



Five-Year Regular Interim Report for Reaffirmation of Accreditation

Submitted August 2009

to the

Northwest Commission on Colleges and Universities

by

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INTRODUCTION

This Regular Interim Report is submitted in support of Bellingham Technical College's request for reaffirmation of accreditation. It documents progress that has been made in addressing the recommendations from the Comprehensive Evaluation and includes organizational and programmatic changes that have occurred within the College since the 2004 visit and that relate directly to the accreditation standards.

A Comprehensive Evaluation of Bellingham Technical College was conducted on October 25-27, 2004. The Commission found that while the College was substantially in compliance with Commission criteria, two recommendations were identified as areas needing improvement and were included in the Comprehensive Evaluation Report submitted by the evaluation team to the Northwest Commission on Colleges and Universities (NWCCU). The Commission reaffirmed the College's accreditation status and requested that a progress report be submitted in spring 2007 addressing the recommendations of the Comprehensive Evaluation Report and substantive changes that had been submitted after the Comprehensive Evaluation. In August 2007, the Commission notified the College that the Progress Report was accepted and that the Commission was satisfied with progress made regarding Recommendations 1 and 2 from the fall 2004 Comprehensive Evaluation Report and Policy A-2 (Substantive Change).

The Commission requested that the College prepare a regular interim visit report and host Commission representatives in fall 2009 to address the Comprehensive Evaluation Report.

PART A: RESPONSE TO GENERAL RECOMMENDATIONS

COMPREHENSIVE EVALUATION RECOMMENDATION I

- I. *The committee recommends that the College completes the clock hour to credit hour conversion so that the award of credit is based on clearly understood criteria, clear distinctions between credit/non-credit and degree/non-degree and so that the college is able to equate its learning experiences using practices common to institutions of higher education (Standard 3C and Standard 2A6).*

Clock Hours to Credits

Starting summer quarter 2007, Bellingham Technical College (BTC) became a credit-granting institution. This transition involved the College's instruction, student services and administrative services departments. It also involved assistance from the Washington State Board of Community and Technical Colleges (SBCTC). The process is outlined briefly below.

2004-2005

In Washington State, all community and technical colleges use a single data system.

- BTC staff and administrators met with representatives of the Washington SBCTC to request their assistance with course and student management system reporting analysis needed to make the transition to credits. The SBCTC agreed to assist with a special report based on the College's 2005 fall quarter data.

2005-2006

Washington's SBCTC Policy Manual allows colleges to choose their method for reporting FTEs; Colleges can be either a clock hour or credit reporting system (clock hour and credit reporting cannot be intermingled).

- Working collaboratively, faculty and instructional administration reviewed all courses and identified credits per the definitions of the SBCTC Policy Manual: lecture, lab, and work-based learning (clinical) content.
- The SBCTC worked with the state's computer information system to set up an isolated 2005 fall quarter data system that BTC could use to determine the FTE impact of moving from clock hours to credits. This isolated database included all the course and student data from the actual 2005 quarter.
- An analysis of this quarter report was completed, allowing the College to compare results from the clock hour and the credit quarter. The concern that the College would lose FTEs based on credits was dispelled by using the isolated 2005 fall quarter.
- Financial Aid submitted the request to the Department of Education to move the institution's status to a credit institution. The final step of this transition primarily involved BTC's Administrative Services and Registrar. Designing a tuition structure that

would not significantly and negatively impact the typical student using the previous tuition structure needed to be developed.

2006-2007

- To assist the Registrar in developing a typical student tuition structure, the SBCTC set up a test site using fall 2006 data. This test site had all the current year fees and courses and provided a current financial model for comparison. Using this model, BTC prepared a comparable tuition structure.

2007-2008

- In summer 2007, BTC submitted a request to the SBCTC and was approved for conversion to a credit-granting institution. As of the summer 2007, BTC offered courses by credit and became a credit granting institution.

The move from clock hour to credit has been positive. Over the past two years, it has allowed easier articulation with other two and four year colleges; there is a clearer understanding of how BTC course credits transfer to other credit-granting institutions. This change has also provided more flexibility in how courses are offered, providing opportunities for students to take general education classes, qualify for financial aid, and start on a more part time basis.

Identifying Credit/Non Credit and Degree/Non-Degree Courses

The Comprehensive Evaluation Team noted that the College's courses in the quarterly schedule were not clearly defined. The confusion arose from a quarterly schedule that mixed degree and non-degree courses.

2004-2007

- As an interim step, BTC marked all non-certificate/degree courses with a designator and defined that designator in footnotes.

2007-2009

- Starting in 2008, the quarterly schedule was physically divided between courses that were required for certificates and degrees and those that did not apply. This change has clarified the confusion between credit and non-credit courses noted by the evaluation team. Previously, in most degree programs continuing students enrolled in a block of courses. As part of the ongoing transition to a credit structure, students are now enrolling in individual courses. Most degree programs have a very structured sequence in which students enroll. For continuing students, faculty serve as the primary advisors. For new students, Student Services advises students.

Educational Offerings Not Representing Practices Common to Institutions of Higher Education

As a result of BTC's original block enrollment and clock hour structure, some of BTC's professional technical programs had courses that were unusually large (for example, 18 credits) and therefore did not represent *practices common to institutions of higher education*.

2005-2006

- BTC brought in an outside consultant for required faculty work sessions to assist faculty in reviewing their program outcomes. This initiated faculty work on breaking down courses so that realistic outcomes could be achieved within quarterly time-frames.

2006-2007

- To continue to assist instructors in their revision of program structures, the College brought back the consultant in 2006 to conduct a one-day workshop on mapping program curriculums. Faculty developed program maps and continued work on revising program curriculum to break down courses into smaller components and refine sequencing.

2007-2009

- The College faculty, instructional administration and staff have continued to work on refining curriculum. This included work on *mapping* courses toward degrees, the development of more robust program learning outcomes and major program curriculum revisions in several programs, including HVAC, Welding, and Electrician.

All efforts have effectively moved the College towards adaptation of instructional and programmatic practices common to other colleges and universities.

COMPREHENSIVE EVALUATION RECOMMENDATION II

- II. *The committee recommends that the College evaluate all categories of faculty in accordance with Policy 4.1, including use of multiple indices (Policy 4.1).*

The problem identified by the NWCCU evaluation team area was that some faculty were not being evaluated using multiple indices. To address this issue a faculty evaluation process was redefined and was distributed and posted on the BTC intranet. Each component of the evaluation is provided to the faculty with the final report and summary. All faculty receive an annual student evaluation and are placed in a cohort for a comprehensive evaluation every five years. Faculty are now divided into rotating cohorts with new faculty added the quarter they are hired.

2005-2006

- Following the Comprehensive Evaluation, BTC convened a *Faculty Evaluation Oversight & Professional Development Committee* in the fall of 2005. This committee was composed of three faculty and three administrators. This committee's charge was to oversee the revision and implementation of a revised faculty evaluation process. The first task of the committee was to review the current procedures to determine where improvement was needed. The analysis identified that some part time/adjunct faculty were not consistently having a comprehensive evaluation including multiple indices.

2006-2007

- The Committee revised the overall *Faculty Evaluation Procedure*. Procedures were developed and refined for the three groups of faculty (probationary tenure, post tenure, and part time/adjunct) to include self-assessment, student input for each course taught,

and a peer or administrator observation and evaluation *within* the first nine credits of instruction.

- The faculty who were not being comprehensively evaluated were in Adult Basic Education. This was remedied and these faculty are now included in the evaluation process.

2007-2009

- To facilitate the evaluation process and ensure that faculty is not overlooked, the College dedicated a half-time program assistant to track and manage probationary and post-tenure faculty evaluations. This position gathers student evaluation data on all faculty.

2009-2010

- Starting summer quarter 2009, the Adult Basic Education department has been transferred to Instruction (previously it was supervised in Student Services) to help assure the implementation of the standard instructional procedures. These changes have addressed the issue, insuring that faculty are being evaluated with multiple indices, using the correct procedures, and those evaluations are tracked.

PART B: INFORMATION ON OTHER INSTITUTIONAL CHANGES

PROGRESS/ACTIONS TAKEN REGARDING SUBSTANTIVE CHANGE

A-2 Substantive Change, Policy A- 6 Contractual Relations with Organizations Not Regionally Accredited, and A-7 Principles of Practice in Educational Courses and Programs Offered Outside the United States.

In April 2005, BTC requested and was approved for two substantive changes to collaborate with non-accredited organizations, Guru Nanak Institute of Health Sciences and Research (nursing education) and Dentis-Tree (dental assisting education), and with Grimus Educational Services, which helped facilitate these projects. In fall 2005, BTC entered into these partnerships.

These were BTC's first international education experiences. In addition to positive educational outcomes for the India students, these projects helped develop increased knowledge and skills on the part of College staff regarding these types of projects and enhanced global and cultural competencies of involved staff and faculty. In 2007-2008, however, several issues escalated and prevented BTC from continuing these partnerships, both programs were terminated as of fall 2008. There were two reasons for ending these relationships: 1) an inability to assure adherence to BTC instructional standards and 2) an inability of both organizations to meet contractual obligations regarding payment. Due to defaults on contract and student payments, the College experienced a loss of approximately \$33,000.

Dentis-tree – Fundamentals of Dental Assisting

The India program had a parallel but not identical curriculum with BTC's *Dental Assisting* program. The India *Fundamentals of Dental Assisting* program, located in Chandigarh, included a student population from rural Punjab. The program strove to provide instruction for underserved rural students, and BTC did graduate four cohorts and 55 students in *Fundamentals of Dental Assisting*.

BTC sent a faculty member annually to India to review current practices and to work as a teacher, mentor, and trainer of the Dentis-Tree faculty. An administrator visited the site four times over three years. The Dentis-Tree program had access via high speed internet to a BTC intranet site that housed curriculum, instructional materials, and other information designed to help facilitate and guide the India program. Students also had electronic access to BTC's library. The facilities at Dentis-Tree were upgraded and expanded to represent the standards expected of BTC programs. The use of dental assistants is relatively new in India and developing appropriate clinical experiences was challenging.

