assisted with communications and included invitations to small, personalized tour opportunities as well as individual career exploration sessions. All new credential-seeking students at BTC were required to attend an individualized "GET Started" session, resulting in nearly all BTC students having basic financial and career literacy and initial academic plans upon entry to the institution. BTC also restructured Navigator caseloads, introducing a dual-Navigator model, which means that every meta-major (area of study) at BTC has two Navigators who work together to assist students and share an email account. This update increased student access to and consistency of Navigation services.

BTC professional technical and specialized student support programs typically offer specific orientations, introductory courses, and/or integrate career exploration and preparation content into their curriculum. BTC career exploration tools and services are available to all prospective students. Resources range from publicly available resources such as O*Net Resource Center, America's Career Infonet and Washington Career Bridge to an online career coaching platform (Emsi Career Coach) that is now adapted for BTC use.

- *Always trying to connect graduating students with local employers.*
- *New ideas are being implemented which is promising. Collaborated with partners outside of BTC to improve referral process for prospective students. We had in person events this year…which resulted in new students, new connections and just part of getting the word out that BTC is open! FAFSA workshops started up and had decent attendance…[and] just more time spent in my position has helped me to be more efficient in my duties.*
- *Made a more concerted effort to tailor clinical placement assignments with potential employment opportunities to assist both employer and student in successful placement.*
- *Better clarity at the beginning of the program to ensure academic plan is the correct one for the student.*
- *Mandatory GET Started appointments so students have a person they can connect with when they need to ask for help. These discussions start a broader conversation of what students are looking to do after college which so many colleges skip over. Having a good idea of where to look for jobs and what the market looks like is so valuable.*
- *Improving my advising and doing relevant professional development*
- *Working with students to get them access to scholarships and information about job opportunities. This has worked well, and I'm getting much better response from students this year…*
- *Work with students who are repeating and threepeating courses. Students who need high grades in prerequisites sometimes need to repeat courses. Helping students understand how to raise their grades is an important piece to student learning. Good study skills and study habits including being organized and using their time effectively are important for all students. Tools are available in the Tutoring Center to assist students in achieving these important skills.*
- *Shared advising caseloads.*
- *Supported students in gaining soft skills*

Goal 6: Maintain and develop partnerships designed to help students succeed

Select Examples & Survey Responses

BTC works with a variety of community partners to share information on both general and population-specific support needs and resources. For example, BTC held an in-person Labor & Industries (L&I) Vocational Counselor Workshop, led by the college's Accessibility Resources area. Participants discussed how best to support these students, and how the two agencies can collaborate to improve L&I prospective and current student experiences. BTC employees worked with education partners to connect at-risk high school students with BTC programs and services, including BTC's youth reengagement program (IMPACT!). In Fall 2022, BTC hosted its annual Tour Day for nearly 400 high school juniors and seniors, each of whom were able to sign up for in-depth tours of at least two of BTC's professional technical programs. BTC also worked with Futures NW (an organization in Whatcom County that supports students from under-served communities to achieve their career and college goals) to help students planning to attend BTC complete their financial aid application.

BTC's professional technical programs work with industry partners through active program advisory committees and in other ways, including receiving equipment and resource donations and collaborating with industry partners to provide students with hands-on industry and networking opportunities. For example, BTC's Veterinary Technician Program and the Alternative Humane Society of Whatcom County partnered to provide BTC students with hands-on learning with rescues, while the Culinary and Pastry Arts programs hosted and participated in a Sustainable Connections Farm to Table trade meeting, where students had the opportunity to work with local chefs to prepare lunch for participants, including chefs, buyers, and farmers.

- *Added new clinical site. Formalized externship rotation process.*
- *Continue to build connections with K-12 administrators, community-based organizations and state board members.*
- *Continue to partner with community resources and agencies (DSHS/DVR, WorkSource, Opportunity Council) to further student success, as well as students' continued enrollment.*
- *Expanded relationships with community partners to enable more students and deeper quality of learning in a clinical setting. Development of a "real life" clinical setting on campus with the strong support of industry partners.*
- *Guided Pathways work with advising seems to be making a good difference.*
- *I go to professional organization meetings to keep potential employers aware of how many students are in the program and will be ready to go to work as interns or as graduates. I also encourage the students to attend these meetings so they can network with professional contacts.*
- *Ongoing community networking to assess the needs.*
- *Our advisory committees keep us grounded to what is happening in the field and what employers are looking for in graduates. Extremely beneficial.*
- *Outreach to industry contacts, new and established, to facilitate engagement in mock interviews, internships, job shadows, guest speakers, and advisory committee recruitment.*
- *Periodic meetings with support services staff members.*
- *We continually assess how we are helping students succeed. We have and continue to develop close partnerships with BTC counselors. By normalizing the use and need for counseling and by bringing the counselors into classes to meet our students, we have been able to provide additional support to help students succeed. We have also begun developing deeper relationships with AR to support our students as appropriate.*

Goal 7: Strengthen student workplace readiness and job placement services

Select Examples & Survey Responses

BTC professional technical programs integrate a variety of career preparation and job placement activities into curriculum and program activities, including internships, clinicals, and other work-based opportunities, along with job shadows, industry tours, and presentations by industry professionals. BTC programs also organized and hosted industry events on campus, giving students the opportunity to assist with the events as well as network with and learn from industry professionals. For example, after three years as an online-only event, Linuxfest Northwest returned to BTC's campus in Fall 2022. This has been an annual event for 20 years, is attended by hundreds of participants and presenters, and is a collaboration between the BTC Information Technology Department and the Open Source Software Community. In February, BTC's Child & Family Studies program put on its 39th annual Focus on Children conference, which is a professional development opportunity for early learning professionals and served over 200 attendees this year.

In 2022-23, BTC hired a new Director of Corporate and Continuing Education and Work Based Education as a point person to help centralize its communication and tracking for work-based learning. This staff member has worked with employees to create a newsletter for employers; developed a shared database with the BTC Foundation to track partnerships; used the college Career Coach system to help employers post jobs for students; and helped plan and coordinate the college's updated, in-person Career and Internship Fair, which hosted over 100 employers and served nearly 500 students.

A BTC work team developed an improved definition of BTC career services that can be commonly used across campus and launched a survey to help better understand the extent of de-centralized career services occurring across campus. College, Foundation, and grant funding support BTC efforts to integrate simulation technology into professional technical curriculum and thus increase work-based learning opportunities; for example, in 2022-23, the college purchased a dental chair and unit for student practice in the BTC Dental Clinic. With purchase of the new chair and unit, Dental Hygiene students not only were able to obtain work-based learning opportunities with dentists and dental hygienists, but the program was able to accommodate more students.

- *Provide opportunities to meet one-on-one to talk about job offers, updating resume and building interview skills, writing cover letters, applying for scholarships, creating a portfolio, referring students to Career Coach on BTC website.*
- *Career services committee, improving my own ability to help students when meeting with them.*
- *Thank you, BTC and various grants that provided Nursing with updated and more equipment for instruction and student use. This is huge in getting students ready for clinical and the ability to provide safe, confident care. Examples of equipment are intravenous infusion pumps, enteral infusion pumps, and an addition to our automated medication delivery device. Examples of supplies frequently used in the clinical setting are act-o-vial, mini-bag, and vial mate medication delivery systems.*
- *The BTC Nursing Program held a Career Fair and Employer Panel to kick off the Fall Quarter. Fourteen clinical/hospital facilities from around Washington State were present. This is the first in-person event that the program has put on since the beginning of the COVID-19 pandemic and it was wonderful to see everyone's faces! Employers were eager to get in front of students again and the feedback was overwhelmingly positive with one individual stating that it was the best career fair they had ever attended. Four universities representing RN-BSN programs were in attendance as well, recruiting students to continue their education to the BSN level. The Career Fair was well-attended.*

Goal 8: Prioritize continuous improvement through evaluation of current practices and alignment of resources

Select Examples & Survey Responses

Employees engaged in a variety of continuous improvement efforts. For example, the Accreditation Steering Committee (ASC) helped lead college efforts to begin responding to Northwest Commission of Colleges and Universities (NWCCU) recommendations for institutional improvement. Participatory governance committees such as the Student Access and Success (SAS), Instruction Council (IC), and DEI worked closely with BTC's Institutional Planning and Assessment (IPA) area to inform the rebuild of BTC data dashboards, develop and update student and employee surveys, and refine program evaluation processes. Faculty and staff developed College Level Student Learning Outcomes (CLSLOs) in 2021-22 and, in 2022-23, began designing assessment processes to measure student achievement of those outcomes.

One of the college's Key Performance Indicators (KPI) in its 2018-23 Strategic Plan is "BTC Employee Professional Development." As part of its work in 2022-23, the KPI work team gathered and analyzed new employee feedback regarding their onboarding experiences and prepared improvement recommendations for college leadership. Instruction Council members reviewed curriculum improvements on the part of BTC's professional technical programs, and BTC supported the purchase of a wide range of goods and equipment that contributed to program lab, classroom and related curriculum upgrades. Student Services leadership teams and areas were restructured to increase efficiency; for example, Admissions and Assessment became part of the current Registration team, and TRiO Student Support Services became part of the Outreach and Advising department.

- *This very survey could be an example of how the BTC community is constantly open to evaluation. I feel like there are a lot of things we do because that's how they've always been done. But at the same time, BTC is very open to constructive criticism. Everyone here is constantly striving to best serve students, and it's great to see.*
- *I am constantly modifying exercises, lectures, and lab work to make it more authentic and relevant. I have removed some equipment that is so old that it is unlikely that students will use it in their future jobs.*
- *Accessing Go2Knowledge trainings.*
- *Library staff are planning to assess our current practices and perhaps change some to align with a goal of anti-racism. Still being able to get some students hotspots after the pandemic grant went away feels like a great way we were able to evaluate student needs and align our resources with that.*
- *Better science labs.*
- *Guided self placement.*
- *I have implemented a new donor management system and am looking forward to working with other groups to share information about outside contacts/relationships with the use of this new tool.*
- *Steady progress made. I have slowly been evaluating processes written in our policy manual and updating them as I am able. I made major updates in the summer of last year to our policy manual. I plan on continuing that work this summer. I also will finalize the process for awarding students support funds that became available last year.*
- *The updates in policies to allow for more accessibility have been so helpful.*

Goal 9: Keep pace with industry and workforce needs and emerging trends

Select Examples & Survey Responses

Faculty and other employees work closely with over 300 industry and community partners who serve on BTC's professional technical program advisory committees to help inform student skill development and curriculum updates, and plan program expansions or other changes to help meet industry demand. Professional technical program faculty and students also connect with industry representatives through classroom visits, tours, conference attendance, and other experiences to increase their understanding of current workplaces. For example, Automotive Technology faculty and students toured Toyota Mercedes Benz of Bellingham and attended the SEMA Show and AAPEX trade shows in Las Vegas, Machining students attended Northwest Machine Tool Expo at the Oregon Convention Center, Surgery Technology students were able to look at and practice on the DaVinci surgical robot at PeaceHealth St. Joseph Medical Center, and BTC Human Resources students and faculty attended the WA State Employment Law & HR conference.

College representatives work with a variety of organizations such as the Northwest Workforce Council, Healthy Whatcom, Whatcom Early Learning Alliance, Advanced Manufacturing Apprenticeships (AJAC), Associated General Contractors (Washington Chapter), Port of Bellingham, City of Bellingham, and the Working Waterfront Coalition to identify workforce needs, deliver incumbent worker training, and explore partnership and/or apprenticeship opportunities. For example, BTC serves on Team Whatcom, which is led by the Port of Bellingham and focuses on regional economic development. The Port's Comprehensive Economic Development Strategy (CEDS) guidelines include a focus on active engagement by leading businesses, industry associations, and labor organizations in (among other things) providing work-based learning opportunities, and ensuring that regional workforce training programs are informed by employers' skill needs, labor market and career information.

The college is a member and active participant on the Northwest Workforce Partners Management Team, and has collaborated with partners such as the Northwest Workforce Council, Employment Security Department, Department of Social & Health Services (DSHS) Division of Vocational Rehabilitation, and other regional colleges to help develop and improve professional technical and assistance programs to help meet industry needs and better support students. BTC employees collaborate closely with these and other system partners who meet on a quarterly basis to update each other, share feedback on industry expectations and experiences, find logical collaboration points, and problem-solve current issues.

- *Developed lesson on emerging technologies.*
- *Incorporated emerging industry needs in course content.*
- *Meetings with industry leaders are scheduled.*
- *Met with Advisory Committee two times a year and discussed emerging trends.*
- *Tech training has been invaluable in helping me do my job more efficiently and effectively.*
- *The nursing exam committee and nursing have been working to understand the new style of exam questions on the Next Generation National Council Licensure Examination. We worked to understand the different types of questions and how they fit into our Learning Management Systems Canvas, ExamSoft, and ATI. We also recommended to nursing faculty how to infuse activities into the classroom.*
- *Updating materials and tools used in my program to reflect current trends.*
- *We have implemented a new class that has direct impact on the work readiness of the students.*

Goal 10: Cultivate an environment that contributes to employee engagement and satisfaction

Select Examples & Survey Responses

BTC worked to develop an environment that engaged all employees: activities included continuing its participatory governance committee structure, offering new campus-wide professional development opportunities, planning for new employee networking opportunities, and hosting all-employee forums regarding institutional processes. For example, the college's Planning and Resource Allocation (PARA) governance committee continued to formalize and refine the campus-wide Resource Request process, offering training on the process to all employees and opening up the process to include any employees who wanted to volunteer as reviewers. Additionally, the committee refreshed BTC's Strategic Plan for the next seven years with a campus engagement and input process which included open, all-campus forums; and organized campus forums to share information about the BTC budget process and current status, as well as answer questions and gather input regarding for the next year's operating budget.

BTC's DEI staff and governance committee members led planning for formation of employee affinity groups intended to strengthen employee networking, mentorship, and community building activities, while DEI student employees also created plans for student affinity groups. These affinity groups are anticipated to be piloted in 2023-24. Areas such as TLA, DEI and professional development work teams and committees worked together to support not only the development and expansion of broad-based, all-faculty professional development opportunities but online and in-person professional development opportunities for all employees.

- *Allowing employees to hear directly from the budget authorities on campus regarding the deficit was great. It took a lot of the apprehension out of the situation.*
- *Added an instructional tech to assist an instructor who was overloaded.*
- *Considered the benefits for both employees and students of a hybrid work/school environment and began advocating for technology improvements and developing resources to support hybrid meetings on campus.*
- *Everybody in-service was great!*
- *Learning about, understanding work load, and openly appreciating other employees who work behind the scenes to make various public-facing, campus offerings available, functional, and successful for BTC.*
- *Listening sessions that were held [in Spring 2023].*
- *This year is the first non-covid year in a while, and we're all burnt out and it shows. Despite that, I feel there is a tremendous sense of community here at BTC. Both for students and for faculty. The in-service days, and meetings held, are always great reminders that we're a team.*
- *Working with the DEI committee to offer equity focused professional development trainings for all staff.*
- *Campus Kick-Off 2022: All Together Again. It was so exciting to see everyone for the first time since Campus Kick-Off 2019! We talked and laughed with one another (who was your protector/enemy?), we met the nearly 20 new employees hired since Campus Kick-Off 2021, we learned from one another, we ate together, and we had fun!*

Goal 11: Strengthen college commitment to diversity, equity, and inclusiveness

Select Examples & Survey Responses

DEI staff and committee members and IPA employees worked together to develop and administer a campus climate survey in Spring 2022. In 2022-23, a consultant created a BTC-specific assessment summary, hosting presentations and forums with the DEI committee, President's Leadership Team, and all of campus to discuss the results. Results from this effort and from the follow-up Spring 2023 listening sessions will inform the development of BTC's DEI-specific strategic plan.

BTC work teams and committees, such as the DEI participatory governance committee, SHIFT work team, Admissions and Advising, ASBTC, TLA and Marketing and Communications increased levels of collaboration to support and reinforce DEI-led activities. These activities, which included working with community partners to offer cultural heritage learning opportunities throughout the year such as Indigenous People's Day, MLK Day, Asian Pacific Islander Desi American (APIDA) Heritage month, Women's Equity, and the Racial History of Whatcom County, engaged students and employees in exploration and discussion of DEI topics and helped employees enhance and/or develop practices to support college diversity, equity and inclusion goals. DEI staff and committee members also completed an equitable bathroom transition project, revised campus policies and procedures, conducted campus-wide DEI training sessions and Train-the-Trainer program, developed and launched a DEI certificate opportunity, and supported outreach efforts with employees and students.

- *DEI Committee is amazing! Thank you Hannah and Danielle.*
- *Gender neutral bathrooms installed on campus. This is a positive change and the dedicated staff that made this a reality deserves kudos for their efforts!*
- *Being open and receptive to maintaining an "open-door" office for all; while promoting fast, responsive communications and turn-around times for all requests and projects that arrive on a daily basis.*
- *College provided access to DEI trainings.*
- *I like the emphasis on DEI. It has been very enlightening and is relevant to the times we are living in.*
- *Library staff attended an anti-racism in academic libraries training with other WA state community colleges. As a staff, we are planning to discuss our main takeaways from the workshop and assess how we want to change certain practices or procedures in the library to align them more with a goal of anti-racism.*
- *BTC has a Supplier Diversity Strategic Initiative and task force that initially met in FY23*
- *Lots of changes made in this area through all the state-funded grants and mandates.*
- *Our department works closely with DEI on initiatives, including design work for DEI materials and swag, and management and implementation of the all-gender bathroom project completed this year.*
- *Participated in several DEI activities; reviewing and updating relevant policies to be more inclusive. Awareness such as in emails, revising policies and procedures to be gender-neutral.*
- *The DEI department has put on so much wonderful programming this year! I think the efforts made are making a lasting impact and at least starting conversations that might not have been initiated between employees before.*
- *The DEI modules have been beneficial for all of us I think. It has been good for me at least to look at the lens through which I view the world and see where distortions may hide.*

Goal 12: Unify the campus community through collaboration and open communication

Select Examples & Survey Responses

Students and employees provided opportunities for connection; for example, ASBTC leaders hosted campus-wide activities and celebrations, including May Day and Earth Day celebrations, regular social hours and free movie nights, and multiple painting and cookie decorating sessions. The ASBTC also supported targeted events, such as a lunch for Business and Information Technology students and faculty in the Student Center. Work groups and employees initiated efforts to bring members of the BTC community together. For example, the BTC Library invited the campus community to enjoy a "Blind Date with a Book" event on Valentine's Day. An employee began and facilitated the "Into the Mud" group, which met on a weekly basis in Spring 2023 and was designed to honor loss and resulting changes through work on creative projects and community-building. BTC's Accessibility Resources (AR) Director worked with leads from seven departments campus-wide to implement a decentralized AR model – focusing on providing accessibility support proactively. For example, AR and Facilities, with support from DEI, purchased and installed adjustable height tables in the most frequently used classrooms. Thus, students who need to be able to sit or stand during class can do so without having to formally request an accommodation.

In addition to campus-wide celebrations, training opportunities, committee meetings, and campus forums, BTC leaders made communications with campus a priority over the past year; for example, the Vice President of Instruction sent out weekly 'Instruction Office News', the Vice President of Student Services sent out periodic 'Timely Updates & Reminders' to Student Services staff members, and President Jim Lemerond sent out multiple 'Tuesday Tech Talk' emails to all employees. The college also continued a monthly 'Notable News' publication, which is populated with information and announcements contributed by any employee and shared out to the campus community and key external stakeholders.

- *I appreciate the regular messaging from Administrators and Directors to connect in a friendly, professional way with staff.*
- *Continue to be present at a multitude of events and meetings to ensure staying connected to campus initiatives; also available and present for both direct reports and entire division.*
- *Hired a communicative president.*
- *I sat on three committees/taskforces this year that relied heavily on participation and its outreach to all BTC employees. Each committee presented either an in-service or Opening Day. Each group has asked for feedback from groups across campus.*
- *I think this is always a work in progress, but I've tried to be aware of work I do that affects other departments and ensure that I involve them in the process.*
- *I try and do this every day by being responsive, listening to employees and communicating opportunities to unify the campus community to various groups.*
- *Increase in communication in a department with new instructors who came on board during Covid.*
- *It feels like the communication between admin and worker-bees is improving. [I] don't always like what I hear, but I am happy to hear something.*
- *Participatory governance*
- *Try to stay in the loop and connect with people across campus.*
- *We are in the process of aligning our practices with those of the rest of the college. We have also been in the process of reaching out to other groups on campus and inviting them into our space and working on ways we can collaborate with the entire campus community.*

Goal 13: Maintain a welcoming, safe and accessible environment

Select Examples & Survey Responses

Student Life staff and the ASBTC helped make the campus more welcoming to all groups through a variety of celebrations and activities, and provided basic need support to students, including hosting clothing swap and grocery bingo events as well as Mental Health Awareness Workshops. BTC counselors also held a peer suicide prevention training for students. BTC operates a free Food Pantry, which was relocated in Spring 2022 to a bigger, more accessible location in the center of campus. In 2022-23, Student Life staff worked with ASBTC members to restart and improve traditional BTC Food Pantry services. Improvements included partnering with the Bellingham Food Bank to get pantry staples and perishable foods once a week, conducting a food drive, and adopting a new tracking system to better assess usage.

BTC held campus-wide emergency drills for employees and students. The college's Safety Director created bi-monthly safety corner bulletins shared with all employees, and worked with BTC's Safety Committee and Facilities to complete full safety building inspection reviews for all campus buildings. BTC employees also participated in a Statewide Safety Survey, the results of which will be used to inform safety planning. The Utility and Grounds area worked with BTC's award-winning Marketing and Communication team to beautify and improve the campus environment; for example, updating signage to create an inviting, easily understandable, and consistent signage environment across campus.

A small team of BTC employees completed the State Board Web Accessibility Learning Lab, a ten-week intensive training program designed to teach participants about the Web Content Accessibility Guidelines and Principles, legal requirements for web accessibility in higher education, and key considerations for IT procurement processes. This group created an Action Plan to improve accessibility practices on campus, and will share that plan over the next academic year.

- *Design work that has taken place around campus this year creates a welcoming atmosphere. We continue to focus on accessible design.*
- *Attend DEI sessions to learn better how to support students with various identities.*
- *Continuing to grow a campus awareness in regards to people, places and things related to BTC's safety, health, and physical sustainability and community.*
- *DEI Committee led a collaboration with Communications and Marketing, and Facilities to complete the Equitable Bathroom Project enabling better access and amenities for all to use the restroom. We also update lactation spaces and created a temporary Serenity Space.*
- *Extending opportunities for students to meet with me one-on-one or in small groups—increasing office hours, responding in greater detail to Canvas messages, offering Zoom options, replacing mid-term exams with meetings.*
- *Making an effort to get to know my students better.*
- *Provide a safe space for students and employees.*
- *Providing a space for students to study/collaborate/be outside of class.*
- *Receiving two new dental chairs and units to replace broken old ones helped us to safely serve more patients in the dental clinic while providing better learning opportunities for students.*
- *Training and team initiatives have been excellent and well-received.*
- *We completely re-invented the wheel to make sure a wheelchair user got as much out of the program as a non-wheelchair user.*

2022-23 Key Performance Indicator Status

BTC employees and students developed the following set of Key Performance Indicators (KPIs) to provide a mechanism through which to evaluate our success in achieving our strategic plan goals and, ultimately, fulfilling our mission. The below "Summary of Results" provides a brief snapshot of the current status of each KPI; further details for each indicator are outlined within the "Detailed Description & Results" section.

Summary of Results

○ Standard not met ◒ Standard met, target not met ● Target met

Indicator	2022-23 Results	Status
1. Student access	BTC rates are 2 percentage points lower than to 11 percentage points higher than service area rates across all demographic factors	◒
2. Student educational/career plans	Completed intended work for 2022-23	●
3. Student learning outcomes (SLOs)		
a. Course-level	87%	◒
b. Program-level	89%	◒
c. Campus-level	Completed intended work for 2022-23	●
4. Student transition		
a. Transitional Studies to college-level	18%	○
b. Developmental Education to college-level	47%	●
c. Early to core program	38%	●
5. Student retention	67%	◒
6. Student completion	56%	◒
7. Student employment		
a. Career services	Completed intended work for 2022-23	●
b. Job placement	4 percentage points above system average (78% BTC, 74% system)	●
c. Workplace performance	89%	◒
8. External partnerships	Completed intended work for 2022-23	●
9. BTC employee professional development	Completed intended work for 2022-23	●
10. Participatory governance	90%	◒
11. Strategic planning and resource allocation	Completed intended work for 2022-23	●
12. Campus environment		
a. Satisfaction	Completed intended work for 2022-23	●
b. Inclusivity	Completed intended work for 2022-23	●
c. Safety	Completed intended work for 2022-23	●

Note. See "Detailed Description and Results" for methodological information, baselines, standards, and targets for each KPI.

Detailed Description and Results

1. Student access

Student demographics are representative of the service area population.

Baseline	BTC rates range from 2 percentage points lower than to 12 percentage points higher than service area rates across the 4 demographic factors
Standard/minimum	BTC rates are 5 percentage points lower than service area rates across all 4 demographic factors
2018-23 target	BTC rates are above service area rates across all 4 demographic factors

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	BTC rates are at or above service area rates across all 4 demographic factors	Met standard: BTC rates are 1 percentage point lower than to 12 percentage points higher than service area rates across all demographic factors
2019-20 (Year 2)	BTC rates are at or above service area rates across all 4 demographic factors	Met standard: BTC rates are 1 percentage point lower than to 14 percentage points higher than service area rates across all demographic factors
2020-21 (Year 3)	BTC rates are at or above service area rates across all 4 demographic factors	Met standard: BTC rates are 1 percentage point lower than to 13 percentage points higher than service area rates across all demographic factors
2021-22 (Year 4)	BTC rates are at or above service area rates across all 4 demographic factors	Met standard: BTC rates are 2 percentage points lower than to 12 percentage points higher than service area rates across all demographic factors
2022-23 (Year 5)	BTC rates are at or above service area rates across all 4 demographic factors	Met standard: BTC rates are 2 percentage points lower than to 11 percentage points higher across all demographic factors.

Note: Aggregation includes disability status, race/ethnicity, socioeconomic status, and veteran status.

2. Student educational/career plans

Campus-wide student educational/career planning processes are in place.

Baseline	Current services to assist students with education and career plans (which include identifying and addressing potential barriers to student learning) are disjointed and decentralized. BTC's main resource for creation and maintenance of student education and career plans (Degree Audit) is largely unused and is difficult for both students and employees to understand.

Standard/minimum	Make progress toward anticipated outcome.
2018-23 target	We have established and implemented a strategy for more accessible, equitable and effective student educational/career planning.

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	n/a (Phase 3 KPI)	n/a
2019-20 (Year 2)	Identify lead person and existing group (or establish new group as needed); begin assessing current status, needs, and gaps as applicable; draft a plan/timeline for 2020-2023.	Met standard: Made progress toward anticipated outcome. Identified lead person and group to facilitate process moving forward. Began reviewing business processes for educational/career plans in anticipation of a new system being implemented as part of ctcLink.
2020-21 (Year 3)	Begin assessing current status, needs, and gaps as applicable; draft a plan/timeline for 2020-23.	Met annual target: Completed a workplan for 2020-23 based on an assessment of current status, needs, and gaps. Flowcharts were created to map career/education service business processes, and were submitted to SBCTC to be built in ctcLink.
2021-22 (Year 4)	Complete workplan 2021-22 development/implementation goals.	Met annual target: Began planning for systemization of career/education planning functionality in PeopleSoft.
2022-23 (Year 5)	Complete workplan 2022-23 development/implementation goals.	Met annual target: Began planning for systemization of career/education planning functionality in PeopleSoft, and shifted to a Microsoft Dynamics focus. Focused on continuous improvement for consistent access to educational planning, including restructure of Navigator caseloads..

3. Student learning outcomes (SLOs)

a. course-level

% of students who achieve course-level SLOs

Baseline	86%
Standard/minimum	75%
2018-23 target	90%

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	87% (increase by 1 percentage point)	Met annual target: 89%

2019-20 (Year 2)	90% (increase by 1 percentage point)	Met standard: 88%
2020-21 (Year 3)	90% (increase by 2 percentage points)	Met standard: 89%
2021-22 (Year 4)	90% (increase by 1 percentage point)	Met 2018-23 target: 91%
2022-23 (Year 5)	90% (maintain 2018-23 target)	Met standard: 87%

b. program-level

% of students who achieve program-level SLOs

Baseline	87%
Standard/minimum	75%
2018-23 target	90%

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	88% (increase by 1 percentage point)	Met annual target: 91%
2019-20 (Year 2)	92% (increase by 1 percentage point)	Met standard: 87%
2020-21 (Year 3)	90% (increase by 3 percentage points)	Met standard: 89%
2021-22 (Year 4)	90% (increase by 1 percentage point)	Met 2018-23 target: 92%
2022-23 (Year 5)	90% (maintain 2018-23 target)	Met standard: 89%

c. campus-level

Campus-level SLO expectations and assessment processes are in place.

Baseline	Campus-level SLOs are non-existent, and campus-wide, employee understanding of and engagement with SLO development process is low.
Standard/minimum	Make progress toward anticipated outcome.
2018-23 target	We have established campus-level SLOs and assessment processes focused on improving BTC practices.

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	n/a (Phase 3 KPI)	n/a
2019-20 (Year 2)	Identify lead person and existing group (or establish new group as needed); begin assessing current status, needs, and gaps as applicable; draft a plan/timeline for 2020-2023.	Met standard: Made progress toward anticipated outcome. Draft SLOs for General Education were developed. These SLOs will inform the development of campus SLOs.
2020-21 (Year 3)	Begin assessing current status, needs, and gaps as applicable; draft a plan/timeline for 2020-23.	Met annual target: Completed a workplan for 2020-23 based on an assessment of current status, needs, and gaps. Reviewed existing resources to create an early draft of college-level SLOs.
2021-22 (Year 4)	Complete workplan 2021-22 development/implementation goals	Met annual target: Finalized campus-level SLOs and piloted an assessment process.

2022-23 (Year 5)	Complete workplan 2022-23 development/implementation goals	Met annual target: Explored approaches to assessing achievement of college-level student learning outcomes (CLSLOs) across Instruction, and identified where in the curriculum faculty members are facilitating and/or assessing student learning related to each CLSLO.

4. Student transition

a. Transitional Studies to college-level

% of Transitional Studies (TS) students transitioning from TS to any college-level course within 2 years (8 quarters)

Baseline	23%
Standard/minimum	22%
2018-23 target	28%

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	24% (increase by 1 percentage point)	Did not meet standard: 21%
2019-20 (Year 2)	22% (return to standard)	Met annual target: 22%
2020-21 (Year 3)	23% (return to baseline)	Met annual target: 24%
2021-22 (Year 4)	22% (remain at or above standard/minimum)*	Did not meet standard: 18%
2022-23 (Year 5)	22% (return to standard/minimum)***	Did not meet standard: 18%

Note: Includes students enrolled in Adult Basic Education (ABE) Essentials, Advanced English Language Acquisition (ELA), GED Prep, High School Completion, and IMPACT! courses.
*COVID-19 was expected to negatively impact the 2021-22 rate
***Below standard in year 4, so standard/minimum was selected as the 2022-23 target

b. Developmental Education to college-level

% of developmental education students transitioning from developmental to same-subject college-level course within 2 years (8 quarters)

Baseline	43%
Standard/minimum	40%
2018-23 target	50%

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	46% (return to 2013-18 high of 46%)	Met standard: 44%
2019-20 (Year 2)	46% (increase by 2 percentage points)	Met standard: 41%
2020-21 (Year 3)	42% (increase by 1 percentage point)	Met annual target: 45%
2021-22 (Year 4)	40% (remain at or above standard/minimum)*	Did not meet standard: 38%

2022-23 (Year 5)	40% (return to standard/minimum)***	Met annual target: 47%

*COVID-19 was expected to negatively impact the 2021-22 rate

***Below standard in year 4, so standard/minimum was selected as the 2022-23 target

c. early-program to core-program

% of early-program students transitioning from first college-level course to first core program course within 2 years (8 quarters)

Baseline	42%
Standard/minimum	37%
2018-23 target	47%

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	43% (increase by 1 percentage point)	Met standard: 40%
2019-20 (Year 2)	43% (increase by 3 percentage points)	Did not meet standard: 36%
2020-21 (Year 3)	37% (return to standard/minimum)	Did not meet standard: 35%
2021-22 (Year 4)	37% (return to standard/minimum)**	Did not meet standard: 32%
2022-23 (Year 5)	37% (return to standard/minimum)***	Met annual target: 38%

**Below standard in year 3, so standard/minimum was selected as the 2021-22 target

***Below standard in year 4, so standard minimum was selected as the 2022-23 target

5. Student retention

% of degree-seeking students who are retained from one fall to the next

Baseline	68%
Standard/minimum	65%
2018-23 target	71%

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	69% (increase by 1 percentage point)	Met standard: 67%
2019-20 (Year 2)	68% (increase by 1 percentage point)	Met standard: 67%
2020-21 (Year 3)	65% (remain at or above standard/minimum)	Did not meet standard: 64%
2021-22 (Year 4)	65% (return to standard/minimum)**	Met target: 68%
2022-23 (Year 5)	69% (increase by 1 percentage point)	Met standard: 67%

Note: Includes student return and/or completion of award.

**Below standard in year 3, so standard/minimum was selected as the 2021-22 target

6. Student completion

% of program students who graduate with a degree and/or certificate within 3 years (12 quarters)

Baseline	55%
Standard/minimum	50%
2018-23 target	60%

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	56% (increase by 1 percentage point)	Met standard: 54%
2019-20 (Year 2)	56% (increase by 3 percentage points)	Met annual target: 58%
2020-21 (Year 3)	56% (remain at or above 2019-20 target)	Met 5-year target: 60%
2021-22 (Year 4)	60% (maintain 2018-23 target)	Met standard: 59%
2022-23 (Year 5)	59% (maintain year 2021-22 rate)****	Met standard: 56%

****COVID-19 was expected to negatively impact the 2022-23 rate

7. Student employment

a. career services

Campus-wide student career service processes are in place.

Baseline	BTC's career services are not coordinated: while services are integrated into some courses/programs, other students may receive no support if they do not independently access campus resources.
Standard/minimum	Make progress toward anticipated outcome.
2018-23 target	We have established and implemented a strategy for more accessible, equitable and effective career services information and support.

