Bellingham TECHNICAL COLLEGE

Year Seven Comprehensive Self-Evaluation Report
Prepared for the Northwest Commission on Colleges and Universities

Bellingham Technical College
September 1, 2014

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INSTITUTIONAL OVERVIEW

Bellingham Technical College (BTC) is one of 34 colleges that are part of the Washington State Community and Technical College system. BTC is a state-funded, two-year college with educational programs in professional technical education, direct transfer with a workforce focus, basic education for adults, and continuing education.

History
BTC began during World War II as an "industrial school" that was part of the Bellingham School District (BSD). After the war, the demand for a local skills center grew and, in 1957, Bellingham Vocational Technical Institute was established on the present site with a limited number of technical courses.

Legislation passed in 1991 that transferred the governance of Bellingham Vocational Technical Institute to the State Board for Community and Technical Colleges and to a local Board of Trustees. In September 1991, Bellingham Vocational Technical Institute was renamed Bellingham Technical College and joined the State two-year post-secondary system. Throughout this process and today, the college continues to maintain a strong commitment to its original role and mission.

Location and Physical Structure

The college is located in the Puget Sound region of Washington State near Bellingham Bay, in a suburban/rural area 100 miles north of Seattle and 25 miles south of the Canada-US border. BTC is located in a district of 2,210 square miles with a population of over 200,000. The majority of its students are local, but students across Washington and other states either commute or move to the area to enroll.

The college is situated on 33.5 acres of land. The main campus is comprised of 17 buildings. BTC has two primary off-site instructional locations—the Perry Center for Fisheries and Aquaculture Sciences and the Technology Development Center—as well as one off-site storage building.

Professional Technical Education
BTC provides a rich array of degree and certificate professional technical programs in eight areas:

Business and Computer Technology
Culinary Arts
Engineering and Advanced Manufacturing
Fisheries and Aquaculture Sciences
Health and Education
Industrial Technology
Sustainable Technology
Transportation and Mechanical Technology

Student Profile
During the 2013-14 academic year, the college served an average of 2,781 students per quarter, and 2,037 full-time equivalent student enrollments (FTEs). The college experienced annual enrollment growth from 2005-06 through 2010-11, with actual FTE substantially above the state-funded level. Since that time, BTC—like other campuses across the region and nation—has experienced annual enrollment decreases.

The educational program mix at BTC is 75% workforce, 15% general education, and 10% pre-college. Over half (55%) of BTC students attend part-time, 26% work while attending school, and 18% have children. Almost half (48%) of degree-seeking students receive financial aid. The average age of the BTC student is 32 and the student

population is half female (50%) and half male (50%). Based on those who report race/ethnicity, 23% of the population is comprised of students of color (according to US Census data, this is higher than the service district average of 19%). Approximately 82% of BTC students are employed within nine months of graduation.

Human and Financial Resources
BTC has a total of 191 regular and 28 temporary faculty and staff, and hires approximately 100 adjunct faculty members per quarter. The composition of the 191 regular employees include 8 administrators, 40 exempt staff, 61 faculty and 82 classified. The 28 temporary staff include nine faculty and 19 staff members.

Accreditation History
In 1993, the college applied for accreditation candidacy with the Northwest Association of Schools and of Colleges and Universities, Commission on Colleges and Universities, and was granted accreditation effective September 1, 1999. That accreditation was reaffirmed most recently by the Northwest Commission on Colleges and Universities in February 2012 on the basis of the Fall 2011 Regular Interim Evaluation Report.

The Accreditation Steering Committee, consisting of faculty, staff, administrators, students, and Board of Trustees members, was formed in fall 2010 to organize college efforts related to the preparation of the self-study reports and evaluative site visit, and the Committee has been meeting on a regular basis since that time. While students have participated in the process, the college has struggled to sustain student representation. BTC plans to focus on maintaining stable student involvement in the next accreditation cycle. RaeLyn Axlund McBride, Director of Institutional Research and Planning, is the current Accreditation Liaison Officer and Accreditation Steering Committee Chair.

NORTHWEST COMMISSION ON COLLEGES AND UNIVERSITIES

BASIC INSTITUTIONAL DATA FORM

Information and data provided in the institutional self-evaluation are usually for the academic and fiscal year preceding the year of the evaluation committee visit. The purpose of this form is to provide Commissioners and evaluators with current data for the year of the visit. After the self-evaluation report has been finalized, complete this form to ensure the information is current for the time of the evaluation committee visit. Please provide a completed copy of this form with each copy of the self-evaluation report sent to the Commission office and to each evaluator.

Institution: <u>Bellingham Technical College</u>

Address: <u>3028 Lindbergh Ave</u>

City, State, ZIP: <u>Bellingham, WA 98225</u>

Degree Levels Offered: ☐ Doctorate ☐ Masters ☐ Baccalaureate ☒ Associate ☐ Other

 If part of a multi-institution system, name of system: _____

Type of Institution: ☐Comprehensive ☐Specialized ☐ Health-centered ☐Religious-based ☐ Native/Tribal

☒Other (specify) <u>Two-Year Technical</u>

Institutional control: ☒ Public ☐ City ☐ County ☐ State ☐ Federal ☐ Tribal

☐ Private/Independent (☐ Non-profit ☐ For Profit)

Institutional calendar: ☒ Quarter ☐ Semester ☐ Trimester ☐ 4-1-4 ☐ Continuous Term ☐ Other (specify) _____

Specialized/Programmatic accreditation: List program or school, degree level(s) and date of last accreditation by an agency recognized by the United States Department of Education.

Program or School	Degree Level(s)	Recognized Agency	Date
Veterinary Technician	Associate	American Veterinary Medical Association	11/5/2012
Surgery Technology	Associate	Accreditation Review Council On Education in Surgical Technology and Surgical Assisting	1/29/2013
Nursing Assistant	Certificate	Department of Social & Health Services WA State	10/1/2013
Nursing	Associate	Department of Health Nursing Care Quality Assurance Commission – WA State	6/5/2013
Dental Assisting	Associate	Commission on Dental Accreditation – American Dental Association	3/10/2014
Dental Hygiene	Associate	Commission on Dental Accreditation – American Dental Association	6/7/2012
Culinary Arts	Associate	Accrediting Commission of the American Culinary Federation Foundation.	11/1/2009

Revised February 2011

Full-Time Equivalent (FTE) Enrollment (Formula used to compute FTE: <u>Full Time Headcount + [Part-Time</u> <u>Headcount * 0.335737])</u>

Official Fall <u>2013</u> (most recent year) FTE Student Enrollments

Classification	Current Year Dates: 2013	One Year Prior Dates: 2012	Two Years Prior Dates: 2011
Undergraduate	1,492	1533	1641
Graduate			
Professional			
Unclassified	318	395	533
Total all levels	1810	1928	2175

Full-Time <u>Unduplicated</u> Headcount Enrollment. (Count students enrolled in credit courses only.)

Official Fall <u>2013</u> (most recent year) Student Headcount Enrollments

Classification	Current Year Dates: 2013	One Year Prior Dates: 2012	Two Years Prior Dates: 2011
Undergraduate	1,959	1995	2194
Graduate			
Professional			
Unclassified	890	938	1312
Total all levels	2849	2933	3506

Numbers of Full-Time and Part-Time <u>Instructional and Research Faculty & Staff</u> and Numbers of Full-Time (only) <u>Instructional and Research Faculty & Staff</u> by Highest Degree Earned.
Include only professional personnel who are primarily assigned to instruction or research.

Total Number   Number of <u>Full Time</u> (only) Faculty and Staff by Highest Degree Earned

Rank	Full Time	Part Time	Less than Associate	Associate	Bachelor	Masters	Specialist	Doctorate
Professor								
Associate Professor								
Assistant Professor								
Instructor	55	6	10	4	18	26		3
Lecturer and Teaching Assistant								
Research Staff and Research Assistant								
*Undesignated Rank		95						

Adjunct PT Faculty – not tracked

<u>Mean Salaries and Mean Years of Service of Full-Time Instructional and Research Faculty and Staff</u>. Include only full-time personnel with professional status who are primarily assigned to instruction or research.

Rank	Mean Salary	Mean Years of Service
Professor		
Associate Professor		
Assistant Professor		
Instructor	62406	10

Lecturer and Teaching Assistant		
Research Staff and Research Assistant		
Undesignated Rank		

For Financial Information, Please see Appendix E: BTC Annual Financial Reports

Domestic Off-Campus Degree Programs and Academic Credit Sites: Report information for off-campus sites <u>within the United States</u> where degree programs and academic coursework is offered. (Add additional pages if necessary.)

Degree Programs – list the <u>names</u> of degree programs that can be completed at the site.
Academic Credit Courses – report the <u>total number</u> of academic credit courses offered at the site.
Student Headcount – report the <u>total number (unduplicated headcount)</u> of students currently enrolled in programs at the site.
Faculty Headcount – report the <u>total number (unduplicated headcount)</u> of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT OFFERED AT OFF-CAMPUS SITES WITHIN THE UNITED STATES

Location of Site: Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
Technology Development Center 1000 F Street, Bellingham, WA, 98225	Electro Mechanical Technology	Lab only	24	1
Perry Center 1600 C Street, Bellingham, WA, 98225	Fisheries and Aquaculture Sciences	111	50	2
Everett Community College 2000 Tower Street, Everett, WA, 98201	Radiologic Technology	119	25	1

Programs and Academic Courses Offered at Sites Outside the United States. Report information for <u>sites outside the United States</u> where degree programs and academic credit courses are offered, including study abroad programs and educational operations on military bases. (Add additional pages if necessary.)

Degree Programs – list the <u>names</u> of degree programs that can be completed at the site.
Academic Credit Courses – report the <u>total number</u> of academic credit courses offered at the site.
Student Headcount – report the <u>total number (unduplicated headcount)</u> of students currently enrolled in programs at the site.
Faculty Headcount – report the <u>total number (unduplicated headcount)</u> of faculty (full-time and part-time) teaching at the site.

PROGRAMS AND ACADEMIC CREDIT COURSES OFFERED AT SITES OUTSIDE THE UNITED STATES

Location of Site Name City, State, ZIP	Degree Programs	Academic Credit Courses	Student Headcount	Faculty Headcount
None				

PREFACE

BRIEF UPDATE ON INSTITUTIONAL CHANGES SINCE THE LAST REPORT

Many changes have occurred since the last interim report in 2009, including budget cuts, the hiring of a new president and vice presidents, internal reorganizations, program changes and new campus initiatives.

Budgetary and Enrollment Impacts
The college has experienced a fluctuating enrollment pattern over the past few years. While enrollments increased dramatically from 2006-07 through 2010-11, the college is currently experiencing enrollment decreases (a total of 16.5% from 2010-11 to present). For the 2013-14 academic year, BTC was 4% above the college's state enrollment target. At the same time, BTC has experienced substantial decreases (nearly 40%) in state operating base funding allocations. These funding cuts have spurred the college to institute cost-saving measures such as not filling positions, restructuring and streamlining departments for greater efficiency, eliminating low-enrollment courses and programs, and utilizing reserves for strategic one-time expenses to help offset state allocation cuts. Student tuition rate increases have helped to mitigate the overall impact of the state funding reductions. BTC has also focused on developing alternate funding sources, including increasing competitive grant applications; increasing student tuition, as approved by the state legislature; implementing student fees for consumables and other costs; and strategically leveraging revenue from contract, self-support, and enterprise program activities.

Strategic Planning
BTC's Strategic Plan drives institutional operations, defines the college's priority initiatives, and directs decision-making, goal achievement, and resource allocation. Over the past six years, the college has moved from seven to five strategic goals, developed a set of Strategic Key Performance Indicators, and changed the Strategic Plan to be more dynamic, re-assessing and revising it on an annual basis. Since 2007, between one and three strategic goals have been elevated to "priority status" each year, allowing BTC to better focus resources on and achieve progress toward prioritized goals. The current 2013-18 Strategic Plan was approved by BTC's Board of Trustees in summer 2013 and implemented in fall 2013.

In order to develop a longer-term, strategic approach to enrollment management, the college developed a Strategic Enrollment Plan (SEP) for the first time during the 2012-13 academic year, closely aligning SEP goals and activities with the college's Strategic Plan. The SEP was developed by the college's Enrollment Management Advisory Committee (EMAC) and its nine subcommittees. The SEP was implemented in spring 2013. EMAC members are responsible for ongoing SEP activity implementation and the production of annual attainment reports.

Capital Planning and Physical Environment
BTC periodically updates its Campus Master Plan. In spring 2007, BTC completed a comprehensive update of its Campus Master Plan, using the college's strategic goals as a guide for prioritizing program and service needs. This plan provides a long-term (20-25 year) campus vision and guides the college's requests for capital funding support. Major renovations, as well as the construction of new buildings, have been completed to enhance and/or replace many of the older buildings on campus, all of which have had substantial impact on the college's physical environment. A few key changes since 2009 include:

Table 0.1. Key Building Changes

Year Completed	New Construction/Upgrades
2011-12	BTC's College Services building was expanded through a remodel completed in December 2011. This project expanded the entrance foyer, providing open-access computers and a Welcome Desk. It also formed a "one stop" location for student support services by restructuring the physical layout of Financial Aid and Workforce Funding areas and integrating Admissions, Advising and Career Services, Accessibility Resources and Counseling into one area (the Admissions and Student Resource Center). A significant addition to the Desmond McArdle Center, also completed in December of 2011, created new instructional spaces for labs, classrooms, and offices in the Process Technology, Instrumentation and Control, and Electronics programs. Construction of BTC's Campus Center was completed in May 2012. This building houses the expanded library, bookstore, Culinary program and campus restaurant, modern instructional classrooms, labs for the Business and Computer Information Services and Computer Networking programs, an attractive space for BTC's Associated Student Body Activities Center, a variety of study and gathering spaces for students, and the campus's first high-quality meeting spaces that can accommodate large gatherings. As part of this construction project, the northwest area of the campus was redesigned, with three buildings demolished and replaced by additional parking space, walkways, gardens and other welcoming and green features.
2012-2013	The college completed a remodel of the H building classroom and office space, providing a new, central location for the campus Assessment Center, with expanded capacity and a private control and advising space. The Tutoring Center was also relocated to H building,
2013-14	In summer 2013, BTC completed a remodel of building A. BTC's Basic Education for Adults (BEdA) program was relocated to building A, which provided expanded capacity and open, welcoming spaces. Using a state capital match grant, fundraising, and local funds, BTC also completed construction of the Perry Center for Fisheries and Aquaculture Sciences in fall 2013. The Perry Center, located in the Maritime Heritage Park on Whatcom Creek, is a modern, sustainable building that serves both the program students and members of our community through educational displays and materials on the salmon life cycle and fisheries education. This building, situated on City of Bellingham leased land, replaced an outmoded and unsafe structure. A remodel of building R provided enhanced lab and classroom space for the Veterinary Technology program, while further remodeling of building H enabled the Nursing program to establish a Simulation Lab in winter 2013.
2014-15	During the summer of 2014, C building was remodeled. C houses the Dental Assisting and Hygiene programs and the remodel included upgrades to clinical equipment and operatory spaces, expanded clinic capacity, enlarged the Dental Clinic waiting room area, and incorporated other upgrades to enhance the building infrastructure.

Instructional Programs

The college refines and expands student opportunities on an ongoing basis in order to meet current and future workforce needs. Recent instructional program changes include a major curriculum reform in nursing, development of several new high-demand certificate and degree programs, and the addition of several transfer degrees that complement existing professional technical programs. These new Direct Transfer Agreement/Major Related Programs (DTA/MRP) and Associate in Science-Transfer/Major Related Programs (AS-T/MRP) expand articulation and employment opportunities for BTC students. DTA/MRP and AS-T/MRP students will fill high-demand jobs and leadership roles in a variety of industries. Table 0.2 below lists the new DTA/MRP and AS-T/MRP programs that BTC has recently added.

Table 0.2. BTC DTA/MRP and AS-T/MRP Programs

Certificate/ Degree Level	Program Name	Discipline/Program Area
Degree – DTA/MRP	Associate in Business	Business
	Associate in Pre-Nursing	Health
	Associate in Technology	Industrial Trades and Technology
Degree – AS-T/MRP	Associate in Science-Transfer: Computer and Electrical Pre-Engineering Pathway	Pre-Engineering
	Associate in Science-Transfer: Electronics Engineering Technology and Computer Engineering Technology	Engineering
	Associate in Science-Transfer: Mechanical Engineering Technology	Engineering
	Associate in Science-Transfer: Mechanical/Civil/ Aeronautical/Industrial/ Materials Science/Pre-Engineering Pathway	Pre-Engineering

Governance and Key Staffing Changes

BTC has experienced personnel changes in the following positions since 2009.

Table 0.3. Key Staffing Changes

Position	Change Summary
President	In August of 2010, Dr. Patricia McKeown was appointed as Interim President (following Dr. Tom Eckert's resignation) and then as President in December 2010.
Vice President: Administrative Services	Debra Jones, Vice President of Administrative Services, will retire in September 2014. Chad Stiteler has been hired as the incoming Vice President of Administrative Services.
Vice President: Instruction	Dr. Frank Powers, current Vice President of Instruction, was hired in July 2014.
Vice President: Student Services	Linda Fossen, current Vice President of Student Services, was hired in September 2012.
Executive Director: BTC Foundation	Dean Fulton, current Executive Director of the Foundation, was hired in December 2011.
Director/Associate Director of Human Resources	Due to budget cuts, the position of Director of Human Resources was not filled after the resignation of the former Director in 2010. Duties of this position have been spread among several administrators (President, vice presidents, Associate Director Human Resources). An Executive Director of Human Resources is currently being recruited with an expectation for hire in late fall 2014.

Position	Change Summary
Deans: Professional Technical Education	The college has experienced several personnel changes in its dean positions since 2009. Gabriel Mast was promoted from Associate Dean to Dean of Professional Technical Education in December 2013, and Darren Greeno was hired as Dean of Professional Technical Education in July 2014.

The college has experienced other organizational changes as outlined in Table 0.4 below.

Table 0.4. Other Key Organizational Changes

Year	Key Change
2011-12	Integrating all pre-college and general education instruction, including Basic Education for Adults (BEdA) and developmental education, into one department.
2012-13	Creation of a dedicated Institutional Research and Planning (IRP) department with expanded staff capacity. The IRP department is in charge of campus data work, institutional strategic planning, accreditation, and grants.
2013-14	Reorganization of Student Services departments to integrate the Advising and Career Services departments, align Financial Aid and Workforce Funding programs, and strengthen Admissions functions.
2013-14	Creation of an Enterprise Services department, with responsibility for all auxiliary campus services, including the campus store, food services, and event management.

In fall 2013, a job action occurred between the college and the Bellingham Educational Association (BEA, faculty) and Bellingham Education Support Team (BEST, classified staff). Beginning in fall 2013, new contracts were developed with all three unions: BEA (three years), BEST (four years), and Teamsters (classified staff; four years).

Broad Initiatives
Over the past few years, BTC has prioritized strategic goals and implemented and supported campus-wide initiatives and programs. Over the past five years, the college has increased its annual number of successful competitive grant applications by approximately 20%; the dollar amount of these awards has also increased, from $1.7 million in the 2009-10 academic year to $2.4 million in 2013-14. Multiple grants from funding sources such as the U.S. Department of Education, Department of Labor, U.S. Department of Agriculture, College Spark, Washington Campus Compact, private grants, and the State Board for Community and Technical Colleges have helped the college toward strategic goal progress with projects to develop intensive, wrap-around support programs and structures for the entire student population and for special population groups. The college's Title III, FIPSE, and other grant projects and participation in initiatives such as Achieving the Dream (ATD), Washington State's Student Achievement Initiative (SAI), and the Governance Institute for Student Success (GISS) through the Association of Community College Trustees (ACCT), have also assisted the college in keeping its focus on the below areas. Select examples of broad campus initiatives are included below.

Table 0.5. Broad Initiatives

Broad-Based Initiatives	Sample Activities
Student Success	The college has received funding to support development and expansion of programs in engineering technology, aerospace, and advanced manufacturing; develop new sustainable energy programs; engage in restructures of its instructional programs to streamline time to degree and enhance student articulation opportunities (i.e. Nursing and Fisheries and Aquaculture programs); redesign its basic education and general education areas to enhance student success and transfer

	rates; provide enhanced eLearning support for faculty, and redesign its advising and admissions systems to provide integrated case management support for students. The college has committed substantial resources to strengthen support of student access, transition, retention, and completion in all areas.
Data-Driven Decision-Making	The college has expanded institutional research capacity and continues to work at effectively educating college faculty and staff on how to use BTC data. The college is now routinely collecting, disaggregating, analyzing and reporting longitudinal student data to track student progression and outcomes. BTC has shifted to use nationally-normed student satisfaction surveys, used student focus groups to provide feedback, and has been more active and intentional in engaging faculty to review data and refine strategies. BTC is making progress in offering faculty and staff professional development that reinforces efforts to close achievement gaps and improve student success.
Marketing and Public Relations	BTC has strengthened its public presence and use of multi-media marketing efforts to provide a mix of touch points for prospective students. BTC launched intensive online marketing strategy campaigns in September 2013, which included an overall branding campaign, multiple program campaigns, and personalized retargeting, which were launched on search engines and social online platforms including Google, Yahoo, Bing, and Facebook. The college also launched a fully redesigned website in April 2013 based on student, staff, and community member feedback: content is consistently revised in order to ensure that information is up-to-date and to draw upon emerging best practices and technological advancements. BTC has also created several new videos to provide an overview of campus programs, highlight specific instructional programs, and support campus events. The college continues to build strong media presence through press relationships, editorials, and press outreach events and press coverage.
Technology	Ease of student, faculty, and staff access to information via technology has increased dramatically at BTC. Web-based applications can now be accessed anytime and from anywhere on campus through mobile devices and wireless connectivity. The college has increased its offerings of hybrid and online courses, and is focusing on how to best use instructional technologies to develop additional, quality online courses and support web-based teaching and learning. The college has engaged in intensive faculty professional development around the use of instructional technologies and teaching and learning in an online environment. A transition from Canvas to Angel learning management systems was completed in the spring of 2014. New and enhanced existing online support services for students have also been added.

Awards and Recognitions

The college has received multiple Governor's Best Workforce Practice Awards: the most recent was awarded in 2011 for BTC's partnership with the Northwest Workforce Council (local Workforce Investment Board) to provide pre-employment training to assist Heath Tecna (a local aircraft interior manufacturing company) add 400 jobs. The college was invited to apply for and became a semi-finalist for the Aspen Prize in spring 2011. College faculty, students and staff participate in state and national industry events and competitions. For example, the college's Culinary program has received multiple honors in state and regional competitions for its faculty members and student Hot Foods Team, and the college's Marketing staff members have received several national design awards.

RESPONSES TO RECOMMENDATIONS/TOPICS PREVIOUSLY REQUESTED BY THE COMMISSION

In response to the 2011 Year One Self-Evaluation Report and site visit, Bellingham Technical College received one commendation and two recommendations. The commendations, recommendations, and summaries of the college's responses to the recommendations are provided below.

Commendation 1

The college has engaged in considerable discussion about the difficult task of doing more to serve their students with fewer resources by focusing on more evidence-based decision-making and resource allocation processes. The evaluators commend the college for initiating such courageous conversations.

Recommendation 1

The evaluators found that Bellingham Technical College has made significant progress on Recommendation 1 from the 2009 Regular Interim Evaluation Report toward the creation of common language to support measurable outcomes for all course syllabi and programs. However, the evaluators did not find evidence that the campus has fully completed the assessment cycle by "closing the loop" to demonstrate that student learning has been achieved as stated. The evaluators recommend that the college continue to make progress in this area (2003 Policy 2.C and 2.C.2; 2010 Standard 4.A.3).

College Response to Recommendation 1

The college formed an ad hoc assessment committee during the 2012-13 academic year, including three administrators and four faculty members. The committee reviewed assessment instruments for course and program outcomes. They also recommended adding a "Course Outcome Assessment" section to all syllabi in order to strengthen and document the assessments used to determine course outcome attainment while also providing faculty with flexibility to determine the most appropriate method for assessing student outcomes within each individual course. The new syllabus requirement was announced to faculty at the conclusion of this committee's work, and faculty were given a deadline of March 2014 to update all syllabi. The new course outcome assessment paragraphs have been added to course syllabi, and the process and results are reviewed annually by deans and the Vice President of Instruction.

Faculty have implemented and communicated these course outcome assessments in a variety of ways. Professional technical program faculty design their curriculum around industry standards and with substantial input from advisory committee members. Faculty also align content and outcomes with similar programs at peer institutions. Student assignments and activities typically involve the use of authentic industry materials and all products generated from these activities are assessed to ensure that they meet acceptable industry standards. All outcomes and assessments are designed to ensure that students have mastered these skills. Explicitly identifying course outcome assessments on syllabi has assisted faculty in ensuring that these outcome assessments are clearly communicated to students. In addition to including these outcome assessments in their syllabi and referencing industry standard guides upon which the assessments are based, instructors have incorporated course outcome assessments into course materials such as grading rubrics, objective completion tables, testing guidelines and processes, and in course outlines. Students must show skills mastery through these assessment tools in order to successfully complete coursework.

Academic (general education) faculty design their courses around standard outcomes for transfer courses. Most of these courses are designated as "common courses' in the state community and technical college system. Designing courses with these common outcomes ensures seamless course credit transfer to state and many private four-year colleges and universities. These faculty use qualitative and quantitative standards common to their disciplines and input from peer instructors to create and update curriculum. The course outcome assessments are a foundation to assist in the organization of course content. Regular course reviews help ensure that curriculum not related to the outcomes is expunged or critical curriculum components are adjusted. In addition to including these course outcome assessments in their syllabi, faculty use the outcomes in course materials such as activity and grading rubrics, formative and summative assessment guides, and in assignment guidelines.

All faculty continuously assess student accomplishment of course learning outcomes, identifying consistent negative patterns of performance and adapting courses, course content, assessments or the outcomes themselves to meet the needs of the students as well as discipline/industry standards. In order to maintain this balance and to explore different teaching and learning strategies, faculty will seek input from a variety of sources to help address issues with course outcomes. Faculty may consult advisory committee representatives, administrators or peers in order to adjust course outcomes, content or delivery strategies to ensure that learning outcomes can be successfully met by students.

Recommendation 2

Bellingham Technical College has identified its mission and core themes, and has a solid start in connecting that mission to the allocation of resources. The evaluators recommend that the college continue to develop connections between the core theme goals and the indicators, and to more clearly define performance expectations for each indicator with baselines and benchmarks in order to articulate what successful mission fulfillment looks like and to assess the extent of mission fulfillment (Standard 1.A.2).

College Response to Recommendation 2

The Accreditation Steering Committee reviewed internal and external Chapter One feedback during spring and summer 2012 and established an ad hoc indicator review committee to address this specific recommendation. The college also revisited and revised its core themes, objectives, and indicators at this time. The committee met regularly from spring 2012 through fall 2012 to further define, determine the most meaningful approach to measure progress across, and identify relevant data sources for each indicator.

The college temporarily shifted gears from winter 2013 through summer 2013 to work on its parallel strategic planning process, which included revising strategic goals and developing a set of Strategic Key Performance Indicators (SKPIs) with baselines and benchmarks for use during the 2013-18 cycle.

During the 2013-14 academic year, the Accreditation Steering Committee revisited the documents from fall 2012 and revised BTC's core themes, objectives, and indicators again to more clearly align with the 2013-18 Strategic Plan and SKPIs. The Steering Committee also identified baseline data, set meaningful targets, and evaluated progress across each indicator. This work has resulted in core themes, objectives and indicators that better reflect institutional priorities and initiatives. In addition, this work has led to strong cross-campus collaboration to determine the strength of each indicator's connection to the related core theme, and to clearly identify performance expectations for each indicator.

Mission, Core Themes, and Expectations

1

UPDATED STANDARD ONE:
MISSION, CORE THEMES, AND EXPECTATIONS

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 2-3

Eligibility Requirement 2: Authority

The State of Washington authorizes Bellingham Technical College to offer certificates and degrees (Revised Code of Washington 28B.50) with additional oversight through the Washington State Board for Community and Technical Colleges.

Eligibility Requirement 3: Mission and Core Themes

Bellingham Technical College began a comprehensive, inclusive process to review and update its mission, vision, strategic goals, and values in 2011, and adopted an updated Strategic Plan that included these elements in 2013. BTC's mission is to "provide student-centered, high-quality professional technical education for today's needs and tomorrow's opportunities." Core themes have been developed with appropriate indicators to reflect how BTC fulfills that mission, direct the allocation of resources, and structure evaluations of success. There is strong alignment between the core themes and BTC's strategic goals.

STANDARD 1.A MISSION

Widely published mission statement

1.A.1 The institution has a widely published mission statement—approved by its governing board—that articulates a purpose appropriate for an institution of higher learning, gives direction for its efforts, and derives from, and is generally understood by, its community.

The college's mission continues to be strongly supported—and influenced—by its internal and external community. Bellingham Technical College has been providing Whatcom County with critical services for over fifty years, and college staff are passionate about delivering on BTC's mission of providing student-centered, high-quality professional technical education to its community.

A major emphasis of BTC's cyclical strategic planning efforts is to foster the consistent involvement of college constituents in all aspects of development. The college's mission and strategic goals provide direction for all campus initiatives, and for budget and resource allocations. The goals of the college are reviewed and reaffirmed by the Board of Trustees each year.

In summer 2006, Bellingham Technical College began the process of updating its previous Strategic Plan to develop a five-year plan for 2008-13. In 2009, another revision process was implemented to address the dramatic changes in the state's economic climate which led to reductions in state allocations to the college. In 2010-11, the strategic goals were updated, elevating "Student Success" and "Excellence" to priority status.

The five-year Strategic Plan underwent another revision—taking the substantially different economic landscape into consideration—for 2013-18. The Strategic Plan Steering Committee membership reflected the broad campus community and guided the strategic planning, institutional effectiveness, and mission review process with input from all constituencies. Input was primarily gathered via an environmental scanning process including employers, community members, K-12 educational partners, and BTC staff and faculty. The current 2013-18 Strategic Plan framework was approved by the Board of Trustees in August 2012 and—following year-long development of the Strategic Operational Plan and Strategic Evaluation Plan—was implemented in fall 2013. See Figure 1.1 for the 2013-18 Strategic Plan framework, including vision, mission, strategic goals, and values.

Figure 1.1. 2013-18 Strategic Plan Framework

VISION

Bellingham Technical College will be a recognized leader in providing innovative and effective technical education, maximizing student potential and supporting the regional economy through development of a competitive workforce.

MISSION

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

STRATEGIC GOALS

1. Student Success (priority goal): BTC will facilitate student success through practices, structure, and policies.
2. Excellence & Innovation: BTC will promote excellence and innovation throughout the college.
3. Access: BTC will increase options and improve access for all students through educational pathways.
4. College Visibility & Resource Development: BTC will strengthen the visibility and support of the college locally, regionally, and nationally.
5. Campus Environment: BTC will create and maintain a welcoming campus that supports diversity, promotes a sense of community, provides an effective work and learning environment, and encourages respect for individuals.

VALUES

As a learning community, Bellingham Technical College is committed to educational excellence and equity realized through a positive, values-based environment. To fulfill Bellingham Technical College's mission and vision, the college will adhere to the following values:

1. Student-Centered: Creating a supportive and inclusive community that results in a high level of student competence, professionalism, and success.
2. Responsive: Embracing positive, effective change that creates opportunity and meets current and emerging needs.
3. Collaborative: Creating and leveraging partnerships and resources to achieve shared values and goals for students, the college, and the community.
4. Principled: Promoting a culture of respect and accountability, reflecting integrity in decision-making, and ensuring responsible stewardship of all resources.

The 2013-18 Strategic Plan is made widely available to all constituencies through the college's external and internal web resources, printed copies of the plan, and in a variety of meetings and events. Posters on which the college's mission statement is prominently placed can be seen in public spaces, classrooms, and offices across campus. BTC faculty and staff apply their understanding of the mission statement in a variety of ways. Recently, the Strategic Plan was used to inform the development of a strategic plan for grant writing; grant staff have used this new plan to ensure that BTC's grant proposals are mission-driven and complement existing college work and priorities.

Interpretation of Mission Fulfillment

1.A.2 The institution defines mission fulfillment in the context of its purpose, characteristics, and expectations. Guided by that definition, it articulates institutional accomplishments or outcomes that represent an acceptable threshold or extent of mission fulfillment.

BTC is a state-funded, two-year technical college with educational programs in professional technical education, transfer degrees (with a workforce focus), basic education for adults, and continuing education. The college experienced annual enrollment growth from 2005-06 through 2010-11, with actual FTE substantially above the state-funded level. Since that time, the college—like other campuses across the region and nation—has experienced annual enrollment decreases. Enrollments are currently 4% higher than the state target for BTC.

Mission fulfillment is assessed in a variety of ways at the college. For example, at the instructional program level, faculty complete annual Student Learning Outcome Reports and add data, analysis and plans to Instructional Program Effectiveness Reports, developed annually by Institutional Research and Planning staff. At the institutional level, the college completes an annual State of the College Report, which outline Strategic Plan goal achievement; these reports are shared with the Board of Trustees and campus community.

The college also defines mission fulfillment in terms of its performance within each core theme area. BTC's themes are closely connected to its mission and strategic goals. Each theme includes a set of objectives which, in turn, include a subset of indicators. The Accreditation Steering Committee—consisting of a representative cross-section of the college—selected the themes, objectives, and indicators based on their level of meaningfulness and the college's ability to assess them during the 2010-11 academic year. The committee also identified desired outcomes (performance expectations), for each indicator. After completing an extensive review and alignment of all college indicators in summer 2013, and adopting a new five-year Strategic Plan in fall 2013, the college decided to revisit its accreditation core themes, objectives, indicators, measurement approaches, and baseline data again during fall 2013 and winter 2014. This effort was driven by the Steering Committee but included multiple opportunities for feedback from all faculty and staff. The Steering Committee also revised and further specified the desired outcomes for each core theme indicator and set specific targets.

BTC's analysis of how and to what extent it is fulfilling its mission is guided by its level of performance on these indicators. During the 2010-11 academic year, the Steering Committee developed an evaluation framework including three categories of indicator accomplishment: 1) Accomplished, 2) Progressing, and 3) Not Met. The Committee revisited this evaluation framework during fall 2013 and winter 2014 as part of the theme, objective, and indicator revision process. The categories of indicator accomplishment were revised to the following language: 1) Target Met, 2) Acceptable Range, and 3) Target Not Met. The Committee also developed definitions—for both quantitative and qualitative indicators—for each evaluation category. Table 1.1 includes the definitions for each category.

Table 1.1. Indicator Status Evaluation Matrix

Category	Definition - Quantitative Indicators	Definition - Qualitative Indicators
Target met	Actual meets/exceeds target	Actual meets/exceeds target
Acceptable range	Actual is within 80% of target	Actual does not meet target, but area has strengthened
Target not met	Actual is not within 80% of target	Actual does not meet target and area has not strengthened

During spring 2014, the Committee reviewed and evaluated the data against expectations for each core theme indicator and identified the appropriate status (either target met, acceptable range, or target not met) for each indicator. See response to evaluation criterion 4.A.1 on pp. 115-118, 127-131, and 139-141 for further details.

BTC identifies an acceptable threshold for both theme and mission fulfillment as at least 80% of the total indicators meeting target or being in acceptable range.

1.B.1   *The institution identifies core themes that individually manifest essential elements of its mission and collectively encompass its mission.*

1.B.2   *The institution establishes objectives for each of its core themes and identifies meaningful, assessable, and verifiable indicators of achievement that form the basis for evaluating accomplishment of the objectives of its core themes.*

For the Year One Report (submitted September 2011), Bellingham Technical College identified three core themes that individually manifested essential elements of and collectively encompassed its mission. These core themes included "Student Success," "Excellence in Teaching and Learning," and "Strong Community, Business, and Industry Relations." The college continued to revisit and revise the core themes during the 2011-12 academic year, adding a fourth theme: "Excellence in Services and Operations." Because the college adopted a revised mission statement and Strategic Plan (with new strategic goals) in fall 2013, the college revisited its core themes again during the 2013-14 year. The "Student Success" theme became "Student Success and Access" in order to reflect the college's "Student Success" and "Access" strategic goals; the two excellence themes were combined into one "Excellence" theme to encompass excellence across the entire college and reflect BTC's "Excellence and Innovation" strategic goal; and "Strong Community, Business, and Industry Relations" was revised to "College Visibility with Strong Community, Business, and Industry Relations" to better align with BTC's "College Visibility" strategic goal. See Table 1.2 for a listing of original and revised core themes.

Table 1.2. Original and Revised Core Themes

Original Core Themes (September 2011)	Revisions, Round 1 (2011-12 Academic Year)	Revisions, Round 2 (2013-14 Academic Year)
Student Success	Student Success	Student Success & Access
Excellence in Teaching & Learning	Excellence in Teaching & Learning	Excellence
	Excellence in Services & Operations	
Strong Community, Business, & Industry Relations	Strong Community, Business, & Industry Relations	College Visibility with Strong Community, Business, & Industry Relations

The college also revisited its original objectives, indicators, measurement approaches, and desired outcomes (performance expectations) during fall 2013 and winter 2014 in order to increase alignment between accreditation, strategic planning, and other campus-wide initiatives. For the indicators, the Steering Committee also considered what data were available and removed any indicators for which meaningful, valid data were not available across at least two points in time. The college plans to revisit these removed indicators during the next accreditation cycle and—for those that are identified as most meaningful—will develop and implement effective data collection and analysis strategies.

The campus community was involved in the core theme and objective revision process via a variety of formal and informal feedback opportunities such as a short on-line survey and discussions during various meetings. See response to evaluation criterion 3.A.2 on p. 98 for more information.

Core Theme One: Student Success and Access

Student Success and Access are two of the college's priority goals, and are at the heart of its mission. BTC is committed to facilitating student success through practices, structure, and policies, as well as increasing options and improving access for all students to educational pathways. The college concentrates on providing educational opportunities that maintain high levels of practical and specific technical and professional information and training, and that help students be successful in completing their educational goals and achieving their career outcomes. Successful performance of Core Theme One will indicate that BTC students achieve their educational and career goals, and that the college meets strategic enrollment and retention goals as well as strives to maintain a diverse student population.

This section introduces the assessment tools and indicators—including a definition, desired outcome, and rationale for each indicator—associated with the Core Theme One objectives.

Objective 1A: Students achieve their educational and career goals.

Assessment Tools
- BTC Operational Data Store
- Washington State Board for Community and Technical Colleges (SBCTC) Academic Year Reports

Indicators, Definitions, and Desired Outcomes

Table 1.3. Objective 1A Indicators, Definitions, and Desired Outcomes

#	Indicator	Definition	Desired Outcome
1	Transition Rate: Adult Basic Education (ABE) to College-Level	% of first-time ABE students transitioning from ABE to college-level courses within 2 years (8 quarters)	Students transition from ABE to college-level courses at a rate higher than baseline (1% increase per year)
2	Transition Rate: Developmental Education to College-Level	% of first-time developmental education students transitioning from developmental to college-level courses within 2 years (8 quarters)	Students transition from developmental to college-level courses at a rate higher than baseline (1% increase per year)
3	Course Success Rate	% of students earning grades of C or higher (or "P" for pass/no pass courses) compared across instructional delivery modes (face-to-face, hybrid, online)	80% of students are successful across all instructional delivery modes (face-to-face, hybrid, online)
4	Graduation Rate	% of program students who graduate from degree/certificate programs within 3 years (12 quarters)	50% of students graduate from programs
5	Employment Rate	% of degree/certificate students who are employed within 9 months of graduation	Degree/certificate students are employed at a rate equal to or higher than system average or at least 80% (whichever is higher)

Rationale
- Indicators 1 and 2: Increasingly, employers require at least two-year college degrees for employees. This underscores the importance of educating the region's academically underprepared and underserved populations. BTC's Operational Data Store is used to track transition rates of both Adult Basic Education (ABE) and developmental education students moving into college-level coursework. These indicators are also part of the college's Strategic Key Performance Indicators (SKPIs).

- Indicator 3: Delivering effective distance learning programs is increasingly important as student demand grows. Effective hybrid and distance education delivery modes provide additional access to high-demand college programs and courses. BTC's Operational Data Store is used to track and compare course success rates across all instructional delivery modes, including face-to-face, hybrid, and online.

- Indicator 4: Completion is a key indicator of an institution's effectiveness, since high attrition rates indicate that students are not accomplishing their educational and career goals. BTC's Operational Data Store is used to track graduation rates among students enrolled in degree/certificate programs. This indicator is also one of the college's SKPIs.

- Indicator 5: One of the most important indicators of success for a college with professional technical programs is its ability to successfully place students into the workforce. The Washington State Board for Community and Technical Colleges publishes annual Academic Year Reports that are used to monitor graduate employment. This indicator is also one of the college's SKPIs.

Objective 1B: BTC meets strategic enrollment and retention goals.

Assessment Tool
- BTC Operational Data Store

Indicators, Definitions, and Desired Outcomes

Table 1.4. Objective 1B Indicators, Definitions, and Desired Outcomes

#	Indicator	Definition	Desired Outcome
6	FTE	# of annual state FTE	FTE meets or exceeds State Board allocation target
7	Retention Rate	% of degree-seeking students who are retained from one fall to the next	70% of students are retained

Rationale
- Indicator 6: Enrollment levels have become increasingly important to BTC in recent years. As described in response to evaluation criterion 1.A.2 (see pp. 16-17), the college experienced annual enrollment growth from 2005-06 through 2010-11 but–like other campuses across the region and nation—has since experienced decreased annual enrollment and tuition revenues. This indicator is also one of the college's SKPIs.

- Indicator 7: Maintaining high, steady retention rates is necessary to support student success and the college's financial health. BTC's Operational Data Store is used to track retention rates of degree-seeking students. This indicator is also one of the college's SKPIs.

Objective 1C: BTC strives to maintain a diverse student population.

Assessment Tools
- BTC Operational Data Store
- U.S. Census

Indicators, Definitions, and Desired Outcomes

Table 1.5. Objective 1C Indicator, Definition, and Desired Outcome

#	Indicator	Definition	Desired Outcome
8	Racial/Ethnic Diversity	% minority student enrollment (Asian/Pacific Islander, African American, Native American, Hispanic, Other) as compared to Whatcom County population	% of racial/ethnic minority student enrollment is greater than or equal to Whatcom County racial/ethnic minority population

Rationale
- Indicator 8: A safe and welcoming campus environment is a critical goal of the college and is necessary in order to foster a college community rich in diversity. Students and the community benefit from exposure to and interactions with diverse populations. BTC's Operational Data Store and the U.S. Census respectively provide data to identify racial/ethnic diversity levels at BTC and within Whatcom County.

Core Theme Two: Excellence

BTC's educational programs and courses must be accessible and of high quality in order for the college to fulfill its mission and vision. College efforts are directed toward maintaining excellence and innovation in all areas of instruction, student services, and administrative services. Successful performance for Core Theme Two will indicate that the college maintains an effective teaching and learning environment that integrates strong learning outcomes and assessments, provides effective student support services and resources, is fiscally sound and uses innovative and recognized operational practices, and engages in continuous quality improvement using data-informed decision-making.

This section introduces the assessment tools and indicators—including a definition, desired outcome, and rationale for each indicator—associated with the Core Theme Two objectives.

Objective 2A: BTC has an effective teaching and learning environment that integrates strong learning outcomes and assessments.

Assessment Tools
- BTC Student Survey results
- Course syllabi
- Course curricula
- Student Learning Outcomes Reports
- Instructional Program Effectiveness Reports
- Career Services/Faculty/Dean records

Indicators, Definitions, and Desired Outcomes

Table 1.6. Objective 2A Indicators, Definitions, and Desired Outcomes

#	Indicator	Definition	Desired Outcome
9	Student Satisfaction – Teaching/Instruction	% of survey respondents (students) who are satisfied with the quality of teaching and instruction	80% of students are satisfied with teaching and instruction
10	Student Satisfaction – Program Equipment	% of survey respondents (students) who are satisfied with the quality of program equipment	80% of students are satisfied with program equipment
11	Student Performance Evaluation	% of degree courses that integrate practices to evaluate student performance based on pre-identified learning outcomes	100% of degree courses integrate practices to evaluate student performance based on pre-identified learning outcomes
12	Degree Program Evaluation	% of degree programs that are evaluated annually via Instructional Program Effectiveness Reports/plans	100% of degree programs are evaluated annually
13	Workforce-Related Curricular Features	% of professional technical programs that include internships or other workforce-related, distinctive curricular features	70% of professional technical programs include internships or other workforce-related, distinctive curricular features

Rationale
- Indicators 9 and 10: Assessing the quality of the college's teaching and learning environment should include broad student input. BTC decided to focus on student satisfaction with the quality of teaching and instruction (indicator 9) and program equipment (indicator 10). The annual BTC Student Survey provides this information. These indicators are also part of the college's SKPIs.

- Indicator 11: Industry requirements and student and industry demand have driven the college to focus on student performance evaluation measures, including explicitly documenting and strengthening student learning outcomes for courses and programs and incorporating industry

certification and licensure requirements and opportunities into the required curriculum. Programs and courses are expected to have 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.

- Indicator 12: High-quality instructional programs serve as the cornerstone of BTC's mission, and ongoing evaluation of program effectiveness is essential. Information for this indicator comes from the annual Instructional Program Effectiveness Reports.

- Indicator 13: In addition to using industry-standard equipment and aligning curriculum with industry skill standards, students in professional technical programs must have business- and industry-based experiences to ensure that they are familiar with and experienced in real work environments. Course syllabi reflect the integration of these experiences into the curriculum, and records from various offices and faculty provide additional information.

Objective 2B: BTC provides effective student support services and resources.

Assessment Tool
- Community College Survey of Student Engagement (CCSSE) results

Indicators, Definitions, and Desired Outcomes
Table 1.7. Objective 2B Indicator, Definition, and Desired Outcome

#	Indicator	Definition	Desired Outcome
14	Student Satisfaction – Support Services	% of survey respondents (students) who are satisfied with student support services, including academic advising/planning, career counseling, computer lab, financial aid advising, job placement assistance, tutoring, disabilities services, skill labs, student organizations, transfer credit assistance	% of students satisfied with support services is equal to or higher than national average

Rationale
- Indicator 14: Providing effective student support to enhance access, retention, completion, and employment is essential to support the college's mission. The Community College Survey of Student Engagement (CCSSE) results provide this information. This indicator is one of BTC's SKPIs.

Objective 2C. The college is fiscally sound and uses innovative and recognized operational practices.

Assessment Tools
- Financial records
- Facilities Condition Survey results
- Campus Master Plan
- Technology Committee records

Indicators, Definitions, and Desired Outcomes
Table 1.8. Objective 2C Indicators, Definitions, and Desired Outcomes

#	Indicator	Definition	Desired Outcome
15	Funding Ratio	% of funding from state vs. non-state sources	BTC maintains an appropriate mix of state and non-state funding; at least 40% of funding comes from state resources
16	Unrestricted Fund Balance	Dollar amount of unrestricted fund balance	BTC maintains an appropriate unrestricted fund balance of at least 20% of the operating budget

#	Indicator	Definition	Desired Outcome
17	Facilities Assessment and Planning	Description of facilities assessment and planning process	Facilities follow systematic and ongoing assessment and planning
18	Technology infrastructure	Description of technology infrastructure and planning process	Technology infrastructure supports all college sectors, and a comprehensive technology plan—informed by campus technology needs—is implemented

Rationale
- Indicator 15: Due to fluctuations in state allocations, it is critical for the college to maintain an appropriate balance between state and non-state funding sources. Financial records provide this information. This indicator is also part of the college's SKPIs.

- Indicator 16: Given a pattern of decreasing enrollments and state support, the college must maintain an adequate unrestricted fund balance, particularly in case of unexpected developments. A portion of this balance helps support strategic initiatives, capital projects, and grant expiration transitions. Financial records provide this information. This indicator is one of the college's SKPIs.

- Indicator 17: Well-planned facilities promote flexibility in utilization, foster formal and informal collaboration, and, most importantly, help create an atmosphere in which students, faculty, and staff can thrive. The college's Campus Master Plan and Facilities Condition Survey results are used to assess progress of this indicator.

- Indicator 18: A strong technology infrastructure is essential to providing an effective learning and working environment which, in turn, helps facilitate high quality programs and support structures as well as student success. A strong technology infrastructure is especially important in providing flexible instructional modalities, including hybrid and online courses. The college's technology plan—as well as future documentation of implementation of this plan—illustrates area progress.

Objective 2D: The College engages in continuous quality improvement using data-informed decision-making.

Assessment Tools
- Planning and assessment records (e.g., Institutional Strategic Plan, Strategic Enrollment Plan)

Indicators, Definitions, and Desired Outcomes
Table 1.9. Objective 2D Indicator, Definition, and Desired Outcome

#	Indicator	Definition	Desired Outcome
19	Assessment Cycle	Description of institutional planning and assessment process	The college follows a systematic and ongoing planning and assessment cycle; BTC creates, implements, and—based on data—evaluates and revises plans for institutional success

Rationale
- Indicator 19: The college must follow a systematic and ongoing planning and assessment cycle in order to guide intentional day-to-day practice and, in turn, facilitate institutional success. The college's Institutional Strategic Plan, State of the College Report, Strategic Enrollment Plan, and Strategic Enrollment Plan Attainment Report, for example, illustrate BTC's achievements in this area. Results of these assessments lead to further planning (using assessment data), which completes the assessment cycle process.

Core Theme Three: College Visibility with Strong Community, Business, and Industry Relations

Meeting the workforce education demands of local and regional business, industry, and agency partners is an integral component of BTC's mission. One of BTC's strategic goals is to strengthen the visibility and support of the college locally, regionally, and nationally. BTC must offer opportunities for students to articulate to baccalaureate-granting institutions. Successful performance for Core Theme Three will indicate that the college develops and maintains strong external partnerships and has a positive reputation for professional technical education.

This section introduces the assessment tools and indicators—including a definition, desired outcome, and rationale for each indicator—associated with the Core Theme Three objectives.

Objective 3A. The college develops and maintains strong external partnerships.

Assessment Tools
- Advisory Committee, Foundation, and Career Services records
- Articulation agreements

Indicators, Definitions, and Desired Outcomes

Table 1.10. Objective 3A Indicators, Definitions, and Desired Outcomes

#	Indicator	Definition	Desired Outcome
20	Community Partnerships	Description of partnerships with business, industry, educational, community, and workforce organizations as well as private donors and foundations	BTC partners/ collaborates with business, industry, educational, community, and workforce organizations as well as private donors and foundations
21	Articulation Pathways	# of articulation pathways to baccalaureate-offering institutions	BTC offers articulation pathways to baccalaureate-offering institutions at a level higher than baseline (10% increase per year)

Rationale
- Indicator 20: BTC's connections with a wide range of educational, workforce, business and industry partners are critical to the college's successful development and implementation of effective training programs. BTC receives continuous feedback from students, industry, state and national partners that tight connections with these partners, and particularly industry partners, is crucial to the college's viability. Administrative connections, advisory committees, BTC Foundation, and Advising and Career Services provide information on the number and nature of these external partnerships.

- Indicator 21: Preparing effective pathways for students to achieve educational goals is an important function of the college. Transitioning from BTC courses and programs to higher degrees add skill sets that employers need and provides pathways to higher-level positions for all students. Levels of collaboration with external partners and availability of higher education transition are assessed by the number of articulation agreements in place.

Objective 3B: BTC has a positive reputation for professional technical education.

Assessment Tools
- Community College Survey of Student Engagement (CCSSE) results
- BTC Student Survey results

Indicators, Definitions, and Desired Outcomes

Table 1.11. Objective 3B Indicators, Definitions, and Desired Outcomes

#	Indicator	Definition	Desired Outcome
22	Student Satisfaction – Educational Experience	% of survey respondents (students) who are satisfied with their entire educational experience at BTC	% of students satisfied with their entire college experience is equal to or higher than national average
23	Student Recommendations	% of survey respondents (students) who would recommend BTC to others	80% of students would recommend BTC to others

Rationale
- Indicators 22 and 23: Student satisfaction is critical to BTC's success and its image within the community; the level of student satisfaction with their experiences at BTC and their willingness to recommend the college to others is critical for maintaining and increasing visibility and reputation. Many students report that one of the reasons that they come to BTC is because the college was recommended by a friend, family member, or other person. The Community College Survey of Student Engagement (CCSSE) and annual BTC Student Survey results provide this information.

Bellingham Technical College provides student-centered, high-quality professional technical education for today's needs and tomorrow's opportunities. Each core theme—Student Success & Access; Excellence; and College Visibility with Strong Community, Business, & Industry Relations—represents the areas that will enable the college to fully achieve its mission as a public, two-year technical college. Below are the key areas of strength and opportunity that the college has identified in relation to its mission and its model of mission fulfillment.

Areas of Strength:

- BTC's Strategic Plan Framework—including mission, vision, goals, and values—was collaboratively developed, is understood by the campus community, and guides the college's work. The college revised its core themes, objectives and indicators to align closely with its strategic goals; this process has brought increased focus to BTC's work.

- BTC's mission fulfillment model integrates multiple complementary assessment processes including annual Student Learning Outcome Reports, Instructional Program Effectiveness Reports, State of the College Reports, and monitoring of performance within each core theme area. By integrating and aligning these processes, the college has introduced strong consistency among all campus assessment and reporting. This consistency helps inform new strategic planning efforts, such as strategic enrollment planning, and assists the college in identifying potential gaps in fulfillment efforts. Mission fulfillment results are well-communicated.

Areas of Challenge and Opportunity:

- Current and historic data challenges—such as data collection and coding practices, and staff capacity to collect additional data—have in some cases limited the types of indicators that the college can use to assess mission fulfillment. Identifying these limitations serves as an important first step in expanding data collection. The college plans to increase use of qualitative and mixed methods of inquiry, as well as focus further on exploring the experiences of specific populations such as recent graduates, current and potential employers, students who withdraw from the college, and targeted sub-groups of current students (e.g., new, close to graduation, veterans, first generation, single parents, students of color). Furthermore, the college plans to explore and put new systems in place to ensure that consistent, meaningful student data are being collected in order to expand its current "racial/ethnic diversity" indicator (indicator 8) to include additional types of diversity (e.g., ability, income) in the future.

- A future challenge will be the implementation of the new Washington State Community and Technical College computer enterprise system using PeopleSoft, which will include new processes and data configurations. BTC is expected to begin this implementation in the next two years.

Resources and Capacity

2

UPDATED STANDARD TWO: RESOURCES AND CAPACITY

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 4-21

Eligibility Requirement 4: Operational Focus and Independence

Bellingham Technical College operates under the authority of the Community and Technical College Act of 1991 (Revised Code of Washington (RCW) 28B.50) and is one of 34 colleges under the governance of the Washington State Board of Community and Technical Colleges (SBCTC). The college operates independently, however, and is guided by our Board of Trustees.

BTC's educational programs concentrate on higher education certificates and degrees. Accountability and responsibility for meeting the NWCCU accreditation standards and eligibility requirements is a collaborative effort involving faculty, staff and administration. The college has sufficient resources to adequately support its educational programs.

Eligibility Requirement 5: Nondiscrimination

Bellingham Technical College is committed to non-discrimination in all of its educational and employment activities, and complies with state and federal laws regarding non-discrimination requirements. The college provides equal access to each of its educational programs and activities and employment opportunities. These policies apply equally to all students and applicants for admission, as well as all employees and applicants for employment, without regard to race, ethnicity, creed, color, sex, gender, citizenship status, national origin, age, marital status, religious preference, the presence of any sensory, mental, or physical disability, reliance on public assistance, sexual orientation, veteran status, political opinions or affiliations, or genetic information under any of its programs, activities and services.

Eligibility Requirement 6: Institutional Integrity

Bellingham Technical College adheres to high ethical standards in the management and operations of the college and in its transactions with students, employees, the public and external organization and agencies. The college has established policies and procedures with regard to academic honesty, conflict of interest, financial integrity and accountability and codes of conduct that are in accordance with Washington State ethics laws and rules. These policies are periodically shared with the campus community. The college regularly evaluates and revises, as necessary, its policies, procedures, and publications to ensure continuing integrity.

Eligibility Requirement 7: Governing Board

Bellingham Technical College is governed by a five-member Board of Trustees who reside in the college's service district. Each member is appointed by the governor and confirmed by the Washington Senate. Trustees may serve up to two five-year terms subject to approval by the governor. The Board of Trustees govern the college through a modified policy governance process, hiring and evaluation of the President, and fiduciary oversight. Board roles are defined in Board policy as defined by RCW 28B. 50.140. The Board reviews the college's progress toward achieving the core themes and strategic goals through monitoring of performance indicators. None of the trustees have a contractual, employment, or personal financial interest in the college.

Eligibility Requirement 8: Chief Executive Officer

The Chief Executive Officer, Dr. Patricia McKeown, was hired as Interim President in September 2010 and appointed as President in December 2010. The President has full-time responsibility for the administration of the college. The President is accountable to and evaluated annually by BTC's Board of Trustees.

Eligibility Requirement 9: Administration

Bellingham Technical College employs a sufficient number of qualified administrators who collaborate across institutional functions to provide effective leadership and management in order to fulfill the college's mission and core themes. The college's organizational structure promotes collaboration and consultation between faculty, staff, administrators and students as appropriate through various cross-departmental advisory groups.

Eligibility Requirement 10: Faculty

Consistent with the college's mission and core themes, Bellingham Technical College employs full-time faculty members who are qualified in their respective disciplines to achieve our educational objectives, establish and oversee general education policies, and ensure the integrity and continuity of our general education and professional technical programs. Procedures for hiring full-time faculty members are outlined in the college's Policies and Procedures guide. Once hired, the evaluation process for faculty is outlined in the collective bargaining agreement between the college and the Bellingham Education Association (BEA).

Eligibility Requirement 11: Educational Programs

The college offers courses in basic education, English as a second language, developmental education, 30 Associate of Applied Science (AAS) and AAS-Transfer (AAS-T) degree programs, seven direct transfer degrees (DTA/MRP, AS-T/MRP), and 44 certificate programs. The Instruction Council approves all general education and related instruction curriculum changes and reviews all curriculum changes in professional technical programs. All certificate and degree programs are approved through the State Board of Community and Technical Colleges. Student learning outcomes have been identified for all professional technical degree programs and are reviewed annually by each program's advisory committee.

Eligibility Requirement 12: General Education and Related Instruction

All professional technical degrees and certificates of more than 45 credits include general education components in communication, computation and human relations, as outlined in the SBCTC policy. AAS degrees require five credits in each of these areas. AAS-T degrees have additional requirements of 20 credits total in communication, quantitative skills and science, social science, or humanities. All direct transfer degrees include these same components. Direct transfer degrees have specified content required to be part of the state articulation agreement.

Eligibility Requirement 13: Library and Information Resources

Bellingham Technical College, consistent with its mission and core themes, provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the college's programs. The library collaborates with faculty members to ensure that the library's collections,

instructional offerings, and operations support instruction and student learning. BTC recently relocated and expanded its library to better support the college's programs.

Eligibility Requirement 14: Physical and Technological Infrastructure

Bellingham Technical College maintains physical facilities that are accessible, safe, secure and sufficient in quantity and quality to provide learning and working environments that support the college's mission, core themes, programs and services. Over the past five years, two new buildings have been added to the campus, and several remodels of existing facilities have been completed. The college recently updated its Campus Master Plan to ensure the continued adequacy and improvement of the college's physical infrastructure.

The college maintains an accessible and secure IT infrastructure environment that supports current technology and meets college academic and administrative demands. The IT infrastructure provides the learning and working environment needed to fulfill the college's mission.

Eligibility Requirement 15: Academic Freedom

Bellingham Technical College supports an atmosphere of intellectual freedom where faculty and students are encouraged to examine and test all knowledge appropriate to their discipline or area of study. Academic Freedom is addressed in policy 301 and is referenced in the collective bargaining agreement with the faculty association (Bellingham Education Association – BEA).

Eligibility Requirement 16: Admissions

Bellingham Technical College publishes its student admission policy, which specifies the characteristics and qualifications appropriate for its programs, and adheres to that policy in its admissions procedures and practices. As a public two-year college serving students with a wide range of abilities and educational needs, Bellingham Technical College has an open admission policy. Eligibility requirements for enrollment in programs and courses are published in the college catalog, quarterly class schedule, program-specific publications, and on the college website. Specific programs or courses may require prerequisite coursework or achievement of specific standards.

Eligibility Requirement 17: Public Information

Bellingham Technical College publishes in its catalog and on its website current and accurate information regarding its mission and core themes; admission requirements and procedures; grading policy; information on general education programs and courses; names, titles and academic credentials of administrators and faculty; rules and regulations for student conduct; rights and responsibilities of students; tuition, fees, and other program costs; refund policies and procedures; opportunities and requirements for financial aid; and the academic calendar.

Eligibility Requirement 18: Financial Resources

Bellingham Technical College demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. The college performs financial planning and risk management through a comprehensive annual budgeting process and established reserve policy that ensures short-term solvency and long-term financial sustainability. The college's Strategic Plan includes a focus on the development and pursuit of additional financial resources.

Eligibility Requirement 19: Financial Accountability

The college's financial audits are conducted by the Washington State Auditor's Office (SAO), a state agency independent of BTC. Results of the audits are shared with the President and Board of Trustees and are available to the public. BTC responds to audit findings and management level recommendations as expeditiously as possible. There have been no findings or management letter comments for the past several audit periods.

Starting in 2009-10, the SAO stopped conducting institutional agency level audits. However, the college continues to be included as part of the Washington statewide audit. All college transactions are still subject to audit every year. Copies of the SAO's statewide Comprehensive Annual Financial Report (CAFR) are published each year on the Washington State Auditor's Office website. Further discussion of the transition of Washington's Community and Technical Colleges to individually audited financial statements can be found in section 2.F.7.

Eligibility Requirement 20: Disclosure

Bellingham Technical College discloses to the NWCCU any and all information that may be required for evaluation and accreditation functions of the Commission.

Eligibility Requirement 21: Relationship with the Accreditation Commission

Bellingham Technical College accepts the Standards and related policies of the Commission and agrees to comply with these Standards and policies as currently stated or as modified in accordance with Commission policy. Further, the college agrees that the Commission may, at its discretion, make known the nature of any action, positive or negative, regarding the institution's status with the Commission to any agency or members of the public requesting such information.

STANDARD 2.A GOVERNANCE

Governance System

2.A.1 The institution demonstrates an effective and widely understood system of governance with clearly defined authority, roles, and responsibilities. Its decision-making structures and processes make provision for the consideration of the views of faculty, staff, administrators, and students on matters in which they have a direct and reasonable interest.

Bellingham Technical College has a structured system of governance with defined roles. Policies 105 and 105.1 outline the Board of Trustees' organization and bylaws and are posted in the BTC Policy and Procedures Guide on the campus intranet.

Legal power and responsibility for the operation of Bellingham Technical College rests with the Board of Trustees (BOT). This is a five-member board appointed by the Governor for a five-year term, which can be extended by one term. Meetings of the Board are open and held on a monthly basis. Faculty, staff, students, and administrative representatives regularly attend. The protocol to present or add to the agenda is posted in the college's Policy and Procedures Guide. Each agenda includes an opportunity for *Comments from the Audience*. Minutes are posted on the front page of the college's intranet under *Board of Trustees* Minutes and Department Updates (updates are monthly reports shared with the Board as part of each meeting).

The President reports to the Board of Trustees. The role and authority of the President is outlined in the BOT's bylaws. All organizational charts are posted on the college's intranet. Weekly, the President's cabinet (President's Council) meets; this group includes vice presidents, Foundation Executive Director, Marketing and Communications Director, Executive Assistant to the President, Institutional Research and Planning Director, and the instructional deans. Committees, task forces, councils and groups route recommendations to a lead administrator or directly to the President's Council for review and consideration.

BTC has 22 standing committees and councils, plus a number of other groups, task forces, councils, employee associations/unions, and program advisory committees which help the college incorporate various employee, student and other constituent group voices into its work. Depending on the committee charge and role, committee members volunteer, are appointed, are selected by employee groups, or are chosen based on a combination of these processes. These groups provide input into decisions, communicate issues to the greater college community and make recommendations. Employee handbooks describe many of the processes and functions of groups on the campus. The Committees, Task Forces and Councils are posted on the intranet along with the charge of each committee and its connection to BTC's strategic goals.

The views and recommendations produced by committees are received and considered by college administration; relevant issues and questions identified by these committees may come before the Board. Schedules for meetings are developed by the groups. Campus emails, open forums and Town Hall meetings are vehicles to keep the college community involved and updated on issues and decisions.

Monthly faculty meetings are facilitated by the Vice President of Instruction and faculty leaders. Identified issues, recommendations and changes in processes are presented at these meetings for broader input and for feedback on proposed implementation procedures. The Vice Presidents of Administration and Student Services, Student Services Directors and other support staff join the monthly faculty meeting

to help facilitate communication and gather input on issues. Departmental faculty meetings are held periodically to facilitate communications and address current issues.

The Student Services Directors group meets weekly to address issues and plans for student services. The college's Instruction Council, composed of deans, directors, grant directors, coordinators and faculty representatives, meets biweekly to address processes, grants, instructional goal attainment and instructional administration. Groups in the Administrative Services area, such as Business Services and Facilities, meet periodically to address relevant topics. These major groups meet together on a monthly basis to facilitate communication and problem-solving. Each group has a designated facilitator.

The Associated Students of Bellingham Technical College (ASBTC) follow procedures set forth in their organizational bylaws. These bylaws are established to comply with state law governing student organizations (RCW 28A.325). Executive Committee members are elected annually, and one or two representatives from each program on campus serves on the Student Senate, depending on class size. The Vice President of Student Services and a staff academic and career advisor work with the ASBTC. The ASBTC executive committee meets regularly with the Vice President of Student Services to assess any student concerns or issues. The ASBTC President and Vice President of Student Services meet quarterly with the President.

Three collective bargaining agreements with faculty and staff help define workloads, compensation and policies, and other working conditions. Each association/union (Bellingham Educational Association – faculty, Bellingham Educational Support Team and Teamsters – classified) selects its own leadership and meets as needed.

In fall 2013, a job action occurred between the college and two of BTC's unions (Bellingham Educational Association-faculty and Bellingham Education Support Team – classified). The issue of input into decision-making and governance, while not a negotiation issue, came forward. The campus community is working to address these and other concerns. A representative campus committee (Collaboration and Commitment Committee) was developed by the campus community and is working to improve climate and communication issues.

2.A.2 In a multi-unit governance system, the division of authority and responsibility between the system and the institution is clearly delineated. System policies, regulations, and procedures concerning the institution are clearly defined and equitably administered.

The State Board for Community and Technical Colleges (SBCTC) is responsible for administering the Community and Technical College Act and providing leadership and coordination for Washington's public system of 34 community and technical colleges. The SBCTC is a coordinating board and is governed by a nine-member board appointed by the Governor. The Washington State Community and Technical College system has an organizational structure that provides input to the SBCTC from the statewide President's Council (composed of all thirty-four college presidents). An SBCTC policy manual provides direction on statewide procedures for a variety of elements of instruction, student services, and administration. Administrators and staff from the colleges provide input from their respective campuses up through councils to commissions to the statewide President's Council. BTC administrators and staff also bring information on system-wide issues back to the campus from this system. This system provides a rich opportunity through a variety of workgroups across the state. Each college develops its own policy and procedure guide within the standards outlined in the Washington Administrative Code, Revised Code of Washington and the SBCTC policy manual.

2.A.3 The institution monitors its compliance with the Commission's Standards for Accreditation, including the impact of collective bargaining agreements, legislative actions, and external mandates.

BTC monitors its compliance with all Standards for Accreditation and all legal requirements which could impact the accreditation of the college, including aligning collective bargaining agreement content with the Commission's standards. The responsibility for compliance with accreditation standards rests with all BTC administrators. The college's NWCCU liaison, RaeLyn Axlund McBride (Director of Institutional Research and Planning), keeps the campus informed of accreditation timelines and matters and leads BTC's Accreditation Steering Committee. A team of college leaders attend NWCCU information sessions and communicate regularly with college leadership, faculty and staff regarding any changes in accreditation standards and their impact on college policies and procedures. Accreditation issues are shared through a variety of methods with campus groups and the campus community.