The program was moving forward and improving. The decision to discontinue the program was based on several issues, including problems with job placement, disappointment by all parties that the enrollment was not stronger (cohorts shrunk from twenty to nine), ongoing challenges with maintaining quality standards, and a default on the part of Dentis-Tree on approximately \$4,000 of contract services. The lead Indian dental industry partner had a disagreement with Grimus Educational Services and discontinued that association. Finally, no new students were

enrolled in spring 2008. Given these circumstances, BTC felt it could no longer maintain this association. Since no students were currently enrolled, BTC ended the relationship as specified in the contract.

Guru Nanak Institute of Health Sciences and Research (GNI) – India Nursing

GNI is a small private Indian nursing school. The original intent of the collaboration was to develop a program in India that would enable students to obtain the same nursing certificate as a BTC practical nursing student and for that certificate to be recognized in Washington State. Prior to any student enrollment, BTC determined that the India program could not meet the Washington standards and the program was approved at the State Board on BTC's program inventory as a certificate in *India Nursing*. The next goal in our collaboration was to help improve GNI's nursing program using BTC standards and to provide the Indian students with transcribed coursework. A total of thirty-eight students enrolled, but only seven completed; many students did not continue with the BTC portion of their program. Four visits to GNI were made by administration (including the Vice President of Instruction and BTC's former nursing director and dean) to evaluate and help implement curriculum materials. Challenges included difficulties in ensuring adequate library access for students, effective instructional materials and lab activities, effective teaching methods, appropriately structured clinical experiences, and adequate qualifications for faculty for pre-requisite courses. These challenges were addressed multiple times, with improvement in some but not all of these areas. BTC strongly recommended that faculty from GNI come to BTC as part of a professional development plan, but that never occurred.

The Indian Nursing Council approved the program at GNI. The Indian Nursing Council's standards appear to be equivalent to those in Washington State, but BTC found that while the written standards were similar, evaluation and adherence to those standards were not. Quality issues previously identified that had been corrected reappeared and new concerns materialized. These included hiring non qualified faculty, not adhering to student faculty ratios required by the INC and BTC, grade problems, non-payment issues, and concerns regarding student communication.

The College was concerned that GNI was not addressing their concerns and did not have confidence that if a particular issue was corrected, that it would not recur. Additionally, BTC was not receiving the students' fees until months after they were due. The College made exceptions to try and work this out and finally, mandated that fees must be submitted at the time of enrollment. For the last year, however, BTC still received the fees months late. After repeated attempts to correct these issues (per the contract), both GNI and Grimus were notified that as of summer quarter 2008 the collaboration would end. Students were notified through GNI and directly through the mail by BTC.

All graduates received a credential from GNI and the seven that completed coursework and paid their fees to BTC received a certificate. Seven additional students completed some coursework and paid fees; those students received official transcripts of completed coursework.

STANDARD ONE: INSTITUTIONAL MISSION AND GOALS, PLANNING AND EFFECTIVENESS

Mission and Goal Changes

As part of the College's institutional effectiveness process, the mission statement was reviewed in 2006, and Bellingham Technical College (BTC) updated its Strategic Plan in the summer of 2006. The structure of that process is outlined in the updated Institutional Effectiveness Process [Appendix II]. This activity involved conducting an internal and external environmental scan, including focus groups targeting regional employers, community members, K-12 educational partners, and BTC staff and faculty. A strategic planning steering committee made up of BTC administrators, faculty, staff and a student analyzed the results gathered from the focus groups. After re-examination, the committee determined to maintain the existing mission: *To deliver superior professional technical education for today's needs and tomorrow's opportunities.*

The current mission focuses on responding to workforce needs by working with local, regional and national business, education and economic development partners.

Strategic Planning

BTC's strategic planning process includes crafting a five year plan; this process is dynamic and includes ongoing assessment to revisit and adjust the goals, initiatives and objectives. The Strategic Plan informs other planning at the College, including the Master Facilities Plan, Operational Plan, the annual budget and equipment request process, and the BTC Foundation's goals. BTC faces many challenges, including the need to be more resourceful and effective with diminishing resources at the same time that student enrollment demands are increasing and employer needs are increasing for a skilled workforce.

The review and update of the 2004-2009 Strategic Plan began in 2006 and focused on three process goals:

1. Gain 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 staff and faculty.
2. Tie together the planning process for the Campus Master Facility Plan (extended from January through April 2007) and the Strategic Plan.
3. Develop a plan to connect goals and initiatives with budget and resource allocation.

These process goals were achieved.

Leadership & the Strategic Planning Process

At the end of the academic year, a series of leadership changes occurred, influencing the direction and development of the Strategic Planning Process, as outlined below

Timeframe	Leadership	Strategic Planning Process
Spring/ Summer 2006	<ul style="list-style-type: none"> • President Gerald Pumphrey left the College • Debra Jones, Vice President of Administrative Services, served in the role of Acting President 	<ul style="list-style-type: none"> • Identified process goals in the spring and, through the summer, developed a process to review and revise the existing plan.
Fall 2006 – Spring 2007	<ul style="list-style-type: none"> • Former President Desmond McArdle served as Interim President • Search for new President 	<ul style="list-style-type: none"> • Maintained mission, vision and values. • Completed internal and external environmental scan. • Involved campus community in revision of strategic goals and initiatives winter 2007.
Spring 2007	<ul style="list-style-type: none"> • New President Thomas Eckert started July 2007 	<ul style="list-style-type: none"> • Seven goals and priority initiatives were identified. • Board of Trustees put the planning process on hold pending conclusion by the new President.
Fall 2007	<ul style="list-style-type: none"> • Board retreat held with President's Council 	<ul style="list-style-type: none"> • Goals and initiatives finalized. • Assumptions were developed and two priority goals were identified: 1) Access and 2) Marketing and Resource Development. • An implementation plan for the two priority goals was developed.

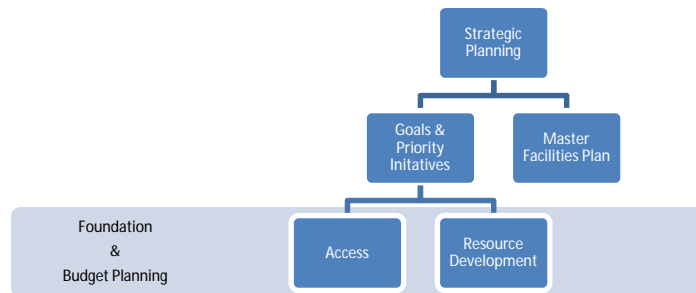
At the Fall 2007 retreat, the following assumptions were used to develop the operational plan for the two priority initiatives.

- Enrollment will remain strong.
- BTC will keep the current high-demand FTE allocations.
- Financial Aid will lag two years behind growth.
- Tuition revenue for FTEs will be approximately \$3,300 per FTE, excluding ABE/ESL. This equals approximately half or less of cost of growth.
- 20 growth FTEs at \$4,800 each (\$96,000 total) can be anticipated for each year.
- 20 high demand FTEs at \$8,000 can be anticipated each biennium (0910 and 1112) at \$160,000 (these are competitive and will be targeted).

As shown in the diagram below, from the summer 2006 through fall 2008 our strategic planning process drove institutional operations, influenced our priority initiatives, and helped in decision-

making and goal achievement. A five year operational plan was developed to achieve the Access goals with annual achievement goals.

The diagram below illustrates how the Strategic Plan informs the development of other planning activities.



In the fall of 2008, state and federal economic impacts began to dramatically impact the College's resources. Given the dramatically changing economic climate, the assumptions identified the previous fall were no longer entirely valid. In the winter of 2009, the College revised the assumptions and decided to revise the Access operational plan over the summer of 2009. Assumptions guiding the development were revised and are below:

- Enrollment is stronger than ever in BTC's history.
- There will be no State-funded growth FTEs for the next biennium.
- Some financial aid will increase but will remain inadequate.
- The State general allocation reduction is anticipated to be between 9.4%-14.3% with the potential of other targeted fund allocation reductions.
- Demand will increase for eLearning (distance education and instructional technology).
- Equipping programs adequately will be extremely difficult if not impossible.
- BTC needs to be strategic about how it grows and where it puts its resources, determining where there is current capacity to grow and considering the financial, political, mission and social impacts.

These new assumptions are guiding the expected outcomes of the two priority goals: 1) Access and 2) Marketing and Resource Development. Finally, an additional goal and strategy was elevated to a priority status to address the emerging green economy. A new operational plan is in the process of development.

Plan Achievement and New Directions

The Access goal's operational plan addresses three initiatives:

- **Alternative Delivery:** Offer courses, certificates, and programs in alternative formats.
- **Expansion:** Expand educational offerings to provide more opportunities for students.
- **Building Current Capacity:** Build capacity in current programs, certificates, and courses.

After one year of implementation, significant progress has been made toward these three initiatives. Some highlights of the accomplishments to date and as reflected in the 2008-2009 Access Report include

- Alternative Delivery: Significant expansion in online (63 FTEs/170% growth) and hybrid (305 FTEs/48%) course offerings;
- Expansions: Significant growth in ABE/ESL (62 FTEs) and transfer education (114 FTEs) and the implementation of two new high-demand programs - Veterinary Technology and Dental Hygiene; and
- Building Current Capacity: Major curriculum revision of five programs for more efficiency, additional program starts, and higher retention (Instrumentation, Process Technology, Electrician, Electro-Mechanical, and Culinary Arts).

The second priority goal of Marketing and Resource Development included the following initiatives:

- Development of a new model of College Advancement
- Connecting marketing functions to the Foundation
- Tying the Foundation goals to the Strategic Plan and priority initiatives
- Addition of staff to further engage in resource development
- Growth in resources to be raised by the Foundation

After the first year, significant progress has been made toward those initiatives:

- A reorganization occurred, adding an Executive Director of College Advancement and two full-time staff who are now exclusively dedicated to raising monies on behalf of the College.
- The Marketing and Communications Department has formally partnered with the Foundation office to promote the College to the wider community—business, industry, students, donors and private foundations.
- New leadership was added to the Foundation Board and members are organized into working committees.
- Fundraising goals are related to the College's recently refined Strategic Plan. The Foundation is directing its fundraising efforts to include program equipment purchases, development of online curriculum and greater student financial aid.
- The Foundation has identified and secured funds for the College from new state, federal and private sources.
- As a result of this work, the Foundation now has working relationships with 20 new business/industry donors, 50 new private donors and 10 new private foundations and will be launching an Alumni and Friends Association in 2009.