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	n/a (Phase 3 KPI)	n/a
2019-20 (Year 2)	Identify lead person and existing group (or establish new group as needed); begin assessing current status, needs, and gaps as applicable; draft a plan/timeline for 2020-2023.	Met standard: Made progress toward anticipated outcome. Identified lead person and group to facilitate process moving forward. Began reviewing and assessing career services software platforms.
2020-21 (Year 3)	Begin assessing current status, needs, and gaps as applicable; draft a plan/timeline for 2020-23.	Met annual target: Completed a workplan for 2020-23 based on an assessment of current status, needs, and gaps. Selected software to use to provide student with access to career services.
2021-22 (Year 4)	Complete workplan 2021-22 development/implementation goals.	Met annual target: Finished implementing Career Coach and began engaging employers in its functionality. Defined "career services" and explored options for virtual career fairs.
2022-23 (Year 5)	Complete workplan 2022-23 development/implementation goals.	Met annual target: Finished implementing Career Coach and began engaging employers in its functionality. Defined "career services" and launched assessment of de-centralized career

	services occurring across campus. Reinstated and updated in-person career fairs.

b. job placement

% of students leaving with 45+ credits who are employed within 9 months of their last BTC course enrollment

Baseline	4 percentage points above system average (81% BTC, 77% system)
Standard/minimum	3 percentage points below system average
2018-23 target	6 percentage points above system average

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	3 percentage points above system average	Met 5-year target: 6 percentage points above system average (82% BTC, 76% system)
2019-20 (Year 2)	6 percentage points above system average	Met standard: 4 percentage points above system average (81% BTC, 77% system)
2020-21 (Year 3)	6 percentage points above system average	Met standard: 4 percentage points above system average (81% BTC, 77% system)
2021-22 (Year 4)	4 percentage points above system average (maintain 2020-21 rate)*	Met standard: 1 percentage point above the system average (72% BTC, 71% system)
2022-23 (Year 5)	4 percentage points above system average (return to 2021-22 rate)	Met target: 4 percentage points above the system average (78% BTC; 74% system)

Note: Includes employment or continuing education outside of the SBCTC system; students still enrolled in the SBCTC system after leaving BTC are not included.

*COVID-19 was expected to negatively impact the 2021-22 rate

c. workplace performance

% of employers who are satisfied with BTC graduate workplace performance

Baseline	91%
Standard/minimum	75%
2018-23 target	95%

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	n/a (Phase 3 KPI)	n/a
2019-20 (Year 2)	92% (increase by 1 percentage point)	*Data not available due to low response rate to the employer survey.*
2020-21 (Year 3)	92% (increase by 1 percentage point from baseline)	Met 5-year target: 96%
2021-22 (Year 4)	95% (maintain 2018-23 target)	Met standard: 91%

2022-23 (Year 5)	95% (maintain 2018-23 target)	Met standard: 89%

Note: Performance includes soft and technical skills.

8. External partnerships

A campus-wide system for assessing the quality of external partnerships is in place.

Baseline	There is no coherent system in place for tracking or assessing the quality of our external partnerships. We have possible ways to assess quality through adaptation of tools such as our pilot employer survey, but efforts to develop, maintain, assess, or improve external partnerships in an effort to gather information about industry/workforce needs and emerging trends are largely occurring in siloes across campus.
Standard/minimum	Make progress toward anticipated outcome.
2018-23 target	We have established and implemented a strategy for increased coordination of partner communications/relations and tracking.

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	n/a (Phase 3 KPI)	n/a
2019-20 (Year 2)	Identify lead person and existing group (or establish new group as needed); begin assessing current status, needs, and gaps as applicable; draft a plan/timeline for 2020-2023.	Met standard: Made progress toward anticipated outcome. Identified lead persons to facilitate process moving forward.
2020-21 (Year 3)	Begin assessing current status, needs, and gaps as applicable; draft a plan/timeline for 2020-23.	Met annual target: Completed a workplan for 2020-23 based on an assessment of current status, needs, and gaps. Began assessment of existing systems for use in tracking external partnerships.
2021-22 (Year 4)	Complete workplan 2021-22 development/implementation goals.	Met annual target: Identified early adopters and posted the Corporate and Continuing Education (CCE) position, who will help lead external partnership work/business plan.
2022-23 (Year 5)	Complete workplan 2022-23 development/implementation goals.	Met annual target: Hired Corporate and Continuing Education (CCE) position. Foundation and CCE led work on developing collaborative external partnership communication and tracking systems. CCE Business Plan created and approved by President Leadership Team (PLT).

9. BTC employee professional development

A campus-wide professional development and dissemination plan is in place. Plan includes new employee onboarding; industry/workplace needs and trends; inclusivity, safety, and accessibility content; internally- and externally-offered opportunities; and focuses on current positions and future.

Baseline	Professional development culture and practices vary widely across campus, including both 1) employee performance evaluation processes and 2) availability of and support for employee engagement in professional development opportunities. While we have implemented promising pilots for campus-wide professional development efforts (such as the new Opening Day/Campus Kick-off model), BTC's employee on-boarding, mentoring, and other professional development programming is considered weak, inflexible and/or inconsistent.
Standard/minimum	Make progress toward anticipated outcome.
2018-23 target	We have used employee input to develop a campus-wide professional development plan that is focused on increasing equitable support and participation in professional development activities, including onboarding and peer mentoring.

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	n/a (Phase 3 KPI)	n/a
2019-20 (Year 2)	Identify lead person and existing group (or establish new group as needed); begin assessing current status, needs, and gaps as applicable; draft a plan/timeline for 2020-2023.	Met standard: Made progress toward anticipated outcome. Identified lead persons to facilitate process moving forward.
2020-21 (Year 3)	Begin assessing current status, needs, and gaps as applicable; draft a plan/timeline for 2020-23.	Met annual target: Completed a workplan for 2020-23 based on a comprehensive assessment of current status, needs, and gaps. Developed and implemented a faculty peer mentoring program.
2021-22 (Year 4)	Complete workplan 2021-22 development/implementation goals.	Met annual target: Developed plans to assess new employee onboarding and mentoring needs. Continued and improved faculty onboarding program, developed a centralized BTC professional development website and planned for increased professional development for faculty and all employees.
2022-23 (Year 5)	Complete workplan 2022-23 development/implementation goals.	Met annual target: Gathered and analyzed new employee onboarding feedback. Continued and improved faculty onboarding program, continued to refine a centralized BTC professional development website and

	piloted new professional development opportunities for faculty and all employees.

10. Participatory governance

% of employees who feel represented in BTC's participatory governance structure

Baseline	83%
Standard/minimum	75%
2018-23 target	90%

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	n/a (Phase 3 KPI)	n/a
2019-20 (Year 2)	85% (increase by 2 percentage points)	Met annual target: 89%
2020-21 (Year 3)	85% (remain at or above 2019-20 target)	Met annual target: 89%
2021-22 (Year 4)	90% (increase by 1 percentage point)	Met standard: 88%
2022-23 (Year 5)	90% (increase by 2 percentage points)	Met target: 90%

11. Strategic planning and resource allocation

Campus-wide strategic planning and resource allocation processes are in place.

Baseline	Connections between strategic planning and resource allocation seem weak, and current processes (e.g. equipment request process) are problematic.
Standard/minimum	Make progress toward anticipated outcome.
2018-23 target	We have established and implemented a model for connecting strategic planning and resource allocation.

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	n/a (Phase 3 KPI)	n/a
2019-20 (Year 2)	Identify lead person and existing group (or establish new group as needed); begin assessing current status, needs, and gaps as applicable; draft a plan/timeline for 2020-2023.	Met standard: Made progress toward anticipated outcome. Identified lead persons and group to facilitate process moving forward. The group assessed current status, needs, and gaps. The group piloted a process for connecting strategic planning and resource allocation.
2020-21 (Year 3)	Draft a plan/timeline for 2020-23 and begin refining the piloted process for connecting strategic planning and resource allocation.	Met annual target: Drafted a plan/timeline for 2020-2023, and began refining the piloted resource allocation process.

2021-22 (Year 4)	Complete workplan 2021-22 development/implementation goals.	Met annual target: Continued to formalize and refine the Resource Request processes.
2022-23 (Year 5)	Complete workplan 2022-23 development/implementation goals.	Met annual target: Continued to formalize and refine the Resource Request processes by expanding it to include volunteer scorers and Facilities requests. The committee organized campus forums and input processes to refresh BTC's seven-year Strategic Plan and create the FY24 operating budget.

12. Campus environment

a. satisfaction

% of students and employees who are satisfied with the campus environment

Baseline	BTC does not currently have a standardized, consistent methodology for assessing student and employee satisfaction with campus climate
Standard/minimum	Make progress toward anticipated outcome
2018-23 target	We have a survey instrument(s) in place to assess student and employee satisfaction with campus climate, and have established a baseline for each.

Note. Baseline, standard, and targets were approved during the 2021-22 academic year.

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	n/a (under development)	n/a
2019-20 (Year 2)	n/a (under development)	n/a
2020-21 (Year 3)	n/a (under development)	n/a
2021-22 (Year 4)	Draft a plan/timeline for 2021-2023; identify existing and/or draft campus climate survey instruments for students and employees.	Met annual target: Selected and customized a student/employee campus climate survey instrument and administered the survey in Spring 2022.
2022-23 (Year 5)	Complete 2022-23 development/implementation goals.	Met annual target: Reviewed, analyzed, and shared results of Spring 2022 student/employee campus climate survey. Held eight student/employee campus climate listening sessions including conversations open to the full campus and those specifically identifying as LGBTQ+, BIPOC, and women.

b. inclusivity

Campus-wide assessment and planning processes focused on inclusivity are in place.

Baseline	While we have implemented some tools to assess our level of inclusivity and related needs (e.g., search advocate program, Heart of BTC, campus climate

	surveys), we lack a formal plan to gather data on student and employee perceptions, needs/desires, and recommendations for improvement.
Standard/minimum	Make progress toward anticipated outcome.
2018-23 target	We have established a strategy for assessing and strengthening inclusivity on campus for both students and employees.

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	n/a (Phase 3 KPI)	n/a
2019-20 (Year 2)	Identify lead person and existing group (or establish new group as needed); begin assessing current status, needs, and gaps as applicable; draft a plan/timeline for 2020-2023.	Met standard: Made progress toward anticipated outcome. Identified lead person and group to facilitate process moving forward.
2020-21 (Year 3)	Begin assessing current status, needs, and gaps as applicable; draft a plan/timeline for 2020-23.	Met annual target: Completed a workplan for 2020-23 based on an assessment of current status, needs, and gaps. Gathered initial campus input related to inclusivity on campus.
2021-22 (Year 4)	Complete workplan 2021-22 development/implementation goals.	Met annual target: Began creating a Diversity, Equity, and Inclusion (DEI) strategic plan and campus DEI definitions, updated and created DEI-related policies and procedures (including for hiring), provided DEI trainings and professional development opportunities, worked with employees and students to increase support for historically underrepresented students, and launched an all-gender restroom initiative.
2022-23 (Year 5)	Complete workplan 2022-23 development/implementation goals.	Met annual target: Updated DEI-related policies and procedures, provided DEI training and professional development opportunities, worked with employees and students to increase support for historically underrepresented students, completed BTC's all-gender bathroom initiative, and created and updated lactation and serenity spaces on campus.

c. safety

Campus-wide assessment and planning processes focused on safety are in place.

Baseline	We have reporting processes in place and safety information is available, but we employ a reactive rather than proactive approach for physical, mental and emotional safety/wellness concerns. Resources are inadequate to help ensure

	equipment is up to date and safe, and to sufficiently staff our Counseling, Facilities and Safety departments.
Standard/minimum	Make progress toward anticipated outcome.
2018-23 target	We have established a strategy for assessing and strengthening response to safety and wellness needs on campus.

Targets and results by year

Year	Target	Results
2018-19 (Year 1)	n/a (Phase 3 KPI)	n/a
2019-20 (Year 2)	Identify lead person and existing group (or establish new group as needed); begin assessing current status, needs, and gaps as applicable; draft a plan/timeline for 2020-2023.	Met standard: Made progress toward anticipated outcome. Identified lead person and group to facilitate process moving forward.
2020-21 (Year 3)	Begin assessing current status, needs, and gaps as applicable; draft a plan/timeline for 2020-23.	Met standard: Assessed current status, needs, and gaps as they related to the COVID-19 pandemic. Implemented COVID-19 policies and protocols, and refined as new guidance was released.
2021-22 (Year 4)	Draft a plan/timeline for 2021-2023, and begin making progress on 2021-22 development/ implementation goals.	Met annual target: Modified and adapted a new COVID-19 response plan, established a COVID-19-vaccinated campus, and participated in the CTC Statewide Safety Survey.
2022-23 (Year 5)	Complete workplan 2022-23 development/implementation goals.	Met annual target: Retired COVID-19 response plan, participated in the CTC Statewide Safety Survey, performed campus-wide emergency drills for employees and students, completed full safety building inspection reviews for all campus buildings, and created bi-monthly safety corner bulletins shared with all employees.

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Appendix F: Diversity, Equity & Inclusion (DEI) Strategic Plan

The themes, goals and Key Performance Indicators in this Diversity, Equity, DEI Strategic Plan were designed in alignment with BTC's overall strategic plan. This Plan, built based on student and employee input and data, will help guide our institutional work. We will prioritize our activities, allocate our resources, and collaborate with others based on these themes and goals. We will create, evaluate, and improve college practices and policies to support this strategic plan.

Theme One: Teaching and Learning

BTC seeks to increase access and success of students and employees from historically underrepresented and underserved backgrounds

#	Goals	Key Performance Indicators
1	Support student outreach and onboarding programming for underrepresented populations	1: Applicant Yield Gap % point variance across demographic groups
2	Identify and address equity gaps in student access through data-informed process, procedure, and policy additions and/or change	2 (11a): Access Student demographics are representative of the service area population (aggregation includes disability status, race/ethnicity, socioeconomic status, and veteran status)
3	Explore processes, tools, and systems of support for employees to identify and assess equity gaps in student learning and development outcome through disaggregated data.	3: Student Learning and Development Gap A plan for disaggregating student learning and development outcomes data is in place
4	Identify and address equity gaps in student transition, retention and completion through data-informed process, procedure, and policy additions and/or change.	4 (3a, 3b, 3c): Transition Gap % point variance across demographic groups of students transitioning from Transitional Studies/developmental education/early-program to any college course/same-subject college-level course/first course-program course within 2 years 5 (11b): Retention Gap % point variance between degree-seeking students in demographic groups who are retained from one Fall to the next 6 (11c): Completion Gap % point variance between students in demographic groups who graduate with a degree and/or certificate within 3 years

5	Build upon current systems of support to help faculty develop equity-based teaching practices and pedagogy.	7: Support for Equity-Based Teaching Expanded systems of peer and institutional support to help faculty develop equity-based teaching practices and pedagogy are in place
6	Identify and address equity gaps in employee access to professional development through data-informed process, procedure, and policy additions and/or change	8: Professional Development Gap % point variance across constituency and demographic groups who are satisfied with their access to professional development opportunities

Theme Two: Career Preparation & Achievement

Close equity gaps for better job placement of underrepresented students

#	Goals	Key Performance Indicators
7	Identify and address equity gaps in student job placement through data-informed process, procedure, and policy additions and/or change.	9 (6b): Job Placement Gap % point variance across student demographic groups who are employed within 9 months of their last BTC course enrollment

Theme Three: Innovation & Responsiveness

BTC will commit to integration of DEI practices in governance, data and student support systems as well as increasing diverse community engagement.

#	Goals	Key Performance Indicators
8	Create and maintain community partnerships with diverse groups to increase support of and engagement with underrepresented students	10 (7): External Partnerships A DEI-informed strategy and training plan for creating and maintaining external partnerships is in place
9	Improve student access to basic needs resources by connecting students to key campus and community resources	11: TBD A statewide basic needs assessment instrument is currently under development
10	Integrate DEI best practices/common standards into BTC's participatory governance evaluation system	12: Participatory Governance Assessment A plan for DEI-informed assessment for participatory governance is in place

Theme Four: Campus Community & Culture

Top-down, campus wide commitment to DEI and universal access to education principles

#	Goals	Key Performance Indicators
11	Support recruitment, hiring and retention practices designed to increase employee diversity	13: Employee Diversity DEI-informed strategies for recruitment, hiring and retention practices are in place
12	Improve sense of belonging on the part of underrepresented students	14 (10a): Student Belonging Gap % point variance across student demographic groups who feel a sense of belonging (e.g., respected, supported, welcomed) at BTC
13	Improve sense of belonging on the part of underrepresented employees	15 (10c): Employee Belonging Gap % point variance across employee demographic groups who feel a sense of belonging (e.g., respected, supported, welcomed) at BTC 16 (10e): Participatory Governance Representation Gap % point variance across employee demographic groups who feel represented in BTC's participatory governance structure
14	BTC leaders campus wide demonstrate commitment to inclusive, transparent, and equitable decision-making	17: Decision-Making Inclusive, transparent, and equitable decision-making processes are in place

**Corresponding BTC 2023-30 Strategic Plan KPI #'s noted in parentheses as applicable*

Appendix G(a): Course/Program Student Learning Outcome Report Samples: Information Technology

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Gregory Rehm	IT 242	Windows Server I	Fall 2021	7327	13

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Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Install and configure Windows Server. Install, configure and administer a Microsoft Windows Network.	Students will complete the Windows Installations Project with a score of 90% or better	13 of 13	I believe the project design properly addresses the learning objective and I'm pleased at student performance her. No planned changes.	In the most recent offering of the course, 73% of students met this goal. This group seemed to struggle with this project. More attention is warranted in future offerings.
Add, remove, and configure server roles. Install, configure and administer a Microsoft Windows Network.	Students will complete Chapter 5 Quiz with a score of 75% or better.	6 of 13	A high number of students didn't take the quiz (online). Some seemed to not prepare themselves. A number expressed surprise about the quiz. It seems that they either were not paying attention to the flow of the online/asynchronous portion of this hybrid course, or that the online postings were not adequate to direct their studies. I will increase communication and visibility around the quizzes in the next offering.	64% of students did not meet this goal. I believe the same challenge as before exists and more work is needed in this area.
Navigate Active Directory Structures and perform primary AD administrative tasks. Install, configure and administer a Microsoft Windows Network.	Students will complete the Group Policy Project with a score of 75% or better.	13 of 13	A simpler version of this project exists in a prerequisite course. I anticipate increasing the rigor of this project in future offerings of the course. That being said, I believe students are performing well here.	54% of students passed this in the most recent section. This group seemed to not engage in this project. I'm not sure I know why, but will need to emphasize and support it more next offering.

Differentiate between the optional storage technologies in Windows Server and choose the correct one for a given need. Install, configure and administer a Microsoft Windows Network.	Students will complete Chapter 8 Quiz with a score of 75% or better.	9 of 13	A high number of students didn't take the quiz (online). Some seemed to not prepare themselves. A number expressed surprise about the quiz. It seems that they either were not paying attention to the flow of the online/asynchronous portion of this hybrid course, or that the online postings were not adequate to direct their studies. I will increase communication and visibility around the quizzes in the next offering.	72% met this goal, an improvement over the previous 69%.
Access the performance monitoring tools in Windows Server. Install, configure and administer a Microsoft Windows Network.	Students will complete Chapter 9 Quiz with a score of 75% or better.	10 of 13	A high number of students didn't take the quiz (online). Some seemed to not prepare themselves. A number expressed surprise about the quiz. It seems that they either were not paying attention to the flow of the online/asynchronous portion of this hybrid course, or that the online postings were not adequate to direct their studies. I will increase communication and visibility around the quizzes in the next offering.	64% met this goal, an improvement compared with the previous 77%.
Virtualize Windows servers and host virtual machines. Install, configure and administer a Microsoft Windows Network.	Students will complete the Virtualization Host Project with a score of 75% or better.	13 of 13	Students seem highly motivated by this hands-on group project and engage fully and demonstrated adequate preparedness. I'm please with both the student performance and project design.	Again, 100% of students who attempted the project completed it at this metric.
Perform updates, backups and system maintenance tasks. Install, configure and administer a Microsoft Windows Network.	Students will complete Chapter 10 Quiz with a score of 75% or better.	7 of 13	A high number of students didn't take the quiz (online). Some seemed to not prepare themselves. A number expressed surprise about the quiz. It seems that they either were not paying attention to the flow of the online/asynchronous portion of this hybrid course, or that the online postings were not adequate to direct their studies. I will increase communication and visibility around the quizzes in the next offering.	9/11 Students (92%) met this goal. Across all the quiz metrics, at least two students completed no work the entire quarter and vanished from the course. Regardless, more work supporting these assignments is warrented.

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Gregory Rehm	IT 160	Network Technology I	Winter 2021	7317	24

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Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Identify the function of common networking protocols Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.	Students will pass Midterm Exam with a score of 75% or better	22 of 24	All students who attempted the exam met this metric. While I'm pleased with this outcome, more hands-on experiences in a face-to-face course will help improve learning and retention.	This face-to-face components of the course have resumed in full and additional assessed and unassessed hands-on learning activities have been added. The most recent offerings of this course saw rates of 77% and 67%. More work is needed in this area to support their in engagement in and success with this content.
Given a scenario, implement the proper troubleshooting methodology or connectivity issue and select the appropriate solution Demonstrate the ability to apply technical and interpersonal knowledge and skills in a professional setting	Students will pass Final Exam with 75% of industry score or better.	22 of 24	All students who attempted the exam met this metric. The two who didn't had dropped from the class. I believe this result is quite solid. It may be difficulty to have a student group continue to perform this well, but it will continue to be a goal.	Recent offerings of this course have seen this trend continue. 90% and 94%. While still a good result, it doesn't meet the previous scores.
Identify and configure components of the OSI and IP network models. Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.	Students will pass IP Exam 1 with a score of 75% or better.	21 of 24	Only one student who attempted the exam did not meet this bar. This skill/knowledge set is fundamental and I want to see all students meeting this metric. Online was a difficult mode for some of our students and I'm hoping that the return to face-to-face will improve the result by providing more opportunity for impromptu, one-on-one support.	The most recent offerings of this course saw pass rates of 94% and 90%. This is an improvement over the previous 88%
Install and configure IP address management Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.	Students will pass IP Exam 2 with a score of 75% or better.	20 of 24	Two students who attempted this exam did not meet the metric. Like IP Exam 1, this content is fundamental to the field and all students should meet this metric. Face-to-face is our students preferred mode and provides more opportunity for individualized support. I'm hoping the return to face to face next offering will address this.	The most recent offerings saw 90% and 100%. An improvement over the previous 83%

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Gregory Rehm	IT 142	Windows Desktop I	Spring 2023	4836	12

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Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Perform Windows upgrades and installations. Install, configure, and administer a Microsoft Windows Network	Students will complete the Installations Project with a score of 75% or higher.	12 of 12	Students performed well in this project. In the past, I have considered increasing the rigor of the project, however, I may instead decrease the time allotted and add additional projects related to installations and provisioning.	
Configure connected devices, integrated applications and services. Install, configure, and administer a Microsoft Windows Network	Students will complete the Group Policy Project with a grade of 75% or higher.	12 of 12	I am pleasantly surprised to see this level of performance. Past course reviews did not see this. This project is quite challenging for students. I anticipate not changes, but will continue to review.	

Utilize the control panel, settings tool and MMC to configure Windows. Install, configure, and administer a Microsoft Windows Network	Students will complete the Windows Settings Project with a score of 75% or higher.	11 of 12	This result is quite good. I do however, anticipate a new O/S to be come the course focus and a new project to be developed in the near future.	
Manage file systems and access controls. Install, configure, and administer a Microsoft Windows Network	Students will complete the File Share Lab with a score of 75% or higher.	11 of 12	This result exceeds my expectations. I've been working to strengthen students understandings of authentication and access control. I'm please to see a positives outcome and anticipate no changes.	
Perform systems maintenance tasks. Install, configure, and administer a Microsoft Windows Network	Students will complete the Exam with a score of 75% or higher.	9 of 12	The exam results in an otherwise strong student group shows that more support could be given to the online assigned content. I may need to add more online or face to face lecture components.	

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Gregory Rehm	IT 161	Network Technologies II	Spring 2023	4842	18

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Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Utilize Common networking protocols Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.	Students will complete Network Build 1 Lab with a score of 75%	18 of 18	This groups worked very well together in group projects and all hands-on work. While they completed the work, I'm changing the project to emphasize planning and documentation prior to build in future course offerings. I've noticed that this is an area of weakness for some students that needs addressing.	
Configure switches and VLANs Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.	Students will complete Switch Lab 2 with a score of 75%	18 of 18	Again, this group performed very well in the group work and collaborated fluidly. I'm not planning any changes to this assignment.	
Utilize Network Address Translation and firewalls for port forwarding and security Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.	Students will complete pfSense Lab with a score of 75%	18 of 18	Students are performing well and this project meets the educational goal. I'm not planning any changes.	
Deploy Wireless access points in accordance with best practices Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.	Students will complete LabSim Module 10 with a score of 75% (This content has been migrated to LabSim Module 9).	13 of 18	In this online component, students did not all complete the work by the assigned due date. Time management with this type of assignment seems to be a struggle. I will work looking for opportunities to emphasize timing and perhaps introduce some time management tools into the course.	

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Mike Massey	IT 120	Command Line Interface	Spring 2023	4832	13

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Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Control script flow using decision and looping techniques. Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.	BASH Looping Lab, User Creation Script. 80%	12 of 13	Student achievement is pretty high. This is a flex mode class so I have implemented in-class and zoom tutoring, live demonstrations, recorded classes, recorded demonstrations, and code examples. I could work on faster grading of uploaded recordings for faster feedback to students who are not attending in person.	
Import, convert, and export objects. Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.	Midterm Data Conversion Lab. 80%	12 of 13	Again, student achievement is pretty high for those attempting. Again, I'll try speeding up grading of students taking the lab in online mode.	
Store and manipulate data in variables and arrays. Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.	PowerShell Array Lab. 80%	10 of 13	This is a very abstract lab. I can spend more time describing how methods applied to arrays of objects are like using loops to do the same thing with simple arrays.	
Parse and manipulate text to automate administrative tasks. Demonstrate industry competency in fundamental networking concepts used by computer networking professionals.	Final Exam MD5 Checksum Checker. 80%	11 of 13	Hmm... students did better on the final than they did on the PowerShell Array Lab. The final is quite complicated, but students put more effort into it. I was available for plenty of tutoring, giving students time during the last week of the quarter to work on the final. I could do a Final Exam review day that reviews the individual skills they'll need to figure out the final.	

Appendix G(b): Course/Program Student Learning Outcome Report Samples: Automotive Technology

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Dan Beeson	AUTO 255	ELECTRICITY/ELECTRON	Fall 2021	7828	16

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Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Interpret readings from a DMM to determine necessary actions Diagnose and repair common electrical and electronic system failures.	DMM Conversion exercise, Circuit failure (simple) assignment, Ohms Law Worksheet with a score of 75% or higher	12 of 16	Level of achievement is not acceptable. Students who failed to achieve the target are also students who had poor attendance. Some of the attendance challenges are associated with COVID, some are not. Moving forward the DMM conversion assessment will be modified to be less Math heavy and more real world. While this assessment is not complicated, the delivery could be more automotive student friendly and has been modified going forward.	Completely redesigned the assessment in the new Electricity Course Series 220/222 after determining the verbiage and context was not "automotive" enough. Changing the assessment to more tie it to automotive vocabulary increased success rates.
Predict circuit behavior based solely on wiring diagrams Diagnose and repair common electrical and electronic system failures.	Diagram practice assignment, Headlight Circuit Diagnosis Quiz, Relay Circuit Build with a score of 75% or higher	11 of 16	Level of achievement is not acceptable. Students who failed to achieve the target are also students who had poor attendance. Some of the attendance challenges are associated with COVID, some are not. Moving forward I will focus on additional practice and comfort levels using on line service information tools to ensure improved comfortableness prior to the Diagram Practice assignment. Additionally the assignment will be broken into 3 parts to ensure less search fatigue.	Completely revamped assessments to be more targeted, focused on the outcome and less lengthy in general.
Diagnose an electrical or electronic system failure using proper tools and wiring diagrams Diagnose and repair common electrical and electronic system failures.	Live Vehicle Repairs 1-6 with a score of 75% or higher	15 of 16	Level of achievement is acceptable. This outcome is "where the rubber meets the road". This is the ultimate in comprehension of the topic and I am encouraged to document students are hitting the target.	This assessment continues to be working well to determine outcome achievement. It has been transferred to the new course series 220/222.

Repair an electrical or electronic system failure using proper tools and wiring diagrams Diagnose and repair common electrical and electronic system failures.	Wire solder assignment, Live Vehicle Repairs, Relay/Fuse quiz with a score of 75% or higher	15 of 16	Similar to above, level of achievement is acceptable. This outcome is another example "where the rubber meets the road". The rigor of the topic Electricity and Electronics is in the diagnosis but it means nothing if a successful repair cannot follow the diagnosis. This is another critical outcome and I am encouraged to document students are hitting the target.	This assessment continues to be working well to determine outcome achievement. It has been transferred to the new course series 220/222.
Analyze a starting/charging system, within an industry accepted time frame, accurately interpreting results to determine needed actions Diagnose and repair common electrical and electronic system failures.	Starting/Charging System Numbers job sheet, Charging/Starting On-Car Diagnosis assignment with a score of 75% or higher	12 of 16	Level of achievement is acceptable because the 4 who missed the target did not attempt it. These assignments were in the lab without make-up opportunities due to it being at the end of the course. I had 4 students out for multiple days with various life choices such as family vacations, "too tired to attend class" and overall just fatigued. Those students who did attend the days these assignments were offered, met the target.	This assessment continues to be working well to determine outcome achievement. It has been transferred to the new course series 220/222.

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Dan Beeson	AUTO 265	ENGINE PERFORMANCE	Fall 2021	7834	16

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Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Identify common vehicle sensors Diagnose and repair common electrical and electronic system failures.	Inputs or Outputs Quiz with a score of 75% or higher	12 of 16	Level of achievement is not acceptable. Students who failed to achieve the target are also students who had poor attendance. Some of the attendance challenges are associated with COVID, some are not. Additionally, this course is being modified and combined with AUTO 255 to create a more seamless transition between topics. This improvement in topic transition will ensure students have a better grasp on the topic of computer controlled circuits.	Incorporating into the bigger course series AUTO 220/222 made the content seamless and improved student comprehension.
Analyze basic scan tool PID information Diagnose and repair common electrical and electronic system failures	Transistor / Computer Driver Quiz with a score of 75% or higher	15 of 16	Level of achievement is acceptable. This outcome is being being removed/modified going forward to better reflect course changes and the moving of multiple topics to a different course.	This assessment continues to be working well to determine outcome achievement. It has been transferred to the new course series 220/222.
Interpret CAN network waveforms and confirm proper operation common vehicle networks Diagnose and repair common electrical and electronic system failures	Network Basics Quiz	14 of 16	Level of achievement is acceptable. This outcome is being being modified going forward to better reflect course changes and the moving of multiple topics to a different course. Additionally this assessment is very short and basic and should increase in rigor going forward.	This assessment continues to be working well to determine outcome achievement. It has been transferred to the new course series 220/222.

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Dan Beeson	AUTO 104	Engines Light Mechanical	Winter 2021		16

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Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Identify major components in a typical 4 stroke engine Evaluate and use technical information and testing procedures from a variety of sources to diagnose and repair various automotive system failures.	Component identification exam with a score of 75 % or higher	14 of 16	Student achievement was acceptable. I plan to continue to blend web based components with face to face instruction and hands-on application to greater enhance student retention of engine components. I do not expect a significant improvement in this topic area.	20/21 students achieved expected level. Restoration of face to face instruction is only going to have a positive impact on a course requiring an intense introduction of fundamental concepts and nomenclature such as this course/outcome.
Explain the operation of a 4-stroke engine Perform maintenance and light repair common to the automotive industry.	104 Engines Fundamentals Quiz, 104 Engines Exam with a score of 75% or higher	10 of 16	Student achievement was unacceptable. This topic is something they had been exposed to prior so it is surprising the level of difficulty students have in this content area. My plan is to increase the level of formative assessments as we move through this topic. Additionally we will hopefully not be challenged with COVID quarantine issues we experienced in Winter 2021.	12/21 - students struggled with this assessment in winter 2022. I suspect 2 things are happening: #1 this assessment hits the quarter a few weeks in which is when illnesses start occurring like COVID. Winter 2022 saw multiple lengthy COVID absences similar to winter 2021. #2 this is their first ASE style exam. Often it seems they are taken aback by the question style. In the lead-up to this exam in winter 2023, I plan to run some ASE style practice exams prior.

Compare various engine coolants to determine proper recommendations for a given vehicle Perform diagnostics and repairs consistent with an entry-level automotive technician.	Cooling System Exam, Cooling System Hands-On assignment with a score of 75% or higher	16 of 16	Student achievement was acceptable. I plan to continue to blend web based components with face to face instruction and hands-on application to greater enhance student comprehension of cooling system fundamentals. I do not expect a significant improvement in this topic area.	Student achievement was acceptable in winter 2022. Some students were unable to complete the Hands-On Assignment due to extended COVID absences but were required to perform additional online assignments to document achievement.
Compare various engine oils to determine proper recommendations for a given vehicle Perform diagnostics and repairs consistent with an entry-level automotive technician.	Oil and Lube Exam, Lubrication Systems Hands-On assignment with a score of 75% or higher	14 of 16	Student achievement was acceptable. I plan to continue to blend web based components with face to face instruction and hands-on application to greater enhance student comprehension of lube system fundamentals. I do not expect a significant improvement in this topic area. This topic was interrupted by COVID protocols in Winter 2021.	Student achievement was acceptable in winter 2022. Some students were unable to complete the Hands-On Assignment due to extended COVID absences but were required to perform additional online assignments to document achievement.
Analyze failures related to a lubrication or cooling system; determine root cause and needed repairs Perform maintenance and light repair common to the automotive industry.	Lubrication Systems Hands-On assignment, Cooling System Hands-On assignment with a score of 75% or higher	14 of 16	Student achievement was acceptable. I plan to continue to blend web based components with face to face instruction and hands-on application to greater enhance student comprehension of lube system fundamentals. I do not expect a significant improvement in this topic area. This topic was interrupted by COVID protocols in Winter 2021.	Student achievement was acceptable in winter 2022. All students who completed the Hands-On assignments completed successfully. Some students were unable to complete the Hands-On Assignment due to extended COVID absences but were required to perform additional online assignments to document achievement.