Governing Board

2.A.4 The institution has a functioning governing board consisting of at least five voting members, a majority of whom have no contractual, employment, or financial interest in the institution. If the institution is governed by a hierarchical structure of multiple boards, the roles, responsibilities, and authority of each board—as they relate to the institution—are clearly defined, widely communicated, and broadly understood.

BTC's Board of Trustees (BOT) consists of five members appointed by the Governor. In Washington State, the technical college boards of trustees must include a business, community, and labor representative, in addition to two other members: BTC is in compliances with this mandate. The governing body sets the college's strategic direction, establishes policy for the college, appoints the President, awards tenure, and approves the operating budget. The BOT has adopted bylaws which were updated and finalized in fall 2012. These are contained in the college's Policy and Procedures Guide and are available at on the college's Intranet under policy 105.1. A comprehensive statement of Board responsibilities and duties is set forth in the RCW 28B.50.140. The BOT delegates authority and responsibility to the college President to administer Bellingham Technical College. The President serves as secretary to the Board of the Trustees. At the operational level, the President has administrative authority over all matters affecting the college.

2.A.5 The board acts only as a committee of the whole; no member or subcommittee of the board acts on behalf of the board except by formal delegation of authority by the governing board as a whole.

According to the bylaws of the Board of Trustees, "The Chair of the Board of Trustees shall conduct Board meetings following these guidelines: Three (3) members of the Board of Trustees shall constitute a quorum, and no action shall be taken by less than a quorum of the Board members." Members of the Board cannot act individually and must refer issues to the Secretary. Board rules, bylaws and standard procedures governing board operations reflect these requirements, and meeting minutes reflect the practice on the part of the Board of full and inclusive discussion of issues and decisions facing the college.

2.A.6 The board establishes, reviews regularly, revises as necessary, and exercises broad oversight of institutional policies, including those regarding its own organization and operation.

Substantive changes in institutional policies and programs are often developed with campus input and then presented at Board meetings for consideration and approval. Board policies are reviewed and reapproved on a periodic basis. The Board meets monthly in addition to special meetings to ensure regular and timely approval and/or review of college policy changes. The President and President's Council attend these meetings and provide reports to update progress on strategic goals, operations, issues or projects. Invited internal and external guests provide special presentations on pertinent topics and

visitors and campus representatives can discuss campus policies and challenges in the open forum section of the meetings. The duties, responsibilities, ethical conduct requirements, organizational structure and operating procedures of the Board are clearly defined in published documents, including the bylaws of the Board of Trustees, Washington State Statute RCW 28B.50.100-140, and the State Ethics code RCW 42.52. The bylaws of the Board of Trustees are posted in the college's Policy and Procedures Manual and available on the college Intranet.

2.A.7 The board selects and evaluates regularly a chief executive officer who is accountable for the operation of the institution. It delegates authority and responsibility to the CEO to implement and administer board-approved policies related to the operation of the institution.

The BOT selects the college President and sets his/her salary, terms and conditions of employment. BTC's Board of Trustees appointed Dr. Patricia McKeown, long-time Vice President of Instruction and employee of BTC, as Interim President in September 2010. In December of 2010, the Board of Trustees appointed Dr. McKeown as BTC President. This appointment occurred after an internal and external review process to consider the leadership needs of BTC. The Board is responsible for monitoring the performance of and regularly reviewing and evaluating the President's performance. The Board has been examining best practices for presidential evaluation and has used a few different evaluation processes over the last few years. The process has included evaluating performance against the Strategic Plan accomplishments, subordinate feedback, and self-evaluation. The BOT plans to use the Strategic Key Performance Indicators as a basis for this evaluation in the future. The contract for the President includes specific language pertaining to contract termination for cause, annual evaluation of the President and voluntary termination, and is reviewed by the Assistant Attorney General assigned to the college.

2.A.8 The board regularly evaluates its performance to ensure its duties and responsibilities are fulfilled in an effective and efficient manner.

Each year, during the Board retreat, the Board completes a self-evaluation. Bylaws specify that an annual self-evaluation will be completed by the Board no later than its August meeting. During this retreat and evaluation process, the President and Board members communicate frankly about a variety of issues, including Strategic Plan progress, budgetary analyses, personnel, campus climate, facilities and capital planning and instructional and student service program development and success.

The Board's evaluation process is based on forms provided by the Washington State Trustee Association for Community and Technical Colleges. In 2011, the Board also participated in a self-evaluation process guided by the ACCT Governance Institute.

Leadership and Management

2.A.9 The institution has an effective system of leadership, staffed by qualified administrators, with appropriate levels of responsibility and accountability, who are charged with planning, organizing, and managing the institution and assessing its achievements and effectiveness.

BTC administrators include the President, Vice President of Administrative Services, Vice President of Student Services, Vice President of Instruction, Executive Director of the Foundation, Director of Marketing and Communications, Director of Institutional Research and Planning, Executive Director of Human Resources, and deans. This team is responsible for moving the college toward its strategic goals and fulfilling its mission. Annually, these administrators are assigned strategic initiatives/tasks connected to the strategic goals and core themes and will report annually on the progress of initiatives and goal attainment to the Board of Trustees in a State of the College Report (also shared with the college community).

Each member of the President's Council has a clear position description and is responsible for the operation and effectiveness of their areas and its support of other areas for the college. Each member is evaluated annually by his/her supervisor. The President's Council meets weekly to discuss issues and opportunities, and to make or offer recommendations on decisions related to the operations of the college. The Council is responsible for helping to develop and assist with gathering feedback into the plan and implement strategies to achieve the college's Strategic Plan goals and initiatives. Throughout the year, this body regularly monitors college progress on its current Strategic Operational Plan.

2.A.10 The institution employs an appropriately qualified chief executive officer with full-time responsibility to the institution. The chief executive officer may serve as an ex officio member of the governing board, but may not serve as its chair.

Dr. Patricia McKeown has an Ed.D. in Educational Leadership and Policy Studies from the University of Washington plus an M.A. in Curriculum and Supervision. Dr. McKeown has served in a variety of roles with Bellingham Technical College since 1984, including as a faculty member, dean, and Vice President of Instruction. During her time at the college, she has served on a variety of State Commissions and Councils and received multiple honors and awards from state government and regional community organizations. She has also served on the AACC Economic Development and Workforce Council and the national Manufacturing Institute's Education Council. Dr. McKeown is recognized and respected in the state system for her variety and depth of experience, especially in workforce education and the two-year college system.

She has implemented cultural and systemic change within the institution, including expanding and adding new degrees and certificates, developing and institutionalizing strategic planning and institutional effectiveness efforts, moving the college from a clock hour institution to a credit institution, implementing state common course numbering, expanding general education programming, and developing an eLearning department with increased course offerings. Under her leadership over the past several years, the college has earned over $10 million in state, Federal and private grant funds, and the college's reputation has continued to expand.

The Board of Trustees delegates to the college President the authority and responsibility to administer Bellingham Technical College in accordance with laws, policies, and rules approved or sanctioned by the Board of Trustees. At the operational level, the President has administrative authority over all matters affecting the college. The President serves as secretary to the Board of Trustees.

2.A.11 The institution employs a sufficient number of qualified administrators who provide effective leadership and management for the institution's major support and operational functions and work collaboratively across institutional functions and units to foster fulfillment of the institution's mission and accomplishment of its core theme objectives.

The college has undergone reorganization in the past few years. As a small college, administrators take on multiple tasks. Administrative staff at the college are selected for a wide variety of academic and technical expertise. The vice presidents of the college have academic and experiential credentials specific to their role. In addition to academic credentials, the vice presidents have extensive backgrounds both in business and higher education. The deans and associate deans possess strong academic, technical and leadership qualifications. Credentials of the deans and associate deans include previous teaching experience, managerial experiences, subject matter expertise, higher education and workforce experiences tied to their assignment. All staff members are evaluated by their direct supervisors. Instruction, student and administrative services supervisors or deans are evaluated by the appropriate vice president. Vice presidents, Executive Director of the BTC Foundation, Executive Director of Human Resources, the

Marketing and Communications Director and the Director of Institutional Planning and Research are evaluated by the college President. A peer and colleague evaluation was also conducted in 2011. Administrator resumes, credentials and transcripts are documented in Human Resource files and described in the college catalog.

All administrators work collaboratively in both formal and informal ways to fulfill the institution's mission and accomplish its core themes and strategic goals. In addition to individual meetings among supervisors and their reports, the vice presidents meet weekly both as a group and individually with the President, the deans meet together bi-weekly with the Vice President of Instruction, the President's Council meets weekly, and Instruction Council, Students Services Directors and Administrative Services group meet regularly both individually and together to foster communication, planning, and goal completion.

Policies and Procedures – Academics

2.A.12 Academic policies—including those related to teaching, service, scholarship, research, and artistic creation—are clearly communicated to students and faculty and to administrators and staff with responsibilities related to these areas.

The college catalog details academic policies and procedures for faculty, staff, students and members of the public regarding offerings, grade scale, general completion requirements, grading policies, grading changes, academic achievement, and academic standards and progress. The catalog is distributed in hard copy by request, is easily accessible on the website. Catalog updates are done on a biannual basis and information is continually updated on the website. During the biannual publication process, each area of Instruction, Student Services and Administrative Services reviews the catalog to ensure that information is up-to-date and accurate. Regular cross-departmental meetings ensure that any proposed academic policy and procedural changes are reviewed by a wide audience and that changes are widely disseminated.

BTC's Human Resources department sends out regular updates to gather input into revised or new college policies—including those related to teaching, academic freedom, and credit hours—which, in turn, include policies for service, scholarship and research. All new and edited policies and procedures are posted for broader comment and input prior to adoption. The Intranet provides a link to BTC's Policy and Procedures Guide and all of BTC's collective bargaining agreements and faculty and staff handbooks.

2.A.13 Policies regarding access to and use of library and information resources—regardless of format, location, and delivery method—are documented, published, and enforced.

All library and information policies are in the Library Policies Guide, which is available through the BTC library's webpage. The library follows policy 452.0, Acceptable Use of Information Technologies. This policy is posted in strategic places in the library and made available as a handout upon request. The acceptable use policy is referenced in the BTC Campus Student Code of Conduct under Student Misconduct – the complete Code is published in the catalog and available in the Admissions and Student Resource Center. It is also shared with students by faculty, especially those teaching in programs where computers are used extensively. Information regarding access to library services and resources is in the Student Handbook and is published in brochures available in the library. Library services brochures are distributed to classes scheduled for a Library Research Orientation, to students attending New Student Orientation, and to new staff attending faculty/adjunct orientation. A set of Employee Handbooks are available in the Staff/Faculty Resource Room in the library. Library policies are also included in many instructional program handbooks. The Director of Library and Media Services serves on the Instruction

Council and regularly attends faculty and all-staff meetings to discuss library policies and other information.

2.A.14 The institution develops, publishes widely, and follows an effective and clearly stated transfer-of-credit policy that maintains the integrity of its programs while facilitating efficient mobility of students between institutions in completing their educational programs.

BTC's Transfer Credit policy is included in the college catalog, BTC's Policy and Procedures Guide, and Student Handbook, and covers the credit acceptance policy and evaluation procedures with regard to technical and general education courses, AP scores, credit for prior learning, advanced placement, articulation agreements and transferability of BTC credit. The Transfer Options webpage contains instructions and information for students and others on transferring credit to two- and four-year institutions, including information on Common Course Numbering and transferring credit to BTC. A chart of articulated programs and courses at other institutions is available through the BTC website and updated regularly. An internal "Transfer Advising Guide" is maintained to ensure consistent transfer advising and awarding. This is an area that BTC continues to develop and improve.

Policies and Procedures – Students

2.A.15 Policies and procedures regarding students' rights and responsibilities—including academic honesty, appeals, grievances, and accommodations for persons with disabilities—are clearly stated, readily available, and administered in a fair and consistent manner.

BTC's catalog and quarterly class schedules are distributed widely (to county postal addresses, on campus and at strategic spots throughout the community) and posted on the college's website. These publications contain information on student rights and responsibilities, including policies on progress, attendance, and conduct. The Campus Student Code of Conduct is included in its entirety in BTC's catalog and is available in the Admissions and Student Resource Center. The Student Handbook is published annually. Hard copies are distributed to all students and an electronic copy is available on the website. The Handbook contains a simplified version of the Campus Student Code of Conduct, and includes information on BTC's Drug Free policy, Sexual Harassment policies, Privacy Act/FERPA, Campus Security Act, and Non-Discrimination statement. The Handbook references locations of the complete code as well as information on other student information and brochures on topics such as sexual harassment and campus safety information. During New Student Orientation, student policies are referenced through an introduction/overview of the Student Handbook: student policies are reproduced in several instructional program handbooks and syllabi, and discussed in course introductions. An Accessibility Resources Student Handbook, with information on disabilities policies, processes and documentation steps is accessible on the website and made available through BTC's Accessibility Resources Office.

BTC's Student Grievance Procedure is detailed in the Student Handbook. Bellingham Technical College has a policy and procedure, 419.0, regarding the handling of complaints by a student against a policy or practice of the college or college staff that is considered improper or unfair, or where there has been deviation from or misinterpretation or misapplication of a practice or policy. The process includes both informal and formal resolution processes and procedures. Appeal processes are outlined as well.

If a student complaint is not resolved in the articulated informal process, the student may file a complaint with the Vice President of Student Services or designee who will serve as the investigating officer in the complaint. If a resolution is not reached, the Grievance Committee reviews the complaint and makes a written report to the Vice President of Student Services or a designee. The student may then appeal the

decision to the college President. The President may uphold the decision of the committee or go forward with the grievance hearing process. If probable cause is found, a hearing is held.

The Grievance Committee files its findings and recommendations with the President, the Vice President of Student Services, the student and the staff member after the conclusion of the hearing. If the student or staff member object to the findings and recommendations and wish to appeal, a written appeal may be submitted to the President. The President then issues a written appeal to the parties involved. The decision of the President is final.

The Vice President of Student Services keeps a record of the student complaint and all related documentation. Records related to student grievances are maintained in the student's file in accordance with FERPA guidelines. The college maintains an electronic log to track and aggregate student complaint information and the disposition of the complaints to determine whether improvements may be appropriate.

An annual report is compiled and disseminated at the end of the academic year to the Behavioral Intervention Team and the President's Council that outlines trends and analysis of student complaints and grievances.

2.A.16 The institution adopts and adheres to admission and placement policies that guide the enrollment of students in courses and programs through an evaluation of prerequisite knowledge, skills, and abilities to assure a reasonable probability of student success at a level commensurate with the institution's expectations. Its policy regarding continuation in and termination from its educational programs— including its appeals process and readmission policy—are clearly defined, widely published, and administered in a fair and timely manner.

BTC maintains an open admissions policy. Admission to most programs is granted to any individual over 18 years old (or those under 18 years of age who satisfy the provisions of the local enrollment option), who complete and submit an Admissions Application and achieve program-ready reading, sentence skills and mathematics scores on the Accuplacer$^©$ assessment. BTC policies and procedures guiding admission are published the BTC Policy and Procedures Guide as well as on the BTC website. BTC has policies regarding priority enrollment of student groups (such as Worker Retraining students), as well as policies pertaining to special programs such as Running Start, which are accessible in the BTC Policy and Procedures Guide. Several BTC programs, including Nursing, allied health and some technical programs, have more stringent admissions requirements, including prerequisites and/or criminal background checks. Admissions criteria for each BTC program are contained on the BTC website, and are available in the Admissions and Student Resource Center. An overview of program admission criteria is also available in the student recruitment brochure as well as in post-Accuplacer$^©$ score interpretation packets.

BTC staff perform transcript evaluations and Advanced Placement assessment for those requesting waiver of admissions tests or prerequisite coursework approval. Procedures and policies are covered on the "Future Student" portion of the website, in the BTC Policies and Procedures Guide, and available to students in the Admissions and Student Resource Center. Students are sent written correspondence as they move through each step of the admissions process. Once students have completed all admissions requirements, they are mailed a letter that clearly identifies their status for program acceptance. Students meeting all program admission criteria but who are unable to enter immediately into their selected program are placed on a program ready/wait list. Students seeking enrollment into a single course which is currently full and has a class waitlist available can add themselves to the class waitlist. Students are then moved into the class automatically when space is available. This process is also outlined on the website, catalog, and Student Handbook.

When necessary, academic and career advisors provide unofficial transcript evaluations to expedite student enrollment into general education courses.

Programs may have minimum GPA requirements; any special program retention requirements are reflected in student handouts and covered in special orientations for specific programs. BTC probationary and re-admittance policies are covered in its catalog, in the BTC Policy and Procedures Guide, and in the Student Handbook. Program completion forms and Degree Audit tools assist students in assessing their progress towards degree completion. The college publishes information on the withdrawal procedure and refund policy in the Student Handbook, quarterly class schedule and catalog. Reference to the BTC "Hardship Withdrawal Form" is made in the Student Handbook, quarterly class schedule and the college catalog. BTC has developed an enhanced advising system for students taking general education and prerequisite coursework prior to entering their professional technical programs. This advising system enables active outreach to enrolled students and helps academic and career advisors engage in more proactive, individualized discussion of relevant BTC policies with their students.

2.A.17 The institution maintains and publishes policies that clearly state its relationship to co-curricular activities and the roles and responsibilities of students and the institution for those activities, including student publications and other student media, if offered.

BTC follows the Revised Code of Washington to govern student service and activity fees. The Associated Students of Bellingham Technical College (ASBTC) is funded through Service and Activity fees levied on each student, and is governed by the ASBTC Constitution and Bylaws. Policies and procedures regarding official recognition of student clubs and organizations and the relationship of the ASBTC to the college are available to all students through the ASBTC website and by request. The ASBTC develops policies and procedures, included in their bylaws and constitution, with input and final approval by the Board of Trustees and college administration. The ASBTC is assigned a part-time staff advisor who is funded from student fees. The ASBTC staff advisor is responsible for operational oversight and guidance, including advising ASBTC student leadership on methods, processes, and state and college policies that promote effective student governance. The advisor works with the ASBTC to promote student activities and serves as mentor to the ASBTC officers as they develop their leadership and program-planning skills. The advisor reports to the Vice President of Student Services (VPSS). The VPSS works closely with the ASBTC President and executive council regarding organization governance and relations with the college. Acceptable use policies include the use of social media, network, phone use and information-posting guidelines and are available in BTC's Policies and Procedures Guide.

Policies and Procedures – Human Resources

2.A.18 The institution maintains and publishes its human resources policies and procedures and regularly reviews them to ensure they are consistent, fair, and equitably applied to its employees and students.

All regular BTC employees (excluding temporary employees) attend an HR orientation and are introduced to BTC's Policy and Procedures Guide. Temporary employees receive policy information as it pertains to their position from their supervisor. HR staff emails all employees with quarterly Policy and Procedures Guide updates. The BTC Policy and Procedures Guide is available on the-HR intranet/SharePoint site and a hard copy is available in HR and the Staff/Faculty Resource Room in the library. Employee Handbooks are available on the HR SharePoint site for regular employees, and include a limited compilation of policies, including the Drug Free policy, Sexual Harassment policy, Affirmative Action policy, Whistleblower program, and Standards of Ethical Conduct/Conflict of Interest. Each vice president is responsible for routine review and update, or creation, of policies and procedures in their section of the BTC Policy and Procedures Guide (100-Board of Trustees and general policies; 200-VP Admin Services; 300-VP Instruction; 400-VP Student Services; 500-Human Resources). The Board

approves broad college policies. Proposed policies and existing policy changes are initiated through a variety of sources, including employee suggestion or collective bargaining discussions. Procedure changes or new policy suggestions are brought forth from many venues (staff, faculty, Instructional Council, Student Services Directors or others) to the appropriate vice president(s) and presented to the President's Council for review. These proposed updates or new policies are posted by Human Resources for one week for campus-wide input. Comments and input are considered prior to adoption or for Board of Trustees review and approval. All employees are responsible for knowing BTC policies and administrators and supervisors are responsible for enforcing those policies in an equitable way as well as informing employees of new or changed policies. Faculty and staff notify students of any changes that relate to them.

2.A.19 Employees are apprised of their conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation, retention, promotion, and termination.

BTC is working to improve orientation processes for all employees. Employee orientation materials include checklists for each type of employee. These checklists help supervisors and HR staff verify that the employee's conditions of employment, work assignments, rights and responsibilities, and criteria and procedures for evaluation and retention are covered. Criteria and procedures for promotion are posted as opportunities arise. Termination procedures are covered in a separate checklist during the exit process. A signed copy of the checklist is kept in each employee's personnel file. Supervisors of exempt, classified BEST and classified Teamsters staff conduct regular evaluations of employee performance, and discuss job performance expectations. Administrators and faculty members are also evaluated on a regular basis. All collective bargaining agreements at the college contain information on evaluation processes and requirements for retention, promotion and termination. Groups have access to additional information via the BTC Policy and Procedures Guide and specific groups have additional information guides that illustrate specific processes such as tenure-track or post-tenure faculty evaluation. Employees under collective bargaining agreements (Faculty, BEST, Teamsters) are subject to the Progressive Disciplinary Procedures policy in the Policy and Procedures Guide.

2.A.20 The institution ensures the security and appropriate confidentiality of human resources records.

BTC's Human Resources Office has a reception area with staff to greet visitors and provide general information. The Executive and Associate Director of HR have separate offices, and the area also contains a secured Records Room. Only HR staff are allowed in the room, which contains personnel and applicant files, including collective bargaining negotiations, Labor and Industry, and unemployment claim information. HR has a sign-out procedure for employees coming in to review applicant or other records in order to control and limit access to the stored information. An archive room for employee and other HR records is located at the Marine Drive Annex, and access to that room is restricted to HR and Payroll staff members, who maintain the only key to that room. Only HR staff and certain necessary Computer and Information Support Services staff have access to the HR department drive, where HR computer records are securely stored.

The Human Resources Office stresses the importance of confidentiality and appropriate evaluation processes with all supervisors in regular training sessions. BTC employees consult HR staff as needed and HR helps train screening and interview committee members regarding confidentiality. As a condition of employment, administrative assistants and other employees who deal with legal matters and highly sensitive information must perform duties at a required level of confidentiality as defined in the job posting and job description.

Policies and Procedures – Institutional Integrity

2.A.21 The institution represents itself clearly, accurately, and consistently through its announcements, statements, and publications. It communicates its academic intentions, programs, and services to students and to the public and demonstrates that its academic programs can be completed in a timely fashion. It regularly reviews its publications to assure integrity in all representations about its mission, programs, and services.

Accurate, clear and consistent information is a responsibility of everyone at BTC, but the Marketing and Communications Director has primary responsibility for public announcements, statements and publications, and works collaboratively with the involved areas of the college to ensure that such announcements and publications are accurate and accurately represent the college's mission. The Director also operates as the college's Public Information Officer. The department has primary responsibility for coordinating information-gathering for and publishing of quarterly class schedules, catalogs, associated program-specific brochures and handouts, the student handbook and website. Instruction, Student Services and Administrative Services are responsible for keeping their communications current. Program-specific handbooks are typically generated within the program departments. These publications contain information on student resources, typical student schedules and timelines for completion of college certificates and degree programs. Marketing works with various departments and groups to post student information and notices on digital signage boards around campus. Staff work closely with all appropriate departments for input on upcoming publications and reviews all primary campus publications with input from administration and the campus at large to ensure accuracy. All publications and the college website are regularly reviewed by Marketing staff and campus leaders to provide ongoing assessment of their accuracy and design.

Centralization of these responsibilities and publication procedural standards assist the college in maintaining a uniform appearance and continuity of essential information contained in all college publications, including logo usage, design, and graphic standards. Policy 109.0, Publication Standards, is under review and in the process of being updated to reflect procedural changes.

2.A.22 The institution advocates, subscribes to, and exemplifies high ethical standards in managing and operating the institution, including its dealings with the public, the Commission, and external organizations, and in the fair and equitable treatment of students, faculty, administrators, staff, and other constituencies. It ensures complaints and grievances are addressed in a fair and timely manner.

The college maintains high ethical standards in its management of the institution. In 2007, the college shifted to a more dynamic structure for its Strategic Plan (2008-13), creating a framework of goals and priorities that are reviewed at least annually. BTC's mission, vision, goals and values guide BTC's development and reflect rigorous ethical standards. The college's goals and initiatives focus on, among other things, providing equal student access and using resources effectively and ethically. Specific policies are brought forward and discussed on an as-needed basis in faculty and departmental meetings. The current Strategic Plan (2013-18) was finalized in summer of 2013.

Procedures are in place to ensure fair and equitable treatment of students and staff. Campus-wide email notices on ethics, the Whistleblower Act and reminders of BTC policies on acceptable use of state resources are sent annually. The college engages in periodic training regarding ethical treatment of employees and students, including those with disabilities.

In January 2012, the Office of Civil Rights (OCR) was invited to the BTC campus to provide a workshop reviewing discrimination and disability law and regulations during a regularly scheduled faculty meeting, to which all campus employees were invited. Advisory committee member materials include information

on pertinent state ethics regulations. Discussion of ethics and BTC's Ethics brochure is provided for new employees during their orientation and Standards of Ethical Conduct/Conflict of Interest information is included in all employee handbooks, in the BTC Policy and Procedures Guide, in collective bargaining agreements, and is available online. The State Attorney General's office is available to provide ethics training for all college personnel and periodically presents at BTC. These materials are being incorporated into a periodic training update for all employees - to be implemented in 2014-15.

Academic and student service policies and procedures are widely published and followed by staff. All college hiring procedures are in compliance with the Equal Opportunity Act and the college's Affirmative Action policy. Implementation of the college's Diversity Plan is regularly monitored. Staff and faculty are familiar with and responsible for adhering to the BTC Policy and Procedures Guide. BTC's Assistant Attorney General provides guidance and reviews policies as requested. For major campus initiatives (such as strategic planning), BTC forms campus committees that include representatives from a broad range of campus departments. An example of this inclusion is the Enrollment Management Advisory Committee, formed in October 2012. The committee collaboratively produced a five-year Strategic Enrollment Plan for improving recruitment, retention, graduation, and job placement of students.

Student or employee complaints and grievances are addressed promptly. Student issues are handled in accordance with the policy as published in the catalog and the state Student Conduct Code [WAC 495B-120]. Employee complaints and grievances are handled as specified in appropriate collective bargaining agreements, through BTC's Progressive Disciplinary Procedures.

2.A.23 The institution adheres to a clearly defined policy that prohibits conflict of interest on the part of members of the governing board, administration, faculty, and staff. Even when supported by or affiliated with social, political, corporate, or religious organizations, the institution has education as its primary purpose and operates as an academic institution with appropriate autonomy. If it requires its constituencies to conform to specific codes of conduct or seeks to instill specific beliefs or world views, it gives clear prior notice of such codes and/or policies in its publications.

BTC follows Washington State policy and law regarding ethical conduct and conflict of interest. Board of Trustee bylaws specifically address ethics in sections VI, Statement of Ethics and VII, Conflict of Interests. Prospective board members submit signed paperwork to the Governor's office which addresses conflict of interest prior to being appointed to our Board of Trustees. Trustees file a Personal Financial Affairs Statement with the Washington State Public Disclosure Commission annually. Employees and staff have full access to information on the Whistleblower program, the college's Affirmative Action Plan, and the college's Standard of Ethical Code/Conflict of Interest in the college's Policy and Procedures Guide and employee handbooks. The college is subject to a bi-annual compliance audit by the State Auditor's Office. There have been no findings by the State Auditor concerning conflict of interest or internal controls over the past ten years, and there have been no filings under the Whistleblower Act on the part of a college member for more than five years.

The college has a periodic, independent review of its internal controls. The last accountability and compliance audit was for the academic year ending June 30, 2008 and was conducted by the Washington State Auditor's Office. It was determined that BTC "complied with state laws and regulations and its own policies and procedures in the areas we (the auditors) examined. Internal controls were adequate to safeguard public resources." Our IT department also receives an outside audit of IT internal controls every three years. The last audit was performed in 2010 by the Washington State Auditor's Office. The college was found to have "complied, in all material respects, with" the information technology security policy and standards established by the American Institute of Certified Public Accountants (AICPA). Reasonable assurance was given that financial and operational information is reliable and possesses integrity, and that assets are safeguarded.

Staff and faculty standards of conduct are clearly delineated in the college's collective bargaining agreements and employee handbooks and are reflected in BTC's Policy and Procedures Guide, which includes policies on leave, hiring, employment of relatives and sexual harassment.

2.A.24 The institution maintains clearly defined policies with respect to ownership, copyright, control, compensation, and revenue derived from the creation and production of intellectual property.

BTC's policy on copyright and academic freedom (301.0, Academic Freedom) is made available to faculty in the college's Policy and Procedures Guide. The college's collective bargaining agreement also provides guidelines around issues of academic freedom and intellectual property. Curriculum development and updates are an integral part of faculty responsibilities.

2.A.25 The institution accurately represents its current accreditation status and avoids speculation on future accreditation actions or status. It uses the terms "Accreditation" and "Candidacy" (and related terms) only when such status is conferred by an accrediting agency recognized by the U.S. Department of Education.

The college notes its accreditation status in its quarterly schedule, catalog, Student Handbook, and website and on any collateral materials where pertinent. The college lists its accrediting body as the Northwest Commission on Colleges and Universities and describes its current accreditation status, without speculating on future accreditation actions or status. Multiple professional technical programs maintain specific state and national accreditations, including Automotive Technology, Culinary Arts, Dental Assisting, Dental Hygiene, Diesel Technology, Nursing, Surgery Technology, and Veterinary Technology. Specific program accreditation information (with specific language based on accrediting agency requirements) is published in the BTC catalog, program web pages, and program handbooks.

2.A.26 If the institution enters into contractual agreements with external entities for products or services performed on its behalf, the scope of work for those products or services—with clearly defined roles and responsibilities—is stipulated in a written and approved agreement that contains provisions to maintain the integrity of the institution. In such cases, the institution ensures the scope of the agreement is consistent with the mission and goals of the institution, adheres to institutional policies and procedures, and complies with the Commission's Standards for Accreditation.

The college follows rules set by the Washington State Attorney General's office, the Washington State Department of Enterprise Services and the State Auditor's Office regarding contracts with outside agencies for goods or services. All contractual agreements are submitted through the office of the Vice President of Administrative Services and signed by the President or her designee. All new contracts are reviewed by the Vice President for Administrative Services for appropriate standard contractual clauses as identified by the Washington State Attorney General's office. All unique and complex contracts are reviewed, as to form, by the college's Assistant Attorney General. Facility lease agreements and capital projects are processed through the Washington State Department of Enterprise Services office, which holds the contractual responsibility for these areas. Capital construction contracts are initiated and administered through the Washington State Department of Enterprise Services. The college has received multiple Federal, state and private grants, and assigns grant tracking requirements and grant outcome compliance to a designated grant manager. Grant billing compliance is managed by the Controller. Any Memorandums of Understanding (MOU), developed by the college are signed by the President or her designee and clearly indicate roles and responsibilities of the different partners.

Policies and Procedures – Academic Freedom

2.A.27 The institution publishes and adheres to policies, approved by its governing board, regarding academic freedom and responsibility that protect its constituencies from inappropriate internal and external influences, pressures, and harassment.

BTC's Academic Freedom policy 301.0 is included in the BEA (faculty) collective bargaining agreement, which is approved/signed by the Board and published in the college's Policy and Procedures Guide. The Academic Freedom policy specifically addresses the college's responsibility to protect the academic freedom of its constituents. The policy includes language verifying that academic freedom "is essential to the fulfillment of the purposes of the college. The college acknowledges the fundamental need to protect faculty from censorship or restraint which might interfere with their obligations in the performance of their professional duties." The Vice President of Instruction is responsible for maintaining policy 301.0.

2.A.28 Within the context of its mission, core themes, and values, the institution defines and actively promotes an environment that supports independent thought in the pursuit and dissemination of knowledge. It affirms the freedom of faculty, staff, administrators, and students to share their scholarship and reasoned conclusions with others. While the institution and individuals within the institution may hold to a particular personal, social, or religious philosophy, its constituencies are intellectually free to examine thought, reason, and perspectives of truth. Moreover, they allow others the freedom to do the same.

Academic freedom for faculty is addressed in the Collective Bargaining Agreement (5.9.2 CBA). This passage states that "faculty members shall be guaranteed full freedom in classroom presentations and discussions and may explore controversial materials relevant to course content." Faculty members must provide curriculum content that is consistent with the mission of the college: to provide student-centered, high-quality professional technical education in their particular program. Within these parameters, faculty have the freedom to develop innovative methods of fostering student learning in relation to identified professional and technical skills.

The college encourages its faculty, staff and students to share research and information with others, and directly supports faculty, staff and student attendance at conferences, council meetings, and in other venues. Professional development, which include opportunities to participate in events/presentations, are addressed in all three collective bargaining agreements (BEA, BEST, Teamsters) and in all employee handbooks (Administrator, Exempt, Faculty, BEST, Teamsters). In its Campus Student Code of Conduct, the college also defines BTC facility use guidelines and limitations with regard to outside speakers or groups on campus.

2.A.29 Individuals with teaching responsibilities present scholarship fairly, accurately, and objectively. Derivative scholarship acknowledges the source of intellectual property, and personal views, beliefs, and opinions are identified as such.

BTC's Copyright policy is published in its Policy and Procedures Guide and follows U.S. Copyright Law, the Copyright Act of 1976 and amendments to the Act. Presentations regarding copyright and interpretations of the Act, including the issue of Fair Use, are conducted by BTC's Copyright Officer, and are conducted annually at faculty meetings, brown bags and in other information sessions. Sessions include information on how to obtain permissions and appropriate uses of copyrighted materials. This content, as well as information on plagiarism and correct citation, are a focus of general education class sessions on Information Literacy, taught every couple of years by the Copyright Officer. BTC Library staff have developed a Copyright Library Guide (LibGuide) with extensive information on Copyright, Fair Use, and the Teach Act, and include sample letters to use to obtain copyright permission. A BTC

librarian participated in writing a copyright tutorial for all Washington State community and technical colleges called "Solving the Copyright Mystery" (which includes sections for both students and faculty). New faculty and adjunct faculty are introduced to the LibGuides site during faculty orientation.

Students are expected to maintain high standards of academic honesty in their work. Faculty have individual course policies regarding academic honesty, and the issue is addressed in the Campus Student Code of Conduct.

Policies and Procedures – Finance

2.A.30 The institution has clearly defined policies, approved by its governing board, regarding oversight and management of financial resources—including financial planning, board approval and monitoring of operating and capital budgets, reserves, investments, fundraising, cash management, debt management, and transfers and borrowings between funds.

BTC has an extensive collection of financial resource and management policies approved by the appropriate vice president, President's Council and/or Board of Trustees. These policies are published in BTC's Policy and Procedures Guide and impose strict requirements for maintaining the financial integrity of the institution, including responsible management of operational, capital, and grant funds, limiting institutional liability, imposing spending ceilings and closely monitoring expenses. Employees stay updated on current rules and regulations and best practices through state and regional meetings and trainings and appropriate listserv subscriptions. The college uses policies and procedures established by the State of Washington Office of Financial Management as documented in the State Administrative and Accounting Manual (SAAM) and the SBFTC Fiscal Affairs Manual (FAM). The college has a formalized cash management and investment procedure as suggested by the State Treasurer's office. The Washington State Auditor's Office regularly audits college financial transactions and financial control procedures.

All financial and administrative service departments report directly to the Vice President of Administrative Services. Financial departments reporting directly to the Vice President of Administrative Services include budgeting, accounting, payroll, capital construction and purchasing.

STANDARD 2.B HUMAN RESOURCES

2.B.1 The institution employs a sufficient number of qualified personnel to maintain its support and operations functions. Criteria, qualifications, and procedures for selection of personnel are clearly and publicly stated. Job descriptions accurately reflect duties, responsibilities, and authority of the position.

Bellingham Technical College employs a sufficient number of qualified personnel to maintain operations and support services. BTC has a total of 191 regular and 28 temporary faculty and staff, and hires approximately 100 adjunct faculty members per quarter. The composition of the 191 regular employees include 8 administrators, 40 exempt staff, 61 faculty and 82 classified. The 28 temporary staff include 9 faculty and 19 staff members. Ratios of faculty and staff fall within reasonable standards when compared to similar state institutions. During the recession and cuts in state support, some positions were put on hold or eliminated. This has resulted in efficiency restructures. Many of these positions are in the process of reinstatement (i.e. Executive Director of HR).

All faculty and staff positions have job descriptions that include evaluation criteria and minimum qualifications. Position descriptions for existing and open positions are reviewed by the position's respective supervisor and vice president to ensure accurate reflection of duties, responsibilities, appropriate weight for each area of responsibility, and scope of authority of each position. Criteria and qualifications for personnel are outlined in the position description and/or position vacancy form—the latter are reviewed by the appropriate director, dean, vice president or President.

In order to standardize procedures for vacancy assessment and recruitment, the Human Resources office provides hiring procedures for recruiting for a vacancy. For any new, revised or reorganized positions, the following items must be submitted by the appropriate vice president to President's Council: the proposed position, updated position description, salary analysis, and budget analysis. The Human Resources office provides guidelines for searches as well as recruitment expenditures.

Employee qualifications are reviewed and verified during the selection and hiring process. The criteria, qualifications and procedures are stated on position announcements, which are available in printed form and on the college website. All positions are reviewed by the President's Council prior to publicizing. This includes approval, salary, budget, and other key information.

For classified and faculty positions, standards and procedures for hiring are included in negotiated agreements as well as in college procedures 505.0, 507.0 508.0, and 508.2. BTC has written job descriptions for every position that accurately reflect duties, responsibility and authority. Job descriptions are also reviewed and updated when a vacancy occurs or a new position is created.

2.B.2 Administrators and staff are evaluated regularly with regard to performance of work duties and responsibilities.

Supervisors and administrators are charged with evaluating staff with regard to performance of work, work duties and responsibilities on a regular basis. New, probationary employees are evaluated within 90 – 180 days of hire. Performance evaluation processes and timelines are outlined for union employees in their respective collective bargaining agreements. The college uses *Performance Now* software to help standardize evaluation categories across departments. Human Resources tracks supervisory progress on evaluation compliance and sends reminders to supervisors of evaluation due dates for each employee. The President is evaluated by Board of Trustees annually.

2.B.3 The institution provides faculty, staff, administrators, and other employees with appropriate opportunities and support for professional growth and development to enhance their effectiveness in fulfilling their roles, duties, and responsibilities.

There are a variety of training and professional development opportunities available to help ensure that faculty and staff have the appropriate and necessary proficiency for their work assignments, roles, duties, and responsibilities. A strong administrator and peer support network forms an informal learning network, and individual and group training from technical and other staff such as Computer and Information Support Services and eLearning help provide all staff with the expertise needed for particular subject areas or general technology and equipment use. BTC supports a significant amount of off-campus professional development through operational and grant funds, and the college participates in a number of state and Federal projects that include professional development enhancements.

Staff take advantage of training provided by the Association of Community and Technical Colleges (which promotes professional growth and development for Washington's community college administrators and exempt staff) and training provided through the state community and technical college system via a variety of sources, including webinars, Interactive TV (ITV), or online platforms. All administrators belong to statewide college associations, councils and commissions, which include face-to-face or web-based professional development, training and networking opportunities. Faculty belong to a number of professional organizations and attend regional, state and national conferences. The BTC Foundation and college grants provide financial resources to augment employee professional development, and funding for professional development is also included in the annual operating budget. Minimum levels of financial resources for professional development for faculty and classified staff are defined in bargaining agreements. BTC and other state colleges offer tuition waivers for qualified student candidates.

2.B.4 Consistent with its mission, core themes, programs, services, and characteristics, the institution employs appropriately qualified faculty sufficient in number to achieve its educational objectives, establish and oversee academic policies, and assure the integrity and continuity of its academic programs, wherever offered and however delivered.

As an institution whose mission is to provide student-centered, high-quality professional technical education, BTC requires professional technical faculty to possess education and experience in the field relevant to their teaching assignments. Every full-time faculty hire goes through a screening and interview committee process with faculty, staff, and community participation and is approved by the President. The college follows state standards specified in WAC 131-16-080 and 131-16-091 for community and technical college faculty, including specializations, and follows BTC hiring procedures (policy 508.0). Full or part-time faculty in professional/technical programs must hold or qualify for a vocational-educational teaching certificate (WAC 131-16-091) and possess appropriate industry experiences and expertise or hold a bachelor's degree in the field.

For faculty teaching general education courses, a Master's degree with emphasis in the primary assigned teaching area is required. For those faculty with related degrees, Policy 509.1 requires a minimum of 24 upper division/graduate credits in the field.

The college assures the integrity and continuity of its education programs in a variety of ways—the institution has a high level of faculty and professional technical program longevity, with a focus on establishing common curriculum for general education and professional technical coursework that ensures students are taught to the same outcomes, regardless of instructor. All professional technical degree programs have active advisory boards composed of business and industry representatives and include student representation. Faculty are encouraged to participate in a variety of professional development

opportunities in the form of targeted training, participation in conferences and other events, and "back-to-industry" experiences in order to maintain a high level of technical skills and content knowledge in their field.

2.B.5 Faculty responsibilities and workloads are commensurate with the institution's expectations for teaching, service, scholarship, research, and/or artistic creation.

Faculty responsibilities and workloads are specified in the negotiated agreement between BTC and the faculty association/union (Articles 5, 7, 8, 9). Faculty primary instruction and professional functions are outlined in section 5.4 of the collective bargaining agreement. The college does not engage in original research or focus on scholarship or artistic creation as part of its mission. BTC provides professional development support and hosts activities and events that showcase the latest technology, processes, and information in a number of professional technical fields. While BTC's Welding Rodeo includes the creation of welded art pieces, the focus is on showcasing welding in the context of occupational and welding skills. The college professional technical programs must remain responsive to changes in their related industry. To this end, the college supports faculty who engage in research through grant projects, return-to-industry grants, and as part of curriculum development.

There are opportunities for instructors to receive BTC Foundation scholarships and grant funding in order to augment a variety of professional development activities, including attending national conferences and trade shows. Faculty members have also been granted sabbatical leaves to further their education (included as an option in the faculty bargaining agreement); however, due to budget restrictions, the college has not granted sabbaticals for several years. Expectations of faculty performance are clearly stated in the probationary and post-tenure review procedure, and all faculty engage in regular and formalized review processes, including creating and updating an annual professional development plan for each regular faculty member. Monetary grants as part of the Outstanding Faculty and Staff Awards are also distributed on an annual basis.

2.B.6 All faculty are evaluated in a regular, systematic, substantive, and collegial manner at least once within every five-year period of service. The evaluation process specifies the timeline and criteria by which faculty are evaluated; utilizes multiple indices of effectiveness, each of which is directly related to the faculty member's roles and responsibilities, including evidence of teaching effectiveness for faculty with teaching responsibilities; contains a provision to address concerns that may emerge between regularly scheduled evaluations; and provides for administrative access to all primary evaluation data. Where areas for improvement are identified, the institution works with the faculty member to develop and implement a plan to address identified areas of concern.

All BTC faculty are evaluated on a regular basis. The VP of Instruction is responsible for implementing faculty evaluation procedures. These procedures are included in policies 310, 311 and 312, and are also posted on the intranet under Instruction/Faculty/Faculty Evaluation. The student evaluation form was recently changed through a collaborative process with faculty and staff. When a pattern of poor performance is identified, an improvement plan is developed. Article 10 of the collective bargaining agreement addresses this issue.

Faculty who are hired into a tenure-track positions undergo a comprehensive performance evaluation by the tenure review evaluation committee twice annually through a nine-quarter probationary period. This process is guided by RCW 28B.50. The process includes multiple indices, including self, student, peer, and administrative evaluations. Data are summarized by the committee for the Board of Trustees twice annually. Prior to the end of the ninth quarter, the Board of Trustees determines whether to grant tenure or not.

Tenured faculty are evaluated through a formal "post tenure" process once every five years. Student evaluations are completed every fall and spring and summaries are used for the five-year evaluation, which is conducted by a committee composed of tenured faculty and an administrative representative. The final post-tenure evaluation process includes student, administrator, and peer evaluation data. If concerns are identified during the five year process, an improvement plan can be initiated.

Adjunct and part-time faculty are required to be evaluated by their supervisor within their first 20 credits of instruction, and once every five years thereafter, using the Adjunct Faculty Self-Assessment form and student evaluations. The process and forms for probationary, post-tenure and part-time or adjunct faculty are posted to the college Intranet. New faculty members are oriented to the process with their dean. The Vice President of Instruction or designee meets with the Student Council once a year to recruit student members. Students are oriented to the process and their role within the committee by the committee chair or administrator. The Faculty Evaluation Oversight and Professional Development Appeals Committee, composed of faculty and administration, oversees the review and revision of all faculty evaluation forms and processes.

2.C.1 The institution provides programs, wherever offered and however delivered, with appropriate content and rigor that are consistent with its mission; culminate in achievement of clearly identified student learning outcomes; and lead to collegiate-level degrees or certificates with designators consistent with program content in recognized fields of study.

The college's mission of providing student-centered, high-quality professional technical education forms a tight focus for educational programs. All college employees support and facilitate an educational environment where the primary purpose is to help students prepare for careers in professional and technical fields. For each of the professional technical degrees, an advisory committee of business and industry employers meet at least twice annually. Lab and classroom activities, facilities and curriculum are developed to best reflect current technology and skills used in these occupations. Faculty are members of related industry or business organizations and familiar with industry standards. Whenever possible, instructors and staff arrange student internship opportunities or opportunities for students to take national or state industry licensing exams used by their particular industry. Many professional technical programs focus on preparing students for industry licensing exams and/or incorporate licensure exam standards and testing into curriculum.

Each certificate/degree program at the college provides the appropriate scope, rigor and sequence of learning. Programs of more than 45 credits must include general education courses in math, English Composition or communications, and psychology or human relations. The sequencing and structure of the coursework is influenced by several factors, including prerequisite skills and knowledge needed for courses, benchmarking with similar programs at other colleges, and advisory committee recommendations. Professional technical program curriculums are based on state or national skill standards. Ongoing revision of existing programs takes place as needed for the programs to keep abreast of changes in the occupational field.

BTC offers seven direct transfer/major related program (DTA/MRP and AS-T/MRP) degrees. These programs help students transfer seamlessly into baccalaureate programs as juniors. Major Related Program (MRP) pathways follow one of the two statewide transfer agreements. These degree programs require statewide agreed-upon courses and are approved by the State Board for Community and Technical Colleges.

All college programs identify student learning outcomes and develop an annual Instructional Program Effectiveness Report. The continued refinement of student learning outcomes and assessments for programs and courses has been an ongoing goal of the college. The college catalog details all coursework required within the program and provides an overview of program goals and expected learning outcomes. When students enter their programs, they are provided with course syllabi and program handouts outlining requirements and expectations for successful program completion. Many programs, such as Culinary Arts, Nursing, Dental Assisting, Radiological Technology and Welding, provide students with extensive program handbooks on specific program requirements, procedures and conditions.

2.C.2 The institution identifies and publishes expected course, program, and degree learning outcomes. Expected student learning outcomes for courses, wherever offered and however delivered, are provided in written form to enrolled students.

The BTC website identifies student learning outcomes for each of its certificate and degree programs, and the college catalog, available online or in hard-copy, also lists program-level outcomes. Syllabi are

provided to each student for each individual course offered at the college and contain course learning outcomes. Individual programs also may provide program handbooks for each student, which include student learning outcomes for each course or unit. Overall program outcomes are assessed and evaluated by faculty as part of the annual Student Learning Outcomes Report completed by each professional technical certificate and degree program.

2.C.3 Credit and degrees, wherever offered and however delivered, are based on documented student achievement and awarded in a manner consistent with institutional policies that reflect generally accepted learning outcomes, norms, or equivalencies in higher education.

All Associate in Applied Science (AAS), Associate in Applied Science-Transfer (AAS-T), Direct Transfer Agreement/Major Related Program (DTA/MRP) and Associate in Science-Transfer/Major Related Program (AS-T/MRP) degrees and certificates offered at Bellingham Technical College meet requirements established by the State Board of Community and Technical Colleges (SBCTC) and the Intercollege Relations Commission (ICRC). The AAS-T, DTA/MRP and AS-T/MRP degrees include transferable general education courses that are designated as common courses with standard outcomes in the SBCTC system. All professional technical programs with 90 credits or more of required course content offer AAS and/or AAS-T degrees, and all approved programs of less than 90 credits use the "certificate" designation. All students who graduate with an AAS, AAS-T, DTA/MRP, AS-T/MRP or certificate from BTC must meet required course and program outcomes and requirements. All transferable general education coursework fulfill content requirements as defined by the ICRC and SBCTC.

Curriculum is developed by faculty. Based on input from faculty, advisory committee members and other business and industry representatives, the Vice President of Instruction and BTC Instruction Council approve the new or revised professional technical curriculum. The Vice-President of Instruction, program advisory committee members, and deans work with faculty to design effective and well-defined program and course learning outcomes. Definitions of program learning outcomes and measures, such as relevant skills, knowledge, and attitudes, are well-defined and located on the Intranet, in the college catalog and learning outcomes and measures are included on syllabi, as defined by the BTC syllabi template.

2.C.4 Degree programs, wherever offered and however delivered, demonstrate a coherent design with appropriate breadth, depth, sequencing of courses, and synthesis of learning. Admission and graduation requirements are clearly defined and widely published.

BTC's professional technical programs are developed or modified in response to identified workforce needs. Development or revision of existing programs is based on input from general education and/or professional technical instructional faculty, administrators, advisory committees or other business and industry representatives. Major changes to existing programs or new program proposals are proposed at the program level. Prior to submission to the State Board for Community and Technical Colleges (SBCTC), a new program proposal is reviewed through the Instruction Council. New degrees are brought to the President's Council for approval and continue on to the college's Board of Trustees. The approval process requires an analysis of need and confirmation that the new degree does not unnecessarily duplicate other nearby college offerings. Final approval must be obtained from SBCTC.

In order to ensure development and/or continuation of coherent program design with appropriate breadth, depth and sequencing of courses, extensive work is done to verify the workforce need and employment potential for graduates, and to ensure that program content meets the targeted industry needs, professional technical skills standards, and/or certification requirements. The college conducts a needs assessment which identifies labor market demand from a variety of sources, including focus groups, advisory committees, business and industry requests, local, state and national labor market research and reviews of existing programs. Initial curriculum development processes include a Developing a Curriculum

(DACUM) process, used to determine the competencies that should be addressed in a training curriculum for a specific occupation. The process requires a panel of five to nine experts and workers in the occupation working with a trained facilitator. Continuing development or refinement of curriculum and program structure and sequencing is conducted by faculty working in conjunction with advisory committee members and other industry representatives.

The BTC catalog and website list program requirements for all degree and certificate programs, and the website includes an overview of typical course sequencing and structure for each program. Admissions staff, academic and career advisors, and/or program faculty meet with prospective students during office hours, targeted advising sessions, workshops and in outreach events to outline admissions requirements. Admission requirements are also listed in the catalog and website. Supplemental program admission sheets are also available in the admissions office. Graduation requirements are available on the website and program handbooks also detail requirements for admission and graduation. BTC recently implemented Degree Audit software, which assists students, faculty and staff track student progress towards fulfilling graduation requirements.

2.C.5 Faculty, through well-defined structures and processes with clearly defined authority and responsibilities, exercise a major role in the design, approval, implementation, and revision of the curriculum, and have an active role in the selection of new faculty. Faculty with teaching responsibilities take collective responsibility for fostering and assessing student achievement of clearly identified learning outcomes.

Faculty have the clear authority and responsibility for curriculum. Faculty at BTC are considered the "experts" in their respective fields, and are the designers, revisers and implementers of their program curriculum. Faculty propose revisions and changes to the existing curriculum with relevant business and industry input, and regularly update their knowledge of industry standards and skills via on-going professional development, such as participating in back-to-industry experiences or attending professional technical trade shows and other events.

Although faculty have the primary responsibility for the process of curriculum development or revision, when there is an interest in creating common courses or "cores" between programs, a committee composed of faculty representing those program areas is convened with the appropriate dean(s) to review and provide input for the changes. Proposals for curriculum revision and structural changes are reviewed and approved by the appropriate dean, Instruction Council, and Vice President of Instruction prior to implementation. Standard transfer courses such as those in science, psychology, mathematics, and English are developed based on state common course requirements.

Faculty members are typically represented on every college screening and interview committee. For professional technical faculty hiring, program advisory committee members often participate in screening and interview committees, or input into qualifications are gathered from members. Recommendations from the screening and interview committee are forwarded to the Vice President of Instruction and President for final approval.

2.C.6 Faculty with teaching responsibilities, in partnership with library and information resources personnel, ensure that the use of library and information resources is integrated into the learning process.

In 2011 BTC opened a new, expanded library facility in the Campus Center. Faculty have continued to expand the integration of the use of library and information resources into their teaching and learning strategies.

The library has a relevant collection of print, media, and digital resources to support the college's educational programs. The collection is revised and expanded based on input by faculty, suggestions for purchase, and standard review tools. Faculty input from all instructional areas is collected through a periodic information-gathering process. Students can access major and specialized online research databases in the library, on campus, or through remote access. Library staff work closely with faculty to help them include information on library and information resources in their curriculum. Research workshops, sessions focused on specific information literacy skills, assignments requiring use of library resources, and library tours are required in many courses and programs.

To further support faculty and increase their connection with the library, library staff collaborate with faculty in selecting materials and publicize new holdings. In addition to student and program orientations, library staff offer periodic training sessions for staff and faculty on subjects such as copyright and new digital resources. The BTC Library also hosts the only open computer lab on campus and staff provide student technology help and distance learning support. The library provides a variety of software programs on its student computers, including the Microsoft Office Suite, AutoCAD and QuickBooks, as well as specialized science and nursing resources. In the past few years, the library has focused on purchasing more resources for distance and off-campus students. The library, Tutoring Center, and eLearning department have collaborated to develop Computer Boot Camps open to all students, including first-time distance learning students. Faculty can easily reference and connect students to these resources.

The BTC Library has participated in two four-year Information Literacy LSTA grants sponsored by the Library Media Directors Council (LMDC), and the Library Director has attended the Association of College and Research Libraries (ACRL) Information Literacy Immersion and Immersion Refresher workshops. The BTC Library was part of a statewide longitudinal study of the impact on information literacy instruction for pre-college students on student success—through the Pre-college Information Literacy Research (PILR) group. Through small yearly grants, library staff have worked with programs to develop focused information literacy assignments in developmental reading, veterinary technician, general biology, anatomy and physiology, chemistry, evidence-based practice in nursing, basic education reading, writing, math, introduction to computers, and career exploration. The Library Director teaches a one-credit Information Literacy class that is part of the Professional Technical Education AAS-T degree for faculty.

2.C.7 Credit for prior experiential learning, if granted, is: a) guided by approved policies and procedures; b) awarded only at the undergraduate level to enrolled students; c) limited to a maximum of 25% of the credits needed for a degree; d) awarded only for documented student achievement equivalent to expected learning achievement for courses within the institution's regular curricular offerings; and e) granted only upon the recommendation of appropriately qualified teaching faculty. Credit granted for prior experiential learning is so identified on students' transcripts and may not duplicate other credit awarded to the student in fulfillment of degree requirements. The institution makes no assurances regarding the number of credits to be awarded prior to the completion of the institution's review process.

Policy 332, Non-Traditional Credit, addresses credit for prior experiential learning, challenge procedures and program advanced placement. Prior Learning Assessment information is outlined on BTC's website and include the process for awarding credit for prior learning and indicates which technical professional programs at BTC are approved to award prior learning credit.

No more than 25 percent of the total program requirements may be earned through credit for prior experiential learning. When a program develops procedures to award credit for prior experiential learning, the process is reviewed and approved by BTC's Instruction Council. Programs make these procedures available to enrolled program students. The institution makes no assurances to the student regarding the number of credits to be awarded prior to the completion of the institution's review process.

Prior learning credit is a state priority and BTC is participating in a pilot to expand its use and refine and standardize procedures for awarding prior learning credit. At BTC, prior learning credit is identified on transcripts with the unique grade "CR," which is defined in our catalog as credit for prior experiential learning.

2.C.8 The final judgment in accepting transfer credit is the responsibility of the receiving institution. Transfer credit is accepted according to procedures which provide adequate safeguards to ensure high academic quality, relevance to the students' programs, and integrity of the receiving institution's degrees. In accepting transfer credit, the receiving institution ensures that the credit accepted is appropriate for its programs and comparable in nature, content, academic quality, and level to credit it offers. Where patterns of student enrollment between institutions are identified, the institution develops articulation agreements between the institutions.

Policy 424, Credit Acceptance, is clearly articulated in the college catalog and online. On its "Transferring Credit" website, BTC maintains a table of courses it accepts in transfer from the other state two-year community and technical colleges. Credit transfer guidelines, including for College Board AP credit and Tech Prep credit as well as courses from other accredited institutions, are clearly outlined in the college catalog, the web, and in internal and external informational advising handouts. College procedures are consistently followed by BTC's Transcript Evaluator. Typically, a student must earn at least a "C" average and three credits or more in courses that are 100-level or above at an accredited university or college in order to satisfy general education equivalencies. For transfer of specific professional technical credits within a particular program, the instructor helps evaluate the student's request and official transcripts for equivalency. Tech Prep articulation agreements with area high schools are in place for programs such as Business and Computer Information Systems, Computer Networking, Fisheries Technology, Welding, and Engineering Technology. The transfer credit policy for the Tech Prep program is described in the college catalog.

In addition to offering DTA/MRP and AS-T/MRP transfer degrees, BTC continues to expand articulation agreements with colleges that offer baccalaureate degrees in fields that match the college's offerings. The BTC website has a "Transfer Options" section that offer BAS programs in technical and managerial fields that match the college's offerings. The BTC website has a "Transfer Options" site that lists colleges with which BTC has developed articulation agreements, or that have blanket acceptance of AAS or AAS-T degrees. The site includes an overview and list for the state's common course numbering system.

Undergraduate Programs

2.C.9 The General Education component of undergraduate programs (if offered) demonstrates an integrated course of study that helps students develop the breadth and depth of intellect to become more effective learners and to prepare them for a productive life of work, citizenship, and personal fulfillment. Baccalaureate degree programs and transfer associate degree programs include a recognizable core of general education that represents an integration of basic knowledge and methodology of the humanities and fine arts, mathematical and natural sciences, and social sciences. Applied undergraduate degree and certificate programs of thirty (30) semester credits or forty-five (45) quarter credits in length contain a recognizable core of related instruction or general education with identified outcomes in the areas of communication, computation, and human relations that align with and support program goals or intended outcomes.

BTC is committed to providing a solid academic foundation for its students in the sciences, English, math and psychology, as well as helping students to master complex professional technical skills relevant to each discipline. BTC's general education requirements for all one-year certificate and AAS degree

students include a minimum of fifteen credits in English, mathematics and psychology and focus on the "soft" skill standards required in every industry and business field; training for these skills include work on positive work attitudes and habits, effective human relations, leadership, problem-solving, critical thinking, and teamwork. This approach assists students in becoming better learners and helping to prepare them for a productive life of work, involved citizenship, and personal fulfillment.

BTC's DTA/MRP, AS-T/MRP and AAS-T degrees include a focus on general education transfer-level credits. The college's general education requirements are clearly explained and published via the college catalog, in general information at the beginning of the catalog, and in the specific program descriptions. DTA/MRP and AS-T/MRP requirements are guided by state standards and agreements to assure transfer. In BTC's transfer and professional technical programs, program descriptions, handbooks and syllabi provide information on ethics, professional technical skills, interpersonal and communication skills required by the industry. Advisors, counselors and instructors reiterate the importance of general skills in written and verbal communications, professional interactions, science and math.

2.C.10 The institution demonstrates that the General Education components of its baccalaureate degree programs (if offered) and transfer associate degree programs (if offered) have identifiable and assessable learning outcomes that are stated in relation to the institution's mission and learning outcomes for those programs.

N/A

2.C.11 The related instruction components of applied degree and certificate programs (if offered) have identifiable and assessable learning outcomes that align with and support program goals or intended outcomes. Related instruction components may be embedded within program curricula or taught in blocks of specialized instruction, but each approach must have clearly identified content and be taught or monitored by teaching faculty who are appropriately qualified in those areas.

The general education instructional areas complete an annual Instructional Program Effectiveness Report along with the degree programs, and general education faculty have developed program and course learning outcomes which are reflected in course syllabi. All faculty teaching general education coursework have earned a subject-relevant Master's or Doctoral degree and/or a minimum of 24 upper level or graduate credits in the related field. College general education courses required for professional technical programs remain focused on delivering: 1) the basic science, English, math and psychology skills needed by students for success in respective professional technical programs, and 2) a transferable general education foundation needed for further education. All general education programming at the college is strongly linked to the college's workforce education mission, with a commitment to giving students the opportunity to earn transferable general education credit or degrees, and, at the same time, learn contextualized content to reflect skills and outputs expected in professional technical fields. Each of the courses included in the general education requirements for BTC's AAS and AAS-T degrees are designed to build knowledge that will directly support student career goals.

Graduate Programs

N/A

Continuing Education and Non-Credit Programs

2.C.16 Credit and non-credit continuing education programs and other special programs are compatible with the institution's mission and goals.

Continuing education courses are an integral part of BTC's mission of providing student-centered, high-quality technical education in order to assist in developing and maintaining a quality workforce. BTC offers continuing education that is relevant to business, industry, and community needs. College advisory committees, as well as employers and course participants, help determine the need for these courses. BTC offers specialized, customized courses as needed: continuing education course offerings can range from pipe welding to digital photography. These offerings provide the college with the opportunity to broaden the diversity of its student population and develop and strengthen collaboration with partners throughout the community. Contract training courses are provided to employee groups in business, industry, employment and training agencies, and to other educational institutions. Some examples include First Aid/CPR, Forklift Driving, Flagging, and all levels of Microsoft Excel. To offer the most up-to-date training, BTC staff and faculty focus on staying well-versed in the current requirements related to health and safety information, current computer software, and other content offered in these courses.

2.C.17 The institution maintains direct and sole responsibility for the academic quality of all aspects of its continuing education and special learning programs and courses. Continuing education and/or special learning activities, programs, or courses offered for academic credit are approved by the appropriate institutional body, monitored through established procedures with clearly defined roles and responsibilities, and assessed with regard to student achievement. Faculty representing the disciplines and fields of work are appropriately involved in the planning and evaluation of the institution's continuing education and special learning activities.

The college strives to employ highly qualified and experienced instructors, provide adequate instructional resources for these instructors, and ensure the ongoing quality of its continuing education and special education courses and programs through a continuous assessment process. Hiring qualifications for continuing education and special learning courses are established based on the educational and/or field experience needed for the particular course. All courses have specialized curriculum and instructors must meet certain industry or business standards. BTC hires all instructors for this type of programming and checks credentials and transcripts whenever needed based on position requirements. The college builds all of these courses in its course management and registration systems, sets the tuition and fees, and ensures that syllabi are on file for each course.

All new adjunct instructors are invited to take part in BTC's Adjunct Faculty Orientation, which is held three times per year. In addition, the instructors are introduced to an electronic site that connects them to college resources, policies and procedures, and provides information on course management and development. Program Office Coordinators in the instructional departments provide additional support and connect instructors to campus resources. All continuing education courses use BTC's standardized syllabus template, whether they are graded or non-graded, and all syllabi are posted on the college public "P" drive. Course syllabi list outcomes and grading standards for each particular course. Course masters have been developed for each course and each course is approved through BTC's Vice President of Instruction. The course master is sent to the State Board for addition or deletion from the state inventory.

Continuing education adjunct faculty who teach more than 15 credits in graded courses are formally evaluated every five years. This formal evaluation includes a self-evaluation completed by the adjunct faculty, a teaching observation by a supervisor, student evaluations, and a synopsis of this feedback and a final session with the instructor and supervisor to discuss all of the feedback. In addition, a less formal system is in place in which supervisors and faculty have the option to gather student feedback after each course to determine student satisfaction and achievement levels and to ensure continued quality. All student surveys for each instructor are reviewed by the appropriate dean or coordinator.

Deans and coordinators meet with their regular and adjunct faculty to discuss needs for ongoing courses and to discuss the creation of new courses. Faculty for continuing education and special learning

programs create their own syllabi using the BTC template and revise those syllabi as needed. Faculty are responsible for design and delivery of their course, and they, along with business and industry representatives as well as current or former students, are the main drivers for the development of new courses and course content. After going through review by administrators, the new program or course must be approved by BTC's Vice President of Instruction before submission to the State Board. Courses are listed in the college's quarterly schedule and some are included in the college catalog. Some courses offered through private contracts with businesses are not advertised by the college.

2.C.18 The granting of credit or Continuing Education Units (CEUs) for continuing education courses and special learning activities is: a) guided by generally accepted norms; b) based on institutional mission and policy; c) consistent across the institution, wherever offered and however delivered; d) appropriate to the objectives of the course; and e) determined by student achievement of identified learning outcomes.

CEU-granting and credit-bearing continuing education courses are subject to the same standards as other college courses. For example, all courses receive state approval, have syllabi on file, are built into the course management system, and faculty that teach the courses meet all college requirements. Many of these courses are subject to specific state and national standards as well as college standards.

Continuing education courses are strongly linked to BTC's mission and meet the college's course and program development standards: they are designed to meet the skills upgrade and technical professional development needs of the workforce. Often, these courses are recommended by advisory committee members, faculty, staff or administrators with experience and connections in the targeted professional technical field. Members of the college's Instruction Council approve all continuing education courses and programs and ensure that those offered are a fit with the college's mission.

College systems are in place to ensure credit and CEU-granting consistency. Policies and procedures are in place for the approval, building and design of these courses, along with selection criteria and hiring processes for the instructors. Administrators of continuing education and special learning programs serve on the college's Instruction Council, which facilitates consistent implementation of policy along with the development of standardized forms and guidelines for program and course administration.

Student learning objectives and performance expectations are listed in each course syllabus, which is developed by the faculty member based on BTC's standard syllabus template. The appropriate administrator reviews all syllabi on an annual basis and provides feedback to the faculty as needed. Student evaluations and formal faculty assessment processes are used to help ensure that instructors are awarding credit based on stated learning outcomes and student achievement.

2.C.19 The institution maintains records which describe the number of courses and nature of learning provided through non-credit instruction.

The college's student record-keeping system holds college records for courses; records are maintained for all college courses, whether they are graded, non-graded or are offered for CEU credit. All registered students are assigned student identification (SIC) numbers. The college's online Instructor Briefcase is used to provide electronic grades for courses, while student transcripts reflect the grades given.

All college fiscal records are audited. Most of BTC's credit is equivalent to CEUs/clock hours. When the college offers a specific course that must meet a professional organization's requirements for CEUs, it follows those guidelines. Many of BTC's continuing education and special learning courses are listed in the college's quarterly schedule, with the exception of customized and private courses.

STANDARD 2.D: STUDENT SUPPORT RESOURCES

2.D.1 Consistent with the nature of its educational programs and methods of delivery, the institution creates effective learning environments with appropriate programs and services to support student learning needs.

Creating high performance learning environments, a welcoming campus atmosphere and providing effective student support for a variety of student populations within and outside of the classroom are key college strategies to support an effective learning environment. In the past several years, BTC's new campus construction, interior redesigns and exterior design plans have included a focus on both internal and external gathering and study spaces for students. Student Services has undergone organizational and space revisions to better serve its students, expanding and restructuring spaces to improve foot traffic flow and reorganizing and relocating departments to streamline services.