Meeting Standard 1.B - Planning and Effectiveness

In the last comprehensive evaluation, BTC received a commendation regarding its Institutional Effectiveness process. The College continues to refine and improve this process.

The Institutional Effectiveness process requires a robust assessment process to monitor the College's progress toward its goals. BTC continues to affirm that this is a tool and a process rather than a product. BTC has employed several dimensions of assessment: strategic goals, two levels of institutional-level assessment and program-level outcomes and effectiveness assessment. BTC found redundancies between the two levels of institutional-level assessment and now is combining and expanding these levels into one set of indicators to include such elements as retention and student satisfaction. The current Institutional Level Mission Assessment includes ten indicators to assess the College's effectiveness in a variety of key areas:

1. Commitment to Academic Excellence
2. FTE Enrollment by Funding Source
3. Student Profile
4. Student Success Outcomes
5. Stakeholder Satisfaction
6. Income Stability and Financial Health
7. Financial Viability
8. Efficiency/Productivity
9. Facility Maintenance
10. Foundation Support and Contributions

The measures above are tracked with annual data that show the trends of achievement of the College and continue to be reviewed annually. Prior to the fall of 2007, we referred to these indicators as our *Dashboard Indicators*. BTC is currently titling these measures *Annual Indicators of Institutional Success*.

The new *Dashboard Indicators* aim to raise the visibility on *current* data related to every instructional program. A task force made up of representatives from Instruction, Institutional Research, Information Technology, and Registration has formed to develop an online system to make program-level data readily available for the campus community. The data to be provided in Phase One of the new *Dashboard Indicators* include

- The number of students currently enrolled (FTE and headcount);
- The percent of program capacity currently enrolled;
- The number currently waiting to enter the program; and
- The number of students enrolled for the next quarter.

While the online, real-time *Dashboard Indicator* reporting system is a work in progress, the development and review process of our annual *Program Effectiveness Reports* is solidly in place. These reports are available on all BTC instructional programs and are shared with the campus community via our intranet. BTC is still in the process of developing effectiveness reports for other divisions, including Administrative and Student Services.

Institutional Expectations and Assessment

For each of the Institutional and Program-level indicators, BTC has identified a standard. Annually, rates of success in achieving these standards and indicators are reviewed and analyzed. In the review and revision of our goals, BTC determined that several goals (such as establishing a welcoming campus environment) had been met. BTC recently incorporated visual representations of standards into the graphs and charts of the Annual Indicators for Institutional Success to illustrate the expectation of achievement.

For each measure in the Program Effectiveness reports, a standard (expected level of achievement) is identified; faculty and deans compare the program's actual achievement against the standard to assess effectiveness. The following is an example of how this data has been used for improvement:

***Culinary Arts:** Retention analysis from over three years indicated that between 33% and 49% of students were dropping out between fall and winter quarter. Further analysis with faculty and students determined that the program's operation of the cafeteria was having a negative impact on student learning and retention. Students were moved unprepared and too quickly into a high-stress performance role of providing campus food service. Their learning was also limited due to the time requirement to perform over the lunchtime period. By restructuring the program, which included removing the campus food service responsibilities, the student satisfaction, retention, and learning rates for this program have significantly improved. For new students starting in fall 2008, the attrition rate so far has been cut in half; the retention rate will continue to be monitored.*

Effectiveness data has been used to close programs due to low enrollment, poor graduation numbers, and or poor employment placement. Appliance Repair is slated for closure as of March 2010; this closure was spurred by low enrollment and completion rates and is an example of how this data has been used.

BTC conducts an annual Student Satisfaction Survey and includes demographic, anecdotal, and numeric data. This survey provides a perspective from the student's viewpoint of satisfaction across the campus. The expectation is that most areas will receive a rating of 80% of good to excellent ratings. Some highlights of the spring 2009 Student Satisfaction Survey are noted below, and compare to the standard and to the previous year.

- The overall rating for program equipment increased to slightly above 80%, but for some programs the rating dropped well below the 80% standard.
- The overall rating for teaching and instruction was rated as good to excellent by 92% of respondents. Only one program scored below the 80%; Radiologic Technology had a rating of 74%.
- The library, bookstore and computers and information technology have increased satisfaction rates. The bookstore has a rating of 78%; cost of books was a primary concern.

- Four student service areas received decreasing ratings from 2008, resulting in scores below the 80% standard.
 - Registration – 71%, down from 88%
 - Program Advising – 74%, down from 82%
 - Admissions – 75%, down from 88%
 - Counseling – 79%, down from 82%
- The tutoring rating increased from 79% to 82%.
- Financial aid increased from 74% to 79%.
- Students continued to strongly state they would recommend BTC to others at a rate of 99%.

This information is used to determine where to put BTC resources and where to develop plans for improvement. Student Services conducted a mapping analysis of services and processes over 2008-2009; the next step is to develop an implementation plan to improve service and processes. Further analysis will be conducted regarding individual programs that are outliers to the standards, with plans developed that are focused on meeting and exceeding the standards.

STANDARD TWO: EDUCATIONAL PROGRAM AND ITS EFFECTIVENESS

Changes in Graduation Requirements

Starting summer quarter 2007, BTC became a credit institution and added the AAS-T (Associate of Applied Science – Transfer) degree as an option for all professional technical degree programs. The AAS-T degree requires twenty credits of transfer level academic coursework: five credits in English, mathematics, and general psychology plus 5 credits in science, social science or humanities from those *generally accepted in as transfer by other institutions in Washington State*.

New Degrees and Certificates (45 credits or more) since 2004:

2005

- AAS-T – Nursing
This is an LPN to RN program preparing students for licensure as a Registered Nurse. Students must complete 1,000 hours as a working LPN within the last 5 years prior to program admission.
- Certificate in Medical Coding and Billing Generalist (began at 53 and increased to 57 credits)

2007

- AAS and AAS-T degree - Professional Technical Education
This program includes a certificate in Career and Technical Education. The certificate and degree is structured around the Washington State Skill Standards for Professional Technical College faculty.

2008

- AAS and AAS-T degree – Civil Construction Management
This program shares many courses with the Civil Engineering Technology degree. This addition to the Civil Engineering program provides students multiple pathways into the workforce.
- Certificate in Retail Management
This certificate (48 credits) addresses the needs of workers in the grocery industry. Eleven Washington State community and technical colleges created this certificate in Retail Management.

2009

- AAS and AAS-T degree - Dental Assisting
The certificate in Dental Assisting was expanded to include the required general education for the Associate degree. The degree provides students coursework that can be articulated to a bachelors degree.
- AAS and AAS-T - Surgery Technology
Surgery Technology was expanded for the same reasons and in the same model as Dental Assisting.

- AAS and AAS-T degree - Dental Hygiene
Dental Hygiene currently has initial program accreditation by the Commission on Dental Accreditation, with no reporting necessary. The next step in the program accreditation process will be a site visit in Spring 2010.
- AAS-T degree - Veterinary Technology
This degree also incorporates an early-out option with a certificate in Veterinary Assisting (43 credits) after 4 part-time quarters, or 2 ½ full-time quarters. This program will undergo an initial accreditation site visit in June 2010.

Discontinued Degree/Certificates (45 credits or more)

For each of these programs, program effectiveness standards, including enrollment and number of graduates, were not met over several years, resulting in program closure.

- 2007 Technical Sales Specialist (degree) stopped admitting new students. Currently enrolled students are continuing to completion.
- 2008 Operations Management (degree) stopped admitting new students. Currently enrolled students are continuing to completion.
- 2010 Appliance Repair (degree) will close at the end of spring quarter 2010. BTC is in the process of completing enrolled students.

Significant Changes in Existing Degrees/Certificates

Curriculum changes begin with faculty and administration with input and discussion from each of the professional technical program advisory committees.

2005

- A common first quarter was developed for the Automotive and Diesel programs. This first quarter results in a certificate.
- In the Electronics Technology program and the Instrumentation and Control Technology program, a common first year core of classes was developed. All first year students in both programs complete the same classes and then move in to either Electronics or Instrumentation. The math requirement for both programs was increased to Math 141 – PreCalculus. The Electronics Technology program is currently going through a change in the second year, with the anticipation that enrollment will increase.
- Instrumentation has restructured their second year curriculum. This restructure allows an Instrumentation student to move into second year courses fall, winter, or spring quarter. Prior to this restructure, students could only enter the second year content in fall quarter.

2006

- The EMT-Paramedic program was restructured based on recommendations from the 2005 CAAHEP program accreditation evaluation. The program adapted a model more consistent with accreditation standards regarding field internship, reduced overall hours from 2076 to 1834, and is now 112 credits. This program gained continued accreditation

in 2007 with a planned follow-up site visit in 2010. The EMT-P program is offered on an intermittent basis.

- Several courses in the Computer Network Technology program were replaced with courses identified as Advanced Topics in Networking. This coursework provides an avenue to insure graduates have learned content that addresses emerging needs in the computer networking field.
- Minor modifications to the Diesel Technology and Automotive Technology programs were made to address the increased use of electronics and computerized systems in the industry.
- The Fisheries Technology program was modified, adding electives and reducing the number of Field Project classes.
- The Industrial Maintenance program was re-titled Electro Mechanical Technology.

2007

- An A.A.S. – T was developed in Civil Construction Management, but to date no students have selected this pathway.

2008

- The Culinary Arts program was radically redesigned. In the past, the program was linked to the College's food services operations, with many of the labs designed around providing food for the College faculty, staff and students. BTC separated the food services operation. The student retention rate and the skill level of graduating culinary arts students have increased substantially. The Culinary Arts curriculum is designed around the American Culinary Federations skills standards.
- The Auto Collision Repair Technology program remodeled its curriculum by creating shorter classes. The curriculum continues to be based on the I-CAR certification skills standards.
- The business degrees—Administrative Assistant, Legal Assistant, Accounting, and Computer Software Support—have all been modified slightly. All programs now have electives, allowing students more flexibility.