Develop accurate estimates of common engine mechanical repairs Communicate and document work performed using trade specific language.	Estimating assignment with a score of 75% or higher	15 of 16	Student achievement was acceptable. I plan to re-emphasize the importance of this rather dry topic. Eventually I plan to move this outcome to a more appropriate section of the program so as to not change topics so abruptly in one course. I do not expect a significant improvement in this topic area. This topic was interrupted by COVID protocols in Winter 2021.	Student achievement was acceptable in winter 2022. I had only one student (who is challenged with learning disabilities) not be able to perform the required basic Math - calculating sales tax and creating a sub total. Some students were unable to complete this assignment due to extended COVID absences but were required to perform additional online assignments to document achievement.
Demonstrate appropriate gasket maker/sealer selection based on application Perform maintenance and light repair common to the automotive industry.	Required on-car assignments with a score of 80% or higher	16 of 16	Student achievement was acceptable. It is difficult to improve here as this is a completely applied hands-on outcome. I will continue as before unless something indicates otherwise.	Achievement was acceptable. The challenge was working around the COVID absences.
Perform minor engine related live vehicle repairs Perform maintenance and light repair common to the automotive industry.	104 Engines Exam, Gasketing assignment, On Vehicle Repair 104 assignment with a score of 75% or higher	15 of 16	Student achievement was acceptable. As a summary of the entire course, this is all application based. I think we have done a good job in this application assessments historically. We will continue to monitor for any changes needed.	Once again the application assessments went well and met minimum achievement targets. I do believe more up-front practice of the assessment tool for written assessment (ASE Style exams) could use more practice.
Measure electrical characteristics of a live, functioning circuit with a DMM Diagnose and repair common electrical and electronic system failures.	Simple Circuit hands-on exam, Electrical 1 final exam with a score of 75 % or higher	13 of 16	While this topic is challenging for many it also tends to highlight those who have developed their critical thinking skill sets and those that have never been forced to think critically. I plan to continue to balance web based and face to face instruction and will adjust my methods based on cohorts and COVID disruptions that often plague winter quarters.	17/21 met the target. Identical response to outcome above: I believe this is an accurate representation of the individuals in the course. Any work to improve this number of achievement given a typical year 1 cohort would result in dilution of the rigor of the topic (dumbing down the content). I believe this is an acceptable achievement ratio on this fundamental topic.

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Dan Beeson	AUTO 151	Electricity/Electronics 1	Winter 2021		16

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Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Demonstrate fundamental electrical knowledge Diagnose and repair common electrical and electronic system failures.	Electrical basics review exam with a score of 75 % or higher	15 of 16	Student achievement was acceptable. I plan to continue to blend web based components with face to face instruction to improve or maintain comprehension of the fundamentals of electricity. While I do not expect a significant improvement in this topic area, i think there needs to be slightly more increased face to face instruction as a follow up to the web based components.	Student achievement was acceptable in winter 2022. 19/21 students met the target, one of the students who did not make the target had a severe learning disability.
Troubleshoot simple electrical circuit fault Diagnose and repair common electrical and electronic system failures.	Simple Circuit hands-on exam with a score of 75 % or higher	14 of 16	Student achievement was acceptable. This is a completely hands on assessment that is very challenging for a student with fundamental knowledge and little to no experience in troubleshooting. I will continue to monitor student learning prior to this assessment to ensure they have had an ample opportunity to apply and practice fundamental electrical diagnostics. I do not expect a significant improvement in this topic area.	17/21 met the target. I believe this is an accurate representation of the individuals in the course. Any work to improve this number of achievement given a typical year 1 cohort would result in dilution of the rigor of the topic (dumbing down the content). I believe this is an acceptable achievement ratio on this fundamental topic.

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Dan Beeson	AUTO 106	Applied Engines Tech	Winter 2023	6170	20

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Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Apply mechanical techniques needed to perform a major cooling system repair Perform maintenance and light repair common to the automotive industry.	Cooling Systems Hands-On Completion of tasks with 90% achievement	20 of 20	Assignment is more of a completion task list. It does assess a student's ability to meet the SLO however going forward a more robust SLO will be in use with the new Engines course series 150/152.	
Apply mechanical techniques needed to perform a major lubrication system repair Perform maintenance and light repair common to the automotive industry.	Lubrication System Hands-On Completion of tasks with 90% achievement	20 of 20	Assignment is more of a completion task list. It does assess a student's ability to meet the SLO however going forward a more robust SLO will be in use with the new Engines course series 150/152.	
Apply mechanical techniques needed to perform a live timing belt replacement Perform maintenance and light repair common to the automotive industry.	On Vehicle Repair - Timing Belt Given the timing belt opportunity, a student will achieve a task at 90% achievement	4 of 20	Each student performed a timing belt repair as part of larger jobs in other courses. This SLO addresses the individual timing belt replacement procedure. Timing belts are falling out of favor in general so there is decreased opportunity to provide students the option to perform a timing belt job as a stand-alone experience. Only 4 students progressed	
Document lab experiences with reflection Communicate and document work performed using trade specific language.	On Vehicle Repair 1 Student will achieve at 90% achievement	18 of 20	All but 2 students achieved at an acceptable level. This adequately reflects an assessment of this SLO. Going forward adjustments will be made to fit within the SLO's and time constraints of the new course series AUTO 150/152.	

FACULTY	COURSE DEPT #	COURSE TITLE	QUARTER	SECTION #	ENROLLMENT
Dan Beeson	AUTO 105	Engines Major Mechanical	Winter 2023	6168	20

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Course Learning Outcome and Related Program Learning Outcome	Assessment Method And Expected Level Of Achievement	Number of students that met expected level of Achievement	Analysis and Plan for Continuous Improvement	Results of Improvement Plan
Assess a mechanical based misfire and correctly diagnose the root cause Perform diagnostics and repairs consistent with an entry-level automotive technician.	Engine Performance 1 Exam with a score of 80% or higher	19 of 20	Level of achievement is acceptable. This outcome is being removed/modified going forward in the new course AUTO 150.	
Assess a vehicle with a major engine failure and correctly diagnose the root cause Perform diagnostics and repairs consistent with an entry-level automotive technician.	Heads Exam with a score of 80% or higher	15 of 20	Level of achievement is acceptable considering this is a rigorous assessment. Students must pay attention to details and navigate industry vocabulary. Consideration can be given to additional formative assessments leading to this summative assessment however, due to the rigor involved, improved achievement may or may not be realized. Additionally, this outcome is being modified going forward in the new course AUTO 150.	
Apply engine rebuild techniques to perform a complete engine teardown and reassembly "on the bench" Perform diagnostics and repairs consistent with an entry-level automotive technician.	Blocks Exam with a score of 80% or higher	15 of 20	Level of achievement is acceptable considering this is a rigorous assessment. Students must pay attention to details and navigate industry vocabulary. Consideration can be given to additional formative assessments leading to this summative assessment however, due to the rigor involved, improved achievement may or may not be realized. Additionally, this outcome is being modified going forward in the new course AUTO 150.	
Analyze internal engine components for excessive wear Perform maintenance and light repair common to the automotive industry.	Hyundai Blocks with a score of 80% or higher	19 of 20	Level of achievement is acceptable. Going forward the rigor of the assessment may increase to more effectively determine student comprehension of the subject matter.	

Appendix H: 2022 Program Effectiveness Report Samples

Instructional Program Effectiveness Report/Plan (2020-21 Data)
Program: Fisheries & Aquaculture Sciences
Due: May 27, 2022

The following pages consist of four different parts. *You are asked to respond to the first three parts*.

Part 1: Program Standards includes a list of five program standards with Fisheries & Aquaculture Sciences data, allowing you to determine which program effectiveness standards the program did or did not achieve. Data reflect the 2020-21 academic year unless otherwise noted. Data from the prior year are provided for comparative purposes. The "Standard Met" column is pre-populated for you; in other words, you will not need to calculate if each standard has been met.

- To complete Part 1:
  - Optional: Add your own data to the "Faculty Data" column if your records differ from what is provided in this report across any of the standards.
  - Required: Provide possible explanations for standards not achieved in the "If standard was not met, provide explanation" column.

Part 2: Program Analysis includes a list of questions for you to respond to as you think through possible data-informed changes to your program. Changes could include areas for improvement or entirely new approaches, but you might also consider building upon something that is working well. Your responses from last year are provided for your reference.

- To complete Part 2:
  - Required: Reflect on your Spring 2021 responses to prompts A, B, and C (what you planned to do)—which were based on 2019-20 program effectiveness data—and comment on what you actually did.
  - Required: Reflect on your 2020-21 program effectiveness data and respond to prompts A, B, and C (what you plan to do).

Part 3: Standard Occupational Classification (SOC) Codes includes the list of federal codes used to determine which occupation(s) students should be prepared to enter after completing your program. You will be asked to review the information you provided/confirmed last year (if applicable), and update if necessary.

- To complete Part 3:
  - Required: Either confirm or update the SOC code(s) that are currently on file for your program(s).

Part 4: Additional Information includes (a) supplemental data that you can optionally use as you respond to the program standards (Part 1) and complete your program analysis (Part 2), and (b) in-depth information about how data are pulled for the purposes of this report.

Questions? Contact your dean, the Chief Academic Officer, or Data & Research staff (data@btc.edu).

Part 1: Program Standards

Indicator of program effectiveness	Standard (expectation)	Actual achievement		Standard Met? (Yes/No)	Faculty data (optional)	If standard was not met, provide explanation
1. Student enrollment: Program headcount (unduplicated)	Full-time equivalent faculty (FTEF) to headcount is at least 1:24	2019-20 1:16 (32 headcount, 2 FTEF)	2020-21 1:18 (36 headcount, 2 FTEF)	No		The Fisheries program shows an upward trend in enrollment in 2020-2021, despite enrollment being down college-wide due to covid.
2. Student enrollment: Annual full-time equivalent students (FTES)	80-150% of unduplicated headcount	2019-20 72% (23 FTE)	2020-21 70% (25 FTE)	No		FTE declined slightly in 2020-2021, despite the headcount increasing. We had multiple students completing their AAS or certificates part-time in 2020-2021 due to course schedule alterations in Spring 2020. As an additional note, there appears to be a significant decline in FTE from 2017-2018 onward. Prior to 2017-2018, students were completely large credit loads for their AAS beyond the typical 90 credits. In 2017-2018 several course credit loads were reduced, followed by a new curriculum in 2018-2019 which reduced the AAS requirement to 90 credits. This appears as a reduction in FTE because, prior to 2017-2018, an individual student was taking far greater than 45 credits per year.
3. Retention (in program): 1st to 4th quarter	At or above BTC rate	2019-20 79% (66% BTC rate)	2020-21 68% (70% BTC rate)	No		The 2020-2021 retention rate includes students who went through the Spring 2020 quarter in the program. Not surprisingly, there were students who decided not to enroll in classes in Spring 2020. We have seen several of these students enroll in 2021-2022 to complete their degree.
4. Completion (in program): Within 3 years (12 quarters) of program start	At or above BTC rate	2019-20 62% (60% BTC rate)	2020-21 48% (60% BTC rate)	No		The 2020-2021 completion rate was greatly affected by covid. Many students had to switch their course schedule and did not graduate on their expected timeline, and several students paused their enrollment, opting to return in 2021-2022 instead.

Indicator of program effectiveness	Standard (expectation)	Actual achievement		Standard Met? (Yes/No)	Faculty data (optional)		If standard was not met, provide explanation
5. Employment: Job placement	At or above SBCTC rate	2019-20	2020-21	No	(a) # of 2017-20 graduates (students who completed the program in 2017-18, 2018-19, and/or 2019-20 combined)	59	The SBCTC employment rate only takes into account employment in Washington and Oregon. Many Fisheries students end up moving away from the Pacific Northwest for their jobs and are not included in this metric. Our numbers, reported here, take into account graduate employment nationally. According to our data, the Fisheries program has a 96.3% graduate placement rate. Note on Part B: There are 3 graduates since 2017 who we do not have employment data for. There are 2 graduates since 2017 who continued on to another college program. Neither group is included in the Part B number.
		50% (77% SBCTC rate)	67% (71% SBCTC rate)		(b) Of the # entered in part (a), # of graduates for whom you have employment data	54	
					(c) Of the # entered in part (b), # of graduates who were employed in field of study within 9 months of graduation	42	
					(d) Of the # entered in part (b), # of graduates who were employed outside field of study within 9 months of graduation	10	
					(e) Of the # entered in part (b), # of graduates who were not employed within 9 months of graduation	2	
					Note: Your response to part (b) should equal your combined responses to parts (c), (d), and (e).		

Part 2: Program Analysis

	2019-20 Program Effectiveness Data: Faculty response (Spring 2021)	2019-20 Program Effectiveness Data: Faculty response to Spring 2021 response (Spring 2022)	2020-21 Program Effectiveness Data: Faculty response (Spring 2022)
	What you planned to do from Spring 2021 to Spring 2022	What you actually did from Spring 2021 to Spring 2022	What you plan to do from Spring 2022 to Spring 2023
A. For any indicators for which the standard was not met, what are your future plans for improvement? Include specific goals and implementation dates. *Note: The indicators you comment on within the "2019-20 Program Effectiveness Data" columns might be different from those you include in the "2020-21 Program Effectiveness Data" column.	Student Enrollment: Faculty received an extension from Sea Grant on the Program Development Fund. Marketing materials, including video and photos, are scheduled to be taken in fall 2021, pending covid protocols. These materials will be developed into brochures, fliers, and online media presence to boost enrollment. Graduate Employment Rate: Faculty will continue to collect data on post-graduation job placement rate.	Student enrollment: Progress on the Sea Grant Program Development Fund was delayed until Spring 2022. We did not want to invest in marketing materials depicting students wearing masks. The new photos and video was shot in Spring 2022. Work on the new program brochures, fliers, and online marketing will begin in Fall 2022.	Student enrollment: The Fisheries first year cohort was at or close to capacity in 2021-2022. We will continue to participate in outreach events, including career fairs and hosting high school tours, to maintain our high enrollment now that these events are back in person. Retention: We will continue to meet with all students quarterly. This was paused during covid in an effort to minimize in-person contact. Completion: During our quarterly meetings with students we will run their degree audit to make sure they are on track to complete their degree or certificate. Graduate Employment Rate: Faculty will continue to collect data on post-graduation job placement rate.
B. How do you plan to use this year's effectiveness data moving forward to inform decisions, changes, plans, etc. for improvement or continuation of current processes (e.g., instructional methods)? What stakeholder groups or communities of interest will be involved?	The effectiveness data in this report continues to point to recruitment as the area that needs the most focus. Faculty will continue to focus on efforts to increase enrollment, including reaching out to high schools with aquaculture programs as potential student pools and working with Marketing to development recruitment materials and increase our online presence.	We participated in several outreach events this year and hosted field trips to the Perry Center, as allowed to with covid restrictions.	It is not reported in this year's metrics, but our efforts to increase recruitment have largely paid off in the 2021-2022 year. In Fall 2021 we had 25 students in the program, which is 105% capacity. Moving forward, we plan to continue focusing on recruitment by participating in job fairs and other outreach events, as well as increasing our online presence.

Part 2: Program Analysis

	2019-20 Program Effectiveness Data: Faculty response (Spring 2021)	2019-20 Program Effectiveness Data: Faculty response to Spring 2021 response (Spring 2022)	2020-21 Program Effectiveness Data: Faculty response (Spring 2022)
	What you planned to do from Spring 2021 to Spring 2022	What you actually did from Spring 2021 to Spring 2022	What you plan to do from Spring 2022 to Spring 2023
C. Describe what significant challenges external to BTC (industry, regulatory, or political issues) your program is currently facing and explain how to respond to those challenges.	Faculty will continue to work with Facilities to implement the necessary hatchery improvement projects to remain in compliance with WDFW requirements. In spring/summer 2021 the new intake screen and pump system will be installed.	The intake screen and pump installation was delayed until summer 2022. We faced significant difficulties with equipment evaluability and price increases.	One major issue that has come up this year is faculty and student safety while providing fish husbandry outside the Perry Center. We have been meeting regularly with the Fisheries Advisory Committee and key government and industry stakeholders to resolve this issue. We plan to continue our efforts into the next academic year, with the goal of reaching an agreement with the City of Bellingham to allow a permanent fence to be installed around the outside ponds.

Part 3: Standard Occupational Classification (SOC) Codes

SOC codes are federal codes used to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. BTC uses these codes to compile the most relevant county and/or state wage data for each instructional program, which is then published in the Career Wages & Placement Report, program webpages, and program brochures. See the appendix for the wages associated with each SOC code listed below.

In 2020-21, Educational Program Codes (EPCs) were still being used to distinguish program areas and unique credentials within program areas. (These codes changed in 2021-22 when the college migrated to PeopleSoft.) Each EPC generally represents a different credential, but in some cases a program may have two or more EPCs assigned to the same credential when there is a significant change to credential requirements.

The same SOC code(s) may describe all of a program's EPCs, or SOC code(s) may differ across EPCs. Therefore, each EPC is included separately below. **Please provide no more than five individual SOC codes per EPC**; if you previously selected more than five SOC codes per EPC, please specify the five most relevant codes.

Useful SOC code links:

- O*NET OnLine: Use the "Occupation Quick Search" function (top right) to search for a specific SOC code, occupation, key words, etc.
- Look up a specific SOC code
- Search for a more accurate SOC code

EPC	Program/Credential	Code & Description	Does/do the SOC code(s) accurately and comprehensively describe this program? (Yes/No)	If no, please list the SOC code(s) that better describe(s) this program
174E	Aquaculture Science (Certificate)	45-3031: Fishing and Hunting Workers	Yes	
174	Fisheries & Aquaculture Sciences (AAS)	11-9013: Farmers, Ranchers, and Other Agricultural Managers	Yes	
174	Fisheries & Aquaculture Sciences (AAS)	19-1031: Conservation Scientists	Yes	

EPC	Program/Credential	Code & Description	Does/do the SOC code(s) accurately and comprehensively describe this program? (Yes/No)	If no, please list the SOC code(s) that better describe(s) this program
174	Fisheries & Aquaculture Sciences (AAS)	19-4012: Agricultural Technicians	Yes	
174	Fisheries & Aquaculture Sciences (AAS)	19-4021: Biological Technicians	Yes	
174	Fisheries & Aquaculture Sciences (AAS)	45-3031: Fishing and Hunting Workers	Yes	
174T	Fisheries & Aquaculture Sciences (AAS-T)	11-9013: Farmers, Ranchers, and Other Agricultural Managers	Yes	
174T	Fisheries & Aquaculture Sciences (AAS-T)	19-1031: Conservation Scientists	Yes	
174T	Fisheries & Aquaculture Sciences (AAS-T)	33-3031: Fish and Game Wardens	Yes	
174T	Fisheries & Aquaculture Sciences (AAS-T)	45-3031: Fishing and Hunting Workers	Yes	
174U	Fisheries & Aquaculture Sciences (AAS-T)	11-9013: Farmers, Ranchers, and Other Agricultural Managers	Yes	
174U	Fisheries & Aquaculture Sciences (AAS-T)	19-1031: Conservation Scientists	Yes	

EPC	Program/Credential	Code & Description	Does/do the SOC code(s) accurately and comprehensively describe this program? (Yes/No)	If no, please list the SOC code(s) that better describe(s) this program
174U	Fisheries & Aquaculture Sciences (AAS-T)	33-3031: Fish and Game Wardens	Yes	
174U	Fisheries & Aquaculture Sciences (AAS-T)	45-3031: Fishing and Hunting Workers	Yes	
174C	Fisheries Aquaculture Techniques (Certificate)	45-3031: Fishing and Hunting Workers	Yes	

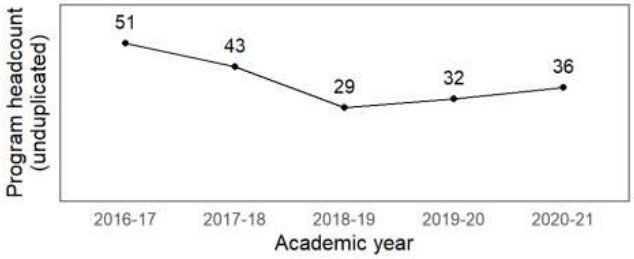
Part 4. Additional information about program standards and SOC codes

The information below provides both a more in-depth look at how data are pulled for the standards, as well as supplemental data that you can optionally use in your responses to program standards (Part 1) and program analysis (Part 2). Supplemental data are provided for the past five years (as applicable) unless otherwise noted. All data provided in this report exclude early program students (i.e., students who are enrolled in general education courses and have not yet enrolled in core program courses). *Notes have been added where data have been affected by COVID-19.*

When college rates are provided, they represent the rates for all programs included in the Program Effectiveness Report process. Therefore, college rates may differ slightly from what you see on your program dashboard, which displays the true college rate.

STANDARD ONE. Student Enrollment: Annual Headcount

- A student is considered enrolled in your program if that student is taking program-specific courses and has an educational program ID (EPC; see Part 3 for more details) matching your program.
    - Program-specific courses in your program are any courses beginning with AQSCI, AQUA, FISH, FTEC. Students were enrolled in
    - the following educational program codes between 2016-17 and 2020-21: 174T, 174.
- Full-time equivalent faculty (FTEF) was provided by your dean.
- The standard is 24 students to 1 FTEF.
- **Supplemental headcount data:** The graph below shows program-specific data for the standard over the past five years (as available per program). The last two years of data on this chart (2019-20 and 2020-21) are the two years of headcount data used to calculate the enrollment ratio standard in Part 1.

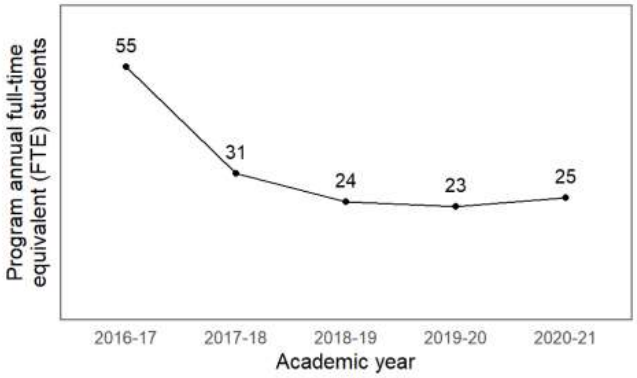


- **Supplemental access data:** One of the college's key performance indicators (KPIs) compares college enrollment demographics to our service area (Whatcom County) demographics. These demographic characteristics, in addition to a few others, are included in the graphs below.
    - The graphs below show these demographic data for 2020-21. Some data are not shown for programs with fewer than 10 students.
    - The light gray bar and labeled percentage represent your program. The dark line represents the comparison group:
        - Demographics are marked (1) if the demographic is also a college KPI. For these demographics, the Whatcom County average is provided as a comparison.
        - Demographics are marked (2) if the demographic is not a college KPI. For these demographics, the college rate for core program students is provided as a comparison.

* Low-income by address is determined using census block grouping. Data are provided by the State Board of Community and Technical Colleges. A socioeconomic (SES) indicator is assigned to each student based on the student's geographic residence. The indicator represents the SES quintile for the census block in which a student lives. For more information on census block group mapping, please see this Community College Research Center article.

STANDARD TWO. Student Enrollment: Annual Full-Time Equivalent (FTE) Students

- FTE are based on credits (15 quarterly credits = 1 quarterly FTE).
- For annual FTE, we take the sum of the quarterly FTE / 3 (since most programs do not run in the summer). Alternatively, we can say that 45 credits = 1 annual FTE.
- The standard is 80-150% of unduplicated headcount (listed in Standard 1), which allows for various program structures.
- **COVID note:** In the case of programs that moved classes from Spring 2020 to Summer 2020, summer FTE was pulled for the cancelled spring classes and moved back to spring. The result is that the FTE provided for 2019-20 more closely reflects what your program's FTE would have been if classes had remained in Spring 2020.
- **Supplemental FTE data:** The graph below shows program-specific data for the standard over the past five years (as available per program). The last two years of data on this chart (2019-20 and 2020-21) match the two years of FTE data shown in the standards table in Part 1.



STANDARD THREE. Student Retention: In-Program

- Students are considered "retained" if they are enrolled in the same program four quarters after beginning that program or if they received a certificate/degree in that program during that time. Students are considered retained in the same program if their enrolled/credential educational program ID (EPC; see Part 3 for more details) is the same as in their first quarter, or if the EPC matches an EPC within that program (the specific credential is irrelevant). Enrollment is not required to be continuous; students may leave in the second and/or third quarter, and be counted as retained if they returned in the fourth quarter.
- The fourth quarter is determined by program. Your program is listed as not running in the summer. See below for how retention is calculated for your program.
- We track the retention of each program student on an individual level. Retention data therefore reflect each student's enrollment from first to fourth quarter, **beginning with that student's first quarter in the program**, as follows:

Table 1. Retention tracking cycle

Student start quarter	**1st for 4th quarter**
Fall	Fall to following Fall
Winter	Winter to following Winter
Spring	Spring to following Spring

- A student is considered new to a program if the program EPC was not present in the student's record across the previous 12 quarters.
- Complete retention rates are available for program students who began during 2019-20 as follows:

Table 2. Retention data available for students starting in 2019-20

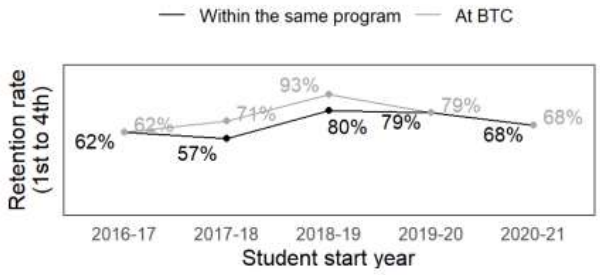
Student start quarter	**1st to 4th quarter**
Fall 2019	Fall 2019 to Fall 2020
Winter 2020	Winter 2020 to Winter 2021
Spring 2020	Spring 2020 to Spring 2021

- Because Spring 2022 data are not yet finalized, only partial retention rates are available for program students who began during 2020-21. Therefore, results should be used with caution.

Table 2. Retention data available for students starting in 2020-21

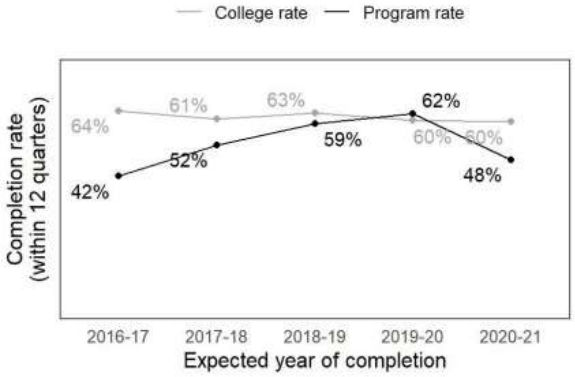
Student start quarter	**1st to 4th quarter**
Fall 2020	Fall 2020 to Fall 2021
Winter 2021	Winter 2021 to Winter 2022 (not yet available)
Spring 2021	Spring 2021 to Spring 2022 (not yet available)

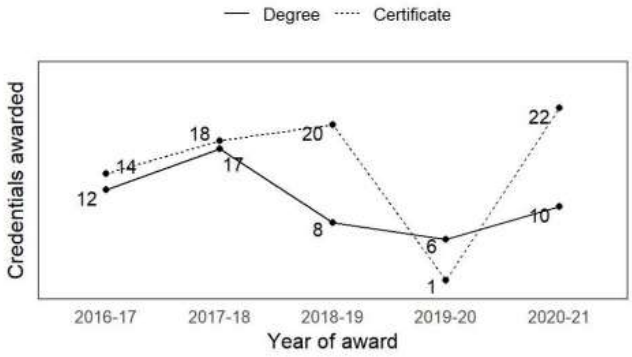
- The standard is at or above the BTC rate (the rate for all core program students across all programs).
- **COVID note:** The retention standard was not updated to consider students enrolled in Summer 2020 classes that had been moved from Spring 2020. Therefore, in the case of programs that moved classes from Spring 2020 to Summer 2020 and had students entering in Spring 2019 (i.e., expected quarter of retention in Spring 2020), the retention rate may be lower than expected in a typical year.
- **Supplemental retention data:**
    - Retention rate 1st to 4th quarter (left graph): Standard data, including a rate for BTC retention. The last two years of data in this chart (2019-20 and 2020-21) match the retention data in the standards table in Part 1. Data are shown for up to five years as available per program.



STANDARD FOUR. Student Completion: In-Program

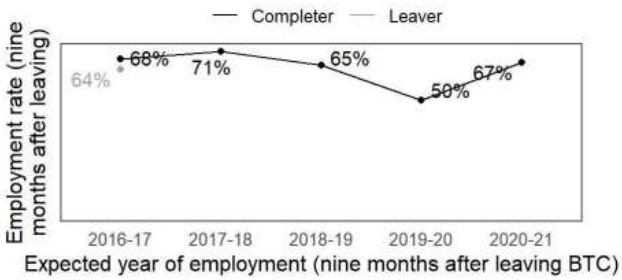
- Students are considered "completed" if they received a certificate/degree within 12 quarters of starting your program. Students are considered completed in the same program if their credential educational program ID (EPC; see Part 3 for more details) is the same as it was in their first quarter, or if the credential EPC matches an EPC within that program. The specific credential is irrelevant; students can earn a degree or certificate and be considered completed.
- The standard is at or above the BTC rate (the rate for all core program students across all programs).
- **COVID note:** The completion standard was not updated to move credentials awarded in Summer 2020 (actual quarter of award) to Spring 2020 (expected of award had Spring 2020 courses not been moved to Summer 2020). Therefore, in the case of programs that moved classes from Spring 2020 to Summer 2020 and as a result had students completing in the summer instead of the spring, the completion rate may be lower than expected in a typical year.
- **Supplemental completion data:**
  - Completion rate (left graph): Standard data, including a rate for BTC completion in which a student is considered completed if the student earns a credential at BTC in any program (including yours) by the 12th quarter. Percentages are provided for the in-program completion rates (indicated by the black line); the last two years of data in this chart (2019-20 and 2020-21) match the completion data in the standards table in Part 1. Data are shown for up to five years as available per program.
  - Credentials awarded (right graph): Program credentials that were awarded to students over the last five years. These may be earned by students who were expected to complete in 2020-21 (i.e., who started in your program in 2017-18), but can include students who started in any academic year. Data are shown for up to 5 years as available per program.

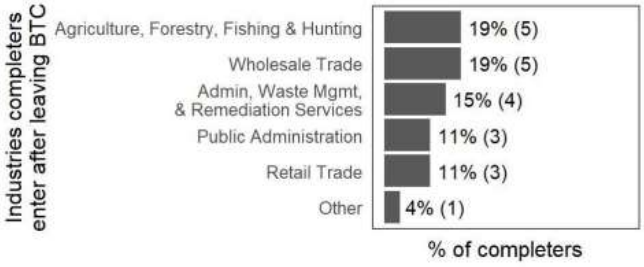




STANDARD FIVE. Employment

- Due to restraints in access to employment data, the employment rate shown may underestimate graduates' true employment rates.
- Data are pulled from the SBCTC Data Linking for Outcomes Assessment database using WA and OR unemployment insurance (UI) records. UI data do *not* reflect students who (a) are unemployed in states beyond WA/OR or outside of the United States, (b) are self-employed, (c) are active duty members of the armed forces, (d) continued on to another WA community or technical college, and/or (e) did not provide a social security number while enrolled at BTC.
- **Note that for the purposes of employment metrics, "completer" is uniquely defined.** In calculating an employment rate, students are separated into two categories:
  - Completers must meet at least one of the following criteria: (1) left BTC with 45 or more credits and a GPA of 2.0 or higher, (2) earned a certificate of any credit amount, and/or (3) earned a degree.
  - Leavers must meet at least one of the following criteria: (1) left BTC with fewer than 45 credits and no certificate/degree, or (2) left BTC with more than 45 credits and a GPA under 2.0.
- Only completers are included in the program's employment rate. For the purposes of the employment rate, a student is considered 'employed' if the student has a UI record in any field or continued to another institution outside the SBCTC system.
- The standard is at or above the SBCTC rate (the rate for all eligible students across all 34 colleges).
- **Supplemental employment data:**
  - Employment rate (left): Program-specific standard data over the past five years (as available per program). If available, an employment rate for leavers is provided. The last two years of completer data on this chart (2019-20 and 2020-21) match the employment data shown in the standards table in Part 1. Data are not shown if there were fewer than 10 completers and/or leavers in a given year.
  - Employment fields (right): The top five fields of employment for employed completers and leavers nine months after leaving BTC (as available per program). Fields are grouped using North American Industry Classification System (NAICS) codes. The raw number of leavers or completers is shown in parentheses. (Percentages will not add up to 100% if there are more than five fields of employment.) Data reflect the past three years of employment data (2018-19 to 2020-21).





APPENDIX. SOC code wages

BTC uses SOC codes to compile the most relevant county and/or state wage data for each instructional program, which is then published in the Career Wages & Placement Report, program webpages, and program brochures.

The program wage used in the Career Wages & Placement Report is calculated using the following steps:

1. Pull all unique SOC codes for a program (the ones used above in Part 3).
2. Pull hourly wage data from the ESD Occupational Employment Statistics (OES) webpage.
3. Calculate weighted percentiles (25th, 50th/median, 75th) across the unique SOC codes. A weighted median allows SOC codes with more workers to be weighted more heavily than SOC codes with fewer workers. For example, if Program X had three SOC codes, a weighted median could be calculated as such:
    - SOC code A: $10 hourly wage x 600 estimated employees = $6,000
    - SOC code B: $20 hourly wage x 200 estimated employees = $4,000
    - SOC code C: $30 hourly wage x 200 estimated employees = $6,000
    - Program median hourly wage = ($6,000 + $4,000 + $6,000 total hourly wages)/(600 + 200 + 200 total employees) = $16
4. Calculate annual wages by multiplying the weighted percentiles by 2,080 hours (40 hours/week * 52 weeks/year). For example, Program X would have a median annual salary of $33,280 ($16/hour * 2,080 hours). Programs that have worked with Data & Research to accommodate shift work careers may have an additional calculation methodology reflected in the Career & Wages Report, which would be associated with footnote 4 in the report.

Data are not always available from the ESD. Anything listed as "n/a" below are data that are not available due to reporting thresholds from the ESD. If all wages for a SOC code were not present in a category (state/county), none of the wages for that SOC code in that category were used in the program wage calculation. If the estimated employment was not available, but wages were, the average estimated employment of the other SOC codes was imputed for the SOC code with the missing estimated employment.

The information provided below on wages for each SOC code is to help you evaluate if a given SOC code reflects the wages your graduates earn after leaving your program. In some cases, a SOC code may sound appropriate for your program, but the wages can provide additional information suggesting it may not reflect what you know your graduates earn after leaving. *It is important to evaluate this information within the context of other information about SOC codes.*

Please use O*NET OnLine to look into a SOC code further if you believe it may not reflect your program. Type the SOC code into the "Occupation Quick Search" function (top right) of the home page.

See the following page(s) for wages at the county and state level.