BTC's Diversity Committee brings guest speakers and performers, and provides other activities monthly throughout the school year. The Associated Students of Bellingham Technical College (ASBTC) host campus events and socials throughout the year, and student clubs such as Phi Theta Kappa, a new veteran's organization, and student chapters of professional organizations, such as the Student Nursing Organization, also provide support activities for students. The college hosts community outreach events such as Career and Employment Fairs, Tour Day and Try a Trade to encourage prospective students to engage in non-traditional careers and to explore a variety of programs at the college. For current program students, events such as the Welding Rodeo (Welding) and Linuxfest (Computer Networking), develop student leadership skills and bring popular industry events to campus.

BTC works to provide a variety of learning environments for students to increase instructional effectiveness and increase access and schedule flexibility. Faculty have given campus presentations and attended campus training events with topics such as creating active learning strategies and incorporating Universal Learning Design elements into their classroom and lab learning environments. Many faculty and staff have also participated in campus-wide training opportunities, such as a multi-day *On Course* training focused on experiential instructional methods. The college provides professional development to faculty and staff researching and implementing best instructional practices such as the Reading Apprenticeship program. In labs and classrooms, teachers employ different strategies to make the learning environment effective, including team-based learning techniques and utilizing simulation software and equipment. Faculty are incorporating web-based applications into their classroom environments, and have increased access and schedule flexibility of their courses and programs by offering them in online or hybrid formats. The majority of college programs emphasize practical application of professional technical skills through industry field trips and work-based learning experiences, including internships, job shadows and clinical placements.

As BTC's student population continues to diversify, the college strives to meet the learning and special needs of its students. College counselors, special program coordinators, academic and career advisors, and other student support personnel continue to support new and continuing students through their services. Counselors and coordinators specialize in assisting students with disabilities, single parents, veterans, and other special populations. Other dedicated staff assist specific populations on campus, including students of color, Basic Education for Adults (BEdA) students, and those eligible for several funding and/or enhanced support programs, including:

- WorkFirst - grant program serving recipients of Temporary Assistance for Needy Families

- Basic Food Employment and Training (BFET) - grant program serving recipients of Basic Food benefits
- Opportunity Grant - grant program serving low income students going into high demand occupations
- Worker Retraining - grant program serving dislocated workers
- Passport to College - state funding program serving youth formerly in foster care
- Integrated-Basic Education and Skills Training (I-BEST) - program serving academically underprepared students with a professional technical certificate or degree intent
- Hospital Employee Education and Training (HEET) - grant program supporting hospital and hospital-clinic employees pursuing Nursing and allied health careers

Several support strategies are in place to help increase student success, persistence and transition rates in BTC's professional technical programs. BTC requires the College Success course (CDEV 90) for students placing into developmental-level courses, which includes information on improving study and planning skills. Advising and Career Services offers weekly workshops to help prospective and current students explore career options and narrow down what options would be the best fit for them, integrated academic and career advising, and a hybrid job skills course for program students, which several programs have added as a program requirement. A required module of the New Student Orientation program (First Things First), was developed and implemented in fall 2012 in a flexible online or in-person format. Beginning October 2013, the orientation included an assessment tool (College Student Inventory) that identifies student areas of need for both the student and college staff. BTC also launched an academic early warning system to allow faculty to complete mid-quarter assessments on student progress with Student Services staff follow-up. The college offers Student Lingo online student success workshops for use by all faculty and students. Tutoring services have been expanded and the Tutor Center has been relocated to a central location on campus as of fall 2013. Tutoring services are also offered across campus in programs, labs, and other common study spaces.

Students with disabilities are provided with targeted support through BTC's Accessibility Resources (AR), which provides assistance with accommodation plans and assistive equipment. In 2011, an AR student leadership team was formed. In 2012, the team held an Assistive Technology Fair, developed a student testimonial video that was shown at a well-attended campus-wide event, and continued to promote disability awareness on campus. AR also started an advisory committee made up of local disability providers, students, employers, and BTC staff and faculty to help identify initiatives to assist students with disabilities and transition to the workforce.

In order to better support students in financial need, the college has redesigned its financial aid services and processes to provide faster processing turnaround and online access to critical financial aid information. A new Financial Aid portal allows students to login and check the status of their applications. Students can also go online to complete and submit paperwork, creating a number of efficiencies for students and the Financial Aid office. Electronic filing systems have been implemented in the Financial Aid office, which has made awarding turnaround time much shorter. The college provides funding for emergency support services to students, including assistance with childcare, uniforms, tools, or car repairs to special population students. Other individuals or groups, including the Associated Student Body of BTC, contribute to student scholarship or emergency funds. Over the past few years, the BTC Foundation has substantially increased the number of student scholarship donors and scholarship fund disbursal amounts.

2.D.2 The institution makes adequate provision for the safety and security of its students and their property at all locations where it offers programs and services. Crime statistics, campus security policies,

and other disclosures required under federal and state regulations are made available in accordance with those regulations.

BTC uses several tools to help ensure the safety of its students and the security of their property. Members of the President's Council and key faculty and staff comprise BTC's Emergency Response Team (ERT). The team has completed emergency preparedness training through the U.S. Dept. of Homeland Security Federal Emergency Management Agency (FEMA) Incident Command System courses. The college is a member of Washington State's Rapid Responder system, and members of the ERT have completed trainings with county emergency response agencies. The team implements periodic disaster drills. These drills, along with special campus safety procedures, are then evaluated for effectiveness.

BTC has a Behavior Intervention Team (BIT) that monitors and addresses student behavioral issues. To pinpoint student behaviors on campus that that may negatively impact the campus community, faculty, staff and students can report incidents into a Behavior Reporting Database accessible through the Intranet and Internet. The Behavior Intervention Team (BIT) receives notification of all submissions so they can respond in a timely manner. The BIT meets twice a month to discuss current student issues on campus. The campus has an Early Alert system for faculty and staff to assist counseling and other staff to identify students who are at-risk of behavioral or academic problems. BTC also has a Green Button alert system on faculty and staff computers so that staff and faculty can alert BIT members if they have an urgent (non-emergency) safety concern.

The Campus Safety Committee consists of representatives from the student body, faculty and staff, who meet monthly from September through June. Committee members and other staff perform a twice-annual building walk-through, reviewing conditions and noting areas that pose a safety concern. The Committee reviews accident and incident reports, and sub-committees from the group work together to recommend policy and procedure changes. The safety bulletin board in the cafeteria (G building) is maintained by the Safety Committee and includes monthly minutes, along with other relevant items.

Campus staff lock and unlock buildings. Cameras are installed on most building exteriors and interiors for situational awareness purposes. In addition to locking of the buildings each night, all are on alarm systems that connect to a 24 hour contracted monitoring service that contacts BTC-designated on-call personnel or local contracted security services. BTC has an Emergency Reference Guide (updated June 2014) which is posted in all classrooms and offices. The Annual Safety Report Pamphlet is made available to students in the Admissions and Student Resource Center and is posted on BTC's website.

Administrative Services completes an annual Campus Crime Survey administered by the Department of Education. The survey results are posted to the web each October, and are sent via email to all campus members. Administrative Services performs an annual update of its campus safety flyer in the summer, using the statistics from the Department of Education Campus Crime Survey. This flyer is available at the Admissions and Student Resource Center and the Human Resources office. BTC also participates in the annual safety survey distributed by Washington State's Office of Risk Management, which assists the college in developing safety action plans.

All professional technical faculty and many staff maintain First Aid certification. A system for maintaining appropriate Material Data Safety Sheets (MSDS) is in place for all programs on campus. Five automated external defibrillators (AEDs) are located across the main campus and one AED is located at each of two off-site locations, the Perry Center and the Technology Development Center. Evacu-Trac machines are provided in stairwells in Haskell Center, Campus Center, Morse Center, and College Services buildings to assist individuals who have mobility challenges during an evacuation. Training in use of Evacu-Trac has been provided to facilities personnel and building safety coordinators.

ASBTC has provided funds for student officers to receive First Aid/CPR training.

2.D.3 Consistent with its mission, core themes, and characteristics, the institution recruits and admits students with the potential to benefit from its educational offerings. It orients students to ensure they understand the requirements related to their programs of study and receive timely, useful, and accurate information and advising about relevant academic requirements, including graduation and transfer policies.

The college maintains an open admissions policy, and most degree and certificate programs require evidence of appropriate reading, mathematics and sentence skills for entry. This is identified through evaluation of previous testing or educational experience, or through assessment testing using the Accuplacer© exam. Some programs, such as Nursing and allied health programs, require additional application materials, including the completion of prerequisite courses, criminal background checks or drug testing, in order to ensure that program admissions requirements meet professional standards and/or program accreditation requirements. Programs with specific additional admissions steps have program information sheets available on the BTC website and in the Admissions and Student Resource Center. Hard-copy and web information includes admissions information and steps along with required forms. For most short-term certificate programs, students sign up for classes on a first-come, first-serve basis

BTC academic and career advisors and recruiters staff daily prospective student advising sessions and workshops and are available by appointment and on a drop-in basis to assist students with information about program application processes, entry requirements and other questions about programs of study and how to get started. Academic and career advisors and recruiters contact and share information with prospective students proactively through the college's Communications Relationship Management system (Connect). BTC's Running Start and Tech Prep dual-enrollment programs and advisors serve high school students interested in gaining college credit while they are enrolled in high school.

BTC offers several options for students to fully explore program offerings before beginning or completing the admissions process, including future student advising sessions, campus tours, program information sessions, and career exploration sessions. BTC staff, including academic and career advisors, counselors, instructors and other college staff, along with community partners, refer students to these sessions. Academic and career counseling is offered for prospective students needing more individualized support when entering college and selecting a career. Workforce Funding provides regular monthly orientations on funding options for students. This presentation includes information on applying for financial aid through FAFSA and on the steps students need to take to apply to BTC and receive funding assistance.

BTC admissions recruiters facilitate tours for middle and high schools and basic education students, and organize other outreach events, including college and career fairs, on- and off-campus information sessions, and events such as Tour Day. BTC hosts a High School Counselor and Career Center Coordinator Day designed to increase the knowledge of high school administration and staff regarding BTC programs. BTC periodically offers an informational meeting for local community partners, similar to the event for high schools. The community partner meeting includes staff from WorkSource, Division of Vocational Rehabilitation, and foster youth programs.

All students who take BTC assessment tests are provided with a score interpretation packet, and Assessment Center staff review students' scores with them to ensure they understand how they placed and know their next step. Students are then matched with an academic and career advisor; assignments are based on the students' program intent. Assessment Center personnel may schedule an individual appointment for a student directly with the appropriate academic and career advisor to further clarify course placement, review scores, and develop an academic plan.

Every student receives a communication at each stage of the admissions process. Communications contain information on support resources and include information on assessment testing requirements for course placement as well as information on the prerequisite and general education courses they may need to complete. Each program webpage has sections called "Entry Requirements" and "Classes" that detail the requirements for program entry and that identifies courses included in the degree or certificate in sequential order. Webpages also provide detailed information regarding transfer into and from BTC.

In fall 2012, BTC began requiring completion of First Things First modules (online or in person) as part of its New Student Orientation for all incoming students who are new to college, and hosting an in-person New Student Welcome session before the quarter start. Many programs also have individual orientations, including Nursing and Culinary Arts, that occur before the quarter starts. Online resources for students include Degree Audit, online registration, schedule planner, class waitlist, web credit card payment, and the Financial Aid Portal. The myBTC portal allows students to access a wide variety of online services including Degree Audit, unofficial transcripts, registration dates, and current course schedules.

2.D.4 In the event of program elimination or significant change in requirements, the institution makes appropriate arrangements to ensure that students enrolled in the program have an opportunity to complete their program in a timely manner with a minimum of disruption.

The college makes every effort to ensure that students currently enrolled in a program that has made substantial changes in requirements or that has been eliminated are able to finish the program. This involves developing student options for completing the program which do not involve loss of current accumulated credit for the student. College policy ensures that a student may elect to graduate under the provisions in the catalog in force either at the time the student first entered the program or at the time the student applies for the certificate or degree, providing the student has been continuously enrolled and four years or less have lapsed.

BTC communicates to students when programs change or are eliminated, typically in person or in writing. The college makes every effort to contact both prospective and enrolled students impacted by changes, using BTC-defined Student Management System coding to identify students who should receive notification. The college strives to give impacted students a substantial amount of lead time to facilitate student planning for program completion or change, and, as soon as possible, discontinues accepting new students into programs which will be closed or placed on hiatus. Through these practices, the college strives to ensure that the program change or closure is timed to impact the fewest number of students.

Changes in wait list or prerequisite requirements and information is communicated to students by mail, email and the web.

2.D.5 The institution publishes in a catalog, or provides in a manner reasonably available to students and other stakeholders, current and accurate information that includes:

BTC meets accreditation information requirements through its two-year catalog, which is printed in hard copy and available on BTC's website. Table 2.1 verifies on which catalog pages the information is published. The catalog is available online and in hard copy for students who do not have access to a computer. Students are encouraged to visit the website for the most updated and accurate. The BTC catalog is created using a collaborative process to ensure broad input and accuracy.

Table 2.1. Required Content Locations in BTC Catalogue

Required Content	Location
Institutional mission and core themes	p. 5
Entrance requirements and procedures	pp. 10-13
Grading policy	pp. 26-27
Information on academic programs and courses, including degree and program completion requirements, expected learning outcomes, required course sequences, and projected timelines to completion based on normal student progress and the frequency of course offerings	pp. 36-142
Names, titles, degrees held, and conferring institutions for administrators and full-time faculty	pp. 144-147
Rules and regulations for conduct, rights, and responsibilities	pp. 30-33, 150-155
Tuition, fees, and other program costs	pp. 14
Refund policies and procedures for students who withdraw from enrollment	p. 14-15
Opportunities and requirements for financial aid	p. 15-17
Academic calendar	p. 6

2.D.6 Publications describing educational programs include accurate information on:
> *a) National and/or state legal eligibility requirements for licensure or entry into an occupation or profession for which education and training are offered;*
> *b) Descriptions of unique requirements for employment and advancement in the occupation or profession.*

National or state criteria for entry into a field or for eventual licensure are tracked closely by program faculty. Standing industry entry and licensure requirements are incorporated into admissions processes for the particular program. For example, a GED or high school diploma is required for BTC's Dental Assisting program, evidence of which is required for licensure as a Dental Assistant. Drug and other medical testing screens and criminal background checks required for entry into Nursing and allied health occupations are also required for entry into these certificate and degree programs. Industry standards that are rapidly changing (for example, increased use of criminal background checks and drug testing for Process Operator positions) may not be required as part of the admissions process, but information about the industry standards are posted on the "Jobs" portion of each program page on the website and mentioned during advising, career exploration and program information sessions. Admissions information for programs with prerequisite requirements and other additional admissions requirements are published in the catalog, on the website, in admissions materials, and are presented at group advising sessions.

Programs have used national and professional skill standards, including industry licensure, certification and accreditation standards, to guide their student learning outcomes. A few standards examples include the American Culinary Education Federation (ACEF), National Automotive Technician Education Foundation (NATEF) and the Association of Surgery Technologists (AST). Programs associated with these national organizations note their affiliations in their published program descriptions, and these standards, which are recommended or required for entry into the field, licensure and advancement, are fully integrated into program curriculum and outcomes. Students are required to demonstrate their technical or professional skill mastery and eventual licensure and advancement before they are allowed to continue or complete the program. Course syllabi contain the outline of competencies required in order to successfully complete coursework. Detailed program competency outlines are contained in program-specific student handbooks. Online tools for career and occupational information are available through the Career Services website and are referenced in College Navigation workshops to help prospective students understand and anticipate what is expected in future occupations.

2.D.7 The institution adopts and adheres to policies and procedures regarding the secure retention of student records, including provision for reliable and retrievable backup of those records, regardless of their form. The institution publishes and follows established policies for confidentiality and release of student records.

Permanent student files are stored in a secure and fireproof location on the second floor of the College Services building. BTC has adopted and adheres to the Washington State Retention guidelines and the American Association of Collegiate Registrars and Admissions Officers (AACRAO) Record Retention guidelines regarding the secure retention of student records. Registration maintains the BTC Retention Manual. BTC has electronic backup of student records at the SBCTC and BTC Computer and Information Support Services (CISS) Department, and microfilm for student records prior to 1993. Records of current students are carefully maintained and stored in fireproof, locking cabinets within the Registration Office. The college is in the process of scanning current student files for certificate and degree program students while retaining printed copies. Transcripts awaiting evaluation are stored in a locking cabinet within the Admissions and Student Resource Center. GED records are kept within the Assessment Center in compliance with GED standards. The college limits access to SMS fields, and restricts employee access to electronic files. The level of access for staff members must be approved by the area supervisor, and is regularly reviewed by CISS.

The Director of Registration and Enrollment is responsible for the maintenance of the confidentiality of records and implementation of the Student Records Privacy Procedures. The college catalog and quarterly schedule publish details of the Family Educational Rights and Privacy Act (FERPA) of 1974, including a short list of "directory information" items that may be released without written authorization from the student. Information on FERPA and student records are included in the Student Handbook and on the BTC website. FERPA and records retention policies, along with a FERPA BASICS PowerPoint presentation can be accessed by faculty and staff on the college Intranet. The Director of Registration and Enrollment addresses group and individual FERPA questions and topics routinely for faculty and staff. Registration staff attended Washington State Archives training in 2010.

2.D.8 The institution provides an effective and accountable program of financial aid consistent with its mission, student needs, and institutional resources. Information regarding the categories of financial assistance (such as scholarships, grants, and loans) is published and made available to prospective and enrolled students.

Connecting students to financial aid resources and supporting their progress through Federal, state, and private financial aid processes is critical to the college's mission and strategic goals around student access, success and retention. Eighty percent of BTC students are qualified and in need of financial support. Requests for aid through BTC's Financial Aid Office and through other departments that offer financial aid have increased significantly. At the same time, state and Federal student financial support rates have declined. The BTC Foundation has prioritized the development of student support resources, including student scholarships. The college pursues grant opportunities and development of support programs that include scholarship components for needy students.

BTC has added to the scope of specialized programs that include financial assistance for members of its neediest populations. In addition to Federal Student Aid, students may be eligible for grants or assistance through specialized programs. The Financial Aid Office, Workforce Funding, and other campus departments that provide funding for students work closely together to coordinate paperwork and awards. Funding departments also foster partnerships with external funding agencies such as WorkSource, Employment Security Department, Department of Social and Health Services, and the Opportunity Council. Specialized programs that offer financial aid to students often have dedicated coordinators or

advisors that assist members of the targeted population navigate paperwork and processes needed for financial aid awards.

In response to rapidly increasing demand for Federal Student Aid, the BTC Financial Aid Office has developed new strategies for communicating with its students. It has utilized an on-line Financial Aid Portal and has streamlined internal office procedures for increased efficiency and student wait time. The Financial Aid Office annually reviews packaging guidelines and expenditure of funds.

Federal Student Aid information specific to BTC is available in the website, the Financial Aid Office, various information sessions, outreach events and activities on and off campus and is part of New Student Orientation modules and sessions. The information is sent to prospective students who request information, and is published in the quarterly schedule. Listings of private scholarships soliciting applicants are cataloged and made available for students to research on the BTC Foundation website. A link to the Foundation website can be accessed from the Financial Aid page. The library has a variety of books and website information about scholarships available for current and prospective students.

ASBTC has emergency funds to assist students during hardship who have exhausted other means of financial assistance.

2.D.9 Students receiving financial assistance are informed of any repayment obligations. The institution regularly monitors its student loan programs and the institution's loan default rate.

The entrance and exit loan counseling for the Federal Direct Student Loan program is available online. BTC monitors completion of the entrance counseling before releasing loan funds. Students are referred to exit counseling when they cease enrollment or drop below half-time. Students are reminded of their responsibility to repay loans when loans are awarded. The college regularly monitors its student loan programs through the National Student Loan Data System and the institution's loan default rate. Student borrowing has increased, and loan defaults have also increased over the past three years, with the latest Three-Year Cohort Default Rate (draft) for 2011 at 24.3%. This may be due to the new three year default rate calculation: many schools' default rates have climbed.

2.D.10 The institution designs, maintains, and evaluates a systematic and effective program of academic advisement to support student development and success. Personnel responsible for advising students are knowledgeable of the curriculum, program requirements, and graduation requirements and are adequately prepared to successfully fulfill their responsibilities. Advising requirements and responsibilities are defined, published, and made available to students.

BTC's academic and career advisors and those in positions to provide wrap-around case management for students have Master's degrees and those with Bachelor's degrees have experience in academic advising or related areas. Most academic and career advisors are located in the Admissions and Student Resource Center and all are available to students through a variety of ways, including by appointments, information sessions, workshops, email, and phone. Students are matched with an academic and career advisor when they complete the Accuplacer$^©$ test or transfer-in test scores/transcripts and are provided with their academic and career advisor's contact information. Academic and career advisors also reach out to students in their caseload via email, visit general education classes and programs, and are available in the cafeteria during the campus' primary lunch period for continuing students. Once students enter their professional technical program, faculty become the primary advisor(s). BTC has implemented this new advising model and is monitoring retention and success rates of students. Academic and career advisors are also using tracking systems to document student appointments and notes. In spring and summer 2014, BTC began using multi-modality Communications Relationship Management system modules from

Hobsons (Connect and Retain), to communicate with, track, and evaluate advising and other support services for prospective and enrolled students.

Coordinators, directors and staff of special programs, such as Accessibility Resources, Opportunity Grant, Worker Retraining, Work First, and Basic Food Employment and Training (BFET) are also located in College Services and provide their special populations with wrap-around support services that include general advising. The majority of BTC advisors and those staff who provide advising services to students are located in College Services. But, as BTC has increased its grant resources and expanded student support services, other advisors and staff who provide advising and case management services have been located in a variety of locations on-campus, including in H building and the Morse Center. New academic and career advisors and staff serving special populations are trained through BTC's online Advisor Training modules, and by supervisors and peers, and work closely with other admissions and advising staff. Advising staff meet together regularly to discuss advising issues, updates and ideas. All academic and career advisors and staff delivering advising services meet with the rest of the Student Services departments in monthly All Student Services staff meetings. In addition, a representative from the advising team attends program advisory committees. The highlights from each meeting are compiled and shared with all advising staff.

2.D.11 Co-curricular activities are consistent with the institution's mission, core themes, programs, and services and are governed appropriately.

BTC co-curricular activities are closely connected with its mission of workforce preparation and core themes of student success and community relations. Most co-curricular activities are done within educational programs, and faculty assist in the facilitation and oversight of the activities. Other organizations on campus (ASBTC, Phi Theta Kappa and the Veterans Club) have staff and/or faculty advisors who provide oversight and support. A variety of student clubs and organizations are student branches of professional business and industry programs; for example, BTC hosts a student chapter of the American Society of Heating, Refrigerating, and Air Conditioning Engineers (ASHRAE). Other examples of student chapters of professional organizations include the American Society of Certified Engineering Technicians (ASCET), and the American Welding Society (AWS). Other programs with student clubs include Culinary Arts, Instrumentation and Control and Dental Hygiene. Dental Hygiene also has an organization, Student American Dental Hygienists' Association (SADHA), which helped fund a trip to Jamaica to provide free dental care to citizens.

The ASBTC, often in conjunction with BTC's Diversity Support Services, organizes events that foster multicultural enrichment and sense of community on campus, as well as sponsoring students to attend conferences and events in their field. The Diversity Committee provides critical support for the college's Diversity Support Services and fosters an inclusive campus environment. This past year, the Diversity Committee held monthly presentations on a variety of related topics, including Multiculturalism, Accessibility Resources, Religion and Spirituality, and Veterans.

ASBTC provides co-curricular funds that enable program students to participate in field trips and professional training opportunities, or provide other support related to their field of study.

BTC's chapter of the Phi Theta Kappa International Honor Society of the Two-Year College is named Beta Lambda Beta. This active organization meets throughout the year with a focus on campus/community service, as well as support for academic achievements. Specific activities have included fundraisers for student PTK scholarships, food drives, and partnering with ASBTC in other campus support activities. Several college programs provide a diverse range of services to the community and industry partners. For example, Dental Assistant students are actively involved in community

outreach regarding oral health. Students in Welding and Computer Networking help coordinate and run BTC annual events (Welding Rodeo, LinuxFest) that spotlight local and regional industry.

2.D.12 If the institution operates auxiliary services (such as student housing, food service, and bookstore), they support the institution's mission, contribute to the intellectual climate of the campus community, and enhance the quality of the learning environment. Students, faculty, staff, and administrators have opportunities for input regarding these services.

Campus auxiliary enterprises include the BTC Campus Store, Associated Students of Bellingham Technical College, Food Services, Campus Rentals, Parking and Printer/Copier Services.

The Associated Students of BTC manage and fund their activities through student activity fees. The ASBTC serves students by providing financial support for a variety of student activities, including leadership development, club activities, peer mentoring and tutoring programs on campus, and a variety of welcoming and diversity-oriented campus events. The ASBTC Executive Board is very active and meets weekly with the ASBTC Senate, which represents the general membership, to gather input from the greater student body. The Senate includes representatives from all BTC programs and ASBTC-sponsored clubs. The number of representatives per program or club is based on the size of each.

The Campus Store supports the BTC mission through creation of a positive learning environment and culture for students - offering BTC textbooks, study aids, equipment, supplies, gifts, clothing and food. The store supports students, instructors, administrators and staff members with special orders for books, equipment and supplies. Campus Store services are evaluated as part of the college's annual Student Satisfaction survey; the store implements suggestions from the campus community after evaluation of feasibility and assessment of how feedback meets the college's mission and goals.

The Food Services department provides meals and snacks, allowing students to stay on campus during breaks and between classes. The operation includes full food service in the cafeteria, a coffee stand in the Campus Center lobby area, and catering services for events occurring on campus. Parking and Printer/Copier services are provided to college staff and students at minimal cost. All of these departments operate at a near break-even profit point and strive to provide their services to the campus community in an efficient and effective manner.

The college operates ancillary programs that provide services to the public as part of training for students; as such, these programs support the college's mission of delivering student-centered, high-quality workforce education and enhancing the college's culture. The two main ancillary programs are the Dental Clinic and the Culinary Arts program's student-run restaurant, Café Culinaire, which operates within the Food Services department.

2.D.13 Intercollegiate athletic and other co-curricular programs (if offered) and related financial operations are consistent with the institution's mission and conducted with appropriate institutional oversight. Admission requirements and procedures, academic standards, degree requirements, and financial aid awards for students participating in co-curricular programs are consistent with those for other students.

N/A

2.D.14 The institution maintains an effective identity verification process for students enrolled in distance education courses and programs to establish that the student enrolled in the distance education course or program is the same person whose achievements are evaluated and credentialed. The institution ensures the identity verification process for distance education students protects student privacy and that students

are informed, in writing at the time of enrollment, of current and projected charges associated with the identity verification process.

Students working online have unique accounts in the state's and BTC's password-protected learning management system. The student management system routinely updates the learning management system database to ensure that changes to student information are properly reflected in both locations. All students receive a unique student identification number and password to access the campus network, email, learning management system, and other resources for instructional purposes. In order for college support faculty to modify account information, the student must present identification in the form of the SID number, email address and full name (on record with the college). Instructors not located at BTC who teach online courses have the option of using campus resources to have their tests proctored in person.

STANDARD 2.E: LIBRARY AND INFORMATION RESOURCES

2.E.1 Consistent with its mission and core themes, the institution holds or provides access to library and information resources with an appropriate level of currency, depth, and breadth to support the institution's mission, core themes, programs, and services, wherever offered and however delivered.

The BTC Library has been providing technical and professional information to support the programs, courses, and research at Bellingham Technical College since 1995. The library's mission is consistent with the institution's mission and core themes.

> *The Bellingham Technical College Library and Media Services support the growing and changing information and educational needs of Bellingham Technical College's communities in an environment which promotes life-long learning and student success. The BTC Library and Media Services provide responsive, individualized service and an accessible gateway to diverse resources.*

In summer 2012, the library moved to a new space on the top floor of the newly constructed Campus Center building. The new location, with a square footage of 14,500, includes eight study rooms, a faculty resource room, and a 50+ open access computer lab (the Information Commons), as well as more study tables and seating areas for individual and group work. The new library includes an Information and Digital Literacy classroom. Media Services is located in the library and, for the first time, the eLearning Department has space in the library, including an eLearning lab (600 sq. ft.) for small group faculty instruction. The library, in collaboration with Media and Copy Services, also schedules and provides technical support for all ITV (videoconferencing) on campus.

Library services are flexible and support the college's programs and services, with assistance and instruction available by request. The librarians work with faculty and staff to offer library orientations and customized information literacy sessions in classrooms. The librarians and paraprofessional staff offer reference and research support, directional assistance, interlibrary loans, circulation services, and student technology help desk support. In response to more in-depth reference and research questions by students, the library started a Book-a-Librarian service. Students can book an appointment with a librarian to assist them with their research: each appointment lasts from 30-60 minutes. The Library Director, who is the copyright officer for the college, also offers periodic refresher sessions to faculty and staff on Copyright laws and plagiarism. The library promotes the use of a new copyright tutorial, *Solving the Copyright Mystery*, created for Washington State community and technical college students and faculty. The BTC exempt librarian was one of the authors.

Throughout the academic year, library staff members provide student computer technology help desk support. Demand for this service has increased in recent years, and library statistics show that technology support questions comprise about 55% of the total questions asked. This past year, the library, in collaboration with the Tutoring Center and eLearning, offered Computer Boot Camps at the beginning of each quarter. In addition, the library, with support from a grant, hired two Computer Networking program students to supplement student technology support desk services. The library also recently received a Digital Literacy Grant from the Washington State Library (Library Services and Technology Act (LSTA) grant through the Institute for Museum and Library Services). This grant helped the library provide workshops on Microsoft IT Academy, using the Cloud, and developing professional communication skills using Blackboard Collaborate, ITV, and Skype. The Whatcom Literacy Council was the community partner on this grant. The library also checks out laptops and iPads overnight to students.

Under the direction of the Library director, Media and Copy Services designs, engineers, and installs media in classrooms and labs, troubleshoots media problems, provides media support at large events, and provides media and copier training for faculty and staff. Media and Copy Services, Computer and Information Support Services, and eLearning collaborate to provide effective technology solutions for BTC learning environments. In addition, Media and Copy Services supports and manages the campus-wide student printing software and the campus photocopiers.

Students, staff and faculty can access library services in a variety of ways. The library is open 60 hours per week, and the library's Information Desk is staffed during open hours. Saturday hours were added in winter 2013. The college also provides 24/7 access to library and information services through the library website, including access to the online catalog, general electronic databases such as ProQuest and eLibrary, and program-specific databases such as CINAHL and Science Full-text Select. Most recently, the library began subscribing to EBSCO eBooks Academic Collection (with over 120,000 eBook titles) and Credo Reference. The library also launched Ex Libris' Primo Search discovery service and SFX open-URL link resolver; these two services provide one-stop access to BTC's print and digital collections and pathways to many open-access resources. The library is part of the nationwide consortium of academic and public libraries that supports the QuestionPoint Reference Service; this service gives students a 24/7 chat reference service.

The library provides global, web-based Interlibrary lending and borrowing services through OCLC's WorldShare and WorldCat. In addition, reciprocal borrowing agreements exist between Bellingham Technical College and Western Washington University, Whatcom Community College, the Whatcom County Library System, Bellingham Public Library, and Northwest Indian College, as well as with all of the community and technical college libraries in Washington State. Agreements between these organizations increase access to informational resources for students. The Whatcom County library directors group, called Whatcom Libraries Collaborate, meet monthly to discuss more ways to work together to expand library access for better stewardship of resources and greater community impact. They also collaborate on the *Whatcom READS! One Book Together* program, in its sixth year, and on joint staff training. The One Card program provides access to all Whatcom County libraries with the patron's home library card. The two public libraries support the BTC Connection, where students, staff, faculty, and neighborhood residents can pick up public library holds. The BTC Library participates in several collaborative statewide arrangements, including the Statewide Database Licensing Program, the Orbis-Cascade Digital Services Program, and the ORCA Consortium (a consortium of sixteen community and technical college libraries in Washington State). ORCA coordinates services and activities related to shared use of a processor and the Voyager integrated library management system The Library Director actively participates in the statewide Library Leadership Council (LLC) and represents two-year colleges on the state library's Library Council of Washington. Most recently, the library began subscribing to EBSCO eBooks Academic Collection (with over 120,000 eBook titles) and Credo Reference. The college also launched ExLibris' Primo Search discovery service and SFX open-URL link resolver; these two services provide one-stop access to BTC's print and digital collections and pathways to many open-access resources.

The current library was designed and furnished to ADA (Americans with Disabilities Act) standards. The library purchases ADA accessible materials within its annual budget. The BTC Library's goal is to purchase ADA accessible resources whenever possible.

The depth and breadth of the college's collection is guided by its Collections Development policy, accessible through the library's webpage. The library acquires, catalogues and processes an average of 737 titles/965 volumes per year. The library withdraws an average of 3%, or 269 titles and 396 volumes each year in order to keep its collection current and support the unique needs of the college's professional technical curriculum. In addition to its general collection, the library maintains several specialized

collections, including a Faculty Teaching and Learning collection, an English as a Second Language collection, and a Child and Family Studies collection. The library also manages reserves materials. Media and reference materials are interfiled with the other collections and grouped by subject. The library's collection includes over 13,000 books, 120,000 eBooks, 110 journals, and over 2,300 DVDs and videos, in addition to streaming media. The library is increasing the technologies and equipment available to students. These include TI84+ calculators, digital recorders, digital cameras, a Fluke meter, bones, radiographs, printing calculators, presentation clickers, a MS Surface, a Kindle Fire, and a Chrome Book. Library resources are selected in response to and in anticipation of educational program needs. Approximately half of the materials purchased are the result of instructor, student, or staff recommendations or requests.

2.E.2 Planning for library and information resources is guided by data that include feedback from affected users and appropriate library and information resources faculty, staff, and administrators.

Faculty, staff, and student feedback guide library and information resource development. The library gathers data and receives feedback in a variety of ways. Library staff look at data sources such as front door and group study room statistics, circulation statistics, and database usage statistics. Comment cards and "Suggestion for Purchase" forms are available at the front desk, and the library regularly accepts suggestions via email and in-person. The library regularly contributes its data to national surveys such as the Academic Library Trends and Statistics Survey and the U. S. Department of Education's National Center for Education Statistics, Academic Libraries Survey. The library also participates in a statewide "Snapshot Day," where statistics, such as gate count, library web page hits, and student survey comments for one day are gathered, tallied and shared statewide. More recently, the library staff have been looking at additional ways to authentically assess library services. The library has adopted the READ scale method of recording reference and student technology help-desk questions.

In the library's planning cycle, a Library and Media Services Strategic Plan, based on the college's current mission, vision and goals, is developed every three years. Each year, the staff revisit the Plan to revise the action plans for the upcoming year. Library staff survey key information literacy classes, and there is a library-related question on the annual student survey. Information collected from all of these different forms of feedback are used in the planning process and to make adjustments to library services.

To enhance communications with different campus constituencies, library staff serve on several different committees across campus, including the Instruction Council, the Technology Committee, Achieving the Dream Core Team, Accreditation, Commitment and Collaboration, Instructional Technology, Combined Fund Drive, Campus Climate Survey, Diversity, Phi Theta Kappa, and the student Veterans Group. Input from campus employees and students are discussed in weekly staff meetings: feedback is shared and included whenever appropriate in resource planning.

2.E.3 Consistent with its mission and core themes, the institution provides appropriate instruction and support for students, faculty, staff, administrators, and others (as appropriate) to enhance their efficiency and effectiveness in obtaining, evaluating, and using library and information resources that support its programs and services, wherever offered and however delivered.

Library staff help users access resources effectively. Formal library orientations and information literacy sessions are taught regularly for general education, basic education for adults, and developmental courses and for other courses and programs on request. Many programs, such as Culinary Arts and Nursing, ask for specific orientations for program students. The library has participated in several grant projects that involved curriculum development work with faculty and has partnering on a statewide longitudinal study of the impact of information literacy on student success with ABE students—the Precollege Information Literacy Research (PILR). During the project, the exempt librarian and ABE instructors worked together

to create specific information literacy assignments for Basic Writing, Reading and Math. Project outcomes showed a correlation between teaching information literacy skills and student success and persistence. The Library Director also worked with nursing faculty on how to teach evidence-based research techniques for each quarter of that program. In fall 2013, one of the library's paraprofessional staff in the last quarter of her MLIS program was embedded in a first quarter nursing class for her practicum. Many of these activities and initiatives were supported with LSTA Information Literacy grants through the Washington State Library.

Library representatives participate in campus events, including orientations for students and faculty, tour days, and Welcome Day. In addition to orientations and information literacy sessions, the Library Director and staff offer training for staff and faculty on reference tools such as EBSCO eBooks, ProQuest and Credo Reference. The Media/Copy Services technician regularly orients faculty on their classroom lecterns. The online catalog, eBooks, full-text journal databases and research aids are available for use on or off-campus. The library provides over 40 software programs on its computers that assist staff, faculty and students in studying or working independently. Applications include the full Microsoft Office Suite, MasterCook, Dreamweaver, AutoCAD, QuickBooks, and many others. The library provides New Material bibliographies, brochures, and clear signage in the library to direct users. LibGuides provide online access to bibliographies, library-focused instructional content, subject guides, and other information. The library also uses social media tools such as Flickr, Facebook, and Pinterest.

2.E.4 The institution regularly and systematically evaluates the quality, adequacy, utilization, and security of library and information resources and services, including those provided through cooperative arrangements, wherever offered and however delivered.

There are a variety of ways both campus and community members evaluate the operations and resource selections of the library. The BTC Library receives regular feedback from users through its "Suggestion Box." Descriptions of prospective materials for purchase are sent to faculty and staff for feedback. Faculty also assist library staff in "weeding" the out-of-date books from the current collection in their program areas. Annually, the library and its services are reviewed by students on the Student Satisfaction Survey. Additionally, the library conducts annual faculty surveys to assess the quality of their services and adequacy of their resources. A larger library, more group study rooms, quiet study areas, expanded hours of operation, and more resources were high priorities for students and have been addressed in the last two years. The new, larger library was planned in response to these student suggestions.

Library staff also use the data they collect to help evaluate their performance and library services. Statistics show that library and library material usage has steadily increased over the years, fluctuating generally in parallel with college enrollment patterns.

Library staff protect user contact and check out information, and substitute and student workers are trained to protect patron information. The library uses CheckPoint to ensure the security of BTC's collection with the use of radio frequency tags. Library materials are barcoded, and labeled and stamped with property information. Staff conduct ongoing collection inventories, which help identify any missing or misplaced materials. The library has a fine and fee policy that is posted on Library Policy LibGuides and helps deter theft. Databases accessed off-campus require authentication through EZProxy, an authentication software that validates BTC affiliation credentials.

Staff plan and discuss library procedures to use during different types of emergencies and have had modifications made to create a safer library, including a door that locks from the inside against armed intruders, and bookcases secured to walls and to the ceiling in case of earthquakes. The library has a supply of emergency food and first aid kits. All of the regular staff are trained to use the automated external defibrillator. One staff member is Community Emergency Response Team (CERT) certified. The

Safety Committee regularly performs a safety check of the library. Staff have ongoing conversations about new security and emergency procedures.

The One Card Program, which enables students, faculty, or staff to check out a book from any library in the county, is becoming more popular and is an opportunity for BTC to share its unique collection with the community. Use of the public library's BTC Connection, installed in July 2011, where public library books are delivered to the BTC Library, is increasingly used by students, faculty, staff, and neighborhood residents.

STANDARD 2.F: FINANCIAL RESOURCES

2.F.1 The institution demonstrates financial stability with sufficient cash flow and reserves to support its programs and services. Financial planning reflects available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities.

The college has experienced a fluctuating growth pattern over the past few years. While enrollments increased dramatically from 2006-07 to 2010-11, the college is now experiencing enrollment decreases, while at the same time, a steady decrease in state support continues. Due to the significant enrollment increases prior to 2010, however, BTC has been able to grow its established budgetary reserves and has maintained adequate budgetary resources. The Board requires that the college maintain a minimum of 15% of the annual operating budget in financial reserves to supplement the fluctuations in operating revenue and expenses, meet financial obligations should dedicated revenue sources unexpectedly diminish, and provide opportunities to fund non-recurring expenses, such as, but not limited to, program start-up costs, equipment purchases, unbudgeted emergencies, unplanned necessary expenditures, special college initiatives and other situations as determined by the Board of Trustees. The Board regularly reviews the budget and operating reserves to determine adequate financial cash flow and reserves.

While the Board and President oversee the college's fiscal management, BTC's financial functions are centralized under the overall direction of the Vice President of Administrative Services. The Vice President for Administrative Services provides financial projections to the Board and President on an annual basis or as needed and shares the final financial projections with all campus employees.

Careful financial planning on the part of the college takes into account available funds, realistic development of financial resources, and appropriate risk management to ensure short-term solvency and anticipate long-term obligations, including payment of future liabilities. This care is evidenced by BTC's stable financial status during a lengthy economic downturn and dramatically decreased support levels from traditional funding sources. The college's stability is due in part to its focus on structural efficiencies and on developing alternate funding sources. BTC has restructured and streamlined several departments on campus, eliminated low-enrollment courses and programs, increased tuition as approved by the state legislature, and implemented student fees for certain services. Its grant award totals have increased substantially over the past few years, and its contract and self-support programs are profitable. As state funds continue to become less of a percentage of the college's total revenue, the college will continue to focus on finding alternative revenues to replace state dollars in the years to come.

2.F.2 Resource planning and development include realistic budgeting, enrollment management, and responsible projections of grants, donations, and other non-tuition revenue sources.

Projections for the college's operating budget are generally for the coming year only, but during the recent years of reduced state funding, the college produced budget projections for four years (current plus three) of revenue and fund balance estimates. This facilitated the planned use of small portions of the reserve, if necessary, in order to maintain a base level of infrastructure for continued operations and long-term stability. The college has done financial modeling and uses this forecast as one tool in budget development. The college uses several data sources to create its projected budgets. Operating budget revenue projections are developed from state FTEs, student fees, student-supported classes, anticipated grants and contracts, and auxiliary and ancillary services.

Administrative Services creates solid enrollment projections using state, census and college data, including wait lists. Enrollment management efforts at the college are directed by the Vice President of Student Services in coordination with the Vice President of Instruction and the Instruction Council, and efforts are assisted by BTC's Institutional Research and Planning department. Enrollment levels in courses are carefully tracked. Campus policies and course tuition, fee, and FTE calculation templates help area leadership determine when to run or cancel courses. Historical levels of enrollment in both programs and courses are tracked with the assistance of Institutional Research and Planning and Student Services staff, and these statistics are distributed and assessed on a regular basis in Instruction Council.

As state funding levels have decreased, all areas of the college, including the Bellingham Technical College Foundation, have increased efforts to develop alternative sources of funding for educational programs and services. Many of these efforts begin and are continued at the program level, and include using college goals as criteria for developing and seeking private and public grants, increasing efforts to partner with private and public agency sectors, and escalating fund-raising efforts. The college carefully tracks historic and current patterns of donation amounts and prepares regular monthly updates of state allocation and grant fund balances for the appropriate college administrators and staff. Administrative Services forecasts Foundation donation amounts and multi-year grant awards based on historical patterns and current analysis to ensure that grant and donation fund support is projected realistically.

2.F.3. The institution clearly defines and follows its policies, guidelines, and processes for financial planning and budget development that include appropriate opportunities for participation by its constituencies.

General guidelines and parameters for the college's budget development process can be found in the bylaws of the Board of Trustees. The college's current yearly operating budget process has been in place since 2005 and was refined in 2007.

The annual budget development process starts in April, after three full quarters of current year history. To estimate the budget's salary component (which represents approximately 81% of the total budget), the Budget Analyst performs detailed projections based on current continuing positions, anticipated attrition and expected vacancies. Administrators review these projections for accuracy and are responsible for proposing any desired new or changed positions to add to the projections. The college's overall budget is comprised of approximately 145 separate budget "organizations" made up of both instructional program and non-instructional services departments. Budget authorities are assigned to each organizational area and have visibility and authority on their "controllable" expenses, which are mainly supplies, services and travel. The budget authorities are sent an Excel budget template that includes historical expenditure levels for reference, and an area to enter their budget requests. Once completed, these spreadsheets are routed to the budget analyst after being reviewed and approved by the applicable administrator. This information is collated for and reviewed by the President's Council, who then recommend the annual budget, once finalized, be approved by the Board of Trustees. The recommended budget is reviewed with the Board of Trustees in a special study session and approved at their June meeting.

BTC also has an annual Equipment/Project Request process, which supplements the annual operating budget development process. Instructional equipment is a significant portion of the college's operating budget (outside of salaries and benefits). The President's Council recommends, and the Board approves, a lump sum budget for instructional equipment as part of the annual budget approval in June of each year. At the end of each fall quarter, budget authorities are sent an Equipment/Project Request narrative template to be used in requesting equipment or project funding for their individual organizations. Equipment/Project Request narratives must clearly indicate how the request meets the college's Strategic Goals. These requests are reviewed, modified if necessary, and approved by the dean or vice president of the associated areas. Approved requests are made in formal presentations to the campus community via an

open process. A representative committee of approximately 20 members of the college community listen to and review faculty and staff presentations regarding their Equipment/Project Requests and then complete a scoring matrix for each request. This value voting is used in the development of the prioritized list of equipment and project requests. Project scores are tabulated and this information is shared with the campus community via emails from the Budget Analyst. The priority rankings established by this committee are used by the President's Council in funding the projects from the operating budget as well as informing spending of other funding sources obtained throughout the academic year, including grants and foundation fundraising monies.

Additionally, a mid-year review of each organizational budget is completed in March of every year. The process begins with a "budget scour" in late January where budget authorities verify where they are with their budgets to-date and give up excess funds or make a request for additional monies. Authorities also identify if the give-back or additional funds are based on a unique need, or if the adjustment should become part of next year's "base". The results of this process are summarized by the budget analyst and reviewed by the President's Council, who then recommend a revised college budget to the Board of Trustees if necessary, based on the significance of changes to the overall budget. If recommended, the revised budget is reviewed with the Board at a special study session and approved at their March meeting.

In 2010-11, in light of deep cuts in state funding, the college formed a Budget Reduction Task Force to review different operational areas and identify budget efficiencies. The committee had representatives from every employee group on campus, and called in other employees to discuss their areas as needed. The committee presented a list of suggestions for budget reductions and additional sources of revenue, many of which were adopted by the college, and are still in place today, such as the annual one-week "utility savings" campus closure, and paper reduction, surplus sale and parking fee initiatives.

2.F.4. The institution ensures timely and accurate financial information through its use of an appropriate accounting system that follows generally accepted accounting principles and through its reliance on an effective system of internal controls.

The community and technical colleges in the State of Washington employ a set of common administrative systems to manage their fiscal affairs. The core financial systems were developed to comply with accounting and reporting requirements established by Washington State's Office of Financial Management (OFM), which has the authority to establish accounting policies and procedures for Washington state agencies.

BTC has regular internal procedural reviews that help the college identify any accounting errors. Budget authorities and accounting staff have ongoing visibility and regularly review expenditure data for accuracy. The college's financial system also provides reporting tools for monthly analysis and review of accounting transactions to identify accounting errors and monitor spending levels to budget limits. Accounting staff regularly perform general ledger account reconciliations to ensure accuracy of financial data reported. The Purchasing Specialist continually reviews established procedures regarding internal control and authority for transactions. The college manages cash and investments in compliance with guidelines from the State Treasurer's office and employs internal risk controls as established by the State OFM. Employees stay updated on current rules and regulations regarding accounting practices through state and regional meetings and trainings and appropriate listserv subscription. The State Board performs periodic operating reviews to ensure appropriate accounting procedures, compliance and adherence to applicable internal controls.

All accounting activity at BTC is performed by highly trained staff. The Vice President's immediate financial staff include the Controller, Purchasing Specialist, and Budget Analyst. Each manager and supervisor directs his or her departmental staff members to carry out assigned functions, and the

Administrative Services management team meets monthly with the Instruction Council to discuss areas of concern. Each director is encouraged to meet at least monthly with staff members, while the Vice President typically meets weekly with most of her direct staff. This structure provides strong oversight of the Accounting area.

2.F.5. Capital budgets reflect the institution's mission and core theme objectives and relate to its plans for physical facilities and acquisition of equipment. Long-range capital plans support the institution's mission and goals and reflect projections of the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. Debt for capital outlay purposes is periodically reviewed, carefully controlled, and justified, so as not to create an unreasonable drain on resources available for educational purposes.

Capital budgeting is a separate process from operative budgeting in the State of Washington. All capital funding requests flow through the SBCTC to the State Legislature. Each biennium, a facility condition survey is completed by the SBCTC, which reviews the overall campus building conditions and deficiencies. This analysis is used to assist in determining needed capital repair budgets for colleges throughout the system. The college submits major construction requests for building renovations, building replacement and new building projects based on its 20-year Campus Master Plan, which is revised on a regular basis. The Campus Master Plan was created in 1993 and has been updated approximately every five years, most recently in January 2014. The comprehensive revision process includes community and partner forums, a campus open house, and vetting and approval by the President's Council and the Board of Trustees. This extensive development process ensures that the Campus Master Plan is strongly tied to and supports the college's mission, vision and Strategic Plan.

Construction project requests are submitted to the SBCTC, and budgets reflect the total cost of ownership, equipment, furnishing, and operation of new or renovated facilities. These requests are reviewed with similar requests from the other two-year colleges within the system. A committee formed of Community and Technical College Presidents, Business Instructional and Student Services Officers, and Facility Directors ranks all of the projects submitted by the colleges, and the ranked projects are submitted to the President's commission, Washington Association of Community and Technical Colleges (WACTC), for review and approval. After approval, SBCTC pursues funding for the project requests through the legislative body of the state. Once the legislature approves the capital budget, capital funding is allocated to the college by the SBCTC on a biennium basis. It is expected that capital projects will be substantially completed during the biennium in which they are funded.

The college also uses local fund reserves, donations and grant funds as appropriate for the construction of new buildings or renovation projects.

2.F.6. The institution defines the financial relationship between its general operations and its auxiliary enterprises, including any use of general operations funds to support auxiliary enterprises or the use of funds from auxiliary services to support general operations.

The college's general operations and auxiliary enterprises are tracked separately and profits/losses are accumulated appropriately: the profit/loss of auxiliary functions (food services, Campus Store, parking) are not comingled with general operating funds. Per college policy 111.1, Ancillary, Auxiliary and Contract Fund Balance; the institution's goal is that its auxiliary enterprises be self-supporting; however, general funds may be used to temporarily cover negative cash balances of those auxiliaries that may operate at a loss but are considered important to the college.

Auxiliary enterprises on the campus include the Campus Store, Associated Students, Food Services, and Parking, along with the Copy/Printer Centers, which operate as an internal service fund. The Associated

Students fund was established in fall 1998 as a result of revenue generated from the establishment of a student services and activities fee.

The college also operates ancillary programs that provide services to the public as part of student training activities.

2.F.7 For each year of operation, the institution undergoes an external financial audit, in a reasonable timeframe, by professionally qualified personnel in accordance with generally accepted auditing standards. Results from the audit, including findings and management letter recommendations, are considered in a timely, appropriate, and comprehensive manner by the administration and the governing board.

The college has traditionally received a compliance audit on a two-year cycle by the Washington State Auditor's Office (SAO). However, the Washington SAO has shifted their focus to auditing and reporting on statewide audit topics rather than separate accountability audits of individual agencies. Once an audit topic is selected, individual agencies are then selected for an audit. The last Washington State biannual agency audit of BTC was for the fiscal year ending June 30, 2008. There were no audit findings or management letter recommendations. Overall, the college functions effectively, as evidenced by the consistently favorable state audit reports. Special audits of Federal programs do occur, although the Single Audit Act delegates responsibility for audit of federal funds to the State Auditor's Office. The college is scheduled to receive a full financial audit of two fiscal years, 2012-13 and 2013-14, by the SAO in late fall 2014.

In order to fully accomplish this standard, the college must meet three important milestones:
1. Develop financial statements in accordance with generally accepted accounting principles.
2. Contract with professionally qualified personnel to audit the financial statements.
3. The college's administration and board must review and consider the results of the financial statement audit in a timely, appropriate and comprehensive manner.

1. Developing financial statements in accordance with generally accepted accounting principles
Washington community and technical colleges historically have been included in the State of Washington's financial statements. The state follows the Governmental Accounting Standards Board's (GASB) pronouncement number 34 (GASB 34) *Basic Financial Statements—and Management's Discussion and Analysis—for State and Local Governments.* General purpose governments, such as the State of Washington, engage in both governmental and business-type activities and must prepare statements that reflect both. As a result of reporting to the state, the college's financial information and financial systems are configured to meet the reporting standards applicable to the state, where some activity is reported as governmental while other activity is reported as business-type activity. Roughly ninety-two percent of Washington community and technical colleges' spending in FY13 was reported using the accounting standards applicable to governmental type activities, with only eight percent being reported as business-type activities.

In contrast, GASB requires that special purpose governments, such as public colleges, that are engaged in only business-type activities should present the financial statements required for enterprise funds. As a result, Washington's Community and Technical Colleges are faced with reviewing and restating approximately ninety-two percent of their activity from one accounting standard to another. Since our accounting systems were not designed to do this, it requires a painstaking review and adjustment process for each college. While much of the accounting information that is prepared for state reporting can be repurposed for the college's statements, the restatement process is manual, meticulous and time-consuming.

In order to share knowledge about the restatement process across colleges, the State Board for Community and Technical Colleges (the SBCTC) convened a pilot group consisting of nine colleges. BTC was not a member of the pilot group. A variety of tools were developed to assist colleges with the process of restating their financial information to business-type activity reporting. Starting in December 2013, these colleges began the process of preparing an inaugural set of financial statements for FY2012-13. Throughout the process, as additional challenges were identified, additional tools were developed and pilot colleges shared the knowledge gained with one another. The first colleges completed their statements in May 2014.

As a non-pilot college, Bellingham Technical College will complete an inaugural set of financial statements for FY 2013-14. College financial staff attended a financial statement preparation workshop hosted by the SBCTC on August 25, 2014. BTC that estimates its statements will be completed in December 2014.

2. Contracting with professionally qualified personnel to audit the financial statements
Pilot colleges contracted with the Washington's State Auditor's Office (SAO) to audit their financial statements. SAO conducts financial statement audits using generally accepted governmental auditing standards as promulgated in the U.S. Government Accountability Office's *Government Auditing Standards* (the "Yellow Book"). Washington state law establishes SAO as the auditor of public accounts. SAO employees are experienced in auditing public universities' business-type activity financial statements, having audited five of Washington's six public four-year colleges since GASB 34 became effective in 2002.

SAO began the audit of the first two pilot colleges in May 2014. Pilot colleges continue to share knowledge with one another concerning any further adjustments the auditors have recommended or may recommend in the future.

As a non-pilot college, BTC expects to contract with SAO for audit services. As stated above, we estimate our statements will be completed in December 2014. Depending on SAO availability, this will allow audits to begin sometime between January and April 2015, with the auditors' field work taking approximately one month to complete. We anticipate receiving the auditor's report, including an opinion and any management letter or findings, approximately one month after field work is completed.

3. Reviewing and considering financial audit results by the college's administration and board
Upon completion of the financial statements, the Vice President of Administrative Services will review the statements with college administration and the Board of Trustees. In addition, auditing standards require the auditor to present their report to college management and the governing board. This will be accomplished by having the President and at least one Board member attend the audit exit conference, along with appropriate members of the college's management team.

Also, the community and technical college presidents (convening as the Washington Association of Community and Technical Colleges, or WACTC) recognized that they and their board members have not previously seen financial information in business-type activity format. As a result, they asked SBCTC to present an initial overview of what they can expect the financial statements to look like – and how to read them.

This overview was presented to pilot college presidents in May 2014. It will be presented to non-pilot college presidents in September 2014. It will also be made available for interested college trustees during their Fall 2014 Conference in November 2014.

The small size of the college does not support the inclusion of an internal auditor. The college regularly reviews internal control procedures in compliance with the State Office of Financial Management. State Board staff review the college's operational compliance with state processes and procedures on a periodic basis. The VP of Administrative Services oversees internal control procedures. Areas throughout the college are reviewed for process control and additions/adjustments to existing controls are changed as needed.

The college responds promptly to any concerns addressed in internal or external audits. Internal control procedure recommendations are reviewed and discussed with the President and a hard copy of the report is provided for the President and Board of Trustees.

2.F.8 All institutional fundraising activities are conducted in a professional and ethical manner and comply with governmental requirements. If the institution has a relationship with a fundraising organization that bears its name and whose major purpose is to raise funds to support its mission, the institution has a written agreement that clearly defines its relationship with that organization.

The BTC Foundation is the main source of fundraising efforts for the college. The Foundation is recognized as a non-profit, 501(c)(3) organization by the IRS and a Nonprofit Corporation by the Office of the Secretary of State. The Foundation follows IRS and any relevant state laws or guidelines. Pledges and gifts to endowment or annual funds and disbursement of these funds are made according to the terms of the endowment agreement and/or as directed by the Foundation's Development policy. The Development policy provides for distribution guidelines on all gifts made to the Foundation, including: cash and in-kind gifts; real estate, stocks and bonds, bequests, and other planned gifts; and restricted, unrestricted and endowment gifts. Records are maintained and donors acknowledged for all pledges and gifts, including those to endowment and annual funds. In addition, the Foundation has a yearly financial review by an independent accounting firm.

The Foundation Board and staff have close connections with the college. The Executive Director of the BTC Foundation reports both to the college President and the Foundation's Board of Directors, and serves on the President's Council. The college has a clearly defined relationship with the BTC Foundation through a written Quid Pro Quo Agreement signed by the President of the Foundation Board and the Chair of the Board of Trustees of the college. The agreement is approved as to form by the college attorney. This document was written when the Foundation was established in 1995 and was last revised in January 2013.

The Foundation's mission and long-range goals are based upon the college's mission and Strategic Plan. Foundation goals include securing private support for the programs, needs and enhancements of Bellingham Technical College, optimizing student access to programs and services, and elevating the college's programs to excellence through fund raising, public awareness activities, and business partnerships throughout the community and in the northwest Washington region. Foundation fund-raising goals are to raise money for: 1) endowed and annual student scholarships, 2) program and equipment support, and 3) excellence (unrestricted) support.

STANDARD 2.G: PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

Physical Infrastructure

2.G.1 Consistent with its mission, core themes, and characteristics, the institution creates and maintains physical facilities that are accessible, safe, secure, and sufficient in quantity and quality to ensure healthful learning and working environments that support the institution's mission, programs, and services.

BTC's learning and working environments support the college's mission, programs, and services. The college is situated on 33.5 acres of land, and the main campus is comprised of 17 buildings, 14 of which are used for specific educational programs. BTC also has two primary off-site instructional locations, including the Perry Center for Fisheries and Aquaculture Sciences and the Technology Development Center on the downtown Bellingham waterfront; the college also has one off-site storage building, the Marine Drive Annex. The college develops community and foundation partnerships to utilize other facilities for classes, including the waterfront lab and classroom space at the Port of Bellingham's Technology Development Center, which has served as instructional space for BTC's Electro Mechanical and Fisheries programs as needed. Facilities on the main campus include classrooms, laboratories, administrative offices, library and parking. Purchasing equipment and supplies to keep all classrooms and laboratories up-to-date is a priority for the college. BTC has advisory committees for each program that recommend equipment and supply purchases. Each year, BTC's Equipment/Project Request process solicits equipment requests from all programs, and requires each program to connect the request to the college's Strategic Goals.

The college is required to provide unrestricted access for all constituencies, including Americans with Disabilities, and accommodations are part of the college's capital project planning. All new and renovated construction meet applicable Americans with Disability Act (ADA) standards. Annually, the college checks facilities to ensure that the standards are met. The college works to meet the guidelines set forth by the ADA in older, existing buildings by providing handicapped access in the form of parking, specialized building doors, restroom access, and signage. New construction meets all current regulations and codes. A state representative from the Office of Civil Rights conducted a site visit at BTC in February of 2012. The purpose of the visit included identifying any accessibility issues with campus support and instructional spaces. In response to the report, which identified relatively few deficiencies, the college developed a comprehensive voluntary compliance plan which received approval in October 2012. All corrections identified in that plan have been completed.

Management, maintenance and operation of institutional facilities are adequate to ensure their continuing quality, security and safety. The Vice President of Administrative Services oversees college facilities and infrastructure, with the Facilities Manager providing oversight of the Maintenance, Grounds and Utilities, and Custodial Services functions and staff. The VP and Facilities Manager work together to review all campus projects for feasibility and contribute their input to other administrators as well as the Board of Trustees. The biannual SBCTC Facility Condition Survey and various local, state and federal agency regulations guide the college in continuing high levels of facility quality and campus safety. Campus maintenance is conducted on a regular annual schedule and as needed. BTC instituted a campus-wide computerized maintenance management system (CMMS)—Megamation—in 2009, which is available to all campus sectors.

Campus safety and personal security for everyone on campus is a primary goal for the college. Emergency procedure handbooks are regularly updated and posted throughout campus. Members of

BTC's administrative staff form the college's Emergency Response Team and have received federally-recognized National Incident Management System (NIMS) and Incident Command System (ICS) certification training per national expectations. The campus regularly conducts fire and emergency situation drills. Facility quality and safety are reviewed by the campus-wide Safety Committee, consisting of administration, faculty, students, and staff. This committee meets regularly through the year to review accident and incident reports, monitor safety related concerns by all parties, and conduct biannual Building Safety Inspections. The Bellingham Police Department conducts periodic assessments to review campus safety conditions and infrastructure, and its recommendations are included in priority assignments for Facilities. Program-specific safety training is part of multiple professional technical programs, particularly those with industrial equipment labs.

The college's physical facilities are generally sufficient in quantity and quality to ensure healthful learning and working environments. The biannual SBCTC Facility Condition Survey, conducted by a professional architect on the staff of the state, provides information as to the structural integrity and state of repair of campus facilities. Overall, survey results show that college buildings are in conditions ranging from "Renovate" to "Superior," taking into consideration their use and age. Most recently, the 2013 Facility Condition Survey identified a total of nine capital repair deficiencies, with an estimated repair cost of $510,000 for the college, which is funded through the legislative capital allocation process for the 2015-17 biennium. Bellingham Technical College is one of the smallest colleges in the Washington State Community and Technical College system, and periodically rising enrollments and the addition of new programs are factors that are combining to put space on the campus at a premium. The college currently has approximately 335,000 square feet of floor space. The 68,000 square foot three-story Campus Center building was completed in the spring of 2012 and replaced four obsolete and inefficient buildings. Space on campus is used as efficiently as possible; the college staggers program hours whenever possible, recently implemented new space scheduling software (*Resource 25*) and has centralized scheduling services to maximize space use and efficiency.

2.G.2 The institution adopts, publishes, reviews regularly, and adheres to policies and procedures regarding the safe use, storage, and disposal of hazardous or toxic materials.

The college is committed to the safe use, storage and disposal of hazardous materials. The college developed and implemented policy 215 Hazardous Waste Material Disposal in 2000 and policy 260.1, Prohibit Illicit Discharges, Activities, and Connections to Separate Storm Sewer System in 2008. All policies are published and available to Faculty and Staff via the HR department's SharePoint page. BTC's Emergency Procedures Handbook also addresses hazardous materials and other safety-related procedures. A system for maintaining appropriate Material Data Safety Sheets (MSDS) for all programs on campus was developed by policy in 2000 and updated in 2003. Per policy, the Purchasing and Central Receiving departments collect and maintain binders of MSDS sheets by program and/or building. Instructional areas and other departments can individualize their MSDS sheets by working with Purchasing and Central Receiving. Campus policy specifies that the Purchasing department maintains the master file, while individual employees and departments are responsible for their own areas. The Global Harmonized System (GHS) of labelling chemicals will require an update and revision to the current policy during 2014.

Areas of the college that use potentially hazardous materials are outfitted with appropriate equipment and supplies to properly handle and dispose of them. Instructors are responsible for meeting the applicable labeling and storage requirements in their departments, and nonhazardous materials are used whenever possible in the instructional spaces. The college's Custodial department strives to use sustainable cleaning products in order to reduce the amount of hazardous materials on campus. Used hazardous materials are removed from the campus and disposed of in compliance with applicable laws by a variety of approved contractors. A professional hazardous materials handler removes chemicals from the campus, and the

Grounds and Utility Lead monitors the waste and communicates with the handler as appropriate. As a Phase 2 Secondary Storm Water permit holder, the college submits an annual report to the Washington State Department of Ecology regarding its Storm Water Management Plan (SWMP). Asbestos Surveys are updated when construction takes place on campus. In addition, Hazardous Communications Training is a required part of every new employee's orientation through HR.

2.G.3 The institution develops, implements, and reviews regularly a master plan for its physical development that is consistent with its mission, core themes, and long-range educational and financial plans.

The college developed its first 20-year Campus Master Plan in 1993. Periodic updates to the Campus Master Plan prioritize campus build out based on the needs of the community and priorities identified in the college's Strategic Plan. Master Planning occurs through comprehensive input, including from community, students, trustees, staff, faculty, and government. The Campus Master Plan is developed and/or updated by a designated Campus Architect. The development process involves collecting input from several focus groups and campus open house events. Feedback is also sought from the Birchwood Neighborhood Association. From all input, central themes are developed. The data and themes are then discussed with the administrators and the Board of Trustees. From those discussions, the college's twenty-year Campus Master Plan was re-developed in 2007. An abbreviated process was used in 2013 to update the 2007 plan.

The Campus Master Plan is based on the college's Strategic Plan. The Plan includes consideration of community training needs and focuses on providing spaces that are adequate for and supportive of effective work and learning, and that help foster a sense of campus community. During the development of the 2007 Plan, charettes (intense periods of design/planning), were conducted in four areas: Curriculum Development (focus on educational programs and services), Campus Visioning, Sustainable Design and LEED, and Facilities and Infrastructure. The Plan focused on site considerations and functional objectives for the campus, and was detailed in six-, 12- and 20-year increments. In the review conducted for the 2013 update, there were no significant revisions to the strategic priorities of the 2007 plan but several revisions to timing and sequencing of projects was necessitated by the slow-down of state capital funding that has occurred since 2007.

Major building project requests are based on the Campus Master Plan and have historically been submitted to the Washington State Board for Community and Technical Colleges (SBCTC) each capital budget biennium. The 34 community and technical colleges compete for capital funds by submitting a Project Report Request (PRR) for system-wide review in four different categories: growth, replacement, renovation and match. In the past ten years, BTC has successfully competed for the funding of three major buildings, two additions in the replacement category and one major building in the match category for a total of $52.8 million. However, in 2009, the State Board suspended the capital request process for the 2011-13 and 2013-15 biennia. In February 2014, the college submitted a PRR for a 42,000 sq. ft. renovation of the building housing its Engineering programs, which was not successful.

2.G.4 Equipment is sufficient in quantity and quality and managed appropriately to support institutional functions and fulfillment of the institution's mission, accomplishment of core theme objectives, and achievement of goals or intended outcomes of its programs and services.

One of the college's top priorities is obtaining and maintaining training equipment similar to the equipment that students will encounter in their fields. BTC ensures that programs have the right equipment to effectively train students and a sufficient quantity of that equipment in a variety of ways. Each program's advisory committee conducts an annual program review that includes a review of program training equipment and facilities. Based on Committee input, instructors compile a list of needed

tools, equipment or equipment repairs, replacements or updates. Working with their area administrator, faculty prioritize and incorporate their smaller dollar requests into the program's annual operating budget request.

Each department can also make large dollar equipment upgrade, replacement and addition requests through BTC's annual, campus-wide Equipment/Project Request process. These equipment requests originate at a staff, instructor or area budget authority level; are submitted by area deans, directors or coordinators; and are reviewed by a representative campus committee. One of the key criteria for these requests is that requestors show a clear connection between their request and the college's strategic goals. Final review and prioritization is completed by the President's Council to ensure that amounts spent are within the annual budget approved by the Board of Trustees at the beginning of each fiscal year. For the three years from 2010 to 2013, over $1.7 million was spent from operating funds for the purchase of instructional equipment. It is important to note that several million additional dollars has been spent from capital funds as part of construction projects.