2009

- The Electro Mechanical Technology (EMTEC) program combined its separate tracks (Electrical and Mechanical) to offer an AAS and AAS-T certificate and degree in General Maintenance. This change enabled the program to focus efforts on a streamlined curriculum, enhancing instructional quality, and to better fill EMTEC courses.
- The Electrician and EMTEC programs revised their curriculums to create a core first quarter for both programs.

Changes in Special Programs Providing Academic Credit

In 2005, BTC entered into two partnerships with non accredited organizations in India, Guru Nanak Institute of Health Sciences and Research (Practical Nursing education) and Dentis-Tree (Dental Assisting education). A third party, Grimus Educational Services, worked with BTC and each of these organizations to help facilitate the projects. Students in India were enrolled in coursework designed to help them achieve certificates at BTC. Due to lack of enrollment and

several other issues, BTC discontinued these programs at the end of summer quarter 2008. The full sequence of activities and outcomes are discussed in Part A of this report.

Educational Program Outcomes, Student Assessment of Outcomes, and Use of Results of Educational Assessment in Planning

In the 2004 evaluation, the College was encouraged to build stronger connections between program outcomes, data and results feeding back into the program improvement process and classroom instructional improvement. BTC undertook a number of activities to better connect program outcomes, data, and results to program and classroom instructional improvement.

Each professional technical program completes an annual Program Effectiveness process that includes student learning outcomes and multiple measures such as advisory committee review, retention and graduation rates, employment attainment and wages, and student, graduate, and employer satisfaction. The College uses industry focus groups to identify specific issues and program directions for clusters of programs. Programs will continue to add state and national benchmarks as learning outcomes (exams, licensure, certification, and contests) and to help determine program effectiveness.

During the 2005-2006 academic year, BTC brought in a consultant (Don Prickel, Oregon State University) to work with faculty to improve program learning outcomes. All programs reviewed and updated their program outcomes. Program learning outcomes are listed on the BTC intranet with assessments and student achievement data documented for each year. Outcomes are published on the BTC website and in the College catalog and are distributed each year to program advisory committees for their input.

From the 2004 BTC evaluation, it was noted that BTC should *equate its learning experiences using practices common to institutions of higher education*. This comment was directed at the unusually large courses in several programs. To address this issue and improve overall program structure in 2006-07, the College brought back the consultant from 2005-06 to provide a one-day campus workshop on mapping program curriculums. This workshop helped program instructors revise curriculum into smaller segments or courses and to refine the sequencing of coursework. Instructors created concepts, skills, and assessments, and connected these to the program learning outcomes. All courses, outcomes, and assessments were identified on the program map. Assessments listed are authentic, alternative measures for assessing student learning outcomes.

Curriculum program maps were developed by faculty to visually display to students the curriculum, assessment and sequencing of courses in an individual program. Program outcomes were revised and listed along with program assessments. Adding new programs, changing curriculum in existing programs and discontinuing programs reflect data driven decisions. BTC uses anecdotal and empirical data for these decisions.

Fisheries Technology Facility

The Fisheries Technology program facility was mentioned as a concern by the last evaluation team. The program is housed in a rented facility located in a City of Bellingham park. The

building is failing and provides several concerns. Since the program is housed on non state-owned property, the College cannot obtain Washington State construction funds to correct the problems. However, the College has applied and been approved for a two million dollar *match* from the State for a new facility. A pre-design for new construction has been developed by the College architects. The College has sought state, local and federal grants as well as a federal appropriation to raise additional resources for this project. To date, \$250,000 has been raised. The College has committed to a concentrated fundraising effort for this capital project in 2009-2010. In the meantime, BTC is considering other possibilities for housing the program, including partial relocation.

STANDARD THREE: STUDENTS

Admissions Changes and Rationale

BTC has made several changes to admission and assessment procedures to better ensure that students are program-ready. Other changes have been made in the admission processes to better support online application, including eliminating the application fee and improving the information provided students on the website.

For the Allied Health area, the addition of new programs such as Registered Nursing, Veterinary Technology and Dental Hygiene necessitated the addition of separate admissions processes for these programs. Existing Allied Health programs also changed their admissions process and standards.

2006

- The Registered Nursing program was launched in 2006. This involved evaluation of upper level prerequisite courses, verifying 1,000 hours of clinical experience, criminal background check and application packet.

2007

- General education requirements for Practical Nursing and Surgery Technology were increased in 2007, including upper level and generally transferrable college level courses. This change resulted in increased minimum assessment test score requirements to match increased placement needs.
- Due to program attrition and academic challenges, in 2007 the Radiologic Technology program increased prerequisite requirements for admission. This involved contacting all wait list students and requesting students' prompt attainment of higher level general education courses. Students were given adequate notice and deadlines to complete 'upgrade' courses and, as a result, students are better prepared for program coursework and the wait time for program entry has been reduced.

2008

- Effective summer 2008, students in the Practical Nursing, Dental Assisting, and Surgery Technology programs must complete all general education requirements previously embedded within the program prior to acceptance to the program ready list. Front-loading general education courses will reduce program attrition.
- Since fall 2008, Practical Nursing applicants are required to have completed nursing assistant training prior to admission. In doing so, program faculty do not have to 're-teach' the most basic nursing competencies and students can advance more quickly into intermediate nursing skills.
- For the AVMA-approved Veterinary Technician program, starting in 2008–09, Admissions implemented a two-step admissions process where students initially meet advanced placement test scores with a negative criminal background and prior to continuation into the 2nd year must complete four general education courses and a physical.

2009

- BTC offered its first selective program, Dental Hygiene, in winter 2009. Students were required to take twelve mandatory prerequisites and were selected into the program based on a point system ranking students' GPA, HOBET test scores, prior education attainment and Dental Assistant certification. This program has application deadlines and does not retain a wait list of prior applicants.

Other admission process changes in existing professional technical programs have also been implemented:

- Business programs began admitting new students mid quarter with a part-time schedule (potential admittance every 6 weeks).
- Civil and Mechanical Engineering and Surveying & Mapping programs now require Computer Fundamentals/Intro to Computers prior to acceptance, due to the increase in computer and digital technology skills needed for these careers.
- Several technical programs in the manufacturing and engineering areas identified that Technical Math (MATH 111) was not adequately preparing students for Pre-calculus or the program curriculum concepts. BTC eliminated MATH 111 and focused on a series of algebra prep courses. As a result, students in certain programs had to meet increased placement score requirements into Elementary Algebra (MATH 098) or Intermediate Algebra (MATH 99) prior to acceptance.

Grade Changes and Rationale

In-progress ("I" with letter grade) grade was eliminated in 2005. Use of "I" (incomplete) requires agreement and timelines for completion and is a better grading option.

Use of an official withdrawal ("W" grade) date was started in 2005. Previously a student could withdraw up to the end of the quarter.

Student Non-Academic Programs Changes & Rationale

Student government is active at BTC and collaborates with the College's administration in implementing campus-wide initiatives. Quarterly lunch meetings with the President's Council and other college leaders and the student leaders has led to a supportive and collaborative environment. The number of student professional organizations and clubs continues to grow and support student involvement, engagement and development.

Student Support Services Changes and Rationale

With the many changes in student support services (listed by department below) and the growing demand for services in a time of limited resources, the entire student service area spent the 2008–2009 year mapping each support service area. The question being addressed was "What do we want to change (improve, revise or eliminate), in the best interest of the student?" Student Services reviewed processes step-by-step to look for efficiencies for staff and to remove barriers

for students. A list of priorities was developed and assigned task forces are already making significant progress in implementing these strategies & efficiencies.

Admissions and Advising

In 2005, the Counseling and Admissions & Advising departments, which previously shared a single office space, were split due to space constraints and to address growing advising needs. Advising demand has steadily increased, particularly for health programs, as admission processes have become increasingly complicated and the demand for academic advising has grown. All staff in this department have dual functions between advising and program management, which include critical duties such as transcript evaluation, mandatory post-test advising, general walk-in advising, health-specific advising, Running Start support, on-line advising and event planning.

From 2004–2007, the College appointed one staff person for outreach efforts both on and off-campus with a focus on recruiting and maintaining students ages 18–21. From 2007–2009, two full-time staff were assigned to outreach duties. In addition to maintaining strong relationships in the high schools, outreach staff helped develop new community partnerships focusing recruitment efforts on targeted populations. Due to budget limitations, outreach staff positions were reduced back to one full-time position in 2008. To off-set this loss, in 2008, the College implemented a *Student Ambassadors* program, utilizing current program student participation in the recruitment and education of prospective students.

Career Services, Assessment and Tutoring

In January 2005, a Coordinator of Career and Job Placement Services was hired. This allowed the College to significantly strengthen its focus on placement services for students. The Coordinator was promoted to Director in 2007 and now oversees the Career Services, Assessment and Tutoring departments. Career Exploration Information Sessions are offered weekly and recommended for prospective students who are unsure of their program choice. This model has proved successful and sessions have expanded to being offered twice per week. The Career Services department supports students with internship searching and works directly with faculty to help build internship placements for students.

Individualized job searching assistance is available to all students and graduates, as well as community members. Resources are provided to help students get the appropriate documentation prepared (such as résumé, cover letter, references, portfolio) and to assist with interviewing and connecting with job search resources. A dedicated Career Services webpage was also developed for students. In 2008, an Employer Resources page was created for employers to direct them on how to post a job online and provide information on other ways to partner with the College. For the last three years, the College has hosted two career fairs targeting specific industries (Healthcare/Business and Construction/Manufacturing/Engineering).

In January of 2008, the Tutoring Center relocated to a large classroom adjacent to the BTC Library, and a dedicated Program Office Coordinator was hired for the Tutoring Center. The new space has allowed expanded tutoring hours and an increase in subject areas, and offers a more accessible location and increased visibility. The usage of the Center has increased exponentially. In addition to an increase in face-to-face tutoring support, BTC now offers online tutoring,

accessible 24/7 for a variety of subjects. Online tutoring support is provided through real-time tutor access, posted questions and writing support.