County wages

			Hourly wages			Annual wages		
Code	Description	Estimated employment	Starting (25th percentile)	Median (50th percentile)	Potential (75th percentile)	Starting (25th percentile)	Median (50th percentile)	Potential (75th percentile)
19-4012	Agricultural Technicians	n/a	n/a	n/a	n/a	n/a	n/a	n/a
19-4021	Biological Technicians	18	$ 18.59	$ 20.89	$ 24.22	$38,667	$43,451	$50,378
19-1031	Conservation Scientists	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11-9013	Farmers, Ranchers, and Other Agricultural Managers	n/a	n/a	n/a	n/a	n/a	n/a	n/a
33-3031	Fish and Game Wardens	n/a	n/a	n/a	n/a	n/a	n/a	n/a
45-3031	Fishing and Hunting Workers	n/a	n/a	n/a	n/a	n/a	n/a	n/a

State wages

			Hourly wages			Annual wages		
Code	Description	Estimated employment	Starting (25th percentile)	Median (50th percentile)	Potential (75th percentile)	Starting (25th percentile)	Median (50th percentile)	Potential (75th percentile)
19-4012	Agricultural Technicians	n/a	n/a	n/a	n/a	n/a	n/a	n/a
19-4021	Biological Technicians	3,209	$ 18.82	$ 22.67	$ 27.93	$39,146	$47,154	$58,094
19-1031	Conservation Scientists	1,018	$ 25.49	$ 28.79	$ 36.84	$53,019	$59,883	$76,627
11-9013	Farmers, Ranchers, and Other Agricultural Managers	131	$ 33.49	$ 39.09	$ 50.84	$69,659	$81,307	$105,747
33-3031	Fish and Game Wardens	117	$ 30.91	$ 40.53	$ 41.54	$64,293	$84,302	$86,403
45-3031	Fishing and Hunting Workers	n/a	n/a	n/a	n/a	n/a	n/a	n/a

Instructional Program Effectiveness Report/Plan (2020-21 Data)
Program: Instrumentation & Control Technology
Due: May 27, 2022

The following pages consist of four different parts. *You are asked to respond to the first three parts.*

Part 1: Program Standards includes a list of five program standards with Instrumentation & Control Technology data, allowing you to determine which program effectiveness standards the program did or did not achieve. Data reflect the 2020-21 academic year unless otherwise noted. Data from the prior year are provided for comparative purposes. The "Standard Met" column is pre-populated for you; in other words, you will not need to calculate if each standard has been met.

- To complete Part 1:
  - Optional: Add your own data to the "Faculty Data" column if your records differ from what is provided in this report across any of the standards.
  - Required: Provide possible explanations for standards not achieved in the "If standard was not met, provide explanation" column.

Part 2: Program Analysis includes a list of questions for you to respond to as you think through possible data-informed changes to your program. Changes could include areas for improvement or entirely new approaches, but you might also consider building upon something that is working well. Your responses from last year are provided for your reference.

- To complete Part 2:
  - Required: Reflect on your Spring 2021 responses to prompts A, B, and C (what you planned to do)—which were based on 2019-20 program effectiveness data—and comment on what you actually did.
  - Required: Reflect on your 2020-21 program effectiveness data and respond to prompts A, B, and C (what you plan to do).

Part 3: Standard Occupational Classification (SOC) Codes includes the list of federal codes used to determine which occupation(s) students should be prepared to enter after completing your program. You will be asked to review the information you provided/confirmed last year (if applicable), and update if necessary.

- To complete Part 3:
  - Required: Either confirm or update the SOC code(s) that are currently on file for your program(s).

Part 4: Additional Information includes (a) supplemental data that you can optionally use as you respond to the program standards (Part 1) and complete your program analysis (Part 2), and (b) in-depth information about how data are pulled for the purposes of this report.

Questions? Contact your dean, the Chief Academic Officer, or Data & Research staff (data@btc.edu).

Part 1: Program Standards

Indicator of program effectiveness	Standard (expectation)	Actual achievement		Standard Met? (Yes/No)	Faculty data (optional)	If standard was not met, provide explanation
1. Student enrollment: Program headcount (unduplicated)	Full-time equivalent faculty (FTEF) to headcount is at least 1:24	2019-20	2020-21	No		• COVID-19 pandemic • 20-21 graduating cohort had low enrollment. • One program entry point
		1:23 (46 headcount, 2 FTEF)	1:18 (36 headcount, 2 FTEF)			
2. Student enrollment: Annual full-time equivalent students (FTES)	80-150% of unduplicated headcount	2019-20	2020-21	Yes		
		96% (44 FTE)	105% (38 FTE)			
3. Retention (in program): 1st to 4th quarter	At or above BTC rate	2019-20	2020-21	Yes		
		59% (66% BTC rate)	95% (70% BTC rate)			
4. Completion (in program): Within 3 years (12 quarters) of program start	At or above BTC rate	2019-20	2020-21	Yes		
		68% (60% BTC rate)	72% (60% BTC rate)			

Indicator of program effectiveness	Standard (expectation)	Actual achievement		Standard Met? (Yes/No)	Faculty data (optional)		If standard was not met, provide explanation
5. Employment: Job placement	At or above SBCTC rate	2019-20	2020-21	No	(a) # of 2017-20 graduates (students who completed the program in 2017-18, 2018-19, and/or 2019-20 combined)		Did 59% of graduates respond to the question, or were 59% of the respondents employed? The actual employment rate may be higher (or lower).
		77% (77% SBCTC rate)	59% (71% SBCTC rate)		(b) Of the # entered in part (a), # of graduates for whom you have employment data		
					(c) Of the # entered in part (b), # of graduates who were employed in field of study within 9 months of graduation		
					(d) Of the # entered in part (b), # of graduates who were employed outside field of study within 9 months of graduation		
					(e) Of the # entered in part (b), # of graduates who were not employed within 9 months of graduation		
					Note: Your response to part (b) should equal your combined responses to parts (c), (d), and (e).		

Part 2: Program Analysis

	2019-20 Program Effectiveness Data: Faculty response (Spring 2021)	2019-20 Program Effectiveness Data: Faculty response to Spring 2021 response (Spring 2022)	2020-21 Program Effectiveness Data: Faculty response (Spring 2022)
	What you planned to do from Spring 2021 to Spring 2022	What you actually did from Spring 2021 to Spring 2022	What you plan to do from Spring 2022 to Spring 2023
A. For any indicators for which the standard was not met, what are your future plans for improvement? Include specific goals and implementation dates. *Note: The indicators you comment on within the "2019-20 Program Effectiveness Data" columns might be different from those you include in the "2020-21 Program Effectiveness Data" column.	1. We were very close to meeting the enrollment standard of 1:24, however 2 students did not return after Summer 2019. 2. 2020-21 Program Effectiveness Data will likely show another decrease in student enrollment due to low second-year enrollment. 3. 2020-21 1st to 3rd quarter student retention is up significantly from the previous year. This should help us meet the standard in the 2021-22 data set. 4. Long-term program enrollment solutions will continue being addressed in the Guided Pathways initiative & the 11-week schedule transition.	1. As predicted, the 20-21 enrollment numbers were down. 2. The 21-22 enrollment will remain stagnant due to low first-year enrollment. 3. Instrumentation Guided Pathways committee and Instruction Council approved program changes to be implemented Fall 2022.	1. New Advanced Manufacturing survey course offered in Fall 2022. Explores Instrumentation, P-Tech, & Industrial Maintenance programs. 2. Common Fall quarter courses between Advanced Manufacturing programs: ▪ DC I w/ Industrial Maintenance & Mechatronics ▪ Process Technology Equipment w/ P-Tech
B. How do you plan to use this year's effectiveness data moving forward to inform decisions, changes, plans, etc. for improvement or continuation of current processes (e.g., instructional methods)? What stakeholder groups or communities of interest will be involved?	Continue referring to program effectiveness data (mainly indicators 2, 3, & 4) to help plan program changes. Stakeholder groups involved will be the Guided Pathways committee, the Instrumentation Advisory Committee, and the Instruction Council (IC).	1) Guided Pathways committee continued to meet and developed a plan to meet the initiative. 2) Program changes presented to Advisory Committee for input. 3) Instruction Council approved new courses and program revisions stemming from Guided Pathways.	1) Involve Advisory Committee in future program/course revisions. 2) Program Headcount (Indicator 1) a) Collaborate with outreach team b) Review program marketing materials c) Is low program enrollment a college-wide issue? 3) Job Placement (Indicator 5) a) How is post-graduation employment data gathered?

Part 2: Program Analysis

	2019-20 Program Effectiveness Data: Faculty response (Spring 2021)	2019-20 Program Effectiveness Data: Faculty response to Spring 2021 response (Spring 2022)	2020-21 Program Effectiveness Data: Faculty response (Spring 2022)
	What you planned to do from Spring 2021 to Spring 2022	What you actually did from Spring 2021 to Spring 2022	What you plan to do from Spring 2022 to Spring 2023
C. Describe what significant challenges external to BTC (industry, regulatory, or political issues) your program is currently facing and explain how to respond to those challenges.	Limited availability and high competition for local jobs (Whatcom & Skagit counties). New & ever-changing industries due to technological and regulatory advancements (aerospace, clean energy, electric vehicles, IoT, etc.). Identify industry trends that will impact future employment opportunities for graduating students. Expand the Advisory Committee to better represent the industry as a whole. Purchase new equipment to replace obsolete and outdated donations.	• Requested an increase to program budget to start purchasing replacement equipment and supplies. • COVID-19 negatively impacted job shadow opportunities	• Develop "Wish List" of equipment, software, and supplies that align with industry trends ○ Advisory Committee input

Part 3: Standard Occupational Classification (SOC) Codes

SOC codes are federal codes used to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. BTC uses these codes to compile the most relevant county and/or state wage data for each instructional program, which is then published in the Career Wages & Placement Report, program webpages, and program brochures. See the appendix for the wages associated with each SOC code listed below.

In 2020-21, Educational Program Codes (EPCs) were still being used to distinguish program areas and unique credentials within program areas. (These codes changed in 2021-22 when the college migrated to PeopleSoft.) Each EPC generally represents a different credential, but in some cases a program may have two or more EPCs assigned to the same credential when there is a significant change to credential requirements.

The same SOC code(s) may describe all of a program's EPCs, or SOC code(s) may differ across EPCs. Therefore, each EPC is included separately below. **Please provide no more than five individual SOC codes per EPC**; if you previously selected more than five SOC codes per EPC, please specify the five most relevant codes.

Useful SOC code links:

- O*NET OnLine: Use the "Occupation Quick Search" function (top right) to search for a specific SOC code, occupation, key words, etc.
- Look up a specific SOC code
- Search for a more accurate SOC code

EPC	Program/Credential	Code & Description	Does/do the SOC code(s) accurately and comprehensively describe this program? (Yes/No)	If no, please list the SOC code(s) that better describe(s) this program
637	Instrumentation & Control Technology (AAS)	17-3024: Electro-Mechanical and Mechatronics Technologists and Technicians	Yes	
637	Instrumentation & Control Technology (AAS)	49-9012: Control and Valve Installers and Repairers, Except Mechanical Door	Yes	
637	Instrumentation & Control Technology (AAS)	49-9069: Precision Instrument and Equipment Repairers, All Other	Yes "All Other" titles represent occupations with a wide range of characteristics which do not fit into one of the detailed O*NET-SOC occupations. O*NET data is not available for this type of title.	• 17-3028.00, Calibration Technologists and Technicians • 17-3021.00, Aerospace Engineering and Operations Technologists and Technicians

EPC	Program/Credential	Code & Description	Does/do the SOC code(s) accurately and comprehensively describe this program? (Yes/No)	If no, please list the SOC code(s) that better describe(s) this program
637T	Instrumentation & Control Technology (AAS-T)	17-3024: Electro-Mechanical and Mechatronics Technologists and Technicians	Yes	
637T	Instrumentation & Control Technology (AAS-T)	49-9012: Control and Valve Installers and Repairers, Except Mechanical Door	Yes	
637T	Instrumentation & Control Technology (AAS-T)	49-9069: Precision Instrument and Equipment Repairers, All Other	Yes "All Other" titles represent occupations with a wide range of characteristics which do not fit into one of the detailed O*NET-SOC occupations. O*NET data is not available for this type of title.	• 17-3028.00, Calibration Technologists and Technicians • 17-3021.00, Aerospace Engineering and Operations Technologists and Technicians

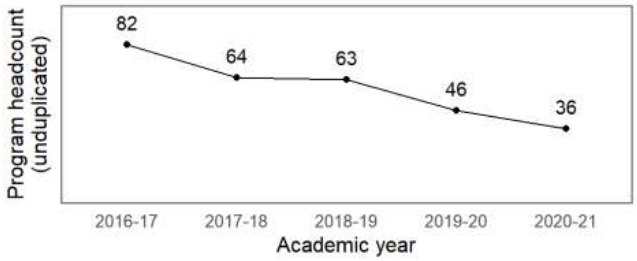
Part 4. Additional information about program standards and SOC codes

The information below provides both a more in-depth look at how data are pulled for the standards, as well as supplemental data that you can optionally use in your responses to program standards (Part 1) and program analysis (Part 2). Supplemental data are provided for the past five years (as applicable) unless otherwise noted. All data provided in this report exclude early program students (i.e., students who are enrolled in general education courses and have not yet enrolled in core program courses). *Notes have been added where data have been affected by COVID-19.*

When college rates are provided, they represent the rates for all programs included in the Program Effectiveness Report process. Therefore, college rates may differ slightly from what you see on your program dashboard, which displays the true college rate.

STANDARD ONE. Student Enrollment: Annual Headcount

- A student is considered enrolled in your program if that student is taking program-specific courses and has an educational program ID (EPC; see Part 3 for more details) matching your program.
    - Program-specific courses in your program are any courses beginning with INST.
    - Students were enrolled in the following educational program codes between 2016-17 and 2020-21: 637, 637T.
- Full-time equivalent faculty (FTEF) was provided by your dean.
- The standard is 24 students to 1 FTEF.
- **Supplemental headcount data:** The graph below shows program-specific data for the standard over the past five years (as available per program). The last two years of data on this chart (2019-20 and 2020-21) are the two years of headcount data used to calculate the enrollment ratio standard in Part 1.

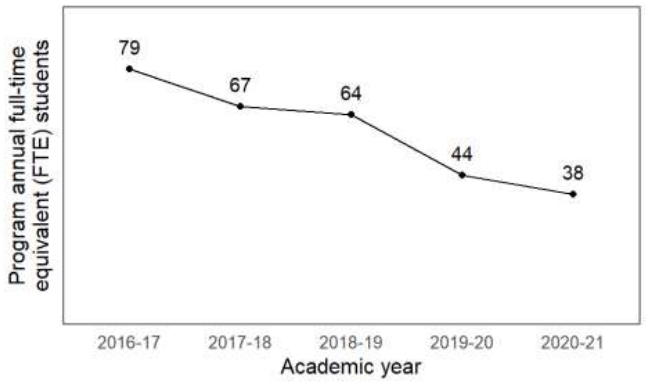


- **Supplemental access data:** One of the college's key performance indicators (KPIs) compares college enrollment demographics to our service area (Whatcom County) demographics. These demographic characteristics, in addition to a few others, are included in the graphs below.
    - The graphs below show these demographic data for 2020-21. Some data are not shown for programs with fewer than 10 students.
    - The light gray bar and labeled percentage represent your program. The dark line represents the comparison group:
        - Demographics are marked (1) if the demographic is also a college KPI. For these demographics, the Whatcom County average is provided as a comparison.
        - Demographics are marked (2) if the demographic is not a college KPI. For these demographics, the college rate for core program students is provided as a comparison.

* Low-income by address is determined using census block grouping. Data are provided by the State Board of Community and Technical Colleges. A socioeconomic (SES) indicator is assigned to each student based on the student's geographic residence. The indicator represents the SES quintile for the census block in which a student lives. For more information on census block group mapping, please see this Community College Research Center article.

STANDARD TWO. Student Enrollment: Annual Full-Time Equivalent (FTE) Students

- FTE are based on credits (15 quarterly credits = 1 quarterly FTE).
- For annual FTE, we take the sum of the quarterly FTE / 3 (since most programs do not run in the summer). Alternatively, we can say that 45 credits = 1 annual FTE.
- The standard is 80-150% of unduplicated headcount (listed in Standard 1), which allows for various program structures.
- **COVID note:** In the case of programs that moved classes from Spring 2020 to Summer 2020, summer FTE was pulled for the cancelled spring classes and moved back to spring. The result is that the FTE provided for 2019-20 more closely reflects what your program's FTE would have been if classes had remained in Spring 2020.
- **Supplemental FTE data:** The graph below shows program-specific data for the standard over the past five years (as available per program). The last two years of data on this chart (2019-20 and 2020-21) match the two years of FTE data shown in the standards table in Part 1.



STANDARD THREE. Student Retention: In-Program

- Students are considered "retained" if they are enrolled in the same program four quarters after beginning that program or if they received a certificate/degree in that program during that time. Students are considered retained in the same program if their enrolled/credential educational program ID (EPC; see Part 3 for more details) is the same as in their first quarter, or if the EPC matches an EPC within that program (the specific credential is irrelevant). Enrollment is not required to be continuous; students may leave in the second and/or third quarter, and be counted as retained if they returned in the fourth quarter.
- The fourth quarter is determined by program. Your program is listed as not running in the summer. See below for how retention is calculated for your program.
- We track the retention of each program student on an individual level. Retention data therefore reflect each student's enrollment from first to fourth quarter, **beginning with that student's first quarter in the program**, as follows:

Table 1. Retention tracking cycle

Student start quarter	**1st for 4th quarter**
Fall	Fall to following Fall
Winter	Winter to following Winter
Spring	Spring to following Spring

- A student is considered new to a program if the program EPC was not present in the student's record across the previous 12 quarters.
- Complete retention rates are available for program students who began during 2019-20 as follows:

Table 2. Retention data available for students starting in 2019-20

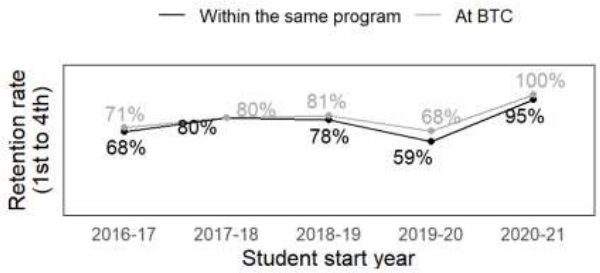
Student start quarter	**1st to 4th quarter**
Fall 2019	Fall 2019 to Fall 2020
Winter 2020	Winter 2020 to Winter 2021
Spring 2020	Spring 2020 to Spring 2021

- Because Spring 2022 data are not yet finalized, only partial retention rates are available for program students who began during 2020-21. Therefore, results should be used with caution.

Table 2. Retention data available for students starting in 2020-21

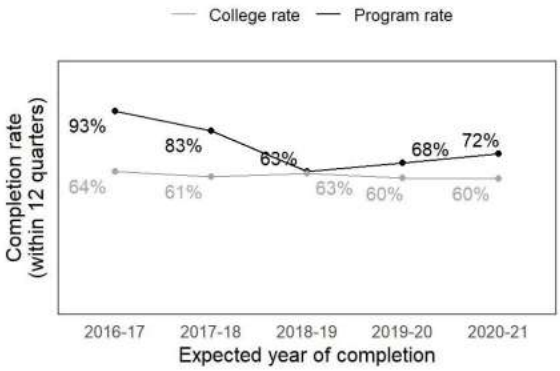
Student start quarter	**1st to 4th quarter**
Fall 2020	Fall 2020 to Fall 2021
Winter 2021	Winter 2021 to Winter 2022 (not yet available)
Spring 2021	Spring 2021 to Spring 2022 (not yet available)

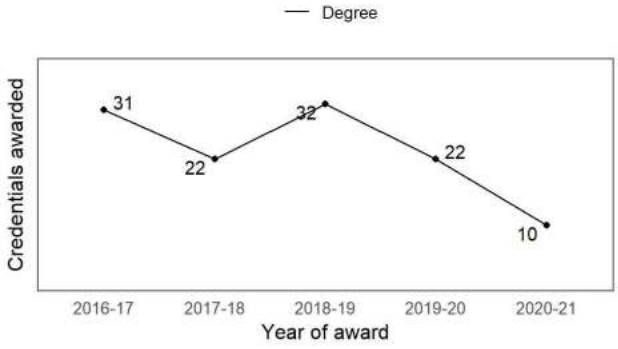
- The standard is at or above the BTC rate (the rate for all core program students across all programs).
- **COVID note:** The retention standard was not updated to consider students enrolled in Summer 2020 classes that had been moved from Spring 2020. Therefore, in the case of programs that moved classes from Spring 2020 to Summer 2020 and had students entering in Spring 2019 (i.e., expected quarter of retention in Spring 2020), the retention rate may be lower than expected in a typical year.
- **Supplemental retention data:**
    - Retention rate 1st to 4th quarter (left graph): Standard data, including a rate for BTC retention. The last two years of data in this chart (2019-20 and 2020-21) match the retention data in the standards table in Part 1. Data are shown for up to five years as available per program.



STANDARD FOUR. Student Completion: In-Program

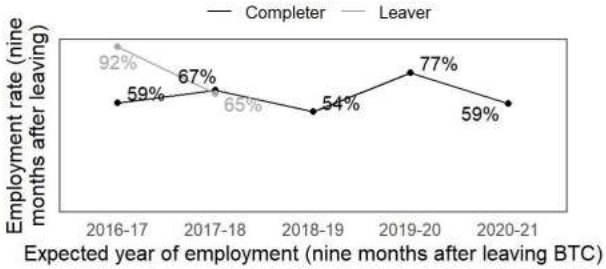
- Students are considered "completed" if they received a certificate/degree within 12 quarters of starting your program. Students are considered completed in the same program if their credential educational program ID (EPC; see Part 3 for more details) is the same as it was in their first quarter, or if the credential EPC matches an EPC within that program. The specific credential is irrelevant; students can earn a degree or certificate and be considered completed.
- The standard is at or above the BTC rate (the rate for all core program students across all programs).
- **COVID note:** The completion standard was not updated to move credentials awarded in Summer 2020 (actual quarter of award) to Spring 2020 (expected of award had Spring 2020 courses not been moved to Summer 2020). Therefore, in the case of programs that moved classes from Spring 2020 to Summer 2020 and as a result had students completing in the summer instead of the spring, the completion rate may be lower than expected in a typical year.
- **Supplemental completion data:**
  - Completion rate (left graph): Standard data, including a rate for BTC completion in which a student is considered completed if the student earns a credential at BTC in any program (including yours) by the 12th quarter. Percentages are provided for the in-program completion rates (indicated by the black line); the last two years of data in this chart (2019-20 and 2020-21) match the completion data in the standards table in Part 1. Data are shown for up to five years as available per program.
  - Credentials awarded (right graph): Program credentials that were awarded to students over the last five years. These may be earned by students who were expected to complete in 2020-21 (i.e., who started in your program in 2017-18), but can include students who started in any academic year. Data are shown for up to 5 years as available per program.

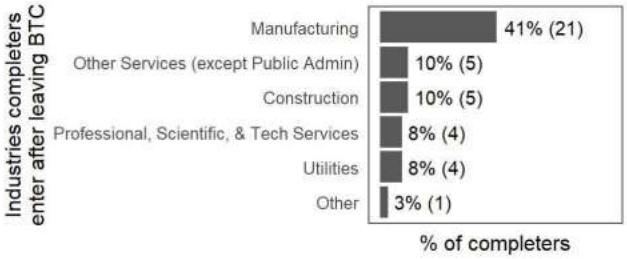




STANDARD FIVE. Employment

- Due to restraints in access to employment data, the employment rate shown may underestimate graduates' true employment rates.
- Data are pulled from the SBCTC Data Linking for Outcomes Assessment database using WA and OR unemployment insurance (UI) records. UI data do *not* reflect students who (a) are unemployed in states beyond WA/OR or outside of the United States, (b) are self-employed, (c) are active duty members of the armed forces, (d) continued on to another WA community or technical college, and/or (e) did not provide a social security number while enrolled at BTC.
- **Note that for the purposes of employment metrics, "completer" is uniquely defined.** In calculating an employment rate, students are separated into two categories:
  - Completers must meet at least one of the following criteria: (1) left BTC with 45 or more credits and a GPA of 2.0 or higher, (2) earned a certificate of any credit amount, and/or (3) earned a degree.
  - Leavers must meet at least one of the following criteria: (1) left BTC with fewer than 45 credits and no certificate/degree, or (2) left BTC with more than 45 credits and a GPA under 2.0.
- Only completers are included in the program's employment rate. For the purposes of the employment rate, a student is considered 'employed' if the student has a UI record in any field or continued to another institution outside the SBCTC system.
- The standard is at or above the SBCTC rate (the rate for all eligible students across all 34 colleges).
- **Supplemental employment data:**
  - Employment rate (left): Program-specific standard data over the past five years (as available per program). If available, an employment rate for leavers is provided. The last two years of completer data on this chart (2019-20 and 2020-21) match the employment data shown in the standards table in Part 1. Data are not shown if there were fewer than 10 completers and/or leavers in a given year.
  - Employment fields (right): The top five fields of employment for employed completers and leavers nine months after leaving BTC (as available per program). Fields are grouped using North American Industry Classification System (NAICS) codes. The raw number of leavers or completers is shown in parentheses. (Percentages will not add up to 100% if there are more than five fields of employment.) Data reflect the past three years of employment data (2018-19 to 2020-21).





APPENDIX. SOC code wages

BTC uses SOC codes to compile the most relevant county and/or state wage data for each instructional program, which is then published in the Career Wages & Placement Report, program webpages, and program brochures.

The program wage used in the Career Wages & Placement Report is calculated using the following steps:

1. Pull all unique SOC codes for a program (the ones used above in Part 3).
2. Pull hourly wage data from the ESD Occupational Employment Statistics (OES) webpage.
3. Calculate weighted percentiles (25th, 50th/median, 75th) across the unique SOC codes. A weighted median allows SOC codes with more workers to be weighted more heavily than SOC codes with fewer workers. For example, if Program X had three SOC codes, a weighted median could be calculated as such:
    - SOC code A: $10 hourly wage x 600 estimated employees = $6,000
    - SOC code B: $20 hourly wage x 200 estimated employees = $4,000
    - SOC code C: $30 hourly wage x 200 estimated employees = $6,000
    - Program median hourly wage = ($6,000 + $4,000 + $6,000 total hourly wages)/(600 + 200 + 200 total employees) = $16
4. Calculate annual wages by multiplying the weighted percentiles by 2,080 hours (40 hours/week * 52 weeks/year). For example, Program X would have a median annual salary of $33,280 ($16/hour * 2,080 hours). Programs that have worked with Data & Research to accommodate shift work careers may have an additional calculation methodology reflected in the Career & Wages Report, which would be associated with footnote 4 in the report.

Data are not always available from the ESD. Anything listed as "n/a" below are data that are not available due to reporting thresholds from the ESD. If all wages for a SOC code were not present in a category (state/county), none of the wages for that SOC code in that category were used in the program wage calculation. If the estimated employment was not available, but wages were, the average estimated employment of the other SOC codes was imputed for the SOC code with the missing estimated employment.

The information provided below on wages for each SOC code is to help you evaluate if a given SOC code reflects the wages your graduates earn after leaving your program. In some cases, a SOC code may sound appropriate for your program, but the wages can provide additional information suggesting it may not reflect what you know your graduates earn after leaving. *It is important to evaluate this information within the context of other information about SOC codes.*

Please use O*NET OnLine to look into a SOC code further if you believe it may not reflect your program. Type the SOC code into the "Occupation Quick Search" function (top right) of the home page.

See the following page(s) for wages at the county and state level.

County wages

			Hourly wages			Annual wages		
Code	Description	Estimated employment	Starting (25th percentile)	Median (50th percentile)	Potential (75th percentile)	Starting (25th percentile)	Median (50th percentile)	Potential (75th percentile)
49-9012	Control and Valve Installers and Repairers, Except Mechanical Door	27	$ 31.50	$ 34.54	$ 37.59	$65,520	$71,843	$78,187
17-3024	Electro-Mechanical and Mechatronics Technologists and Technicians	n/a	n/a	n/a	n/a	n/a	n/a	n/a
49-9069	Precision Instrument and Equipment Repairers, All Other	n/a	n/a	n/a	n/a	n/a	n/a	n/a

State wages

			Hourly wages			Annual wages		
Code	Description	Estimated employment	Starting (25th percentile)	Median (50th percentile)	Potential (75th percentile)	Starting (25th percentile)	Median (50th percentile)	Potential (75th percentile)
49-9012	Control and Valve Installers and Repairers, Except Mechanical Door	268	$ 32.78	$ 38.65	$ 46.43	$68,182	$80,392	$96,574
17-3024	Electro-Mechanical and Mechatronics Technologists and Technicians	230	$ 29.82	$ 40.05	$ 46.64	$62,026	$83,304	$97,011
49-9069	Precision Instrument and Equipment Repairers, All Other	397	$ 25.46	$ 29.49	$ 35.12	$52,957	$61,339	$73,050

Instructional Program Effectiveness Report/Plan (2020-21 Data)
Program: Operations Management: BAS
Due: May 27, 2022

The following pages consist of four different parts. *You are asked to respond to the first three parts.*

Part 1: Program Standards includes a list of five program standards with Operations Management: BAS data, allowing you to determine which program effectiveness standards the program did or did not achieve. Data reflect the 2020-21 academic year unless otherwise noted. Data from the prior year are provided for comparative purposes. The "Standard Met" column is pre-populated for you; in other words, you will not need to calculate if each standard has been met.

- To complete Part 1:
  - Optional: Add your own data to the "Faculty Data" column if your records differ from what is provided in this report across any of the standards.
  - Required: Provide possible explanations for standards not achieved in the "If standard was not met, provide explanation" column.

Part 2: Program Analysis includes a list of questions for you to respond to as you think through possible data-informed changes to your program. Changes could include areas for improvement or entirely new approaches, but you might also consider building upon something that is working well. Your responses from last year are provided for your reference.

- To complete Part 2:
  - Required: Reflect on your Spring 2021 responses to prompts A, B, and C (what you planned to do)—which were based on 2019-20 program effectiveness data—and comment on what you actually did.
  - Required: Reflect on your 2020-21 program effectiveness data and respond to prompts A, B, and C (what you plan to do).

Part 3: Standard Occupational Classification (SOC) Codes includes the list of federal codes used to determine which occupation(s) students should be prepared to enter after completing your program. You will be asked to review the information you provided/confirmed last year (if applicable), and update if necessary.

- To complete Part 3:
  - Required: Either confirm or update the SOC code(s) that are currently on file for your program(s).

Part 4: Additional Information includes (a) supplemental data that you can optionally use as you respond to the program standards (Part 1) and complete your program analysis (Part 2), and (b) in-depth information about how data are pulled for the purposes of this report.

Questions? Contact your dean, the Chief Academic Officer, or Data & Research staff (data@btc.edu).

Part 1: Program Standards

Indicator of program effectiveness	Standard (expectation)	Actual achievement		Standard Met? (Yes/No)	Faculty data (optional)	If standard was not met, provide explanation
1. Student enrollment: Program headcount (unduplicated)	Full-time equivalent faculty (FTEF) to headcount is at least 1:24	2019-20	2020-21	No		The goal for this standard was 1:24. The program achieved 1:21 FTEF to headcount. This is up significantly from 2019-2020, where the program was at a 1:13 FTEF to headcount. The program will continue to maintain consistent efforts to further increase student headcount. This is including direct outreach to prospective students, timely communication, and an organized and focused admission process.
		1:13 (26 headcount, 2 FTEF)	1:21 (42 headcount, 2 FTEF)			
2. Student enrollment: Annual full-time equivalent students (FTES)	80-150% of unduplicated headcount	2019-20	2020-21	Yes		
		74% (19 FTE)	93% (39 FTE)			
3. Retention (in program): 1st to 4th quarter	At or above BTC rate	2019-20	2020-21	Yes		Although the program retention goals were met here, there was a slight decrease in retention rate. This was due in part to a few students returning to work after COVID restrictions were lifted. Also, another student lost a family member and needed to step away. The program is committed to maintaining a strong relationship through communication and advising to ensure we are doing
		80% (66% BTC rate)	75% (70% BTC rate)			
						everything we can to help students stay enrolled.
4. Completion (in program): Within 3 years (12 quarters) of program start	At or above BTC rate	2019-20	2020-21	n/a		
		60% (61% BTC rate)	n/a (61% BTC rate)			

Indicator of program effectiveness	Standard (expectation)	Actual achievement		Standard Met? (Yes/No)	Faculty data (optional)		If standard was not met, provide explanation
5. Employment: Job placement	At or above SBCTC rate	2019-20	2020-21	n/a	(a) # of 2017-20 graduates (students who completed the program in 2017-18, 2018-19, and/or 2019-20 combined)		Data & Research note: The 2019-20 and 2020-21 rates did not meet the threshold of at least 10 students required for reporting employment outcomes.
		n/a (77% SBCTC rate)	n/a (71% SBCTC rate)		(b) Of the # entered in part (a), # of graduates for whom you have employment data		
					(c) Of the # entered in part (b), # of graduates who were employed in field of study within 9 months of graduation		
					(d) Of the # entered in part (b), # of graduates who were employed outside field of study within 9 months of graduation		
					(e) Of the # entered in part (b), # of graduates who were not employed within 9 months of graduation		
					Note: Your response to part (b) should equal your combined responses to parts (c), (d), and (e).		

Part 2: Program Analysis

	2019-20 Program Effectiveness Data: Faculty response (Spring 2021)	2019-20 Program Effectiveness Data: Faculty response to Spring 2021 response (Spring 2022)	2020-21 Program Effectiveness Data: Faculty response (Spring 2022)
	What you planned to do from Spring 2021 to Spring 2022	What you actually did from Spring 2021 to Spring 2022	What you plan to do from Spring 2022 to Spring 2023
A. For any indicators for which the standard was not met, what are your future plans for improvement? Include specific goals and implementation dates. *Note: The indicators you comment on within the "2019-20 Program Effectiveness Data" columns might be different from those you include in the "2020-21 Program Effectiveness Data" column.	We will: • Continue to develop communication strategies, including schedule meeting times. • Continue to develop new tracking and forecasting tools to better project the future growth. • We will further utilize and fine tune the tools we are creating.	• Updated tracking tools. • Maintained constant follow up based on tracking tools that were developed.	We Will: • Increase direct communication with potential students. This will be implemented immediately. • Maintain consistent summer follow up with potential students. This should really increase by 6-15-2022 so that we maximize student contact over the summer. • Evaluate technology, and marketing plans. This should be done for 2023 entering class.
B. How do you plan to use this year's effectiveness data moving forward to inform decisions, changes, plans, etc. for improvement or continuation of current processes (e.g., instructional methods)? What stakeholder groups or communities of interest will be involved?	Data analysis will continue in 2021-2022. This evaluation will be applied to program growth needs, as well as industry employment requests. In order to properly evaluate all data it will be important to include such stakeholders as BTC administration so that we can make sure we understand the data we are using, and how best to collect additional information that will help BTC make financial decisions, track success, and support the recruitment, and admissions processes. Additionally, it will be key to include industry partners to ensure we understand employer's needs, and how we can achieve them using the information we have.	• Reached out to potential industry employers and established communication to help promote our program as well as our students. • Included specific students who were interested in working in industry in the communication process with potential employers. • Supported students who showed a desire to find and obtain internships.	The data collected here will be used to bring awareness to success of the program in terms of growth, but also to show where we need to focus energy. The program will work with marketing and admissions to ensure we are utilizing all resources available to reach potential students. The program will develop an official marketing plan for the 2023 based on the data collected here.
C. Describe what significant challenges external to BTC (industry, regulatory, or political issues) your program is currently facing and explain how to respond to those challenges.	The good thing is that BASOPS program is still fully online. There is still opportunity to reach out to some of the unemployed/underemployed workers. Further work with established BTC workforce programs has been helpful, and we will continue to build that relationship. A key hardship now is building industry relationships during covid.	• A key to the success over the last year was that we worked closely with Workforce programs to make sure any potential student had all the resources available to enroll in the BASOPS program.	A potential challenge we could face externally is the pressure for students to go back to work. With COVID restrictions lifting, and employers working hard to bring back skilled labor, we have seen some students leave the program to return to work. We will have to work to make sure students have the flexibility to return to work, if necessary, but also stay in the program and utilize the online format.