Donations from community and industry partners have helped augment new equipment purchases. In-kind contributions to the college totaled over $600,000 in the same three year period and consisted primarily of additions to instructional labs and classrooms. Major pieces of donated equipment include a Kodak Direct View CR 800 System S/N 954 for the Radiologic Technology program; Leica TCRA1103 Plus for the Civil Engineering/Surveying program; computer monitors and laptops for the Computer Networking program; Autodesk engineering design software for the engineering programs; a Hunter G11 front end aligner, auto parts, and vehicles for the transportation programs; and a forklift for multiple programs. State, Federal and private grant awards and additional funding requests through state programs such as Worker Retraining have also resulted in additional funds to support equipment purchases.

Policies and procedures for purchasing equipment are clearly outlined in BTC Purchasing policy 204.0, and a biannual fixed asset inventory is conducted by the Business Office. The Business Office inventories all equipment and maintains up-to-date and accurate records of all items. Items costing over $5,000 are inventoried as well as those of lesser value ($4,999 - $500) defined as "small and attractive" items. Official inventory is maintained by the Business Office and is audited by the state. All items are held in one database that resides with the financial management system of the college. When inventorial items are purchased, a bar code is attached with the equipment's specific number, and their location is entered into the database. When an item is removed from its function, Facilities sends that information to Business Services to update the inventory. When equipment is no longer useful, beyond repair, or is too costly to repair, it is sent to surplus. The college formally removes the surplus items from its inventory when items are sold or disposed of.

Technological Infrastructure

2.G.5 Consistent with its mission, core themes, and characteristics, the institution has appropriate and adequate technology systems and infrastructure to support its management and operational functions, academic programs, and support services, wherever offered and however delivered.

BTC has developed technology systems and infrastructure to support its management and operational systems. BTC's network infrastructure is made up of file servers (including virtual servers), and has added on to its data storage with new, larger network-attached storage (NAS) servers, and to its network equipment with new, faster switches. Network cabling has been enhanced by additional fiber and copper run as part of the Campus Center and Perry Center building projects. The college maintains an employee and student network and a campus-wide student and staff email system. The Computer and Information Support Services (CISS) department supports computer labs, instructor and staff offices, classroom and lab computers, including program-specific computer technology, software and equipment, and the

network systems. The department also maintains the college's website and Intranet site for all employees, and facilitates the college's use of the Canvas online learning platform and other online resources for online, hybrid and web-enhanced instruction.

The department also maintains the online SharePoint system for faculty and staff. The college utilizes a Mitel VoIP communications system, which has phone, fax and unified messaging capabilities. BTC's Library and Media Services staff work closely with CISS staff to provide enhanced media, printing and copying equipment and services to staff and faculty, including ITV and lecture-capture systems such as Tegrity. Campus departments use specialized state data systems to support operational functions such as student support services, Human Resources, institutional research, accounting, and other business services.

Technology support for BTC's instructional programs include teaching stations in every classroom that include computers, video players, projectors, document cameras, and capabilities for podcasting (Panopto and Collaborate are available in each classroom). Students in every degree program have an associated computer lab loaded with the general software suite and any field-specific software as requested by faculty, and laptop carts and tablets are available for use in any classroom. Computers and media equipment such as portable cart technology with a large screen monitor, laptop, document camera, video capability (including iPads), Apple TV, and wireless microphones are also used in lab settings. Labs can also include simulation software and equipment. Wi-Fi is available in all buildings on campus. Students can access their email and other student resources and applications while using the study/work space provided for students in several buildings on campus, including the library and cafeteria. Currently, students have access to one general-use computer lab and printer on campus, located in the BTC Library, as well as kiosk computer stations in College Services (which are restricted to Registration, Financial Services and other Student Services functions) and student computer study stations in the Des McArdle, Morse and Haskell buildings.

BTC technology support services for students include Computer Boot Camps, taught by library staff, for the first few weeks of every quarter in order to assist students who are having trouble accessing or using their online classes. The library and eLearning applied for and received grant funds to develop and implement a Student Peer Technology Support Helpdesk. This program was developed and launched in fall 2013, with the hiring of two CNET program students, who provide peer technology support for two hours per day, five days per week. All BTC Library staff provide assistance to students with general computer, network, and software support questions throughout the year. eLearning support for students is available via dedicated email and phone lines and through an online help ticket system throughout the academic year.

Library staff provide general computer, email, and online learning system support to students throughout the quarter, and the eLearning helpdesk email is also staffed throughout the quarter to handle student questions. BTC's Tutoring, Assessment, and Learning Centers all have computer labs available for student testing and other functions. BTC student support services use state systems such as the Student Management System (SMS) and Financial Management System (FMS) to provide centralized support to students. The college has implemented an online Communications Relationship Management system and student Academic Early Warning system to help all staff advising students communicate more effectively. This system provides access to data that currently, is time consuming and difficult to access. The college has also adopted state systems such as Degree Audit to help students and staff track student progress towards degree completion, and independent systems such as Higher One to help streamline financial aid disbursement.

2.G.6 The institution provides appropriate instruction and support for faculty, staff, students, and administrators in the effective use of technology and technology systems related to its programs, services, and institutional operations.

Computer and Information Support Services (CISS) offers regular workshops to all faculty and staff on commonly used computer software, to train staff in new software or data systems, and to update employees on software upgrades. The college operates a Help Desk to help address employee questions on computers, communications systems, and software use. When problems cannot be resolved over the phone, a technician will provide one-on-one assistance. CISS does a mandatory orientation on the phone system and computer system for all new staff members, and new faculty members also get an overview of their classroom and program technology. Library staff also offer support to faculty and staff through a Faculty Resource Room and periodic presentations to employees on issues impacted by technology, such as copyright laws and regulations. Employees are also trained through the services of the media/copy service technician and other library staff in the use of copiers and media equipment and systems.

BTC has increased its support for faculty and staff using web-enhanced, hybrid and online learning environments through the addition of an eLearning Director and a half-time Instructional Technician. The college has also supported the development of Faculty Learning Communities, where faculty mentors are assigned to mentees, and explore new instructional technology and develop new web-enhanced strategies for their classrooms. The eLearning department facilitates both local and regional faculty and staff-led workshops, brown bags and drop-in lab sessions focusing on online and hybrid instructional learning and classroom management strategies. Face-to-face adjunct faculty orientations and regular faculty orientations include information on technology resources.

BTC's New Student Orientation includes information on BTC email, network and online instructional systems, and ongoing student support is offered through eLearning helpdesk email and library staff. Online tutorials and videos are also available on the BTC website and through the online Canvas system.

2.G.7 Technological infrastructure planning provides opportunities for input from its technology support staff and constituencies who rely on technology for institutional operations, programs, and services.

Representatives from the CISS, Media Services and eLearning departments are consulted when new technology models for instructional delivery are investigated in order to help the college determine if the new systems are feasible. CISS works collaboratively with all other staff members and faculty to help select, purchase, install and maintain software and hardware upgrades as well as other types of multimedia equipment. All IT hardware and software purchases must be signed off by the Director of CISS, and all technology project requests for computer or classroom media equipment go through the annual Technology Budget Project process, which occurs in tandem with the college's Equipment Request process. The Technology Committee, consisting of employees from instruction, student services, BTC Library, Media Services, eLearning and CISS, assesses and prioritizes all requests, and all requests are evaluated based on their connection to the college's Strategic Plan. The Technology Committee also develops and updates the BTC Technology Plan, which provides a technology guide for the college and works in tandem with the college's Strategic Plan.

The eLearning department regularly works with faculty members and students to determine needs and priorities. Media Services staff meet with instructors to determine their classroom or laboratory media needs, and designs, engineers, purchases, and installs the classroom and laboratory media equipment. The CISS Helpdesk gathers information on employee issues with technology and uses them to create a database that is used to track issues and establish training needs. Department members get feedback from users and administrators at meetings and during staff visits to individual users. Students complete an

annual satisfaction survey which contains questions on computers and information technology and breaks out the responses by program.

2.G.8 The institution develops, implements, and reviews regularly a technology update and replacement plan to ensure its technological infrastructure is adequate to support its operations, programs, and services.

The college conducts yearly computer lab updates. Labs that use software requiring more robust hardware get replaced on a four-year cycle, with the older computers cascading down to the labs that don't need hardware that is quite as powerful. This cycle is staggered so that a few labs are replaced each year. The college has a Technology Budget Process which addresses necessary network and media infrastructure upgrades or additions. Campus-wide computer standards are guided by the Technology Plan, which is developed by the Technology Committee. The Plan is meant to be a practical outline for identifying and developing initiatives that should be implemented to best support the college's mission and vision. This is a living document that is reviewed and updated annually. The Technology Committee is responsible for the ongoing review and updating of the Plan. These computer standards are posted along with the Plan on the Intranet.

The college engaged in an extensive and collaborative process to develop responses to Standard Two questions. During this process, a widely representative group of employees assessed adequacy of college resources and capacity to fulfill its mission. This work helped all groups identify areas where the institution is performing well or where resources and capacity may be stretched too thin. Overall, the evidence shows that the college possesses the resources and capacity to fulfill its mission. Below, please find our identification of the key areas of strength and opportunity in relation to the college's resources and capacity.

GOVERNANCE AND LEADERSHIP

Areas of Strength:

- BTC has a well-defined internal governance structure, with mechanisms in place for varying groups of the college to meet regularly, share information and provide input into decisions. New communication venues have been added to the college's intranet to provide more centrally-located information such as organizational charts, Board of Trustee minutes, department reports, and other information.

- The college is engaging in a systematic reporting process for its Board of Trustees that focuses on student success indicators. Assessment measures have been enhanced (Strategic Key Performance Indicators) and an annual State of the College Report illustrates progress on the Strategic Plan.

Areas of Challenge and Opportunity:

- The college will continue to enhance communications and information-sharing systems between divisions and departments, and across all areas of the college. Work will include exploring ways to make BTC's current governance system more widely understood throughout the campus community and by the public.

- Change is occurring in procedures throughout the college and are requiring the entire campus community to adopt new practices within their workload. Organizational structures have changed to enhance efficiency and new staff with fresh ideas for efficient and effective strategies have joined the college.

POLICIES AND PROCEDURES

Areas of Strength:

- The level of collaboration and inclusion of departments across campus in the revision and creation of policies has increased. Several groups, including Instruction Council and Administrative Services, have made policy review a standing meeting agenda item. BTC has implemented a process for new or revised policies or procedures that requires campus notification and solicitation of input for one week to help ensure cross campus awareness and to expand the opportunity for input. This notification goes to all employees.

- The college's intranet is accessible to everyone on campus. BTC has transitioned to a new SharePoint site which allows staff to easily search for procedures and provides clearly posted effective dates for staff reference.

- BTC complies with state law and regulations and maintains high standards of operation, training, ethnical conduct, and publications review.

Areas of Challenge and Opportunity:

- Utilizing and maintain communication mechanisms and acquiring campus input requires active participation from the campus community. BTC continues to work to centralize information and provide multiple venues for two-way communication and input.

HUMAN RESOURCES

Areas of Strength:

- BTC maintains high-quality staff and programs.

- A variety of training and professional opportunities, along with funding resources from the BTC Foundation and others, are available to staff and faculty to help assure their proficiency in the technical and methodological elements appropriate for their work assignments, roles, and responsibilities.

Area of Challenge and Opportunity:

- Routine turnover, retirements, promotions and reorganization of departments have increased the number of staffing changes. The college has been able to attract highly qualified individuals with a commitment to our mission.

EDUCATIONAL PROGRAMMING

Areas of Strength:

- Faculty, staff and administration have strong connections to business and industry. This helps inform program development and ensures that curriculum remains current.

- The college has improved transitional pathways for pre-college students.

- Learning outcomes with assessments are clearly defined for each professional technical program and course.

- Faculty members exercise a major role in program curriculum development.

- New Direct Transfer/Major Related Pathway degrees have been approved and implemented.

Areas of Challenge and Opportunity:

- Many professional-technical degrees continue to increase rigor and/or require significant pre-program coursework: the college continues to work on putting supportive structures and pathways in place for impacted students.

- While progress has been made, BTC continues to focus on developing stable, accelerated, and contextualized transitional and academic pathways for increased pre-college student success and retention rates.

- eLearning and technology areas need expansion and additional resources.

- Expanding educational programming with increased lower-cost educational programming options is important for the college.

STUDENT SUPPORT RESOURCES

Areas of Strength:

- The college has made major improvements in advising, recruiting and student support and has multiple initiatives underway to strengthen student communications and relationship-building in this area.
- Departments have engaged in extensive work to improve and add efficiencies to shorten student information processing times and improve communications, including moving to paperless systems and establishing web portals, adding Communications Relationship Management (CRM) modules, and implementing other on-line systems and tools.

Areas of Challenge and Opportunity:

- BTC continues to work on incorporating communication models to provide internal interaction and is strengthening support models in targeted areas such as Admissions (Student Orientation).
- Ongoing work continues to develop effective training resources and delivery for all who do advising-related functions across campus.
- One of the challenges the college faces is maintaining or growing enrollment during a time of declining state support, coupled with continued decline in the number of high-school students and escalating cost of attendance.

LIBRARY AND INFORMATION RESOURCES

Areas of Strength:

- The new library in the Campus Center provides excellent support for students, with an expanded computer lab, student technology help desk, spaces for group study and projects, reference and research support, and a variety of on-line, print, and technology resources available for use and check-out.
- For faculty, the library functions as a needed central hub for instructional and media technology access, training and support, as well as providing information literacy and program-specific resources.
- Media Services collaborates with faculty to design and install individualized classroom and lab media to support the program's specific instructional needs.

Areas of Challenge and Opportunity:

- Maintaining up-to-date computer and information support services will continue, with efforts to gather more quantitative and qualitative data regarding constituent satisfaction with services and patterns of need and use.
- The college will continue to upgrade media in all classrooms and labs to the digital standard, and move towards the seamless integration of tools to manage the library's physical and digital resources.

FINANCIAL RESOURCES

Areas of Strength:

- The college has demonstrated the ability to react quickly to changes in its financial environment and maximize efficiencies.

- Collaborative, institutional budget processes are used to prioritize use of available funds and tie those resource allocations to the Strategic Plan.

- The BTC Foundation provides a strong and growing source of financial and community support.

Areas of Challenge and Opportunity:

- The economics for the college have changed, with less financial support from the state and more focus on revenue from student tuition and fees. This decreases stability of the college's financial planning.

- Using many of the current student communications programs and tools for communication with students (CRM) and online marketing is expensive.

- The college continues to seek alternative funding in the form of enterprise services, grant funding, and contract training, and will continue to explore development of other resources, including alumni programs and leveraging business/industry and partner relationships.

PHYSICAL AND TECHNOLOGICAL INFRASTRUCTURE

Areas of Strength:

- BTC's physical environment has been transformed to reflect a rapidly changing campus since 2009 with the addition of the Campus Center, remodels of a variety of instructional and administrative buildings, and redesigns of its external spaces.

- Computer and Information Support Services provides effective technical support for all employees. This department has been instrumental in providing adequate technological infrastructure and in designing and/or implementing programs and electronic tools that have assisted the college in moving to faster, paperless processes, including online purchase requisition, student support and budgeting systems.

Areas of Challenge and Opportunity:

- The economic environment has negatively impacted the Capital Budget process and state funding for major projects has been greatly reduced.

- Some older buildings on campus are in need of upgrade and are inefficient to operate.

- The college is preparing to implement a new system-wide computer enterprise system that will impact all operational areas of the college.

- The current campus Technology Plan is in the process of being updated.

Institutional Planning

3

STANDARD THREE: INSTITUTIONAL PLANNING (3.A)

STANDARD 3.A INSTITUTIONAL PLANNING

3.A.1 The institution engages in ongoing, purposeful, systematic, integrated, and comprehensive planning that leads to fulfillment of its mission. Its plans are implemented and made available to appropriate constituencies.

BTC's Institutional Effectiveness Cycle, which includes planning, implementation, data collection and analysis, assessment of results, and reporting, has become part of the campus culture. See Figure 3.1 for a visual depiction of this process. The college follows a fluid, intentional cycle, meaning that the steps do not necessarily occur in sequential order as pictured; for example, staff may move from assessing results to planning, bypassing the reporting step. Each time the college embarks on a formal planning process, the process itself is examined and changes are made to improve the outcomes. Major initiatives such as Achieving the Dream and a Title III Strengthening Institutions Program grant have facilitated the college's increased use of this ongoing Institutional Effectiveness Cycle.

Figure 3.1. BTC's Institutional Effectiveness Cycle
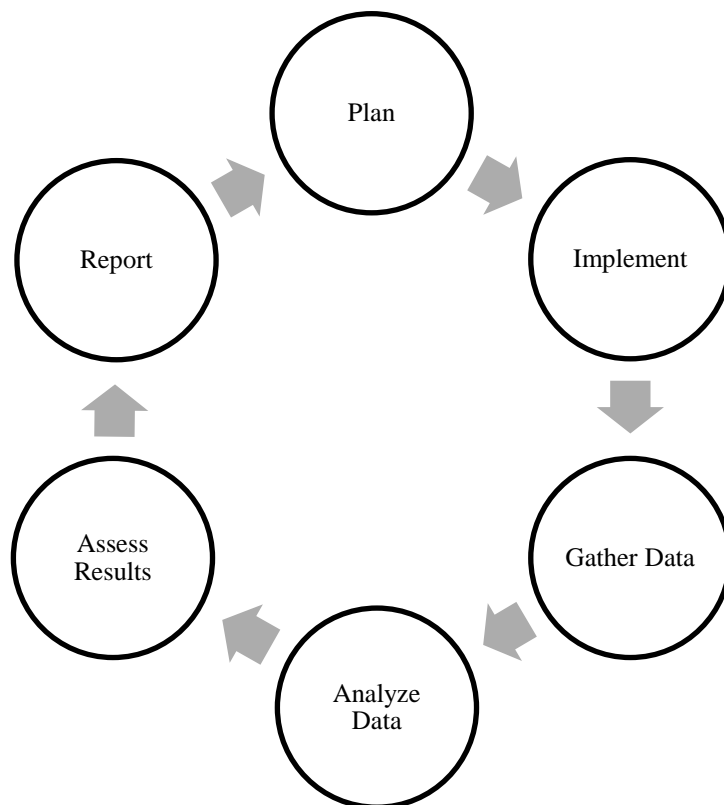
BTC's Strategic Plan is used to guide the college's work as it strives to accomplish its core theme objectives and to fulfill its mission. The structure has evolved over the past ten years from a more static five-year planning document to a dynamic document with goals and activities that are assessed and

updated at least annually. Campus feedback is integrated throughout the process (see response to 3.A.2 on p. 98 for further details). Figure 3.2 provides a visual description of the Strategic Plan development process.

Figure 3.2. Strategic Planning Process, 2011-12 through 2017-18
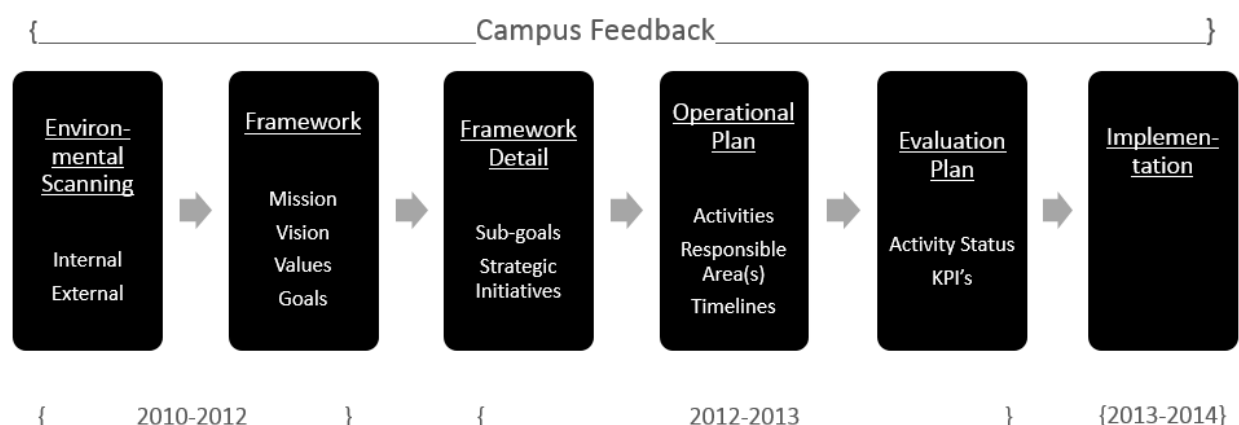
In 2010, BTC began the process of updating its previous Strategic Plan to develop a five-year plan for 2013-18. From 2010-12, this process centered around gaining a comprehensive understanding of the needs and direction of the college by implementing an environmental scanning process including employers; community members; K-12 educational partners; and BTC board members, staff, students, and faculty. The results of the environmental scan were used to develop a Strategic Plan Framework, including new mission and vision statements, and revised sets of strategic goals and values.

In the 2012-13 academic year, the college focused on further developing the Strategic Plan Framework to include sub-goals and strategic initiatives, and created a new Strategic Operational Plan, including specific activities with responsible areas and timelines for each. BTC also developed a Strategic Evaluation Plan, including a robust system for evaluating goal and activity progress, and a set of Strategic Key Performance Indicators. The college integrated two campus-wide alignment phases into its 2012-13 strategic planning process: first while developing specific Strategic Operational Plan activities to support college strategic goals, and second while identifying Strategic Key Performance Indicators to evaluate college progress across each goal. The college is focusing on implementation—with ongoing data collection and analysis, assessment of results, reporting, and planning—from 2013-18.

BTC's 2013-18 Strategic Plan consists of the following three primary components:

- Strategic Plan Framework: mission, vision, values, goals, sub-goals, strategic initiatives
- Strategic Operational Plan: activities with responsible areas and timelines
- Strategic Evaluation Plan: evaluation of Strategic Operational Plan activities and achievement of Strategic Key Performance Indicators

The Strategic Plan is made widely available to all constituencies through the college's external and internal web resources, printed copies of the plan, full color posters, and a variety of communications, meetings and events. The Strategic Plan guides all major decision-making at the college. Progress on college goals and strategic initiatives is assessed on a yearly basis and is reviewed by all major college Councils and the Board of Trustees. The annual State of the College Report summarizes progress on the

Plan. During the 2013-14 year alone, 118 of the Plan's 147 activities were either in progress or fully implemented.

3.A.2 The institution's comprehensive planning process is broad-based and offers opportunities for input by appropriate constituencies.

The college's multi-year process of developing its current Strategic Plan began in 2010, in response to fast-moving economic and workforce changes. A major emphasis of this process has been the consistent involvement of all segments of the campus community (see Figure 3.2 above). The strategic planning process involved a campus Steering Committee—composed of faculty, staff, students and Board members—and involved multiple methods of inclusion, such as meeting activities, focus group sessions, and surveys.

The environmental scanning and framework development process (2010-12) was informed by feedback gathered through activities at all-campus meetings and in-service trainings; advisory committee meetings; and faculty, staff and student focus group sessions. The meetings were augmented by strategic planning surveys administered to all groups. Survey administrators sought constituent feedback on future visions for the college; assessments of its strengths, weaknesses, opportunities and threats; and strategic initiatives with specific activities. This process produced a revised mission and vision. The BTC campus community and its partners developed five strategic goals (replacing the previous seven) and articulated its institutional values. After extensive review by constituents, the revised framework—including mission, vision, goals and values—was submitted to BTC's Board of Trustees and adopted on August 23, 2012.

Development of the sub-goals, strategic initiatives, and activities, which took place during the 2012-13 academic year, also involved several formal opportunities for campus feedback. All BTC students, faculty, and staff were invited to participate in a Campus Feedback Survey in order to review, comment on, and recommend changes for each draft sub-goal and strategic initiative; identify two to three components of the draft Strategic Plan that stood out most; identify any missing components; and share any general comments. A total of 114 students, faculty, and staff responded to this survey. The Director of Institutional Planning and Research held four supplemental feedback sessions with Instruction Council members, faculty, Administrative Services management team, and Student Services directors. A total of 107 faculty and staff participated in these sessions. The above process, paired with weekly President's Council discussions over a one-year period, resulted in the development of a Strategic Operational Plan and Strategic Evaluation Plan, including Strategic Key Performance Indicators. The Board of Trustees reviewed and adopted these indicators on August 28, 2013.

3.A.3 The institution's comprehensive planning process is informed by the collection of appropriately defined data that are analyzed and used to evaluate fulfillment of its mission.

BTC carefully monitors 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, all faculty—in collaboration with Institutional Research and Planning—create Instructional Program Effectiveness Reports. Each program's faculty review their effectiveness data, use those data results to demonstrate the program's effectiveness compared to institutional standards and established student learning outcomes, and develop strategies for increased retention and completion. During this process, data and narrative reports are given to staff and faculty regarding the college's overall progress towards its goals in the form of campus presentations and reports

Annually, the college reviews its Strategic Operational Plan, assesses progress across each activity, and summarizes data addressing institutional effectiveness indicators in an annual State of the College Report. BTC's 2013-18 Strategic Plan includes two levels of data collection and evaluation. First, college staff discuss and evaluate the current status of each individual activity within the Strategic Operational Plan on an annual basis. Status is documented via a "quick view" icon and narrative; each narrative includes quantifiable activity success measure(s) as applicable. Second, the college has developed a meaningful set of Strategic Key Performance Indicators (SKPIs) to evaluate progress across each of the five broad strategic goals. Development of the indicators was informed by an extensive, campus-wide measure mapping project, as well as several external sources (e.g., the American Association of Community Colleges' core indicators of effectiveness, IPEDS). SKPIs include enrollment, transition, retention, degrees/certificates awarded, graduation, student satisfaction, employment, employer satisfaction, campus climate, funding ratio, and unrestricted fund balance. Institutional Research and Planning staff have developed a SKPI dashboard that allows the campus community to both monitor progress across indicator and make data-informed decisions on an ongoing basis.

3.A.4 The institution's comprehensive plan articulates priorities and guides decisions on resource allocation and application of institutional capacity.

The strategic planning process includes the identification of priority goals. Identification of and progress towards these priority goals are formally assessed on an annual basis. In 2008, the college set two priority goals: "Access to Education" and "Marketing and Resource Development" and in 2010, priority goals became "Excellence and Innovation" and "Student Success." During the most recent revision of BTC's Strategic Plan, "Student Success" became the college's single priority goal.

The college evaluated the priority level of all (147) 2013-18 Strategic Plan activities using the following five criteria:
1. Mandate (required to meet legal, compliance, or regulatory mandates): yes or no
2. Potential impact on achieving overall goal (e.g., student success, excellence and innovation): 3-point scale, 1=low impact potential, 2=moderate impact potential, 3=high impact potential
3. Ease of implementation given complexity of activity: 3-point scale, 1=difficult, 2=neutral, 3=easy
4. Feasibility given current human resources capacity: 3-point scale, 1=would need more human resources, 2=moderate feasibility, 3=high feasibility
5. Potential budget impact (accounting for potential cost and/or revenue): 3-point scale, 1=net unfavorable impact (increased cost and/or decreased revenue), 2=neutral budget impact, 3=net favorable impact (decreased cost and/or revenue)

Based on the resulting distribution of mean scores, as well as follow-up conversations, each activity was assigned a priority status of either "Tier 1/high priority," "Tier 2/medium priority," or "Tier 3/low priority." College staff also reviewed each individual activity to distinguish between those that occur on an ongoing basis (i.e. throughout the life of the 5-year implementation process) or for a shorter period of time. This process yielded a working spreadsheet that documents the aggregate score, priority tier, and timing information for each activity, and is used by President's Council to inform decisions relating to resource allocation and application of institutional capacity.

The Campus Master Plan has a significant tie to the college's Strategic Plan. The college reviews and updates the Campus Master Plan on a regular basis (most recently in 2014) based on strategic priorities and initiatives and continues to execute capital projects in accordance with the Plan. The Campus Master Plan provides a developmental roadmap for a full build-out of the campus while retaining flexibility in order to be able to adapt to changes in the college's Strategic Plan.

Every year, the college reevaluates its distribution of resources in order to facilitate accomplishment of the college's goals and accompanying priority initiatives. The appropriate allocation of resources to departments and specific program priorities and initiatives involves a collaborative effort between the college administrative team, faculty and staff. The overall budget process addresses both human and financial resources, and this process has become increasingly tied to BTC strategic goals. For example, the equipment budget request process now requires each requesting program or department to describe how the specific budget request supports the achievement of BTC strategic goals. Funding priorities are determined by "value voting" from a committee with representatives from different areas of the campus, and is subject to overall administrative review. The goal of this and other budget review processes is to tie resource allocation, including salaries, goods and services, and equipment, to the achievement of the vision, mission, values and goals of the college.

3.A.5 The institution's planning includes emergency preparedness and contingency planning for continuity and recovery of operations should catastrophic events significantly interrupt normal institutional operations.

BTC continues to enhance its emergency preparedness planning by promoting personal preparedness and improving institutional response and recovery planning. The college has adopted the FEMA incident management system (Incident Command System) structure. BTC and neighboring colleges Whatcom Community College and Western Washington University have contributed resources to hire a shared Emergency Preparedness and Safety Manager to coordinate emergency services and activities on all three campuses.

BTC maintains a regular schedule of emergency drills throughout the year, focusing on topics such as earthquake response, active shooter lockdowns, and fire evacuation. An updated system of campus-wide Building Coordinator volunteers has been established to facilitate safe emergency evacuations on campus. Continuity of operations and recovery planning efforts are ongoing for BTC, with guidelines documented in BTC's Comprehensive Emergency Management Plan. Memorandums of Understanding have been set up with local government agencies such as the City of Bellingham and Whatcom County, and finance staff is trained in the Public Assistance process via the Washington State Division of Emergency Management and FEMA. Ongoing activities like pre-planning meetings with property restoration companies are designed to improve the college's recovery abilities in the case of an incident.

BTC's Safety Committee—which consists of representatives from the student body, faculty and staff—assists in improving campus safety culture and recommends policy and procedural changes related to emergency preparedness. Members of the committee update and revise the college's Emergency Procedures Handbook, which is posted in classrooms and offices. Handbooks include emergency contacts, response procedures for a variety of emergency situations, and directions for evacuation. BTC also maintains an active Emergency Response Team (ERT) that includes top administrators, with all members having completed emergency preparedness training through FEMA's National Incident Command System (NIMS) courses. Members of the ERT complete trainings with county emergency response agencies and other neighboring institutions.

BTC maintains a robust emergency notification system through a national third party vendor, which allows for instantaneous notification and warnings to campus community via text, email, social media, desktop alerts, and online channels. BTC maintains an emergency webpage and an alert webpage. All campus buildings are on alarm systems connecting to a 24/7 monitoring service that contacts BTC on-call personnel or local Security Services. The college is a member of Washington State's Rapid Responder system, and partners with Whatcom County and neighboring colleges to offer the Citizen's Emergency Response Training (C.E.R.T) program on an annual basis for no charge to college staff. BTC also has a Behavioral Intervention Team that tracks student behavioral issues, provides support and intervention as

needed, and maintains a database to help identify patterns of behavioral issues on the part of individual students.

Bellingham Technical College received a commendation in 2004 for its comprehensive and inclusive institutional planning efforts. Institutional planning processes continue to be robust, and future planning will continue to strongly align strategic goals, activities, and performance indicators with core themes, objectives, and indicators. BTC will need to continue to assess, refine, and align its performance indicators and appropriate performance thresholds for mission fulfillment. Below are the key areas of strength and opportunity that the college has identified in relation to its institutional planning processes.

Areas of Strength:

- Strategic planning has become an integral part of the BTC culture. The college has a strong, well-thought-out Strategic Plan that emerged from an inclusive development process. Creation and revision of the college's other primary planning documents, including the Strategic Enrollment Plan, the Campus Master Plan, and the Technology Plan, are all guided by the Strategic Plan. Over the past decade, resource allocation, in the form of budgetary processes and strategic planning for grants, has become increasingly linked to the college's strategic goals. The college has been intentional about aligning major campus initiatives with the Strategic Plan to help ensure that all roads lead to strategic goal achievement and mission fulfillment.

- The college ensures that the Strategic Plan is implemented and assessed by reporting progress across each strategic activity to the Board of Trustees on an annual basis. To assist with this work, the college has established a set of Strategic Key Performance Indicators (SKPIs). These high-level, mission-critical indicators reflect current quantitative data that help illustrate the overall health and progress of the institution. Where possible, the SKPIs are presented in the context of multi-year data sets to provide longitudinal and directional perspective on college performance. The college completed an initial campus launch to introduce these indicators and has developed a SKPI dashboard that allows the campus community to both monitor progress across each indicator and make data-informed decisions on an ongoing basis.

- The college ensures that the Strategic Plan is a dynamic document by following a formalized, annual review and update process for both the Strategic Operational Plan and Strategic Evaluation Plan. This process allows thoughtful adjustments to be made as needed in response to changing internal/external environmental factors.

Areas of Challenge and Opportunity:

- BTC is committed to providing excellent programs and services in all areas. Although BTC's Institutional Effectiveness Cycle has become part of the overall campus culture, the college has begun and will continue work to make systematic planning and assessment part of the culture for every department and area, as well as to increase efforts to tie resource allocation to these assessments. This work will assist the college to better support successful strategies and address performance gaps across all levels of the institution.

- Communication regarding the Strategic Plan and its progress is always a challenge, even with a robust communication plan. The college must continue to increase the connection between Institutional Research and Planning (IRP) and all areas across the campus. The IRP department will continue providing regular communications with and professional development for faculty

and staff, with a special emphasis on both building awareness of and facilitating participation in all aspects of institutional planning.

Core Theme Planning, Assessment, and Improvement

4

STANDARD FOUR: CORE THEME PLANNING (3.B), ASSESSMENT (4.A), & IMPROVEMENT (4.B)

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENTS 22-23

Eligibility Requirement 22: Student Achievement

Bellingham Technical College publishes learning outcomes for each of its degree programs. Assessment of these outcomes for all graduates is reported annually. Each degree program course contains learning outcomes that are tied to overall program-level outcomes and methods for assessment of these outcomes.

Eligibility Requirement 23: Institutional Effectiveness

The college follows an ongoing, systematic process of planning, implementation, assessment, and improvement at both the institutional and program-specific level. BTC has continued to improve these processes over recent years; progress has been enhanced by the college's status as an Achieving the Dream campus and adoption of the principles associated with this status; increasing institutional research and planning staff capacity; expanding annual instructional program effectiveness reporting process to include all areas across the college; and implementing a robust, college-wide data access system. Assessment results are published on an ongoing basis and are shared with internal and external constituencies via various campus meetings and BTC's Intranet and website. BTC's internal and external environments are reviewed regularly in the form of surveys, advisory committees, contact with business and industry, and review of key information such as employment demand data.

PLANNING AND ASSESSMENT ACROSS ALL THEMES

The Accreditation Steering Committee—consisting of a representative cross-section of the college—developed a set of accreditation core themes, objectives, indicators, and desired outcomes during the 2010-11 academic year. After completing an extensive review and alignment of all college indicators in summer 2013 and adopting a new five-year Strategic Plan in fall 2013, the college decided to revisit its accreditation core themes, objectives, indicators, measurement approaches, and baseline data again during fall 2013 and winter 2014. This effort was driven by the Steering Committee and included multiple opportunities for feedback from all faculty, staff and Trustees. The Steering Committee revised and further specified the desired outcomes for each core theme indicator (e.g., "students transition from ABE to college-level courses *at a rate higher than baseline - 1% increase per year*") and set specific targets (e.g., ABE transition rate 2010-11 baseline = 29.5%, 2012-13 target = 31.5%).

The Committee also revised its indicator evaluation framework at this time to include three status categories: 1) Target Met, 2) Acceptable Range, and 3) Target Not Met (see response to evaluation criterion 1.A.2 on pp. 16-17 for further details). During spring 2014, the Committee reviewed and evaluated the data against expectations for each core theme indicator and identified the appropriate status (either target met, acceptable range, or target not met) for each indicator.

College responses below discuss planning, assessment and improvement processes and findings for each core theme. Responses to 4.A.2, 4.A.3, and 4.B.2 are common to all three core themes and are included

below. Responses to the remaining standard 3B/4 evaluation criteria will be addressed across each individual core theme.

4.A.2   *The institution engages in an effective system of evaluation of its programs and services, wherever offered and however delivered, to evaluate achievement of clearly identified program goals or intended outcomes. Faculty have a primary role in the evaluation of educational programs and services.*

BTC's instructional programs are evaluated using an ongoing, systematic process. Annual Instructional Program Effectiveness Reports are generated by Institutional Research and Planning (IRP) staff, with input and collaboration from faculty members. These reports are used to evaluate each professional technical program (30 reports; e.g., Diesel Technology, Welding) and General Education area (four reports; e.g., Communications, Math) as compared to pre-determined standards. The Instructional Program Effectiveness Reports include data on annual full-time headcount, annual FTE, retention rates, number of degrees/certificates awarded, student and graduate satisfaction levels, graduate employment and wage results, and employer satisfaction with graduate performance. Faculty review the reports for their areas, add enrollment and retention data from their own records (optional), and respond to reflective questions. Faculty and deans review the reports together to assess and evaluate each individual instructional program, discuss the effectiveness of prior changes and identify any further changes needed or new areas for improvement. Instructional programs are also evaluated and improved based on regular course evaluations, annual Student Learning Outcome Reports, and program advisory committee feedback. Additionally, the college's Instruction Council, composed of a cross-section of instructionally related staff, including faculty, reviews and recommends instructionally related policies and procedures on an ongoing basis. Policies and procedures are distributed from Human Resources for review and input, and President's Council approves final versions. Several of the college's professional technical programs also maintain specialized standards for accreditation or certification.

In a continuous effort to align assessment processes, the college piloted Area Assessment Reports across all of its operational areas (including Instruction, Student Services, and Administrative Services) during the 2013-14 academic year. Each area is currently working on developing an area-specific mission statement and populating its Area Assessment Report with the most relevant BTC Operational Plan goals and activities. Further work needs to continue to ensure unnecessary duplication is not occurring with other analyses and reporting processes instituted in the last year (SKPIs and State of College Report). Campus-wide programs and services are also evaluated and improved based on a range of input, including results of annual student satisfaction and engagement surveys.

4.A.3   *The institution documents, through an effective, regular, and comprehensive system of assessment of student achievement, that students who complete its educational courses, programs, and degrees, wherever offered and however delivered, achieve identified course, program, and degree learning outcomes. Faculty with teaching responsibilities are responsible for evaluating student achievement of clearly identified learning outcomes.*

The college's current system of assessment is designed to assess teaching and learning. Faculty have developed learning outcomes for each course and learning outcome assessment measures; these are included on course syllabi. Each program (degrees and certificates) has developed an Instructional Program Effectiveness Report which identifies learning and other outcomes (detailed below).

The Office of Institutional Research and Planning provides data collection, management, access, and analysis support to faculty to facilitate assessment of student achievement. The overall objective of the system is to document that the full cycle of assessment is implemented, including identifying outcomes, measuring those outcomes, and responding to outcomes by making adjustments to factors that impact

teaching and student learning. The college's role is to coordinate and document assessment activities that take place at the instructional level, routing specific program information back to the programs annually for analysis. Faculty add their own information to these reports (including learning outcome achievement, certification and pass rates). Faculty complete two separate annual reports - the Instructional Program Effectiveness Report and the Student Learning Outcomes Report. Faculty and deans review program statistics.

- Instructional Program Effectiveness Report: The college follows a decentralized approach to program effectiveness assessment. This particular report speaks to the comprehensive system of assessment of student achievement in general education courses and professional/technical programs. Faculty respond to the following questions:

  1. Which program effectiveness standards did the program achieve?
  2. Which program effectiveness standards did the program not achieve?
  3. How have you used effectiveness data in the past year (decisions, changes, plans, etc. for improvement or continuation of current processes)?
  4. How do you plan to use effectiveness data moving forward (decisions, changes, plans, etc. for improvement or continuation of current processes)?
  5. What significant issues is your program currently facing?

  Responses are routed to the Vice President of Instruction and uploaded to the college's Intranet for the campus community at large to review. This process ensures visibility and accountability of all instructional programs.

- The Student Learning Outcomes Report: Each instructional program has adopted student learning outcomes that reflect eight foundational and workforce skills, providing a framework for program student learning outcomes. These include basic skills, thinking skills, personal qualities, resources, interpersonal skills, systems, information and the use of technology, and tools. Each program Student Learning Outcomes Report identifies measures and standards of success that are consistent with institutional student learning outcomes. When appropriate, programs use national and/or state standards (e.g., licensing and certification results).

  Faculty take the lead in identifying documenting and evaluating all learning outcomes. Students demonstrate mastery of learning outcomes in a variety of ways. Some examples include:

Dental Hygiene	
Learning outcome:	Demonstrate current dental hygiene techniques, the use and application of dental materials, and safety and health standards.
Assessment:	Clinical skill evaluations during clinical and restorative courses. All students finish at 'Competent' level.
Learning outcome:	Demonstrate cognitive retention of dental terminology, theory and science.
Assessment:	All students pass unit exams with 75% or higher. All students pass the National Board of Dental Hygiene Exam (NBDHE).
Learning outcome:	Incorporate into dental hygiene practice professional laws, regulations and policies established by the licensing state and regulatory agencies.
Assessment:	Clinical evaluations through care delivery. Pass Washington State Dental Hygiene Drug and Law Exam (jurisprudence).

Electrician	
Learning outcome:	Design, analyze, and diagnose basic electrical systems through the application of electrical theory fundamentals.
Assessment:	Lecture and lab projects demonstrating basic theory and troubleshooting (critical thinking and problem solving) skills. Tests and lab rubrics. Assessment level of 80%.
Learning outcome:	Install new and modify existing electrical systems and components utilizing appropriate wiring methods and materials.
Assessment:	Lecture and lab projects demonstrating basic theory and troubleshooting (critical thinking and problem solving) skills. Tests and lab rubrics. Assessment level of 80%.
Learning outcome:	Estimate costs of labor and material for small electrical projects.
Assessment:	Faculty assessed estimating projects in ELCN 281. Assessment level 80%.

Process Technology	
Learning outcome:	Interpret process plant instrumentation systems and drawings (from an operator's viewpoint).
Assessment:	Complete a simulation assignment involving the identification of instruments, control loops and their functions on the Envision Crude Distillation Unit with a score of 70% or better.
Learning outcome:	Integrate the principles of process automatic control and Data Control Systems (DCS) to manage simulated DCS scenarios.
Assessment:	Complete an assignment involving start up, operation, trouble shooting, and shut down of the Envision Crude Distillation Unit. Grading criteria is pass/fail.
Learning outcome:	Compare actual process plant experience versus preconceived notions.
Assessment:	Complete one process plant job shadow and submit a report and presentation. Grading criteria is 70% or better.

It is important to note that the college has made significant strides in refining learning assessment processes for both courses and programs; faculty have worked over many years and across many professional/technical programs and academic disciplines to build and sustain a culture of assessment. Recent work has centered on ensuring that assessment processes in both courses and programs are explicitly identified in syllabi and that all major activities are strongly aligned to and help students achieve success in those outcomes. When success patterns indicate that students are not achieving the course or program learning outcomes, an analysis is performed, with input from partners and peers, and plans are made to implement changes and improve the course or program. Effectiveness measures and reports for the DTA/MRP degrees that began in 2013-14 are in the process of development.

4.B.2   *The institution uses the results of its assessment of student learning to inform academic and learning support planning and practices that lead to enhancement of student learning achievements. Results of student learning assessments are made available to appropriate constituencies in a timely manner.*

The college has established, implemented, and disseminated a comprehensive assessment plan which demonstrates the full cycle of assessment at program and course levels. The annual schedules for

Instructional Program Effectiveness Report and Student Learning Outcomes Report ensure that assessment is consistently applied to all degree programs and offerings, while the course-level assessment activities improve outcomes and help inform faculty of assessment concepts and practices.

As outlined in 4.A.2, faculty regularly and systematically assess and respond to findings, and develop and implement strategies to improve their teaching and student learning. In order to ensure dissemination of best practices, these results are compiled and posted to the Instruction section of the college's Intranet site (accessible to all campus personnel). 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. Academic and learning support planning enhances core teaching and learning in the classroom as well as at the institutional level, and occur at every cornerstone of the college, including Instruction, Student Services, Administrative Services, and community and partnership development.

Standard 3.B Core Theme Planning

3.B.1   Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

Core Theme One—Student Success & Access—aligns directly with the college's mission, vision, values, strategic goals, and Strategic Key Performance Indicators (SKPIs), and guides the selection of programs and services that show the most promise for contributing to the following core theme objectives:

1A.   Students achieve their educational and career goals.
1B.   BTC meets strategic enrollment and retention goals.
1C.   BTC strives to maintain a diverse student population.

BTC provides *student-centered*, high-quality professional technical education in order to *maximize student potential* and *develop a competitive workforce*. Student success and access is at the heart of everything that faculty and staff do at BTC. To that end, Student Success and Access are two of the college's five strategic goals, with Student Success elevated to priority status. Two additional strategic goals—College Visibility/Resource Development and Campus Environment—contribute substantially to achieving student success and access by bringing focus to getting students in the door and facilitating their educational and career success once they enroll. Table 4.1 provides an overview of how each Core Theme One objective aligns with BTC's strategic goals.

Table 4.1. Alignment between Student Success & Access Core Theme Objectives and Strategic Goals

Student Access & Success Core Theme Objectives	BTC Strategic Goals				
	Student Success	*Excellence & Innovation*	*Access*	*College Visibility & Resource Development*	*Campus Environment*
Objective 1A. Students achieve their educational and career goals.	X		X		X
Objective 1B. BTC meets strategic enrollment and retention goals.	X		X	X	X
Objective 1C. BTC strives to maintain a diverse student population.			X	X	X

3.B.2   Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

The Student Success & Access Core Theme is a top priority for the college. Selection of the following resources, programs and services is based on their alignment with and support of core theme objectives.

Advising and Counseling

BTC has redesigned its advising support system to achieve multiple objectives: shift to an integrated case management system for pre-college students based on program intent, integrate academic and career advising services, and provide just-in-time advising services in classrooms and student gathering places (e.g., the campus cafeteria). This work was supported through BTC's participation in the Achieving the Dream initiative. Counseling services are available to students struggling with ongoing or emergent issues on a drop-in basis and by appointment; students are referred to community resources as needed.

Early Alert Tools

BTC provides an array of early warning tools, one of which is now a required element of the pre-enrollment process. Other systems are utilized at early and mid-quarter points for all enrolled students. The college has converted to a Communications Relationship Management system in order to support centralized, proactive communication with students, and this system will include a streamlined Early Alert tool. The college maintains a Behavioral Intervention Team that assesses need for and provides intervention services.

College Success Course

BTC requires a College Success Foundations course (CDEV 90) for all students who are new to college and who place into pre-college (developmental) coursework levels. The faculty work closely with dedicated academic and career advisors to provide a course that includes essential college resource knowledge; financial literacy; and study, time management, and metacognitive skills.

I-BEST

The college uses the Integrated Basic Education and Skills Training (I-BEST) model for several professional-technical programs in order to teach basic education in the context of materials that are of interest to students. BTC's I-BEST programs integrate basic education with college-level career and technical coursework, allowing these students to move toward and achieve certificate and degree completion at a much faster pace than traditional program students.

eLearning

BTC's eLearning department provides support for students, faculty, and staff working in online environments or with electronic resources used to enhance face-to-face instruction. eLearning staff facilitate collaborative efforts to develop knowledge and skills of faculty who are implementing online and hybrid learning experiences. This work helps ensure that online curriculum and activities meet quality standards and that faculty can effectively use the technology systems available to achieve high-level learning outcomes.

Supplemental Instruction

The college identifies high-attrition, low-success courses in which to integrate a supplemental instruction leader who provides instructional support within the classroom and provides additional sessions outside of class. Supplemental Instruction is intended to assist students enrolled in BTC's most challenging courses. This work was initiated and is supported through BTC's participation in the Achieving the Dream initiative. Participant success data will be used to determine continued support for this intervention.

New Student Orientation

BTC's New Student Orientation structure is under revision, and currently includes a mandatory First Things First module that can be completed online or in a face-to-face session. The module includes a "nuts and bolts" overview of essential information and activities for new students, and an assessment of new student risk factors used by advising and counseling staff. An optional, in-person New Student Welcome session is another element of the current New Student Orientation structure and occurs just

prior to each quarter start, with a focus on relationship-building, networking, and identifying campus resources. This work was initiated and is supported through BTC's participation in the Achieving the Dream initiative.

Special Student Populations
The college has multiple programs intended to support members of underserved or vulnerable populations, including programs for the unemployed (Worker Retraining), those on food stamps (Basic Food Employment and Training), students at or near poverty levels (Opportunity Grant, WorkFirst), and veterans (Veteran Affairs). These programs support students with financial aid, book loan programs, online and in-person wrap-around case management, job search and employment support, and student success workshops. Staff focus on helping create support networks among students and providing leadership development and advising assistance for student via social media venues as well as through in-person meetings and events.

Multicultural Student Support Services
BTC's Multicultural Student Support Services fosters student, faculty and staff collaboration and supports clubs and activities designed to help raise awareness of diversity on campus and provide additional support for traditionally under-represented and under-served student groups. Activities include providing advising and support services for BTC's Associated Student Body and Diversity Club, mentoring staff and faculty regarding needs of diverse student populations, and hosting cultural celebrations and events on campus.

Accessibility Resources
Accessibility Resources (AR) provides advocacy and support services to students with disabilities. Staff activities include working with faculty and staff to provide professional development, support and guidance; driving the creation of policies and procedures designed to equalize opportunities and provide achievement support for students with disabilities; and facilitating the campus Accessibility Team.

Career Services
BTC Career Services range from the provision of online career exploration tools such as WOIS/The Career Information System and the Occupational Information Network (O*NET) system to regular Career Exploration workshops and career advising services. Staff engage in one-on-one work with students, providing on-line and in-person critique for application materials and offering job search guides and tips, as well as delivering classroom sessions, hosting job fairs, maintaining the college's Job Listings for students and employers, and bringing employers to campus for targeted informational and hiring sessions. The college offers a one-credit Job Skills course (CTE 108), which is an integrated, required course for several professional technical degree programs.

Library
In 2011, BTC opened a new library space on campus, greatly increasing space and capacity. BTC librarians collaborate with faculty to help students develop information literacy skills. The library includes an open computer lab for students and a faculty resource area, and provides information literacy and technology assistance to students, employees and members of the public. The library hosts both Media Services and the eLearning department, with a dedicated eLearning lab space for faculty professional development.

Tutoring
BTC has a drop-in Tutoring Center that provides general group math, science and writing support services, and subject-specific tutoring by student request. Tutoring services are free and available to any student enrolled at the college.

Assessment Services
Recently, BTC redesigned its assessment testing structure, moving from a formal testing schedule, with an accompanying sign-up process, to a drop-in model. Assessment staff were also increased to help provide more help with student interpretation of post-test scores. Testing placement structures have been redesigned to provide streamlined placement into Adult Basic Education (ABE) or Integrated Basic Education and Training (I-BEST) programs.

Technology
The college redesigned its website. Changes included creation of a student portal and incorporation of online advising features and website tools (e.g., IntelliResponse, ADD Pro) to assist in easier searches and educational planning for prospective and current students. Students can now complete an admissions application, and register and pay for classes online. The college has implemented a Student Technology Help Desk for enrolled students as online and hybrid course registrations increase. Wireless connectivity is now available across campus.

Admissions
The college has redesigned its recruitment and pre-enrollment communications structure, shifting to a Communications Relationship Management (CRM) system. This system has centralized communications with prospective students and families and facilitated a shift from episodic, reactive communications to a structured, proactive sequence. BTC has also redesigned its Student Services reporting structure in this area to dedicate one director to Advising and Career Services and another to Admissions. Previously, advisors also reported to the Director of Admissions. This change has created a stronger focus on recruitment activities and admissions processes.

Student Activities
Students at BTC maintain an active student government organization (Associated Students of Bellingham Technical College), and participate in a wide variety of professional student organizations and student clubs. Opportunities for service-learning occur within specific programs, such as Dental and Automotive, and peer mentoring and coaching opportunities are also present through venues such as the Student Ambassador program and Tutoring Center.

3.B.3   Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

BTC has selected a collection of appropriately defined data that are used to inform Core Theme One planning as well as evaluation of accomplishments across each objective. The Accreditation Steering Committee identified eight indicators of achievement in the area of student success and access. Six of these indicators are also represented within the Strategic Key Performance Indicators (SKPIs). The IRP office identified appropriate methodological options for each of these indicators (including specific student populations, data sources, and data timeframes) and worked with the Accreditation Steering Committee and President's Council to select the most meaningful approach for each individual indicator. These eight indicators of achievement help shed light on how well BTC is fulfilling its mission.

The majority of the data for Core Theme One (indicators 1-4, 6-8) are pulled from BTC's Operational Data Store. Employment rate data (indicator 5), however, come from the Washington State Board for Community and Technical Colleges (SBCTC) Academic Year Reports. College racial/ethnic diversity data (indicator 8) are supplemented by U.S. Census data. See Table 4.2 for a listing of indicators, definitions, and data sources.

Table 4.2. Student Success & Access Core Theme Indicators and Data Sources

#	Indicator	Definition	Data Source(s)
Objective 1A. Students achieve their educational and career goals.			
1	Transition Rate: Adult Basic Education (ABE) to College-Level	% of first-time ABE students transitioning from ABE to college-level courses within 2 years (8 quarters)	BTC Operational Data Store
2	Transition Rate: Developmental Education to College-Level	% of first-time developmental education students transitioning from developmental to college-level courses within 2 years (8 quarters)	BTC Operational Data Store
3	Course Success Rate	% of students earning grades of C or higher (or "P" for pass/no pass courses) compared across instructional delivery modes (face-to-face, hybrid, online)	BTC Operational Data Store
4	Graduation Rate	% of program students who graduate from degree/certificate programs within 3 years (12 quarters)	BTC Operational Data Store
5	Employment Rate	% of degree/certificate students who are employed within 9 months of graduation	SBCTC Academic Year Reports
Objective 1B. BTC meets strategic enrollment and retention goals.			
6	FTE	# of annual state FTE	BTC Operational Data Store
7	Retention Rate	% of degree-seeking students who are retained from one fall to the next	BTC Operational Data Store
Objective 1C. BTC strives to maintain a diverse student population.			
8	Racial/Ethnic Diversity	% minority student enrollment (Asian/Pacific Islander, African American, Native American, Hispanic, Other) as compared to Whatcom County population	BTC Operational Data Store, U.S. Census

Standard 4.A Assessment

4.A.1   *The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.*

Data System

The IRP office compiles and disseminates data in relation to the Core Theme One indicators. Beginning in the 2011-12 academic year, campus-wide data for many of these indicators were published in quarterly and annual Student Enrollment and Success Reports that were shared with the Board of Trustees. Beginning in the 2012-13 academic year, these reports were also shared with various campus groups (e.g., President's Council, Instruction Council, Enrollment Management Advisory Committee) during targeted meetings, as well as with the entire campus community via presentations, emails, and BTC's Intranet site.

Core Theme One indicator data have also been examined across specific student populations. First, student success data (primarily course success and retention) have been compiled and analyzed annually for students who are involved in specific BTC Achieving the Dream (ATD) interventions such as Reading Apprenticeship and Supplemental Instruction. These data are discussed by the ATD core team, data team, and intervention team members. Second, student access and success data are compiled and analyzed on an annual basis via Instructional Program Effectiveness Reports. These data are reviewed and analyzed by program faculty, deans, and the Vice President of Instruction.

The IRP office began developing a campus-wide data access system during the 2013-14 academic year in order to provide quick, easy access to student success/access data that can inform planning and assessment of programs and services. The majority of staff work during this first year focused on developing consistent, accurate methodologies; making sense of historically inconsistent coding practices; and developing an initial set of dashboards that will be expanded in future years. These dashboards shed light on each Core Theme One indicator, and are currently organized to monitor data across three areas of interest:

- Strategic Key Performance Indicators (SKPIs)—including annual state FTE, degrees/certificates awarded, graduation rate, retention rate, and transition rates;
- Enrollment—including enrollment yield, headcount demographics, and headcount by program; and
- Achieving the Dream (ATD) interventions—including course success and retention rates of students involved in Enhanced Advising, New Student Orientation, Reading Apprenticeship, and Supplemental Instruction.

IRP staff are introducing the dashboards to the college community in two phases. During winter and spring 2014, IRP staff provided dashboard introductions to the following campus groups: President's Council, Enrollment Management Advisory Committee, ATD Core Team, ATD Data Team, Instruction Council, faculty, and Student Services directors/staff. Phase two is planned for the 2014-15 academic year and will include in-depth, hands-on training opportunities for campus community members to work with the dashboards and better inform planning and improvement for their areas.

Core Theme One Assessment Results
BTC is doing well in the area of college success and access, with all eight of the indicators falling within the "target met" and "acceptable range" categories. The college is performing strongly in the areas of Adult Basic Education to college-level course transition, employment, FTE, and racial/ethnic diversity. Although falling within "acceptable range," the college will continue to focus resources toward improving developmental education to college-level transition rates, and improving course success, retention, and graduation levels. See Tables 4.3, 4.4, and 4.5 below for the results across each Theme objective.

Table 4.3. Indicator Expectations and Results for Objective 1A. Students achieve their educational and career goals.

#	Indicator	Desired Outcome	Baseline (2010-11)	Target (2012-13)	Actual (2012-13)	Status
1	Transition Rate: Adult Basic Education (ABE) to College-Level	Students transition from ABE to college-level courses at a rate higher than baseline (1% increase per year)	29.5%	31.5%	32.6%	Target Met
2	Transition Rate: Developmental Education to College-Level	Students transition from developmental to college-level courses at a rate higher than baseline (1% increase per year)	37.9%	39.9%	38.1%	Acceptable Range
3	Course Success Rate	80% of students are successful across all instructional delivery modes (face-to-face, hybrid, online)	All Courses: Overall: 85% Courses with Online and F2F Sections: Online: 73% F2F: 80% Courses with Hybrid and F2F Sections: Hybrid: 78% F2F: 82%	80%	All Courses: Overall: 85% Courses with Online and F2F Sections: Online: 75% F2F: 82% Courses with Hybrid and F2F Sections: Hybrid: 80% F2F: 80%	Acceptable Range
4	Graduation Rate	50% of students graduate from programs	48.9%	50%	44.2%	Acceptable Range
5	Employment Rate	Degree/certificate students are employed at a rate equal to or higher than system average or at least 80% (whichever is higher)	BTC = 80% System-wide = 74%	80%	BTC = 82% System-wide = 78%	Target Met

Table 4.4. Indicator Expectations and Results for Objective 1B. BTC meets strategic enrollment and retention goals.

#	Indicator	Desired Outcome	Baseline (2010-11)	Target (2012-13)	Actual (2012-13)	Status
6	FTE	FTE meets or exceeds State Board allocation target	2,437 (Target: 1,888)	1,845	2,056	Target met
7	Retention Rate	70% of students are retained	69.6%	70%	65.9%	Acceptable Range

Table 4.5. Indicator Expectations and Results for Objective 1C. BTC strives to maintain a diverse student population.

#	Indicator	Desired Outcome	Baseline (2010-11)	Target (2012-13)	Actual (2012-13)	Status
8	Racial/Ethnic Diversity	% of racial/ethnic minority student enrollment is greater than or equal to Whatcom County racial/ethnic minority population	20.6% (Target/ WC 2010: 18.6%)	19.1%	23.3%	Target Met

4.A.4 *The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.*

The Student Success & Access Core Theme objectives are closely aligned with both the college's Strategic Plan and Strategic Enrollment Plan (SEP). Both of these plans were developed by teams with interdepartmental representation. All of the SEP activities and Core Theme One indicators related to student success and access are represented in the college's Strategic Plan. Alignment and integration with Core Theme One objectives also exists within primary processes of the college, including quarterly Student Enrollment and Success Reports and annual State of the College Reports. Although this structure provides a good foundation for alignment, correlation and integration of programs and services to Core Theme One, continuous improvement is a priority.

4.A.5 *The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.*

The college routinely assesses how well its practices and resources are enabling the achievement of its strategic goals and core theme objectives. BTC's student support and related areas maintain active databases and systems to track all student contacts and data and report out on an annual basis and as needed. Regular program and departmental strategic planning allows staff to evaluate progress, assess needs, and direct plans for the future. Although many programs that provide student support conduct these processes informally, the college is now piloting Area Assessment Reports in which each area develops an area-specific mission and identifies the BTC Operational Plan goals and activities that are most relevant to their area.

4.A.6 *The institution regularly reviews its assessment process to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.*

The college explored multiple methodological options as part of its Strategic Key Performance Indicator (SKPI) and core theme indicator development process, and selected the most meaningful approach for each indicator. For example, rather than including cohorts of *all* pre-college students to measure progress across the college's two indicators of pre-college to college-level transition, staff identified meaningful student cohorts comprised of students enrolled in pre-college courses that target students who intend to continue on to college-level coursework. The SKPIs and other Strategic Plan assessment measures are reviewed (by committees, administration and the Board of Trustees) on an annual basis to determine if the measures are still appropriate for measuring progress and to make changes as needed.

Standard 4.B Improvement

4.B.1   *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

Assessment results for Student Success & Access are based on meaningful, institutionally-defined indicators of achievement and are made available to appropriate constituencies in a timely manner. Definitions of each indicator are included in the response to evaluation criterion 3.B.3 (see pp. 114-115, 125-127, and 139), and a description of data dissemination for each indicator is described within the response to evaluation criterion 4.A.1 (see pp. 115-118, 127-131, and 139-141). BTC recently revised its core theme indicators. In some cases, only preliminary assessment of indicator data results has begun. While intervention leaders are continually assessing and improving their activities based on early feedback, the college will need larger sample sizes and a longer period of time to more accurately assess the efficacy of many of the following interventions. In the below table, college staff selected a few key interventions examples for each indicator area.

Table 4.6. Student Success and Access Core Theme Improvements Based on Data Results

#	Indicator	Key Improvements Based on Data Results
1	Transition Rate: Adult Basic Education (ABE) to College-Level	Although performance is on target, college data reflect a common national issue: challenges with the transition rate of ABE students who have an intent to continue on to a college-level certificate/degree program. Select key improvements are discussed below: • Formation of Faculty Inquiry Groups to identify strategies to address student success challenges. Changes made as a result of the work include contextualization of coursework and inclusion of metacognitive strategies in all curriculum; a targeted and enhanced orientation that facilitates early academic and career planning; and advising for ABE students from easily accessible, central locations. • Creation of courses and programs designed to facilitate ABE student transition to the next level of college work, including Integrated Basic Education Skills Training (I-BEST) programs and a high-structure, high-challenge Reading, Writing and Math Essentials series. • Pursuit of grant opportunities to target resources on efforts in this area, which helped the college create specialized transition pathways, offer dedicated support services, and participate in the Innovative Strategies for Increasing Self-Sufficiency (ISIS) project exploring the efficacy of the I-BEST program.

#	Indicator	Key Improvements Based on Data Results
2	Transition Rate: Developmental Education to College-Level	College data reveal challenges with the transition rate of students who begin in the college's developmental program. Key improvements based on these data results include: • Restructure of advising services to target pre-college students, creating an integrated case management model. • Development of a College Success Foundations course (CDEV 90) for students who are taking developmental courses and are new to the college experience. • Development of additional support through Reading Apprenticeship and Supplemental Instruction.
3	Course Success Rate	Analyses of college data have allowed the college to pinpoint the online, pre-college and general education courses at BTC that have higher failure and/or attrition rates. Key improvements based on these data results include: • Implementation of peer coaching groups to assist faculty in developing and teaching online coursework, and preliminary development of an online course evaluation rubric. Increase in student peer technical support. • Development of contextualized technical math and English courses, paired with increased faculty collaboration across instructional areas. • Integration of Reading Apprenticeship and Supplemental Instruction models into targeted courses based on historical course success data. • Expansion of tutoring services in terms of both time availability and subject areas.
4	Graduation Rate	Although BTC has the second highest graduation rate of all public two-year colleges in Washington State (U.S. Department of Education, IPEDS 2010-11 Graduation Rates), data show that graduation rates are not as high as the college would like to see. Key improvements based on these data results include: • Beginning to collect data for *on-time* program graduation rates; this process will assist the college to identify best practices and target low-graduation programs for intervention. • Launch of Degree Audit tool to assist students with academic planning and help students identify when they are eligible to receive BTC certificates and degrees, and installation and initial implementation of Degree Boost, which will allow the college to award certificates and degrees to eligible students. • Implementation of active recruit-back program, facilitated by the BTC Call Center, to identify and recruit students who completed a majority of certificate or degree credits but never received a credential.
5	Employment Rate	While employment rates at BTC remain high in comparison to its statewide community and technical college peers, continuous improvement of the college's career preparation and job search services is critical to maintaining the health of the college. Key improvements in this area include: • Cross-training of all academic and career advisors so that they can provide career exploration and job search services for students, and implementation of a job skills course (CTE 108) for degree and certificate program students. • Increased availability and breadth of job search and career exploration resources, including fairs, online resume critique service and other interview resources, with higher levels of participation from employer representatives. • Increased industry credential achievement opportunities. • Targeted internship programs.

#	Indicator	Key Improvements Based on Data Results
6	FTE	Although the college has been reaching its state FTE targets, enrollment patterns reflect a steady decrease in FTEs over the last few years. Key strategies to address these data results include: • Targeted development and expansion of high-demand programs, including Precision Machining, Nursing, Electro-mechanical Technology, Engineering, Pastry Arts, and Composites and Process Engineering. • Exploration and development of high school dual-enrollment programs such as Open Doors Youth Reengagement and College in the High Schools with all high school partners in the region. • Expansion of geographic scope for recruitment, increased collaboration of cross-departmental staff at recruitment events, and implementation of an automated process for contacting prospective students who submitted a FAFSA but not a BTC application and vice versa. • Redesign of the BTC website for streamlined access and better visitor tracking and services, redesign of marketing materials, including video, and implementation of online marketing campaigns targeted towards low-enrollment programs. • Increased and targeted communications and contacts with prospective students through the Hobson's Connect Communications Relationship Management system and Call Center.
7	Retention Rate	BTC's retention rates have shown fluctuations over the last few years and are below target levels. Key improvements based on these data results include: • Implementation of a case management advising model, where students are assigned an academic and career advisor based on program intent when they take the placement test or transfer in test scores/transcripts. Other activities related to the new advising model include Lunch with an Advisor, increased embedded workshops for all courses, specifically general education, and stronger faculty/advisor relationships. • Launch of the Hobsons Retain Communications Relationship Management system, which will allow BTC to proactively and effectively communicate with enrolled students, track student data, share notes, and run student reports. • Improved student at-risk identification factors through tools such as the College Student Inventory and Early Alert systems. • Creation of financial literacy resources and services for students, including open availability of SALT (online financial literacy modules), targeted outreach to improve student understanding of financial aid options and deadlines, and creation of literacy sessions for pre-college students, including financial planning and budgeting and loan repayment planning and options.
8	Racial/Ethnic Diversity	BTC's student race/ethnicity data is self-reported, and an average of 64% of students typically respond (ranging from 56% in 2011-12 to 78% so far in 2014-15). Responses suggest that the BTC student population reflects the racial/ethnic diversity of its local service area. Key strategies to achieve improvements in this area include: • Inclusion of diverse student images in print, web and video marketing and financial aid materials. • Increased recruitment efforts targeted towards ethnic minority populations • Offering programs for English Language Learners and offering additional testing time as needed for this population.

#	Indicator	Key Improvements Based on Data Results
8	Racial/Ethnic Diversity, cont.	• Work of the college's Diversity Council to assist faculty in integrating discussions of non-traditional and special population issues within curriculum and offer new diversity training sessions. • Development of a single point of contact for undocumented students to assist them with application processes, establish eligibility for state funding, and in developing success strategies.