The Assessment Center has expanded over the last few years, both in the hours it is open and in the types of tests and other services it provides. The College uses the Accuplacer computerized placement test offered through The College Board. The College uses basic tests (Reading Comprehension, Sentence Skills, Arithmetic, and Elementary Algebra) for placement into all programs and general education classes except our highest level math classes (Math 107, 141, and 142). Placement into these classes is determined by a College Level Math test developed by BTC math faculty. The Assessment Center works closely with the Disability Support Services office to provide all testing services to students needing accommodations. The Assessment Center now provides a wide range of industry certification testing and other proctoring services to respond to this growing demand and continues to be a GED Testing Center.

Counseling

The changes to counseling services at BTC since 2004 have focused on increased retention efforts and increased accessibility of services. BTC has instituted an Early Alert process where faculty can inform counselors of students who may be at risk of failure for any reason. A counselor contacts the student to intervene and to get the student the help needed or to help them withdraw, if necessary, and avoid a failing grade. BTC has implemented a withdrawal questionnaire to be completed by students who choose to exit early. The results of this survey help provide information about the kinds of issues that are causing students to withdraw. This helps BTC plan for needed future support services.

In an effort to better connect with new students, BTC has also instituted a New Student Calling process. All new students are called within the first month of the quarter. They are made aware of campus and community resources and of important quarterly dates. Counseling hours have been expanded (including drop in and limited evening).

In response to national incidents of campus violence and on-campus student mental health concerns, BTC has implemented a Student Behavior Awareness Team. This team is made up of student services personnel, teaching faculty, and the Facilities Manager. The team has created a process where anyone can anonymously report any behavior of concern they see on campus. The team is alerted to all new entries and will address crises immediately and other issues at the biweekly meeting. This process has improved the College's ability to maintain campus safety. This group also plans and provides campus trainings on appropriate issues, including dealing with mental health issues in the classroom; dealing with returning veterans; and stress.

BTC has greatly increased the scope and depth of services to students with disabilities. To better accommodate these students, the College added a DSS program coordinator. This has allowed BTC to increase availability of counseling and assistance for students and to better track students with disabilities. In addition, BTC has expanded the types of assistive technology available for these students.

IBEST

The Integrated Basic Education Skills Training (BEST) programs integrate basic skills with college level program classes in seven approved pathways. IBEST students come to college with a variety of academic and personal barriers to education. In spring 2007, the Coordinator of Transition Services (also the Opportunity Grant Coordinator) began to provide targeted advising and wrap-around services for this group of students. Many IBEST students receive Opportunity Grant (supported by Washington State) funding, and the coordinator works with each student (regardless of funding) to ensure that they are on the path to traditional financial aid. IBEST students receive similar services as the Opportunity Grant students. This includes quarterly advising, financial aid planning, and frequent visits by the coordinator to IBEST classrooms. The coordinator also works closely with the Basic Skills department and Instruction to ensure that the program development aligns with student success and retention goals.

Although the program is a promising model, it has also been inefficient in its use of resources. All IBEST programs with the exception of the Allied Health program, have been placed on hiatus in 2009 while the administrators, staff and faculty evaluate a more effective means of implementing this instructional model.

Multicultural Student Support Services

Over the past five years, a stronger emphasis has been placed on assisting students of color in their transition to college and providing continued support in their educational pursuits. Through presentations, community-sponsored events that discuss issues of race and ethnicity, and celebrations of diversity, the office helps provide students of color, underrepresented students and other special population students with a supportive campus atmosphere, and strives to educate all students concerning the value of diversity and the need for greater sensitivity for multi-cultural populations. A growing focus over the last three years has been to reach out to the local community by conducting campus tours and providing outreach presentations for a variety of special populations.

Registration and Enrollment

BTC successfully converted from clock hours to credits as of summer 2007 and worked closely with the SBCTC-IT. The past two years have been a transitional time, which required reviewing and adjusting processes from the block enrollment model to the individual credit course model. The conversion has benefited students, allowing greater opportunity to transfer credits in or out of the College.

In 2007–2008, Admissions initiated a new procedure called *conditional acceptance*. A *conditionally accepted* student meets a set of admissions requirements, enrolls into required degree or certificate courses and is eligible to receive financial aid. Because conditionally accepted students are eligible for financial aid, enrollment in developmental education, prerequisite courses, and required general education courses has increased and financial aid awards have also increased to accommodate this new category of student.

In 2008, the length of the instructional quarter was decreased (from 12 to 11 weeks), which is the most consistent schedule throughout the Washington Community and Technical College system. This change provided faculty additional preparation time between quarters.

Other significant changes include:

- Significant additions to the Prerequisite Table, which now includes courses in general education, class series and program course requirement prerequisites.
- Registration has implemented the automated Class Waitlist, online Schedule Planner for students to build their own quarterly class schedule, and Degree Audit, where staff and students can review their progress in satisfying program course requirements for completion.
- Great expectations and resources were placed at the service of the state CTC Re-Hosting Project; it was anticipated that this project would provide the Colleges with increased flexibility for retrieving and manipulating data electronically. Due to lack of progress and financial drain, however, the Re-Hosting Project was abandoned in May 2008. During the Re-Hosting development many SMS enhancements and training workshops were not offered and all resources were dedicated to this project. Enhancement projects are now moving forward again and have already improved many of our current processes. BTC purchased the software *By Request*, which is a data transporter, to facilitate the change of current printed reports from the SBCTC to electronic data.
- A document imaging project was implemented in 2009 and will reduce the amount of space required to maintain student records and provide a central location, which will ensure accuracy. Registration is also in the process of converting older student records from microfilm and FoxPro to Access.
- A major effort has been focused on enhancing the BTC Website to enable increased access to online services and centralized information for students. The number of students registering online has increased dramatically in the last two years.
- Student communication has been expanded across campus and now includes using VoiceShot for mass voicemails, digital signage and implementing student email accounts (in 2009), which will be the College's primary source of communication with students.
- In October 2008, a new full time position, Program Specialist II, was filled. This position required a higher level of authority, responsibility and technology skills to assist the Director of Registration & Enrollment. An important part of this position is focused on reviewing processes for efficiencies, ensuring technology is used to fully support efficiency, developing and supporting the registration online services and creating ad hoc reports.

Student Financial Resources

Student Financial Resources (SFR) was developed in 2007 to provide a one-stop center for all types of financial resources to assist students with the cost of attending BTC. The implementation of this Student Financial Resources center has provided a single campus location for students and prospective students to access financial resource information and assistance with funding their education goals. It has also provided a single access point for outside funding

agencies. The most recent annual student evaluations have indicated improved student satisfaction rates concerning the way student financial aid services are being provided.

The College offers an effective program for providing financial assistance for BTC students by maximizing the utilization of Federal Title IV funding, Washington State financial aid programs for higher education, BTC Foundation Scholarships, outside scholarships, and Work Force Funding programs. As a result of these efforts, the number of BTC students receiving financial assistance has almost doubled and the dollars have nearly tripled from 2003–2004 to 2008–2009.

A network of strategically located campus flat screens is used to update students with important upcoming financial aid services dates, deadlines, and reminders. Financial information is also available in various printed media, such as the BTC catalog, BTC quarterly schedules, and Student Financial Resource handouts. Students who choose access to Federal Stafford Loans are required to complete an interactive on-line loan entrance counseling session each school year.

BTC will be switching to the U. S. Department of Education Direct Loan program, effective July 1, 2009. This change is being implemented to ensure that BTC students will have access to a steady funding resource, as many private banks have withdrawn from the F.F.E.L student loan program.

Workforce Funding

Workforce Funding was established as a separate entity within Student Financial Resources in October 2008 when the position of the Director of Workforce Funding was created. This change brought multiple non-traditional funding sources together as a unit, which resulted in greatly improved collaboration among these programs and with Financial Aid. Only two of the current programs existed five years ago: WorkFirst and Worker Retraining. The College has also added Basic Food Employment and Training (BFET), Opportunity Grant, and Pathways to Health Careers. Workforce Funding oversees funds provided by a wide range of agencies to pay specific costs for eligible students. All of these programs and resources provide financial assistance to students, often in ways that traditional Financial Aid does not allow. Each program serves a different population and has guidelines indicating who qualifies and what expenses can be covered. Agency funding comes from WorkSource scholarships, Trade Act, Division of Vocational Rehabilitation, Labor & Industry, and tribal programs, to name just a few.

The Worker Retraining program now has dedicated staff and is no longer an added duty for staff in the Admissions office. Worker Retraining provides tuition, fees, books, equipment, and supplies to eligible dislocated workers. This program has expanded to serve not only those who have been laid off, but now also includes people in declining fields at risk of being laid off, displaced homemakers, veterans honorably discharged within the last two years, and people who were formerly self-employed in businesses that have failed due to economic conditions.

WorkFirst continues as a source of training funds for recipients of TANF (Temporary Assistance to Needy Families). Many program changes have been made over the years, but essentially the same service is provided: payment for tuition, fees, and books for eligible students. Because WorkFirst students are considered at-risk, a hands-on case management approach is used, and BTC staff work closely with case managers from the Department of Social and Health Services.

Basic Food Employment & Training (BFET) was added in 2007. This federal grant provides assistance with tuition, books, tools, equipment, clothing, and supplies for students who are receiving Basic Food Benefits. This program can also provide transportation assistance and limited emergency funding in order to keep students in school (e.g., medical or dental treatment, a utility payment to avoid shut-off, or car repair).

In August 2006, BTC applied for and was awarded the Washington State Board for Community and Technical College Opportunity Grant pilot program. This program provided financial aid dollars and wrap-around services to low income students in a variety of high wage, high demand pathways. This opened up new opportunities to students who had not been eligible for traditional financial aid resources in the past. The Opportunity Grant can pay for tuition, books, child care, tools/supplies, living expenses, and emergencies. During the pilot period, forty-five students worked closely with the Opportunity Grant Coordinator to address academic and personal barriers to success through advising, mentoring and financial aid planning. To date, the Opportunity Grant has served 172 “at-risk” students over the three-year period and has maintained a 77.9% retention rate. The grant was expanded and currently serves all colleges in the State system.

Enrollment figures comparison

Annualized FTE:

2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009
1911	1930	1837	2057	2110	2333

STANDARD FOUR: FACULTY

Faculty Characteristics Changes

BTC has a relatively stable faculty who tend to stay at the institution for a long period of time, so most programs have well-developed curriculum taught by instructors who are thoroughly familiar with its content. BTC employs two primary categories of faculty: 1) regularly contracted faculty are annually contracted and the majority are full-time, and 2) adjunct faculty are contracted for individual courses.