Part 3: Standard Occupational Classification (SOC) Codes

SOC codes are federal codes used to classify workers into occupational categories for the purpose of collecting, calculating, or disseminating data. BTC uses these codes to compile the most relevant county and/or state wage data for each instructional program, which is then published in the Career Wages & Placement Report, program webpages, and program brochures. See the appendix for the wages associated with each SOC code listed below.

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Useful SOC code links: * O*NET OnLine: Use the "Occupation Quick Search" function (top right) to search for a specific SOC code, occupation, key words, etc.
* Look up a specific SOC code
* Search for a more accurate SOC code

EPC	Program/Credential	Code & Description	Does/do the SOC code(s) accurately and comprehensively describe this program? (Yes/No)	If no, please list the SOC code(s) that better describe(s) this program
62B	Operations Management (BAS)	11-1021: General and Operations Managers	Yes	
62B	Operations Management (BAS)	11-3051: Industrial Production Managers	Yes	
62B	Operations Management (BAS)	11-3071: Transportation, Storage, and Distribution Managers	Yes	
62B	Operations Management (BAS)	11-9199: Managers, All Other	Yes	

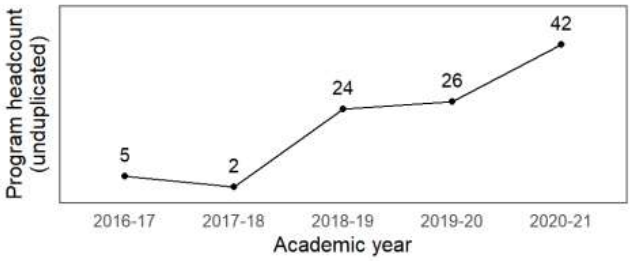
Part 4. Additional information about program standards and SOC codes

The information below provides both a more in-depth look at how data are pulled for the standards, as well as supplemental data that you can optionally use in your responses to program standards (Part 1) and program analysis (Part 2). Supplemental data are provided for the past five years (as applicable) unless otherwise noted. All data provided in this report exclude early program students (i.e., students who are enrolled in general education courses and have not yet enrolled in core program courses). *Notes have been added where data have been affected by COVID-19.*

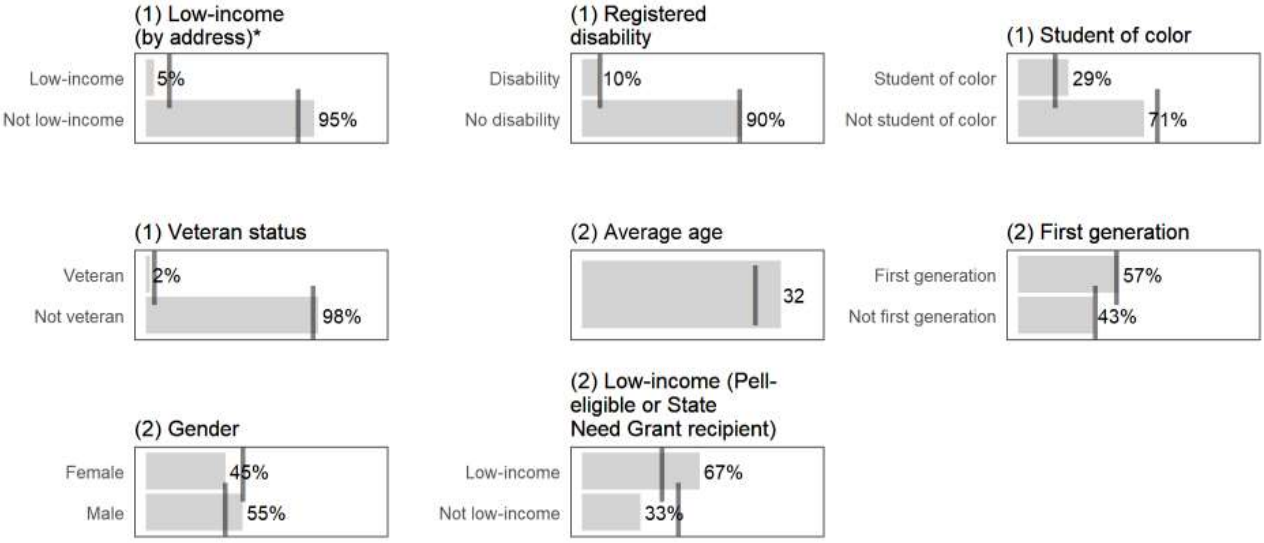
When college rates are provided, they represent the rates for all programs included in the Program Effectiveness Report process. Therefore, college rates may differ slightly from what you see on your program dashboard, which displays the true college rate.

STANDARD ONE. Student Enrollment: Annual Headcount

- A student is considered enrolled in your program if that student is taking program-specific courses and has an educational program ID (EPC; see Part 3 for more details) matching your program.
  - Program-specific courses in your program are any courses beginning with OPM.
  - Students were enrolled in the following educational program codes between 2016-17 and 2020-21: 62B.
- Full-time equivalent faculty (FTEF) was provided by your dean.
- The standard is 24 students to 1 FTEF.
- **Supplemental headcount data:** The graph below shows program-specific data for the standard over the past five years (as available per program). The last two years of data on this chart (2019-20 and 2020-21) are the two years of headcount data used to calculate the enrollment ratio standard in Part 1.



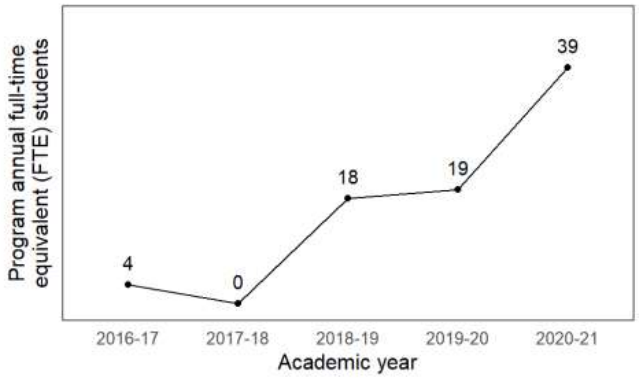
- **Supplemental access data:** One of the college's key performance indicators (KPIs) compares college enrollment demographics to our service area (Whatcom County) demographics. These demographic characteristics, in addition to a few others, are included in the graphs below.
    - The graphs below show these demographic data for 2020-21. Some data are not shown for programs with fewer than 10 students.
    - The light gray bar and labeled percentage represent your program. The dark line represents the comparison group:
        - Demographics are marked (1) if the demographic is also a college KPI. For these demographics, the Whatcom County average is provided as a comparison.
        - Demographics are marked (2) if the demographic is not a college KPI. For these demographics, the college rate for core program students is provided as a comparison.



* Low-income by address is determined using census block grouping. Data are provided by the State Board of Community and Technical Colleges. A socioeconomic (SES) indicator is assigned to each student based on the student's geographic residence. The indicator represents the SES quintile for the census block in which a student lives. For more information on census block group mapping, please see this Community College Research Center article.

STANDARD TWO. Student Enrollment: Annual Full-Time Equivalent (FTE) Students

- FTE are based on credits (15 quarterly credits = 1 quarterly FTE).
- For annual FTE, we take the sum of the quarterly FTE / 3 (since most programs do not run in the summer). Alternatively, we can say that 45 credits = 1 annual FTE.
- The standard is 80-150% of unduplicated headcount (listed in Standard 1), which allows for various program structures.
- **COVID note:** In the case of programs that moved classes from Spring 2020 to Summer 2020, summer FTE was pulled for the cancelled spring classes and moved back to spring. The result is that the FTE provided for 2019-20 more closely reflects what your program's FTE would have been if classes had remained in Spring 2020.
- **Supplemental FTE data:** The graph below shows program-specific data for the standard over the past five years (as available per program). The last two years of data on this chart (2019-20 and 2020-21) match the two years of FTE data shown in the standards table in Part 1.



STANDARD THREE. Student Retention: In-Program

- Students are considered "retained" if they are enrolled in the same program four quarters after beginning that program or if they received a certificate/degree in that program during that time. Students are considered retained in the same program if their enrolled/credential educational program ID (EPC; see Part 3 for more details) is the same as in their first quarter, or if the EPC matches an EPC within that program (the specific credential is irrelevant). Enrollment is not required to be continuous; students may leave in the second and/or third quarter, and be counted as retained if they returned in the fourth quarter.
- The fourth quarter is determined by program. Your program is listed as not running in the summer. See below for how retention is calculated for your program.
- We track the retention of each program student on an individual level. Retention data therefore reflect each student's enrollment from first to fourth quarter, **beginning with that student's first quarter in the program**, as follows:

Table 1. Retention tracking cycle

Student start quarter	**1st for 4th quarter**
Fall	Fall to following Fall
Winter	Winter to following Winter
Spring	Spring to following Spring

- A student is considered new to a program if the program EPC was not present in the student's record across the previous 12 quarters.
- Complete retention rates are available for program students who began during 2019-20 as follows:

Table 2. Retention data available for students starting in 2019-20

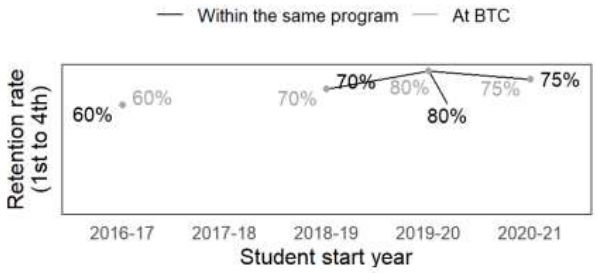
Student start quarter	**1st to 4th quarter**
Fall 2019	Fall 2019 to Fall 2020
Winter 2020	Winter 2020 to Winter 2021
Spring 2020	Spring 2020 to Spring 2021

- Because Spring 2022 data are not yet finalized, only partial retention rates are available for program students who began during 2020-21. Therefore, results should be used with caution.

Table 2. Retention data available for students starting in 2020-21

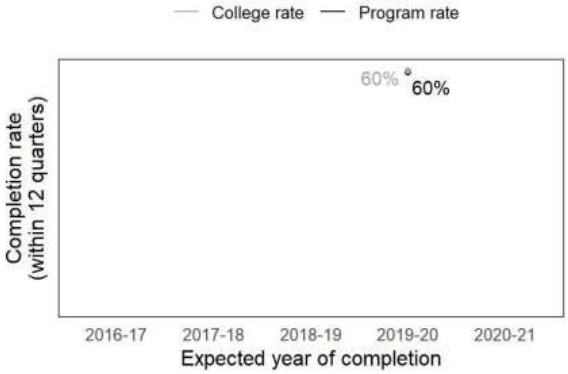
Student start quarter	**1st to 4th quarter**
Fall 2020	Fall 2020 to Fall 2021
Winter 2021	Winter 2021 to Winter 2022 (not yet available)
Spring 2021	Spring 2021 to Spring 2022 (not yet available)

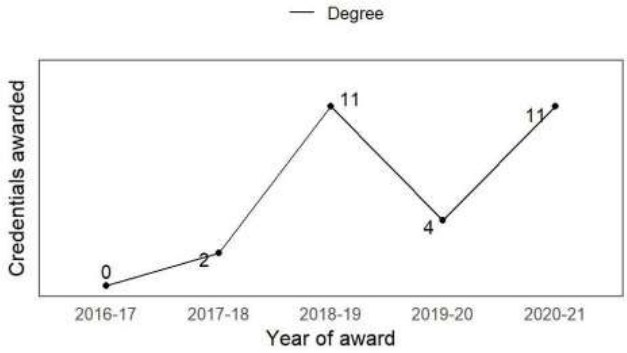
- The standard is at or above the BTC rate (the rate for all core program students across all programs).
- **COVID note:** The retention standard was not updated to consider students enrolled in Summer 2020 classes that had been moved from Spring 2020. Therefore, in the case of programs that moved classes from Spring 2020 to Summer 2020 and had students entering in Spring 2019 (i.e., expected quarter of retention in Spring 2020), the retention rate may be lower than expected in a typical year.
- **Supplemental retention data:**
    - Retention rate 1st to 4th quarter (left graph): Standard data, including a rate for BTC retention. The last two years of data in this chart (2019-20 and 2020-21) match the retention data in the standards table in Part 1. Data are shown for up to five years as available per program.



STANDARD FOUR. Student Completion: In-Program

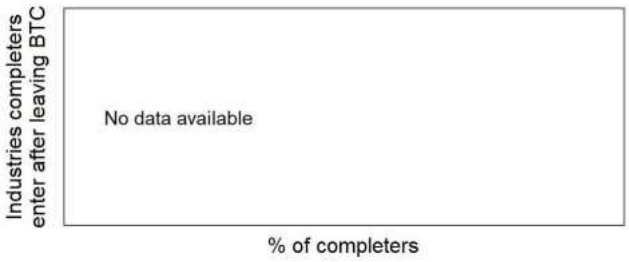
- Students are considered "completed" if they received a certificate/degree within 12 quarters of starting your program. Students are considered completed in the same program if their credential educational program ID (EPC; see Part 3 for more details) is the same as it was in their first quarter, or if the credential EPC matches an EPC within that program. The specific credential is irrelevant; students can earn a degree or certificate and be considered completed.
- The standard is at or above the BTC rate (the rate for all core program students across all programs).
- **COVID note:** The completion standard was not updated to move credentials awarded in Summer 2020 (actual quarter of award) to Spring 2020 (expected of award had Spring 2020 courses not been moved to Summer 2020). Therefore, in the case of programs that moved classes from Spring 2020 to Summer 2020 and as a result had students completing in the summer instead of the spring, the completion rate may be lower than expected in a typical year.
- **Supplemental completion data:**
  - Completion rate (left graph): Standard data, including a rate for BTC completion in which a student is considered completed if the student earns a credential at BTC in any program (including yours) by the 12th quarter. Percentages are provided for the in-program completion rates (indicated by the black line); the last two years of data in this chart (2019-20 and 2020-21) match the completion data in the standards table in Part 1. Data are shown for up to five years as available per program.
  - Credentials awarded (right graph): Program credentials that were awarded to students over the last five years. These may be earned by students who were expected to complete in 2020-21 (i.e., who started in your program in 2017-18), but can include students who started in any academic year. Data are shown for up to 5 years as available per program.





STANDARD FIVE. Employment

- Due to restraints in access to employment data, the employment rate shown may underestimate graduates' true employment rates.
- Data are pulled from the SBCTC Data Linking for Outcomes Assessment database using WA and OR unemployment insurance (UI) records. UI data do *not* reflect students who (a) are unemployed in states beyond WA/OR or outside of the United States, (b) are self-employed, (c) are active duty members of the armed forces, (d) continued on to another WA community or technical college, and/or (e) did not provide a social security number while enrolled at BTC.
- **Note that for the purposes of employment metrics, "completer" is uniquely defined.** In calculating an employment rate, students are separated into two categories:
  - Completers must meet at least one of the following criteria: (1) left BTC with 45 or more credits and a GPA of 2.0 or higher, (2) earned a certificate of any credit amount, and/or (3) earned a degree.
  - Leavers must meet at least one of the following criteria: (1) left BTC with fewer than 45 credits and no certificate/degree, or (2) left BTC with more than 45 credits and a GPA under 2.0.
- Only completers are included in the program's employment rate. For the purposes of the employment rate, a student is considered 'employed' if the student has a UI record in any field or continued to another institution outside the SBCTC system.
- The standard is at or above the SBCTC rate (the rate for all eligible students across all 34 colleges).
- **Supplemental employment data:**
  - Employment rate (left): Program-specific standard data over the past five years (as available per program). If available, an employment rate for leavers is provided. The last two years of completer data on this chart (2019-20 and 2020-21) match the employment data shown in the standards table in Part 1. Data are not shown if there were fewer than 10 completers and/or leavers in a given year.
  - Employment fields (right): The top five fields of employment for employed completers and leavers nine months after leaving BTC (as available per program). Fields are grouped using North American Industry Classification System (NAICS) codes. The raw number of leavers or completers is shown in parentheses. (Percentages will not add up to 100% if there are more than five fields of employment.) Data reflect the past three years of employment data (2018-19 to 2020-21).



APPENDIX. SOC code wages

BTC uses SOC codes to compile the most relevant county and/or state wage data for each instructional program, which is then published in the Career Wages & Placement Report, program webpages, and program brochures.

The program wage used in the Career Wages & Placement Report is calculated using the following steps:

1. Pull all unique SOC codes for a program (the ones used above in Part 3).
2. Pull hourly wage data from the ESD Occupational Employment Statistics (OES) webpage.
3. Calculate weighted percentiles (25th, 50th/median, 75th) across the unique SOC codes. A weighted median allows SOC codes with more workers to be weighted more heavily than SOC codes with fewer workers. For example, if Program X had three SOC codes, a weighted median could be calculated as such:
    - SOC code A: $10 hourly wage x 600 estimated employees = $6,000
    - SOC code B: $20 hourly wage x 200 estimated employees = $4,000
    - SOC code C: $30 hourly wage x 200 estimated employees = $6,000
    - Program median hourly wage = ($6,000 + $4,000 + $6,000 total hourly wages)/(600 + 200 + 200 total employees) = $16
4. Calculate annual wages by multiplying the weighted percentiles by 2,080 hours (40 hours/week * 52 weeks/year). For example, Program X would have a median annual salary of $33,280 ($16/hour * 2,080 hours). Programs that have worked with Data & Research to accommodate shift work careers may have an additional calculation methodology reflected in the Career & Wages Report, which would be associated with footnote 4 in the report.

Data are not always available from the ESD. Anything listed as "n/a" below are data that are not available due to reporting thresholds from the ESD. If all wages for a SOC code were not present in a category (state/county), none of the wages for that SOC code in that category were used in the program wage calculation. If the estimated employment was not available, but wages were, the average estimated employment of the other SOC codes was imputed for the SOC code with the missing estimated employment.

The information provided below on wages for each SOC code is to help you evaluate if a given SOC code reflects the wages your graduates earn after leaving your program. In some cases, a SOC code may sound appropriate for your program, but the wages can provide additional information suggesting it may not reflect what you know your graduates earn after leaving. *It is important to evaluate this information within the context of other information about SOC codes.*

Please use O*NET OnLine to look into a SOC code further if you believe it may not reflect your program. Type the SOC code into the "Occupation Quick Search" function (top right) of the home page.

See the following page(s) for wages at the county and state level.

County wages

			Hourly wages			Annual wages		
Code	Description	Estimated employment	Starting (25th percentile)	Median (50th percentile)	Potential (75th percentile)	Starting (25th percentile)	Median (50th percentile)	Potential (75th percentile)
11-1021	General and Operations Managers	1,126	$ 34.38	$ 47.92	$ 67.88	$71,510	$99,674	$141,190
11-3051	Industrial Production Managers	123	$ 44.58	$ 57.48	$ 70.57	$92,726	$119,558	$146,786
11-9199	Managers, All Other	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11-3071	Transportation, Storage, and Distribution Managers	27	$ 33.89	$ 40.63	$ 49.62	$70,491	$84,510	$103,210

State wages

			Hourly wages			Annual wages		
Code	Description	Estimated employment	Starting (25th percentile)	Median (50th percentile)	Potential (75th percentile)	Starting (25th percentile)	Median (50th percentile)	Potential (75th percentile)
11-1021	General and Operations Managers	46,499	$ 38.07	$ 52.44	$ 77.14	$79,186	$109,075	$160,451
11-3051	Industrial Production Managers	2,929	$ 46.90	$ 59.18	$ 75.23	$97,552	$123,094	$156,478
11-9199	Managers, All Other	n/a	n/a	n/a	n/a	n/a	n/a	n/a
11-3071	Transportation, Storage, and Distribution Managers	2,465	$ 40.85	$ 53.56	$ 69.96	$84,968	$111,405	$145,517

Appendix I: 2024 Program Effectiveness Report Samples

Spring 2024 Program Effectiveness Report: Accounting

Instructions

This report includes three parts: (1) program standards and data analysis, (2) College-Level Student Learning Outcomes (CLSLOs), and (3) Standardized Occupation Classification (SOC) code review and optional self-reported employment rates. Faculty are encouraged to collaborate with other faculty members and the dean in their area (e.g., Business, Culinary, Nursing, Welding) to the extent possible while completing this report.

For any questions, contact your dean, the Vice President of Instruction, or Data & Research staff (data@btc.edu).

Part 1: Program Standards and Data Analysis

To complete part 1, navigate to BTC's program dashboard, review the overview for each metric (hover over the orange "information" button on the top left of each page), review your program-level data, and respond to the following prompts.

A. What is your program's enrollment (both headcount and FTE) in 2023-24? What stands out about the demographic composition of your program in 2023-24? What does this mean to you, and what context do you have to add?

Headcount 24, FTE 13. Lower FTEs, compared to headcount, are due to many part-time students as many of the accounting students have jobs and families and choose not to attend full-time.

The accounting program has a higher percentage of women (60%) than the BTC (44%). This is not a surprise. What surprised me is the accounting program has no students this year under 20 years of age. 44% were between 20-29 and 56% were older than 30.

Unfortunately, there continues to be a drop in enrollment. This started during COVID years and has continued. Some of this is due to the crisis in the accounting profession nationwide, as described in the CPA journal, December 2023. The journal states that enrollment in accounting programs is dropping nationwide. Reasons cited include:

- *Accounting is perceived as boring.*
- *Compensation is lower compared to other majors like Finance and Technology*
- *Lack of diversity seems apparent.*
- *Accounting is perceived as too specialized.*
- *Enrollment in higher education is declining.*
- *There is an opportunity to recruit from high schools explaining that job placement would be high, considering the shortage of accounting students.*

BTC should try to recruit students by claiming that if they finish the program they will easily be hired because accountants are in demand more than ever.

B. What is your program's in-program retention rate in 2022-2023? What stands out about the in-program retention rates across different demographic groups in your program? Wat does this mean to you, and what context do you have to add?

In-program retention is at standard 53%. There wasn't enough data among demographic groups. My take on this is that most students that start the accounting program stay in it.

C. What was your program's in-program completion rate in 2022-23? What stands out about the in-program completion rates across different demographic groups in your program? What does this mean to you, and what context do you have to add?

27%. Hmm…. This number does not make sense to me, and I would like to see the data. It is possible that that we lost more than usual when we redesigned the accounting program. I.e. if they had missed a quarter they needed to petition the dean to complete the old degree as the new degree required new classes (tax). Again, would like to see the data.

D. What was your program's employment rate among students who left with a credential or 45+ credits and a 2.0+ GPA in 2021-22? What stands out about the employment rates across different demographic groups in your program? What does this mean to you, and what context do you have to add?

The employment rate is 83% across all students, which is not surprising. Female students' employment rate was 90%. The other demographic groups did not show up. BTC and faculty should advertise this placement rate to attract more students.

E. The standard for enrollment, in-program retention, and in-program completion is the lowest achieved value in the three years prior to the year being evaluated for each respective metric. For employment rates, the standard is the average employment rate among "completers" for all SBCTC community and technical colleges. All standards are indicated on the graphs by dashed gray lines. In which, if any, area(s) is your program doing particularly well as compared to the standard(s)? How might you continue to build upon these successes?

Employment. We need to do a better job "advertising" the high employment rate of the accounting program. High Schools, on our website, navigators, instructor advisors, etc.

F. In which, if any, area(s) is your program struggling in comparison to the standard(s)? What are your plans for improvement to address these struggles? Please include specific goals and implementation dates.

Attracting students is the biggest struggle. I recommend that in addition to info night, the new accounting instructor attends the local high schools to describe their programs and high job placement. Instructor could also reach out to local accounting firms to come to one of their classes to "advertise" the type of jobs BTC grads could have.

G. Describe any significant challenges external to BTC (e.g., industry or regulatory issues) that your program is currently facing, and please explain how you intend to respond to those challenges.

Enrollment in accounting is down nationwide, including at WWU and BTC (Maybe at WCC too). It will continue to be a challenge, I believe, to recruit students. The other challenge is that if there is a BTC student who wants to become a CPA, the accounting program at BTC is not the correct path for them. That path would be the Business DTA path. The BTC AAS degree is just for a certain group of accounting candidates who want to be an accountant at the lower levels of the profession. Bookkeeping, payroll, and accounts payable and accounts receivable, etc. A few of our students have been lucky enough to become a controller. Maybe due to the shortage BTC students will start to get the higher paying jobs. See F above.

Part 2: College-Level Student Learning Outcomes

A. Please review your Spring 2023 Program Effectiveness Report, Part 2, CLSLO table. Have any changes been made in terms of integrating *Critical Thinking* into your course design and/or assessing and evaluating *Critical Thinking* compared to what you reported last year?

☐ Yes

☒ No

B. If you selected yes, please indicate what has changed.

C. What are 2-3 specific learning opportunities in your program or course(s) that you think facilitate *Critical Thinking* among your students?

Ethics is a huge element in Accounting and while there have been some case studies in class, that required critical thinking, "What would you do?", more formal exercises and discussion could be added.

D. In what way(s) do you assess—or have you assessed—learning opportunities for *Critical Thinking*? Examples might include a quiz question, written paper, group project, presentation, etc.

I like the idea of a written Canvas discussion.

E. Across the 2023-24 year, how many students engaged in the learning opportunities that you identified in part C?

Very few because most accounting students choose the online option. This year, the discussion only occurred in the live classroom.

F. Of those students who engaged (part E), how many students were assessed for *Critical Thinking*?

None, If you mean tested. Students were asked in class…."what would you do?" Open discussion occurred in class.

G. Of those students who were assessed (part F), how many students achieved the expected *Critical Thinking* outcomes?

N/A

H. Provide an example of *Critical Thinking* growth you observed in one or more of your students.

N/A

Part 3: SOC Code Review and Employment Rates

To complete part 3, please use the program dashboard to review all SOC Code IDs and definitions that the Data & Research team currently has on file for each Academic Plan within your program and answer the following prompts. The Data & Research team uses these codes to compile the most relevant county and/or state wage data for each instructional program, which is then published in BTC's program dashboard, program webpages, and program brochures.

To help facilitate searching, the program dashboard includes a searchable database of all active SOC codes provided by the Bureau of Labor Statistics (BLS) and an embedded link to O*Net Online to provide SOC code information and other occupation-specific data such as educational requirements; work activities; and other knowledge, skills, and abilities associated with a given job.

A. Do the SOC code(s) listed for your program accurately and comprehensively describe your understanding of the field(s) your students enter after leaving your program and/or earning a credential?

☒ Yes
☐ No

B. If not, please list any corrections here. Please indicate the Academic Plan, SOC Code, SOC Code Description, and if you want to add or remove the SOC code for the Academic Plan listed. Please try to include no more than five active SOC codes per Academic Plan. If you feel it is important to add more than five, please contact the Data & Research team directly (data@btc.edu)

Academic Plan	SOC Code	SOC Code Description	Add or remove SOC Code?

C. In addition to the SBCTC data that the Data & Research team uses to provide estimates of employment rates, some faculty maintain their own records of employment for students who have graduated from their program. If you would like to provide supplemental job placement data for your program, please provide it in the table below.

# of students who graduated in 2022-23	
# of graduates in 2022-23 for whom you have employment data	
# of graduates in 2022-23 who were employed in field of study within 9 months of graduating	
# of graduates in 2022-23 who were employed *in any field* within 9 months of graduating.	

Spring 2024 Program Effectiveness Report: Culinary Arts

Instructions

This report includes three parts: (1) program standards and data analysis, (2) College-Level Student Learning Outcomes (CLSLOs), and (3) Standardized Occupation Classification (SOC) code review and optional self-reported employment rates. Faculty are encouraged to collaborate with other faculty members and the dean in their area (e.g., Business, Culinary, Nursing, Welding) to the extent possible while completing this report.

For any questions, contact your dean, the Vice President of Instruction, or Data & Research staff (data@btc.edu).

Part 1: Program Standards and Data Analysis

To complete part 1, navigate to BTC's program dashboard, review the overview for each metric (hover over the orange "information" button on the top left of each page), review your program-level data, and respond to the following prompts.

A. What is your program's enrollment (both headcount and FTE) in 2023-24? What stands out about the demographic composition of your program in 2023-24? What does this mean to you, and what context do you have to add?

51, 36 new and 15 2nd year students. Our Culinary demographic composition consists of all our students being under 30 years of age, about half of which are low-income students. Nothing else really stands out as significant. We are sitting about half and half female to male. We have the most trans/non-binary students this year than we have previously.

B. What was your program's in-program retention rate in 2022-23? What stands out about the in-program retention rates across different demographic groups in your program? What does this mean to you, and what context do you have to add?

Our retention rate was very low for 2022-23, as it was our smallest class to date with only 6 students making it to the end of the program. We tend to lose students in the lower income brackets, as they have to work to continue to go to school and we have an intense program with a minimum of 70% attendance required.

C. What was your program's in-program completion rate in 2022-23? What stands out about the in-program completion rates across different demographic groups in your program? What does this mean to you, and what context do you have to add?

We had several students complete the certificate, but not necessarily the 2 year AA degree. This also stems from the high rate of low income students that often have to drop out and work so they can make money to afford to live.

D. What was your program's employment rate among students who left with a credential or 45+ credits and a 2.0+ GPA in 2021-22? What stands out about the employment rates across different demographic groups in your program? What does this mean to you, and what context do you have to add?

88% was the documented employment rate. That seems very low to me, I currently do not have any students in 1st or 2nd year that are not working in industry. Probably due to being on the tail end of Covid, and that was preventing more people from working in the food industry.

E. The standard for enrollment, in-program retention, and in-program completion is the lowest achieved value in the three years prior to the year being evaluated for each respective metric. For employment rates, the

standard is the average employment rate among "completers" for all SBCTC community and technical colleges. All standards are indicated on the graphs by dashed gray lines. In which, if any, area(s) is your program doing particularly well as compared to the standard(s)? How might you continue to build upon these successes?

We are way above the standard for employment rates and for program completion. We always know there is going to be certain level of attrition, but we work really hard to retain the students that do stay. Our attrition comes from students not realizing that working in a kitchen is hard work and not like cooking at home. I also think students are not aware of how intense the program is. It doesn't say it on our reports, but knowing the students and them telling me about them, we are above standard for non-binary/trans students as well. I currently have 10 out of 33 students that identity as trans or non-binary.

F. In which, if any, area(s) is your program struggling in comparison to the standard(s)? What are your plans for improvement to address these struggles? Please include specific goals and implementation dates.

We are struggling in retention, veterans, and people of color. We are going to continue focusing on retention and maybe working on a different marketing to bring in different demographics.

G. Describe any significant challenges external to BTC (e.g., industry or regulatory issues) that your program is currently facing, and please explain how you intend to respond to those challenges.

Covid was a big one, and still affects us daily. Many high-end properties closed and it really changed our industry. Food cost and inflation has been a huge issue for us. If people cannot afford to eat, they cannot afford to eat out.

Part 2: College-Level Student Learning Outcomes

A. Please review your Spring 2023 Program Effectiveness Report, Part 2, CLSLO table. Have any changes been made in terms of integrating *Critical Thinking* into your course design and/or assessing and evaluating *Critical Thinking* compared to what you reported last year?

- ☐ Yes
- ☒ No

B. If you selected yes, please indicate what has changed.

C. What are 2-3 specific learning opportunities in your program or course(s) that you think facilitate *Critical Thinking* among your students?

Garde Manger, the students have to put together their own recipes and order guide to purchase their foods. They have to think critically about food cost, availability, and presentation. Any of our lab based classes have the students thinking critically about putting together their lab plans and how they are going to accomplish the tasks they are doing for lab.

D. In what way(s) do you assess—or have you assessed—learning opportunities for *Critical Thinking*? Examples might include a quiz question, written paper, group project, presentation, etc.

Every single rubric for each lab has a critical thinking portion.

E. Across the 2023-24 year, how many students engaged in the learning opportunities that you identified in part C?

All of the students enrolled have engaged in critical thinking.

F. Of those students who engaged (part E), how many students were assessed for *Critical Thinking*?

All of them.

G. Of those students who were assessed (part F), how many students achieved the expected *Critical Thinking* outcomes?

All of them in some way were successful in achieving the critical thinking outcomes.

H. Provide an example of *Critical Thinking* growth you observed in one or more of your students.

Currently my students are completing their capstone project and Critical Thinking is the base of the experience. Every decision needs critical thinking to complete. Whether it be which tasks to assign to which commis, what items to order, when to edit a concept on their menu, how much of each item to order so they have enough to complete the recipe with a little extra for mistakes, but not too much so they don't get penalized for waste. These are the skills they have been evaluated on in every class leading up to this point and now it all comes together and they need to use each skill in unison to complete their project and their vision.

Part 3: SOC Code Review and Employment Rates

To complete part 3, please use the program dashboard to review all SOC Code IDs and definitions that the Data & Research team currently has on file for each Academic Plan within your program and answer the following prompts. The Data & Research team uses these codes to compile the most relevant county and/or state wage data for each instructional program, which is then published in BTC's program dashboard, program webpages, and program brochures.

To help facilitate searching, the program dashboard includes a searchable database of all active SOC codes provided by the Bureau of Labor Statistics (BLS) and an embedded link to O*Net Online to provide SOC code information and other occupation-specific data such as educational requirements; work activities; and other knowledge, skills, and abilities associated with a given job.

A. Do the SOC code(s) listed for your program accurately and comprehensively describe your understanding of the field(s) your students enter after leaving your program and/or earning a credential?

- ☒ Yes
- ☐ No

B. If not, please list any corrections here. Please indicate the Academic Plan, SOC Code, SOC Code Description, and if you want to add or remove the SOC code for the Academic Plan listed. Please try to include no more than five active SOC codes per Academic Plan. If you feel it is important to add more than five, please contact the Data & Research team directly (data@btc.edu)

Academic Plan	SOC Code	SOC Code Description	Add or remove SOC Code?

C. In addition to the SBCTC data that the Data & Research team uses to provide estimates of employment rates, some faculty maintain their own records of employment for students who have graduated from their program. If you would like to provide supplemental job placement data for your program, please provide it in the table below.

# of students who graduated in 2022-23	14
# of graduates in 2022-23 for whom you have employment data	10
# of graduates in 2022-23 who were employed in field of study within 9 months of graduating	14
# of graduates in 2022-23 who were employed *in any field* within 9 months of graduating.	14

Spring 2024 Program Effectiveness Report: Transitional Studies/BEdA

Instructions

This report includes three parts: (1) College-Level Student Learning Outcomes (CLSLOs), (2) data analysis and reflection, and (3) future program effectiveness data input. Faculty are encouraged to collaborate with other faculty members and the dean in their area to the extent possible while completing this report.

For any questions, contact your dean, the Vice President of Instruction, or Data & Research Staff (data@btc.edu).