Standard 3.B Core Theme Planning

3.B.1   Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

Core Theme Two—Excellence—aligns directly with the college's mission, vision, values, strategic goals, and Strategic Key Performance Indicators (SKPIs), and therefore guides the selection of programs and services that show the most promise for contributing to the following core theme objectives:

2A.   BTC has an effective teaching and learning environment that integrates strong learning outcomes and assessments.
2B.   BTC provides effective student support services and resources.
2C.   The college is fiscally sound and uses innovative and recognized operational practices.
2D.   The college engages in continuous quality improvement using data-informed decision-making.

BTC not only provides student-centered, *high-quality* professional technical education, but also strives to be a *leader* in providing this type of education. Although one of the college's strategic goals—Excellence and Innovation—focuses on promoting excellence and innovation throughout the college, all five strategic goals focus on developing and implementing high quality structures, policies, and practices to achieve BTC's mission. See Table 4.7 for an overview of how each Core Theme Two objective aligns with BTC's strategic goals.

Table 4.7. Alignment between Excellence Core Theme Objectives and Strategic Goals

Excellence Core Theme Objectives	BTC Strategic Goals				
	Student Success	*Excellence & Innovation*	*Access*	*College Visibility & Resource Development*	*Campus Environment*
Objective 2A. BTC has an effective teaching and learning environment that integrates strong learning outcomes and assessments.	X	X			X
Objective 2B. BTC provides effective student support services and resources.	X	X	X		X
Objective 2C. The college is fiscally sound and uses innovative and recognized operational practices.		X		X	X
Objective 2D. The college engages in continuous quality improvement using data-informed decision-making.	X	X	X		X

3.B.2   *Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.*

Selection of the following resources, programs and services is based on their alignment with and support if core theme objectives.

Faculty
BTC faculty have extensive industry experience and develop and maintain strong relationships with employers. The college provides operational and state resources to support new faculty, including orientations, Professional Technical Education courses, and state boot camps for new instructors. For current faculty, the college provides professional development funds and opportunities to return to industry. Faculty also participate in regular all-faculty and departmental meetings.

Reading Apprenticeship
BTC has implemented a "Reading Apprenticeship" model on its campus, which assists faculty in infusing reading and metacognitive skills into every type of educational programming. The Reading Apprenticeship intervention is led by faculty members (including adjunct) who have a strong commitment to this peer professional development program. This work was initiated and is supported through BTC's participation in the Achieving the Dream initiative.

Instructional Equipment
BTC continues to prioritize investment in industry-standard equipment and tools for equipping training labs through both operating and grant funds. The college has invested in simulation software for areas such as advanced manufacturing and renewable energy, Nursing, allied health and other professional technical educational areas. Annually, a campus-wide equipment funding prioritization process (tied to strategic goals) is conducted to distribute equipment funds.

Work-Based Student Experiences
Instructional programs provide student industry and business internship opportunities and alternative industry experiences such as industry tours and student/faculty trips to national conferences and institutes. This work is supported by student contributions, operating funds and targeted grant projects.

Faculty Inquiry Groups and Learning Communities
BTC has implemented Faculty Inquiry Group (FIG) and Faculty Learning Community (FLC) models. FIGs bring departmental or cross-departmental faculty groups together to research instructional delivery and support strategies, as well as conduct common curriculum planning or program development. FLCs bring faculty mentors and mentees together to improve faculty professional development in targeted subject or instructional delivery areas. Areas of focus include improving, aligning and integrating education efforts across departments, such as Math or English, and eLearning strategy and tool development.

Industry Standards
Many programs maintain national specific program accreditation status. The majority of BTC programs prepare students for industry certification exams and some offer these exams on-site. All professional technical programs incorporate industry standards and/or industry-approved certification opportunities or requirements.

Articulation
BTC has added new Direct Transfer Agreement/Major Related Programs and Associate in Science-Transfer/Major Related Programs. These new degrees are part of statewide articulation agreements and

require more transferable courses; they have a relationship with existing professional technical degrees and all have a workforce focus. These transfer degrees enable students to transfer seamlessly to baccalaureate institutions.

Advisory Committees
Every professional technical degree program has a committee composed of representatives from local business, industry, and organized labor that meets a minimum of twice each year. Over 300 business and industry representatives serve on advisory committees. The advisory committees are responsible for providing input on curriculum, evaluating classroom and lab environments, and sharing industry and employment trends. The college also conducts targeted industry summits, particularly in fields that are growing dramatically or have major changes.

Resource Development
The college's Foundation and grants department are primary contributors to development of alternative funding resources for the college. Both areas use the college's Strategic Plan and Strategic Enrollment Plan to prioritize fundraising projects and campaigns, and both focus on broad-based internal and external participation. BTC's recent capital campaign for the Perry Center for Fisheries and Aquaculture Sciences, led by the BTC Foundation, involved more than 130 industry partners, individuals, service organizations, foundations, and BTC employees and raised $1.4 million. BTC is also strengthening Enterprise Services (bookstore, rentals, catering, and food services) to bring in revenue.

Institutional Technology/Processes
BTC has invested in technology that has allowed it to streamline administrative processes, including moving to an online purchase requisition system, centralized data storage (Operational Data Store), facilities scheduling (Resource 25), the state's online jobs application system (NEOGOV), an electronic behavior incident reporting system, and an electronic budget tracking system (FMS Query). Computer and Information Support Services has led an interdepartmental team to identify infrastructural technology needs on campus and select submit top priority projects for the annual equipment funding distribution process.

Campus Facilities
The Facilities department has incorporated technology to centralize work requests and orders on the college's Intranet using Megamation software. Staff are able to complete regular Facilities Condition surveys and handle all maintenance, remodels, additions and capital construction projects. BTC has an in-house Capital Projects Manager and Facilities Manager.

Instructional Technology
The college has converted to the Canvas online Learning Management System (LMS), and all certificate and degree courses are created in the online system. The college has created an eLearning department to assist faculty and staff with design and implementation of online and hybrid courses as well as introduce and familiarize instructors with a wide range of instructional technology. This department has facilitated the development of Faculty Learning Communities, where faculty help each other master and innovate with instructional technology in the LMS, with lecture-capture, iPads, and a variety of other tools. Each classroom is equipped with a fully integrated teaching station. Laptop carts, the open library computer lab and the program computer labs are all equipped with appropriate software and standard printing, copying and scanning equipment.

3.B.3   Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

BTC has selected a collection of appropriately defined data that are used to inform core theme planning as well as the evaluation of accomplishments across each objective. The Accreditation Steering Committee identified 11 indicators of achievement in the area of Excellence. Five of these indicators are also represented within the Strategic Key Performance Indicators (SKPIs). These 11 indicators of achievement help shed light on whether or not—and how well—BTC is fulfilling its mission.

Data for the 11 Excellence indicators of achievement are pulled from a variety of internal and external sources. For example, data for the three student satisfaction indicators (indicators 9, 10, and 14) are collected via annual student surveys. Although these data have historically been collected through an internally-designed instrument (administered 2008-13) and the Community College Survey of Student Engagement (CCSSE, administered 2011-13), the college transitioned to the Noel-Levitz Student Satisfaction Inventory (SSI) in spring 2014. College CCSSE and SSI data are supplemented by national benchmark data. See Table 4.8 for a listing of indicators, definitions, and data sources.

Table 4.8. Excellence Core Theme Indicators and Data Sources

#	Indicator	Definition	Data Source(s)
Objective 2A. BTC has an effective teaching and learning environment that integrates strong learning outcomes and assessments.			
9	Student Satisfaction – Teaching/Instruction	% of survey respondents (students) who are satisfied with the quality of teaching/instruction	BTC student survey results
10	Student Satisfaction – Program Equipment	% of survey respondents (students) who are satisfied with the quality of program equipment	BTC student survey results
11	Student Performance Evaluation	% of degree courses that integrate practices to evaluate student performance based on pre-identified learning outcomes	Course syllabi, Student Learning Outcomes Reports
12	Degree Program Evaluation	% of degree programs that are evaluated annually via Instructional Program Effectiveness Reports	Instructional Program Effectiveness Reports
13	Workforce-Related Curricular Features	% of professional technical programs that include internships or other workforce-related, distinctive curricular features (e.g., clinicals, externships)	Course curricula, course syllabi, Career Services, faculty, dean records
Objective 2B. BTC provides effective student support services and resources.			
14	Student Satisfaction – Support Services	% of survey respondents (students) who are satisfied with student support services including academic advising/planning, career counseling, computer lab, financial aid advising, job placement assistance, peer/other tutoring, services to students with disabilities, skill labs, student organizations, and transfer credit assistance	Community College Survey of Student Engagement results

#	Indicator	Definition	Data Source(s)
Objective 2C. The college is fiscally sound and uses innovative and recognized operational practices.			
15	Funding Ratio	% of funding from state vs. non-state sources	Financial records
16	Unrestricted Fund Balance	Dollar amount of unrestricted fund balance	Financial records
17	Facilities Assessment and Planning	Description of facilities assessment and planning process	Facilities Condition Survey results; Campus Master Plan
18	Technology Infrastructure	Description of technology infrastructure and planning process	Technology committee records
Objective 2D. The college engages in continuous quality improvement using data-informed decision-making.			
19	Assessment Cycle	Description of institutional planning and assessment process	Planning and assessment records (e.g., institutional Strategic Plan, State of the College Report, Strategic Enrollment Plan, Strategic Enrollment Plan Attainment Reports)

Standard 4.A Assessment

4.A.1 *The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.*

Data System

Data for the 11 excellence indicators of achievement are compiled and analyzed by various college staff.

Student satisfaction data (indicators 9, 10, and 14) are collected by IRP staff via annual student surveys. These data are shared with the campus community via an annual student survey report that is presented to various groups and is available on the college Intranet site. An executive summary of the report is also shared with BTC's Board of Trustees. College faculty and staff have analyzed student survey data annually and, during the 2012-13 academic year, identified the need to benchmark student satisfaction data on a national level (the college already benchmarked student engagement data nationally via the Community College Survey of Student Engagement). The college committed resources to conduct the national Student Satisfaction Inventory for the first time in spring 2014.

Student performance evaluation data (indicator 11) are compiled by faculty in the form of syllabi and annual Student Learning Outcome Reports. Data for degree program evaluation (indicator 12) are compiled jointly by IRP staff and instructional program faculty, and are documented within the annual Instructional Program Effectiveness Reports. Faculty, deans, and the Vice President of Instruction review the data contained in both reports to evaluate each individual instructional program and identify areas for improvement.

Workforce-related curricular features (indicator 13) are documented through a variety of college resources, including the course catalog, program webpages, program curricula, and course syllabi, and are widely available to both internal and external audiences.

Funding data, including funding ratio (indicator 15) and unrestricted fund balance (indicator 16), are compiled by the Vice President of Administrative Services, Controller, and Budget Analyst on an annual basis. President's Council and the Board of Trustees review and analyze this information annually, and results are shared with the entire campus community via the annual Fast Facts publication and presentations at all-campus meetings.

Facilities assessment and planning data (indicator 17) are documented within biannual Facilities Condition Surveys (FCS) and the Campus Master Plan, which is also posted online. FCS results are analyzed by the Vice President of Administrative Services, Facilities Manager, and Capital Projects Manager; results have historically been shared with the President and President's Council, but were added to the college's Intranet site in spring 2014 in order to allow campus-wide access. The Campus Master Plan is reviewed and updated periodically by a college committee and President's Council, with consult from a hired professional architect. Information within this document is shared with the campus community via the college Intranet site and presentations.

Technology infrastructure characteristics (indicator 18) are documented via the written campus Technology Plan. Once the current plan is updated, it will be presented at various campus meetings (e.g., President's Council, faculty) and posted to BTC's Intranet site.

Assessment cycle information (indicator 19) is documented by various individuals across campus and is shared via a variety of methods. For example, the college developed a Strategic Enrollment Plan (SEP) in April 2013, containing eight unique plans (data management and access, financial access, marketing, recruitment, retention, instruction, graduation, and financial). This document was shared with the campus community and Board of Trustees via multiple meetings, presentations, and available on BTC's Intranet. In March 2014, each of the eight sub-committees assessed their plans, completed attainment reports, and revised their plans as needed. BTC has purchased a software system (TracDat) that will be used to centralize all assessment data entry, storage and reporting functions.

The college is considering placing all accreditation indicator data in one centralized location for campus-wide access as part of the next accreditation cycle.

Core Theme Two Assessment Results
BTC is performing well in the area of Excellence, with all 11 indicators falling within the "target met" and "acceptable range" categories. The college is doing particularly well in the areas of student satisfaction with a high quality of teaching/instruction, program equipment, and support services; consistent evaluation of degree programs; inclusion of workforce-related curricular features; maintaining an appropriate unrestricted fund balance; and maintaining a consistent and robust assessment cycle. Although falling within "acceptable range," the college will continue to focus resources to support student performance evaluation, maintaining adequate funding ratios, and enhancing its technology infrastructure. See Tables 4.9, 4.10, 4.11, and 4.11 below for the results across each Core Theme Two objective.

Table 4.9. Indicator Expectations and Results for Objective 2A. BTC has an effective teaching and learning environment that integrates strong learning outcomes and assessments.

#	Indicator	Desired Outcome	Baseline (2010-11)	Target (2012-13)	Actual (2012-13)	Status
9	Student Satisfaction – Teaching/ Instruction	80% of students are satisfied with teaching and instruction	90.3%	80%	88.2%	Target Met
10	Student Satisfaction – Program Equipment	80% of students are satisfied with program equipment	79.3%	80%	82%	Target Met
11	Student Performance Evaluation	100% of degree courses integrate practices to evaluate student performance based on pre-identified learning outcomes	No data available	100%	95%* (2013-14)	Acceptable Range
12	Degree Program Evaluation	100% of degree programs are evaluated annually	100%	100%	100%	Target Met
13	Workforce-Related Curricular Features	70% of professional technical programs include internships or other workforce-related, distinctive curricular features	71.4%	70%	74.1%	Target Met

*This figure is an estimate as of winter 2014. Indicator data will continue to be updated as new degree courses are developed.

Table 4.10. Indicator Expectations and Results for Objective 2B. BTC provides effective student support services and resources.

#	Indicator	Desired Outcome	Baseline (2010-11)	Target (2012-13)	Actual (2012-13)	Status
14	Student Satisfaction – Support Services	% of students satisfied with support services is equal to or higher than national average	83% (Target/ National Cohort: 79%)	80%	82%	Target Met

Table 4.11. Indicator Expectations and Results for Objective 2C. The college is fiscally sound and uses innovative and recognized operational practices.

#	Indicator	Desired Outcome	Baseline (2010-11)	Target (2012-13)	Actual (2012-13)	Status
15	Funding Ratio	BTC maintains an appropriate mix of state and non-state funding; at least 40% of funding comes from state resources	State funding: 42% Non-state Funding: 58%	State funding: >=40%	State funding: 38% Non-state funding: 62%	Acceptable Range
16	Unrestricted Fund Balance	BTC maintains an appropriate unrestricted fund balance of at least 20% of the operating budget	28%	20%	23%	Target Met
17	Facilities Assessment and Planning	Facilities follow systematic and ongoing assessment and planning	n/a – see below narrative description			Target Met
18	Technology Infrastructure	Technology infrastructure supports all college sectors, and a comprehensive Technology Plan—informed by campus technology needs—is complete and implemented	n/a – see below narrative description			Acceptable Range

➢ Indicator 17: Facilities Assessment and Planning

BTC staff participate in and support consistent and organized planning related to campus Facilities. Since joining the SBCTC system in 1991, the college has completed a Facilities Condition Survey (FCS) every two years as part of the SBCTC capital planning and inventory process. BTC has also completed a formal, long-term Campus Master Plan to help guide and direct capital planning and building infrastructure needs. The Campus Master Plan was most recently updated in 2007 and 2014. Both the FCS and Campus Master Plan help inform use of the campus's Capital fund allocations from the state.

➢ Indicator 18: Technology Infrastructure

BTC's Technology Plan was last developed in 2003 and is in need of revision. A new Technology Committee was established in December 2013 and has been meeting on a regular basis to begin updating the Plan. The committee plans to develop a new comprehensive plan by December 2014, and to review and revise the plan on an annual basis from that point forward in order to respond rapidly to changing instructional and operational technology needs. The college plans to fully implement the revised Technology Plan by December 2015.

Table 4.12. Indicator Expectations and Results for Objective 2D. The college engages in continuous quality improvement using data-informed decision-making.

#	Indicator	Desired Outcome	Baseline (2010-11)	Target (2012-13)	Actual (2012-13)	Status
19	Assessment Cycle	The college follows a systematic and ongoing planning and assessment cycle; BTC creates, implements, and—based on data—evaluates and revises plans for institutional success	n/a – see below narrative description			Target Met

➢ Indicator 19: Assessment Cycle

BTC is strongly committed to following a systematic and ongoing Institutional Effectiveness Cycle, which includes a strong assessment component. After the last full self-study cycle and visit in 2004, the college was commended for its inclusive and comprehensive institutional planning process. Following are a few examples that best illustrate this commitment.

- The college creates multi-year Strategic Plans with a formal annual assessment and reporting process that takes place at the conclusion of each academic year (during summer quarter). The institutional Strategic Plan is updated and—based on data—revised as needed on an annual basis.
- The college developed a supplemental Strategic Enrollment Plan (SEP) during winter 2013; this plan also includes a formal annual assessment and reporting process, which takes place each subsequent winter quarter.
- Instructional Program Effectiveness Reports are developed and reviewed on an annual basis to inform program improvements.
- The college conducts an annual Equipment and Project Budgeting process, which occurs outside of annual operating budget development processes and is conducted by a representative college committee. Funding requests, which are prepared by faculty and staff, are rated and awarded based on a variety of factors, including the strength of their connection to BTC's strategic goals.

4.A.4 *The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.*

Because providing student-centered, high-quality professional technical education is at the heart of the college's mission, BTC participates in a continuous, substantial process of updating and revising its professional technical course content. Requests for financial resources, including equipment, software, or student support, are made annually and are connected to the college's Strategic Plan. The analysis of these requests is completed at several levels and by several groups, including faculty, advisory committees, supervisors, and administration.

Annual budgetary planning and the equipment request processes tie operational planning and budgeting directly to BTC's strategic goals and core theme objectives. The Excellence core theme objectives are also tightly aligned with the college's Campus Master Plan and Technology Plan. The Campus Master and Technology plans were developed by cross-area teams and with external consultants as needed to reflect the college's Strategic Plan goals.

Although this structure provides a good foundation for alignment, correlation and integration of programs and services to Core Theme Two, continuous improvement is a priority.

4.A.5   *The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.*

The college routinely assesses how well its practices and resources are enabling its achievement of its strategic goals and core theme objectives. Each professional technical program of one year or more completes an annual Instructional Program Effectiveness Report that includes multiple measures such as retention and graduation rates; employment attainment and wages; and student, graduate, and employer satisfaction. The college uses industry focus and existing program advisory groups to identify specific issues and program directions for clusters of programs. Programs add state and national benchmarks as learning outcomes (exams, licensure, certification, and contests) and to help determine program effectiveness. As a result of this feedback and analysis from the effectiveness process, changes have been made to entrance requirements and admissions processes for programs, program structures, and models of instruction and staffing. Using course success, transition, and qualitative focus groups studies, BTC's Achieving the Dream Data Team and IRP department has identified key "sticking" points on the pathway to certificates/degree completion where students are more likely to struggle. This has allowed the college to selectively target specific areas, and to redirect resources to where they are most needed and will have the greatest impact on student success.

Administrative Services, Facilities and resource development areas use regular staff meetings and state and Federal reporting requirements to evaluate progress, assess needs, and direct plans for the future. Although many programs that engage in these activities conduct these processes informally, the college is now exploring use of a formal, campus-wide assessment process.

4.A.6   *The institution regularly reviews its assessment process to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.*

BTC committees, administrators and Board of Trustees review the SKPIs and other Strategic Plan assessment measures on an annual basis to determine whether or not they are still appropriate for measuring progress and makes changes as needed. Over the last few years, the college has begun a redesign of its assessment process for assessing student satisfaction of instructional programs and support areas, resulting in changes to the annual student satisfaction survey and to the internal departmental planning processes. The college has shifted from using a "college-grown" student satisfaction assessment tool to using nationally-normed instruments. This change gave staff the opportunity to measure results against national norms instead of measuring progress against only internal results. The Campus Master Plan and Technology Plan are reviewed on regular schedules by broadly representational committees. Department or area-specific instruments, such as the annual Instructional Program Effectiveness Report and Student Learning Outcomes Report, are also regularly reviewed and refined. For example, the Instructional Program Effectiveness Report instrument was recently changed to include a "closing the loop" question that encourages faculty and staff to contribute information regarding how changes they've implemented have been reviewed and assessed for efficacy.

Standard 4.B Improvement

4.B.1   *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

Assessment results for Core Theme Two are based on meaningful, institutionally-defined indicators of achievement and are made available to appropriate constituencies in a timely manner. Definitions of each

indicator are included in the response to evaluation criterion 3.B.3 (see pp. 114-115, 125-127, and 139), and a description of data dissemination for each indicator is described within the response to evaluation criterion 4.A.1 (see pp.115-118, 127-131, and 139-141). BTC recently revised its core theme indicators. In some cases, only preliminary assessment of indicator data results has begun. While intervention leaders are continually assessing and improving their activities based on early feedback, the college will need larger sample sizes and a longer period of time to more accurately assess the efficacy of many of the following interventions. In the below table, college staff selected a few key interventions examples for each indicator area.

Table 4.13. Excellence Core Theme Improvements Based on Data Results

#	Indicator	Key Improvements Based on Data Results
9	Student Satisfaction – Teaching/ Instruction	While student satisfaction in this area is consistently high, tracking ratings for this indicator is critical data to assess how the college is doing with student success. Key improvements in this area include: • Activities such as collaboration with the Achieving the Dream initiative and implementation of the college's Title III and FIPSE projects have led to development and implementation of targeted faculty-led Faculty Inquiry Groups, Faculty Learning Communities and programs such as Reading Apprenticeship, which have strengthened faculty assessment and teaching skills. • Development of peer workshop sessions and campus-wide professional development opportunities in topics including working with diverse populations, student-centered teaching strategies and universal learning design. • Establishment of face-to-face new faculty orientations for both full and part-time faculty members and a web-based Faculty Orientation SharePoint site.
10	Student Satisfaction – Program Equipment	While student satisfaction in this area is consistently high, tracking and maintaining high ratings for this indicator is needed to capture student perceptions. Key improvements in this area include: • Continued focus on equipment purchases through operating funds, including the annual Equipment and Project Budgeting process. • Prioritization of equipment purchases in grant applications and in grant budgets. • Continued emphasis on securing in-kind equipment donations from industry partners and through support from the BTC Foundation.
11	Student Performance Evaluation	In the prior Accreditation cycle, the need for the college to establish consistent and robust student learning outcomes and assessments in all BTC coursework was identified. BTC's degree courses have since integrated practices to evaluate student performance based on pre-identified learning outcomes. Key improvements based on this feedback include: • Establishment of a short-term committee to further develop standardized processes for documenting and communicating expectations for learning outcomes to students. Committee work resulted in explicit documentation and inclusion of course learning outcomes in program courses. • Continued completion of annual Student Learning Outcome Reports with faculty discussion of future improvement plans. • Improved quality and transparency of student outcomes data for faculty review and assessment.

#	Indicator	Key Improvements Based on Data Results
12	Degree Program Evaluation	BTC has a strong annual assessment process. Key examples of improvements based on these data results include: • Increased math requirements for Instrumentation and Control Technology program based on analysis of student retention rates and staff and advisory committee input. • Heightened structure, guided practice, and time on theory for the Culinary Arts program students, based on high student attrition rates and advisory committee input. • Restructure of the Nursing program based on analysis of industry need and student attrition, completion and licensure rates.
13	Workforce-Related Curricular Features	An increasing number of professional technical programs include internships or other workforce-related, distinctive curricular features; the college continues to increase this work. Key improvements in this area include: • Expansion of clinical, internship, job shadow, and industry touring opportunities in a variety of programs, including implementation of a youth internship program designed to serve unemployed or underemployed students in the college's advanced manufacturing programs. • Development of new programs, including Veterinary Technician and Dental Hygiene, which have integrated clinical experiences as part of the curriculum. • Incorporation of industry certification testing opportunities, and increase in simulation technology and techniques in lab areas.
14	Student Satisfaction – Support Services	Although student satisfaction with support services is high compared to national benchmarks, results have fluctuated. Key improvements based on these data results include: • Redesign of the college website and addition of online supports for students, including incorporation of online financial literacy and college navigation tools. • Shift to a case management advising model, accompanied by development of centralized and proactive student communications system and advisor training tools. • Focus on efficiencies in order to enhance speed of processing time and increase student access to services, including digitalization of student records in Student Services areas to allow for faster processing time for student requests.
15 16	Funding Ratio Unrestricted Fund Balance	Given year-to-year fluctuations in state allocations, the college has paid particular attention to maintaining an appropriate balance between state and non-state funding sources and an unrestricted fund balance of at least 20% of its operating budget. Key improvements in this area include: • Development of more academic courses and transfer degrees in order to increase BTC percentage of lower-cost programming and the college's fiscal stability. • Increase of contract training efforts with the establishment of the Northwest Business and Industry Training Institute and increase of enterprise revenue sources with the restructure of campus services. • Increase in grant writing and BTC Foundation development activities; the college's annual award amount from competitive grants has more than doubled since 2009 and Foundation assets have also increased substantially. • Increase in unrestricted fund balance target from 15% to 20% of BTC's operating budget.

#	Indicator	Key Improvements Based on Data Results
17	Facilities Assessment and Planning	BTC's Facilities department follows systematic and ongoing assessment and planning. Key improvements in this area include: • Continued regular updates to Campus Master Plan. • Addition of a new Campus Center building, and renovations of several older buildings on campus, which include student informal gathering and learning spaces. • Use of the Megamation system to maintain an electronic work request system with priority levels for projects and issues.
18	Technology Infrastructure	The college's technology infrastructure supports all college sectors and includes a comprehensive planning process. Key improvements in this area include: • Establishment of a new Technology Committee, which is currently updating the Campus Technology Plan. • Consistent upgrade of computer equipment and systems on campus, including increased student, faculty, and staff access to information via technology; web-based applications can now be accessed anytime and from anywhere on campus through mobile devices and wireless connectivity. • Increased focus on instructional technology and professional development in this area, fostered by stronger connections between Media Services, eLearning and the BTC Library.
19	Assessment Cycle	The college follows an ongoing, systematic process of planning, implementation, assessment, and improvement at both the institutional and program-specific levels. The college has made substantial changes over recent years to improve its assessment practices, focusing on use of evidence to improve policies, programs, and services. Key improvements in this area include: • Increase in institutional research and planning staff capacity. • Establishment of BTC's Strategic Key Performance Indicators (SKPIs). Methodology has been created to consistently monitor SKPI progress over time. • Development of dashboards and a new SharePoint site to increase access to institutional data and monitor SKPIs and other college measures over time, and launch of a multi-phase process of orientation and training around the dashboards and institutional data. • Purchase of the TracDat software system to facilitate assessment and tracking of institutional grants and programs; the college is considering using this system to track all institutional effectiveness data in the future. • Current expansion of annual instructional program effectiveness reporting process to include all areas across the college.

CORE THEME 3: COLLEGE VISIBILITY WITH STRONG COMMUNITY, BUSINESS, & INDUSTRY RELATIONS

Standard 3.B Core Theme Planning

3.B.1   Planning for each core theme is consistent with the institution's comprehensive plan and guides the selection of programs and services to ensure they are aligned with and contribute to accomplishment of the core theme's objectives.

Core Theme Three—College Visibility with Strong Community, Business, and Industry Relations— aligns directly with the college's mission, vision, values, strategic goals, and Strategic Key Performance Indicators (SKPIs), and therefore guides the selection of programs and services that show the most promise for contributing to the following core theme objectives:

3A.   The college develops and maintains strong external partnerships.
3B.   BTC has a positive reputation for professional technical education.

BTC provides professional technical education *for today's needs and tomorrow's opportunities*, and strives to be a *recognized* professional technical education *leader* that *supports the regional economy* through *development of a competitive workforce*. BTC's College Visibility and Resource Development strategic goal speaks directly to this theme with a focus on strengthening the visibility and support of the college locally, regionally, and nationally. Each of the four additional Strategic Goals—Student Success, Excellence and Innovation, Access, and Campus Environment—contribute substantially to college visibility by focusing on getting students to our doors and facilitating their educational and career success once they enroll. See Table 4.14 for an overview of how each Core Theme Three objective aligns with BTC's strategic goals.

Table 4.14. Alignment between College Visibility Core Theme Objectives and Strategic Goals

College Visibility Core Theme Objectives	BTC Strategic Goals				
	Student Success	*Excellence & Innovation*	*Access*	*College Visibility & Resource Development*	*Campus Environment*
Objective 3A. The college develops and maintains strong external partnerships.	X	X	X	X	X
Objective 3B. BTC has a positive reputation for professional technical education.	X	X	X	X	X

The following provides a brief outline of how College Visibility and each Core Theme Three objective aligns with BTC's additional four Strategic Goals.

- **College Visibility aligns with Student Success.** At the heart of BTC is excellence in teaching and learning and high-quality student services, each of which is core to student success. The goal to better serve people who are trying to prepare for, get into, and graduate from college is greatly helped by a strong college profile in local, regional, and national communities, as well as among

a wide breadth of funders and employers. Like many of its peer institutions, BTC has experienced a sharp decrease in state and federal support. Since student success also depends on resources, college visibility is critical to leveraging private foundation and donor support. BTC also expands visibility by publicizing human and capital resources at the college and by providing more opportunities for engagement from a diversified pool of partners.

- **College Visibility aligns with Excellence and Innovation**. BTC has a reputation within the statewide community and technical college system for providing students with excellent professional technical skills through innovative programs and teaching/learning opportunities that boost employment placement rates and other outcomes for students. The college's career focus is an increasingly distinctive marker within the region. The college's new transfer opportunities, such as Direct Transfer Agreements, help elevate the college's profile in transfer pathways as well. Recent efforts to attract talented faculty and administrators as part of leadership development at the college is expanding awareness of the BTC model as offering life skills, general education, and career skills within a uniquely nurturing college atmosphere.

- **College Visibility aligns with Access.** By advancing the college's visibility through proactive and dynamic communication (both externally and internally), BTC increases its funding sources and, as a result, better supports student access to high-quality, student-centered programs that improve student retention and success. The college also uses data-informed enrollment strategies to better manage and develop programs for at-risk and new students who need help in achieving their learning objectives and career goals.

- **College Visibility aligns with Campus Environment.** One ongoing strategy of the Campus Master Plan is to improve the visibility of the college by engaging potential donors and funders in the physical enhancement of the college. The college boasts state-of-the-art technology in its professional technical programs, and in recent years has seen its facilities profile grow, with new buildings that include a Campus Center and Perry Center for Fisheries and Aquaculture Sciences.

3.B.2   Planning for core theme programs and services guides the selection of contributing components of those programs and services to ensure they are aligned with and contribute to achievement of the goals or intended outcomes of the respective programs and services.

Selection of the following resources, programs and services is based on their alignment with and support for College Visibility with Strong Community, Business & Industry Relations Core Theme objectives.

Contract Training
The college engages in contract training at employer or organization request, but the number of contract training opportunities declined over the economic recession period: a few examples are highlighted here. In collaboration with a local aerospace company (Zodiac—formerly Heath Tecna), the Northwest Workforce Council and Impact Washington, BTC designed a training program that focused on Computer-Aided Three-dimensional Interactive Application (CATIA) design software and engineering process software. The college has also worked with the local Lummi Tribe to serve dislocated fisherman, conducting a customized, accelerated training program in basic construction techniques that will provide a workforce for all building projects on the Lummi reservation. College advisory committees, as well as employers and course participants, help determine the need for these courses and programs.

Industry Input
College professional technical programs receive feedback from advisory committee members on an at least biannual basis. Faculty and staff maintain close connections to industry, industry associations, and workforce and economic development organizations, and receive continuous feedback from

representatives. The college also hosts periodic industry forums and summits. In March 2014, BTC hosted a Manufacturing Summit that focused on emerging industry trends. The college is a member of the Technology Alliance Group, and a strong relationship with the Association of Washington Businesses is maintained. The President is also a member of the Manufacturing Institute's Education Council; the Manufacturing Institute is affiliated with the National Manufacturing Association.

Workforce Organizations
BTC and the Northwest Workforce Council (NWC) have an excellent record of collaborating to create comprehensive and regional approaches to solving workforce capacity issues. NWC plays a critical role in assessing partnership needs, recruiting students into BTC programs, and tracking progress and outcomes for targeted BTC students. BTC's President serves on the NWC Board and Executive Committee.

Educational Continuum
The college collaborates with partners from all points of the educational continuum, including K-12 partners and other post-secondary institutions. Work with these partners may involve collaborating to develop programs, writing grant proposals, or addressing common responses to system or regional issues. BTC is a member of the Northwest Higher Education Consortium; this group meets quarterly and includes community and technical colleges (Bellingham Technical and Everett, Edmonds, Olympic, Peninsula, Skagit, and Whatcom Community Colleges, Northwest Indian College and Western Washington University). Planning and collaboration with these partners supports students (including veterans), sharing of best student support/success practices, articulation, and educational planning.

Regional Economic Development Organizations
Strong connections with regional economic development organizations are instrumental in order to help the college address workforce needs and to foster connections for student job placement. To that end, BTC works with a variety of economic development organizations, including the Port of Bellingham and the Whatcom County Economic Development Council. The college works with these organizations to address regional economic development with a focus on workforce issues. In addition, BTC's President serves on the Whatcom County Economic Development Council.

Campus Events
The college hosts multiple events that draw a wide audience, including the annual Welding Rodeo (a metal sculpture and welding skills competition); LinuxFest, hosted by local Bellingham Linux Users Group with substantial support from the Computer Networking program; and Focus on Children, designed to support early childhood educators and caregivers. The college provides facilities for a broad array of community organization events and meetings. The BTC Foundation hosts fundraising events and benefits on campus which attract a wide array of supporters.

Awards and Recognitions
BTC programs, services and initiatives have won state and national recognition, from Governor's Best Workforce Practice Awards to awards for the college's Culinary Arts student Hot Foods Team from the American Culinary Federation. In 2011, the college was a semi-finalist for the Aspen Institute Prize for Community College Excellence: a select number of colleges are eligible to compete for this award based on their achievements in student persistence, completion, and transfer; improvement of outcomes over time; and equity in outcomes for students. During the 2013-14 academic year, the college's Welding program became accredited as a certified test facility by the American Welding Society (AWS). BTC is the second school in Washington State and is the only college in Northwest Washington to offer certification. BTC also considers the voice of its students when reflecting on recognition. Student recognition of satisfaction with excellence in teaching and learning—that is, the quality of work happening in our classrooms—remains consistently high at the college.

3.B.3   Core theme planning is informed by the collection of appropriately defined data that are analyzed and used to evaluate accomplishment of core theme objectives. Planning for programs and services is informed by the collection of appropriately defined data that are used to evaluate achievement of the goals or intended outcomes of those programs and services.

BTC has selected a collection of appropriately defined data that are used to inform core theme planning as well as evaluation of accomplishments across each objective. The Accreditation Steering Committee identified four indicators of achievement in the area of College Visibility. These four indicators of achievement help shed light on whether or not—and how well—BTC is fulfilling its mission.

Data for the four College Visibility indicators of achievement are pulled from a variety of internal sources. Community partnerships (indicator 20) are tracked by BTC staff who work most closely with advisory committees, employers, donors, and other community partners. Articulation pathways (indicator 21) are documented via articulation agreements between the college and four-year colleges/universities. The college would like to develop a more accurate way, however, to track students once they transfer to other campuses. Student satisfaction data (indicators 22 and 23) are collected via annual surveys. Although data for the two student satisfaction indicators have been collected via an annual, internally-designed survey instrument (administered 2008-13) during the current accreditation cycle, the college transitioned to a nationally-normed survey in spring 2014. See Table 4.15 for a listing of indicators, definitions, and data sources.

Table 4.15. College Visibility Core Theme Indicators and Data Sources

#	Indicator	Definition	Data Source(s)
Objective 3A. The college develops and maintains strong external partnerships.			
20	Community Partnerships	Description of partnerships with business, industry, educational, community, and workforce organizations as well as private donors and foundations	Advisory committee, Foundation, and Career Services records
21	Articulation Pathways	# of articulation pathways to baccalaureate-offering institutions	Articulation agreements
Objective 3B. BTC has a positive reputation for professional technical education.			
22	Student Satisfaction – Educational Experience	% of survey respondents (students) who are satisfied with their entire educational experience at BTC	Community College Survey of Student Engagement results
23	Student Recommendations	% of survey respondents (students) who would recommend BTC to others	BTC student survey results

Standard 4.A Assessment

4.A.1   The institution engages in ongoing systematic collection and analysis of meaningful, assessable, and verifiable data—quantitative and/or qualitative, as appropriate to its indicators of achievement—as the basis for evaluating the accomplishment of its core theme objectives.

Data System
Data for the four College Visibility indicators of achievement are compiled and analyzed by various college staff. Community partnerships (indicator 20) are logged by Instructional Program Office Coordinators, Foundation staff, Student Services staff, contract training, and grant staff on an ongoing

basis. Articulation pathways are tracked by the college's instruction office and are shared with the campus community during Instruction Council, Student Services Directors, faculty, and all-campus meetings, as well as via other campus resources (e.g., emails, reports, BTC website, catalog, brochures) on an ongoing basis.

Student satisfaction data (indicators 22 and 23) are collected by IRP staff through annual student surveys. These data are shared with the campus community via an annual student survey report that is available on the college Intranet site, as well as presented to various groups. An executive summary of the report is also shared with the Board of Trustees. College faculty and staff have analyzed student survey data annually and, during the 2012-13 academic year, identified the need to benchmark student satisfaction data on a national level. The college committed resources to conduct a national satisfaction survey for the first time in spring 2014. Additionally, IRP staff plan to work with the campus community to revamp its graduate and employer surveys—which have not been used on a consistent basis nor have had adequate response rates to yield meaningful data—during the next accreditation cycle. Graduate and employer data will help shed further light on the college's reputation in the community.

Core Theme Three Assessment Results
BTC is doing well in the area of College Visibility, with all four of the indicators falling within the "target met" and "acceptable range" categories. The college is doing particularly well in the areas of strong community partnerships and student recommendations of the college. Although falling within "acceptable range," the college will continue to focus resources toward improving articulation pathways. See Tables 4.16 and 4.17 below for the results across each Core Theme Three objective.

Table 4.16. Indicator Expectations and Results for Objective 3A. The college develops and maintains strong external partnerships.

#	Indicator	Desired Outcome	Baseline (2010-11)	Target (2012-13)	Actual (2012-13)	Status
20	Community Partnerships	BTC partners/ collaborates with business, industry, educational, community, and workforce organizations as well as private donors and foundations	n/a – see narrative description below			Target Met
21	Articulation Pathways	BTC offers articulation pathways to baccalaureate-offering institutions at a level higher than baseline (10% increase per year)	24	30	27	Acceptable Range

➤ Indicator 20: Community Partnerships
The strong and sustainable community and K-12 partnerships that BTC has established with regional business, private donors, service organizations, and foundations can be demonstrated in a variety of ways, most notably through active volunteer participation on BTC boards/committees, ongoing participation in career fairs and other career-related events, and philanthropic support.

BTC's Advising and Career Services department works closely with faculty and deans to develop industry relationships both locally and across the region. Employers engage in the following activities:

- Participate in advisory committees (there are currently about 350 advisory committee members)
- Present to classes about their companies and occupations
- Conduct on-campus recruitment activities such as interviews
- Participate in employer panels and student mock interviewing activities
- Host student tours of their companies
- Participate in active recruiting at the BTC campus: During the 2013-14 academic year alone, 23 employers attended the Healthcare and Business Career Fair and 28 attended the Manufacturing and Industrial Career Fair

The BTC Foundation receives more than 350 individual cash contributions from a variety of donors each year, totaling more than one million dollars annually. In the 2012-13 academic year, philanthropic dollars raised for BTC was the highest amongst the four other state technical colleges and fifth highest in the system's 33 other community and technical colleges.

There are more than 170 donors who have given cumulative gifts over time in excess of $5,000 and 35 endowed scholarships have been established through the BTC Foundation (the minimum amount required to establish an endowed scholarship is $25,000). A few of the local business who have established endowed scholarships at BTC include:
- Blythe Plumbing and Heating
- British Petroleum (BP) Cherry Point
- Brooks Manufacturing
- Haskell Corporation
- Morse Steel Service
- Mt. Baker Imaging
- Phillips 66
- Rotary Club of Bellingham

In addition to cash support, BTC annually receives hundreds of thousands of dollars' worth of in-kind contributions of equipment, materials, and services from regional business, private donors, service organizations, and foundations.

Table 4.17. Indicator Expectations and Results for Objective 3B. BTC has a positive reputation for professional technical education.

#	Indicator	Desired Outcome	Baseline (2010-11)	Target (2012-13)	Actual (2012-13)	Status
22	Student Satisfaction – Educational Experience	% of survey respondents (students) who are satisfied with their entire educational experience at BTC is equal to or higher than national average	93.1%	84.6%	89.3%	Target Met
23	Student Recommendations	80% of students would recommend BTC to others	84.61%	80%	88.06%	Target Met

4.A.4   *The institution evaluates holistically the alignment, correlation, and integration of programs and services with respect to accomplishment of core theme objectives.*

BTC's Strategic Plan and Strategic Enrollment Plan include specific strategic activities related to marketing, developing, and maintaining strong community partnerships. Strategic Key Performance

Indicators in the Strategic Plan are intended to measure goal achievement for this core theme. BTC Foundation, Marketing, Admissions, and other faculty and staff members work together to establish and strengthen college visibility. Although this structure provides a good foundation for alignment, correlation and integration of programs and services to Core Theme Three, continuous improvement is a priority.

Campus partners have committed to work across disciplines and functions to:
- Learn about programs' strengths and opportunities for grant funding focus and donor support;
- Link with like-minded organizations locally, regionally, and nationally, to focus on peer-to-peer learning, problem solving, and networking;
- Leverage college visibility to support innovation and improve program effectiveness; and
- Elevate visibility and demonstrate commitment to measurement, accountability, and continuous improvement

4.A.5 *The institution evaluates holistically the alignment, correlation, and integration of planning, resources, capacity, practices, and assessment with respect to achievement of the goals or intended outcomes of its programs or services, wherever offered and however delivered.*

The college routinely assesses how well its practices and resources are enabling the achievement of its strategic goals and core theme objectives. The BTC Foundation, guided by its Board of Directors, has created a Foundation Strategic Plan that focuses on top priorities identified in BTC's Strategic Plan. The Foundation, Marketing and other related areas involved in this work use regular staff meetings, external consultant and focus group feedback to evaluate progress, assess needs, and direct plans for the future. The annual State of the College report provides an overall perspective with which to evaluate the institution's progress toward achievement of its mission.

4.A.6 *The institution regularly reviews its assessment process to ensure they appraise authentic achievements and yield meaningful results that lead to improvement.*

BTC's Board of Trustees, committees and administrators review the SKPIs and other Strategic Plan assessment measures on an annual basis to determine whether or not they are still appropriate for measuring progress and makes changes as needed. Over the last few years, the college has begun a redesign of its assessment process for assessing student satisfaction of instructional programs and support areas, resulting in changes to the annual student satisfaction survey and to the internal departmental planning processes. The college has shifted from using a "home-grown" student satisfaction assessment tool to using nationally-normed instruments. This change gave staff the opportunity to measure results against national norms instead of measuring progress against only internal results. Additionally, BTC continues to investigate new ways to assess community perceptions and ideas regarding how the college can increase visibility.

Standard 4.B Improvement

4.B.1 *Results of core theme assessments and results of assessments of programs and services are: a) based on meaningful institutionally identified indicators of achievement; b) used for improvement by informing planning, decision making, and allocation of resources and capacity; and c) made available to appropriate constituencies in a timely manner.*

Assessment results for Core Theme Three are based on meaningful, institutionally-defined indicators of achievement and are made available to appropriate constituencies in a timely manner. Definitions of each Core Theme Three indicator are included in the response to evaluation criterion 3.B.3 (see pp. 114-115,

125-127, and 139), and a description of data dissemination for each indicator is described within the response to evaluation criterion 4.A.1 (see pp. 115-118, 127-131, and 139-141). BTC recently revised its core theme indicators. In some cases, only preliminary assessment of indicator data results has begun. While intervention leaders are continually assessing and improving their activities based on early feedback, the college will need larger sample sizes and a longer period of time to more accurately assess the efficacy of many of the following interventions. In the below table, college staff selected a few key interventions examples for each indicator area.

Table 4.18 College Visibility Core Theme Improvements Based on Data Results

#	Indicator	Key Improvements Based on Data Results
20	Community Partnerships	BTC partners/collaborates with business, industry, educational, community, and workforce organizations as well as private donors and foundations. Key improvements in this area include: • Increased the number of summits, breakfasts, round tables and focus groups that the college hosts or attends with a range of partners. • Collaboration with a variety of partners to develop and offer new programs in response to industry demand. • Worked with local school district partners on a variety of projects, from offering new dual-enrollment opportunities to developing new youth reengagement programs. • Increased participation on regional and national boards on the part of college representatives.
21	Articulation Pathways	BTC has conducted studies of employer demand to assess the need for articulation pathways and increased its offerings of articulation pathways to baccalaureate-offering institutions. Key improvements in this area include: • Development of new articulation pathways for BTC students by creating agreements with universities such as Western Washington University, Western Governors University, Northwest Indian College, Ashford University, University of Phoenix and Walla Walla Community College. • Continued exploration of specific articulation and dual-enrollment agreements with colleges such as Central, Eastern, and Western Washington Universities. • Expansion of the number and type of transferable degrees, academic courses and sections of program-required transferable general education courses, and expanded enrollment of professional technical students into articulated baccalaureate degree pathways.
22 23	Student Satisfaction – Educational Experience Student Recommendations	While data on these indicators remains high, the college is aware that the level of student satisfaction with their experience at BTC and their willingness to recommend the college to others is critical for maintaining and increasing visibility and reputation. Key improvements in these areas include: • Multiple infrastructural changes in student support areas such as implementation of new advising systems and departmental reorganizations. • Multiple infrastructural changes in instructional areas, such as addition of new labs, equipment and high-demand programs. • Multiple infrastructural changes in administrative areas, such as the addition of new technology systems and increased student support for use of those systems, and faster, more student-friendly administrative processes.

Engaging in a deep analysis of objective and indicator achievement for the three core themes has assisted the college to more accurately identify areas of achievement and those areas that could be improved. Analysis of indicator progress is included in 4.A.1 ("Core Theme Assessment Results") and 4.B.1 ("Student Success and Access Core Theme Improvements Based on Data Results") sections. Below are the key areas of strength and opportunity that the college has identified in relation to its planning, assessment and improvement results.

Areas of Strength:

- BTC has developed a robust system of data access, analysis, and reporting that includes alignment across its Strategic Plan, core themes, programs, and services. The college has identified key indicators of success with clear definitions and meaningful methodologies for measuring progress. Regular assessment reports include, for example, the annual Instructional Program Effectiveness Reports, annual Student Learning Outcomes Reports, and annual State of the College Report.

- The college encourages faculty and staff to examine program and student learning data and outcomes carefully to inform improved learning opportunities for students. Clear goals, objectives, indicators, and success measures for the college's programs, in conjunction with implementation of regular program reviews, make effective assessment possible. Faculty and staff leaders are involved in Enrollment Management Advisory Committee, Accreditation Steering Committee and the Achieving the Dream core and data teams, and have invested a substantial amount of time in reviewing and analyzing BTC data to determine areas of opportunity and intervention strategies. This training and development of faculty-/staff-driven data analysis is fostering a campus culture focused on assessment and data transparency.

- The college maintains a rich portfolio of programs and services that support strategic goals and core theme objectives. The college looks at data to assess these programs and services and makes improvements as needed.

- BTC is doing well across all three core themes, with all 21 of the indicator results falling within the "target met" and "acceptable range" categories. The college is doing particularly well in the areas of Adult Basic Education to college-level course transition; graduate employment; FTE; racial/ethnic diversity; student satisfaction with teaching/instruction, program equipment, and support services; consistent evaluation of degree programs; inclusion of workforce-related curricular features; maintaining an appropriate unrestricted fund balance; maintaining a consistent and robust assessment cycle; strong community partnerships; and student recommendations of the college.

Areas of Challenge and Opportunity:

- Although BTC has established a robust data access, analysis, and reporting system, work remains in the areas of educating the campus community to effectively use the new system as well as expanding the college's formalized processes of using data from multiple sources to inform decision-making and improvement. The institution needs to provide appropriate support for data analysis functions, allocating resources as needed to support assessment activities and to keep from overwhelming crucial and primary faculty and staff obligations to instruction and service.

- The college plans to work on directly identifying and documenting improvements based on assessment and analysis. Reporting the results of analyses, subsequent improvements, and impact of improvements to internal and external constituents is an area where the college could improve. A systematic reporting schedule would strengthen the college's strategic planning process and the campus's perception of that process.

- The college will continue to examine the assessment of non-instructional areas to assure a review and oversight process for broader, more systematic evaluation of non-instructional programs and services without duplicating processes.

- Although falling within "acceptable range," the college will continue to focus resources toward improving developmental education to college-level transition rates; increasing course success, retention, and graduation levels; improving student performance evaluation; maintaining adequate funding ratios; enhancing its technology infrastructure; and increasing articulation pathways.

Mission Fufillment, Adaptation,
and Sustainability

5

STANDARD FIVE: MISSION FULFILLMENT, ADAPTATION & SUSTAINABILITY

EXECUTIVE SUMMARY OF ELIGIBILITY REQUIREMENT 24

Eligibility Requirement 24: Scale and Sustainability

Bellingham Technical College will continue to ensure that its resources are sufficient to provide excellent education and training to its community. The college's history demonstrates its ability to offer a broad range of workforce training programs with adequate financing, facilities, and infrastructure. Despite reductions in budget allocations, there remains a strong commitment to public higher education in the state. The college's response has been to seek alternate resources and operate more efficiently while still delivering high-quality programs.

STANDARD 5.A MISSION FULFILLMENT

5.A.1 The institution engages in regular, systematic, participatory, self-reflective, and evidence-based assessment of its accomplishments.

5.A.2 Based on its definition of mission fulfillment, the institution uses assessment results to make determinations of quality, effectiveness, and mission fulfillment and communicates its conclusions to appropriate constituencies and the public.

The college engages in a systematic, inclusive process of assessment and communication of its accomplishments as part of its Institutional Effectiveness Cycle (see response to evaluation criterion 3.A.1 on pp. 96-98 for further information about the full cycle). BTC assesses mission fulfillment in a variety of ways at the program, departmental, and institutional levels, as well as by monitoring achievement of core theme indicators (see response to evaluation criterion 1.A.2 on pp. 16-17 for further detail). The college has made substantial progress over the last two years in streamlining and integrating its assessment efforts. Following are overviews of BTC's Strategic Plan, Strategic Enrollment Plan, program, and core theme indicator assessment and communication processes.

Strategic Plan Assessment and Communications
The college assesses progress across its strategic goals and associated Strategic Operational Plan, which both tie directly to BTC's mission, via an annual State of the College Report. This report includes key environmental scanning information and strategic planning updates and assumptions, as well as assessment results across each Strategic Operational Plan activity prioritized for that particular year and each Strategic Key Performance Indicator. The State of the College Report is produced through a collaborative process between the President's Office, Institutional Research and Planning, and BTC staff who are responsible for each Strategic Operational Plan activity. President McKeown shares this report with the Board of Trustees during their annual summer retreat, and with the college community as part of the annual Opening Day meeting that takes place each fall quarter. Additionally, the report is posted to BTC's Intranet site to allow full access to the document throughout the year.

Strategic Enrollment Plan Assessment and Communications
The college developed its first comprehensive Strategic Enrollment Plan (SEP) in April 2013. The SEP contains eight unique sub-plans (data management and access, financial access, marketing, recruitment, retention, instruction, graduation, and financial) that support BTC's mission. This document was shared with the campus community and Board of Trustees via multiple meetings, and is available on BTC's Intranet. In March 2014, each of the eight sub-committees assessed their plans and completed attainment reports. The SEP Attainment Report was shared with the Board of Trustees, President's Council, the Enrollment Management Advisory Committee (EMAC), and Student Services Directors during spring 2014 and will be shared with Instruction Council and faculty during the coming academic year. The college plans to conduct this formal assessment and reporting process annually.

Program Assessment and Communications
BTC's instructional programs are evaluated using an inclusive, ongoing, and systematic process. Annual Instructional Program Effectiveness Reports have been in place since 1999 and are generated by Institutional Research and Planning (IRP) staff, with input from and collaboration with faculty members. Data included in these reports are aligned with BTC's Strategic Key Performance Indicators which, in turn, align with the college's mission. Faculty and directors from each instructional program review program-specific data with the relevant administrator to assess and evaluate the instructional program as compared to institutional standards, to discuss the effectiveness of prior changes, and to develop strategies for increased retention and completion. Instructional programs are also evaluated and improved based on regular course evaluations, annual Student Learning Outcome Reports, and program advisory committee feedback.

Beginning in the 2013-14 academic year, the college adapted the Instructional Program Effectiveness Report tool and process for use by all of its operational areas across Instruction, Student Services, and Administrative Services. Each area is currently working on developing an area-specific mission statement and populating its Area Assessment Report with the most relevant BTC Operational Plan goals and activities. Further work needs to continue to ensure unnecessary duplication is not occurring with other analyses and reporting processes recently instituted (SKPIs and State of College Report). Campus-wide, non-instructional programs and services are also evaluated and improved based upon a range of input, including results of annual student surveys.

Core Theme Indicator Assessment and Communications
Based on the 2013-18 Strategic Plan and Strategic Key Performance Indicators, as well as an extensive measure mapping project that took place during summer 2013, the college revised its core themes, objectives, indicators, measurement approaches, baseline data, and performance expectations during fall 2013 and winter 2014. BTC's analysis of how and to what extent it is fulfilling its mission is guided by achievement across these indicators. The college developed an evaluation framework, including three categories of indicator accomplishment: 1) Target Met, 2) Acceptable Range, and 3) Target Not Met. See Table 5.1 for the definition of each category.

Table 5.1. Indicator Status Evaluation Matrix

Category	Definition - Quantitative Indicators	Definition - Qualitative Indicators
Target met	Actual meets/exceeds target	Actual meets/exceeds target
Acceptable range	Actual is within 80% of target	Actual does not meet target, but area has strengthened
Target not met	Actual is not within 80% of target	Actual does not meet target and area has not strengthened

During spring 2014, the Accreditation Steering Committee reviewed and evaluated the data against expectations for each core theme indicator and identified the appropriate status (either target met, acceptable range, or target not met) for each indicator. The college's results for each core theme indicator are summarized in Table 5.2 below. These results were shared with the campus community during an Accreditation Feedback Breakfast in June 2014, and are available on the BTC Intranet site.

Table 5.2. Core Theme Indicator Results Summary

#	Indicator	Status		
		Target Met	Acceptable Range	Target Not Met
Core Theme One: Student Success & Access				
Objective 1A. Students achieve their educational and career goals.				
1	Transition Rate: Adult Basic Education (ABE) to College-Level	X		
2	Transition Rate: Developmental Education to College-Level		X	
3	Course Success Rate		X	
4	Graduation Rate		X	
5	Employment Rate	X		
Objective 1B. BTC meets strategic enrollment and retention goals.				
6	FTE	X		
7	Retention Rate		X	
8	Racial/Ethnic Diversity	X		
Core Theme Two: Excellence				
Objective 2A. BTC has an effective teaching and learning environment that integrates strong learning outcomes and assessments.				
9	Student Satisfaction – Teaching/Instruction	X		
10	Student Satisfaction – Program Equipment	X		
11	Student Performance Evaluation		X	
12	Degree Program Evaluation	X		
13	Workforce-Related Curricular Features	X		
Objective 2B. BTC provides effective student support services and resources.				
14	Student Satisfaction – Support Services	X		
Objective 2C. The College is fiscally sound and uses innovative and recognized operational practices.				
15	Funding Ratio		X	
16	Unrestricted Fund Balance	X		
17	Facilities Assessment and Planning	X		
18	Technology Infrastructure		X	
Objective 2D. The college engages in continuous quality improvement using data-informed decision-making.				
19	Assessment Cycle	X		
Core Theme Three: College Visibility with Strong Community, Business, & Industry Relations				
Objective 3A. The college develops and maintains strong external partnerships.				
20	Community Partnerships	X		
21	Articulation Pathways		X	
Objective 3B. BTC has a positive reputation for professional technical education.				
22	Student Satisfaction – Educational Experience	X		
23	Student Recommendations	X		

BTC identifies an acceptable threshold for both theme and mission fulfillment as at least 80% of the indicators meeting target or being in acceptable range. The college's results at both the core theme and mission level are summarized in Table 5.3 below. As shown below, BTC is substantially fulfilling its mission.

Table 5.3. Theme/Mission Fulfillment

	Target Met	Acceptable Range	Target Not Met
Core Theme One: Student Success and Access	4 (50%)	4 (50%)	0
Core Theme Two: Excellence	8 (73%)	3 (27%)	0
Core Theme Three: College Visibility with Strong Community, Business, and Industry Relations	3 (75%)	1 (25%)	0
Mission: BTC provides student-centered, high-quality professional technical education for today's needs and tomorrow's opportunities.	15 (65%)	8 (35%)	0

The college will continue to monitor and has already begun developing action plans (see 4.B.1 sections on pp. 119-122, 132-135, and 142-143) to address each of the eight indicators for which targets were not met.

STANDARD 5.B ADAPTATION & SUSTAINABILITY

5.B.1 Within the context of its mission and characteristics, the institution evaluates regularly the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services, wherever offered and however delivered.

BTC regularly evaluates the adequacy of its resources, capacity, and effectiveness of operations to document its ongoing potential to fulfill its mission, accomplish its core theme objectives, and achieve the goals or intended outcomes of its programs and services. President's Council, Instruction Council, Student Services Directors, and the Administrative Services management team help identify strengths and weaknesses in operational resources, capacity, and effectiveness and assist in developing and evaluating plans to improve college day-to-day practices. BTC has over 20 regular committees and taskforces who help guide the college's work. The Vice President of Administrative Services monitors college financial resources on an ongoing basis.

A small college with high-cost programs like BTC could always utilize more resources; however, our assessment is that the college is fulfilling its mission, accomplishing its core theme objectives and making progress towards achieving the goals and outcomes of our programs and services. The State of the College Report includes data and an assessment on the college's progress.

5.B.2 The institution documents and evaluates regularly its cycle of planning, practices, resource allocation, application of institutional capacity, and assessment of results to ensure their adequacy, alignment, and effectiveness. It uses the results of its evaluation to make changes, as necessary, for improvement.

The college's capacity to identify, document, monitor, and evaluate achievement of its goals has grown substantially over the past two years due to the establishment of an Institutional Research and Planning (IRP) department. With institutional research, strategic planning, accreditation, program assessment, and grant writing and implementation combined under one umbrella, the college is now in a better position to link implementation and assessment, strategically prioritize grant opportunities, align a number of planning and assessment processes, and build a culture of evidence. The IRP department is currently managed by a full-time Director of Institutional Research and Planning and staffed by a full-time Database and Research Associate, .6 clerical assistant, .75 grants and special projects director, and three full-time grant managers/directors with their grant support staff.

During the 2012-13 and 2013-14 academic years, institutional research staff have focused on developing systems to facilitate effective, accurate, and consistent data management and access. For example, the college engaged in an extensive measure mapping process, including the following internal and external sources:

Internal (BTC) Sources
- Annual Indicators (replaced in fall 2013 by 2013-18 Strategic Key Performance Indicators)
- Fall 2011 Core Theme Indicators (previous version submitted as part of Year One Report)
- Annual/Quarterly Student Enrollment and Success Report measures
- Career Wages and Placement Report measures
- Fast Facts measures

- Instructional Program Effectiveness Report measures
- Strategic Enrollment Plan (SEP) measures
- Achieving the Dream measures
- Title III Strengthening Institutions Program grant measures

External Sources
- State Board for Community and Technical Colleges Student Achievement Initiative (SAI) measures
- Achieving the Dream (ATD) goals
- American Association of Community Colleges Core (AACC) Indicators of Effectiveness
- AACC Volunteer Framework of Accountability
- Noel-Levitz recommended Strategic Enrollment Planning measures
- IPEDS measures

Development of these systems has allowed BTC to not only use consistent methodology, data labeling, and communications campus-wide, but also begin using a streamlined set of Strategic Key Performance Indicators. Additionally, institutional research staff have developed a series of dashboards (with "live" data) and are currently in the process of revamping the Institutional Research and Planning Intranet site in order to allow the campus community to access all dashboards and reports. These new systems will allow staff and faculty to monitor progress across each broad Strategic Key Performance Indicator, filter results by a number of variables (e.g., instructional program, academic quarter) in response to their own research questions, and make data-informed decisions as part of the campus's Institutional Effectiveness Cycle.

The next step, beginning during the 2014-15 academic year, will be to educate the campus community about how to effectively use the new data access systems and to expand data collection to include new methodologies and populations. Although IRP staff provided dashboard introductions to several campus groups (e.g., Presidents Council, faculty, Student Services Directors) in winter 2014, staff and faculty will receive in-depth, hands-on training in the coming year. Plans for data collection expansion include increasing the college's use of qualitative and mixed methods of inquiry, as well as focusing on specific populations such as graduates, current and potential employers, students who withdraw from the college, and targeted sub-groups of current students (e.g., new, close to graduation, veterans, first generation, single parents, students of color).

5.B.3 The institution monitors its internal and external environments to identify current and emerging patterns, trends, and expectations. Through its governance system it uses those findings to assess its strategic position, define its future direction, and review and revise, as necessary, its mission, core themes, core theme objectives, goals or intended outcomes of its programs and services, and indicators of achievement.

BTC continually monitors its internal and external environment in order to inform strategic planning efforts, and the college uses the results of this process to identify campus/service area needs and program/service opportunities. Systems for internal and external data collection have improved substantially over the past two years.

Internal Monitoring
Each of the college's 23 core theme indicators is designed to formally monitor key aspects of the internal campus environment in relation to mission fulfillment. For example, review of student course success, transition, retention, satisfaction, and graduation rates (indicators 1-4, 7, 9-10, 14, 22-23) helps shed light on success levels of our students as well as the extent to which they are satisfied with the programs and services that are meant to support them while they are here. Review of both the funding ratio and

unrestricted fund balance (indicators 15-16) helps the college monitor its fiscal health. Review of BTC's employment rate, workforce-related curricular features, community partnerships, and articulation pathways (indicators 5, 13, 20-21) speaks to the college's ability to effectively engage with its external community.

BTC also monitors its internal environment via a variety of surveys and meetings. Results of the college's four primary student surveys, including the BTC Student Survey (administered annually 2008-13), the Community College Survey of Student Engagement (administered annually 2011-13), the College Student Inventory (administered on a rolling basis, beginning in 2013, as part of New Student Orientation), and the Student Satisfaction Inventory (administered in 2014, with planned annual administration moving forward) have been used to identify student needs and interests, assess the effectiveness of programs and services, inform improvements, and define future directions. In winter 2014, the college administered the Personal Assessment of the College Environment (PACE) Survey to assess employee satisfaction with the college climate across four categories: (1) institutional structure, (2) supervisory relationships, (3) student focus, and (4) teamwork; results of this survey were received in summer 2014 and will be shared with the campus community during fall 2014. Results will be used as a benchmark to assess and improve BTC's internal working environment. The college's councils and committees are intentionally structured to facilitate cross-campus involvement and feedback. Additionally, the President has recently begun holding regular informal "coffee talks" that are open to the entire campus community and cover faculty- and staff-identified topics such as "What is the value of BTC grants?" and "Why has the college expanded academic courses, Direct Transfer/Major Related Program degrees, and articulation agreements?" A Commitment and Collaboration Committee, composed of representatives from each employee group, has been developed to assist with communication and college climate.

External Monitoring
Data for several core theme indicators contribute to BTC's external monitoring process. For example, the four indicators that fall under Core Theme Three: College Visibility with Strong Community, Business, and Industry Relations (indicators 20-23: community partnerships, articulation pathways, student satisfaction – educational experience, and student recommendations) speak to how the college is viewed by its external community. Many indicators include external benchmarks coming from the local service district (indicator 8: racial ethnic diversity), Washington State community and technical college system (indicators 5-6: employment rate and FTE), and national survey data (indicators 14, 22: student satisfaction – support services and educational experience). External benchmarking helps the college interpret its results within the context of other campuses or geographic areas. Funding ratio, unrestricted fund balance, and facilities assessment and planning (indicators 15-17) are highly influenced by external factors, and results reflect changes within the external environment.

As with internal monitoring, the college's external scanning practices include more than just assessment of core theme indicator results. Staff and faculty continuously monitor funding trends (e.g., state allocations, grant opportunities and focus areas), state and national data comparisons, and service area demographics to evaluate college performance compared to regional, state and national norms. With a primary focus on employing graduates, the college conducts labor market research on an annual basis, proactively seeks feedback from advisory committee members, and works with workforce and economic development councils and other similar groups in order to identify workforce trends. The college's partnerships with school districts, peer educational institutions, labor, industry, and industry association partners and community organizations allow it to build comprehensive program advisory committees, form focus groups and skills panels to address emerging issues and demands, enrich curriculum development processes, and provide informed and targeted support for students. BTC faculty and staff participate in multiple local, statewide, regional, national, and international industry groups and councils, and bring information and ideas back to the campus community.

BTC assesses its progress towards mission fulfillment in relation to the college's strategic goals and core theme objectives, identifying indicators for every objective and acceptable levels of performance for every indicator. The institution engages in regular self-assessment of its accomplishments, as evidenced by the college's primary planning documents and processes, including the Strategic Plan. Below are the key areas of strength and opportunity that the college has identified in relation to its mission fulfillment, adaptability, and sustainability.

Areas of Strength

- BTC assesses and communicates mission fulfillment in a variety of ways across program, departmental, and institutional levels, uses assessment results to make determinations of quality and effectiveness of its programs and services, and cycles that assessment into ongoing planning for improvement. The college has reviewed and streamlined its indicators of success across multiple campus-wide initiatives, including strategic planning and accreditation assessment, and is substantially fulfilling its mission.

- The college community, including the Board of Trustees, has committed to and engages in data-driven decision making.

- The college's capacity to identify, document, monitor, and evaluate the achievement of its goals has grown substantially with the establishment of a dedicated Institutional Research and Planning department with expanded staffing; this shift has not only helped further develop a culture of evidence on BTC's campus, but also puts the college in a strong position to make data-informed decisions and improvements moving forward.

- BTC draws upon multiple sources and compares college data to relevant local, state, regional, and national benchmarks in order to monitor its internal and external environments.

Areas of Challenge and Opportunity:

- BTC will continue to refine its institutional and core theme indicators in light of the changing internal and external environmental landscape. The Steering Committee will evaluate the current indicators over the next year to confirm their usefulness as measures of mission fulfillment as the college enters a new self-evaluation cycle.

- It is rare to find any college that would not benefit from more resources. BTC needs to continue to evaluate what is needed to fulfill its mission and to make challenging decisions regarding where to allocate its resources.

Conclusion

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REPORT CONCLUSION

The accreditation self-evaluation process has resulted in positive outcomes for Bellingham Technical College. The college's collaboratively developed core themes, objectives and indicators—which are aligned with campus strategic planning and assessment efforts—have contributed greatly to the college's expanding culture of evidence. The college's core themes are now an integral part of its institutional planning processes. Heavy involvement from faculty and staff in institutional planning, assessment and accreditation efforts has increased awareness and interest on the part of participants and other campus community members to look at college and external benchmark data and to identify student achievement and college performance gaps. The development and expansion of an Institutional Research and Planning department and campus-wide access to accurate, meaningful data analysis and tools has helped foster this culture.