BTC continues to have a high number of full-time faculty for the size of the institution. This is due to the large number of professional technical programs. Fulltime faculty are necessary for professional technical programs to be most effective. Since the 2004 Comprehensive Evaluation, BTC has added thirteen full time faculty positions, bringing the total of fulltime positions from 45 to 63. New tenure track positions have been added in Science, Mathematics, Veterinary Technology, Dental Hygiene, Electro Mechanical, Pastry, Psychology, Electrician, Automotive, Process Technology, Radiologic Technology, Welding, and Nursing. As of fall 2009, BTC will add two additional tenure track positions, one in Process Technology and another in Adult Basic Skills. The Adult Basic Skills tenure track position will be the first tenure track position in that department.

Over time, BTC has converted several adjunct faculty positions to annually contracted, including in the Mathematics, Pastry, and Science departments. Additional adjunct faculty have been hired to teach required degree and certificate courses, particularly in the required and often pre-requisite science, English, mathematics and psychology courses. These courses have multiplied since the College added the Associate in Applied Science –Transfer degree and as the College added new programs requiring more transfer course requirements such as Dental Hygiene and Veterinary Technology. Part-time faculty have also been added to teach in the Integrated Basic Education and Skills Training (IBEST) program.

From 2004 to 2009, the percent of ethnic diversity on BTC's campus increased from 4% to 6%. An Institutional Faculty Profile is included in Table 4.1.

BTC's faculty members represent a high level of experience and training within their fields and maintain an extraordinary level of commitment to student success. In BTC's Student Satisfaction surveys from 2004-2008 *teaching in a course or program* was rated between 88% and 91.3% as excellent or good, while 95% and 98% of students identified that they would recommend BTC to other potential students. BTC's faculty are committed to achieving the College mission to *deliver superior professional technical education for today's needs and tomorrow's opportunities*.

Changes in Policies Affecting the Faculty

Credits and the Change from Block Enrollment

Starting fall 2006, BTC became a credit granting institution. Faculty were pivotal in making this transition. They analyzed coursework and determined how each clock hour course would be redefined as a credit course according to the State Board for Community and Technical College

definitions. BTC also moved from program block enrollment to enrolling students into courses. This change has required more up-front scheduling information for students, admissions and registration and changes in advising.

Faculty Salaries, Workload and other Benefits

Workload - Change to 11 Week Quarter

Starting in fall 2008, BTC moved from a twelve-week quarter to an eleven-week quarter, changing the instructional calendar from 180 to 165 days. This change resulted in the creation of fifteen non-instructional faculty work days. The intent of the change was to move the College to a more common quarter length and to provide faculty with more time to address a variety of duties including advising, curriculum development and revisions, course planning and preparation, professional development, research, student records and reports, and shared governance. The change also provided time for reporting and record processing in Student Services.

Compensation

Faculty compensation is addressed in the faculty negotiated agreement. BTC increased the base starting salary on the schedule in 2008 by adding three additional steps over a three-year period to address a concern identified in the 2004 self-study (that higher starting salaries would be more attractive to employment candidates). This particular increase was slightly higher than the COLA increases to existing faculty salaries. In addition, median faculty salary increased significantly from fall 2004 to fall 2008. For example, the minimum salary increased 14.6% (from \$43,965 to \$50,386) and the medium and maximum salaries for regular ft/pt faculty increased 12.6% (from \$53,576 to \$60,342) during this period, even with the retirements and resignations of several (14) experienced and highly paid senior faculty who were replaced by newer, less experienced faculty. BTC faculty receive an annual stipend for additional assigned work; this stipend has increased from \$1,150 in 2004 to \$1,786 for the 2008-2009 year. The last three-year contract, effective as of the 2008-2009 academic year, added a longevity step to the salary schedule.

Since 2004, BTC's adjunct teaching salary rate has increased by 17.12%. In addition, BTC has redefined full-time for adjuncts, resulting in an increased number of faculty who are eligible for additional and/or an increased amount of benefits such as sick leave and medical benefits.

Orientation and Faculty Support

While maintaining in-person orientation for new faculty, BTC has developed an enhanced Instruction intranet site and a Faculty Orientation SharePoint site for all faculty. The College is also now including adjunct faculty in email communication.

Faculty Performance Evaluation

BTC convened a *Faculty Evaluation Oversight & Professional Development Committee* in the fall of 2005 to review and update the procedures for faculty evaluation. This process is addressed in Part A of this report; the Faculty Evaluation Process is included as Appendix I.

Figure 4.1 – Institutional Faculty Profile

Rank or Class	Number		Full-Time Faculty															
			Number of Terminal Degrees							Salary, 9 months			Years of Experience at Institution			Total Years of Teaching Experience		
	Full Time	Part Time	Dr.	M	B	AA	Voc Cert	Less than Cert	Prof. Lic	Min	Med	Max	Min	Med	Max	Min	Med	Max
Instructor	63	9	3	32	18	4	7	8		Min	Med	Max	Min	Med	Max	Min	Med	Max
%	88%	13%	4%	44%	25%	6%	10%	11%		\$50,386	\$60,342	\$60,342	0	5	31	0	9	33
Adjunct	0	117																

Rank or Class	Gender/Ethnicity			Tenure Eligibility		
	Male	Female	Ethnicity	Tenure	Tenure Track	Non Tenure
Instructor – FT	31	32	3	35	21	7
Instructor – PT	1	8	1	0	0	9
Total	32	40	4	35	21	16
	44%	56%	6%	49%	29%	22%

STANDARD FIVE: LIBRARY AND INFORMATION RESOURCES

The BTC Library's mission is to support the growing and changing information and distance education needs of the BTC Community in an environment that encourages life-long learning and student success. The library provides responsive, individualized service and an accessible gateway to diverse resources. Student satisfaction for the library has continued to improve; from 2008 to 2009, the student satisfaction rating for library services increased from 76% to 84%.

Maintaining Library/Learning Resources to Meet Enrollment Growth

The library's budgets for materials (books and videos) and journals, both in print and digital, have remained relatively stable. In addition, one-time extra money (\$5,000) was provided to purchase materials for the new LPN-RN Bridge AAS degree and the Process Technology degree. A consistent comment from the student satisfaction surveys is that the library needs more resources/books. To respond to these comments, the librarians, in selecting materials, target the high-need, high-demand areas first while choosing several programs a year to evaluate and fill in any gaps. The library encourages "Suggestion for Purchases" from the students and works with faculty to purchase requested items. Staff note areas where there needs to be more material on a specific subject and passes those onto the selectors. The librarians prioritize evaluating different materials for pricing and quality. In 2008-2009, the library had a one-year cut in the book and journal budgets. For 2009-2010, the budget will be restored to the previous level.

Library/Learning Resources Keep Pace with Significant Program Changes

The library was remodeled and expanded by about 1,000 square feet in fall 2006. The additional space doubled the book stacks, increased the number of student computers from 14 to 34 and added 3 tables (12 seats) for students. The library, including both the computer lab, individual computer stations and the study areas, are frequently full. The book stacks have room for two years of growth before they are filled.

A new library is part of the new Campus Center Building that is scheduled to start construction in January 2010. This move will more than triple the space for the Information Commons (open computer lab), increase the number of group study rooms, provide an Information/Digital Literacy classroom, add 10% growth for the collection, and incorporate the eLearning Department and the Media Services Departments into connected areas.

The Media Services/Photocopy/College and Student Printing Department moved from the Purchasing Department to Library oversight in May 2006. Many new, creative classroom and lab instructional media stations have been designed and built by Media Services. These include mobile media carts that can be used to display the inner-workings of auto and diesel engines and a nursing media system that can display and record demonstrations. Upgrading the instructional media in classrooms is an ongoing project.

In order to control, track and contain costs, BTC began charging for student printing in spring 2007. Students receive a set amount of printing and then must purchase additional printing as

needed. The Media Services Department is responsible for purchasing and distributing the paper, the toner cartridges and scheduling repairs.

In response to the need for evening media support, a part-time, nine-month Evening Media Technician was hired in winter 2008. This has significantly improved service for the evening instructors and allows some time for assisting with other media projects.

Staff and Operational Hours to Meet the Student Use of the Library

The library is now open four nights/week and later on Fridays (Monday-Thursday: 7:00 AM – 7:00 PM, Friday: 7:00 AM – 4:00 PM). In 2007-2008, the library staff increased; a part-time librarian was hired with a 10-month contract and a classified staff member's hours were increased by 10 hours/week. Even with the expanded hours, the library is consistently receiving requests for weekend hours on the student surveys, in-person and on the suggestions cards. Budget restrictions, however, have limited further expansion of library hours.

A new program, QuestionPoint, providing 24 x 7 cooperative virtual reference service, was implemented spring 2009. BTC is part of statewide and international group of librarians who provide live, around-the-clock reference assistance. This service is especially valuable to online students and other students needing reference assistance outside normal hours.

With this year's growth of eLearning, an eLearning student helpdesk has been implemented to assist students the first three weeks of the quarter, 15 hours/week. Currently, library staff and the eLearning Instructional Designer assist eLearning students for the rest of the quarter. This is an area that will need to be further developed to support the growing online and hybrid programs.

Information Technology Maintenance and Changes

A number of improvements have been implemented to Instructional Technology systems and labs since 2004:

- Videoconferencing capabilities have been converted from ISDN, running through a gateway to a full IP system. This allows the College to use the video conference system in any building on campus and to run multiple conferences at once.
- A new IP based phone system has been added, which provides more reliable service and capability for students and staff. Four emergency/courtesy phones have been installed on campus for student use.
- CISS maintains nearly 750 computers. The overall number of computers has increased by 100 over the past five years, with most of this increase in student computer labs. Some of these computers have been installed in public, non-instructional areas for casual students use.
- The main Computer Services server room was expanded in fall of 2004 and is now climate-controlled and capable of meeting future campus and instructional needs. At the

same time, the main LAN backbone was improved from 100 BaseT to gigabit speed to support advanced and more intensive software applications.