Part 1: College-Level Student Learning Outcomes

A. Please review your Spring 2023 Program Effectiveness Report, Part 2, CLSLO table. Have any changes been made in terms of integrating Critical Thinking into your course design and/or assessing and evaluating Critical Thinking compared to what you reported last year?

☒ Yes
☐ No

B. If you selected yes, please indicate what has changed.

ABE 55

Course Design:

- *Added routine assignment, which incorporates critical thinking and is assessed in rubric, to all modules*
- *Added lesson on informational sources, which later students apply to essay assignment*

Assessment/Evaluating:

- *Added Rubrics that correspond to course outcomes reflecting critical thinking*

HSC 22

Course Design:

- *Added new contemporary issues assignments in US History,*
- *Added "Read Like a Historian" assignment which taught students to evaluate, corroborate, and use context to determine information about historical documents.*

Assessment/Evaluating:

- *Updated Module reflections to evaluate and interpret music lyrics and apply them to live experiences of different identity groups*

ELA 14

Course Design:

- *Added debates on various topics*

Assessment/Evaluating:

- *Teacher observes and gives feedback on arguments, counterarguments and ability to articulate thoughts clearly*

ELA 24

Course Design:

- *Added case studies that present students with real-life scenarios or problems and ask them to analyze and consider possible solutions*

Assessment/Evaluating:

- *Teacher facilitates conversation and asks students to justify choices*

C. What are 2-3 specific learning opportunities in your program or course(s) that you think facilitate Critical Thinking among your students?

ABE 50

- *Solving math problems in a variety of ways, specifically Unit 1 and 2*

ABE 55

- *Synthesize information and write a 3 paragraph essay.*

HSC 22

- *Students examine the 5 democratic principles (popular sovereignty, separation of powers, limited government, checks and balances, federalism) and find examples in the Haudenosaunee Great Law of Peace (Iroquois Confederacy)*

HSC 35

- *Students apply what they have learned a Project-based learning project assignment.*

ELA 14

- *Students write a compare/contrast paragraph*

ELA 24

- *After posing a question, students think individually, then discuss their thoughts with a partner, and finally share with the class.*

D. In what way(s) do you assess—or have you assessed—learning opportunities for Critical Thinking? Examples might include a quiz question, written paper, group project, presentation, etc.

ABE 50

- *Quiz Questions*

Abe 55

- *Written Papers*
- *Module Check-ins*

HSC 22

- *Module Reflections*
- *History Essay*

HSC 35

- *Project-based learning project*

ELA 14

- *Paragraph in Canvas*

ELA 24

- *Class presentation*

E. Across the 2023-24 year, how many students engaged in the learning opportunities that you identified in part C?

ABE 50

- *40 students (not counting withdrawals)*

ABE 55

- *24 (not counting withdrawals)*

HSC 22

- *28 (not counting withdrawals)*

HSC 35

- *13 (not counting withdrawals)*

ELA 14

- *17 (not counting withdrawals)*

ELA 24

- *20 (not counting withdrawals)*

F. Of those students who engaged (part E), how many students were assessed for Critical Thinking?
ABE 50
- *40 students (not counting withdrawals)*

ABE 55
- *24 (not counting withdrawals)*

HSC 22
- *28 (not counting withdrawals)*

HSC 35
- *13 (not counting withdrawals)*

ELA 14
- *17 (not counting withdrawals)*

ELA 24
- *20 (not counting withdrawals)*

G. Of those students who were assessed (part F), how many students achieved the expected Critical Thinking outcomes?
ABE 50 – 32 (Spring is undetermined)
ABE 55 – 21 (Spring is undetermined)
HSC 22 – 23
HSC 35 – 12
ELA 14 – 17
ELA 24 - 20

H. Provide an example of Critical Thinking growth you observed in one or more of your students.
ABE 50
- *Metacognitive growth is evidenced overall through self-management*

ABE 55
- *Metacognitive growth is evidenced in the Mark it Up assignments.*

HSC 22
- *Golden Line assignments show evidence of critical thinking and metacognition.*

HSC 35
- *Student report a better understanding of cells and their interactions in the human body.*

ELA 14
- *Students are better able to express both sides of an argument*

ELA 24
- *Students can more clearly express their opinion and support their opinion*

Part 2: Data Analysis and Reflection

To complete part 2, please review the following dashboards and answer the following prompt.
- Course Success (Gen-ed, Transitional Studies, and Impact! only)
- Enrollment
- Retention
- Completion

A. In the above dashboards (or any other useful data or tools you have available to you), what stands out as being meaningful to you, and what context do you have to add?
Course Success (Gen-ed, Transitional Studies, and Impact! only)

- *82% Success rate – This number has gone up each year. This is due to intentionality in intake, advising, navigating, and the student population is up.*

Enrollment

- *Does this Headcount Dashboard include Transitional Studies*
- *(Check WABERS)*

Retention

- *Does this Student Progress dashboard include Transitional Studies?*
- *(Check WABERS)*

Completion

- *29% of students who started below college-level earned a degree or certificate within 3 years. This is notable because this is a higher percentage than previous and the year is not even finished.*

Part 3: Future Program Effectiveness Data Input

A. What data, tools, or information would be most meaningful to you in future program effectiveness reflection and reporting processes? Please be as detailed and specific as possible.

Basic Education for Adults will use LACES starting July 1. This will replace WABERS. These databases are more meaningful. We would like to look at a databases measuring the progress of TS/BEdA students reaching milestones (15 credits, 45 credits, degree, etc.)

Spring 2024 Program Effectiveness Report: Nursing

Instructions

This report includes three parts: (1) program standards and data analysis, (2) College-Level Student Learning Outcomes (CLSLOs), and (3) Standardized Occupation Classification (SOC) code review and optional self-reported employment rates. Faculty are encouraged to collaborate with other faculty members and the dean in their area (e.g., Business, Culinary, Nursing, Welding) to the extent possible while completing this report.

For any questions, contact your dean, the Vice President of Instruction, or Data & Research staff (data@btc.edu).

Part 1: Program Standards and Data Analysis

To complete part 1, navigate to BTC's program dashboard, review the overview for each metric (hover over the orange "information" button on the top left of each page), review your program-level data, and respond to the following prompts.

A. What is your program's enrollment (both headcount and FTE) in 2023-24? What stands out about the demographic composition of your program in 2023-24? What does this mean to you, and what context do you have to add?

a. *Program Enrollment*
   i. *Registered Nursing*
      1. *Headcount: 200*
      2. *FTE: 106*

   ii. *Practical Nursing*
      1. *Headcount: 27*
      2. *FTE: 8*

b. *Demographic Composition*
   i. *Registered Nursing*
      1. *Low veteran numbers (<10)*
      2. *60 identify as BIPOC with trending up numbers*
      3. *Trend decreasing for males (1/8)*
      4. *Age: 20-29 decreasing in numbers*
      5. *Not a US citizen: first year that we have students who identify*
      6. *First Generation: trending higher*
      7. *Non-First Generation: trending lower*
      8. *Low income: dipped during pandemic but increasing.*
      9. *Not Low Income: increasing*

   ii. *Practical Nursing*
      1. *Race: mostly white*
      2. *Mostly women, <10 men*
      3. *Age: Majority 30-39*
      4. *First generation: higher than non-first generation (16 vs 10)*
      5. *More than half low income*

c. *Eliminating the TEAS admission test has removed barriers to entrance to nursing programs. We are seeing that we are providing opportunities to those of low income and first-generation students. Shift in the age bracket indicates that students of higher ages are entering the programs.*

B. What was your program's in-program retention rate in 2022-23? What stands out about the in-program retention rates across different demographic groups in your program? What does this mean to you, and what context do you have to add?

a. *Registered Nursing*

i. Lower retention of first-generation students. Overall is 90% with first generation being 85%.

ii. Same to higher retention of older students than 30

iii. Trending higher of BIPOC student retention from 22-23 (70%) to 23-24 (84%)

iv. Bump of 3% retention in female students (overall 90% vs women 93%)

b. Practical Nursing - <10 for measurement to generate data

c. In-program improvement and changes, support avenues are improving retention in students of color, all ages, and gender

C. What was your program's in-program completion rate in 2022-23? What stands out about the in-program completion rates across different demographic groups in your program? What does this mean to you, and what context do you have to add?

a. *Registered Nursing – decline in program completion to 87%, with a 1-2% decline over the last 3 academic years*

b. Practical Nursing – data below measurement point

c. This means to us that we need to identify contributors to why there is a slight decline in in-program completion.

D. What was your program's employment rate among students who left with a credential or 45+ credits and a 2.0+ GPA in 2021-22? What stands out about the employment rates across different demographic groups in your program? What does this mean to you, and what context do you have to add?

a. Registered Nursing

i. 96% overall employment rate.

1. BIPOC is at 92% employment rate

b. This means that we have a high employment rate when students graduate the program. Meeting industry demands in the community.

E. The standard for enrollment, in-program retention, and in-program completion is the lowest achieved value in the three years prior to the year being evaluated for each respective metric. For employment rates, the standard is the average employment rate among "completers" for all SBCTC community and technical colleges. All standards are indicated on the graphs by dashed gray lines. In which, if any, area(s) is your program doing particularly well as compared to the standard(s)? How might you continue to build upon these successes?

a. Headcount has been increasing over the last two years from 169 to 200.

b. Retention is improving when compared to the standards

F. In which, if any, area(s) is your program struggling in comparison to the standard(s)? What are your plans for improvement to address these struggles? Please include specific goals and implementation dates.

a. *Low gender, low veteran admission, and we can improve with BIPOC admission into the program.*

i. Goal: student recruitment within Pacific Northwest, to include Whatcom County, Island County, and Skagit County

ii. Goal: create bridges for admission for Native and Indigenous population

iii. Goal: Community health and outreach with our Native and Indigenous population

G. Describe any significant challenges external to BTC (e.g., industry or regulatory issues) that your program is currently facing, and please explain how you intend to respond to those challenges.

a. There is a lack of clinical site available, especially in Maternal/Newborn/Pediatric and Mental Health. Continue to work on community agencies to find opportunities for student clinical rotation. Working to expand our simulation area to accommodate for lack of clinical space.

Part 2: College-Level Student Learning Outcomes

A. Please review your Spring 2023 Program Effectiveness Report, Part 2, CLSLO table. Have any changes been made in terms of integrating *Critical Thinking* into your course design and/or assessing and evaluating *Critical Thinking* compared to what you reported last year?

☐ Yes
☒ No

B. If you selected yes, please indicate what has changed.

C. What are 2-3 specific learning opportunities in your program or course(s) that you think facilitate *Critical Thinking* among your students?

a. Simulation, specifically our capstone content and capstone simulation

b. Active Learning Template, called Critical Thinking, use in both theory and clinical

c. Integration of the clinical judgement model into module exams.

D. In what way(s) do you assess—or have you assessed—learning opportunities for *Critical Thinking*? Examples might include a quiz question, written paper, group project, presentation, etc.

a. Simulation, Capstone, module exams, Evidence Based Project

E. Across the 2023-24 year, how many students engaged in the learning opportunities that you identified in part C?

a. All students are required to participate in the opportunities listed in part C

F. Of those students who engaged (part E), how many students were assessed for *Critical Thinking*?

a. All students who engaged were assessed for Critical Thinking

G. Of those students who were assessed (part F), how many students achieved the expected *Critical Thinking* outcomes?

a. 95-98% of students are achieving the expected critical thinking outcomes.

H. Provide an example of *Critical Thinking* growth you observed in one or more of your students.

a. Able to identify changes in patient clinical condition when the patient has a deteriorating status.
b. Student applies critical thinking using the clinical judgement model on the module exam questions, which are designed to mimic the nursing licensing examination.

Part 3: SOC Code Review and Employment Rates

To complete part 3, please use the program dashboard to review all SOC Code IDs and definitions that the Data & Research team currently has on file for each Academic Plan within your program and answer the following prompts. The Data & Research team uses these codes to compile the most relevant county and/or state wage data for each instructional program, which is then published in BTC's program dashboard, program webpages, and program brochures.

To help facilitate searching, the program dashboard includes a searchable database of all active SOC codes provided by the Bureau of Labor Statistics (BLS) and an embedded link to O*Net Online to provide SOC code information and other occupation-specific data such as educational requirements; work activities; and other knowledge, skills, and abilities associated with a given job.

A. Do the SOC code(s) listed for your program accurately and comprehensively describe your understanding of the field(s) your students enter after leaving your program and/or earning a credential?

☒ Yes
☐ No

B. If not, please list any corrections here. Please indicate the Academic Plan, SOC Code, SOC Code Description, and if you want to add or remove the SOC code for the Academic Plan listed. Please try to include no more than five active SOC codes per Academic Plan. If you feel it is important to add more than five, please contact the Data & Research team directly (data@btc.edu)

Academic Plan	SOC Code	SOC Code Description	Add or remove SOC Code?

C. In addition to the SBCTC data that the Data & Research team uses to provide estimates of employment rates, some faculty maintain their own records of employment for students who have graduated from their program. If you would like to provide supplemental job placement data for your program, please provide it in the table below.

# of students who graduated in 2022-23	RN: 55 PN: 18
# of graduates in 2022-23 for whom you have employment data	RN: 91% PN: 100%
# of graduates in 2022-23 who were employed in field of study within 9 months of graduating	RN: 91% PN: 100%
# of graduates in 2022-23 who were employed *in any field* within 9 months of graduating.	N/A

Spring 2024 Program Effectiveness Report: IMPACT

Instructions

This report includes three parts: (1) College-Level Student Learning Outcomes (CLSLOs), (2) data analysis and reflection, and (3) future program effectiveness data input. Faculty are encouraged to collaborate with other faculty members and the dean in their area to the extent possible while completing this report.

For any questions, contact your dean, the Vice President of Instruction, or Data & Research Staff (data@btc.edu).

Part 1: College-Level Student Learning Outcomes

A. Please review your Spring 2023 Program Effectiveness Report, Part 2, CLSLO table. Have any changes been made in terms of integrating Critical Thinking into your course design and/or assessing and evaluating Critical Thinking compared to what you reported last year?

☐ Yes
☒ No

B. If you selected yes, please indicate what has changed.

C. What are 2-3 specific learning opportunities in your program or course(s) that you think facilitate Critical Thinking among your students?

- *Using programs like Geo Guesser encourage students to think critically in a visual manner in order to answer any given question. I prompt students to ask questions like: What languages are visible? What monuments are in the background? Is the weather a clue? Is the topography a hint? What are all visual makers that lead to an answer of where this video is from?*
- *The essay assignment in Career Pathways this year challenged students to think critically about the ethical ramifications of using AI in school. Students discussed if using AI was cheating, or if it is just a response to technology. One example that was discussed was the idea of the calculator: at first educators were afraid that it would stop students from being able to do math, now calculators are provided in testing centers.*

D. In what way(s) do you assess—or have you assessed—learning opportunities for Critical Thinking? Examples might include a quiz question, written paper, group project, presentation, etc.

- *Small group and one-on-one discussions, essays, presentations and worksheets.*

E. Across the 2023-24 year, how many students engaged in the learning opportunities that you identified in part C?

- *Roughly 50 students.*

F. Of those students who engaged (part E), how many students were assessed for Critical Thinking?

- *All that participated*

G. Of those students who were assessed (part F), how many students achieved the expected Critical Thinking outcomes?

- *Since Impact has the built-in benefit of one-on-one instruction, I would say the high majority of those 50 students achieved the expected critical thinking outcomes.*

H. Provide an example of Critical Thinking growth you observed in one or more of your students.

- *I recently had a student who needed to work on mean, median, range and mode (averages). He wasn't digging the textbook-provided content, so I had him compare song duration times from his two favorite bands. He found the song data online and did the math to find the specific averages needed. The critical thinking component kicked in when he realized that the median length of a Ziggy Stardust vs. Lou Reid was something like 4:34.5 minutes long. I asked him, "So, what should the final answer be?" The students said something like, "Well, when we listen to songs the track length is limited to just minutes and seconds, and not fractions of seconds. So the real world answer should be 4:35." Had this been on a test as an application question, he would have been correct on both accounts: the real-world context and on the rounding rule.*

Part 2: Data Analysis and Reflection

To complete part 2, please review the following dashboards and answer the following prompt.

- Course Success (Gen-ed, Transitional Studies, and Impact! only)
- Enrollment
- Retention
- Completion

A. In the above dashboards (or any other useful data or tools you have available to you), what stands out as being meaningful to you, and what context do you have to add?

- *I find it very encouraging that our numbers since the pandemic haven't plummeted to pre-pandemic numbers. We're occupying a success rate right in the middle. It lets me know that we are currently better than before the pandemic, and maintaining a respectable clip post-pandemic.*

Part 3: Future Program Effectiveness Data Input

A. What data, tools, or information would be most meaningful to you in future program effectiveness reflection and reporting processes? Please be as detailed and specific as possible.

- *Tracking of specific impact students as they matriculate through the college classes.*
- *Breaking up pre-college impact students vs. impact students in college programs.*
- *What percentage of impact students are getting jobs after graduation?*

Appendix J: College-Level Student Learning Outcomes Policy, List, and Assessment Plan

College Level Student Learning Outcomes (CLSLOs) Policy

POLICY College Level Student Learning Outcomes (CLSLOs)	Section 303.0 Page 1 of 1
POINT OF CONTACT *Vice President of Academic Affairs & Student Learning*	INITIAL DATE OF POLICY: 5/4/2022
RELATED POLICIES and/or PROCEDURES *103.0 Mission, Vision, and Values*	THIS PAGE WAS LAST REVISED ON:
APPLIES TO *Students and employees*	NWCCU Standard 1, Criterion C.6

Bellingham Technical College (BTC) defines College Level Student Learning Outcomes (CLSLOs) as the overarching knowledge and skills that all students should be able to demonstrate at the time of graduation. Instruction Council, in collaboration with additional key stakeholders, developed BTC's first set of CLSLOs and will revise these outcomes as needed. BTC's CLSLOs are broadly communicated to all students and employees. All areas of the BTC community guide student development in the CLSLOs in alignment with the Mission, Vision, and Values of the College.

CLSLO List

COMMUNICATION
Produce and exchange ideas and information clearly and concisely.

COLLABORATION
Work productively and professionally with others.

CRITICAL THINKING
Analyze and critique information and apply decision-making strategies to solve problems.

CULTURAL RESPONSIVENESS
Identify and convey the value of diversity and inclusiveness for the workplace and community.

CAREER READINESS
Demonstrate industry skills and standards needed for employment or further education.

2023-24 Pilot CLSLO Assessment Process - Instruction

Context

Accreditation Requirement
The Northwest Commission on Colleges & Universities (NWCCU) requires member institutions to establish and assess institutional learning outcomes—or core competencies—that are consistent with the institution's mission.

Policy
Bellingham Technical College (BTC) defines College Level Student Learning Outcomes (CLSLOs) as the overarching knowledge and skills that all students should be able to demonstrate at the time of graduation. Instruction Council, in collaboration with additional key stakeholders, developed BTC's first set of CLSLOs and will revise these outcomes as needed. BTC's CLSLOs are broadly communicated to all students and employees. All areas of the BTC community guide student development in the CLSLOs in alignment with the Mission, Vision, and Values of the College.

CLSLOs
1. Communication: Produce and exchange clear and concise ideas and information in a variety of ways
2. Collaboration: Work productively and professionally in teams
3. Critical Thinking: Analyze and critique information and apply decision-making strategies to solve problems
4. Cultural Responsiveness: Support and contribute to a diverse, inclusive, and welcoming learning environment
5. Career Readiness: Demonstrate industry partnership skills and standards for employment or further education

Key Performance Indicator (KPI) 2c
College-level SLO assessment processes are in place.

2023-24 Instruction Pilot
- The CLSLO Assessment Team (a sub-committee of Instruction Council) is developing and piloting the process within Instruction.
- The purpose of the pilot is to begin capturing/documenting student achievement across our CLSLOs.
- Through this reflective process, faculty and deans *may* (and likely will) identify meaningful changes to program/course outcomes and/or make recommendations for college-wide programs or initiatives to meet these outcomes.
- We will pick one CLSLO to focus on per year.
- We will assess CLSLO achievement using a multiple-populations approach.
    - Student self-assessments (Spring 2024 student survey)
    - General Education and Professional Technical faculty assessments of students enrolled in their courses (Spring 2024 Program Effectiveness Reports)
    - Employer assessments of graduates (Fall 2023 Advisory Committee Survey)
- We will assess CLSLO achievement using a mixed-methods approach.
    - Quantitatively: perceptions of growth (faculty) and competency (students/employers)
    - Qualitatively: stories and examples
- Any number of program experiences (coursework, co-curricular experiences, etc.) can facilitate student growth across CLSLOs; every course does not need to cover every CLSLO.

- The assessment process may inform changes to the teaching and learning process, but faculty don't need to change their instruction just to measure things.

Annual Approach/Timeline

Spring

- Identify annual CLSLO for the following academic year

Summer/Fall

- Revisit/update annual assessment approach/timeline as needed

Fall

- Assess employer perception of graduate competency via Advisory Committee Survey prompt:
    1. To what extent do you agree or disagree with the following statement based on your observations of BTC graduates at your company/organization? (response options: strongly agree, agree, neither agree nor disagree, disagree, strongly disagree)
        - BTC graduates are able to communicate (includes definition)
        - BTC graduates are able to collaborate (includes definition)
        - BTC graduates are able to think critically (includes definition)
        - BTC graduates are culturally responsive (includes definition)
        - BTC graduates are career ready (includes definition)

Fall/Winter

- Work with faculty to integrate annual CLSLO learning experiences into their classes/program experiences and assess student achievement of annual CLSLO (likely via fall and winter in-service sessions and additional Teaching & Learning Academy offerings)

Spring

- Assess faculty perception of student learning experiences and competency via Program Effectiveness Report prompts:
    1. [2024 only – will need to point to a different document moving forward] Review your Spring 2023 Program Effectiveness Report, Part 2, CLSLO table and share any changes for integrating [annual CLSLO] into your course design and/or assessing/evaluating [annual CLSLO].
    2. What are 2-3 specific learning opportunities in your program or course(s) that you think facilitate [annual CLSLO] among your students?
    3. In what way(s) do you assess (or have you assessed) those learning opportunities for [annual CLSLO]? e.g. quiz question, written paper, group project, presentation…
    4. Across [2xx-xx] year, how many students engaged in the learning opportunities that you identified in #2?
        a. Of those, how many students were assessed for [annual CLSLO]? Of those assessed, how many students achieved expected [annual CLSLO] outcomes?
        b. Provide an example of [annual CLSLO] growth you observed in one or more of your students.

- Assess student perception of their own competency via Spring Student Survey prompt:
    1. To what extent do you agree/disagree with the following statements about your learning experience at BTC? (response options: strongly agree, somewhat agree, somewhat disagree, strongly disagree)
        - I am learning to communicate effectively (includes definition)

        - I am learning to collaborate effectively (includes definition)
        - I am learning to think critically (includes definition)
        - I am learning to be culturally responsive (includes definition)
        - I am learning to be career ready (includes definition)

Summer

- Review/compile all qualitative and quantitative data into a brief summary

Ongoing

- Use data to inform work
    - Faculty and deans: course- and program-level planning
    - Instruction Council and Vice President of Instruction: division-wide planning
    - Planning & Resource Allocation Committee: resource allocation
    - College Assembly, President's Leadership Team, and Board of Trustees: institutional planning
    - Accreditation Steering Committee and Northwest Commission on Colleges & Universities: mission fulfillment assessment and reaccreditation considerations

Appendix K: College-Level Student Learning Outcomes Summary Report

College-Level Student Learning Outcomes Report

2023-24

In Winter 2022, a sub-committee of BTC's Instruction Council, in consultation with employees across campus, identified BTC's first College Level Student Learning Outcomes (CLSLOs). BTC defines CLSLOs as the overarching knowledge and skills that all students should be able to demonstrate at the time of graduation. The CLSLOs include:

1. **Communication:** To produce and exchange ideas and information clearly and concisely
2. **Collaboration:** To work productively and professionally with others
3. **Critical thinking:** To analyze and critique information and apply decision-making strategies to solve problems
4. **Cultural responsiveness:** To identify and convey the value of diversity and inclusiveness for the workplace and community
5. **Career-ready:** To demonstrate industry skills and standards needed for employment or further education

In 2022-23, a faculty-led workgroup, in partnership with Institutional Planning & Assessment, continued to work on CLSLO planning at BTC. The workgroup reviewed CLSLO assessment practices of regional peer institutions, began designing assessment processes to measure student CLSLO achievement at BTC, and worked with faculty across campus to map CLSLOs to existing program- and course-level SLOs. The workgroup selected one CLSLO of focus for the 2023-24 academic year (Critical Thinking). During the 2023-24 academic year, members of the workgroup developed an instruction-specific CLSLO assessment plan, facilitated three plenary sessions focused on assessing critical thinking as part of the Fall 2023 and Winter and Spring 2024 faculty in-services, and began collecting data on CLSLO achievement.

This report summarizes the results of the college's first year of assessing CLSLO achievement.

Report by BTC Institutional Planning and Assessment (IPA)
data@btc.edu

CLSLO Achievement Assessment Results: Student & Employer Perspectives

Two surveys (one for students and one for employers of BTC graduates) assessed achievement of all five BTC College Level Student Learning Outcomes (CLSLOs) during the 2023-24 academic year.

As part of the Spring 2024 Student Survey, respondents were given the definition of each CLSLO and asked to indicate the extent to which they thought they were learning to (1) communicate effectively, (2) collaborate effectively, (3) think critically, (4) be culturally responsive, and (5) be career-ready.

Similarly, as part of the Fall 2023 Employer Survey, respondents were given the definition of each CLSLO and asked to indicate the extent to which they, based on their observations of BTC graduates at their companies/organizations, thought that BTC graduates were able to (1) communicate, (2) collaborate, (3) think critically, (4) be culturally responsive, and (5) be career-ready.

Below are the CLSLO achievement assessment results from both the student and employer perspectives.

	% agreeing (students)	% agreeing (employers)
CLSLO 1: Communication	90%	93%
CLSLO 2: Collaboration	92%	92%
CLSLO 3: Critical Thinking	96%	90%
CLSLO 4: Cultural Responsiveness	88%	85%
CLSLO 5: Career Readiness	92%	89%
Total	92%	90%

CLSLO Achievement Assessment Details & Results: Faculty Perspective

Faculty focused on assessing student achievement of BTC's **Critical Thinking** CLSLO during the 2023-24 academic year. As part of the Spring 2024 Program Effectiveness Reporting process, faculty shared (a) Critical Thinking achievement rates (b) specific learning opportunities in their programs/courses that they thought best facilitated Critical Thinking among their students, (c) the ways they assessed learning opportunities for Critical Thinking, and (d) examples of Critical Thinking growth they observed in their students.

1. Critical Thinking Achievement Rate

Averaged across all programs providing data, **93% of BTC students achieved expected Critical Thinking outcomes** in the 2023-2024 academic year.

2. Critical Thinking Learning Opportunities

Faculty noted the following approaches to facilitating Critical Thinking among students:

- Case studies
- Class discussions
- Internships/externships/clinicals
- Metacognitive reflections
- Small group work
- Program-specific activities such as
    - using 3D parametric modeling to design and fabricate composite parts
    - creating recipes and relevant food purchase order guides
    - producing videos demonstrating critical thinking related to head and neck anatomy

- applying theoretical knowledge to identify the nature and location of faults placed in a control system or circuit
- identifying what it takes to interact respectfully and work professionally with people from diverse backgrounds
- analyzing a damaged vehicle and using a variety of pulling attachments and techniques to pull the vehicle back into alignment
- applying appropriate decision-making strategies while working with patients
- observing how the pressure of a gas changes across various conditions and then applying the concepts to mathematical gas law calculations

3. Critical Thinking Assessment Activities

Faculty mentioned the following approaches to assessing student Critical Thinking:

- Discussions
- Labs
- Papers/writing projects/essays/worksheets
- Performance evaluations
- Presentations
- Projects – individual and group
- Quizzes/exams
- Simulations/mock activities/trouble-shooting exercises

4. Critical Thinking Growth Examples

Faculty provided multiple examples of growth they observed across the year; following are a few examples.

- *Over the course of the last three quarters we have watched a student who simply could not handle the thought of proceeding with a repair without a step-by-step manual transition to a much more open-minded and confident student willing to tackle the temporarily unknown.*

- *A group of four of my students just had a short in a multi-wire circuit; it tripped the breaker, so they were instructed to "figure out the problem and fix it." They analyzed the scenario as a group and collaboratively solved the problem. This is a daily occurrence and critical thinking happens every day in the [program].*

- *…I had a student who initially struggled with grasping the complexities of [topic]. They tended to approach [program] issues in a very black-and white manner, often seeking clear-cut solutions to problems without considering the broader context. However, as the [quarter] progressed, I observed significant growth in their critical thinking skills. One particular instance stands out: we were discussing a case study involving a [topic]. Initially, the student suggested a straightforward…solution. But through class discussions, readings, and group activities, they began to consider alternative perspectives and factors contributing to the [topic]. They started asking probing questions about the underlying causes….They also explored various… strategies, weighing the pros and cons of each approach. Instead of jumping to conclusions, they demonstrated a more nuanced understanding of the situation and recognized the importance of considering multiple viewpoints. By the end of the [quarter], this student had developed into a more critical thinker in the realm of [program]. They were able to analyze [program] issues from different angles, evaluate evidence objectively, and propose well-reasoned solutions. This growth not only benefited them academically but also prepared them for real-world challenges in [topic].*

- *Initially quiet and observant in [courses], the instructor observed a significant transformation in the student's approach to learning by the time they reached [course]. The student began to actively engage in class discussions, asking insightful questions and demonstrating a hunger for deeper understanding of the material. Notably, when presented with challenging questions that delved into the intricacies of [topic], the instructor was impressed by the student's ability to provide correct answers and offer thoughtful comments to the class, showcasing a profound grasp of complex [program] concepts. The student's progression over the three quarters under the instructor's guidance, from being quiet and observant to actively participating in discussions and articulating complex concepts, reflects a development in the student's ability to think critically about the material.*

Appendix L: Sample Student Survey Summary Report

BTC New Student/GET Started Survey Summary

Fall 2023

In Fall 2023, the BTC Institutional Planning and Assessment (IPA) team collaborated with the BTC Navigation team to develop a survey for new students. The survey asked new students about their experiences coming to BTC and completing a GET Started navigation session. The survey was distributed in November by email. 71 new students responded to the survey.