Since the college submitted its Year One Self-Evaluation Report in fall 2011, the college has developed major new initiatives around student success, transition and completion; created new, high-demand professional technical and academic transfer programs; engaged in major facility construction and remodel projects; and reorganized multiple college departments. Engaging in authentic assessment of college outcomes through institutional planning and accreditation processes has also helped BTC prioritize and target strategies and activities needed to maintain financial stability. The college has worked to balance educational programming, diversify its revenue streams, and develop strategies and systems to help address declining enrollment patterns. All of this positive work has taken place in the midst of state budget reductions, enrollment fluctuations resulting in enrollment declines, and changes in administrative leadership.

BTC's success is supported by a cadre of quality employees who have a high level of commitment to the college's mission. The pace of change and the current economic environment, however, has also created challenges for the institution. BTC has responded to these challenges by emphasizing broad engagement in campus-wide initiatives and planning efforts including strategic planning, accreditation, and strategic enrollment planning. The college has also focused on offering open feedback opportunities and systems, including conducting internal environment scans via an open and anonymous supervisor/peer evaluation in 2011, a series of Town Halls and Brown Bag Lunches hosted by the President over the last few years, and a campus climate survey in 2014. In 2014, the college created a cross-representational Commitment and Collaboration Committee to help address climate issues.

Based on analysis of accreditation indicators, it is apparent that the college is substantially fulfilling its mission and is positioned well for continued success. Key areas of strength, challenge, and opportunity are discussed in relation to each of the five accreditation standards and can be found at the conclusion of each chapter. BTC is committed to continuous quality improvement, as evidenced by the fact that several major improvements and interventions are already well underway in response to service or informational gaps and weaknesses identified through the self-evaluation process. Despite challenges, the college has continued to grow its student-centered, high-quality workforce training programs, develop new transfer courses and degrees, and provide a high level of access and support for the students it serves. Important on and off-campus discussions and collaborations are continuing and enhancing the college's ability to serve as a major resource to its community.

Appendices

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APPENDICES

Appendix A: Accreditation Committee Membership Lists, 2010-2014

Steering Committee*

Chair:
Deacon Meier
Liz Cunningham
RaeLyn Axlund McBride*

Administrative/ Exempt:
Carol Lager
Chad Stiteler*
Curtis Perera*
Darren Greeno*
Dave Jungkuntz*
Debra Jones
Erin Runestrand
Frank Powers*
Gabriel Mast*
Jane Blume*
Linda Fossen*
Liz Cunningham
Patricia McKeown*
Peter Horne*
Rebecca Zender
Sherri Daymon
Susan Parker*

Staff:
Brian Johnson*
Dawn Hawley*
Jerry Hurst

Faculty:
Christine Harwood*
Danielle Newton*
Janell Massey
Judi Wise*
Paublo Baca

Students:
Ed Bellew
Garrett Dorough
Kim Felton
Will Booker

*Current Member

Indicator Review Committee

Chair:
RaeLyn Axlund McBride

Administrative/ Exempt:
Debra Jones
Erin Runestrand
Liz Cunningham
Susan Parker

Staff:
Brian Johnson
Damian Carlson-Prandini
Dawn Hawley

Course Learning Outcomes Committee

Chair:
Carol Lager

Administrative/ Exempt:
Robert Costello
Christine Eder
RaeLyn Axlund-McBride

Faculty:
Lisa Dzyban
Tony Kuphaldt
Christine Harwood
Lowell Wester

Continuing Education and Non-Credit Programs
- Linda Crawford*
- Marc Eilberg
- Cathy Schramer
- Christine Harwood
- Monica Valandani
- Rena Pope
- Stella Gardiner
- Mary Clemons

Educational Resources
- Gabriel Mast*
- Jeanne Young
- Holly Kennedy
- Ruby Butterworth
- Andrea Olah
- Lowell Wester
- Nicole Piscopo
- Traci Collins
- Sharon Carpenter
- Chris Richter
- Deidre Kent
- Rika Winquist
- Carol Lager

Financial Resources
- Andrea DuBois*
- Brad Tuininga
- Greg Rehm
- Sherri Daymon
- Sherry Minninger
- Debra Jones

Governance and Leadership
- Chris Eder*
- Vicky Moyle
- Jason Kefover
- Patricia McKeown
- Ronda Laughlin
- Board Member
- Jim Groves
- Dan Woods

Human Resources
- Tami Willett*
- Wendy Riedy
- David Dettman
- Brian Johnson
- Lee Falta
- Mike Massey

Library and Information Resources
- Dawn Hawley*
- Tony Kuphaldt
- Carol Gavareski
- Jane Blume

- Patti McConnell
- Judi Wise
- Rob Costello
- Michael Arnold

Physical Infrastructure
- Paublo Baca*
- Eve Magyar
- Dave Maricle
- James Lee
- Dave Jungkuntz
- Jerry Hurst
- Bruce Evenstad
- Timothy Stettler
- Ron Grubb
- Debra Jones

Policies and Procedures
- Erin Runestrand*
- Mary Gerard
- Jere Donnelly
- Heidi Belt
- Robin Johnson
- Mike Fentress
- Joan Kammerzell
- Dan Beeson
- Lynn Robinson
- Malcolm Oliver
- Marni Saling-Mayer

Student Support Resources
- Meagan Bryson*
- Janell Massey
- Christine Vowles
- Mary Kuebelbeck
- Kathy Follman
- Jennifer Lewis
- Michelle Smith
- Sarah Fowler
- Terri Thayer
- Jane Lowe-Webster
- Deacon Meier

Technological Infrastructure
- Curtis Perera*
- Marty Vande Kamp
- Liz Hale
- Carl Oekerman
- Craig Perry-Ollila
- Melissa Mejia
- Tracy Bailey
- Sharon Carpenter

Chair
Appendix B: BTC Organizational Charts

Appendix B.1: Administration

Bellingham TECHNICAL COLLEGE

Administration 2014

Board of Trustees

President
Patricia McKeown, Ed.D.

Executive Assistant
Ronda Laughlin

Executive Director Human Resources
Vacant

Director Institutional Research & Planning
RaeLyn Axlund McBride

Director Communication & Marketing
Marni Saling-Mayer

Executive Director Foundation
Dean Fulton

VP Administrative Services
Debra Jones

VP Student Services
Linda Fossen

VP Instruction
Frank Powers, Ph. D.

Dean of Professional Technical Education
Gabriel Mast

Dean of Professional Technical Education
Darren Greeno

Director of Nursing
Cindy Hollinsworth

Assoc. Dean of Professional Technical Education
Therese Williams

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Bellingham TECHNICAL COLLEGE

Administrative Services 2014

Vice President of Administrative Services
Chad Stiteler

Administrative Assistant
Stefanie LaFave

Director of Enterprise Services
Jake Fowler
- Asst. Manager, Campus Store — Laura Fornalski
  - Fiscal Tech. III — Ed Baker 50%
  - Retail Clerk I — Diana Stilts
  - Retail Clerk I — Joy Hicks

Capital Projects Manager
Eve Magyar
- Food Service Manager — Marc Eilberg
  - Hospitality Assoc. — Annie Johnston
  - Cook — Jeanette Jacoby
  - Food Service Worker — Sherry Zellstra
  - Dishwasher — Geeter Brock
  - Temporary Workers

Director of CISS
Curtis Perera
- Network Support Technician — Bill Anderson
- Computer Maint. Technician II — Bernard Salvatierra
- Computer Maint. Technician II — Michael Boer
- Help Desk II — Diane Kanda
- Computer Programmer — David O'Connor
- Computer App. Support Spec. — Alex Pieke-Dahl
- Work Study Students

Controller
Sherry Minninger
- Principal Accountant — Brianne Lewis
- Payroll Coordinator — Rena Pope
- Cashier/Clerical Asst. III — Joanna Baxley
- Fiscal Tech. III — Becky Jones
- Fiscal Tech. III — Marina Polishuk
- Fiscal Tech. III — Deborah Gervais
- Fiscal Tech. III — Ed Baker 50%

HR Assoc. Director
Tami Willett
- HR Coordinator — Robin Johnson
- HR Assistant — Peg Rees-Putnam

Budget & Financial Analyst
Sherri Daymon
- Warehouse Worker — Kim Vermeulen
- Work Study Students

Purchasing Specialist
Leslie Langdon

Facilities Manager
Dave Jungkuntz
- Clerical Asst. III — Wendy Reidy
- Operations Supervisor — Gordon Durham
  - Lead – Utility & Grounds — Jerry Hurst
  - Utility & Grounds Specialist — David Burchill
  - Utility & Grounds Specialist — Dmytro Danch
  - Utility & Grounds Worker — Chad Dalton
  - Work Study Students
  - Building Maint. Lead — Paul St. Julien
  - Bldg. Maint. Specialist — Kurt Kraft
  - Preventative Maint. Specialist — Mark Karb
  - Maintenance Mechanic — Larry Bruggeman
  - Parking Attendant Temp — Marshall Voigt
  - Asst. Head Custodian — Mick Reynolds
  - Custodian — Dan McCort
  - Custodian — Gary Plummer
  - Custodian — Chico Herrera
  - Custodian — Kevin Engels
  - Custodian — Nicolay Melnyk
  - Head Custodian — Tim Hawkins
  - Custodian — Stas Kobets
  - Custodian — Derek Macri
  - Custodian — Randy Heffley
  - Custodian — Tim Schlegel
  - Custodian — Brody Hazan
  - Custodian — Glen Erickson

Emergency Preparedness/ Safety Manager
Jonah Stinson

Appendix B.3: Instruction

Bellingham TECHNICAL COLLEGE

Instruction 2014

Vice President of Instruction
Frank Powers

Administrative Assistant
Sherrie Anderson

Director of Nursing
Cindy Hollinsworth
- Nursing & Pre-Nursing DTA
- Nursing Assistant
- Surgery Technology

Interim Director of Academics & Basic Skills
Kip Zwolenski
- Basic Academic Skills
- General Education & Sciences
- I-BEST ESL
- Tutoring Center

Associate Dean
Therese Williams
- Dental Assisting, Hygiene & Clinic
- Health & Safety, EMT
- Medical Billing & Coding
- Radiologic Technology
- Veterinary Technician

Program Coordinator
Linda Crawford
- Child & Family Studies / Early Childhood Educ
- Contract Training & Tech Prep
- Caregiving & Home Care Aide
- Child Development, Hypnotherapy, Personal Fitness Trainer, & Residential Home Inspection
- Professional Technical Degree

Dean
Darren Greeno
- Automotive Technology
- Culinary Arts & Pastry Arts
- Diesel Technology
- HVAC & Refrigeration
- Automotive Collision Repair
- BOS & Business DTA
- Computer Network Technology
- Fisheries & Aquaculture Sci.

Dean
Gabriel Mast
- Civil Engineering
- Electronics Engineering Technician & Technology DTA
- Geomatic Technology
- Instrumentation & Control Technology
- Precision Machining
- Process Technology
- Apprenticeships
- Electrician
- Electro Mechanical Technology
- Welding Technology
- Mechanical Engineering & Engineering DTA
- Composites & Process Engineering

Director of eLearning
Stuart Sepp
- eLearning

Library Director
Jane Blume
- Media Services
- Library

Student Services 2014

Bellingham TECHNICAL COLLEGE

Vice President of Student Services
Linda Fossen

Administrative Assistant
Melisa Nelson

Director of Admissions
Karen Bade
- Clerical Assist. III — Alyssa Jones
- Clerical Assist. III — Vicky Wolfe
- Admissions Recruiter — Danilee Stapel
- Admissions Recruiter — Jade Roberts
- Admissions Recruiter — Vacant
- CRM & Admissions Spec. — Chris Crosser
- Admissions Specialist/ Transcript Evaluator — Vacant
- Program Specialist II — Dan Woods

Director of Registration
Joan Kammerzell
- Program Specialist II — Diane Pollard
- Reg. Enrollment Clerk III — Sarah McCully
- Reg. Enrollment Clerk III — Melissa Mejia
- Reg. Enrollment Clerk IV — Susan Furler
- Reg. Enrollment Clerk IV — Michelle Smith
- Reg. Enrollment Clerk IV — Susan Bargewell
- Clerical Assist. III — Dayna Patterson

Director of Workforce Funding
Susan Queller
- Program Office Coordinator — Lesya Yaschuk
- Clerical Asst. III 25% — Joanna Baxley
- Financial Aid Assistant IV — Bobbie Harper
- WRT and BFET Coordinator — Michele Waltz
- Opportunity Grant & BFET Coordinator — Terri Thayer
- Student Retention Advisor — Jennifer Lewis

Director of Financial Aid
Crystal Bagby
- Financial Aid Program Spec. II — Olga Moroz
- Financial Aid Coordinator — Cathy McClellan
- Financial Aid Assistant IV — Brian Johnson
- Financial Aid Assistant IV — Alison Outlaw
- Workstudy Students

Director of Multicultural & Student Support Services
Malcolm Oliver
- Veterans Support Services
- Phi Theta Kappa
- Associated Students

Counselor Retention Services
Jane Lowe-Webster

Director of Advising & Career Services
Meagan Bryson
- Accessibility Resources Coordinator — Mary Gerard
- Program Office Assist. I — Elizabeth Campbell
- Temp. Readers, Proctors, Scribes, Interpreters
- Clerical Assist. III — Rachel Worthy
- Academic/Career Advisor — Nicole Piscopo
- Academic/Career Advisor — Laura Nelson
- Academic/Career Advisor — Vacant
- VISTA Veteran Student Navigator — April Hinkle-Johnson
- Nursing Transition Advisor — Mark O'Connor
- Title III Student Success & Transition Coord. — Dave Dettman

Revised 08/18/14

VISION

Bellingham Technical College will be a recognized leader in providing innovative and effective technical education, maximizing student potential and supporting the regional economy through development of a competitive workforce.

MISSION

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

VALUES

As a learning community, Bellingham Technical College is committed to educational excellence and equity realized through a positive, values-based environment. To fulfill Bellingham Technical College's mission and vision, the College will adhere to the following values:

Student-Centered
Creating a supportive and inclusive community that results in a high level of student competence, professionalism, and success.

Responsive
Embracing positive, effective change that creates opportunity and meets current and emerging needs.

Collaborative
Creating and leveraging partnerships and resources to achieve shared values and goals for students, the College, and the community.

Principled
Promoting a culture of respect and accountability, reflecting integrity in decision-making, and ensuring responsible stewardship of all resources.

GOALS

Student Success [priority goal]
Facilitate student success through practices, structure, and policies.

Excellence & Innovation
Promote excellence and innovation throughout the College.

Access
Increase options and improve access for all students through educational pathways.

College Visibility & Resource Development
Strengthen the visibility and support of the College locally, regionally, and nationally.

Campus Environment
Create and maintain a welcoming campus that supports diversity, promotes a sense of community, provides an effective work and learning environment, and encourages respect for individuals.

> **Core Theme 1:** Student Success and Access
> **Core Theme 2:** Excellence
> **Core Theme 3:** College Visibility with Strong Community, Business, and Industry Relations

2013-2018 OPERATIONAL PLAN

GOAL 1: STUDENT SUCCESS (PRIORITY GOAL)

FACILITATE STUDENT SUCCESS THROUGH PRACTICES, STRUCTURE, AND POLICIES

Goal 1.1 Strengthen instruction and student support services that facilitate academic, job placement, and career success	
Strategic Initiative 1.1.a Advance cross-collaboration between Instruction and Student Services	
Activities	**Resp. Area(s)***
• Develop "report-out" structure and assignment for Councils and other meetings to ensure that major instructional, student and administrative services changes are communicated in a timely way to appropriate internal staff members	I, SS, AS
• Develop institutional processes and services that are intentionally aligned between Instruction and Student Services	I, SS
• Continue cross-attendance at meetings between Instruction and Student Services	I, SS
Strategic Initiative 1.1.b Develop and implement a campus-wide graduation plan	
Activities	**Resp. Area(s)***
• Analyze on-time graduation rates and other data to create a graduation improvement plan	IRPG
• Initiate Degree Boost for all degrees and certificates	I, SS
• Identify and re-recruit "Early Leavers," including students who left their program of study with 80% or more completion and were in good academic standing at exit	I, SS
• Develop competency-based training assessment (CBT; credit for prior learning); identify programs and certificates that have a high potential for developing CBT assessment	I
Strategic Initiative 1.1.c Continue to strengthen faculty/staff instructional and student support skills	
Activities	**Resp. Area(s)***
• Encourage participation in internally- and externally-offered professional development opportunities that focus on effective instruction and student support, with an emphasis on student retention	I, SS, AS
• Create on-line advisor training for faculty and staff and conduct quarterly face-to-face advising trainings for all staff who provide advising related functions	SS
• Train pre-college, General Education, and targeted program (based on student success rates) faculty to use innovative instructional strategies, such as Reading Apprenticeship	I
Strategic Initiative 1.1.d Continue to strengthen, expand, and integrate student support services	
Activities	**Resp. Area(s)***
• Implement the use of the Electronic Early Alert	I, SS
• Strengthen student advising systems	SS
• Enhance tutoring and Supplemental Instruction programming	I
• Enhance existing online student resources	SS
• Add communications relationship management (CRM) system; integrate current Student Tracking database into CRM	SS, AS
• Provide workshops for student success, including Student Lingo	SS
• Create a tracking and intervention system to identify and support at-risk students	I, SS, AS
Goal 1.2 Expand student engagement opportunities that facilitate student academic, job placement, and career success	
Activities	**Resp. Area(s)***
• Provide opportunities for students to develop challenging and relevant career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards	I

*Responsible areas key: P=President's Office; I=Instruction; SS=Student Services; AS=Administrative Services; M=Marketing; F=Foundation; IRPG=Institutional Research, Planning & Grants

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• Develop/expand mentoring programs and career exploration programs involving industry, graduates, and current students	P, I, SS, M
• Improve opportunities for students to be placed in internships, apprenticeship programs, and employment, with emphasis on placement in high-skill, high-wage, or high-demand occupations/professions	I, SS
• Improve non-traditional student participation and retention	I, SS
• Support current and explore new ASBTC/occupational-specific clubs and activities	SS
• Explore campus-based service-learning models	I, SS

Goal 1.3 Strengthen campus-wide practices, structures, and policies for student success

Strategic Initiative 1.3.a Identify and add campus-wide practices, structures, and policies that may improve/act as supports to student success

Activities	Resp. Area(s)*
• Analyze course success data, specifically identifying classes with low success rates	IRPG
• Develop an annual schedule that helps build natural cohorts for pre-program students	I
• Identify and address ADA compliance issues	AS
• Streamline student account information, communications, and feedback systems	AS
• Increase the variety and availability of materials in the Campus Store to offer students additional aids for success	AS
• Improve student technology support in the library	I, AS
• Create and revise existing web/instructional content to be accessible via multiple devices	AS

GOAL 2: EXCELLENCE & INNOVATION

PROMOTE EXCELLENCE AND INNOVATION THROUGHOUT THE COLLEGE

Goal 2.1 Identify and showcase the areas in which BTC excels, especially those that are unique to the College

Activities	Resp. Area(s)*
• Develop a consistent process for recognizing excellent and/or innovative programs, practices, structures, and policies	P, I
• Develop a criteria-based tool for identifying excellent and/or innovative programs, practices, structures, and policies campus-wide	P, I
• Seek regional and national recognition for excellence	P, I, SS, AS

Goal 2.2 Respond to the changing needs of business and industry by providing high quality, relevant, flexible, well-equipped programs

Activities	Resp. Area(s)*
• Develop a periodic occupational needs assessment to determine if workforce needs are being met	I, IRPG
• Develop and implement a plan for each specific occupational area and/or program that responds to current needs and addresses necessary curricular revisions, professional development needs, and acquisition of equipment	I
• Strengthen and develop more mechanisms to support business and industry investment into programs	I, F
• Strengthen advisory committee annual reviews	I
• Develop and implement faculty-employer roundtable opportunities to enhance advisory committee feedback pertaining to relevant occupational areas and programs	I, SS, M
• Expand current and develop new high-demand degrees/certificates such as advanced manufacturing	I
• Explore one to two high-demand/high-wage bachelor degree programs	I

Goal 2.3 Create a culture of continuous improvement and innovation that is guided by both campus-level data and regional, national, and global benchmarking

*Responsible areas key: P=President's Office; I=Instruction; SS=Student Services; AS=Administrative Services; M=Marketing; F=Foundation; IRPG=Institutional Research, Planning & Grants

3

Strategic Initiative 2.3.a Improve data quality and coding transparency campus-wide	
Activities	**Resp. Area(s)***
• Implement new student intent codes including "undecided"	SS, IRPG
• Map out, align, and identify gaps in current direct data collection from prospective/current/graduated/lost students, employers, etc.; revise, identify, and/or develop and implement data collection instruments as needed	IRPG
• Identify and work with appropriate departments to address data accuracy/completeness issues; develop and implement a systematic process for auditing student and course data	IRPG
• Document current and historic, state- and campus-defined, coding schemas; documentation to include definitions, parameters, sources, methodologies, etc.	IRPG

Strategic Initiative 2.3.b Develop a robust and streamlined campus-wide data management/ access system that is centered on measuring and increasing student success	
Activities	**Resp. Area(s)***
• Develop and maintain a set of standard dashboards and reports to monitor key measures	AS, IRPG
• Map out and align, where possible, measures across all key campus initiatives; identify, define, and maintain a manageable set of key measures; explore/identify most appropriate approach for tracking each measure over time	AS, IRPG
• Develop, maintain, and deliver resources for the campus community, including Institutional Research & Planning intranet and internet sites	IRPG
• Develop and maintain data access/use policies and procedures	IRPG
• Develop and maintain an effective ad hoc data request form and request/tracking process	IRPG
• Transition from current (ODS) to new (CTC link) student management system	AS

Strategic Initiative 2.3.c Establish and implement a process for using data to evaluate campus unit effectiveness	
Activities	**Resp. Area(s)***
• Document data-informed decisions pertaining to practice and policy improvements; develop periodic review system to assure use of data	I, SS, AS
• Develop a consistent, manageable, and meaningful process for assessing and evaluating each campus unit; work with each campus unit to implement/complete the full assessment cycle	IRPG

Strategic Initiative 2.3.d Maintain the process of linking planning to budgeting and the allocation of resources	
Activities	**Resp. Area(s)***
• Improve alignment of budgetary/financial resources with strategic priorities and campus unit effectiveness data	AS
• Document data-informed resource allocation decisions	I, SS, AS

Goal 2.4 Expand sustainable, environmentally-friendly practices across the campus community	

Strategic Initiative 2.4.a Identify and integrate environmentally-friendly practices into daily operations	
Activities	**Resp. Area(s)***
• Develop a comprehensive paper reduction plan and move to electronic/digital documents when possible	I, SS, AS
• Participate in and support regional sustainability best practices in campus operations	AS
• Monitor and evaluate campus alternative transportation infrastructure based on related use demands of student and staff community	AS

Strategic Initiative 2.4.b Continue to identify and integrate environmentally-friendly standards into facility construction and renovations	
Activities	**Resp. Area(s)***
• Develop an on-line dashboard to monitor and address campus-wide and building-specific trends energy use	AS
• Analyze all construction projects using the LEED checklist to determine which strategies make sense on a project-by-project basis	AS

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Strategic Initiative 2.4.c "Green" existing professional technical programs through curriculum development and specialized lab equipment	
Activities	**Resp. Area(s)***
• Strengthen and implement renewable energy curriculum and projects within applicable programs	I
• Develop instructional spaces to accommodate renewable energy instruction	I

Goal 2.5 Develop an infrastructure that supports efficiency, effectiveness, and innovation in work practices

Strategic Initiative 2.5.a Conduct an information technology needs analysis to identify technological barriers for students, faculty, and staff	
Activities	**Resp. Area(s)***
• Compare what is covered in BTC's computer classes to redesign and centralize offerings	I
• Convene all student technology support stakeholders to create a data-informed plan to address the digital and information literacy deficiencies that impede student success	I, SS
• Enhance mechanisms for gathering feedback about IT satisfaction and needs	AS

Strategic Initiative 2.5.b Implement a technology plan that is continuously updated to leverage rapidly changing instructional and operational technology	
Activities	**Resp. Area(s)***
• Develop a "Technology Page" as the online support structure for eLearning; complete all phases of myBTC Portal	I, AS
• Implement IT improvements/solutions (based on IT satisfaction/need data) where appropriate and cost effective	AS
• Develop a process for launching new campus instructional technology and software	I, AS
• Review and revise the Technology Plan to address the computing needs and infrastructure of administrative, instructional, and support media	I, AS
• Increase number of digital resources available to all students and staff including Open Education Resources	I
• Investigate demand for mobile-friendly applications, including enhancements to the Campus Store web pages and payment options	AS

Strategic Initiative 2.5.c Develop systems to streamline and/or improve efficiency of existing processes	
Activities	**Resp. Area(s)***
• Enhance short-term work order/request tracking systems to allow users to track the status of their requests, with an emphasis on Computer Services	AS
• Develop a comprehensive, centralized work order/request tracking system to allow users to track the status of their request and/or provide feedback	AS, IRPG
• Explore and, if feasible, purchase a student payment card module	AS
• Create a robust purchasing database that integrates the vendor list, purchase requisition, annual PO's, PO log, Org #, budget codes, etc.	AS

Strategic Initiative 2.5.d Expand professional development opportunities for faculty and staff	
Activities	**Resp. Area(s)***
• Create mechanisms and opportunities for sharing best practices, knowledge and skills gained from professional development activities	I, SS, AS
• Promote and develop professional development through internal offerings, mentorships, committee leadership, and financial support	I, SS, AS, F

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INCREASE OPTIONS AND IMPROVE ACCESS FOR ALL STUDENTS THROUGH EDUCATIONAL PATHWAYS

Goal 3.1 Establish, communicate, and support clearly defined educational pathways and options	
Strategic Initiative 3.1.a Establish and educate students about available educational pathways and flexible learning options	

Activities	Resp. Area(s)*
• Develop a system of advising for pre-program students	I, SS
• Develop and maintain a physical on-campus and web presence regarding educational and career pathways with a focus on transfer opportunities for students	I, SS, M
• Investigate and create an implementation plan for high quality evening, weekend, online, and hybrid course offerings	I
• Expand hours/options for accessing library and student services	I, SS

Strategic Initiative 3.1.b Align educational pathways with other educational institutions to ensure student readiness and opportunities for transfer	

Activities	Resp. Area(s)*
• Create an implementation plan for dual-credit program, including Running Start, Tech Prep, and College in the High School	I, SS
• Align developmental education and high school (Math/English) curriculum so that recent high school graduates do not need to take placement exams	I, SS
• Implement DTA/MRP degrees and articulation agreements	I
• Increase number and offerings of academic courses for transfer	I
• Implement alternative assessments for college placement	I, SS
• Develop and implement common curricula with other campuses	I
• Investigate and create an Implementation plan for certified intensive ESL course offerings for English language learners and international student access	I

Goal 3.2 Strengthen student outreach, recruitment, and enrollment efforts, including underserved populations	
Strategic Initiative 3.2.a Create an effective and targeted recruitment system	

Activities	Resp. Area(s)*
• Use a broad range of current technology for recruitment purposes	SS, M
• Create an inter-departmental Recruitment Committee to develop an annual, dynamic Recruitment & Marketing Plan	I, SS, M
• Develop waitlist/program-ready student engagement strategy that links students with academic and career advisors and faculty	I, SS
• Strengthen Welcome Center and Call Center	SS
• Implement marketing and recruiting plan	SS, M
• Improve outreach to targeted markets	SS
• Develop, implement, and evaluate a multi-channel communications management (CRM) system	I, SS

Strategic Initiative 3.2.b Expand financial resources and support services to assist students in accessing educational pathways	

Activities	Resp. Area(s)*
• Provide information to area high schools by offering FAFSA workshops and information about nontraditional funding options	SS
• Provide students with financial aid and financial management educational opportunities and tools	I, SS
• Provide additional information and cross-training to BTC personnel about funding options, eligibility criteria, and funding requirements/restrictions	SS
• Increase the total scholarship resources available to BTC students	F

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	Resp. Area(s)*
• Research and analyze the potential impact of offering a payment plan, so that students can pay tuition/fees in installments	SS, AS

GOAL 4: COLLEGE VISIBILITY & RESOURCE DEVELOPMENT

STRENGTHEN THE VISIBILITY AND SUPPORT OF THE COLLEGE LOCALLY, REGIONALLY, AND NATIONALLY

Goal 4.1 Position the College as a high quality institution that offers valuable, viable educational opportunities	
Strategic Initiative 4.1.a Develop and implement a dynamic, comprehensive, and segmented marketing plan for internal and external audiences	
Activities	**Resp. Area(s)***
• Install a *Request Information* button on BTC website that goes to a landing page for lead generation and link to ads	SS, M
• Increase targeted ad words and on-line marketing; create online interactive multi-faceted marketing campaigns, highlighting programs and services needed by our students; shift messaging based on campaign and audience performance reports	M
• Identify which programs need immediate enrollment support and focus ad dollars on these programs	M
• Develop winter/spring and fall ad campaigns versus overall college awareness	M
• Continue to brand and market the College in the community via community communications, press releases, and events	P, I, SS, AS, M, F
• Develop campus tour video, student and employer testimonials, web mobile application, and program videos; place video on program pages and multiple social media platforms	M
• Write/edit a follow-up contact for each lead generated; monitor and contact leads	SS, M
• Revisit marketing budget overall to increase demonstrable inquiry-generation potential through landing page	M
• Conduct image and perception research among targeted national, regional, statewide groups	M
• Redesign website	M
• Educate faculty, staff, and student leaders how to use consistent, systematic messaging about programs, services, and the College in conjunction with other departments	P, I, SS, M
Goal 4.2 Create a process for connecting and maintaining relationships with alumni and family	
Activities	**Resp. Area(s)***
• Develop an alumni database	F
• Investigate and develop an implementation plan for engaging alumni in philanthropic support of BTC	F, M
• Investigate and develop an implementation plan for engaging alumni with an emphasis on bringing alumni to campus	F, M
• Establish and implement a Foundation/alumni newsletter to provide BTC alumni with ongoing information/news about the College and their specific graduating programs	F, M
Goal 4.3 Implement and maintain a dynamic, accurate, and effective web site	
Activities	**Resp. Area(s)***
• Periodically review and enhance (based on current technology) BTC website and web communications by implementing an ongoing 3-year plan as outlined by Noel-Levitz recommendations	AS, M
Goal 4.4 Contribute to the creation of economic development policy and future workforce development goals	
Strategic Initiative 4.4.a Strengthen and document a systematic process for connecting with relevant business, industry, workforce/economic development, and community service organizations	

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Activities	Resp. Area(s)*
• Create marketing materials (including Return on Investment) that are relevant to and resonate with students, community, business and industry, and government officials	M
• Maintain a visible College presence in workforce, educational, economic, and community service organizations, committees, and boards (including statewide, regional, and national venues)	P, I, SS, M, F
• Coordinate an ongoing process (including campus events) that is intentionally designed to bring advisory committee members and other employers to campus as well as reconnect past advisory committee members to the College	P, I, SS, F

Goal 4.5 Maximize all revenue streams

Activities	Resp. Area(s)*
• Continue ongoing enterprise and ancillary service (i.e. Food Services, Campus Store, Rental Services, Parking Services, Dental Clinic, Auto Body, Automotive, Welding) efforts to operate at break even or better	AS
• Aggressively seek private and government resources to support the strategic plan, focusing on probable opportunities	I, SS, F, IRPG
• Grow contract training to increase revenue stream and to support and enhance industry and workforce relationships	I
• Develop a more formal system to engage and manage business in-kind contributions to programs	I, F

GOAL 5: CAMPUS ENVIRONMENT

CREATE AND MAINTAIN A SAFE, WELCOMING CAMPUS THAT SUPPORTS DIVERSITY, PROMOTES A SENSE OF COMMUNITY, PROVIDES AN EFFECTIVE WORK AND LEARNING ENVIRONMENT, AND ENCOURAGES RESPECT FOR INDIVIDUALS

Goal 5.1 Enhance college climate that is student-centered; customer service-oriented; and fosters/demonstrates a strong value for diversity (i.e., weave into day-to-day of campus; intentionally embed into all programs and processes while remaining mindful of available resources)

Strategic Initiative 5.1.a Develop and implement a plan for enhancing the College climate

Activities	Resp. Area(s)*
• Implement a systematically delivered, nationally normed campus climate survey	P, IRPG
• Strengthen Student Life on campus	I, SS

Strategic Initiative 5.1.b Embed a value for diversity into all College practices, structures, and policies, while remaining mindful of available resources

Activities	Resp. Area(s)*
• Embed culturally diverse activities into campus events and courses	I, SS
• Establish, nurture, and leverage diverse community partnerships	P, I, SS, AS
• Recruit and retain high quality faculty, advisors, and administrators representing ethnic diversity of the College's region	I, SS, AS
• Provide intentional, systematic training and professional development opportunities for faculty and staff	I, SS, AS

Goal 5.2 Create venues that support effective communication and interaction among BTC students, faculty, and staff

Strategic Initiative 5.2.a Provide adequate physical spaces that support campus-wide interaction and events

Activities	Resp. Area(s)*
• Look for opportunities to provide additional space in building construction/remodel projects to encourage student/staff and instruction interaction	AS

Strategic Initiative 5.2.b Develop and strengthen existing platforms for multidirectional communication and feedback

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Activities	Resp. Area(s)*
• Provide multiple avenues for communication and interaction with administration and between departments such as all campus meetings, smaller coffee groups, interdepartmental meetings, walk-abouts, etc.	P

Goal 5.3 Enhance and maintain the College's physical campus

Strategic Initiative 5.3.a Update and implement the Master Facilities Plan

Activities	Resp. Area(s)*
• Update the Campus Master Plan to ensure that the plan aligns with and supports BTC's strategic plan; analyze and prioritize proposed major, minor and maintenance projects in light of the Master Plan's framework	AS

Strategic Initiative 5.3.b Create and maintain a cohesive appearance of spaces that are functional, attractive, and inviting

Activities	Resp. Area(s)*
• Provide centralized message areas within buildings to promote consistent and relevant campus information	SS, AS, M
• Address and review elements in the Master Plan on a project by project basis to ensure that campus cohesiveness standards are being met	AS
• Promote student responsibility in helping keep campus facilities attractive	SS, AS
• Develop and implement an inventory/surplus management plan	I, AS

Strategic Initiative 5.3.c Develop and implement an effective way finding system

Activities	Resp. Area(s)*
• Provide exterior reference markers/directors (i.e. "street signs") for specific high use facilities or services at designated locations across campus	AS
• Provide building map reference links to webpage text references of specific buildings and rooms, as well as add electronic signs/way-finders	AS
• Provide campus location maps at identified circulation points around campus to facilitate pedestrian orientation and direction	AS
• Continue to include indoor and outdoor signage as part of new building and existing building renovation/remodel projects as appropriate	AS

Goal 5.4 Implement, maintain, and evaluate a comprehensive emergency preparedness plan

Strategic Initiative 5.4.a Provide resources to prepare students, faculty, and staff to respond to emergencies

Activities	Resp. Area(s)*
• Establish or enhance mechanisms for students and staff to report situational awareness information	SS, AS
• Create and maintain system to track emergency training qualifications of employees	AS
• Provide periodic emergency preparedness training (drills, exercises, table tops) to BTC students, faculty, and staff on a regularly scheduled basis	AS
• Provide department-specific consultations and advice on an as-needed basis	AS
• Ensure emergency leadership maintains position-specific training and knowledge	AS

Strategic Initiative 5.4.b Evaluate and improve protocols periodically

Activities	Resp. Area(s)*
• Maintain BTC's inventory of safety equipment by establishing proper maintenance procedures	AS
• Review BTC's Comprehensive Emergency Management Plan on a regularly scheduled basis and update as appropriate for emerging national standards, requirements and best practices	AS
• Liaise with community allies and agencies and coordinate partnerships for incident response	AS

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2013-2018 KEY PERFORMANCE INDICATORS (KPI's)

Summary

#	KPI*	Strategic Planning Goals				
		Student Success	Excellence & Innovation	Student Access	Visibility & Resource Development	Campus Environment
1	**Enrollment** - Annual FTE			X		X
2	**Transition** Rates a) Adult Basic Education to College-Level b) Developmental Education to College-Level c) Pre-Program to Program	X		X		
3	**Retention** Rate	X		X		
4	**Degrees/Certificates Awarded**	X				
5	**Graduation** Rate	X				
6	**Student Satisfaction** with Instructional Programs & Support Services	X	X		X	X
7	**Graduate Employment** Rate	X			X	
8	**Employer Satisfaction** with Graduate Performance	X	X		X	
9	**Campus Climate**		X		X	X
10	**Funding Ratio** - State/Non-State				X	
11	**Unrestricted Fund Balance** as Portion of Operating Budget				X	

*Each KPI will be monitored on both an overall and disaggregated basis; sample disaggregation variables include college funding source, student funding source, instructional area, program, enrollment characteristics, demographics, and award type.

Targets & Details

1. **Enrollment - Annual FTE (#)**
   - Annual/Five Year Goal: Maintain state FTE enrollment at 11% above State Board allocation target

Historical Data

Academic Year	Actual State FTE	Allocation Target	11% Above Allocation Target
2008-2009	2165	1830	2031
2009-2010	2380	1814	2014
2010-2011	2440	1888	2096
2011-2012	2264	1853	2057
2012-2013	2050	1845	2048

Sources: BTC Operational Data Store, SBCTC Enrollment Monitoring Reports

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2. Transition Rates (%)

a. Adult Basic Education (ABE) to College-Level
➢ Annual Goal: Improve transition rate from previous year
➢ Five Year "Stretch" Goal: Reach 37% transition by 2017-2018

	Initial ABE Enrollment Year	Cut-Off to Transition within 2 Years	Transition Rate
Historical Data	2008-2009	2010-2011	29.6%
	2009-2010	2011-2012	32.0%
	2010-2011	2012-2013	32.4%

Source: BTC Operational Data Store

b. Developmental Education to College-Level
➢ Annual Goal: Improve transition rate from previous year
➢ Five Year "Stretch" Goal: Reach 45% transition by 2017-2018

	Initial Dev Ed Enrollment Year	Cut-Off to Transition within 2 Years	Transition Rate
Historical Data	2008-2009	2010-2011	33.3%
	2009-2010	2011-2012	33.8%
	2010-2011	2012-2013	38.2%

Source: BTC Operational Data Store

c. Pre-Program to Program
➢ Annual/Five Year Goal: To be determined summer/fall 2015, once four years of data with new pre-program coding (implemented summer 2011) becomes available.

3. Retention Rate (%)
➢ Annual Goal: Improve retention rate from previous year
➢ Five Year "Stretch" Goal: Reach 70% fall-to-fall retention by 2017-2018

	Initial Enrollment Year	Retained to Year	% Retained Fall to Fall*
Historical Data	2007-2008	2008-2009	66.1%
	2008-2009	2009-2010	66.5%
	2009-2010	2010-2011	68.4%
	2010-2011	2011-2012	62.7%
	2011-2012	2012-2013	65.2%

*Students who completed degrees/certificates are included as retained
Source: BTC Operational Data Store
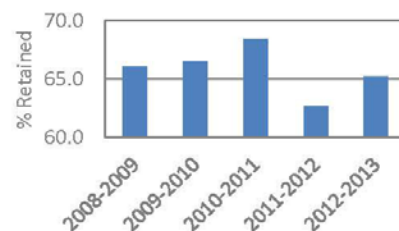
4. Degrees/Certificates Awarded (#)

➢ Annual Goal: Increase number of degrees/certificates awarded from previous year
➢ Five Year Goal: Reach 870 degrees/certificates awarded by 2017-2018

Historical Data

Academic Year	Total Awards
2008-2009	790
2009-2010	893
2010-2011	824
2011-2012	957
2012-2013	810

Source: BTC Operational Data Store
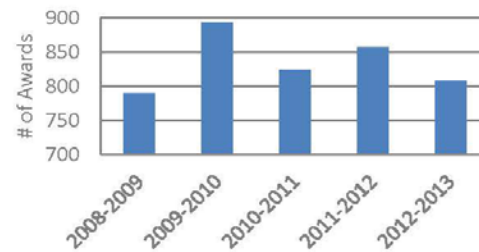
5. Graduation Rate (%)

➢ Annual Goal: Improve completion rate from previous year
➢ Five Year Goal: Reach 50% completion by 2017-2018

Historical Data

Initial Program Enrollment Year	Cut-Off to Complete Program within 3 Years	Completion Rate
2007-2008	2010-2011	48.8%
2008-2009	2011-2012	47.4%
2009-2010	2012-2013	43.9%

Source: BTC Operational Data Store
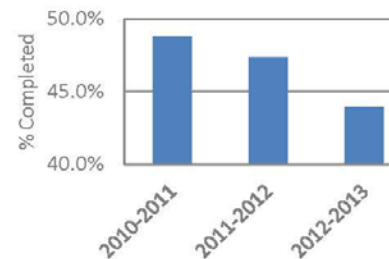
6. Student Satisfaction with Instructional Programs & Support Services (%)

➢ Annual/Five Year Goal: Reach 80% satisfaction (aggregate of multiple sub-indicators)

Potential Survey Instrument: Noel Levitz Student Satisfaction Inventory (nationally benchmarked)

- Sample sub-indicators: Satisfaction with quality of instruction, lab equipment, computer labs, library resources/services, clarity of registration procedures, approachability of academic advisor

7. Graduate Employment Rate (%)

➢ Annual/Five Year Goal: Achieve 80% employment

Historical Data

Graduation Year	Employment Year	Employment Rate
2007-2008	2008-2009	84%
2008-2009	2009-2010	81%
2009-2010	2010-2011	80%
2010-2011	2011-2012	83%
2011-2012	2012-2013	n/a

Source: SBCTC Academic Year Reports
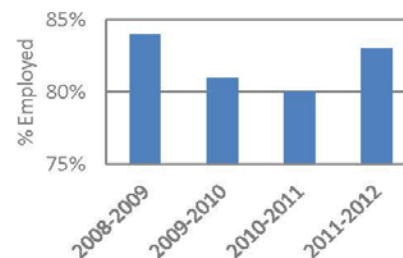
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8. **Employer Satisfaction with Graduate Performance (%)**
   - ➢ Annual*/Five Year Goal: Reach 80% satisfaction (aggregate of multiple sub-indicators)

   Potential Survey Instruments: Noel Levitz Employer Satisfaction Survey (nationally benchmarked), internally-designed survey (context-specific)
   - • Sample sub-indicators: Satisfaction with job-related technical knowledge, leadership skills, problem-solving skills, reliability; whether or not would recommend hiring BTC students

   *For years in which employer survey is administered

9. **Campus Climate (%)**
   - ➢ Annual*/Five Year Goal: Achieve a composite climate score reflecting a "high consultative" management style (aggregate of multiple sub-indicators)

   Survey Instrument: NILIE Personal Assessment of the College Environment (PACE) Survey (nationally benchmarked)
   - • Sample sub-indicators: Satisfaction with spirit of cooperation, open communication, opportunity to express ideas, promotion of diversity in workplace

   *For years in which climate survey is administered

10. **Funding Ratio - State/Non-State (%)**
    - ➢ Annual/Five Year Goal: Achieve/maintain mix of 40% state funding, 60% non-state funding

Academic Year	% State Funding	% Non-State Funding
2008-2009	50%	50%
2009-2010	47%	53%
2010-2011	42%	58%
2011-2012	39%	61%
2012-2013	38%	62%

Source: BTC Annual Financial Reports

11. **Unrestricted Fund Balance as Portion of Operating Budget (%)**
    - ➢ Annual/Five Year Goal: Achieve/maintain unrestricted fund balance as 20% of operating budget with the ability to use 5% to fund strategic initiatives, capital projects, and grant expiration transitions, etc.

Academic Year	Unrestricted Fund Balance	Total Operating Budget	20% of Operating Budget
2008-2009	$3,663,959	$15,524,509	$3,104,902
2009-2010	$4,463,420	$16,481,916	$3,296,383
2010-2011	$4,802,606	$17,157,071	$3,480,005
2011-2012	$4,907,269	$16,932,405	$3,386,481
2012-2013	$4,073,553	$16,642,409	$3,328,482

Source: BTC Annual Financial Reports

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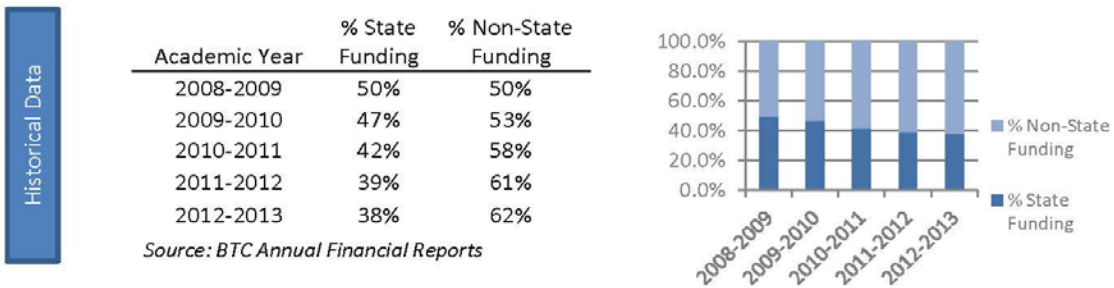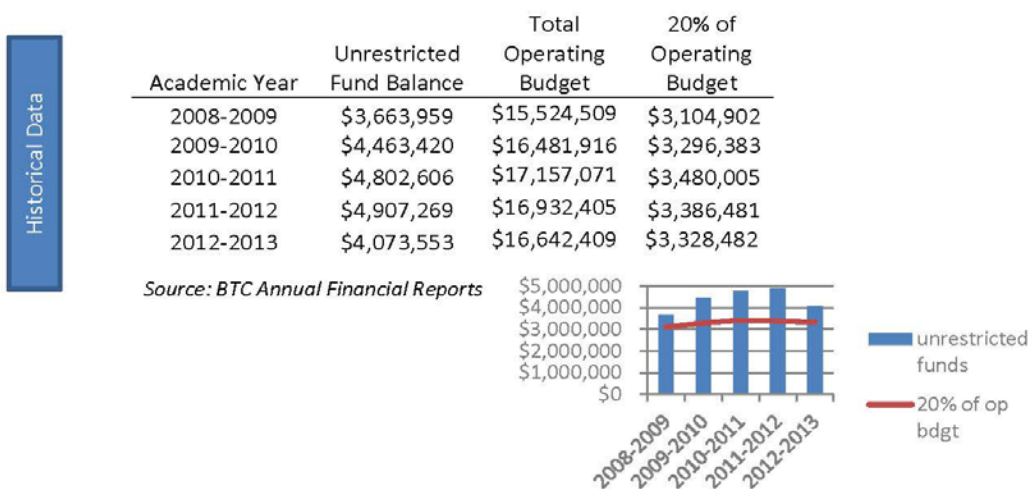
Bellingham Technical College's 2013-2018 Strategic Plan includes two levels of evaluation.

1. Activity Success Evaluation: We evaluate the current status of each individual activity on an annual basis via a "quick view" icon and narrative; each narrative includes quantitative information as applicable.
2. Strategic Goal Success Evaluation: We monitor our Strategic Key Performance Indicators (SKPIs) to evaluate progress across each of the five broad strategic goals. The SKPIs are informed by the Strategic Enrollment Plan, accreditation core themes and objectives, Achieving the Dream, Student Achievement Initiative, Title III, and Perkins—as well as the American Association of Community Colleges core indicators of effectiveness and Volunteer Framework of Accountability—to the extent possible.

1. Activity Success Evaluation	2. Strategic Goal Success Evaluation
Current Status Quick View *Status Key*: 	Symbol	Status	Keyboard Instructions	 |---|---|---| 	↻	Substantial Progress & Ongoing	Wingdings 3, capital "Q"	 	■	Complete	Wingdings, lower case "n"	 	◢	In Progress	Wingdings 3, lower case "y"	 	□	Not started	Wingdings, lower case "o"	 	→	Deferred	Wingdings 3, lower case "g"	 	☒	Eliminated	Wingdings, lower case "x"	 **Current Status Narrative – with quantitative information as applicable** Example #1: Activity - Map out and align, where possible, measures across all key campus initiatives; identify, define, and maintain a manageable set of key measures; explore/identify most appropriate approach for tracking each measure over time ■ Mapped out all measures across the following areas: …. Identified and determined most appropriate methodology for measuring progress across a set of 11 SKPIs. Example #2: Activity - Develop and maintain a set of standard dashboards and reports to monitor key measures ↻ Established three new dashboards: • Strategic Key Performance Indicators – including… • Enrollment – including… • Achieving the Dream interventions – including… Staff will continue to develop/maintain these three dashboards and establish additional dashboards as needed.	**Key Performance Indicators (SKPIs)** 1. **Enrollment** – Annual FTE 2. **Transition** Rates a) Basic Education for Adults to College-Level b) Developmental Education to College-Level c) Pre-Program to Program 3. **Retention** Rate 4. **Degrees/Certificates Awarded** 5. **Graduation** Rate 6. **Student Satisfaction** with Instructional Programs & Support Services 7. **Graduate Employment** Rate 8. **Employer Satisfaction** with Graduate Performance 9. **Campus Climate** 10. **Funding Ratio** – State/Non-State 11. **Unrestricted Fund Balance** as Portion of Operating Budget

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State of the College Report
August 2014

Message from President McKeown

In summer 2013, BTC's Board of Trustees approved a new <u>2013-2018 Strategic Plan</u> and provided guidance on refinements to the reporting mechanisms. Data driven decision-making has become part of the college culture. The Strategic Plan is a dynamic document that is revised and updated as needed.

BTC's Strategic Plan has been developed with broad campus involvement; it is a framework for the college's work toward mission fulfillment. The annual <u>State of the College</u> report illustrates progress on the Strategic Plan. This report includes an annual updated Environmental Scan, Activity Success Evaluation, Strategic Key Performance Indicator Evaluation, and Student Enrollment and Success Report.

2013-14 was a dramatic year with many successes and challenges. The economy impacted campus morale with six years of no employee State COLAs (cost of living allowances). BTC began the academic year with a labor action resulting in a faculty strike. Three new collective bargaining agreements resulted from negotiations. The college community is committed to working collaboratively to improve campus climate. A nationally normed climate survey, the Personal Assessment of the College Environment (PACE) Survey, was conducted in winter 2014 to serve as a baseline to improve internal climate issues. A representative committee composed of each employee group was formed by campus constituents to help with this work. Healing the campus and improving the climate continues to be a priority.

The college is challenged with declining enrollments and has implemented a Strategic Enrollment Plan (SEP). The SEP aligns with the institutional Strategic Plan, was informed by wide campus input, and has resulted in the implementation of many new processes in relation to retention, advising, recruitment, marketing, etc. These processes are beginning to show promise as reflected in the college's enrollment.

New degrees have been added including those that transfer directly into bachelor's degrees, and major curricular revisions are moving the college's instructional programming forward. While maintaining our focus on workforce education, BTC has added several transfer degrees in areas such as business, pre-nursing, nursing, engineering, fisheries and aquaculture, and technology. Industrial technical programs--especially those connected with aerospace--are expanding and curriculum is being revised. BTC continues to work on updating equipment and facilities to best meet instructional needs.

BTC completed the Perry Center for Fisheries and Aquaculture, located at the Maritime Heritage Park, in fall 2013. This project was the first and largest capital fundraising project in the college's history. Campus remodeling efforts continue to be in process to update labs, clinics, and other spaces. Currently, BTC is not in line for new State construction so the college will need to be judicious in how it uses and assigns campus space.

Scholarship resources increased significantly from 2013 to 2014 (+29%). A new $500 recruiting scholarship for first time students was added. BTC's Foundation sponsored a very successful auction dinner that developed resources and friends for the college. BTC has continued to be successful in acquiring private and federal resources, often working with other educational institutions and businesses. Relationships with the community, business, and industry continue to be strong and BTC's reputation reflects excellence.

While hiring of administrators, staff, and faculty seems to have increased at BTC, employee turnover remains consistent with anecdotal information from other institutions with many positions open as a result of promotions. Many retirements occurred over the last year. *BTC continues to be fortunate in the results of its hiring processes which have brought talented, mission-embracing people to the college.*

This <u>BTC State of the College</u> report is submitted to reflect the dedication, hard work, and effectiveness of the entire campus community in fulfilling the college's mission.

Environmental Scan

BTC has chosen to revisit our Strategic Plan annually. As of summer 2014, we have identified the following as considerations that will impact our planning and implementation of our 2013-18 plan.

- The **Great Recession** has impacted the United States and world. In the beginning this was viewed as a drop in the business cycle. Impacts included the housing and mortgage market, government bailouts, and record high unemployment (-10.2% U.S., -10.2% WA State, -9.5% Whatcom County). The State and Whatcom County saw promising improvements in the economy over the past year with unemployment rates decreasing to 6.1% (WA State) and 5.8% (Whatcom County).

- **Nationally two-year colleges were seen and promoted as an answer to the skills gap**. However, additional resources have not been allocated to two-year colleges.

- **Public and private donors** are increasingly recognizing the importance of technical education and the related economic impact that this unique type of education provides. Evidence of heightened support is demonstrated by a 29% increase in BTC Foundation scholarship dollars and a 15% increase in cash donations received by the Foundation to benefit a variety of programs and areas.

- **Stagnant financial aid levels** are creating an expanded gap between award amounts and tuition and cost of living expenses for students. Students with loan debt are increasingly falling into default, with the BTC three-year cohort default rate moving from 19.6% (2010 cohort) 24.3% (2011 cohort projection).

- **Economic changes caused enrollment to fluctuate** in unparalleled patterns. During the recession, some students sought the college as a funding mechanism. As jobs came back on the horizon, enrollment shrank statewide and nationally. **Competition for enrollments** continues to increase.

- The number of students graduating from high school is declining due to a population shift (nationally and statewide) while, at the same time, new legislation is addressing high school drop-out reengagement. BTC is **increasing efforts to reengage drop-outs and enroll recent high school graduates**.

- Nationally, the primary college goal **emphasis has moved from student access to student completion**. Federal resources in many cases include performance funding.

- **A statewide freeze in cost of living increases** occurred for government employees including college staff. This has resulted in no State cost-of-living salary increases for six years, negatively impacting employee climate.

- **Stronger regulation and local policies have impacted programs**. An example of this is the Nursing program. The local hospital is no longer available as a Practical Nursing program clinical site resulting in the close of the Practical Nursing program. Both of these changes have dropped enrollment and increased costs.

- **Targeted enrollments to support industry sectors** are a priority of the legislature. BTC was awarded 77 new aerospace enrollments at a higher allocation cost starting in 2014-15.

- **Changes in College revenue sources continues to change.** State Allocation funding for colleges is on the horizon including potential increases in performance funding, minimum allocation allowance and high cost priority program enhancements. Private and grant resources grow in importance to the college.

Activity Success Evaluation

Bellingham Technical College evaluates the current status of each individual activity on an annual basis and documents results via a "quick view" symbol and narrative. Below are the results across each of our activities for the 2013-14 year.

Status Key:

Symbol	Status	Keyboard Instructions
↻	Substantial Progress and Ongoing	Wingdings 3, capital "Q"
■	Complete	Wingdings, lower case "n"
◣	In Progress	Wingdings 3, lower case "y"
☐	Not Started (not designated for 2013-14)	Wingdings, lower case "o"
→	Deferred (designated for 2013-14 but deferred to 2014-15 or after)	Wingdings 3, lower case "g"
☒	Eliminated	Wingdings, lower case "x"

STRATEGIC GOAL 1: STUDENT SUCCESS (PRIORITY GOAL)

FACILITATE STUDENT SUCCESS THROUGH PRACTICES, STRUCTURE, AND POLICIES

Strategic Initiatives	Activities	Results – narrative	Results – symbol
Goal 1.1 Strengthen instruction and student support services that facilitate academic, job placement, and career success			
1.1.a Advance cross-collaboration between Instruction and Student Services	1.1.a.a Develop "report-out" structure and assignment for Councils and other meetings to ensure that major instructional, student and administrative services changes are communicated in a timely way to appropriate internal staff members	• Administrative Services directors/managers and Student Services directors attend one Instruction Council meeting per month to share information. A member of Student Services and faculty representatives now serve on Instruction Council and report out to their respective groups. • The agenda and discussion of state Council and Commission meetings are reported in a one-on-one session with Vice President(s), who passes relevant information on to President's Council.	◣
	1.1.a.b Develop institutional processes and services that are intentionally aligned between Instruction and Student Services	• Student Services representatives, in addition to a regular SS rep now attend instructional curriculum discussion meetings and meet with Instruction Council monthly. • Many ad-hoc meetings occur throughout the year to address emergent issues and common priorities.	↻
	1.1.a.c Continue cross-attendance at meetings between Instruction and Student Services	• Regular meeting cross-attendance by both groups and individuals occurs between the two areas.	↻
1.1.b Develop and implement a campus-wide graduation plan	1.1.b.a Analyze on-time graduation rates and other data to create a graduation improvement plan	• Institutional Research (IR) convened a cross-representational group to discuss coding issues and potential approaches to monitor on-time graduation rates. Due to historical coding issues, the college will not be able to compile accurate *on-time* graduation rates until the 2014-2015 academic year. • IR developed a "live" graduation rate report as part of the Strategic Key Performance Indicator	◣

		dashboard; this report does not capture *on-time* graduation.	
	1.1.b.b Initiate Degree Boost for all degrees and certificates	• Degree Boost is being implemented; the next step is to create an outcomes reporting process.	◢
	1.1.b.c Identify and re-recruit "Early Leavers," including students who left their program of study with 80% or more completion and were in good academic standing at exit	• Degree Audit and Boost are being implemented plus a more individualized advising system focused on academic planning to assist students in tracking their progress toward completion. • The Call Center is used to communicate with students who dropped out of programs early – to learn what the College could do better and to implement a "recruit back" program, with the goal of redirecting these former students into degree or certificate programs.	↺
	1.1.b.d Develop competency-based training assessment (CBT; credit for prior learning); identify programs and certificates that have a high potential for developing CBT assessment	• The college continued to discuss strategies for moving forward with this model and is currently developing a policy for competency-based training assessment.	◢
1.1.c Continue to strengthen faculty/staff instructional and student support skills	1.1.c.a Encourage participation in internally- and externally-offered professional development opportunities that focus on effective instruction and student support, with an emphasis on student retention	Several conferences and internal and external professional development opportunities have been attended which emphasize student retention. A few key activities are listed below: • Achieving the Dream - Annual Institute on Student Success • State Council/Commission activities (e.g., WA Student Services Commission Conference) • Internal course offerings and workshops on working with diverse student populations • High-Impact Practices Institute • Hobson's University • Noel Levitz National Conference on Student Recruitment, Marketing, and Retention	↺
	1.1.c.b Create on-line advisor training for faculty and staff and conduct quarterly face-to-face advising trainings for all staff who provide advising related functions	• An online advisor training resource, open to all staff and faculty, was developed in Canvas. • Advisor training has been developed and will be periodically provided. Two session provided this past year.	◢
	1.1.c.c Train pre-college, General Education, and targeted program (based on student success rates) faculty to use innovative instructional strategies, such as Reading Apprenticeship	• A new Reading Apprenticeship faculty learning community was formed and met regularly across two quarters. • Classroom and lab integration of technology, simulation equipment, and web-based tools was expanded. Training was provided for faculty on how to use new campus technology resources.	↺
1.1.d Continue to strengthen, expand, and integrate	1.1.d.a Implement the use of the Electronic Early Alert	• The college continued to implement its Early Alert system, and piloted a new Academic Early Warning system in 2013-14 as a mid-quarter assessment for faculty to report on student progress. Student	◢

student support services		Services advisors, counselors, and other appropriate staff members followed up with students. • Hobson's comprehensive Early Alert system will replace both existing systems and is anticipated to be implemented in 2014-15.	
	1.1.d.b Strengthen student advising systems	• Advising was redesigned and advisors cross-trained to provide both academic and career advising services to students. • Based on analysis of retention data, a new advising case-management system was implemented and targeted towards pre-program students. • BTC implemented targeted student internship programs and additional job search and placement support strategies and resources.	↺
	1.1.d.c Enhance tutoring and Supplemental Instruction programming	• Tutoring services were expanded for specific course and program areas. • Supplemental Instruction was expanded to target courses that showed high student attrition and/or low student success rates.	↺
	1.1.d.d Enhance existing online student resources	• The required *First Things First* module (offered online and in-person) integrated the College Student Inventory (CSI) tool as a mechanism to proactively identify student needs and connect them to resources. • The college implemented several online tools to enhance communication between students and staff and provide access to key student data. These tools included ADP Pro (an advisor dashboard), Hobson's Connect (a communications relationship management system [CRM] focusing on prospective student communication and tracking). Staff also worked on the launch of Hobson's Retain (a CRM system focusing on current student communication and tracking). • The college implemented the online SALT program and Student Lingo online modules to provide additional financial literacy, college prep, navigation and study skill support for students. • Two Student Services programs implemented an online Canvas venue as a means for students to request services and funding, check in with staff, and interact with each other; three additional Canvas Workforce Funding resource pages are currently being developed.	↺
	1.1.d.e Add communications relationship management (CRM) system; integrate current Student Tracking database into CRM	• A Hobson's CRM module, Connect (for prospective students), was implemented, and a staff team worked to develop and launch the Retain module (for current students).	◣

Strategic Initiatives	Activities	Results narrative	Results symbol
	1.1.d.f Provide workshops for student success, including Student Lingo	• Regular on-ground and online student success workshops were conducted by staff; other online student success workshop resources, including Student Lingo and SALT, are now available. • Budgeting workshops were provided in all College Success Foundations classes.	↻
	1.1.d.g Create a tracking and intervention system to identify and support at-risk students	• Along with tracking and intervention provided through the Early Alert and Early Warning systems for at-risk students and a shift to individualized advising and focus proactive advising communication with students, the College Student Inventory (CSI) tool was integrated into *First Things First*. The CSI tool allows for early identification of student needs and levels of student receptivity for support.	◢
Goal 1.2 Expand student engagement opportunities that facilitate student academic, job placement, and career success			
Strategic Initiatives	**Activities**	**Results narrative**	**Results symbol**
1.2.a	1.2.a.a Provide opportunities for students to develop challenging and relevant career and technical skill proficiencies, including student achievement on technical assessments that are aligned with industry-recognized standards	• The college has expanded opportunities for simulation training, internships, and industry-based certifications through new opportunities in programs such as Diesel Technology, Electrician, Electro Mechanical Technology, Instrumentation & Control, Nursing, Precision Machining, and Welding.	↻
	1.2.a.b Develop/expand mentoring programs and career exploration programs involving industry, graduates, and current students	• Instruction continued to work closely with Student Services and program advisory committees to identify new areas of career exploration and opportunity in a variety of industries. • The College redesigned its integrated job skills course (CTE 108); eleven degree and one certificate program have added this course as a graduation requirement. • BTC increased employer participation in career fairs and developed relationships with several new companies to offer employment and internship opportunities for students. • The College continued to integrate the achievement of industry credentials into required program curriculum and as requirements for graduation. • Marketing supported career exploration and college/program visibility with advertising campaigns in a variety of venues, press releases, posters, videos, e-blasts, radio interviews, and other press opportunities.	↻
	1.2.a.c Improve opportunities for students to be placed in internships, apprenticeship programs, and employment, with emphasis on placement in high-skill, high-wage,	• A core team of BTC staff who network with industry partners worked together to streamline and strengthen connections with industry and avoid duplicate communications or requests. This process has allowed different departments to	↻

	or high-demand occupations/professions	share networks/contacts and has enhanced communications with employers. • An increasing number of BTC faculty served on industry panels; brought representatives into the classroom for guest lectures, presentations, and lab demonstrations; and required that students conduct industry informational interviews. • Through an Alcoa Foundation grant, BTC was able to implement a project to increase its number of internships for low-income youth in its manufacturing programs. Funding provided these interns with 100 hours of direct work experience with local/regional manufacturing companies and completion of a companion course focused on workforce readiness and career planning and placement. This project has created new partnerships with companies and doubled internship capacity at many existing partner companies. • Additional grants have expanded educational opportunities and industry connections in high-demand areas i.e. Health Information Technology. • Faculty and staff continued to work with program advisory groups and employers to provide tours, place students in internships, create job shadow opportunities and increase the number of clinical sites.	
	1.2.a.d Improve non-traditional student participation and retention	• Veterans' services were expanded through continued activities of the Student Veterans Club, a staff team focused on veteran's services, and the addition of a campus VISTA staff member. • Multiple marketing videos and ads were created and highlighted the experiences and success of non-traditional students at BTC. • Multiple retention strategies, including those that assist with early identification of student needs and intervention with at-risk students, have assisted in this work. • College groups continued to host campus-wide events that focused on increasing awareness of diverse cultures.	↻
	1.2.a.e Support current and explore new ASBTC/occupational-specific clubs and activities	• The number of ASBTC clubs increased, including the addition of a new Computer Networking Server club plus two new professional student organization chapters established as part of the National Veterinary Technician Association (Veterinary Technician students) and American Dental Hygienists Association (Dental Hygiene students).	◢
	1.2.a.f Explore campus-based service-learning models	• The college explored Western Washington University's Compass 2 Campus service-learning	◢

		program. Discussions are ongoing: challenges include limitations around BTC student scheduling/availability.	
		• Some instructional programs began exploring mentoring models.	
		• BTC continued to expand student service job opportunities on campus through the Tutoring Center, Student Ambassador program and Call Center.	

Goal 1.3 Strengthen campus-wide practices, structures, and policies for student success			
Strategic Initiatives	**Activities**	**Results - narrative**	**Results symbol**
1.3.a Identify and add campus-wide practices, structures, and policies that may improve/act as supports to student success	1.3.a.a Analyze course success data, specifically identifying classes with low success rates	• Institutional Research developed "live" course success reports in relation to specific college initiatives (eLearning, Reading Apprenticeship, Supplemental Instruction) and will continue expanding these reports in the coming year to include additional areas/populations.	↺
	1.3.a.b Develop an annual schedule that helps build natural cohorts for pre-program students	• A base annual schedule template was completed, but many components of the schedule and process will need to be refined in the upcoming year.	◢
	1.3.a.c Identify and address ADA compliance issues	• BTC responded to a 2012 Office for Civil Rights review with a comprehensive two-year Voluntary Compliance Plan that addressed all noted deficiencies. The plan was completed in July 2014.	↺
	1.3.a.d Streamline student account information, communications, and feedback systems	• Simplified and enhanced student access to account information has been added to the MyBTC student portal. • Hobson's Connect and Retain Communications Relationship Management (CRM) systems) have been deployed to improve communication and feedback with prospective and current students.	↺
	1.3.a.e Increase the variety and availability of materials in the Campus Store to offer students additional aids for success	• The college has focused on increasing bookstore accessibility outside of school hours by building a user friendly e-commerce site. Students are able to browse course materials and textbooks as well as compare prices from home or Wi-Fi hotspots. The website also features portals to online new, used and rental sites for students.	◢
	1.3.a.f Improve student technology support in the library	• The Library continues to provide student technology support, with the assistance of eLearning and CISS staff, and launched a peer student technology help desk model. The Library continues to make 24-hour checkout available for iPads and other technology aids. • Library hours were expanded to include Saturday times provided additional support and access.	◢
	1.3.a.g Create and revise existing web/instructional content to be accessible via multiple devices	• The college website has been formatted for access by mobile devices.	◢

		• Program webpage information and structure was updated for easier navigation.	