- The College implemented individual network accounts and student email for students enrolled in program content in fall quarter of 2007-2008 and for all students in spring quarter 2008-2009. All students have remote access to the BTC network and their data from their home or other off-campus computers. A Student Sharepoint server has been added that allows student access to their Program and class files.
- Most student computer software is constantly upgraded to the latest versions. Other than updating a few labs for specific instructional purposes, we declined to upgrade to Microsoft Vista, deciding to stay with Windows XP instead. Student computer labs have been updated from Pentium IVs with 256 MB RAM and 40 GB drives to machines with more memory and faster processors.
- The speed of the College's internet connection has been increased by a series of incremental upgrades from about 3 mb/s in 2004 to the current maximum speed of 100 mb/s. Faculty, staff, and students have access to a wireless network in all the buildings on campus that provides internet access and access to the BTC network via remote access.

STANDARD SIX: GOVERNANCE AND ADMINISTRATION

Changes in the Governing Board

Governance System

Prior to the last Comprehensive Evaluation, the College underwent a major restructuring of administrative roles for the purpose of improving communication, coordination, and functioning at the campus. Focus is on maintaining open processes for decision-making (with appropriate involvement of the campus community), transparency in the budgeting process (with appropriate involvement), and continuing open dialog with staff.

The president has initiated several quarterly meetings to continue an atmosphere of open communications with all College employees. Quarterly “Town Hall” meetings began in the fall of 2007 and continue. In these all-staff meetings, the president presents the most pertinent information on the issues facing the College, including achievement of the strategic initiatives, budget challenges, and workforce issues. Staff members are presented an opportunity to ask questions, make announcements, and express opinions. The vice presidents and deans also utilize the time to make presentations and share information.

From time to time, additional all-staff meetings are scheduled if attention to an issue requires more than just a quarterly occurrence. Examples include special meetings on the budget or campus safety.

The president has also initiated quarterly meetings with exempt staff and quarterly meetings with the leadership of each of the three unions. The meetings are held to discuss matters of mutual interest (the union meetings are held during non-negotiation years). These meeting schedules were initiated in the spring of 2008.

Staff members are also welcome at all meetings of the President’s Council—the weekly meetings of the administrative leadership of the College—and are welcome to attend the monthly meetings of the Board of Trustees. In both forums, staff members may offer comments, ask questions, or ask to be placed on the agenda to make a presentation or discuss a specific issue.

Governing Board

Since 2004, the BTC Board of Trustees has experienced a change in two of five positions. Due to the nature of the change and the individuals appointed, however, the Board has remained stable, maintaining what the authors of the Comprehensive Evaluation report in 2004 stated as a “Board of Trustees who clearly understand their policy role and clearly support the College’s movement to become a strong technical-professional college.”

Two board members, Mr. Steven Koch and Ms. Yvonne Cartwright, have held their positions since 2000. A third board member, Ms. Sonia Arévalo-Hayes, has held her position since 2003. A fourth member, Mr. James Cunningham, served on the board previously from 1998 until 2003. However, he was asked back to complete a term vacated by board member who resigned in 2005. Mr. Cunningham, after serving out the interim term, was reappointed to a permanent board position in 2007. A fifth board member, Mr. Jeff Kochman, was appointed in 2007, but he

resigned in April 2008 for personal reasons. He was replaced in January 2009 by Mr. Mark Asmundson.

Current Trustees	
Name	Biography
Yvonne Cartwright, Chair	Appointed March October 2000; reappointed September 2005 through September 2010. President, Cartwright Creative Group, Bellingham, WA.
Steve Koch	Appointed January 2000; reappointed November 2004 through September 2009. Business Manager, Laborers' Local 872. President, Northwest Washington Building & Construction Trades Council; Vice President, Whatcom County Central Labor Council.
Sonia Arévalo-Hayes	Appointed November 2003; reappointed September 2008 through September 2013. Co-Owner of TC Trading Company, Blaine, WA.
Jim Cunningham	Appointed November 1998 through December 2003; reappointed June 2005 to complete term of vacant trustee position; reappointed October 2007; term ends September 2012. Retired General Manager, Bellingham Operations, Georgia-Pacific Inc.
Mark Asmundson	Appointed January 2009 through September 2011. Currently the Executive Director, Northwest Clean Air Agency; former Mayor, City of Bellingham, WA; formerly attorney in private practice.
Past Trustees During Accreditation Period	
Jeff Kochman	Appointed January 2007; resigned April 2008.
Sheryl Hershey	Appointed January 1997; reappointed September 2001; term ended September 2006.
Art George	Appointed March 2002; resigned 2005.

Mr. Koch, Ms. Cartwright, Ms. Arévalo-Hayes, and Mr. Cunningham all have extensive experience as board members. Mr. Asmundson, although new to the board, brings a wealth of experience as a former mayor of the city of Bellingham and a practicing attorney. All members bring enough experience and expertise to contribute in significant ways to the forwarding of the BTC mission. They were instrumental in connecting the new president with the community during this first year and worked well with senior staff in refining the strategic goals and setting the direction for the College for the next five years.

Two members of the Board, however, are now facing the end of their terms: Mr. Koch in September of 2009, and Ms. Cartwright in September of 2010. The fact that their terms do not end during the same year, along with the level of experience of the remaining board members, means that the impact of losing these veteran board members should be diminished. Thus, the coming transition should pose no issues for the College.

Board members have established a yearly retreat with the president and senior staff to review progress on the strategic goals and make adjustments as needed. In the fall of 2007, the Board, the president, and the senior staff retreated and reviewed the strategic goals established in 2006. In the process, the goals were prioritized, given the changes in the operating environment, and

emphasis was placed on two of the original seven goals. The goals of (1) increasing student access to programs and other educational offerings and (2) increasing awareness, resources, and partnerships were selected as the top priorities. A detailed five-year plan was subsequently developed for the access goal and a more traditional “to-do” list created for the increasing of awareness, resources, and partnerships.

Adhering to policy, the annual retreat also includes time when the Board and the president meet privately to discuss his performance, and time is taken for the Board to evaluate itself and its own performance.

Significant Changes in Institutional Leadership and Management

Dr. Gerald Pumphrey, appointed to the presidency of BTC in July of 2001, resigned from the position in July of 2006. Debra Jones, Vice President of Administrative Services, was appointed by the Board of Trustees to serve as acting president and held that post for three months until an interim president could be found to serve for a longer term. Past president of the College, Desmond McArdle, agreed to serve as the interim for one year while the Board searched for a permanent replacement. On September 1, 2007, Dr. Thomas Eckert was selected and appointed to the presidency.

The fundamental administrative structure of the institution, with the exception of a minor consolidation under the new president, has remained relatively constant since the structure was implemented under Dr. Pumphrey. The structure consists of three vice presidents reporting to the president: the Vice President of Instruction, the Vice President of Administrative Services, and the Vice President of Student Services. Directly reporting to the president as well were the Director of Human Resources, the Director of Communications and Marketing, and the Executive Director of the Foundation.

Upon the resignation of the Director of Communications and Marketing in the summer of 2008, President Eckert created a new position of Executive Director of College Advancement and the Foundation, which includes responsibility for the College foundation and those of communication and marketing. A new Director of Marketing and Communication was hired to replace the previous director; she now reports to the Executive Director (the former Director of the Foundation). This minor reorganization was implemented to create more consistency in terms of the College’s message, brand, and communication style with students and the community. Marketing efforts were revitalized in the move, and the Foundation’s work expanded.

In December of 2008, the Director of Human Resources retired. Due to severe budget reductions, the position was not filled. The Associate Director of Human Resources was asked and agreed to handle all human resource functions until such time as a new director can be hired. Given a combination of factors—a state hiring freeze and the fact that all three union contracts had been settled, each three years in length—the College anticipates that it can operate without a director for the 2008-2009 and 2009-2010 academic years.

The economic condition of the state and resulting revenue reductions will influence how quickly the position can be filled. Currently, a number of positions across the campus remain unfilled as a result of the revenue shortfall. The Director of Human Resources position will be prioritized along with the other open positions to determine when the College will hire.

Note: Although the college administration, due to revenue reductions, has not filled a number of vacated positions, let go a number of temporary staff, and reduced contract hours of a few employees, it has not been forced to layoff permanent staff. It remains the goal of the Board of Trustees and senior leadership at the College to make the necessary budget adjustments without decreasing the number of permanent staff - thus continuing to provide full service to a growing student population. Staff members have willingly stepped up to take on the additional duties left by those who elected to resign or retire. The College remains operating at a high level of quality and efficiency.

Faculty Role in Governance

Those actions and processes that allow for faculty input into governance of the College established prior to the last comprehensive evaluation remain in place. Faculty members continue to play a central role in curriculum planning and program improvement, and continue to have a strong voice in budget decisions that affect their programs. They are also full participants in the process leading to the development of a capital equipment budget. The faculty remains a positive and influential voice in the decisions made on campus and the distribution of resources.

Student Role in Governance

The student government at BTC (ASBTC) remains strong and active. The group has taken on a number of issues of interest, including the proposed raise in tuition by the state that students face in the 2009-2011 biennium (a total of 14% over the course of the two years). Students took their concerns to the state capital, discussing their plans with the college president prior to the event. At the request of the ASBTC leadership, the president willingly attends meetings to discuss various topics and is welcomed if he wishes to receive feedback or address certain issues with students. Students are welcome to attend College leadership meetings and attend Board meetings if desired.

Collective Bargaining

In the fall of 2008, negotiations between the three unions and the administration were completed. Each contract is three years in length and satisfactory to all parties. For the first time, union and administrative representation were introduced to the concept of Interest-based Bargaining. Training was superficial—an introduction to this style of bargaining—and met with limited success. Although applied initially, more traditional bargaining became the fallback when certain issues became more challenging. The flaw in the application of Interest-based Bargaining was the lack of a neutral facilitator, which experts in this style of bargaining believe is essential to make the process successful. If applied correctly, with a neutral facilitator and a willingness on both sides to give the process a chance, bargaining can be taken from an adversarial to a team approach of solving problems. The new president of the college introduced the interest-based approach, having had experience with the method at a different college. He will continue to encourage the use of this method in the future.

Additionally, as mentioned earlier, the new president has initiated quarterly meetings with union leadership during non-negotiation years to discuss and, to assist in resolving issues as they arise.