Report by BTC Institutional Planning and Assessment (IPA)
data@btc.edu

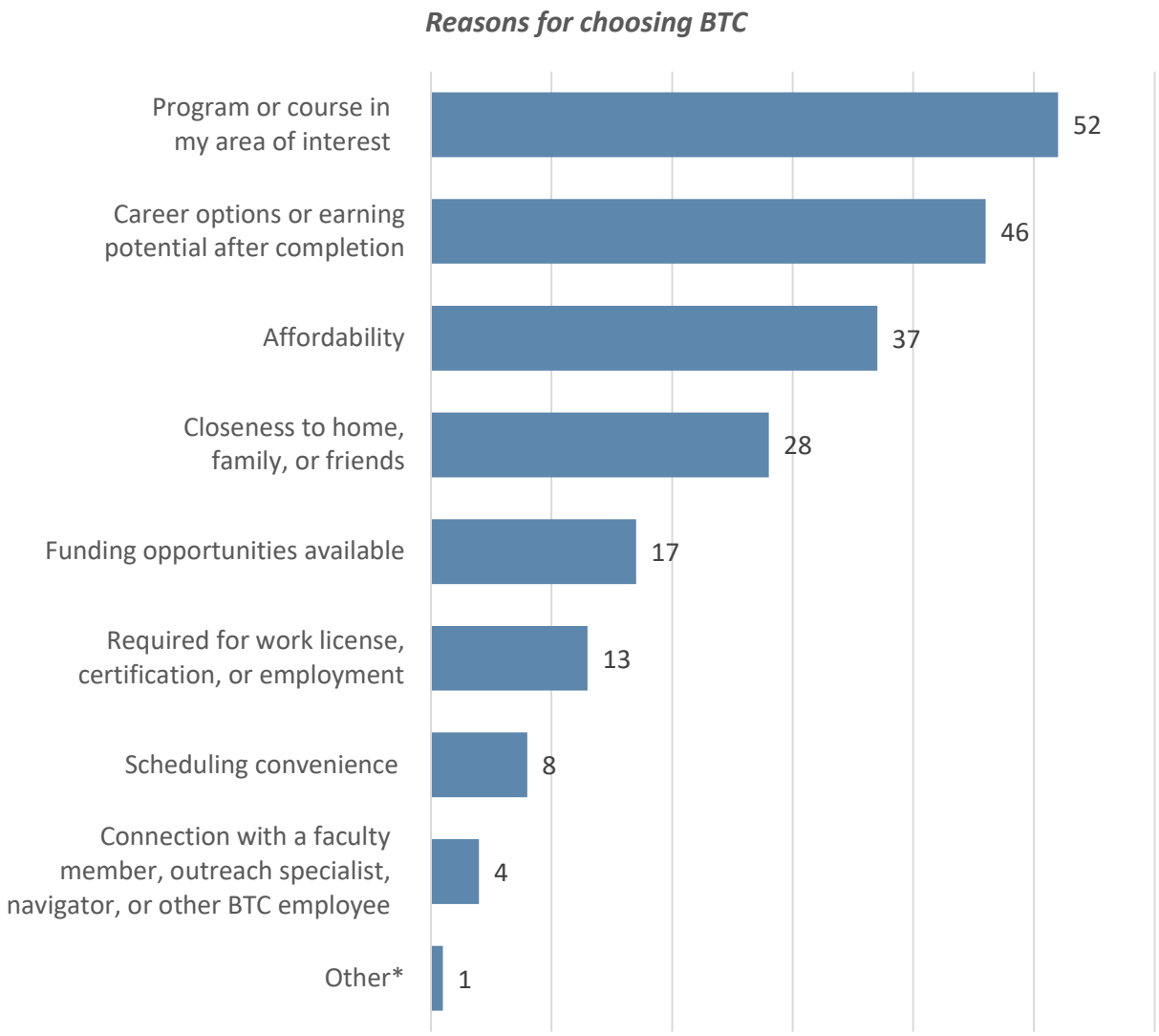
Student program areas

Which program area are you currently enrolled in at BTC?
Single selection, 71 responses

Program area	Respondents	% of total
Advanced Manufacturing	5	7%
Business Programs	3	4%
Culinary Arts	8	11%
Engineering Technology	3	4%
Industrial Technology	7	10%
Information Technology	8	11%
Nursing & Allied Health	4	6%
Other	10	14%
Transportation & Mechanical Technology	23	32%

Reason for choosing BTC

Which of the following factors went into your decision to enroll at BTC? Select all that apply.
Multiple selection, 71 respondents

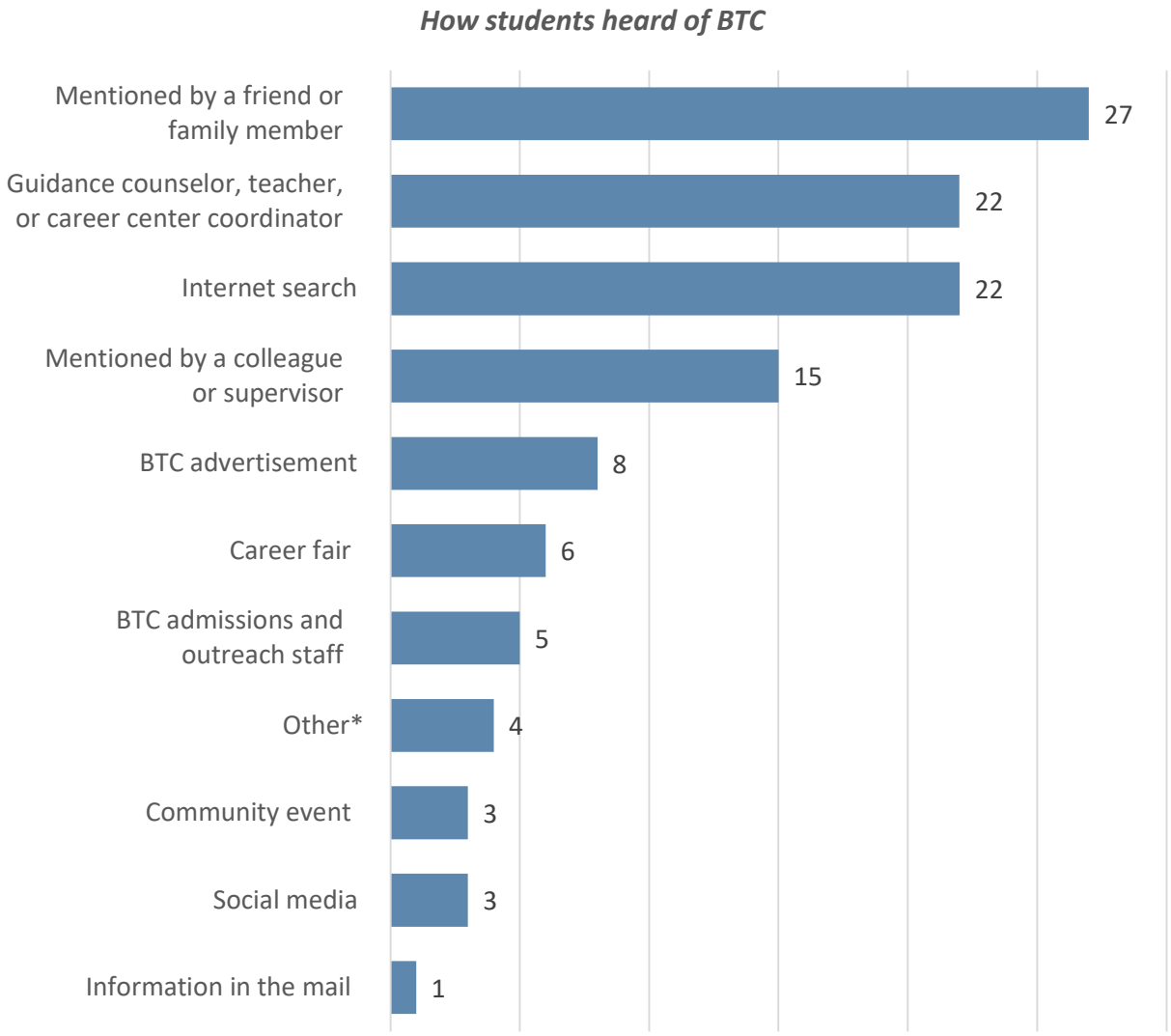


* Other response:

- My credits did not expire as soon as other schools

Hearing about BTC

How did you find out about BTC? Select all that apply.
Multiple selection, 67 respondents

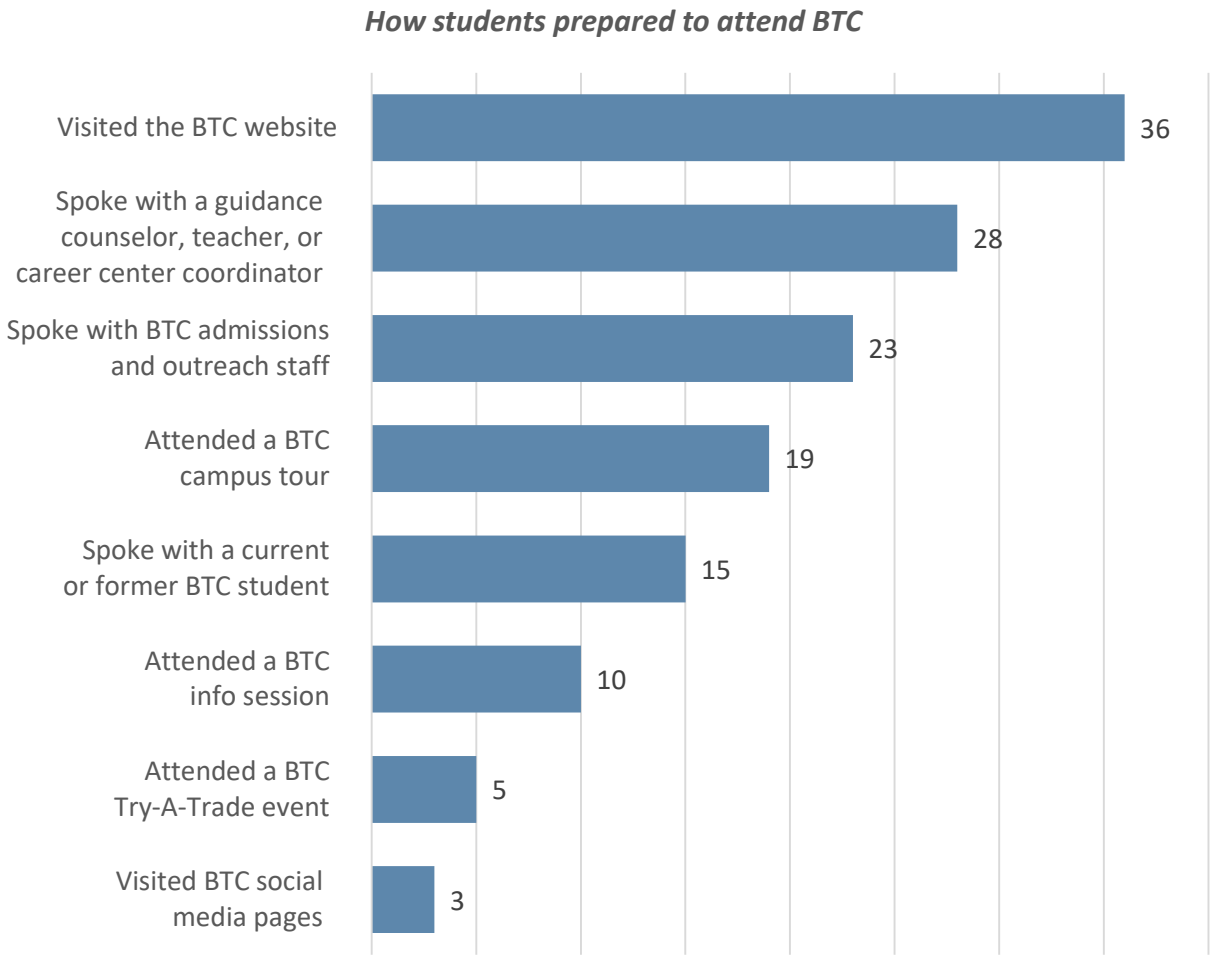


* Other responses:

- Growing up in Bham
- Lived 20 years in the area. Not sure.
- Grew up in Bellingham
- [Another local community/technical college] told me about you

Before GET Started appointment

Before your GET Started appointment, how did you prepare to attend BTC? Select all that apply.
Multiple selection, 65 respondents

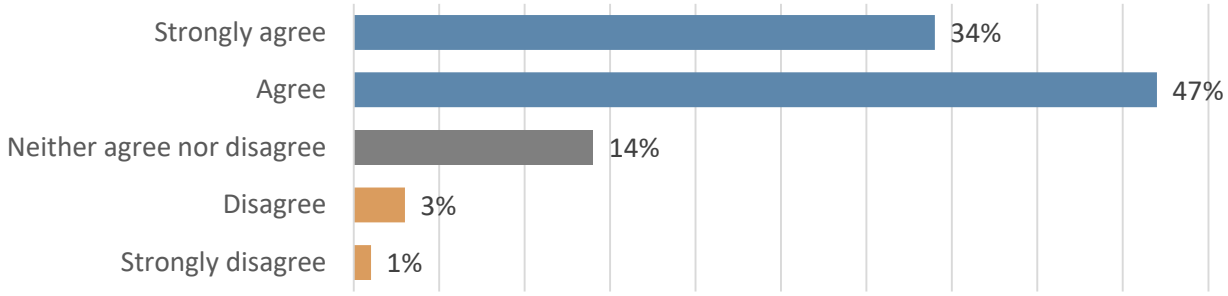


GET Started session experiences

To what extent do you agree or disagree with the following statements about your GET Started session?

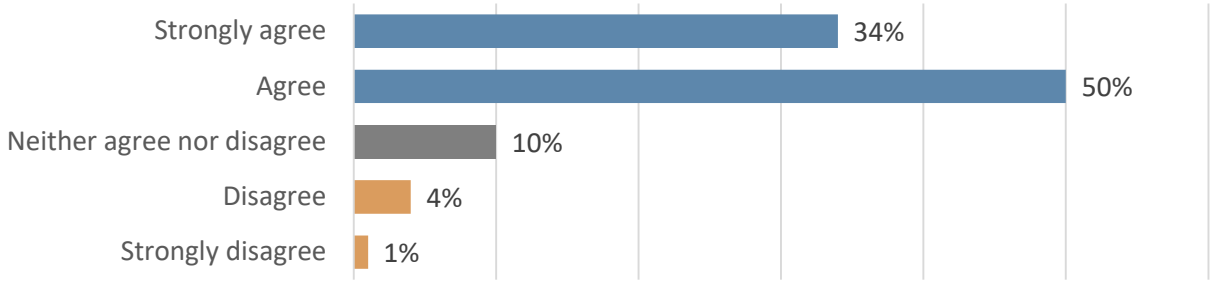
Single selection, 70 responses

My appointment was easy to schedule.



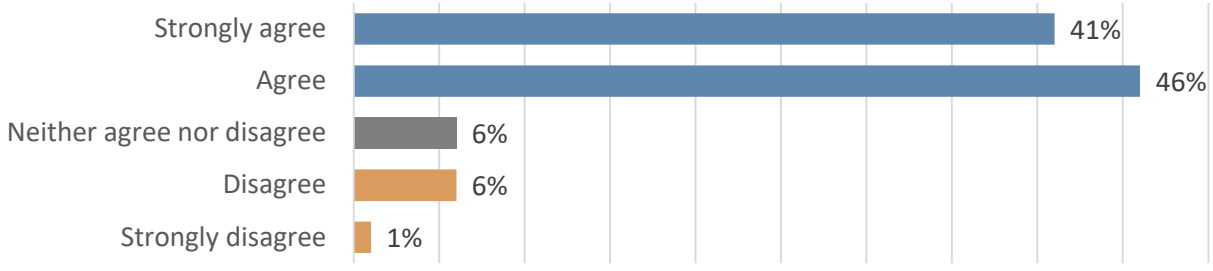
Single selection, 70 responses

My appointment helped me feel prepared to start classes.



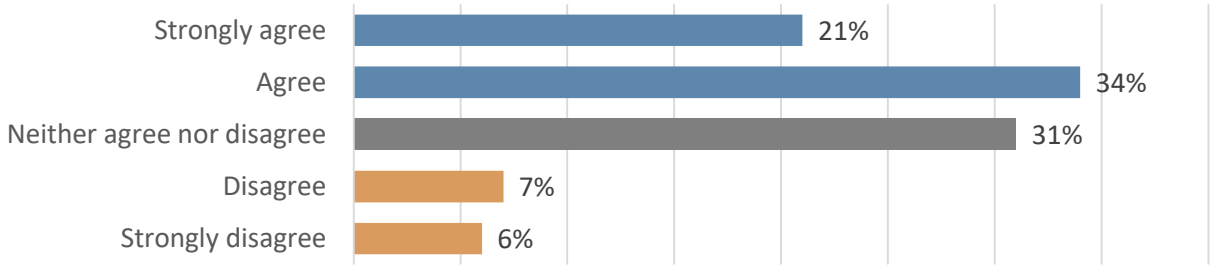
Single selection, 70 responses

During my session, my navigator provided me with enough information about my academic plan and program requirements.



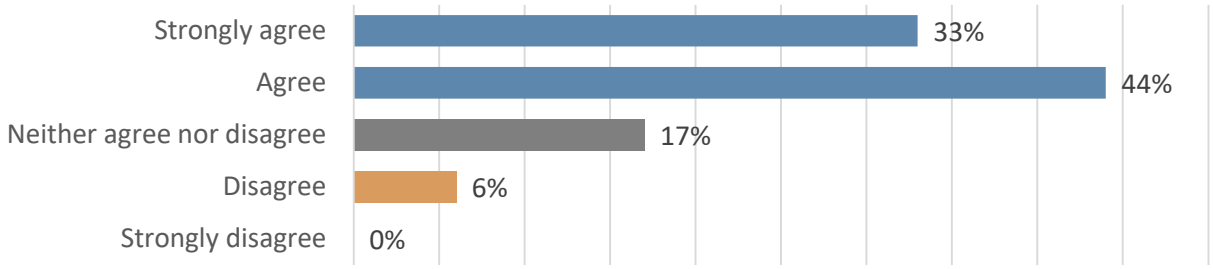
Single selection, 70 responses

During my session, my navigator provided me with enough information about my future career options.



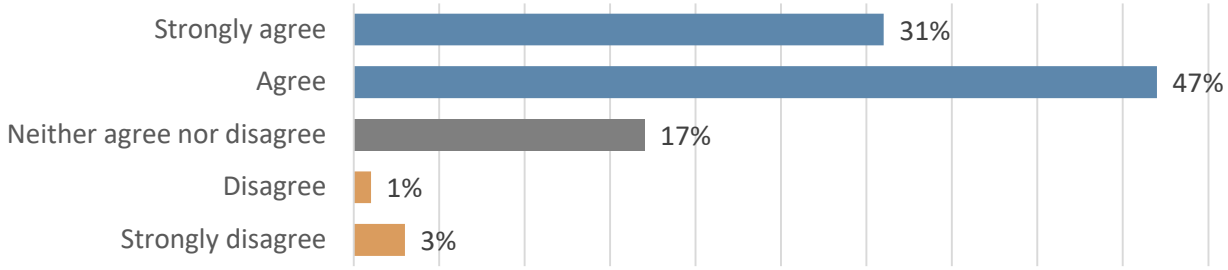
Single selection, 70 responses

During my session, my navigator provided me with enough information about scholarships, funding programs, and financial aid.



Single selection, 70 responses

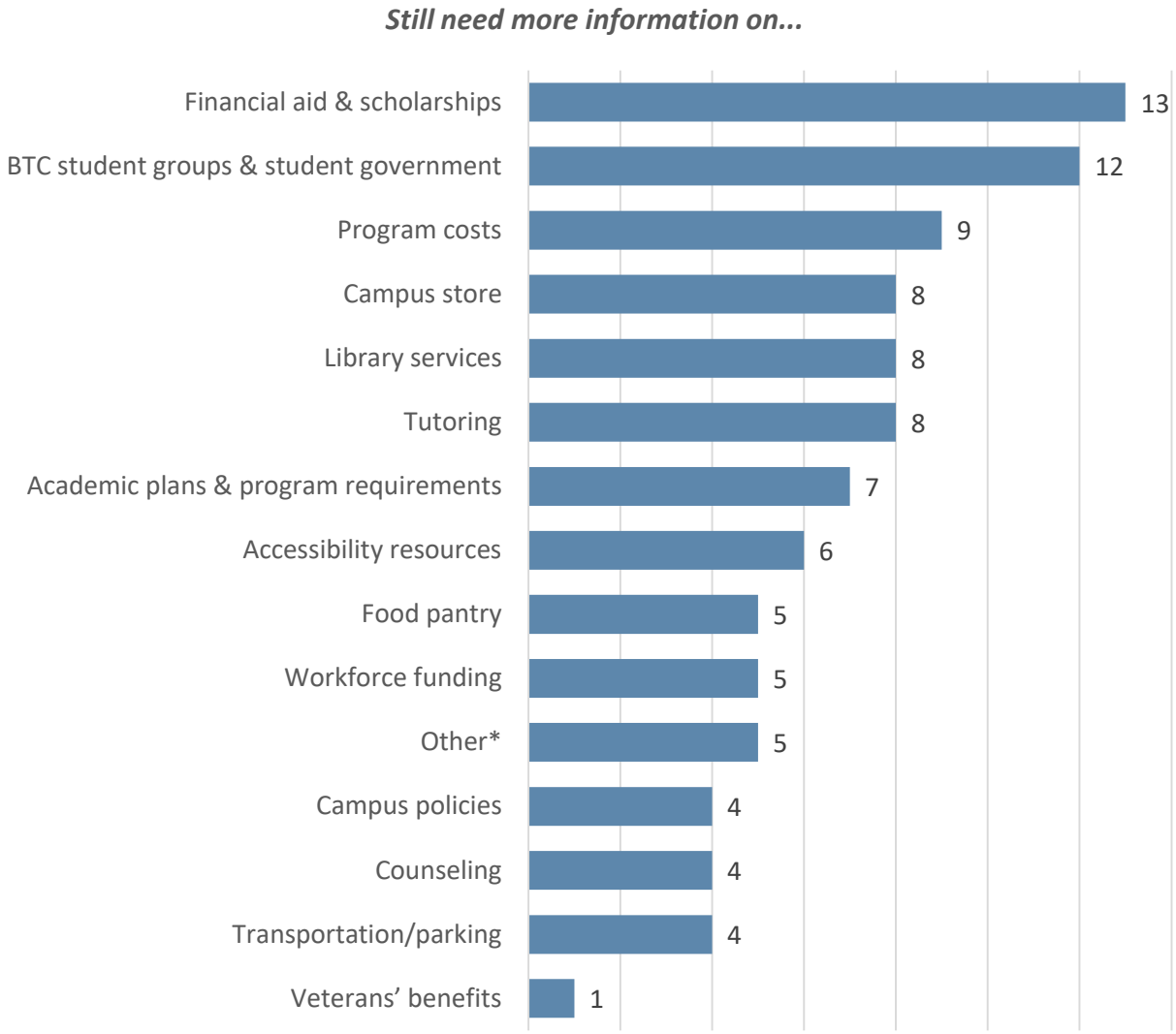
During my session, my navigator provided me with enough information about campus resources (e.g., tutoring, library services, counseling, food pantry, accessibility services).



Information needs

Are there any topics that you wish would have been covered in more detail during your GET Started appointment? If so, please select below.

Multiple selection, 40 respondents



* Other responses:

- BFET
- Referring to what I clicked, starting a sports club would be great for BTC (wrestling club)
- Career options, the info I got was good but if info can be added then the above answers would be nice. If not, the current info already in the appt takes priority.
- Tech readiness
- TRIO

GET Started feedback

Tell us more about your GET Started appointment. What parts of the appointment were helpful or unhelpful? What would have made your experience better?
Written response, 42 responses

Helpful

- Everything was nice and great I had allot of new information I didn't know about BTC which really helped.
- I was very nervous about returning to school after such a long time away. My navigator along with TRIO staff and my Trade Act coordinator at work source together made me feel very well supported. My navigator showed me how easy it is to register for classes AND another navigator came to class to walk us through it together.
- The appointment was extremely helpful. I haven't been to school is years and she helped me get set up was very kind and patient with me!
- Let me know of important dates, and walked me through the steps I needed to take. This was very helpful
- The whole appointment was pretty helpful
- Straightforward and to the point.
- Everything was helpful. Most of the information I received during the appointment I already researched online.
- Every part of the GET started appointment was helpful.
- I think it was very helpful to determine where I could go with my degree.
- I thought that all of the areas covered in the appointment were helpful.
- [My navigator] was excellent. Between my Vocational Counselor, his assistant, [my navigator] and myself we tweaked the program 3 or 4 times until it checked all the boxes for us.
- Nothing it was good!
- The high school running start info was good
- I had no real idea of what I needed to do, so it was all very helpful and comprehensive. I can't think of anything I left wondering about.
- Nothing much to say, it was all around sufficient
- The entire appointment was helpful. I have no college experience prior to this so I felt as if I was going in blind.
- My appointment was helpful by the advisor helping locate the issue I was having and help me solve them as quickly and positively as possible.
- It helped me get ready with classes. the appointment was really helpful
- The information provided to me was very helpful.

Learned about/signed up for classes

- It was helpful for me to understand what classes I needed to take.
- It got me on the right track and helped me sign up for the classes I needed
- It was helpful to lay out all of the classes I have to take by quarter on a PDF
- Helpful showing classes and what needs to be done
- Very helpful on getting enrolled in all my classes and giving me my future schedule.
- It was fun. I was able to learn and understand how to navigate the ctc site to add classes to my schedule.
- My appointment was incredibly helpful. I felt like I got a good understanding of what was required of me to get my degree.

Other

- Scholarship program should be mentioned early.
- The part where they got me signed up for financial aid
- Had I been treated better by staff from the beginning.
- Explaining where everything is and what I can access as resources.
- They informed me on different financial aid plans and different resources to reach out to counselors.

Needed more help

- More information about the different Advanced Manufacturing courses available would have been nice. But other than that it was super informative and helpful about everything.
- Too many unanswered questions
- Wasn't told that the library building would be shut down and moved. This displaced my current classes to new designated buildings.
- I was originally provided with another students academic plan, I was provided incorrect dates for winter quarter, I was only briefly explained to the process of what I need to take and when I need to start making my next steps such as studying for the TEAS and when I will be applying to my program. We went over a lot of what to enroll in and when and how I was planning to pay and work while schooling and I appreciated their feedback in that aspect. We did not go over how to actually sign up for classes, or cost, and only briefly the actually program timeline, and we did not discuss really any level of tech readiness. I am not tech savvy and am a non traditional student and I fumbled through figuring out how to take my online classes on my own through direct communication with the professors.
- If I could have got help with getting into my classes it was really hard for me and I needed one on one help.

Polite staff

- I enjoyed how cordial and polite everyone was, I don't know if my experience could have been much better.
- Person was very nice
- I got a broad overview, including the buildings on campus and what they're for, the situation with campus center, available services, what diesel can be applied to, other program options that would fit my interests, and they were really nice and patient with me

Too much information

- I wish it could've been broken into more than one appointment. I started suffering from information overload halfway through and a lot of what was explained didn't really sink in or make sense.
- Overall the appointment was very helpful during my enrollment process, however, it did feel a little rushed. I think a more relaxed approach to the GET started appointments - with potentially more allotted time per student - could benefit a lot of students.

Learned about program requirements

- Just having someone there to clear up what requirements I had already completed and still needed to do was very helpful!
- The most helpful part of the GET started appointment was when we discussed my College in the Highschool courses. I learned I didn't have to take a math class after contacting [another local community/technical college].

Pre-GET Started feedback

What types of support would have been useful before your GET Started appointment (e.g., assistance with applying, selecting a program, completing placement)?
Written response, 35 responses

Nothing/not sure

- Not much, I felt supported.
- Nothing.
- Nothing that I can think of.
- Not sure
- None
- Nothing.
- I had excellent support
- That I'm not sure. I just reached out to admissions and they helped answer my questions about how to get started and what was needed, but I already had the plan of what I wanted to do before I found BTC.
- Nothing
- Nothing
- I was good, felt prepared
- Had everything I needed.
- Nothing that I can think of.
- None
- The steps to getting set up were quick and easy i don't think there was anything to change.

General information

- The assistances for sure.
- Just info regarding steps
- I think the hardest part was trying to figure out what books, technology, and other resources were required for each class. It was difficult to find the page where it said the required resources and where to find each resource.
- I would go in campus and go to their counseling office
- I think a walkthrough on how the GET started appointment would have been very helpful. I didn't quite know what to expect at first.
- I believe there is already a checklist for items to be addressed and or thought about before the Get Started appointment but personally having that check lists supported me through the process.
- A weekly email asking about how registering is going and preparations.
- Possibly weekly emails about upcoming dates and check ins

Other

- Email support
- Completion and a more personal review of my pre-reqs.
- The website is confusing and intimidating, and I wish someone had told me that I could get an appointment with someone to help guide me through the steps necessary to be properly enrolled in classes.
- Knowing about the tutoring center

Financial aid and costs

- Financial aid
- More information on FAFSA and how it might affect full time schedule when it comes to financial stuff.
- Understanding what other costs I'd need in terms of supplies transportation and areas to potentially live at.

Placement

- Completing placement.
- Completing placement
- Completing placement tests

Maps

- A printed campus map.
- Checking for accommodation needs during application and providing links to paperwork so that people don't have to search for it, and knowing that there was a giant student parking lot on the north end so I didn't have to park in the south end spots (where the road sign points, there isn't one for the north, adding one on the west right turn in would be fantastic) and worry about getting ticketed or towed

Appendix M: Unit-Level Planning Presentation and Template

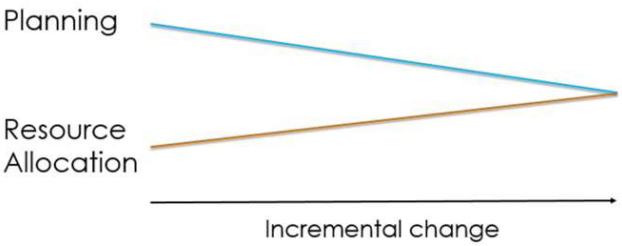
Unit-Level Planning Presentation

BTC Unit Planning Pilot

Unit Lead Orientation Sessions
April 2024

BTC's Strategic Plan Structure

BTC provides student-centered, high-quality professional technical education for today's needs and tomorrow's opportunities.



Key Performance Indicator (KPI) 9a:

Campus-wide unit-level planning and assessment processes are in place.

Draft Planning & Resource Allocation Model

Annual Process:

1. Identify campus-wide strategic priorities
2. Develop unit-level work plans
3. Allocate resources
4. Implement
5. Assess and evaluate
6. Report

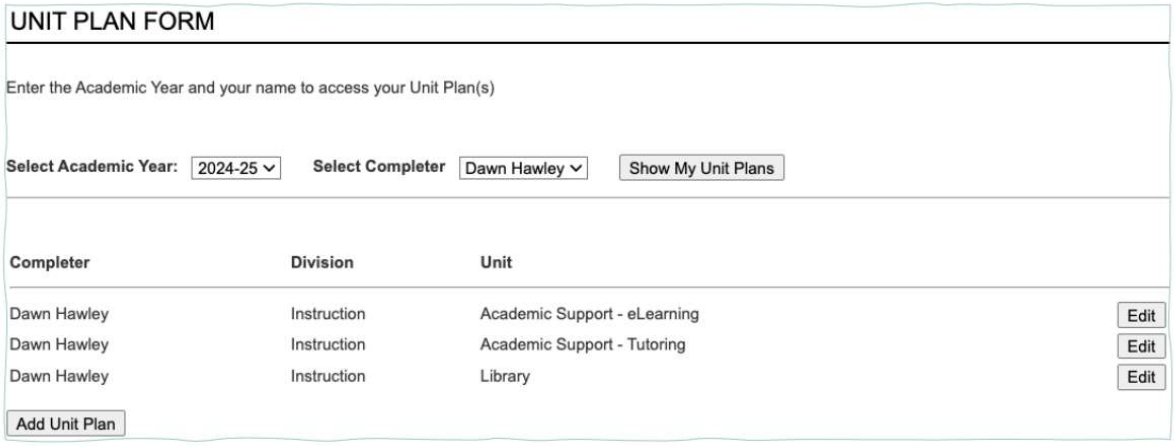
Unit Planning Process Values

- Keep it simple
- Embed
- Ensure voice/appropriate representation
- Make it useful/meaningful
- Design with flexibility for units to make it their own AND change/evolve over time

What is a unit?

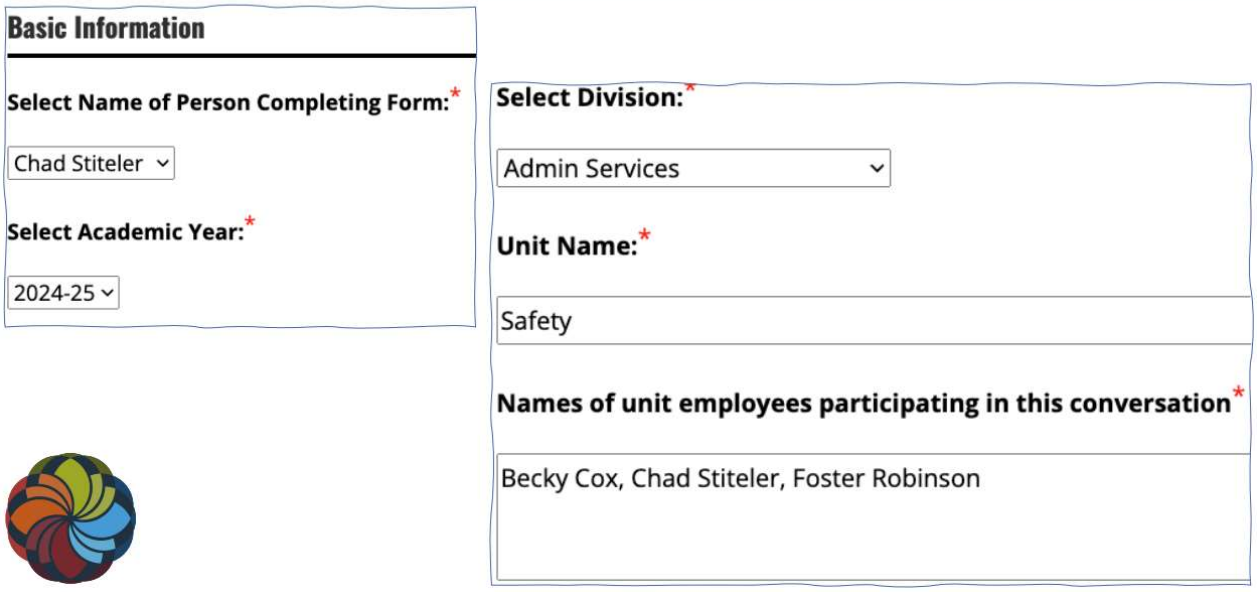
	Division (applicable to all)	**Area (applicable to some)**	**Unit (applicable to all)**
Draft definition	Major area	Closely related functions	Discreet function
Example #1	Administrative Services	Facilities	Utility & Grounds
Example #2	Instruction	Advanced Manufacturing	Machining
Example #3	President's Office	N/A	Communications & Marketing
Example #4	Student Services	Outreach & Navigation	Outreach

Unit Planning Form (find it online!)



btc.edu/unitplan

Unit Planning Form (find it online!)



Unit Planning Form (find it online!)

Unit Planning

1. Select 1-3 primary BTC Strategic Goal(s) that your unit most strongly supports:

- [x] Establish systems and support for employee success and professional development
- [x] Cultivate an environment that supports student and e… engagement, satisfaction and sense of belo…
- [x] Unify the campus community thr… communication

2. What 1-3 aspects of your unit's work most strongly support these goals?
You can resize the text boxes by dragging on the lower right corner

Teaching & Learning:
The library offers a range of services and resources that support learning and teaching including personalized options such as Book-a-Librarian, 24/7 Chat Reference, customized library guides, drop-in research support, and information literacy instruction. The library actively removes barriers to student access and learning through quarterly technology camps, drop-in technology assistance, and research guidance in-person and online. The library strives to ensure that students have the information that they need to be successful.

Innovation & Responsiveness:
Over the last year, library staff and services have been disrupted and relocated to multiple temporary spaces due to the structural issues with Campus Center. Despite the various significant challenges this has caused the department, we have continued to try to find ways to meet our mission: "to provide responsive, high-quality services and resources that meet the information, technology, and academic support needs for learning and teaching." We have been continuously assessing key needs and doing our best to meet them through the creative use of the space and resources available to us (including intermittent access to our collections).

Campus Community & Culture:
In order to maintain a welcoming and safe environment, the library staff has participated in a transformative DEI training series on anti-racism in libraries through the Washington State Library, and we continue to apply the learning from that experience to all aspects of our work, from collection development to student interactions. To make the best of our current temporary spaces, the staff has been researching how to be a successful tiny library, in part by visiting small libraries in our area. We are experimenting with different service processes and with strategies to make library collections more visible and available in a small space that cannot physically hold them.

Unit Planning Form (find it online!)

3. What are the 1-3 most important improvements your unit would like to make to better support these goals and how do you plan to accomplish these improvements?

Continued faculty/staff collaboration for collection development and information literacy.

Professional development opportunities to ens… respond effectively and creatively to the needs…

To secure sufficient student and staff spaces, t… pursue and achieve our mission.

4. What support, if any, might your unit need to implement this plan?*

1. We will work with Marketing and other areas to develop an outreach and communication plan.
2. We will continue to seek out affordable campus and other professional development opportunities and pursue funding options through grants, the Foundation and other resources as needed.
3. We will continue to work with Facilities, CISS & Leadership to identify and pursue the resources we need to create a fully functioning college Library and Information Commons in our temporary spaces.

Process

1. About two weeks before your unit planning conversation, let the folks in your unit know that it's coming up and encourage them to think about how your unit's work most contributes to BTC's Strategic Plan.
2. Meet with your unit, pose the questions included on the unit planning form, and document your conversation.
3. Enter your responses on and submit your unit planning form.

Unit-Level Planning Template

This form is designed to be easily completed by a college work unit (such as the Business Office, Enrollment Services, or the Library) to help support planning efforts and identify resource needs across campus.

Review BTC's strategic plan (https://www.btc.edu/AboutBTC/ReportsandPolicies/InstitutionalEffectiveness.html) and the purpose of this unit conversation/process as a group before you begin.

This is a secure web page. Your personal information will be encrypted to protect it during transmission.

*** Fields are Required**

Basic Information

Select Name of Person Completing Form:*

Select Academic Year:*

2024-25

Select Division:*

Unit Name:*

Names of unit employees participating in this conversation*

Unit Planning

1. Select 1-3 primary BTC Strategic Goal(s) that your unit most strongly supports:

Theme: Teaching & Learning

- ☐ Support student learning and development through quality instruction
- ☐ Provide clear and effective pathways for students
- ☐ Identify and address barriers to student access and learning
- ☐ Establish systems and support for employee success and professional development

Theme: Career Preparation & Achievement

- [ ] Support prospective, current and returning students in identifying and achieving their educational and career goals
- [ ] Maintain and develop external partnerships designed to help students succeed

Theme: Innovation & Responsiveness

- [ ] Prioritize continuous improvement through assessment, development, and alignment of current practices and alignment of practices and resources
- [ ] Keep pace with industry and workforce needs and emerging trends

Theme: Campus Community & Culture

- [ ] Cultivate an environment that supports student and employee engagement, satisfaction and sense of belonging
- [ ] Strengthen college commitment to accessibility, diversity, equity, and inclusion
- [ ] Unify the campus community through collaboration and open communication
- [ ] Maintain a welcoming and safe environment

2. What 1-3 aspects of your unit's work most strongly support these goals? You can resize the text boxes by dragging on the lower right corner

*

3. What are the 1-3 most important improvements your unit would like to make to better support these goals and how do you plan to accomplish these improvements?