GOAL 2: EXCELLENCE & INNOVATION

PROMOTE EXCELLENCE AND INNOVATION THROUGHOUT THE COLLEGE

Goal 2.1 Identify and showcase the areas in which BTC excels, especially those that are unique to the College			
Strategic Initiatives	**Activities**	**Results narrative**	**Results symbol**
2.1.a	2.1.a.a Develop a consistent process for recognizing excellent and/or innovative programs, practices, structures, and policies	• The campus Awards and Recognition committee has begun expanding and refining its selection and recognition processes.	◢
	2.1.a.b Develop a criteria-based tool for identifying excellent and/or innovative programs, practices, structures, and policies campus-wide	n/a	☐
	2.1.a.c Seek regional and national recognition for excellence	Many BTC programs, faculty, and staff were recognized for excellence; following are a few examples: • BTC was recognized as a "Partner for Veterans Supportive Campus" by The Washington State Department of Veterans Affairs. • The Welding Rodeo was featured in the nation *Welding Journal* in August. • Culinary Arts were recognized through American Culinary Federation (ACF) competitions including Hot Food Team (State & Regionals) Knowledge bowl and faculty awards. • The Welding program became accredited as a certified test facility by the American Welding Society (AWS) (only college in Northwest Washington to offer certification). • Marketing was recognized for its website redesign, campus tour promotional video, Fisheries fundraising campaign, and "Your Career Starts Here" publication series by the National Council for Marketing and Public Relations (NCMPR); Marketing was also recognized for its Precision Machining and "Road Less Gravelled" videos by the University and College Design Association.	↻
Goal 2.2 Respond to the changing needs of business and industry by providing high quality, relevant, flexible, well-equipped programs			
Strategic Initiatives	**Activities**	**Results narrative**	**Results symbol**
2.2.a	2.2.a.a Develop a periodic occupational needs assessment to determine if workforce needs are being met	• The college continued to review the State "demand/decline" list and work with program advisory committees, Northwest Workforce Board, Association of Washington Business, Economic	↻

	Activities	Results narrative	Results symbol
		Development Council and the Port of Bellingham to assess needs.	
	2.2.a.b Develop and implement a plan for each specific occupational area and/or program that responds to current needs and addresses necessary curricular revisions, professional development needs, and acquisition of equipment	• Occupational area planning continued to be included within the program advisory committee process; this process needs to be revisited and completed on a more consistent basis as part of ongoing program review.	◣
	2.2.a.c Strengthen and develop more mechanisms to support business and industry investment into programs	• BTC hosted a Manufacturing Summit and provided a venue for and participated in an Alcoa Intalco Works Foundation event, which brought industry, education and community organization partners together to discuss manufacturing careers in Whatcom County. • The BTC Foundation continued participating in industry tours, inviting business/industry representatives to campus events, and coordinating other development activities. • Instruction and the Foundation are collaborating in outreach to businesses and other organizations.	↺
	2.2.a.d Strengthen advisory committee annual reviews	• Instructional programs began to refine current processes to explore program needs.	◣
	2.2.a.e Develop and implement faculty-employer roundtable opportunities to enhance advisory committee feedback pertaining to relevant occupational areas and programs	• BTC hosted a Manufacturing Summit. • Employer attendance at the Workforce Programs Advisory Committee meetings was strong. There was consistent Student Services staff representation at all program advisory committees.	↺
	2.2.a.f Expand current and develop new high-demand degrees/ certificates such as advanced manufacturing	• The college expanded capacity in programs such as Precision Machining and developed new aerospace-focused programs. Composites and a Pre-Engineering program were approved.	↺
	2.2.a.g Explore one to two high-demand/high-wage bachelor degree programs	n/a	☐

Goal 2.3 Create a culture of continuous improvement and innovation that is guided by both campus-level data and regional, national, and global benchmarking

Strategic Initiatives	Activities	Results narrative	Results symbol
2.3.a Improve data quality and coding transparency campus-wide	2.3.a.a Implement new student intent codes as needed	• New student intent codes were implemented, including the 111U "undecided" code and others targeted for specific groups of areas.	↺
	2.3.a.b Map out, align, and identify gaps in current direct data collection from prospective/current/graduated/lost students, employers, etc.; revise, identify, and/or develop and implement data collection instruments as needed	• Institutional Research staff began reviewing and mapping existing data collection tools (e.g., surveys, forms). • The college selected and implemented two new nationally-benchmarked surveys: the Personal Assessment of the College Environment (PACE) and the Student Satisfaction Inventory (SSI).	↺

	2.3.a.c Identify and work with appropriate departments to address data accuracy/completeness issues; develop and implement a systematic process for auditing student and course data	• Institutional Research staff have begun working with departments in an informal matter while developing dashboards and responding to ad hoc data requests.	◢
	2.3.a.d Document current and historic, state- and campus-defined, coding schemas; documentation to include definitions, parameters, sources, methodologies, etc.	• Institutional Research created a data dictionary for the Strategic Key Performance Indicator dashboard and will continue to expand the dictionary to include additional dashboard indicators and variables.	↻
2.3.b Develop a robust and streamlined campus-wide data management/ access system that is centered on measuring and increasing student success	2.3.b.a Develop and maintain a set of standard dashboards and reports to monitor key measures	• Institutional Research developed dashboards to monitor data across three main areas of interest: 1) Strategic Key Performance Indicators (SKPI), including annual State FTE, degrees/certificates awarded, graduation rate, retention rate, and transition rates; 2) enrollment, including enrollment yield, headcount demographics, and headcount by program; and 3) Achieving the Dream (ATD), including course success and retention rates of students involved in Enhanced Advising, New Student Orientation, Reading Apprenticeship, and Supplemental Instruction.	↻
	2.3.b.b Map out and align, where possible, measures across all key campus initiatives; identify, define, and maintain a manageable set of key measures; explore/identify most appropriate approach for tracking each measure over time	• Institutional Research mapped out all measures across the following areas: accreditation, ATD (national, state, and College levels), Annual Indicators, Annual/Quarterly Student Enrollment and Success Reports, Career Wages and Placement Reports, Fast Facts, Instructional Program Effectiveness Reports, Strategic Enrollment Plan, Student Achievement Initiative, Title III, Perkins, American Association of Community College (AACC) Core Indicators of Effectiveness, AACC Volunteer Framework of Accountability, and Noel Levitz Strategic Enrollment Planning. • The college identified and determined the most appropriate methodology for measuring progress across a set of 11 Strategic Key Performance Indicators.	■
	2.3.b.c Develop, maintain, and deliver resources for the campus community, including Institutional Research & Planning intranet and internet sites	• Institutional Research completed phase one of the campus education process for new dashboards, which included presenting the dashboards to the following groups: President's Council, Instruction Council, faculty, Student Services directors, Student Services staff, ATD Core Team, and ATD Data Team. • Development of the new Institutional Research intranet (SharePoint) site has begun.	↻
	2.3.b.d Develop and maintain data access/use policies and procedures	• Institutional Research gathered data policy/ procedure examples from other campuses and added minimal language to the new dashboards.	◢

	2.3.b.e Develop and maintain an effective ad hoc data request form and request/tracking process	• Institutional Research gathered ad hoc request form examples from other campuses but decided to hold off on developing a formal ad hoc process/form until after the full dashboard launch. In the meantime, Institutional Research has been tracking ad hoc requests in order to identify patterns.	→
	2.3.b.f Transition from current (ODS) to new (CTC link) student management system	• BTC is in Wave 3 of the conversion from the Operational Data Store (ODS) to ctcLink, with a projected conversion date of May 2017. In preparation for the conversion, many student and vendor information databases have been reviewed/cleaned to accommodate data field cross-walk requirements in the new PeopleSoft modules.	↺
2.3.c Establish and implement a process for using data to evaluate campus unit effectiveness	2.3.c.a Document data-informed decisions pertaining to practice and policy improvements; develop periodic review system to assure use of data	• The college developed new Strategic Key Performance Indicators and Strategic Evaluation Plan to monitor progress of strategic goals and SKPIs. • A Strategic Enrollment Plan Attainment Report was completed. • Financial decisions have continued to be made based on projections, formulated estimates and trend information.	↺
	2.3.c.b Develop a consistent, manageable, and meaningful process for assessing and evaluating each campus unit; work with each campus unit to implement/complete the full assessment cycle	• Areas across BTC have been identified and each area is in the process of documenting activities within the Strategic Operational Plan for which they have primary leadership responsibility. The college plans to identify a formal process for tracking progress moving forward. • A Strategic Enrollment Plan Attainment Report was completed with an annual assessment process.	◣
2.3.d Maintain the process of linking planning to budgeting and the allocation of resources	2.3.d.a Improve alignment of budgetary/financial resources with strategic priorities and campus unit effectiveness data	• BTC continued to make resource allocation decisions based on alignment of initiatives with strategic plans.	↺
	2.3.d.b Document data-informed resource allocation decisions	• Resources were deployed for implementation of the Strategic Enrollment Plan. • Reserve funds were used to complete Perry Center and the ESCO (energy efficiency) project and purchase high priority program equipment.	↺
Goal 2.4 Expand sustainable, environmentally-friendly practices across the campus community			
Strategic Initiatives	**Activities**	**Results narrative**	**Results symbol**
2.4.a Identify and integrate environmentally-friendly	2.4.a.a Develop a comprehensive paper reduction plan and move to electronic/digital documents when possible	• BTC continued to highly utilize electronic/digital documents for processing and storage. • Electronic Personnel Action Forms (PAFs) and Time and Leave Reporting (TLRs) were implemented.	◣

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practices into daily operations		• New document management software facilitated the move to electronic document storage for Student Services and Human Resources.	
	2.4.a.b Participate in and support regional sustainability best practices in campus operations	n/a	☐
	2.4.a.c Monitor and evaluate campus alternative transportation infrastructure based on related use demands of student and staff community	n/a	☐
2.4.b Continue to identify and integrate environmentally-friendly standards into facility construction and renovations	2.4.b.a Develop an on-line dashboard to monitor and address campus-wide and building-specific trends energy use	n/a	☐
	2.4.b.b Analyze all construction projects using the LEED checklist to determine which strategies make sense on a project-by-project basis	• The LEED checklist continued to be used during all new building/renovation project design development processes.	↻
2.4.c "Green" existing professional technical programs through curriculum development and specialized lab equipment	2.4.c.a Strengthen and implement renewable energy curriculum and projects within applicable programs	• Partnered with Western Washington University's Institute for Energy Studies and the Center of Excellence for Clean Energy to submit a successful National Science Foundation grant proposal to develop an AAS-T in Sustainable Energy. • A Bio Energy degree is in progress in collaboration with Walla Walla CC to transfer to WSU.	↻
	2.4.c.b Develop instructional spaces to accommodate renewable energy instruction	• Two projects are in process – a smart grid outdoor lab on campus and an interior renewable energy lab at the Technology Development Center. Each of these address multiple technologies for multiple programs.	◢

Goal 2.5 Develop an infrastructure that supports efficiency, effectiveness, and innovation in work practices

Strategic Initiatives	Activities	Results narrative	Results symbol
2.5.a Conduct an information technology needs analysis to identify technological barriers for students, faculty, and staff	2.5.a.a Compare what is covered in BTC's computer classes to redesign and centralize offerings	n/a	→
	2.5.a.b Convene all student technology support stakeholders to create a data-informed plan to address the digital and information literacy deficiencies that impede student success	n/a	☐
	2.5.a.c Enhance mechanisms for gathering feedback about IT satisfaction and needs	• BTC transitioned to a nationally-normed student satisfaction survey which will allow the college to analyze student satisfaction with IT in light of national cohort data.	◢

2.5.b Implement a technology plan that is continuously updated to leverage rapidly changing instructional and operational technology	2.5.b.a Develop a "Technology Page" as the online support structure for eLearning; complete all phases of myBTC Portal	n/a	☐
	2.5.b.b Implement IT improvements/solutions (based on IT satisfaction/need data) where appropriate and cost effective	n/a	☐
	2.5.b.c Develop a process for launching new campus instructional technology and software	n/a	☐
	2.5.b.d Review and revise the Technology Plan to address the computing needs and infrastructure of administrative, instructional, and support media	• The Technology Plan is being revised with an expected completion December 2014. • Instruction completed an annual review of computer/software program needs.	◢
	2.5.b.e Increase number of digital resources available to all students and staff including Open Education Resources	n/a	☐
	2.5.b.f Investigate demand for mobile-friendly applications, including enhancements to the Campus Store web pages and payment options	• The Technology Committee began addressing mobile-friendly applications as part of Technology Plan revisions. • The Campus Store webpages and payment options were enhanced using Timber, a third-party hosting platform.	◢
2.5.c Develop systems to streamline and/or improve efficiency of existing processes	2.5.c.a Enhance short-term work order/request tracking systems to allow users to track the status of their requests, with an emphasis on Computer Services	• An enhanced Computer Services Work Order tracking system was created and is currently being tested; the system will be implemented in September 2014.	◢
	2.5.c.b Develop a comprehensive, centralized work order/request tracking system to allow users to track the status of their request and/or provide feedback	n/a	☐
	2.5.c.c Explore and, if feasible, purchase a student payment card module	• Following HigherOne implementation, a new student payment card module is not needed.	☒
	2.5.c.d Create a robust purchasing database that integrates the vendor list, purchase requisition, annual PO's, PO log, Org #, budget codes, etc.	• Work was completed to partially address this activity within the current Purchase Requisition Database. Because the ctcLink conversion will fulfill this need, additional work on the internal purchasing database is deferred.	◢→
2.5.d Expand professional development opportunities for faculty and staff	2.5.d.a Create mechanisms and opportunities for sharing best practices, knowledge and skills gained from professional development activities	• Staff who attended the Noel-Levitz National Conference on Student Retention, Marketing, and Retention created and shared across campus a "Top Ten Tips for Success" document to communicate student success strategies. • Faculty shared program best practices and innovations at monthly faculty meetings.	↺

| | | • Instruction Council members shared information from professional development activities as part of monthly meetings.
• Administrative Services directors/managers reported in summary the best practices gleaned from Council and Commission "academies" in a one-on-one session with the appropriate VP who passed relevant information to President's Council. | |
| 2.5.d.b Promote and develop professional development through internal offerings, mentorships, committee leadership, and financial support | | • Faculty and staff participated in BTC courses across areas such as Computer Applications, Education, and First Aid/CPR.
• Faculty participated in eLearning and Reading Apprenticeship learning communities.
• Financial support for employee professional development was provided through the budget prioritization process.
• The Foundation increased the amount of professional development funds available to all faculty and staff from $3,000 to $10,000. | ↺ |

GOAL 3: ACCESS

INCREASE OPTIONS AND IMPROVE ACCESS FOR ALL STUDENTS THROUGH EDUCATIONAL PATHWAYS

Goal 3.1 Establish, communicate, and support clearly defined educational pathways and options			
Strategic Initiatives	**Activities**	**Results narrative**	**Results symbol**
3.1.a Establish and educate students about available educational pathways and flexible learning options	3.1.a.a Develop a system of advising for pre-program students	• Pre-program student advising was redesigned and improved to integrate academic and career advising. • Faculty were available for information sessions, and conducted orientations for admitted students.	◣
	3.1.a.b Develop and maintain a physical on-campus and web presence regarding educational and career pathways with a focus on transfer opportunities for students	• BTC launched multiple program campaigns on search engines and social online platforms including Google, Yahoo, Bing, and Facebook. • The website was continually refined and enhanced based on student, faculty, and staff feedback. A "transfer options" webpage was established with information about direct transfer degrees, other transfer options, and Washington 45.	↺
	3.1.a.c Investigate and create an implementation plan for high quality evening, weekend, online, and hybrid course offerings	• The college began implementing weekend courses and will continue to explore additional evening and online offerings.	↺
	3.1.a.d Expand hours/options for accessing library and student services	• The Library expanded its hours to be open on Saturdays. • Student Services expanded its hours and established a Welcome Center.	◣
3.1.b Align educational	3.1.b.a Create an implementation plan for dual-credit program,	• The college began developing a Dual Enrollment Business Plan.	◣

			Results symbol
pathways with other educational institutions to ensure student readiness and opportunities for transfer	including Running Start, Tech Prep, and College in the High School	• A drop out re-engagement program is expected to start fall 2014	
	3.1.b.b Align developmental education and high school (Math/English) curriculum so that recent high school graduates do not need to take placement exams	• Discussions have begun.	◣
	3.1.b.c Implement DTA/MRP degrees and articulation agreements	The following seven new Direct Transfer Agreement/Major Related Programs (DTA/MRP) and Associate in Science-Transfer/Major Related Programs (AS-T/MRP) have been implemented: • Associate in Business (DTA/MRP) • Associate in Pre-Nursing (DTA/MRP) • Associate in Technology (DTA/MRP) • Associate in Science-Transfer: Computer and Electrical Pre-Engineering Pathway (AS-T/MRP) • Associate in Science-Transfer: Electronics Engineering Technology and Computer Engineering Technology (AS-T/MRP) • Associate in Science-Transfer: Mechanical Engineering Technology (AS-T/MRP) • Associate in Science-Transfer: Mechanical/Civil/ Aeronautical/Industrial/ Materials Science/Pre-Engineering Pathway (AS-T/MRP)	↻
	3.1.b.d Increase number and offerings of academic courses for transfer	• The college added courses each quarter.	↻
	3.1.b.e Implement alternative assessments for college placement	• The college is exploring using high school transcripts for placement.	◣
	3.1.b.f Develop and implement common curricula with other campuses	• All new degrees are integrating common curriculum. Collaboration has increased between colleges. Certification standards are helping this process. Challenges still exist to adopt or implement common courses.	↻
	3.1.b.g Investigate and create an Implementation plan for certified intensive ESL course offerings for English language learners and international student access	• The college has begun investigating and taken some initial first steps.	◣

Goal 3.2 Strengthen student outreach, recruitment, and enrollment efforts, including underserved populations

Strategic Initiatives	Activities	Results narrative	Results symbol
3.2.a Create an effective and targeted recruitment system	3.2.a.a Use a broad range of current technology for recruitment purposes	• The Hobson's Connect Communications Relationship Management system helped facilitate recruitment. • BTC launched 13 program campaigns on online platforms including Google, Yahoo, Bing, and Facebook. • The BTC website was continually refined and enhanced based on student, faculty, and staff feedback.	↻

		• Twelve new program videos were created. • Three television spots were created and ran on 13 networks in Skagit and Whatcom counties.	
	3.2.a.b Create an inter-departmental Recruitment Committee (EMAC sub-committee) to develop an annual, dynamic Recruitment & Marketing Plan	• An inter-departmental Recruitment Committee (a sub-committee of the Enrollment Management Advisory Committee) continued meeting. An Instruction/Student Services admission committee is meeting weekly to address admission issues.	↺
	3.2.a.c Develop waitlist/program-ready student engagement strategy that links students with academic and career advisors and faculty	• Admissions, advising, and Instruction are meeting to address issues and develop strategies to refine these processes.	◢
	3.2.a.d Strengthen Welcome Center and Call Center	• The college continued to maintain a Welcome Center and Call Center.	◢
	3.2.a.e Implement marketing and recruiting plan	• The Strategic Enrollment plan contains marketing and recruitment plans. Marketing fulfilled the annual benchmarks by implementing and launching an annual strategic marketing plan.	↺
	3.2.a.f Improve outreach to targeted markets	• BTC expanded outreach to ethnic minority students and veterans.	↺
	3.2.a.g Develop, implement, and evaluate a multi-channel communications management (CRM) system	• Hobson's CRM module Connect (prospective students) was implemented; staff began working on implementing Retain (current students).	◢
3.2.b Expand financial resources and support services to assist students in accessing educational pathways	3.2.b.a Provide information to area high schools by offering FAFSA workshops and information about nontraditional funding options	• Financial Aid and Admissions participated in over 10 FAFSA community and high school workshops in February and March.	↺
	3.2.b.b Provide students with financial aid and financial management educational opportunities and tools	• The student financial literacy program (SALT) was implemented to help reduce the default rate. • Workforce Funding provided budgeting workshops for all College Success classes.	↺
	3.2.b.c Provide additional information and cross-training to BTC personnel about funding options, eligibility criteria, and funding requirements/restrictions	• Student Services staff were given financial literacy and aid workshops to cross-train regarding funding options and processes.	↺
	3.2.b.d Increase the total scholarship resources available to BTC students	• The BTC Foundation substantially increased scholarships (+29%) for fall 2014, including $70,000 to support BTC admissions scholarships.	↺
	3.2.b.e Research and analyze the potential impact of offering a payment plan, so that students can pay tuition/fees in installments	• Information-gathering in preparation for analysis of options and feasibility has begun, but this will be pursued in 2014-15.	→

GOAL 4: COLLEGE VISIBILITY & RESOURCE DEVELOPMENT

STRENGTHEN THE VISIBILITY AND SUPPORT OF THE COLLEGE LOCALLY, REGIONALLY, AND NATIONALLY

Goal 4.1 Position the College as a high quality institution that offers valuable, viable educational opportunities			
Strategic Initiatives	**Activities**	**Results narrative**	**Results symbol**
4.1.a Develop and implement a dynamic, comprehensive, and segmented marketing plan for internal and external audiences	4.1.a.a Install a *Request Information* button on BTC website that goes to a landing page for lead generation and link to ads	• The Request Information button was installed. • IntelliResponse was implemented.	■
	4.1.a.b Increase targeted ad words and on-line marketing; create online interactive multi-faceted marketing campaigns, highlighting programs and services needed by our students; shift messaging based on campaign and audience performance reports	• Thirteen separate online program campaigns launched with AB testing on headlines, content and images (data used to deliver info that students want) on multiple platforms: Google, FB, Bing, Yahoo, Adwords. Online Noel-Levitz consulted regarding efforts and website. 3 Television spots are running on 13 networks in Skagit and Whatcom counties, on line brochures, e blasts, print, YouTube and video.	↺
	4.1.a.c Identify which programs need immediate enrollment support and focus ad dollars on these programs	• Periodically Instruction and Student Services staff consulted to determine programs in need of advertising and positioning.	↺
	4.1.a.d Develop winter/spring and fall ad campaigns versus overall college awareness	• Marketing created multiple design directions and presented those to the VP of Instruction, VP of Student Services, President's Council, and deans for final decisions.	↺
	4.1.a.e Continue to brand and market the College in the community via community communications, press releases, and events.	• Collaboration between all marketing, recruitment, events, web and other materials, to ensure consistent branding. BTC is making changes and improving its system of messaging, marketing and recruitment of students, including non-traditional students, based on research and Noel-Levitz recommendations. • Increased financial resources have been provided. • Marketing maintained and fostered press relationships to keep the college top of mind in communities and with peer institutions (e.g., editorials on dental opportunities on campus, LinuxFest, Advanced Manufacturing in community, Career Fairs, college events). • Marketing continued to issue press releases related to generous contributions to BTC, new Foundation Board Members, and other relevant news. • The college continued to hold the BTC Gala Auction, Scholarship Awards Breakfast, and other "Friend Raising" events on the BTC campus.	↺
	4.1.a.f Develop campus tour video, student and employer testimonials, web mobile application, and program videos; place video on program pages and multiple social media platforms	• The college created 12 new program videos; the goal is to create videos for each program—with more created each year.	↺

		Student contact follow-up processes have been created and are being monitored and evaluated to continually improve the process. Hobson's Retain and the Call Center are being utilized by Admissions, along with personal recruiter contact, to follow up on the contact leads. • Marketing worked with all departments on proofing and editing all phases of messaging.	↻
	4.1.a.g Write/edit a follow-up contact for each lead generated; monitor and contact leads		
	4.1.a.h Revisit marketing budget overall to increase demonstrable inquiry-generation potential through landing page	• Marketing is assessing the first year of data on outcomes but will allocate similar budget to continue online marketing strategy and ads. An analysis of impact on enrollment will be made over 2014-15.	↻
	4.1.a.i Conduct image and perception research among targeted national, regional, statewide groups	n/a	□
	4.1.a.j Redesign website	• Redesign completed spring 2013—refining is constant process and is on-going through Web Content Task Force	↻
	4.1.a.k Educate faculty, staff, and student leaders how to use consistent, systematic messaging about programs, services, and the College in conjunction with other departments	• Faculty, staff, and student training began regarding consistent and systematic messaging in connection with the Hobson's CRM implementation. • Marketing continued to provide scripts as needed, and shared new campaigns with Student Service staff so that they are aware of the campaigns when they launch. • Marketing staff continue to promote the idea that each staff member is key to marketing, underscoring the importance of word of mouth.	◣

Goal 4.2 Create a process for connecting and maintaining relationships with alumni and family

Strategic Initiatives	Activities	Results narrative	Results symbol
4.2.a	4.2.a.a Develop an alumni database	• Additional resources (staffing) will be needed to effectively implement this activity. Analysis of two-year college impact needs to continue.	→
	4.2.a.b Investigate and develop an implementation plan for engaging alumni in philanthropic support of BTC	• Additional resources (staffing) will be needed to effectively implement this goal.	→
	4.2.a.c Investigate and develop an implementation plan for engaging alumni with an emphasis on bringing alumni to campus	• Additional resources (staffing) will be needed to effectively implement this goal.	→
	4.2.a.d Establish and implement a Foundation/alumni newsletter to provide BTC alumni with ongoing information/news about the College and their specific graduating programs	• Additional resources (staffing) will be needed to effectively implement this goal.	→

Goal 4.3 Implement and maintain a dynamic, accurate, and effective web site

Strategic Initiatives	Activities	Results narrative	Results symbol
4.3.a	4.3.a.a Periodically review and enhance (based on current technology) BTC website and web communications by implementing an ongoing 3-year plan as outlined by Noel-Levitz recommendations	• The Website Taskforce met regularly to establish and review priorities and allocate resources; financial resources were directed to this area. • Marketing established a clear web content management plan and holds monthly meetings with all departments to continually refine, update, and troubleshoot issues as they arise. Day-to-day issues were handled by multiple departments and IT in between meetings. • BTC began looking at a Content Management System (CMS) to address updates long-term.	↻

Goal 4.4 Contribute to the creation of economic development policy and future workforce development goals

Strategic Initiatives	Activities	Results narrative	Results symbol
4.4.a Strengthen and document a systematic process for connecting with relevant business, industry, workforce/economic development, and community service organizations	4.4.a.a Create marketing materials (including Return on Investment) that are relevant to and resonate with students, community, business and industry, and government officials	• All marketing materials were updated with participation from all departments and informed by feedback from students, frontline staff, and business and industry.	↻
	4.4.a.b Maintain a visible College presence in workforce, educational, economic, and community service organizations, committees, and boards (including statewide, regional, and national venues)	• College staff and faculty participated in several professional organizations, committees and boards such as Northwest Workforce Board, Association of Washington Business, Manufacturing Institute, President's Aerospace, Composites Consortium, Literacy Council, Association of Fundraising Professionals, Rotary, and the Northwest Washington Estate Planning Council. • BTC recruiters outreached to several community organizations to improve BTC's awareness profile. • Vibrant materials for multiple departments created to use in the community.	↻
	4.4.a.c Coordinate an ongoing process (including campus events) that is intentionally designed to bring advisory committee members and other employers to campus as well as reconnect past advisory committee members to the College	• Instruction and the Foundation collaborated to invite advisory committee members and other employees on an ongoing basis to campus events • Employers brought to campus to meet with students and faculty and on the Workforce Advisory Board.	↻

Goal 4.5 Maximize all revenue streams

Strategic Initiatives	Activities	Results narrative	Results symbol
4.5.a	4.5.a.a Continue ongoing enterprise and ancillary service (i.e. Food Services, Campus Store, Rental Services, Parking Services, Dental Clinic, Auto Body, Automotive, Welding) efforts to operate at break even or better	• A new position of Director of Enterprise Services was filled in November 2013 with the primary responsibility of growing business and managing profitability in college enterprise services operations. • Pricing and cost management of ancillary programs were examined and revised.	↻

	4.5.a.b Aggressively seek private and government resources to support the strategic plan, focusing on probable opportunities	• BTC grant staff continue to seek private and government resources. BTC managed 24 new and/or existing competitive grant projects totaling over $2.4 million in 2013-2014 (excluding subcontracts). BTC submitted or was a partner in 15 new competitive grant proposals during 2013-2014, and a total of over $3 million in new grant funds was awarded to the college. • The Foundation continued to research and apply for private support (resulting in three successful grants from Scan Design Foundation, Chuckanut Health Foundation, Alcoa Foundation).	↻
	4.5.a.c Grow contract training to increase revenue stream and to support and enhance industry and workforce relationships	n/a	☐
	4.5.a.d Develop a more formal system to engage and manage business in-kind contributions to programs	• The Foundation continued to educate faculty and staff on the proper process related to obtaining and documenting in-kind contributions.	◢

GOAL 5: CAMPUS ENVIRONMENT

CREATE AND MAINTAIN A SAFE, WELCOMING CAMPUS THAT SUPPORTS DIVERSITY, PROMOTES A SENSE OF COMMUNITY, PROVIDES AN EFFECTIVE WORK AND LEARNING ENVIRONMENT, AND ENCOURAGES RESPECT FOR INDIVIDUALS

Goal 5.1 Enhance college climate that is student-centered; customer service-oriented; and fosters/demonstrates a strong value for diversity (i.e., weave into day-to-day of campus; intentionally embed into all programs and processes while remaining mindful of available resources)			
Strategic Initiatives	**Activities**	**Results narrative**	**Results symbol**
5.1.a Develop and implement a plan for enhancing the College climate	5.1.a.a Implement a systematically delivered, nationally normed campus climate survey	• The college administered a nationally-normed campus climate survey for faculty and staff—the Personal Assessment of the College Environment (PACE) Survey—in February and March 2014. A short-term committee was established to develop custom questions for this survey. Data will be used as benchmark and the survey will be conducted bi-annually.	■
	5.1.a.b Strengthen Student Life on campus	• Student Life events included diversity programming, ASBTC events, and Veteran's events. Appropriate activities need to be developed with students.	◢
5.1.b Embed a value for diversity into all College practices, structures, and policies, while	5.1.b.a Embed culturally diverse activities into campus events and courses	• Multicultural education was incorporated into the curriculum of many program areas. • The Diversity and Equity Committee sponsored culturally diverse activities on a monthly basis. • The college's Diversity and Equity Committee continued to raise awareness of non-traditional and special populations issues on campus worked with General Education faculty to integrate discussion of	↻

remaining mindful of available resources		non-traditional and special populations issues within the curriculum.	
	5.1.b.b Establish, nurture, and leverage diverse community partnerships	• Workforce Funding, Career Services and Instructional staff continued to collaborate regularly with community partners. • Administrative Services partnerships with WWU and WCC on Capital Project Management, Campus Architects and Emergency planning and preparedness were established. • The college partnered with other community/ technical colleges to prepare grant proposals and work on other projects.	↻
	5.1.b.c Recruit and retain high quality faculty, advisors, and administrators representing ethnic diversity of the College's region	• BTC continued to utilize diversity recruitment sites and a general email distribution list that included Affirmative Action sites when possible. • New hires reflect high quality.	↻
	5.1.b.d Provide intentional, systematic training and professional development opportunities for faculty and staff	• Faculty and staff received training through councils and commissions and other state agencies. Participation at diversity awareness events continued to be encouraged for faculty and staff. • New orientation models are being implemented and developed.	↻

Goal 5.2 Create venues that support effective communication and interaction among BTC students, faculty, and staff

Strategic Initiatives	Activities	Results narrative	Results symbol
5.2.a Provide adequate physical spaces that support campus-wide interaction and events	5.2.a.a Look for opportunities to provide additional space in building construction/remodel projects to encourage student/staff and instruction interaction	Following are a few examples: • Perry Center – Construction of new building with entry lobby interactive displays and 2nd floor lounge area for students & faculty. • H building – Improved testing center, tutoring center, and writing skills lab. • H building – Dedicated nursing simulation lab for nursing student testing and skills practice. • Planning in process to address other areas for 14-15.	↻
5.2.b Develop and strengthen existing platforms for multidirectional communication and feedback	5.2.b.a Provide multiple avenues for communication and interaction with administration and between departments such as all campus meetings, smaller coffee groups, interdepartmental meetings, walk-abouts, etc.	• All-campus meetings, small "coffee talks," interdepartmental meetings, and walk-abouts all took place throughout the year. • Cross-departmental meetings became more the norm. • Some areas implemented more regular meetings for two-way conversation. • A Commitment and Collaboration committee was developed representing all employee groups.	↻

Goal 5.3 Enhance and maintain the College's physical campus

Strategic Initiatives	Activities	Results narrative	Results symbol
5.3.a Update and implement	5.3.a.a Update the Campus Master Plan to ensure that the plan aligns with and supports BTC's strategic	• The Campus Master Plan was updated in August 2013; Board of Trustees approved the final version in February 2014.	■

the Master Facilities Plan	plan with next projects addressing STEM, healthcare programs, and Student Services		
	5.3.a.b Analyze and prioritize proposed major, minor and maintenance projects in light of the Master Plan's framework	• The facilities department continued to prioritize and focus resources in light of the Campus Master Plan, Facilities Condition Survey results, and Strategic Plan.	↺
5.3.b Create and maintain a cohesive appearance of spaces that are functional, attractive, and inviting	5.3.b.a Provide centralized message areas within buildings to promote consistent and relevant campus information	• Electronic message boards were set up and utilized around campus. • Portable "sandwich" boards were purchased and placed around campus for ad hoc directional and informational purposes.	■
	5.3.b.b Address and review elements in the Master Plan on a project by project basis to ensure that campus cohesiveness standards are being met	Following are a few examples of current projects from the Master Plan: • J building – Capital Project Request for remodeled building to improve Civil, Survey, and Mechanical engineering programs. Remodel included increased space for student/faculty meeting areas and hallway spaces for spontaneous meetings. • C building - Dental Reception improvement planning, design, and construction. • Des McArdle Center (DMC) – Cooling Tower enclosure adjacent to DMC 102 for PTEC program. • Haskell Center (HC) – Planning and design of new science lab in HC219.	↺
	5.3.b.c Promote student responsibility in helping keep campus facilities attractive	• Issues related to smoking policies and neighborhood driving etiquette were addressed at student senate meetings and promoted by the ASBTC executive team on an ongoing basis.	↺
	5.3.b.d Develop and implement an inventory/surplus management plan	• A collaborative effort between Facilities Warehouse team, Accounting and IT was successful in building regular reports to track items sold through the Public Surplus website and improve the transfer of assets off of BTC inventory. • The Facilities team implemented inventory move tags to better track and manage items in warehouse through a carbon copy tag system.	◢
5.3.c Develop and implement an effective way finding system	5.3.c.a Provide exterior reference markers/directors (i.e. "street signs") for specific high use facilities or services at designated locations across campus	• Way-finding signage blades were added to sign posts across campus • Exterior signs were added to the College Services building facing both visitor parking and the campus interior.	■
	5.3.c.b Provide building map reference links to webpage text references of specific buildings and rooms, as well as add electronic signs/way-finders	n/a	☐
	5.3.c.c Provide campus location maps at identified circulation points	• The three existing campus locator maps were updated to show accurate building locations and names.	■

			Results symbol
	around campus to facilitate pedestrian orientation and direction	• Added 10 new portable "sandwich" boards for event signage and directions to replace older construction style a-frame signs.	
	5.3.c.d Continue to include indoor and outdoor signage as part of new building and existing building renovation/remodel projects as appropriate	• Added new sign blades over department offices on 1st floor of College Services. • Added new department sign over Career Services offices. • Added signage to A building for Basic Education for Adults (BEdA) and the Whatcom Literacy Council (WLC) tenants. • Added exterior signs to College Services building facing visitor parking and center of campus.	↻

Goal 5.4 Implement, maintain, and evaluate a comprehensive emergency preparedness plan

Strategic Initiatives	Activities	Results narrative	Results symbol
5.4.a Provide resources to prepare students, faculty, and staff to respond to emergencies	5.4.a.a Establish or enhance mechanisms for students and staff to report situational awareness information	• Emergency Management and Response trainings were conducted. • A website was constructed to facilitate internal and external stakeholders to report situational awareness information. • A new online incident reporting system was created for easier all-campus reporting and improved communication between depts.	◢
	5.4.a.b Create and maintain system to track emergency training qualifications of employees	• An internal repository of training certifications was maintained on the BTC Emergency SharePoint site.	■
	5.4.a.c Provide periodic emergency preparedness training (drills, exercises, table tops) to BTC students, faculty, and staff on a regularly scheduled basis	• An annual drill schedule of one all-campus drill per quarter was put in place. • Additional periodic training for Emergency Response Team occurred.	↻
	5.4.a.d Provide department-specific consultations and advice on an as-needed basis	• Departments received ongoing, hazard-specific consultation.	↻
	5.4.a.e Ensure emergency leadership maintains position-specific training and knowledge	• ICS position-specific training began.	↻
5.4.b Evaluate and improve protocols periodically	5.4.b.a Maintain BTC's inventory of safety equipment by establishing proper maintenance procedures	• New emergency kits were assembled for all buildings as part of improved Building Coordinator program.	↻
	5.4.b.b Review BTC's Comprehensive Emergency Management Plan on a regularly scheduled basis and update as appropriate for emerging national standards, requirements and best practices	• The college updated its emergency evacuation plans, Continuity of Operations planning, emergency notification plans, and emergency reference guide.	↻

	5.4.b.c Liaise with community allies and agencies and coordinate partnerships for incident response	• Regular cross-training with Emergency Preparedness and Safety Manager and City of Bellingham/ Whatcom County partners occurred. • The Bellingham Police Department participated in drills. • MOUs were established with partner agencies.	↻

Strategic Key Performance Indicator Success Evaluation

Bellingham Technical College monitors its Strategic Key Performance Indicators (SKPIs) to evaluate progress across each of the five broad strategic goals. The SKPIs are informed by the Strategic Enrollment Plan, accreditation core themes and objectives, and multiple additional college initiatives. The "Summary of Results" provides a brief snapshot of the current status of each SKPI; further details for each indicator are outlined within the "Detailed Results" section.

Summary of Results

▲ Goal Exceeded   ● Goal Met   ▼ Goal Not Met

Indicator	2013-14 Results	2013-14 Strategic Goal	Status
1. Enrollment - Annual State FTE	1917	2037	▼
2a. Transition Rate - ABE to College	28%	34%	▼
2b. Transition Rate - Developmental to College	41%	39%	▲
2c. Transition Rate - Pre-Program to Program	Not available*	Not available*	-
3. Retention Rate - Fall-to-Fall	67%	67%	●
4. Degrees/Certificates Awarded	847	820	▲
5. Graduation Rate	42%	45%	▼
6. Student Satisfaction	80%	80%	●
7. Graduate Employment Rate	Not available*	Not available*	-
8. Employer Satisfaction	Not available*	Not available*	-
9. Campus Climate	Mid-consultative	High-consultative	▼
10. Funding Ratio (% State funding)	42% (estimate)	40%	▲
11. Unrestricted Fund Balance (% of operating budget)	19%	20%	▼

*Data for indicator 7 will be available in fall 2014; data for indicators 2c and 8 are projected to be available in summer/fall 2015.

Detailed Results

1. Enrollment – Annual State FTE

➤ Annual/Five Year Goal: Maintain State FTE enrollment at 11% above State Board allocation target.

2013-2014 FTE	1917
One Year Strategic Goal	2037
Difference From One Year Goal	▼ -120
Difference From Last Year	▼ -139

State Supported Full-Time Equivalency (FTE) for the Last Five Years

09-10	10-11	11-12	12-13	13-14
2390	2440	2264	2056	1917

■ State FTE   — BTC Strategic Target
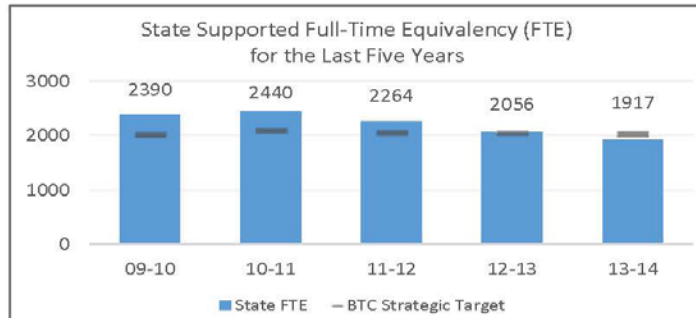
Sources: BTC Operational Data Store, SBCTC Enrollment Monitoring Reports

2. Transition Rates

a. Adult Basic Education (ABE) to College-Level

➤ Annual Goal: Improve transition rate from previous year
➤ Five Year "Stretch" Goal: Reach 37% transition by 2017-2018

2013-2014 Transition Rate	28%
One Year Strategic Goal	34%
Difference From One Year Goal	▼ -6%
Difference From Last Year	▼ -5%
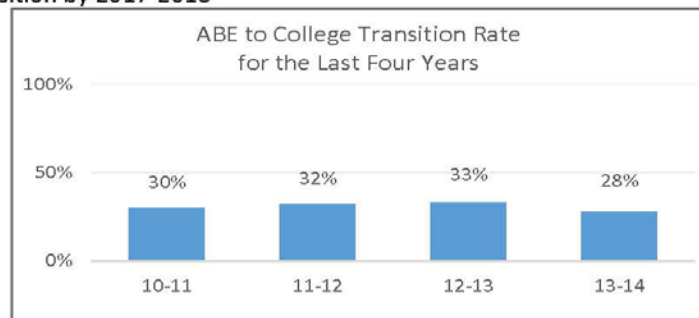
ABE to College Transition Rate for the Last Four Years

10-11	11-12	12-13	13-14
30%	32%	33%	28%

Source: BTC Operational Data Store

b. Developmental Education to College-Level

➤ Annual Goal: Improve transition rate from previous year
➤ Five Year "Stretch" Goal: Reach 45% transition by 2017-2018

2013-2014 Transition Rate	41%
One Year Strategic Goal	39%
Difference From One Year Goal	▲ 2%
Difference From Last Year	▲ 3%
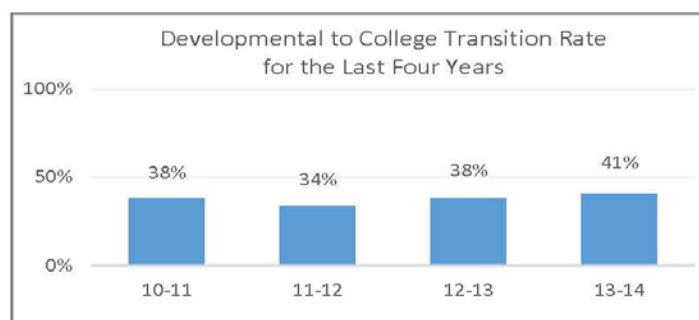
Developmental to College Transition Rate for the Last Four Years

10-11	11-12	12-13	13-14
38%	34%	38%	41%

Source: BTC Operational Data Store

State of the College Report – August 2014   27

c. **Pre-Program to Program**
  ➤ Annual/Five Year Goal: To be determined summer/fall 2015, once four years of data with new pre-program coding (implemented summer 2011) becomes available.

3. **Retention Rate**
  ➤ Annual Goal: Improve retention rate from previous year
  ➤ Five Year "Stretch" Goal: Reach 70% fall-to-fall retention by 2017-2018

2013-2014 Retention Rate	67%
One Year Strategic Goal	67%
Difference From One Year Goal	● 0%
Difference From Last Year	▲ 1%

Source: BTC Operational Data Store
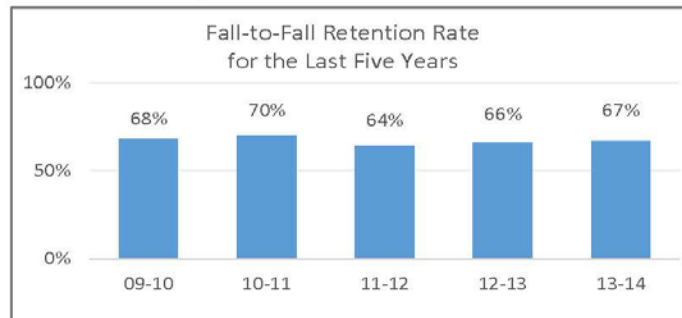
Fall-to-Fall Retention Rate for the Last Five Years

09-10	10-11	11-12	12-13	13-14
68%	70%	64%	66%	67%

4. **Degrees/Certificates Awarded**
  ➤ Annual Goal: Increase number of degrees/certificates awarded from previous year
  ➤ Five Year Goal: Reach 870 degrees/certificates awarded by 2017-2018

2013-2014 Degrees and Certificates	847
One Year Strategic Goal	820
Difference From One Year Goal	▲ 27
Difference From Last Year	▲ 28

Source: BTC Operational Data Store
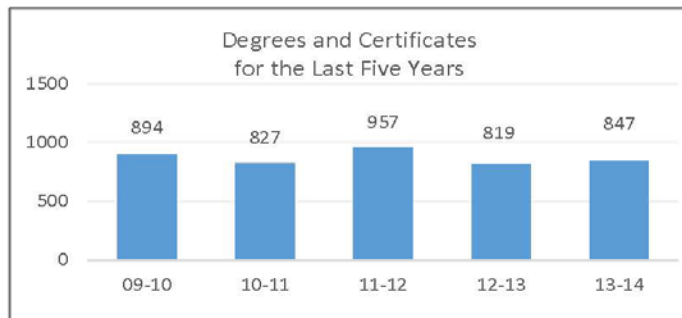
Degrees and Certificates for the Last Five Years

09-10	10-11	11-12	12-13	13-14
894	827	957	819	847

5. **Graduation Rate**
  ➤ Annual Goal: Improve completion rate from previous year
  ➤ Five Year Goal: Reach 50% completion by 2017-2018

2013-2014 Graduation Rate	42%
One Year Strategic Goal	45%
Difference From One Year Goal	▼ -3%
Difference From Last Year	▼ -2%

Source: BTC Operational Data Store
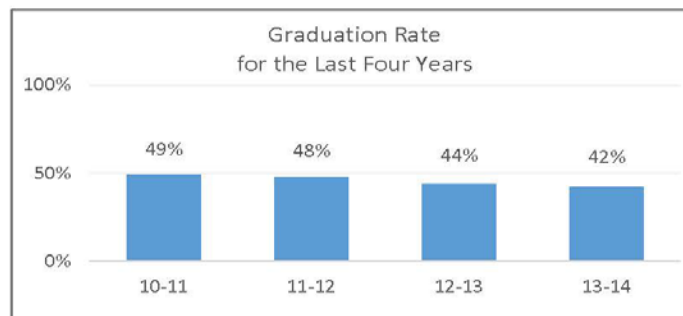
Graduation Rate for the Last Four Years

10-11	11-12	12-13	13-14
49%	48%	44%	42%

6. **Student Satisfaction with Instructional Programs & Support Services**
   - ➢ Annual/Five Year Goal: Reach 80% satisfaction
   - ➢ 2013-14 Result: 80% satisfaction using a composite of 14 individual items from the nationally-normed Noel Levitz Student Satisfaction Inventory (SSI)

7. **Graduate Employment Rate**
   - ➢ Annual/Five Year Goal: Achieve 80% employment
   - ➢ 2013-14 data will become available in fall 2014
   - ➢ Most recent data: 82% of 2011-12 graduates were employed in 2012-13

8. **Employer Satisfaction with Graduate Performance**
   - ➢ Annual/Five Year Goal: Reach 80% satisfaction (aggregate of multiple sub-indicators)
   - ➢ The college plans to develop/implement an Employer Survey during the 2014-15 year

9. **Campus Climate**
   - ➢ Annual (for years in which survey is administered)/Five Year Goal: Achieve a composite climate score reflecting a "high-consultative" management style (aggregate of multiple sub-indicators)
   - ➢ 2013-13 Result: Mid-consultative (overall average score = 3.47; scale = 1-5) using the NILIE Personal Assessment of the College Environment (PACE) Survey

10. **Funding Ratio - State/Non-State**
    - ➢ Annual/Five Year Goal: Achieve/maintain mix of 40% state funding, 60% non-state funding

2013-2014 Funding Ratio (% State Funding)	42% (estimate)
One Year Strategic Goal	40%
Difference From One Year Goal	▲ 2%
Difference From Last Year	▲ 4%

Source: BTC Annual Financial Reports

% State Funding for the Last Five Years

09-10	10-11	11-12	12-13	13-14
47%	42%	39%	38%	42%
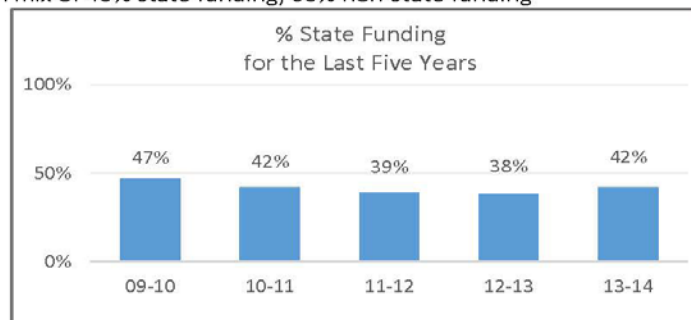
11. **Unrestricted Fund Balance as Portion of Operating Budget**
    - ➢ Annual/Five Year Goal: Achieve/maintain unrestricted fund balance as 20% of operating budget with the ability to use 5% to fund strategic initiatives, capital projects, and grant expiration transitions, etc.

2013-2014 Unrestricted Fund Balance (as % of operating budget)	19% ($3,425,000)
One Year Strategic Goal	20%
Difference From One Year Goal	▼ -1%
Difference From Last Year	▼ -4%

Source: BTC Annual Financial Reports

Unrestricted Fund Balance (as % of operating budget) for the Last Five Years

09-10	10-11	11-12	12-13	13-14
27%	28%	29%	23%	19%
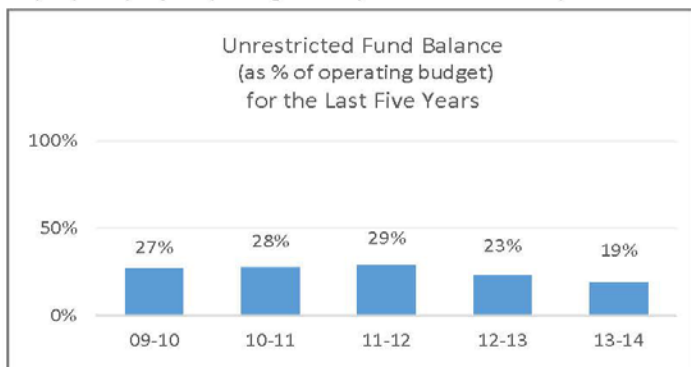
Annual Student Enrollment and Success Report	2013-2014

Enrollment	2012-2013		2013-2014	
Total Unduplicated Headcount	5919		5457	
State FTEs	2056	92.8%	1917	94.1%
	(target = 1845)		(target = 1835)	
Contract-Funded FTEs	79	3.6%	55	2.7%
Student-Funded FTEs	80	3.6%	65	3.2%
Total FTEs	**2215**		**2037**	

Data Source: BTC Operational Data Store

Ethnicity/ Equity	Whatcom County (2013 Estimate)	All Students (2013-2014 Academic Year)	Employees (as of 6/30/2014)
Asian/Pacific Islander	4.4%	4.9%	3.4%
African American	1.2%	2.2%	0.6%
Native American	3.2%	3.3%	1.7%
Hispanic	8.6%	8.9%	2.4%
White	80.4%	78.4%	91.9%
Other	2.2%	2.3%	--

Data Sources: 2013 U.S. Census Bureau: State and County QuickFacts, Data Warehouse, HP DataX Report

Course Success (Grade of C or Higher)	2012-2013	2013-2014
Basic Academic Skills Courses	57.7%	64.1%
Developmental Education Courses	68.5%	69.2%
Gateway Courses*	76.0%	73.8%
Quantitative Gateway Courses*	73.9%	74.5%
College Level Courses (includes Gateway Courses*)	87.0%	86.7%

Data Source: BTC Operational Data Store

Student Transitions **	2012-2013	2013-2014
Adult Basic Education students transitioning to college-level courses	32.6%	28.0%
Developmental Education students transitioning to college-level courses	38.1%	41.3%

Data Source: BTC Operational Data Store

Retention of Students Seeking a Credential ***	2012-2013	2013-2014
Fall to Winter	82.1%	80.7%
Winter to Spring	81.9%	80.9%
Fall to Spring	73.9%	72.3%
Fall to Winter and Spring	70.8%	69.5%

Data Source: BTC Operational Data Store

*   Gateway courses include all entry-level college courses in which a majority of BTC students enroll (e.g., English, Math, Psychology, Sociology, Sciences).

**   2012-2013 transition rates reflect Adult Basic Education/ Developmental Education students new in the 2010-2011 academic year and transitioning into college-level courses by the 2012-2013 academic year. 2013-2014 transition rates reflect Adult Basic Education/ Developmental Education students new in the 2011-2012 academic year and transitioning into college-level courses by the 2013-2014 academic year. Adult Basic Education transitions require successful completion (C grade or higher) of any college level course within two years; developmental education transitions require successful completion of college level math or English within two years.

***   Retention rates reflect all degree seeking students who return in the following quarter(s) and/or complete any degree or certificate by the end of the following quarter(s).

Teaching & Learning Environment	2012-2013		2013-2014	
	%	N	%	N
Satisfied with teaching / instruction	88.2%	739	87.3%	526
Satisfied with program equipment	82.0%	739	82.4%	506
Satisfied with classrooms, labs, and shops	85.8%	739	84.6%	514

Data Source: 2013 BTC Student Survey and 2014 Student Satisfaction Inventory (SSI).

Completions	2012-2013	2013-2014
AAS-T Degree	146	150
AA Degree	266	280
Certificate >= 45 Credits	182	144
Certificate < 45 Credits	225	275
Total	**819**	**849**

Data Source: BTC Operational Data Store

Workforce Success	Most Current
Average employment rate of 2011-12 BTC graduates (employed in 2012-13)	82%
Annual wage median in related fields – Whatcom County, 2012	$47,133
Annual wage median in related fields – WA State, 2012	$50,826
Annual wage potential (75th percentile) – WA State, 2012	$61,061

Data Sources: SBCTC 2012-13 Academic Year Report, Washington State Employment Security Department Occupational Employment and Wage Estimates (fortress.wa.gov)

Reputation	Current Students	Graduates	Employers
Student/graduate attainment of technical, career-related skills	79.7%	81.0%	96.0%
Recommend BTC to others, without reservations	88.1%	67.0%	100.0%
Recommend BTC to others, with reservations	11.0%	30.0%	0%

Data Sources: 2013 BTC Student Survey, 2011 BTC Graduate Survey, 2011 BTC Employer Survey

Appendix E.1: Annual Financial Report for Year Ended June 30, 2013
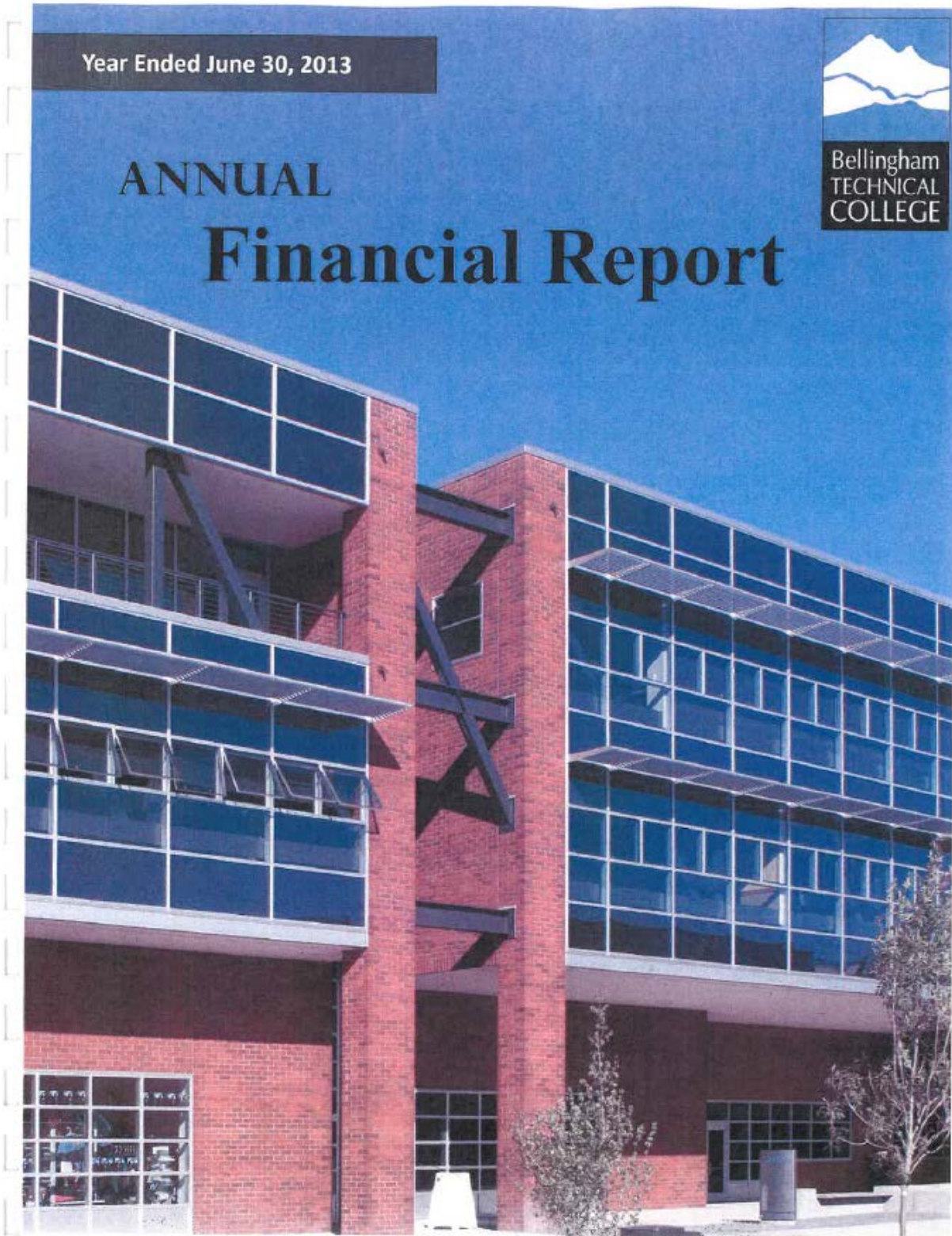
Bellingham Technical College

Bellingham Technical College was established in 1957 as Bellingham Vocational Technical Institute to provide occupational programs. The Institute was originally part of the Bellingham School District and consisted of two buildings with 16 occupational program offerings. In 1991 the Institute became part of the Washington State Community and Technical College system and was renamed Bellingham Technical College. The College is sited on a 33 acre campus in Bellingham, Washington, housed in a total of 17 onsite buildings and 3 offsite locations.

Professional Technical Education

Bellingham TECHNICAL COLLEGE

Office of the Vice President
of Administrative Services
360.752-8313

November 2013

Jim Groves, Chair, Board of Trustees
Patricia McKeown, Ed. D., President
Bellingham Technical College

Contained herein is the Annual Fiscal Report for Bellingham Technical College for the fiscal year ended June 30, 2013. This report reflects the financial status of all activities of the College as of this date.

Data contained within this report is consistent with the policies, regulations and procedures governing accounting and financial reporting practices of the state of Washington.

Debra Jones,
Vice President
Administrative Services

Bellingham Technical College

TABLE OF CONTENTS
2012 - 2013 Fiscal Report

Bellingham Technical College

STATE OF WASHINGTON FUND GROUPS

NACUBO FUND GROUPS

TITLE OF FUNDS	CURRENT FUNDS	LOAN FUNDS	CAPITAL FUNDS	AGENCY FUNDS
GOVERNMENTAL				
GENERAL FUNDS				
General - Basic	001			
SPECIAL REVENUE FUNDS				
Education Legacy Trust Acct	08A			
Grants & Contracts	145			
Capital - Local			147	
Dedicated Local	148			
Operating Fees	149			
Grants in Aid	846			
Student Loan		849		
Institutional Financial Aid		860		
CAPITAL PROJECTS FUND				
State Building Construction			057	
Community & Technical College Capital Projects			060	
Innovation Fund			561	
GENERAL CAPITAL ASSETS & L.T.OBLIGATION FUNDS				
General Capital Asset Subsidiary Account	997			
General Long-term Obligations Subsidiary	999			
PROPRIETARY FUNDS				
ENTERPRISE FUNDS				
Associated Students	522			
Bookstore	524			
Parking	528			
Food Services	569			
Other Auxiliary Enterprise	570			
INTERNAL SERVICE FUNDS				
Data Processing	443			
Printing	448			
FIDUCIARY FUNDS				
AGENCY FUNDS				
Community & Technical College Clearing				790
Agency and Suspense				840
Community & Technical College Cash Control				841

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Bellingham Technical College

Consolidated Balance Sheet
By Fund Groups
June 30, 2013

	CURRENT FUNDS	LOAN FUNDS	CAPITAL FUNDS	AGENCY FUNDS	TOTAL ALL FUNDS 2013	TOTAL ALL FUNDS 2012
ASSETS						
CURRENT ASSETS						
Cash and Investments	$ 4,684	$ -	$ -	$ 5,516,981	$ 5,521,665	$ 6,359,318
Accounts Receivable	245,695	-	-	147	245,842	112,769
Government Receivables	159,948	58,346	-	-	218,294	174,937
Due from State Treasurer	238,209	-	932,669	-	1,170,878	492,345
State Treasurer Advance	142,000	-	-	-	142,000	142,000
Due from Other Funds	-	-	23,901	1,211,317	1,235,218	523,341
Due from Other State Agencies	605,128	-	99,043	-	704,171	2,760,235
Due from Other Funds - Pooled Cash	6,349,107	218,997	397,290	290,613	7,256,007	6,973,680
Prepaid Expenses	-	-	-	2,382	2,382	36,505
Inventories	222,688	-	-	-	222,688	262,437
Lands, Buildings and Equipment	65,845,326	-	-	-	65,845,326	61,654,696
Amount Required for L.T.Debts	1,009,890	-	-	-	1,009,890	959,304
Amount Required for L.T.Debts-COP	25,550,000	-	-	-	25,550,000	26,665,000
TOTAL ASSETS	$ 100,372,675	$ 277,343	$ 1,452,903	$ 7,021,440	$ 109,124,361	$ 107,116,569
LIABILITIES						
Accounts Payable	$ 131,035	$ -	$ 27,063	$ 37,968	$ 196,066	$ 436,118
Accrued Liabilities	1,127,061	3,692	3,415	8,953	1,143,121	1,181,167
Custody of State Treasurer Funds	-	-	-	142,000	142,000	142,000
Due to State Treasurer ST-COP	1,135,000	-	-	-	1,135,000	1,115,000
Due to Other Funds	310,093	-	925,125	-	1,235,218	523,341
Due to Other Government	-	2,017	-	-	2,017	2,017
Due to Other State Agencies	67,422	-	-	497	67,919	112,554
Due to Other Funds - Pooled Cash	367,676	56,329	-	6,832,002	7,256,007	6,973,680
Deferred Revenue	352,473	-	-	20	352,493	394,218
Long-Term Liabilities	1,039,281	-	-	-	1,039,281	988,960
Due to State Treasurer LT-COP	24,415,000	-	-	-	24,415,000	25,550,000
TOTAL LIABILITIES	$ 28,945,041	$ 62,038	$ 955,603	$ 7,021,440	$ 36,984,122	$ 37,419,056
FUND BALANCE						
Retained Earnings	$ 997,067	$ -	$ -	$ -	$ 997,067	$ 1,124,155
Fund Balance	4,585,241	215,305	497,300	-	5,297,846	7,052,767
Investment in Fixed Assets	65,845,326	-	-	-	65,845,326	61,520,590
TOTAL FUND BALANCE	$ 71,427,634	$ 215,305	$ 497,300	$ -	$ 72,140,239	$ 69,697,512
TOTAL LIABILITIES & FUND BALANCE	$ 100,372,675	$ 277,343	$ 1,452,903	$ 7,021,440	$ 109,124,361	$ 107,116,569

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Bellingham Technical College

Statement of Changes To Fund Balances
by Fund Groups
For Fiscal Period July 1, 2012 - June 30, 2013

	CURRENT FUNDS	LOAN FUNDS	CAPITAL FUNDS	TOTAL ALL FUNDS 2013	TOTAL ALL FUNDS 2012
REVENUE AND OTHER ADDITIONS					
State Appropriations	$ 9,737,415	$ -	$ 4,842,756	$ 14,580,171	$ 12,079,133
Tuition and Fees	7,749,873	214,569	568,875	8,533,317	8,245,629
Sales and Services Educational Departments	325,885	-	-	325,885	378,160
Sales and Services Auxilary Enterprises	1,390,882	-	-	1,390,882	1,413,378
Sales and Services Internal Services Departments	73,681	-	-	73,681	73,277
Federal Grants and Contracts	5,595,358	5,639,613	-	11,234,971	12,476,015
State Grants and Contracts	3,253,448	-	-	3,253,448	3,006,295
Local/Private Grants and Contracts	1,095,778	103,237	1,080,000	2,279,015	895,157
Investment Income	62,693	434	5,960	69,087	38,958
Other Revenue	107,348	-	3,435	110,783	92,475
TOTAL REVENUE AND OTHER ADDITIONS	$ 29,392,362	$ 5,957,853	$ 6,501,026	$ 41,851,241	$ 38,698,479
EXPENDITURES AND OTHER DEDUCTIONS					
Educational and General	$ 16,625,580	$ -	$ -	$ 16,625,580	$ 16,932,220
Grants and Contracts	1,369,525	-	-	1,369,525	1,290,039
Auxiliary Enterprises	1,864,051	-	-	1,864,051	1,640,226
Internal Services	57,820	-	-	57,820	68,742
Scholarships and Student Aid	8,851,859	5,882,990	-	14,734,849	15,628,490
Debt Interest and Principal Payments	111,001	-	1,996,880	2,107,881	2,115,356
Capital Outlay	-	-	6,973,542	6,973,542	14,184,390
TOTAL EXPENDITURE/OTHER DEDUCTIONS	$ 28,879,836	$ 5,882,990	$ 8,970,422	$ 43,733,248	$ 51,859,464
TRANSFERS AMONG FUNDS					
Expense Reimbursement	$ (0)	$ -	$ -	$ (0)	$ -
Miscellanous Transfers	(1,224,199)	9,199	1,215,000	-	-
TOTAL TRANSFERS	$ (1,224,199)	$ 9,199	$ 1,215,000	$ (0)	$ -
NET INCREASE(DECREASE) IN FUND BALANCE	$ (711,674)	$ 84,062	$ (1,254,396)	$ (1,882,008)	$ (13,160,986)
BEGINNING FUND BALANCE - JULY 1, 2012	$ 6,293,982	$ 131,243	$ 1,751,696	$ 8,176,921	$ 21,337,905
ENDING FUND BALANCE - JUNE 30, 2013	$ 5,582,308	$ 215,305	$ 497,300	$ 6,294,913	$ 8,176,919

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Bellingham Technical College

Revenue and Other Additions - All Sources

July 1, 2012 - June 30, 2013

Grants & Contracts
40%

Investment &
Other
<1%

State Appropriations
35%

Sales and Services
Educational Dept's
4%

Tuition and Fees
20%

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Bellingham Technical College

Expenditures and Other Deductions - All Sources
July 1, 2012 - June 30, 2013

Capital Outlay 16%

Educational and General 38%

Debt Interest and Principal 5%

Scholarships and Student Aid 34%

Auxiliary Enterprises & Internal Svcs 4%

Grants and Contracts 4%

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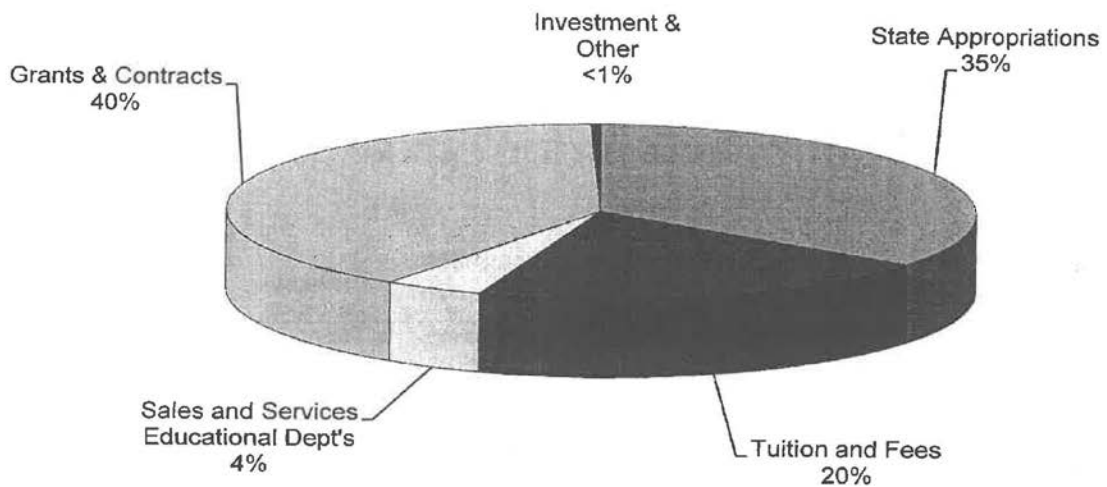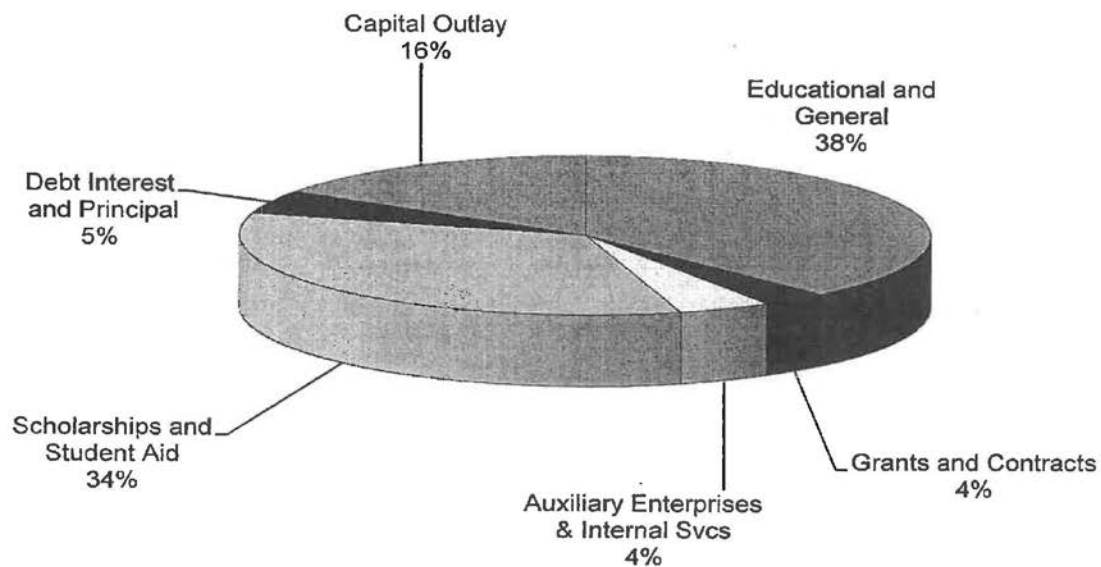
Bellingham Technical College

Budget Status Report by Program
(General and Dedicated Funds only)
For Fiscal Period July 1, 2012 - June 30, 2013

	BUDGET TOTAL AT 6/30/2013	EXPENDITURES AND ENCUMBRANCES 6/30/2013	BALANCE REMAINING AT 6/30/2013	PERCENT REMAINING AT 6/30/2013
010 INSTRUCTION				
SALARIES, WAGES	$5,460,808	$5,407,824	$52,984	0.97%
EMPLOYEE BENEFITS	1,647,988	1,601,711	46,277	2.81%
PERSONAL SERVICES	301,180	307,107	(5,927)	-1.97%
GOODS, SERVICES	1,089,756	1,052,316	37,440	3.44%
TRAVEL	39,438	24,186	15,252	38.67%
EQUIPMENT	494,554	360,487	134,067	27.11%
GRANTS, SUBSIDIES	0	0	-	
TRANSFER OF CHARGES	(527,698)	(555,496)	27,798	-5.27%
TOTAL INSTRUCTION	**$8,506,026**	**$8,198,135**	**$307,891**	**3.62%**
040 ACADEMIC ADMINISTRATION				
SALARIES, WAGES	$1,081,493	$1,085,636	($4,143)	-0.38%
EMPLOYEE BENEFITS	353,536	348,790	4,746	1.34%
PERSONAL SERVICES	15,575	15,575	0	0.00%
GOODS, SERVICES	113,252	116,622	(3,370)	-2.98%
TRAVEL	14,227	21,581	(7,354)	-51.69%
EQUIPMENT	7,262	14,610	(7,348)	-101.18%
TRANSFER OF CHARGES	(48,551)	(36,880)	(11,671)	24.04%
TOTAL ACADEMIC ADMINISTRATION	**$1,536,794**	**$1,565,934**	**($29,140)**	**-1.90%**
050 LIBRARY				
SALARIES, WAGES	$276,996	$280,245	($3,249)	-1.17%
EMPLOYEE BENEFITS	102,854	100,465	2,389	2.32%
GOODS, SERVICES	51,380	52,111	(731)	-1.42%
TRAVEL	72	453	(381)	-529.17%
EQUIPMENT	26,820	34,620	(7,800)	-29.08%
TOTAL LIBRARY	**$458,122**	**$467,894**	**($9,772)**	**-2.13%**
060 STUDENT SERVICES				
SALARIES, WAGES	$1,372,069	$1,315,459	$56,610	4.13%
EMPLOYEE BENEFITS	476,408	462,045	14,363	3.01%
PERSONAL SERVICES	6,000	0	6,000	100.00%
GOODS, SERVICES	133,943	104,811	29,132	21.75%
TRAVEL	7,306	12,261	(4,955)	-67.82%
EQUIPMENT	0	5,680	(5,680)	
TRANSFER OF CHARGES	(3,497)	(7,318)	3,821	-109.27%
TOTAL STUDENT SERVICES	**$1,992,229**	**$1,892,938**	**$99,291**	**4.98%**
080 INSTITUTIONAL SUPPORT				
SALARIES, WAGES	$1,433,335	$1,437,883	($4,548)	-0.32%
EMPLOYEE BENEFITS	559,856	521,893	37,963	6.78%
PERSONAL SERVICES	42,218	32,588	9,630	22.81%
GOODS, SERVICES	622,499	576,389	46,110	7.41%
TRAVEL	27,717	18,414	9,303	33.56%
EQUIPMENT	9,893	7,116	2,777	28.07%
TRANSFER OF CHARGES	(55,923)	(69,963)	14,040	-25.11%
TOTAL INSTITUTIONAL SUPPORT	**$2,639,595**	**$2,524,320**	**$115,275**	**4.37%**
090 PLANT OPERATION, MAINTENANCE				
SALARIES, WAGES	$904,974	$883,452	$21,522	2.38%
EMPLOYEE BENEFITS	372,404	365,118	7,286	1.96%
PERSONAL SERVICES	12,500	8,002	4,498	35.98%
GOODS, SERVICES	918,327	874,824	43,503	4.74%
TRAVEL	79	441	(362)	-458.23%
EQUIPMENT	23,750	10,021	13,729	57.81%
TRANSFER OF CHARGES	(165,500)	(165,500)	0	0.00%
TOTAL PLANT OPERATION, MAINTENANCE	**$2,066,534**	**$1,976,358**	**$90,176**	**4.36%**
GRAND TOTAL	**$17,199,300**	**$16,625,679**	**$573,721**	**3.34%**

This schedule does not include grant and contracts, auxillary, scholarships, workstudy and capital improvements.