*

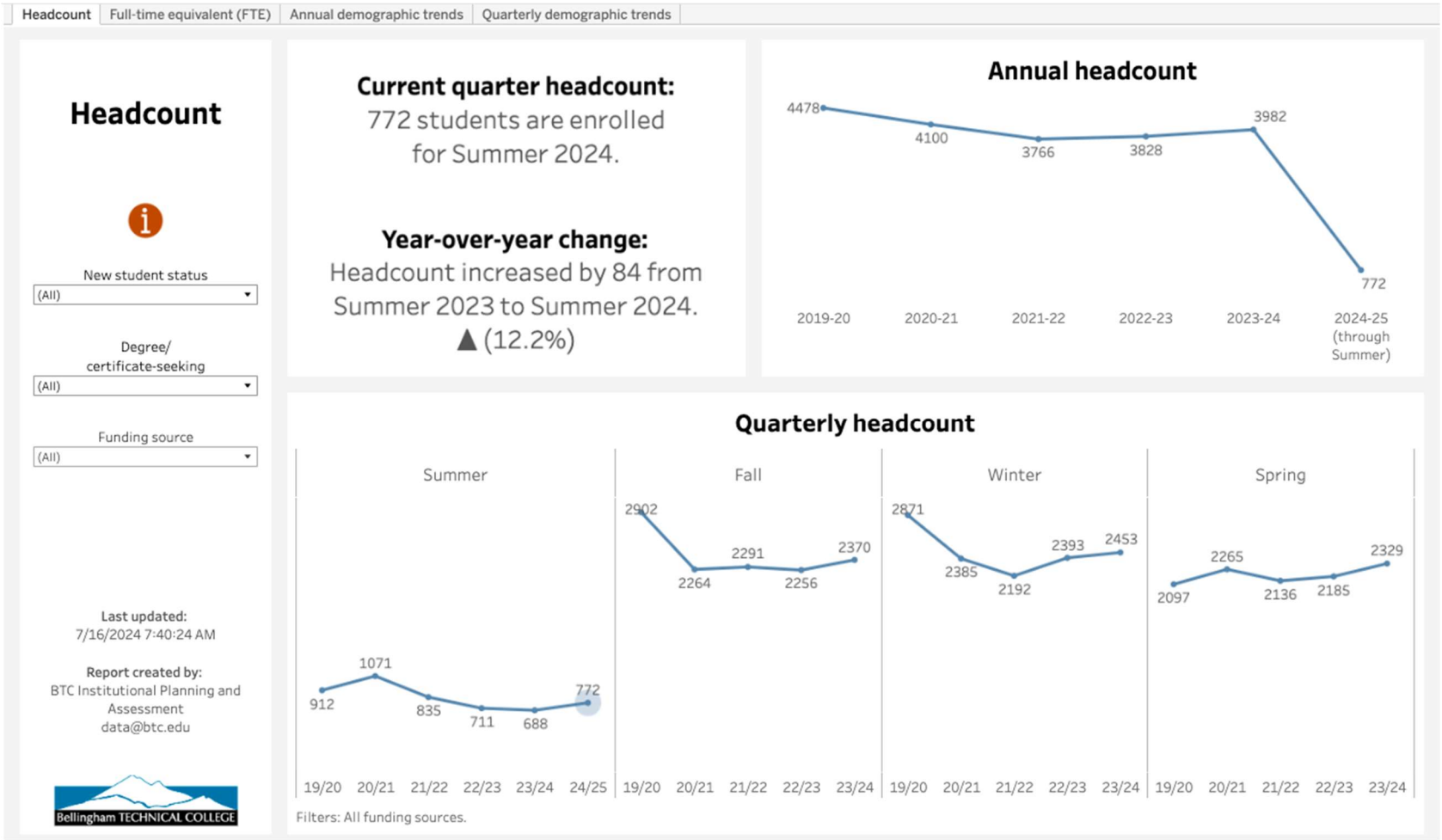
4. What support, if any, might your unit need to implement this plan?*

Click the "Save" button below to save your unit plan.

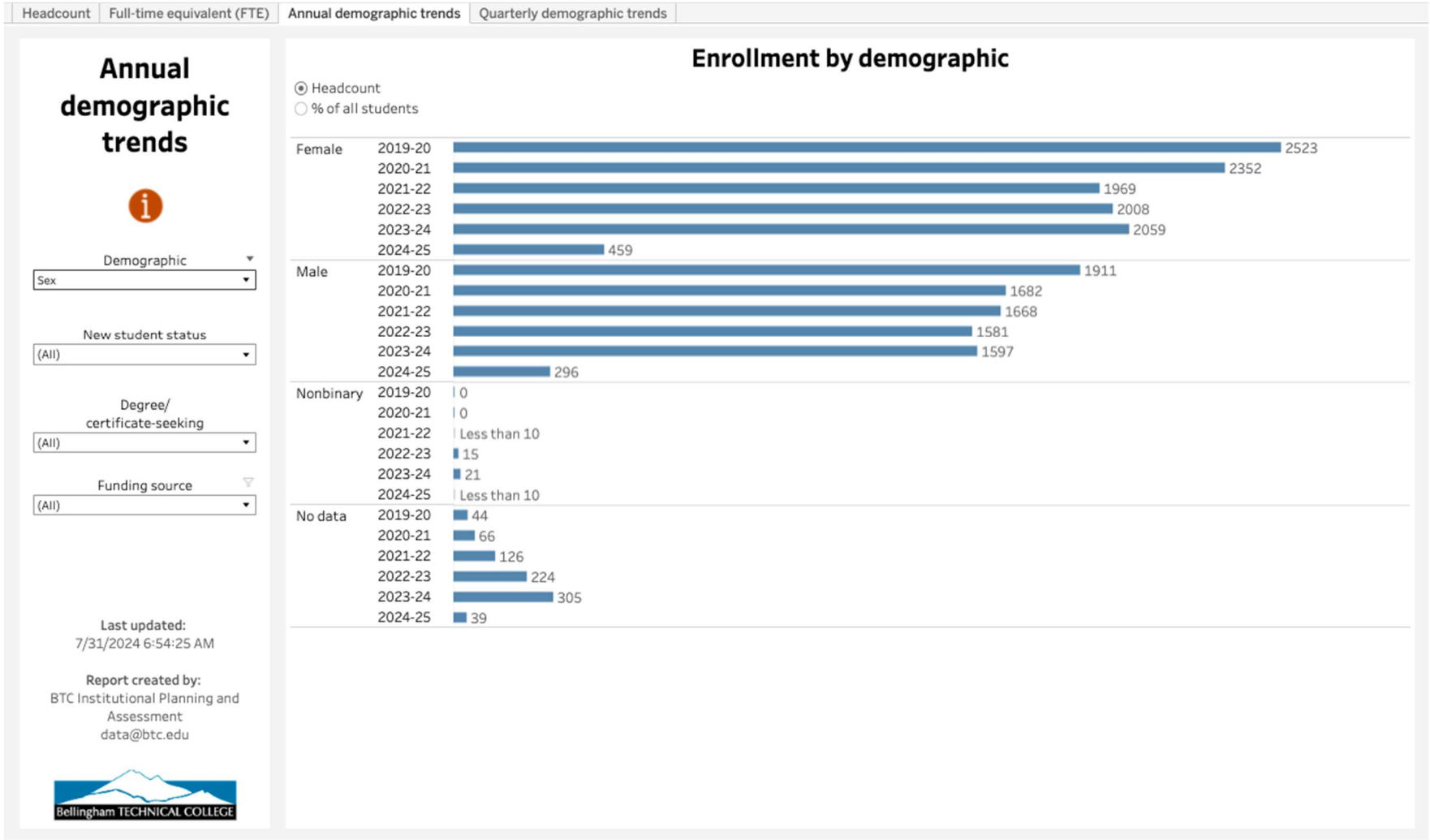
Save Unit Plan

Appendix N: BTC Data Dashboard Samples

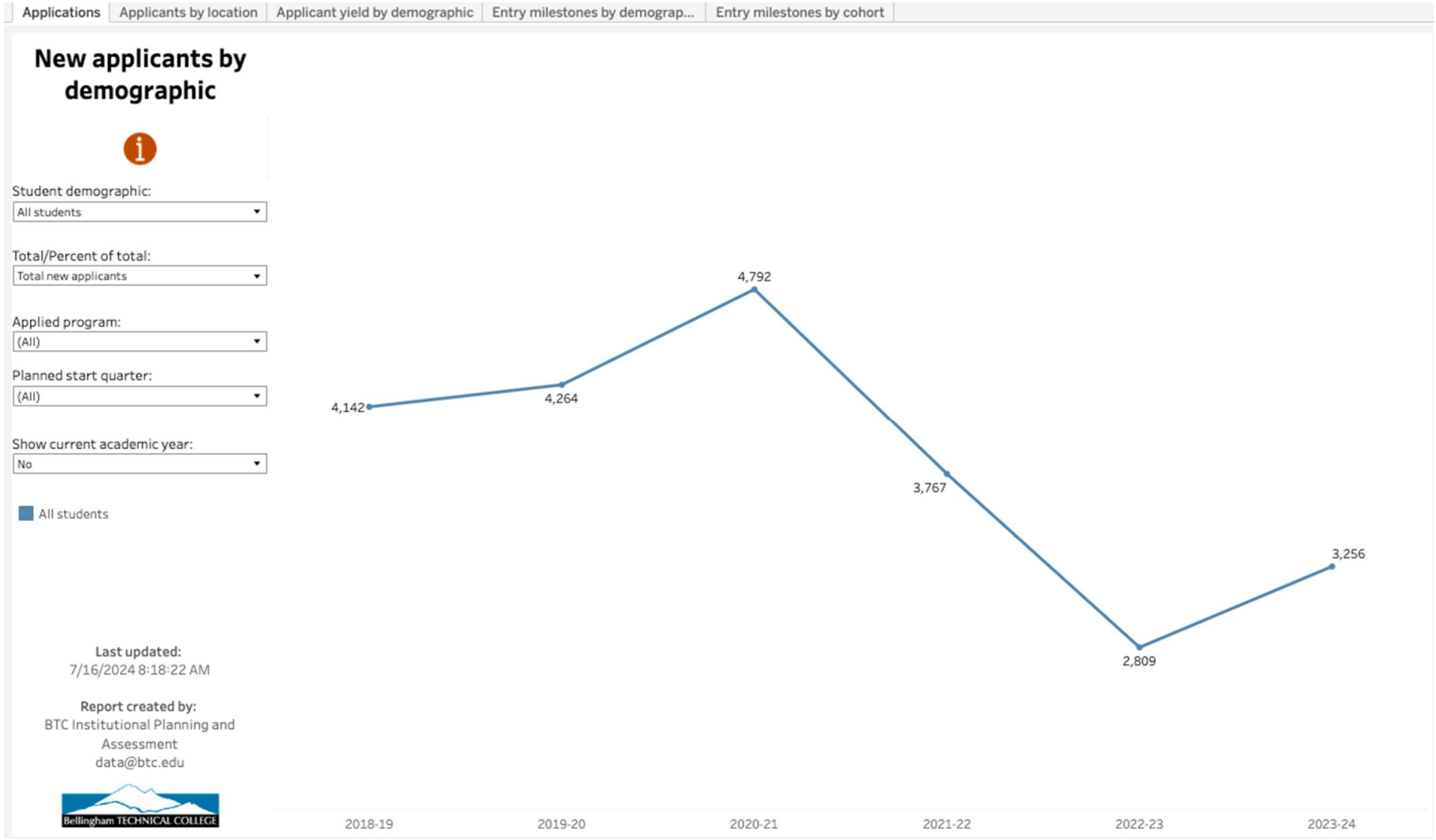
Enrollment dashboard (headcount tab)



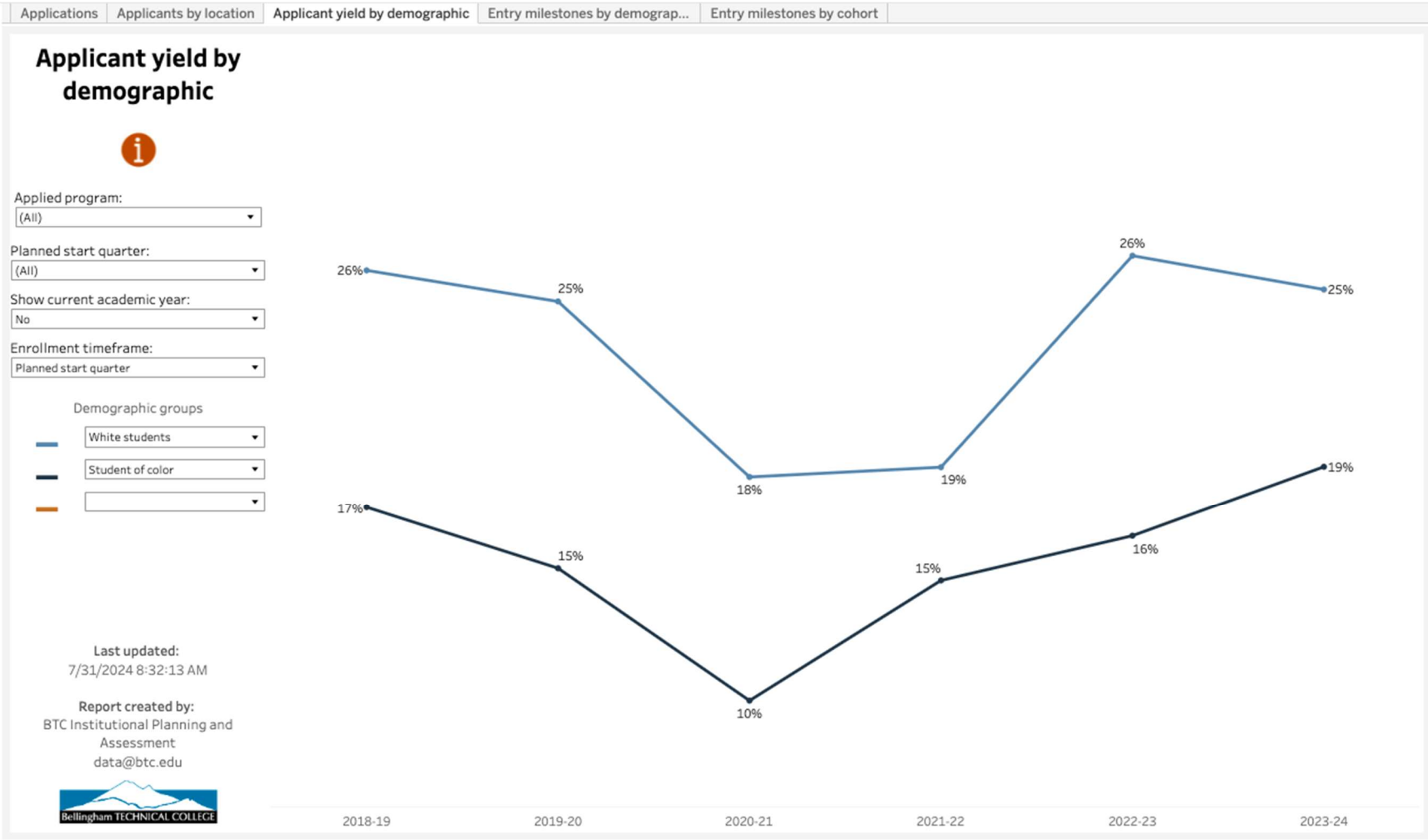
Enrollment dashboard (annual demographic trends tab)



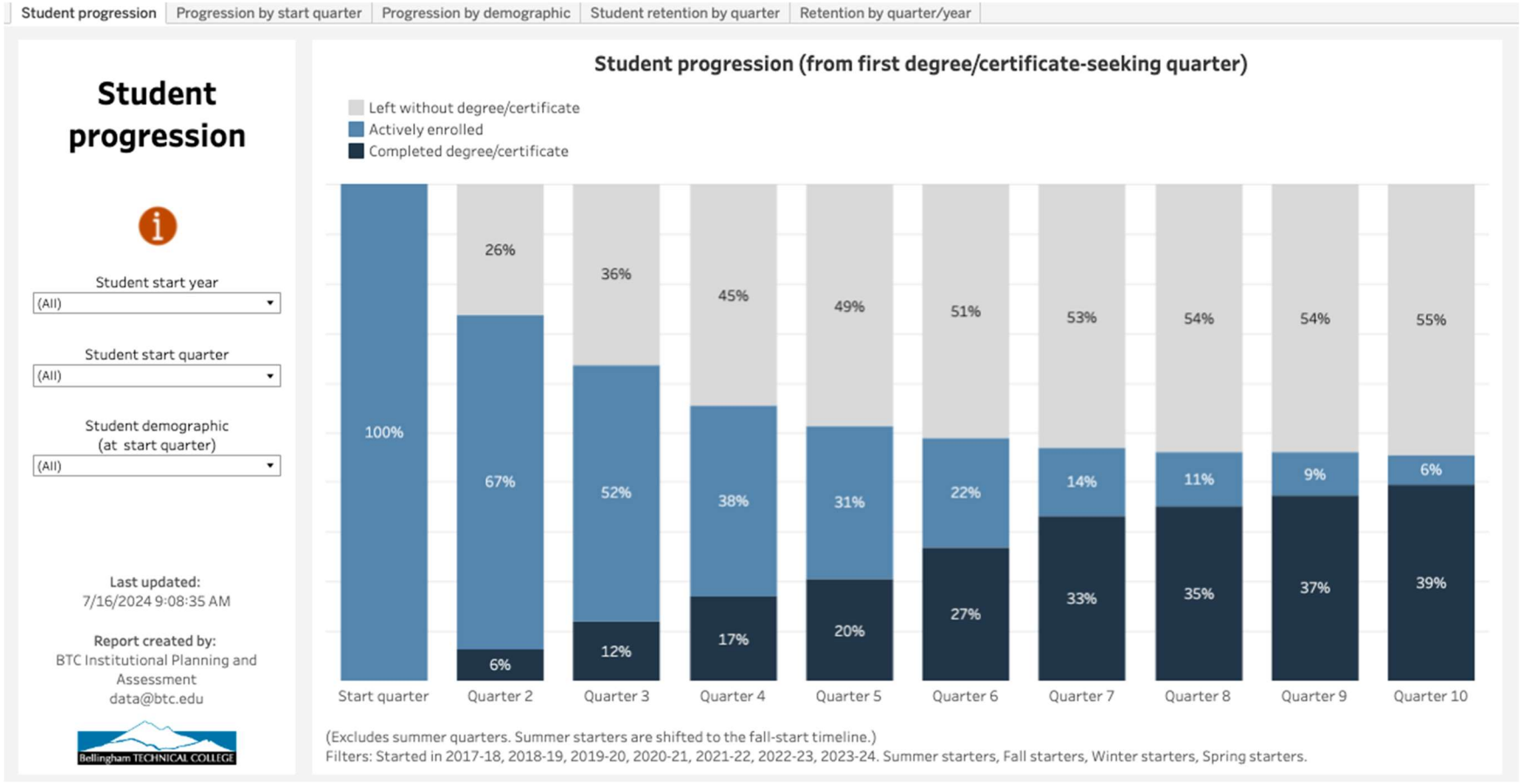
Applicant milestones dashboard (new applicants tab)



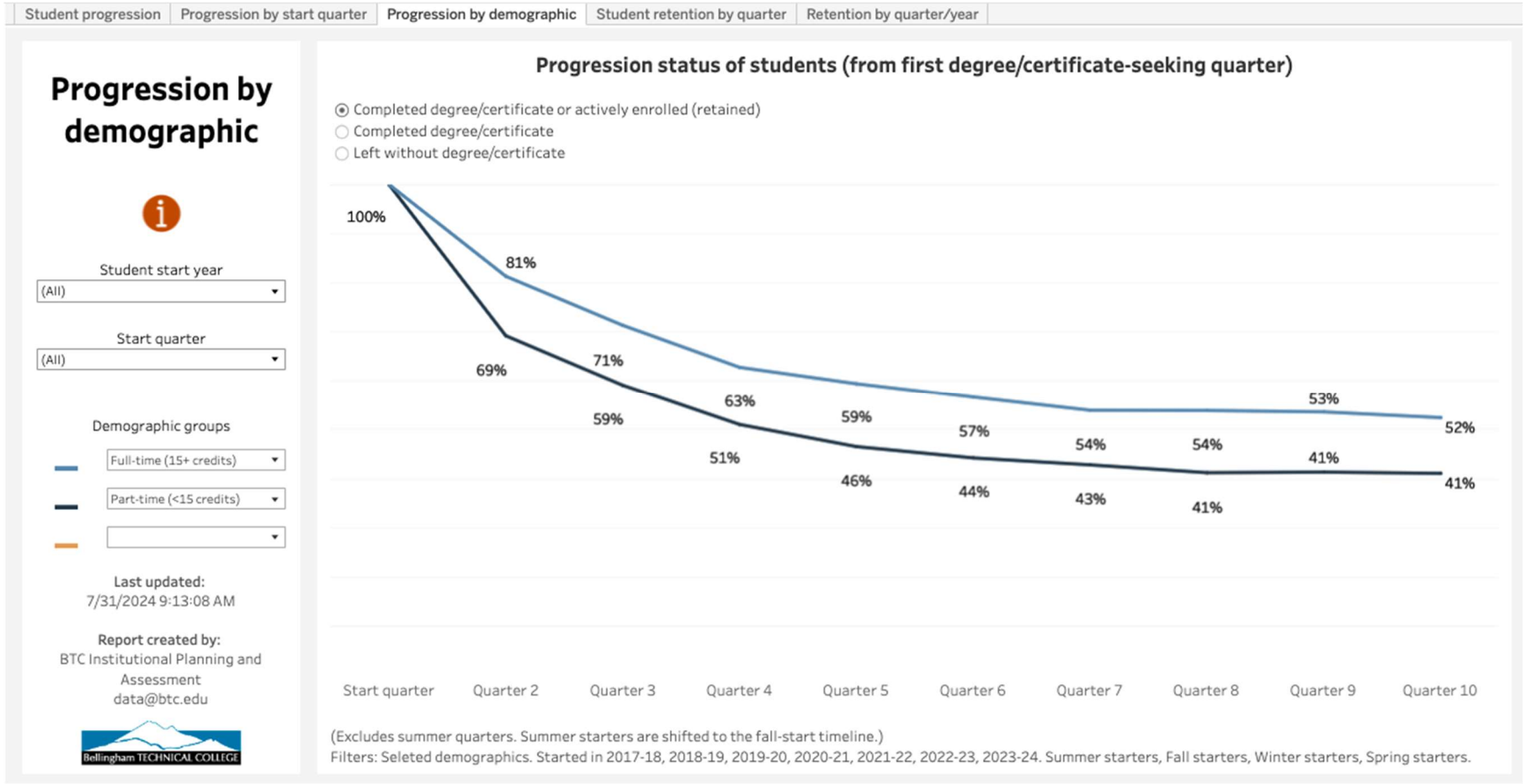
Applicant milestones dashboard (applicant yield tab)



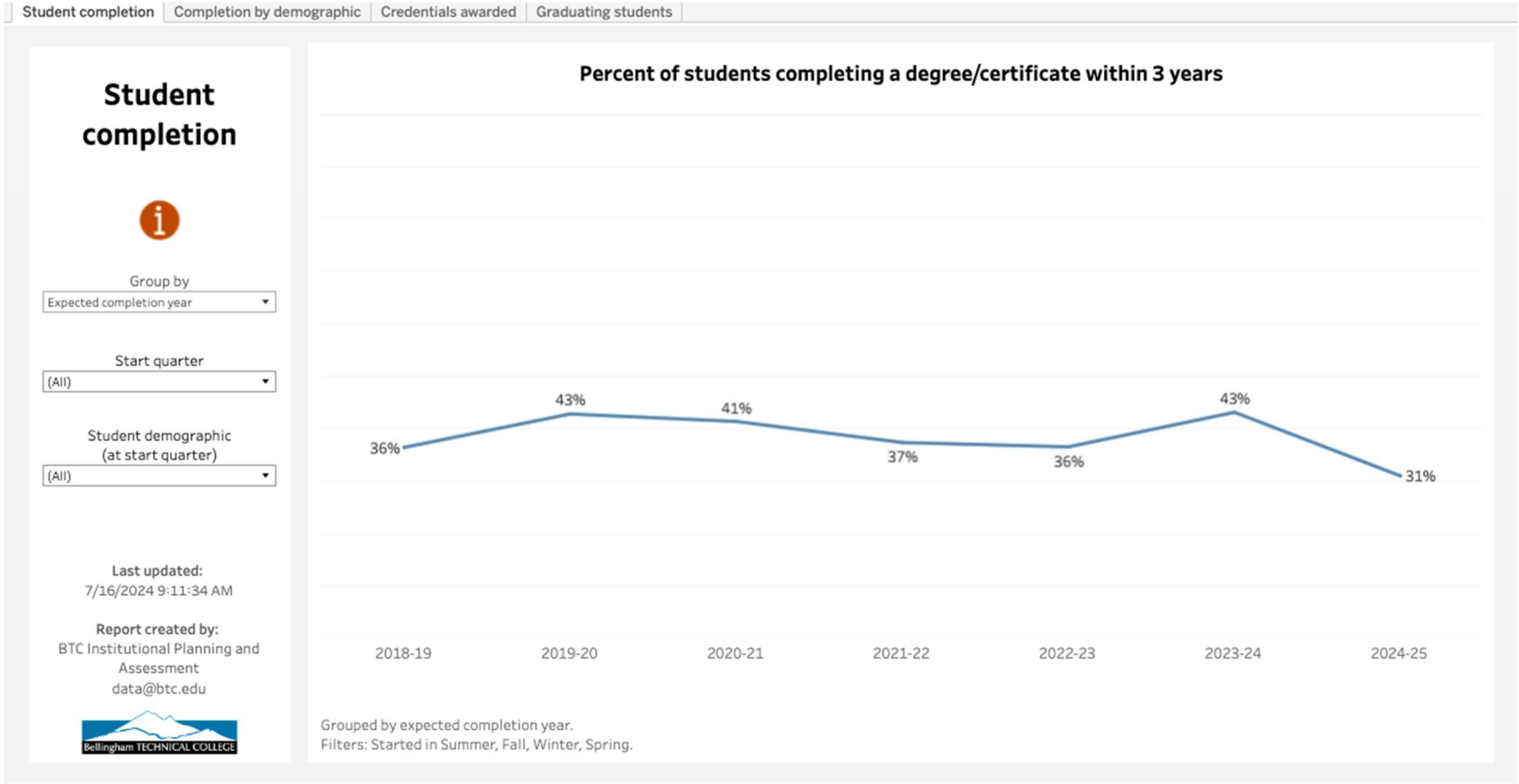
Retention dashboard (student progression tab)



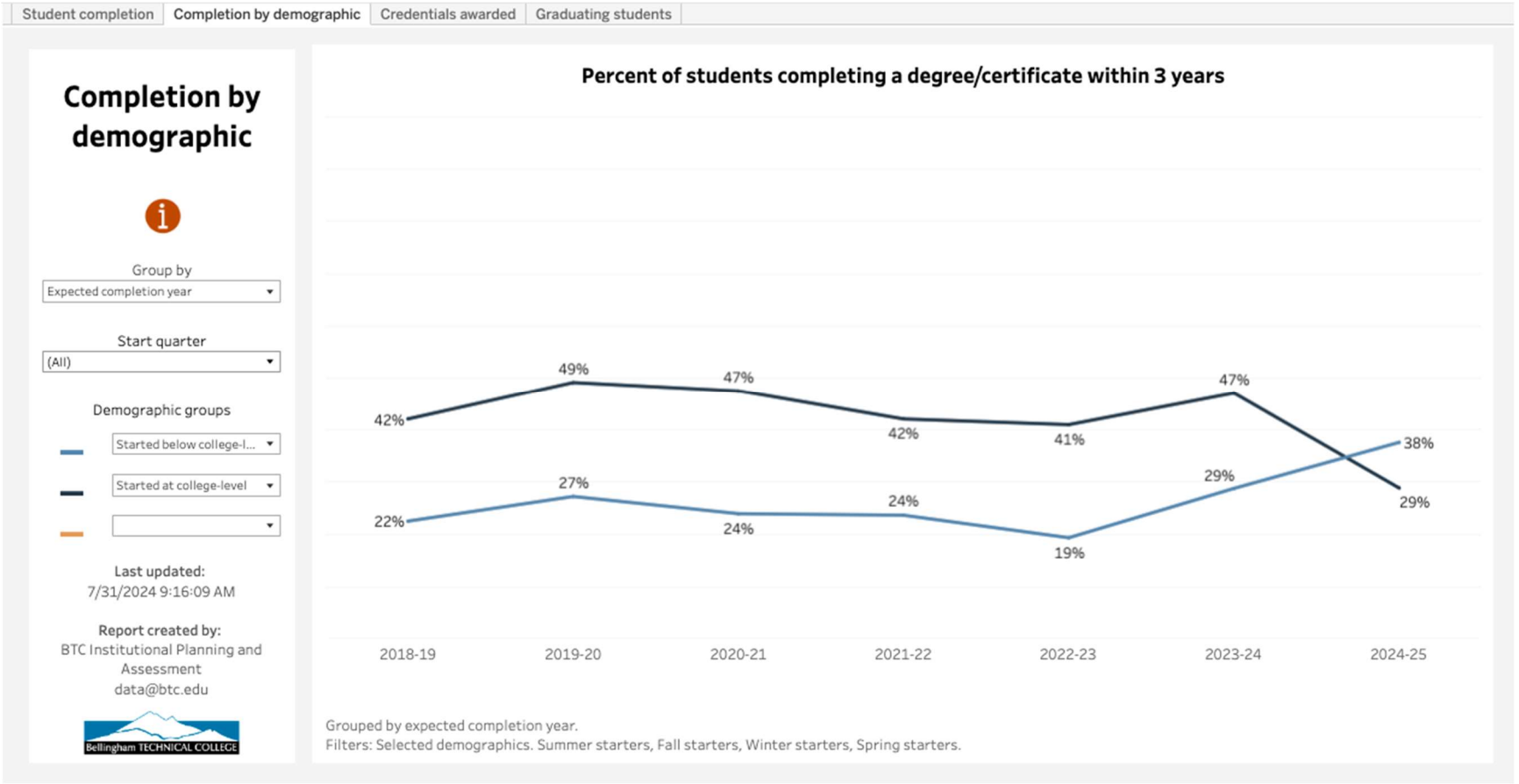
Retention dashboard (progression by demographic tab)



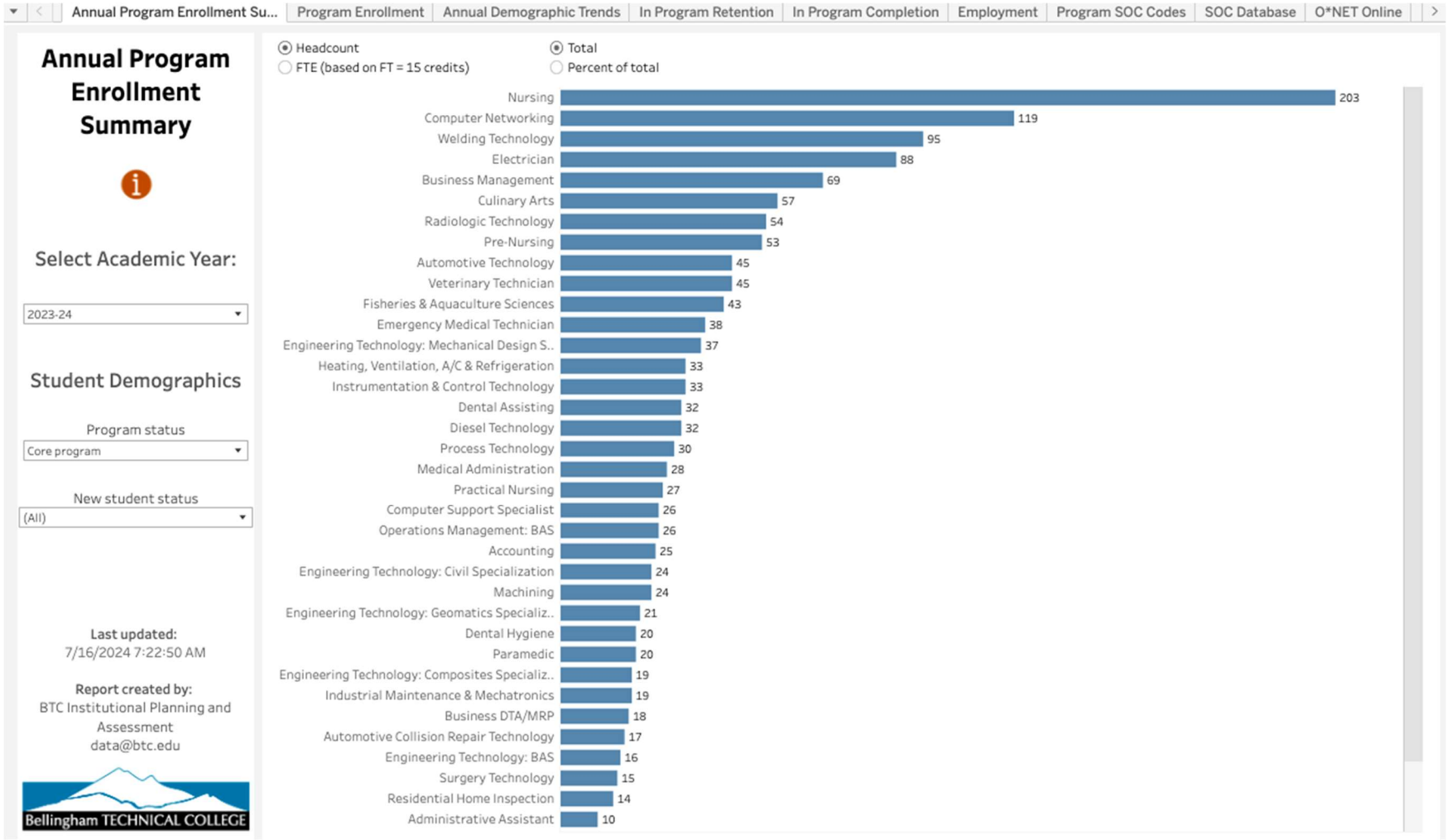
Completion dashboard (student completion tab)



Completion dashboard (completion by demographic tab)



Program-specific dashboard (program enrollment tab)



Program-specific dashboard (annual demographic trends tab)