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Bellingham Technical College

Program Expenditures
(General and Dedicated Funds only)
July 1, 2012 - June 30, 2013
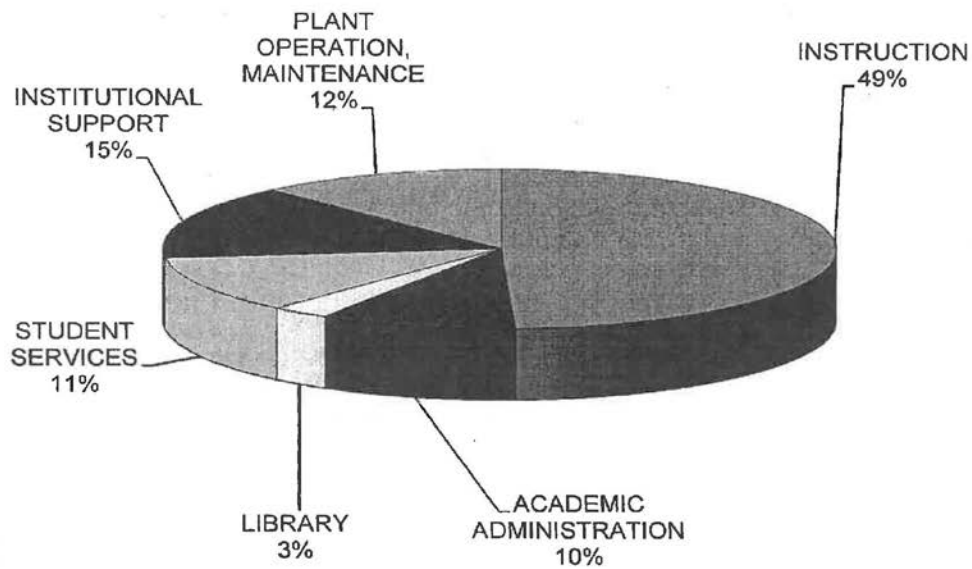
PLANT OPERATION, MAINTENANCE 12%

INSTRUCTION 49%

INSTITUTIONAL SUPPORT 15%

STUDENT SERVICES 11%

LIBRARY 3%

ACADEMIC ADMINISTRATION 10%

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Bellingham Technical College

Schedule of Expenditures, Expenses, Deductions
By Program and Expenditure Object
For Fiscal Period July 1, 2012 - June 30, 2013

	SALARIES & WAGES	EMPLOYEE BENEFITS	PERSONAL SERVICES	GOODS & SERVICES	COST OF GOODS SOLD
GENERAL FUND					
FUND 001 - STATE & FUND 149 - LOCAL GENERAL	10,167,544	3,351,150	354,404	215,157	
TOTAL	$ 10,167,544	$ 3,351,150	$ 354,404	$ 215,157	$ -
DEDICATED FUND					
FUND 148 - LOCAL	242,955	48,872	8,868	2,561,916	
TOTAL	$ 242,955	$ 48,872	$ 8,868	$ 2,561,916	$ -
SPONSORED RESEARCH					
FUND 145 - LOCAL	648,646	193,270	126,832	52,303	
TOTAL	$ 648,646	$ 193,270	$ 126,832	$ 52,303	$ -
SERVICE OPERATIONS					
COPY SERVICES	8,941	3,282		45,596	
TOTAL	$ 8,941	$ 3,282	$ -	$ 45,596	$ -
AUXILIARY ENTERPRISE					
PARKING	5,961	515		11,305	
BOOKSTORE	132,721	57,026		31,163	708,102
FOOD SERVICES	146,923	63,170		34,041	146,936
ASSOCIATED STUDENTS	61,259	7,655	7,350	130,417	
OTHER AUXILIARY	29,607	12,156		18,141	
TOTAL	$ 376,471	$ 140,522	$ 7,350	$ 225,067	$ 855,038
STUDENT AID					
SCHOLARSHIPS	81,316	2,246			
LOANS					
WAIVERS					
TOTAL	$ 81,316	$ 2,246	$ -	$ -	$ -
CAPITAL PROJECTS					
CAPITAL IMPROVEMENTS	70,976	19,433		420,398	
TOTAL	$ 70,976	$ 19,433	$ -	$ 420,398	$ -
TOTAL EXPENDITURES, EXPENSES, DEDUCTIONS	$ 11,596,849	$ 3,758,775	$ 497,454	$ 3,520,437	$ 855,038

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Bellingham Technical College

Schedule of Expenditures, Expenses, Deductions
By Program and Expenditure Object
For Fiscal Period July 1, 2012 - June 30, 2013

TRAVEL		EQUIP CAPITAL		EQUIP NON-CAPITAL		DEPR EXPENSE		GRANTS SUBSIDIES		DEBT SERVICE		TRANSFER CHARGES		TOTAL	
	66,342		28,677		164,750				-				(795,588)	$	13,552,436
$	66,342	$	28,677	$	164,750	$	-	$	-	$	-	$	(795,588)	$	13,552,436
	10,994		64,426		174,681		-		-		-		(39,569)		3,073,143
$	10,994	$	64,426	$	174,681	$	-	$	-	$	-	$	(39,569)	$	3,073,143
	33,731		86,091		(16,329)		-		(622,430)		-		867,411		1,369,525
$	33,731	$	86,091	$	(16,329)	$	-	$	(622,430)	$	-	$	867,411	$	1,369,525
															57,819
$	-	$	-	$	-	$	-	$	-	$	-	$	-	$	57,819
														$	17,781
	766				200								840		930,818
											243				391,313
	43,253		11,527		4,215				29,855				33,497		329,028
			1,194				134,015								195,113
$	44,019	$	12,721	$	4,415	$	134,015	$	29,855	$	243	$	34,337	$	1,864,053
									8,908,437					$	8,991,999
									5,742,850					$	5,742,850
$	-	$	-	$	-	$	-	$	14,651,287	$	-	$	-	$	14,734,849
			6,248,858		48,377		-		-		2,107,881		165,500		9,081,423
$	-	$	6,248,858	$	48,377	$	-	$	-	$	2,107,881	$	165,500	$	9,081,423
$	155,086	$	6,440,773	$	375,894	$	134,015	$	14,058,712	$	2,108,124	$	232,091	$	43,733,248

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Bellingham Technical College
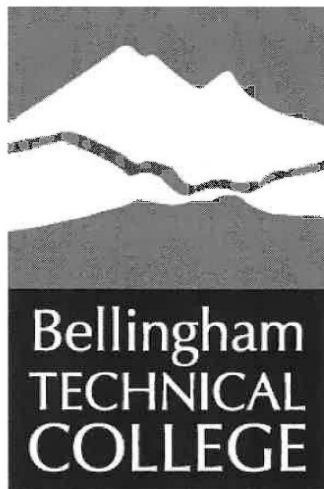
Annual Financial Report

For the Year Ended

June 30, 2012

Bellingham Technical College

Bellingham Technical College was established in 1957 as Bellingham Vocational Technical Institute to provide occupational programs. The Institute was originally part of the Bellingham School District and consisted of two buildings with 16 occupational program offerings. In 1991 the Institute became part of the Washington State Community and Technical College system and was renamed Bellingham Technical College. The College is sited on a 33 acre campus in Bellingham, Washington, housed in a total of 18 onsite buildings and 3 offsite locations.

Bellingham TECHNICAL COLLEGE

October 2012

Jim Groves, Chair, Board of Trustees
Patricia McKeown, Ed.D., President
Bellingham Technical College

Contained herein is the Annual Fiscal Report for Bellingham Technical College for the fiscal year ended June 30, 2012. This report reflects the financial status of all activities of the College as of this date.

Data contained within this report is consistent with the policies, regulations and procedures governing accounting and financial reporting practices of the state of Washington.

Debra Jones
Vice President
Administrative Services

Bellingham Technical College

TABLE OF CONTENTS
2011 - 2012 Fiscal Report

Bellingham Technical College

STATE OF WASHINGTON FUND GROUPS

NACUBO FUND GROUPS

TITLE OF FUNDS	CURRENT FUNDS	LOAN FUNDS	CAPITAL FUNDS	AGENCY FUNDS
GOVERNMENTAL				
GENERAL FUNDS				
General - Basic	001			
SPECIAL REVENUE FUNDS				
Education Legacy Trust Acct	08A			
Grants & Contracts	145			
Capital - Local			147	
Dedicated Local	148			
Operating Fees	149			
Grants in Aid	846			
Student Loan		849		
Institutional Financial Aid		860		
CAPITAL PROJECTS FUND				
State Building Construction			057	
Community & Technical College Capital Projects			060	
Innovation Fund			561	
GENERAL CAPITAL ASSETS & L.T.OBLIGATION FUNDS				
General Capital Asset Subsidiary Account	997			
General Long-term Obligations Subsidiary	999			
PROPRIETARY FUNDS				
ENTERPRISE FUNDS				
Associated Students	522			
Bookstore	524			
Parking	528			
Food Services	569			
Other Auxiliary Enterprise	570			
INTERNAL SERVICE FUNDS				
Data Processing	443			
Printing	448			
FIDUCIARY FUNDS				
AGENCY FUNDS				
Community & Technical College Clearing				790
Agency and Suspense				840
Community & Technical College Cash Control				841

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Bellingham Technical College

Consolidated Balance Sheet
By Fund Groups
June 30, 2012

	CURRENT FUNDS	LOAN FUNDS	CAPITAL FUNDS	AGENCY FUNDS	TOTAL ALL FUNDS 2012	TOTAL ALL FUNDS 2011
ASSETS						
CURRENT ASSETS						
Cash and Investments	$ 162,439	$ -	$ -	$ 6,196,879	$ 6,359,318	$ 6,560,535
Accounts Receivable	112,769	-	-	-	112,769	153,588
Government Receivables	163,440	11,497	-	-	174,937	348,376
Due from State Treasurer	409,844	-	82,501	-	492,345	546,625
State Treasurer Advance	142,000	-	-	-	142,000	-
Due from Other Funds	-	-	16,280	507,062	523,341	839,231
Due from Other State Agencies	406,917	-	2,353,318	-	2,760,235	16,695,703
Due from Other Funds - Pooled Cash	6,813,334	125,547	-	34,799	6,973,680	6,866,626
Prepaid Expenses	36,505	-	-	-	36,505	-
Inventories	262,437	-	-	-	262,437	290,365
Lands, Buildings and Equipment	61,654,696	-	-	-	61,654,696	50,253,856
Amount Required for L.T.Debts	959,304	-	-	-	959,304	985,212
Amount Required for L.T.Debts-COP	26,665,000	-	-	-	26,665,000	27,765,000
TOTAL ASSETS	$ 97,788,686	$ 137,044	$ 2,452,099	$ 6,738,740	$ 107,116,569	$ 111,305,116
LIABILITIES						
Accounts Payable	$ 213,002	$ -	$ 126,130	$ 96,987	$ 436,118	$ 1,503,915
Accrued Liabilities	1,166,701	3,784	3,408	7,275	1,181,167	1,296,698
Custody of State Treasurer Funds	-	-	-	142,000	142,000	-
Due to State Treasurer ST-COP	1,115,000	-	-	-	1,115,000	1,100,000
Due to Other Funds	435,445	-	87,232	665	523,341	839,231
Due to Other Government	-	2,017	-	-	2,017	18,445
Due to Other State Agencies	110,838	-	-	1,715	112,554	102,139
Due to Other Funds - Pooled Cash	-	-	483,633	6,490,047	6,973,680	6,866,627
Deferred Revenue	394,168	-	-	50	394,218	446,386
Long-Term Liabilities	988,960	-	-	-	988,960	1,019,411
Due to State Treasurer LT-COP	25,550,000	-	-	-	25,550,000	26,665,000
TOTAL LIABILITIES	$ 29,974,113	$ 5,801	$ 700,403	$ 6,738,740	$ 37,419,056	$ 39,857,851
FUND BALANCE						
Retained Earnings	$ 1,124,155	$ -	$ -	$ -	$ 1,124,155	$ 1,127,003
Fund Balance	5,169,828	131,243	1,751,696	-	7,052,767	20,210,905
Investment in Fixed Assets	61,520,590	-	-	-	61,520,590	50,109,358
TOTAL FUND BALANCE	$ 67,814,573	$ 131,243	$ 1,751,696	$ -	$ 69,697,512	$ 71,447,265
TOTAL LIABILITIES & FUND BALANCE	$ 97,788,686	$ 137,044	$ 2,452,099	$ 6,738,740	$ 107,116,569	$ 111,305,116

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Bellingham Technical College

Statement of Changes To Fund Balances
by Fund Groups
For Fiscal Period July 1, 2011 - June 30, 2012

	CURRENT FUNDS	LOAN FUNDS	CAPITAL FUNDS	TOTAL ALL FUNDS 2012	TOTAL ALL FUNDS 2011
REVENUE AND OTHER ADDITIONS					
State Appropriations	$ 9,594,582	$ -	$ 2,484,551	$ 12,079,133	$ 12,893,312
COP Proceeds	-	-	-	-	1,410,000
Tuition and Fees	7,775,832	180,697	289,100	8,245,629	7,712,857
Sales and Services Educational Departments	378,160	-	-	378,160	315,875
Sales and Services Auxilary Enterprises	1,413,378	-	-	1,413,378	1,562,728
Sales and Services Internal Services Departments	73,277	-	-	73,277	82,000
Federal Grants and Contracts	5,492,943	6,983,073	-	12,476,015	14,173,202
State Grants and Contracts	3,006,295	-	-	3,006,295	1,591,782
Local/Private Grants and Contracts	864,026	31,131	-	895,157	950,717
Investment Income	19,986	337	18,635	38,958	115,259
Other Revenue	92,475	-	-	92,475	71,465
TOTAL REVENUE AND OTHER ADDITIONS	$ 28,710,954	$ 7,195,238	$ 2,792,286	$ 38,698,479	$ 40,879,196
EXPENDITURES AND OTHER DEDUCTIONS					
Educational and General	$ 16,932,220	$ -	$ -	$ 16,932,220	$ 17,156,337
Grants and Contracts	1,290,039	-	-	1,290,039	1,639,006
Auxiliary Enterprises	1,626,252	-	-	1,626,252	1,668,393
Internal Services	82,716	-	-	82,716	93,242
Scholarships and Student Aid	8,476,136	7,152,355	-	15,628,490	15,748,294
Debt Interest and Principal Payments	117,084	-	1,998,272	2,115,356	23,315
Capital Outlay	-	-	14,184,390	14,184,390	14,428,946
TOTAL EXPENDITURE/OTHER DEDUCTIONS	$ 28,524,448	$ 7,152,355	$ 16,182,662	$ 51,859,464	$ 50,757,532
TRANSFERS AMONG FUNDS					
Expense Reimbursement	$ -	$ -	$ -	$ -	$ -
Miscellanous Transfers	(9,199)	9,199	-	-	-
TOTAL TRANSFERS	$ (9,199)	$ 9,199	$ -	$ -	$ -
NET INCREASE(DECREASE) IN FUND BALANCE	$ 177,308	$ 52,082	$ (13,390,376)	$ (13,160,986)	$ (9,878,336)
BEGINNING FUND BALANCE - JULY 1, 2011	$ 6,116,672	$ 79,161	$ 15,142,072	$ 21,337,905	$ 31,216,242
ENDING FUND BALANCE - JUNE 30, 2012	$ 6,293,980	$ 131,243	$ 1,751,696	$ 8,176,919	$ 21,337,906

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Bellingham Technical College

Revenue and Other Additions - All Sources

July 1, 2011 - June 30, 2012

Grants & Contracts
43%

Investment &
Other
<1%

State Appropriations
31%

Sales and Services
Educational Dept's
5%

Tuition and Fees
21%

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Bellingham Technical College

Expenditures and Other Deductions - All Sources
July 1, 2011 - June 30, 2012

Capital Outlay
27%

Educational and
General
33%

Debt Interest
and Principal
4%

Grants and Contracts
3%

Scholarships and
Student Aid
30%

Auxiliary Enterprises
& Internal Svcs
3%

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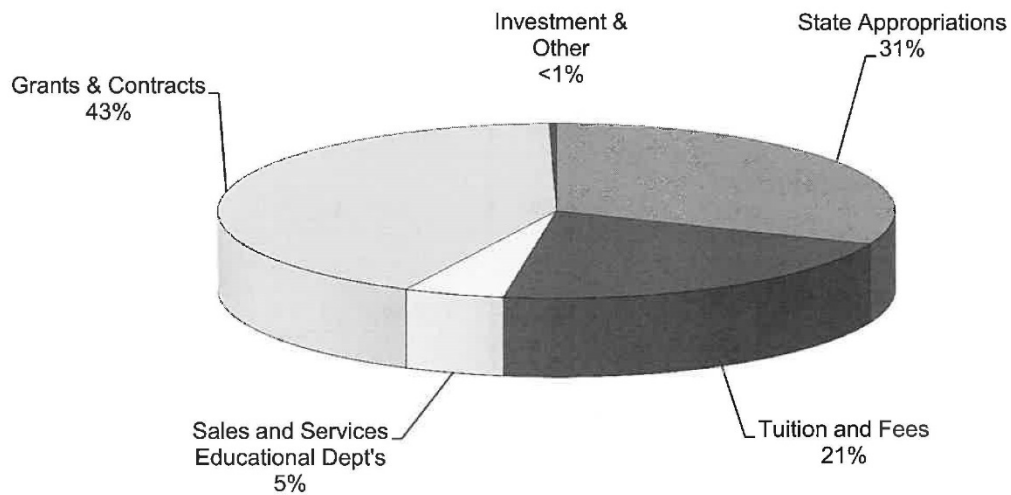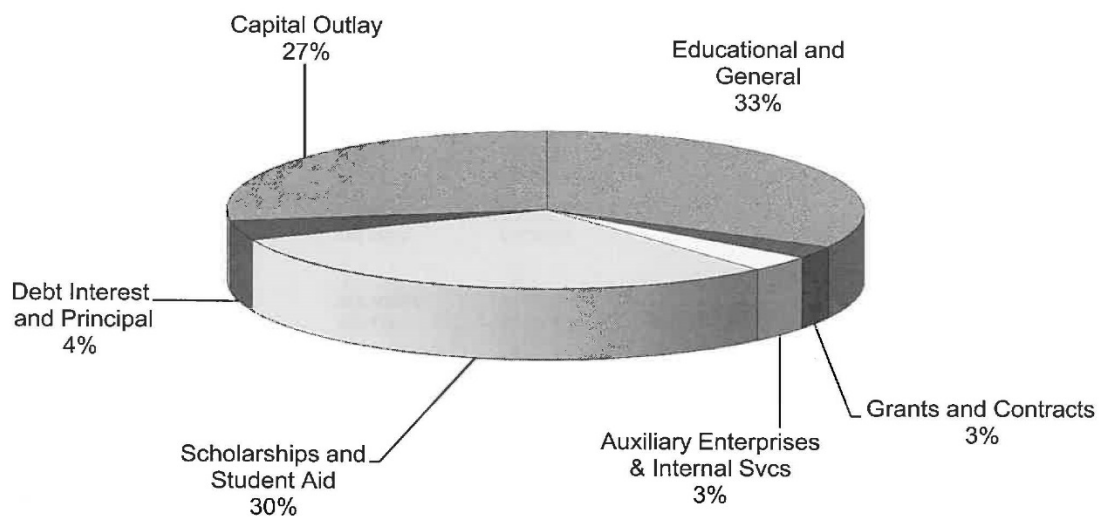
Bellingham Technical College

Budget Status Report by Program
(General and Dedicated Funds only)
For Fiscal Period July 1, 2011 - June 30, 2012

	BUDGET TOTAL AT 6/30/2012	EXPENDITURES AND ENCUMBRANCES 6/30/2012	BALANCE REMAINING AT 6/30/2012	PERCENT REMAINING AT 6/30/2012
010 INSTRUCTION				
SALARIES, WAGES	$5,659,455	$5,526,129	$133,326	2.36%
EMPLOYEE BENEFITS	1,732,261	1,709,293	22,968	1.33%
PERSONAL SERVICES	244,911	277,774	(32,863)	-13.42%
GOODS, SERVICES	1,059,945	989,253	70,692	6.67%
TRAVEL	42,614	39,045	3,569	8.38%
EQUIPMENT	646,982	651,192	(4,210)	-0.65%
GRANTS, SUBSIDIES	10,000	8,928	1,072	10.72%
TRANSFER OF CHARGES	(219,325)	(280,844)	61,519	-28.05%
TOTAL INSTRUCTION	**$9,176,843**	**$8,920,770**	**$256,073**	**2.79%**
040 ACADEMIC ADMINISTRATION				
SALARIES, WAGES	$855,291	$882,865	($27,574)	-3.22%
EMPLOYEE BENEFITS	297,155	296,012	1,143	0.38%
PERSONAL SERVICES	0	500	(500)	
GOODS, SERVICES	87,007	106,187	(19,180)	-22.04%
TRAVEL	13,566	4,925	8,641	63.70%
EQUIPMENT	2,703	2,373	330	12.21%
TRANSFER OF CHARGES	(34,465)	(32,814)	(1,651)	4.79%
TOTAL ACADEMIC ADMINISTRATION	**$1,221,257**	**$1,260,048**	**($38,791)**	**-3.18%**
050 LIBRARY				
SALARIES, WAGES	$257,568	$265,238	($7,670)	-2.98%
EMPLOYEE BENEFITS	103,054	104,332	(1,278)	-1.24%
GOODS, SERVICES	39,543	38,547	996	2.52%
TRAVEL	1,191	1,190	1	0.08%
EQUIPMENT	28,377	27,573	804	2.83%
TOTAL LIBRARY	**$429,733**	**$436,880**	**($7,147)**	**-1.66%**
060 STUDENT SERVICES				
SALARIES, WAGES	$1,221,166	$1,201,536	$19,630	1.61%
EMPLOYEE BENEFITS	445,345	437,552	7,793	1.75%
PERSONAL SERVICES	6,000	0	6,000	100.00%
GOODS, SERVICES	80,955	82,263	(1,308)	-1.62%
TRAVEL	10,396	7,823	2,573	24.75%
EQUIPMENT	4,000	7,476	(3,476)	-86.90%
TRANSFER OF CHARGES	(58,164)	(72,430)	14,266	-24.53%
TOTAL STUDENT SERVICES	**$1,709,698**	**$1,664,220**	**$45,478**	**2.66%**
080 INSTITUTIONAL SUPPORT				
SALARIES, WAGES	$1,666,499	$1,708,543	($42,044)	-2.52%
EMPLOYEE BENEFITS	636,370	618,424	17,946	2.82%
PERSONAL SERVICES	150	500	(350)	-233.33%
GOODS, SERVICES	615,866	607,141	8,725	1.42%
TRAVEL	26,355	27,328	(973)	-3.69%
EQUIPMENT	17,182	11,386	5,796	33.73%
TRANSFER OF CHARGES	(83,095)	(82,123)	(972)	1.17%
TOTAL INSTITUTIONAL SUPPORT	**$2,879,327**	**$2,891,199**	**($11,872)**	**-0.41%**
090 PLANT OPERATION, MAINTENANCE				
SALARIES, WAGES	$755,656	$752,243	$3,413	0.45%
EMPLOYEE BENEFITS	313,528	312,999	529	0.17%
GOODS, SERVICES	849,904	824,065	25,839	3.04%
TRAVEL	630	344	286	45.40%
EQUIPMENT	28,250	34,952	(6,702)	-23.72%
TRANSFER OF CHARGES	(165,500)	(165,500)	0	0.00%
TOTAL PLANT OPERATION, MAINTENANCE	**$1,782,468**	**$1,759,103**	**$23,365**	**1.31%**
GRAND TOTAL	**$17,199,326**	**$16,932,220**	**$267,106**	**1.55%**

This schedule does not include grant and contracts, auxillary, scholarships, workstudy and capital improvements.

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Bellingham Technical College

Program Expenditures
(General and Dedicated Funds only)
July 1, 2011 - June 30, 2012
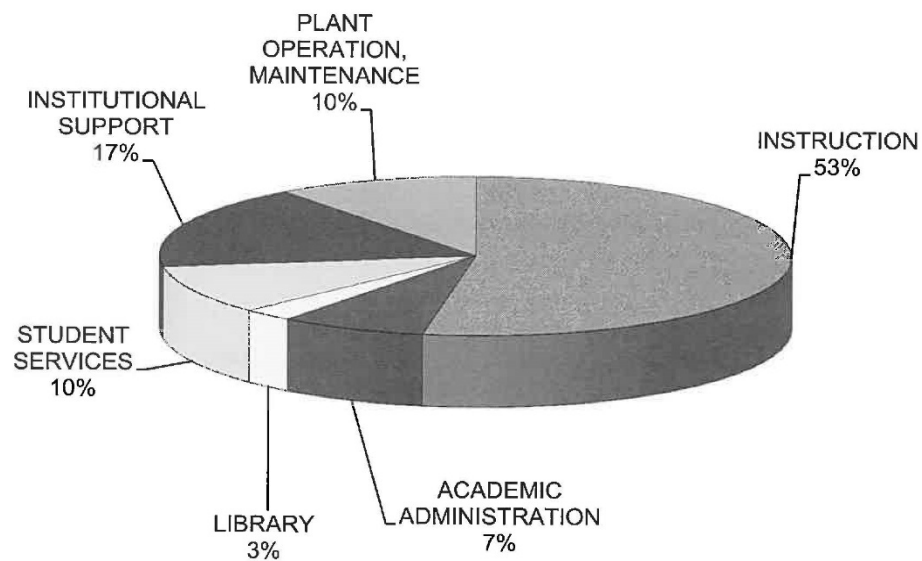
PLANT
OPERATION,
MAINTENANCE
10%

INSTITUTIONAL
SUPPORT
17%

INSTRUCTION
53%

STUDENT
SERVICES
10%

LIBRARY
3%

ACADEMIC
ADMINISTRATION
7%

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Bellingham Technical College

Schedule of Expenditures, Expenses, Deductions
By Program and Expenditure Object
For Fiscal Period July 1, 2011 - June 30, 2012

		SALARIES & WAGES	EMPLOYEE BENEFITS	PERSONAL SERVICES	GOODS & SERVICES	COST OF GOODS SOLD
	GENERAL FUND					
	FUND 001 - STATE & FUND					
011-099	149 - LOCAL GENERAL	10,015,421	3,416,778	275,965	245,524	
	TOTAL	$ 10,015,421	$ 3,416,778	$ 275,965	$ 245,524	$ -
	DEDICATED FUND					
011-099	FUND 148 - LOCAL	321,072	61,825	2,810	2,402,009	
	TOTAL	$ 321,072	$ 61,825	$ 2,810	$ 2,402,009	$ -
	SPONSORED RESEARCH					
100-199	FUND 145 - LOCAL	620,067	186,709	76,249	70,298	
	TOTAL	$ 620,067	$ 186,709	$ 76,249	$ 70,298	$ -
	SERVICE OPERATIONS					
252	PARKING	5,874	547		6,872	
255	COPY SERVICES	9,043	3,451		55,602	
	TOTAL	$ 14,917	$ 3,998	$ -	$ 62,473	$ -
	AUXILIARY ENTERPRISE					
261	BOOKSTORE	133,128	59,357		28,514	749,456
262	FOOD SERVICES	139,422	68,796		16,541	148,824
264	ASSOCIATED STUDENTS	33,325	1,077	2,400	70,951	
265	OTHER AUXILIARY	17,861	8,350		21,171	
	TOTAL	$ 323,737	$ 137,581	$ 2,400	$ 137,177	$ 898,280
	STUDENT AID					
271	SCHOLARSHIPS	41,804	1,669		1,072	
272	LOANS					
275	WAIVERS					
	TOTAL	$ 41,804	$ 1,669	$ -	$ 1,072	$ -
	CAPITAL PROJECTS					
910	CAPITAL IMPROVEMENTS	69,216	19,695		544,425	
	TOTAL	$ 69,216	$ 19,695	$ -	$ 544,425	$ -
	TOTAL EXPENDITURES, EXPENSES, DEDUCTIONS	$ 11,406,232	$ 3,828,255	$ 357,424	$ 3,462,978	$ 898,280

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Bellingham Technical College

Schedule of Expenditures, Expenses, Deductions
By Program and Expenditure Object
For Fiscal Period July 1, 2011 - June 30, 2012

TRAVEL	EQUIP CAPITAL	EQUIP NON-CAPITAL	DEPR EXPENSE	GRANTS SUBSIDIES	DEBT SERVICE	TRANSFER CHARGES	TOTAL
67,966	70,368	128,923		8,927		(603,969)	$ 13,625,902
$ 67,966	$ 70,368	$ 128,923	$ -	$ 8,927	$ -	$ (603,969)	$ 13,625,902
12,688	130,643	405,013	-	-	117,084	(29,741)	3,423,403
$ 12,688	$ 130,643	$ 405,013	$ -	$ -	$ 117,084	$ (29,741)	$ 3,423,403
21,917	2,089	22,804	-	(470,443)	-	760,349	1,290,040
$ 21,917	$ 2,089	$ 22,804	$ -	$ (470,443)	$ -	$ 760,349	$ 1,290,040
		682					$ 13,974
		646					68,741
$ -	$ -	$ 1,328	$ -	$ -	$ -	$ -	$ 82,716
1,637			7,615			1,401	981,108
					146		373,729
31,482		668		34,555		40,751	215,209
		8,823					56,206
$ 33,118	$ -	$ 9,491	$ 7,615	$ 34,555	$ 146	$ 42,152	$ 1,626,253
				8,905,434		($334,291)	$ 8,615,688
				7,012,802			$ 7,012,802
$ -	$ -	$ -	$ -	$ 15,918,236	$ -	$ (334,291)	$ 15,628,490
179	12,672,940	712,436	-	-	1,998,272	165,500	16,182,662
$ 179	$ 12,672,940	$ 712,436	$ -	$ -	$ 1,998,272	$ 165,500	$ 16,182,662
$ 135,868	$ 12,876,040	$ 1,279,995	$ 7,615	$ 15,491,275	$ 2,115,503	$ (0)	$ 51,859,465

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Bellingham Technical College

Notes to the Financial Statements

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Financial Reporting Entity
Bellingham Technical College is one of 34 Community and Technical Colleges in the State of Washington. The College is governed by the Washington State Board for Community and Technical Colleges. These financial statements present all the fund types of the College.

Basis of Presentation
The financial statements are presented on an accrual basis in accordance with generally accepted accounting principles of fund accounting for colleges and universities. Fund accounting reflects limitations and restrictions on the use of available resources. The accounts related to specific activities or objectives have been classified into separate funds. Similar funds have been combined for financial reporting purposes.

Fund Classifications
Current Funds account for all resources available for current operations. Current operations include the College's educational and general purpose expenditures, self-sustaining auxiliary enterprise and grants and contracts received by the College in support of educational activities.
Loan Funds are from both private and governmental sources whose use is restricted to making loans to students.
Capital Funds account for resources to be used for construction, renovations of long-lived assets for College purposes and funds set aside for renewal and replacement of College properties.
Agency Funds are those funds held in the custody of the College. These funds do not belong to the College but the College acts as a depository or fiscal agency only.

Cash and Investments
Cash balances in excess of current requirements are pooled and invested in certificates of deposits, government securities and municipal investments.

Inventories
Inventories are carried at the lower of cost or market value.

Land, Buildings and Equipment
Land, buildings and equipment are recorded at cost or, if acquired by gift, at fair market value at the date of the gift. Additions, replacements and major renovations are recorded as additions to Capital Funds.

State Appropriations
The State appropriates funds to the college on a biennial basis. Appropriations are recognized as revenue when the related expenditures are made.

Revenue Recognition
Revenues are recorded when earned and expenditures are recorded at the time liabilities are incurred.

Tax Exemption
The College is a tax-exempt organization under the provisions of Section 115(a) of the Internal Revenue Code and as such is exempt from federal income taxes.

2. CASH AND INVESTMENTS
The balance sheet classification Cash and Investments includes all readily available sources of cash such as petty cash, demand deposits, certificates of deposit and temporary investments. All deposits for the College are insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000 and by the Washington Public Deposit Protection Commission for amounts over $250,000.

GASB Statement No. 3 requires that investments be categorized to indicate the level of risk assumed by the College. Category 1 consists of investments that are insured or registered or for which the College or its agent in the College's name holds the securities. Category 2 consists of uninsured or unregistered investments for which securities are held by the broker's or dealer's trust department or agent in the College's name. Category 3 consists of uninsured and unregistered investments held by the counterparty's trust department or agent but not in the College's name. The College has only Category 1 investments.

At June 30, 2012 the College's investment balances were:

	Carrying Amount	Market Value
Interest Checking	6,359,318	6,359,318
Certificates of Deposit	0	0
Total	$6,359,318	$6,359,318

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Bellingham Technical College

Notes to the Financial Statements

3. INVENTORIES

Inventories valued by the retail method consist of the following at June 30, 2012

Bookstore	$260,189
Food Services	2,248
Total	$262,437

4. LAND, BUILDINGS AND EQUIPMENT

At June 30, 2012 land, buildings and current construction in progress, equipment and library resources net of depreciation are as follows:

Land		$ 750,590
Buildings		59,442,709
Construction in Progress		420,024
Equipment		927,671
Library resources		113,702
	Blended Total	$61,654,696

5. ACCRUED LEAVE PAYABLE

The accrued leave balance as of June 30, 2012 is $988,960. This consists of unused vacation leave and includes a percentage of earned and unused sick leave for staff.

6. DEFERRED COMPENSATION

The College, through the State of Washington, offers its employees a deferred compensation plan created under Internal Revenue Code Section 457. The plan, available to all State employees, permits them to defer a portion of their salary until future years. Since the State of Washington administers the plan on behalf of the College's employees, the College does not have legal access to the funds.

7. RISK MANAGEMENT

The College participates in a State of Washington risk management self-insurance program. Premiums to the State are based on actuarially determined projections and include allowances for payments of both outstanding and current liabilities. The College assumes its potential liability and property losses for all properties.

The College self-insures unemployment compensation for all employees.

8. LEASES PAYABLE

The college financed a capital building project through the Washington State Treasurer's Lease/Purchase program. Funding for the lease payments due under this financing arrangement is provided by legislative appropriation.

On June 30, 2012, the minimum lease payments under this financing agreement are as follows:

Fiscal Year	Total Payments
2013	$2,107,881
2014	2,105,081
2015	2,106,882
2016	2,107,006
2017	2,105,881
Thereafter	27,507,314
Total minimum lease payments	$38,040,045
Less: amts representing interest	11,375,045
Present value of minimum lease pmts	$26,665,000

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Bellingham TECHNICAL COLLEGE

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Bellingham Technical College

Bellingham
TECHNICAL
COLLEGE

Annual Financial Report

For the Year Ended

June 30, 2011

Bellingham Technical College

Bellingham Technical College was established in 1957 as Bellingham Vocational Technical Institute to provide occupational programs. The Institute was originally part of the Bellingham School District and consisted of two buildings with 16 occupational program offerings. In 1991 the Institute became part of the Washington State Community and Technical College system and was renamed Bellingham Technical College. The College is sited on a 33 acre campus in Bellingham, Washington, housed in a total of 20 onsite buildings and 2 offsite locations.

Bellingham TECHNICAL COLLEGE

November 2011

Jim Groves, Chair, Board of Trustees
Patricia McKeown, Ed.D., President
Bellingham Technical College

Contained herein is the Annual Fiscal Report for Bellingham Technical College for the fiscal year ended June 30, 2011. This report reflects the financial status of all activities of the College as of this date.

Data contained within this report is consistent with the policies, regulations and procedures governing accounting and financial reporting practices of the state of Washington.

Debra Jones
Vice President
Administrative Services

Bellingham Technical College

TABLE OF CONTENTS
2010 - 2011 Fiscal Report

Bellingham Technical College

STATE OF WASHINGTON FUND GROUPS

	NACUBO FUND GROUPS			
TITLE OF FUNDS	CURRENT FUNDS	LOAN FUNDS	CAPITAL FUNDS	AGENCY FUNDS
GOVERNMENTAL				
GENERAL FUNDS				
General - Basic	001			
SPECIAL REVENUE FUNDS				
Education Legacy Trust Acct	08A			
Grants & Contracts	145			
Capital - Local			147	
Dedicated Local	148			
Operating Fees	149			
Grants in Aid	846			
Student Loan		849		
Institutional Financial Aid		860		
CAPITAL PROJECTS FUND				
State Building Construction			057	
Community & Technical College Capital Projects			060	
GENERAL CAPITAL ASSETS & L.T.OBLIGATION FUNDS				
General Capital Asset Subsidiary Account	997			
General Long-term Obligations Subsidiary	999			
PROPRIETARY FUNDS				
ENTERPRISE FUNDS				
Associated Students	522			
Bookstore	524			
Parking	528			
Food Services	569			
Other Auxiliary Enterprise	570			
INTERNAL SERVICE FUNDS				
Data Processing	443			
Printing	448			
FIDUCIARY FUNDS				
AGENCY FUNDS				
Community & Technical College Clearing				790
Agency and Suspense				840
Community & Technical College Cash Control				841

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Bellingham Technical College

Consolidated Balance Sheet
By Fund Groups
June 30, 2011

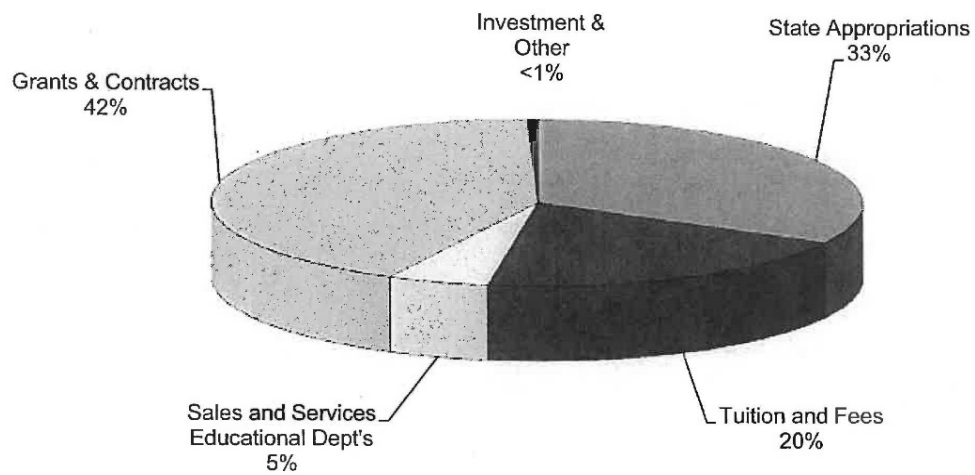|	CURRENT FUNDS	LOAN FUNDS	CAPITAL FUNDS	AGENCY FUNDS	TOTAL ALL FUNDS 2011	TOTAL ALL FUNDS 2010
ASSETS						
CURRENT ASSETS						
Cash and Investments	$ 3,434	$ 953	$ -	$ 6,556,148	$ 6,560,535	$ 5,380,822
Accounts Receivable	153,548	-	-	40	153,588	959,819
Government Receivables	348,366	-	-	10	348,376	238,187
Due from State Treasurer	450,597	-	96,028	-	546,625	83,598
State Treasurer Advance	-	-	-	-	-	138,700
Due from Other Funds	160,000	-	185,254	493,976	839,231	208,695
Due from Other State Agencies	398,435	-	16,297,208	60	16,695,703	26,323,610
Due from Other Funds - Pooled Cash	6,699,377	100,403	32,833	34,014	6,866,626	5,871,375
Inventories	290,365	-	-	-	290,365	258,201
Lands, Buildings and Equipment	50,253,856	-	-	-	50,253,856	38,682,082
Amount Required for L.T.Debts	985,212	-	-	-	985,212	919,523
Amount Required for L.T.Debts-COP	27,765,000	-	-	-	27,765,000	27,335,000
TOTAL ASSETS	$ 87,508,189	$ 101,356	$ 16,611,323	$ 7,084,248	$ 111,305,116	$ 106,399,611
LIABILITIES						
Accounts Payable	$ 138,419	$ -	$ 1,329,726	$ 35,769	$ 1,503,915	$ 385,061
Accrued Liabilities	1,278,241	4,349	3,403	10,705	1,296,698	1,211,057
Custody of State Treasurer Funds	-	-	-	-	-	138,700
Due to State Treasurer ST-COP	1,100,000	-	-	-	1,100,000	980,000
Due to Other Funds	558,121	-	112,372	168,737	839,231	208,695
Due to Other Government	600	17,845	-	-	18,445	-
Due to Other State Agencies	77,279	-	23,750	1,110	102,139	182,688
Due to Other Funds - Pooled Cash	-	-	-	6,866,627	6,866,627	5,871,375
Deferred Revenue	445,086	-	-	1,300	446,386	385,804
Long-Term Liabilities	1,019,411	-	-	-	1,019,411	935,021
Due to State Treasurer LT-COP	26,665,000	-	-	-	26,665,000	26,355,000
TOTAL LIABILITIES	$ 31,282,158	$ 22,195	$ 1,469,251	$ 7,084,248	$ 39,857,851	$ 36,653,400
FUND BALANCE						
Retained Earnings	$ 1,127,003	$ -	$ -	$ -	$ 1,127,003	$ 1,111,626
Fund Balance	4,989,671	79,161	15,142,072	-	20,210,905	30,104,616
Investment in Fixed Assets	50,109,358	-	-	-	50,109,358	38,529,969
TOTAL FUND BALANCE	$ 56,226,031	$ 79,161	$ 15,142,072	$ -	$ 71,447,265	$ 69,746,211
TOTAL LIABILITIES & FUND BALANCE	$ 87,508,189	$ 101,356	$ 16,611,323	$ 7,084,248	$ 111,305,116	$ 106,399,611

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Bellingham Technical College

Statement of Changes To Fund Balances
by Fund Groups
For Fiscal Period July 1, 2010 - June 30, 2011

	CURRENT FUNDS	LOAN FUNDS	CAPITAL FUNDS	TOTAL ALL FUNDS 2011	TOTAL ALL FUNDS 2010
REVENUE AND OTHER ADDITIONS					
State Appropriations	$ 10,670,897	$ -	$ 2,222,415	$ 12,893,312	$ 11,804,871
COP Proceeds	-	-	1,410,000	1,410,000	27,335,000
Tuition and Fees	7,344,564	148,798	219,494	7,712,857	6,876,097
Sales and Services Educational Departments	315,875	-	-	315,875	288,135
Sales and Services Auxilary Enterprises	1,562,728	-	-	1,562,728	1,538,530
Sales and Services Internal Services Departments	82,000	-	-	82,000	84,654
Federal Grants and Contracts	6,261,329	7,911,873	-	14,173,202	11,085,803
State Grants and Contracts	1,591,782	-	-	1,591,782	2,187,178
Local/Private Grants and Contracts	906,867	43,849	-	950,717	806,826
Investment Income	61,619	536	53,104	115,259	24,385
Other Revenue	62,965	-	8,500	71,465	65,518
TOTAL REVENUE AND OTHER ADDITIONS	$ 28,860,626	$ 8,105,057	$ 3,913,513	$ 40,879,196	$ 62,096,997
EXPENDITURES AND OTHER DEDUCTIONS					
Educational and General	$ 17,156,337	$ -	$ -	$ 17,156,337	$ 16,479,053
Grants and Contracts	1,639,006	-	-	1,639,006	2,043,691
Auxiliary Enterprises	1,668,393	-	-	1,668,393	1,564,140
Internal Services	93,242	-	-	93,242	81,987
Scholarships and Student Aid	7,670,711	8,077,583	-	15,748,294	12,554,886
Debt Interest and Principal Payments	23,315	-	-	23,315	-
Capital Outlay	-	-	14,428,946	14,428,946	2,754,179
TOTAL EXPENDITURE/OTHER DEDUCTIONS	$ 28,251,003	$ 8,077,583	$ 14,428,946	$ 50,757,532	$ 35,477,937
TRANSFERS AMONG FUNDS					
Expense Reimbursement	$ (66,161)	$ -	$ 66,161	$ -	$ -
Miscellanous Transfers	(9,199)	9,199	-	-	-
TOTAL TRANSFERS	$ (75,360)	$ 9,199	$ 66,161	$ -	$ -
NET INCREASE(DECREASE) IN FUND BALANCE	$ 534,263	$ 36,673	$ (10,449,272)	$ (9,878,336)	$ 26,619,061

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Bellingham Technical College

Revenue and Other Additions - All Sources

July 1, 2010 - June 30, 2011

Grants & Contracts
42%

Investment &
Other
<1%

State Appropriations
33%

Sales and Services
Educational Dept's
5%

Tuition and Fees
20%

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Bellingham Technical College

Expenditures and Other Deductions - All Sources
July 1, 2010 - June 30, 2011

Capital Outlay
29%

Educational and
General 34%

Grants and
Contracts 3%

Auxiliary
Enterprises &
Internal Svcs 3%

Scholarships and
Student Aid 31%
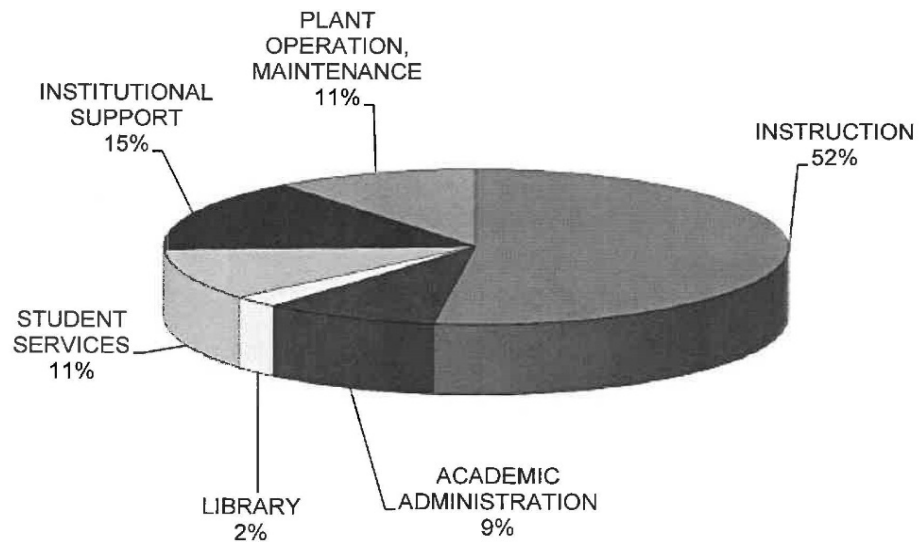
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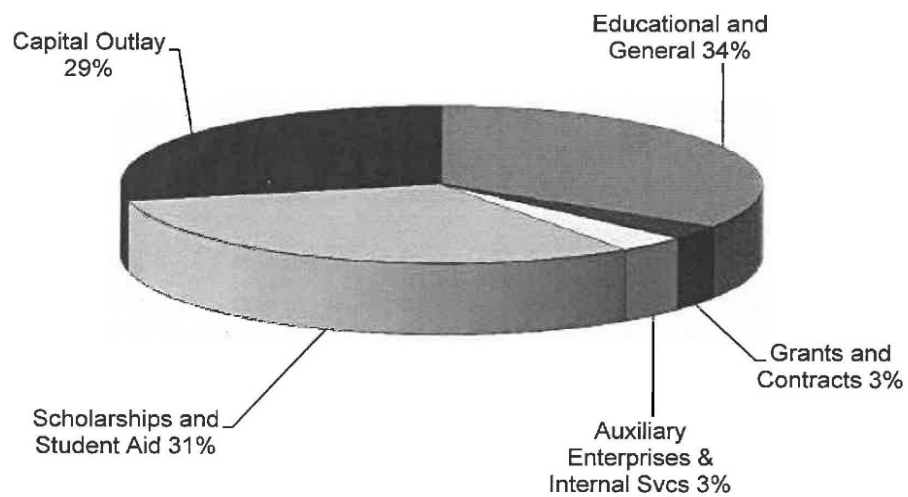
Bellingham Technical College

Budget Status Report by Program
(General and Dedicated Funds only)
For Fiscal Period July 1, 2010 – June 30, 2011

	BUDGET TOTAL AT 6/30/2011	EXPENDITURES AND ENCUMBRANCES 6/30/2011	BALANCE REMAINING AT 6/30/2011	PERCENT REMAINING AT 6/30/2011
010 INSTRUCTION				
SALARIES, WAGES	$5,956,371	$5,844,198	$112,173	1.88%
EMPLOYEE BENEFITS	1,765,846	1,704,550	61,296	3.47%
PERSONAL SERVICES	88,269	15,895	72,374	81.99%
GOODS, SERVICES	1,126,491	1,140,197	(13,706)	-1.22%
TRAVEL	56,297	39,506	16,791	29.83%
EQUIPMENT	589,865	546,429	43,436	7.36%
GRANTS, SUBSIDIES	26,000	20,504	5,496	21.14%
TRANSFER OF CHARGES	(434,756)	(366,302)	(68,454)	15.75%
TOTAL INSTRUCTION	**$9,174,383**	**$8,944,977**	**$229,406**	**2.50%**
040 ACADEMIC ADMINISTRATION				
SALARIES, WAGES	$1,022,355	$1,018,868	$3,487	0.34%
EMPLOYEE BENEFITS	375,665	369,420	6,245	1.66%
PERSONAL SERVICES	0	83,341	(83,341)	
GOODS, SERVICES	70,901	78,856	(7,955)	-11.22%
TRAVEL	5,788	7,505	(1,717)	-29.66%
EQUIPMENT	1,036	6,630	(5,594)	-539.96%
TRANSFER OF CHARGES	(15,612)	(22,320)	6,708	-42.97%
TOTAL ACADEMIC ADMINISTRATION	**$1,460,133**	**$1,542,300**	**($82,167)**	**-5.63%**
050 LIBRARY				
SALARIES, WAGES	$251,670	$252,811	($1,141)	-0.45%
EMPLOYEE BENEFITS	97,822	97,201	621	0.63%
GOODS, SERVICES	41,107	37,641	3,466	8.43%
TRAVEL	1,191	1,315	(124)	-10.41%
EQUIPMENT	30,820	29,655	1,165	3.78%
TOTAL LIBRARY	**$422,610**	**$418,623**	**$3,987**	**0.94%**
060 STUDENT SERVICES				
SALARIES, WAGES	$1,325,846	$1,353,578	($27,732)	-2.09%
EMPLOYEE BENEFITS	458,792	450,541	8,251	1.80%
PERSONAL SERVICES	6,000	6,750	(750)	-12.50%
GOODS, SERVICES	85,065	73,982	11,083	13.03%
TRAVEL	7,648	6,635	1,013	13.25%
EQUIPMENT	4,980	2,903	2,077	41.71%
TRANSFER OF CHARGES	(41,450)	(74,809)	33,359	-80.48%
TOTAL STUDENT SERVICES	**$1,846,881**	**$1,819,580**	**$27,301**	**1.48%**
080 INSTITUTIONAL SUPPORT				
SALARIES, WAGES	$1,556,535	$1,552,492	$4,043	0.26%
EMPLOYEE BENEFITS	609,579	578,665	30,914	5.07%
PERSONAL SERVICES	20,133	7,036	13,097	65.05%
GOODS, SERVICES	582,020	574,425	7,595	1.30%
TRAVEL	20,606	14,645	5,961	28.93%
EQUIPMENT	23,400	17,853	5,547	23.71%
TRANSFER OF CHARGES	(121,936)	(130,233)	8,297	-6.80%
TOTAL INSTITUTIONAL SUPPORT	**$2,690,337**	**$2,614,883**	**$75,454**	**2.80%**
090 PLANT OPERATION, MAINTENANCE				
SALARIES, WAGES	$712,327	$741,166	($28,839)	-4.05%
EMPLOYEE BENEFITS	294,359	294,118	241	0.08%
GOODS, SERVICES	773,397	774,302	(905)	-0.12%
TRAVEL	630	372	258	40.95%
EQUIPMENT	23,250	6,016	17,234	74.12%
TOTAL PLANT OPERATION, MAINTENANCE	**$1,803,963**	**$1,815,974**	**($12,011)**	**-0.67%**
GRAND TOTAL	**$17,398,307**	**$17,156,337**	**$241,970**	**1.39%**

This schedule does not include grant and contracts, auxillary, scholarships, workstudy and capital improvements.

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Bellingham Technical College

Program Expenditures
(General and Dedicated Funds only)
July 1, 2010 - June 30, 2011

PLANT
OPERATION,
MAINTENANCE
11%

INSTITUTIONAL
SUPPORT
15%

INSTRUCTION
52%

STUDENT
SERVICES
11%

LIBRARY
2%

ACADEMIC
ADMINISTRATION
9%

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Bellingham Technical College

Schedule of Expenditures, Expenses, Deductions
By Program and Expenditure Object
For Fiscal Period July 1, 2010 - June 30, 2011

		SALARIES & WAGES	EMPLOYEE BENEFITS	PERSONAL SERVICES	GOODS & SERVICES	COST OF GOODS SOLD
010-099	**GENERAL FUND**					
011-099	FUND 001 - STATE & FUND 149 - LOCAL GENERAL	10,441,541	3,429,764	111,031	577,219	
	TOTAL	$ 10,441,541	$ 3,429,764	$ 111,031	$ 577,219	$ -
010-099	**DEDICATED FUND**					
011-099	FUND 148 - LOCAL	321,589	64,721	1,990	2,102,181	
	TOTAL	$ 321,589	$ 64,721	$ 1,990	$ 2,102,181	$ -
100	**SPONSORED RESEARCH**					
100-199	FUND 145 - LOCAL	364,808	79,696	509,182	41,570	
	TOTAL	$ 364,808	$ 79,696	$ 509,182	$ 41,570	$ -
250-259	**SERVICE OPERATIONS**					
252	PARKING	8,640	799		4,019	
255	COPY SERVICES	9,169	3,269		67,346	
	TOTAL	$ 17,809	$ 4,069	$ -	$ 71,365	$ -
260-269	**AUXILIARY ENTERPRISE**					
261	BOOKSTORE	133,593	57,877		26,861	858,880
262	FOOD SERVICES	154,112	69,394		14,840	157,685
264	ASSOCIATED STUDENTS	20,090	4	3,110	74,075	
265	OTHER AUXILIARY	18,468	8,081		18,115	
	TOTAL	$ 326,263	$ 135,355	$ 3,110	$ 133,892	$ 1,016,565
270-279	**STUDENT AID**					
271	SCHOLARSHIPS	65,680	2,274		1,866	
272	LOANS					
275	WAIVERS					
	TOTAL	$ 65,680	$ 2,274	$ -	$ 1,866	$ -
90	**CAPITAL PROJECTS**					
910	CAPITAL IMPROVEMENTS	69,676	22,644		148,701	
	TOTAL	$ 69,676	$ 22,644	$ -	$ 148,701	$ -
	TOTAL EXPENDITURES, EXPENSES, DEDUCTIONS	$ 11,607,366	$ 3,738,523	$ 625,313	$ 3,076,794	$ 1,016,565

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Bellingham Technical College

Schedule of Expenditures, Expenses, Deductions
By Program and Expenditure Object
For Fiscal Period July 1, 2010 - June 30, 2011

TRAVEL	EQUIP CAPITAL	EQUIP NON-CAPITAL	DEPR EXPENSE	GRANTS SUBSIDIES	DEBT SERVICE	TRANSFER CHARGES	TOTAL
63,420	133,774	151,222		20,504		(493,366)	$ 14,435,108
$ 63,420	$ 133,774	$ 151,222	$ -	$ 20,504	$ -	$ (493,366)	$ 14,435,108
6,556	90,520	233,969	-	-	23,315	(100,298)	2,744,544
$ 6,556	$ 90,520	$ 233,969	$ -	$ -	$ 23,315	$ (100,298)	$ 2,744,544
25,413	-	29,407	-	(347,943)	-	742,772	1,444,905
$ 25,413	$ -	$ 29,407	$ -	$ (347,943)	$ -	$ 742,772	$ 1,444,905
							+194,101
							$ 13,459 1,639,00
							79,784
$ -	$ -	$ -	$ -	$ -	$ -	$ -	$ 93,243
1,495			7,615		367		1,086,687
					277		396,308
21,311				22,105			140,695
39							44,702
$ 22,844	$ -	$ -	$ 7,615	$ 22,105	$ 644	$ -	$ 1,668,393
36				7,958,277		($236,965)	$ 7,791,169
				7,957,124			$ 7,957,124
$ 36	$ -	$ -	$ -	$ 15,915,401	$ -	$ (236,965)	$ 15,748,293
22	12,188,760	4,886	-	-	1,994,259		14,428,946
$ 22	$ 12,188,760	$ 4,886	$ -	$ -	$ 1,994,259	$ -	$ 14,428,946
$ 118,291	$ 12,413,054	$ 419,483	$ 7,615	$ 15,610,068	$ 2,018,218	$ (87,856)	$ 50,563,432

+ 194,101

50,757,533

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Bellingham Technical College

Notes to the Financial Statements

1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Financial Reporting Entity
Bellingham Technical College is one of 34 Community and Technical Colleges in the State of Washington. The College is governed by the Washington State Board for Community and Technical Colleges. These financial statements present all the fund types of the College.

Basis of Presentation
The financial statements are presented on an accrual basis in accordance with generally accepted accounting principles of fund accounting for colleges and universities. Fund accounting reflects limitations and restrictions on the use of available resources. The accounts related to specific activities or objectives have been classified into separate funds. Similar funds have been combined for financial reporting purposes.

Fund Classifications
Current Funds account for all resources available for current operations. Current operations include the College's educational and general purpose expenditures, self-sustaining auxiliary enterprise and grants and contracts received by the College in support of educational activities.
Loan Funds are from both private and governmental sources whose use is restricted to making loans to students.
Capital Funds account for resources to be used for construction, renovations of long-lived assets for College purposes and funds set aside for renewal and replacement of College properties.
Agency Funds are those funds held in the custody of the College. These funds do not belong to the College but the College acts as a depository or fiscal agency only.

Cash and Investments
Cash balances in excess of current requirements are pooled and invested in certificates of deposits, government securities and municipal investments.

Inventories
Inventories are carried at the lower of cost or market value.

Land, Buildings and Equipment
Land, buildings and equipment are recorded at cost or, if acquired by gift, at fair market value at the date of the gift. Additions, replacements and major renovations are recorded as additions to Capital Funds.

State Appropriations
The State appropriates funds to the college on a biennial basis. Appropriations are recognized as revenue when the related expenditures are made.

Revenue Recognition
Revenues are recorded when earned and expenditures are recorded at the time liabilities are incurred.

Tax Exemption
The College is a tax-exempt organization under the provisions of Section 115(a) of the Internal Revenue Code and as such is exempt from federal income taxes.

2. CASH AND INVESTMENTS
The balance sheet classification Cash and Investments includes all readily available sources of cash such as petty cash, demand deposits, certificates of deposit and temporary investments. All deposits for the College are insured by the Federal Deposit Insurance Corporation (FDIC) up to $250,000 and by the Washington Public Deposit Protection Commission for amounts over $250,000.

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At June 30, 2011 the College's investment balances were:

	Carrying Amount	Market Value
Interest Checking	5,560,535	5,560,535
Certificates of Deposit	1,000,000	1,000,000
Total	$6,560,535	$6,560,535

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Bellingham Technical College

Notes to the Financial Statements

3. INVENTORIES

Inventories valued by the retail method consist of the following at June 30, 2011

Bookstore	$288,116
Food Services	2,249
Total	$290,365

4. LAND, BUILDINGS AND EQUIPMENT

At June 30, 2011 land, buildings and current construction in progress, equipment and library resources net of depreciation are as follows:

Land	$ 750,590
Buildings	32,569,223
Construction in Progress	15,900,476
Equipment	915,853
Library resources	117,714
Blended Total	$50,253,856

5. ACCRUED LEAVE PAYABLE

The accrued leave balance as of June 30, 2011 is $1,019,411. This consists of unused vacation leave and includes a percentage of earned and unused sick leave for staff.

6. DEFERRED COMPENSATION

The College, through the State of Washington, offers its employees a deferred compensation plan created under Internal Revenue Code Section 457. The plan, available to all State employees, permits them to defer a portion of their salary until future years. Since the State of Washington administers the plan on behalf of the College's employees, the College does not have legal access to the funds.

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The College participates in a State of Washington risk management self-insurance program. Premiums to the State are based on actuarially determined projections and include allowances for payments of both outstanding and current liabilities. The College assumes its potential liability and property losses for all properties.

The College self-insures unemployment compensation for all employees.

8. LEASES PAYABLE

The college financed a capital building project through the Washington State Treasurer's Lease/Purchase program. Funding for the lease payments due under this financing arrangement is provided by legislative appropriation.

On June 30, 2011, the minimum lease payments under this financing agreement are as follows:

Fiscal Year	Total Payments
2012	$2,115,356
2013	2,107,881
2014	2,105,081
2015	2,106,882
2016	2,107,006
Thereafter	29,613,195
Total minimum lease payments	$40,155,401
Less: amts representing interest	12,390,401
Present value of minimum lease pmts	$27,765,000

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