STANDARD SEVEN: FINANCE

Significant Changes in the Financial Structure and Condition of the Institution

College Operating Resources

- State Appropriations – State legislative funding has steadily increased with the increase in student enrollment at the College and rose in 2008-2009 to approximately \$10.6 million in operational funding and \$400,000 in student financial aid funding. This funding comprises about 64% of the College’s budgeted operational (non-grant) revenues. Due to the economic downturn, the College has received a reduction in annual state funding for the 2009-2011 biennium of approximately \$760,000 and has adjusted its operating budget accordingly.
- Tuition & Fee Revenues – Revenues received from student enrollments have increased both due to the increased enrollment and to gradually increasing tuition and fee rates over the past several years. For the 2008-2009 academic year, revenues from tuition and fees are expected to be approximately \$5.5 million. The state legislature has authorized a 7% tuition increase for both the 2009-2010 and 2010-2011 academic years to mitigate the impact of the funding reduction mentioned above.
- Foundation Support – The BTC Foundation has continued to grow and increase its fundraising capabilities in a number of areas, including scholarships, program equipment purchases and capital construction. This has been accomplished by strengthening the leadership of the organization: adding the position of Executive Director in 2005 and increasing support staffing levels to two full-time employees. In addition, Board membership has steadily risen and there are six working committees/sub-committees, where much of the Board’s substantive fundraising work is done.
- Grant/Contract Funding – The College has been successful in seeking additional funding to support its operations through grant and contract funding. These sources currently provide significant resources that allow BTC to supplement state funding in order to address strategic goals and initiatives.
- Student Financial Aid – Student access to financial aid sources has expanded significantly over the past several years, both in total dollar volume and the number of students receiving aid. The College has also restructured the financial aid office into a “one stop” financial assistance center called the Student Financial Resources Center. This center provides a single campus location for current and prospective students to attain information and receive assistance related to funding their educational goals. The center also provides a central access point for outside funding agencies.
- Current student financial aid programs available to BTC students: over \$5 million in federal aid such as PELL Grant, SEOG, Subsidized and Un-subsidized loans and Federal Work Study; approximately \$1.2 million in state aid such as State Need Grant, Tuition Waivers and State Work Study; over \$1.0 million in work force training funding programs such as Worker Retraining, Work Based Learning, WorkFirst, Opportunity

Grant, and Basic Food Employment & Training program; almost \$900,000 in agency funding such as Department of Vocational Rehabilitation, Labor & Industries, Northwest Development Council, Employment Security Department, Veterans Administration and Nooksack Tribal Council; and over \$350,000 in scholarship funding from private sources as well as the BTC Foundation and the 3.5% tuition allocation funds.

- Ancillary and Other Sources Revenue – BTC receives a minimal amount of revenue from ancillary operations, interest income and other sources. Ancillary operations that operate to provide services to students, staff and the public as part of training for students are run at breakeven or slightly negative profits. The Food Services and Dental Clinic operations have generally required a subsidy from the College's general fund.
- Auxiliary Enterprises – BTC continues to operate a few auxiliary enterprises including the College Bookstore, Associated Student Body and Rental program. Two internal service funds related to copier and printer services are also operating as cost centers. All auxiliary and internal service funds are budgeted as breakeven or profit centers and have grown their respective carry-forward funds over the years.

Operating Reserve

- BTC's financial operating reserve has increased to approximately \$2.6 million. This amount is approximately 15% of the College's annual operating budget and is well above the 10% guideline established by the Board of Trustees.

Budget Process

- The College continues to utilize a collaborative annual budgeting process involving all areas of the campus. Resource allocation decisions are tied to the strategic plan and the resulting priorities and initiatives. In order to address the challenge of the upcoming state funding cuts mentioned above, the College implemented significant budget reductions in the 2008-2009 fiscal year. The operating budget was reduced by almost \$1.0 million, mainly by placing a hiring freeze on selected open positions and curtailing program equipment purchases. Through this early action, the College will be adding approximately \$600,000 to the operating reserve.
- A four-year forward-looking plan has been prepared to guide the budget process through the next two biennia. In this plan, the College anticipates utilizing a portion of the operating reserve to supplement the reduced state funding mentioned above. Additional budget adjustments will be planned and implemented as we move through this economic downturn.

Organizational Structure

- Staffing levels in the Business Services department have remained at a consistent level since 2004. The focus has been on increasing the knowledge and technical skill level of staff over this time. In 2008, upon the retirement of a long term incumbent, the College revised the Accounting Specialist position to a Principal Accountant position, requiring a four-year accounting degree. Procedures and processes have continually been streamlined and new technology has been utilized to enhance efficiencies.

Capital Planning & Funding

- With the help of a professional architectural firm, the College reviews and updates the Capital Master Plan on a regular basis based on strategic priorities and initiatives and continues to execute capital projects in accordance with the plan. Funding for capital projects is received through a distribution of state capital appropriations that is administered by the State Board for Community and Technical Colleges. BTC has been successful in requesting and receiving awards for several major building projects in recent years.

Debt

- BTC has no debt at this time.

Audit and Operation Review Results

- The College is audited on a bi-annual basis by the Washington State Auditor's Office. For the period of July 1, 2004 through June 30, 2006, the College received no audit findings and two minor management letter recommendations related to internal control weaknesses in 1) cash control in the Dental Clinic ancillary operation and 2) inventory control in the Food Services ancillary operation. Procedural changes were implemented in both of these areas. For the period of July 1, 2006 through June 30, 2008, the College received no audit findings or management letter recommendations.
- The College also receives an Annual Operations Review, which is conducted by staff from the State Board office. There have been no significant findings resulting from these reviews.

STANDARD EIGHT: PHYSICAL FACILITIES

Facilities Master Plan

The BTC Facilities Master Plan, originally developed in 1993, has been updated twice since the college's last self-study in 2004. The current document (2007) reflects BTC's Strategic Plan and supports the College's goals and priority initiatives. It is the vision for BTC's future; created with substantial input from a number of our campus and community members. The Master Plan provides a developmental roadmap for a full build-out of the campus while retaining flexibility to react to changes in the College's strategic plan.

Physical Plant Changes

New Buildings

- The 48,500 square foot Morse Center is occupied by the Welding and Auto Collision Repair programs. The welding shop features forty-two standard welding booths; twelve aluminum welding booths; a tool and fabrication area; and an outdoor work area. The Auto Collision area includes eight car bays, two lifts, two finishing stations and two paint booths. The rest of the building provides two classrooms to accommodate 22 and 34 students respectively, one open computer lab for 34 students, two small conference rooms, eight faculty/staff offices and several student study areas. This facility replaced Buildings I and S, outdated buildings that will be demolished. Construction on this building was completed in spring 2007. The total budget for the project was \$16,800,000.
- Presently in design, the 74,000 square foot Campus Center will replace Buildings D, E and F and require the demolition of those three buildings in addition to Building I to develop the site. This building will allow the expansion of the Culinary Arts program in addition to relocation and expansion of the Business and Computer Information Systems and Computer Networking Technology programs. It includes four classrooms, an open computer lab with 24 stations, twelve labs for computer instruction, twelve 2 person offices for faculty/staff, a large assembly space, bookstore, new library and a student activity area. Construction will commence at the beginning of 2010 and move-in is scheduled for fall 2012. The budget for this building is \$30,790,000 from the Capital Budget and \$1,390,000 from alternative financing for a total of \$32,180,000.
- The Construction Pavilion will provide a secure, 8,750 square foot area for the Building Technology program to construct larger class projects. The intent is to provide a "building site" so that students can gain experience working in the field. The project will include the demolition of Building S and will be complete by winter of 2009 at a total project cost of \$447,200.

New Leased Space

- In the fall of 2008, BTC, in partnership with the Port of Bellingham and Western Washington University, began planning and designing for a 13,000 square foot

Technology Development Center. BTC's portion of this shared facility will house the Electro Mechanical Technology program. Classes will begin in the new space fall quarter 2009.

Demolition

As noted above, the following buildings will be demolished:

- Building S (for the Construction Pavilion)
- Building D, E, F and I (for the Campus Center)

Remodeling

- In addition to the above projects, BTC has completed \$750,000 in various remodels for classrooms, offices, labs, and conferencing spaces, most notably: Building A: expansion of Human Resources, the existing Library and Computer Support Services; and Building C: Expansion of the Dental Lab, doubling the size of the lab and remodeling support areas.

Repairs/Maintenance

- In addition to routine repairs and maintenance, repair projects completed through the capital budget process (\$430,000) include primary power improvements, building hydronic piping repairs, HVAC upgrades, roofing projects, outdoor lighting and campus signage.

STANDARD NINE: INSTITUTIONAL INTEGRITY

Insuring High Ethical Standards

BTC has in place the appropriate policies and procedures related to ethical conduct and responsibility. Policy 527.0, Standards of Ethical Conduct/Conflict of Interest is the guiding policy for the institution along with the following additional policies and guidelines:

- 220.0 Fraud Audit
- 223.0 Commercial Activities
- 502.0 Sexual Harassment Policy
- 502.1 Sexual Harassment and Discrimination Complaint Procedure
- 504.0 Affirmative Action
- 505.0 Hiring BEST and Teamster Employees
- 506.0 Prohibited Pre-employment Practices
- 507.0 Screening Committee Information and Materials
- 508.0 Hiring Administrative/ Exempt Employees and Faculty
- 509.0 Guidelines for Selection of Part-time Hourly Faculty
- 523.0 Whistleblower Act

Employee Handbook, Section IV, Ethics Standards and Standards of Conduct and Discipline
Employee Handbook, Section VII, Employee Services, College Facilities
Employee Handbook, Section X, Safety and Security

Additionally, several policies and procedures have been revised related to Institutional Integrity. Specifically, the Student Code of Conduct was revised to incorporate greater due process in the appeal of disciplinary action. A new Student Grievance Procedure was created as well, to incorporate greater due process and to add a step within the process to screen out frivolous and unfounded grievances. Finally, the Family Educational Rights and Privacy Act policy was revised to reflect clarifications provided by the Department of Education and various court decisions that have come about across the nation related to the law.

It was reported in the 2004 Evaluation that there was confusion in terms of the schedule, the catalog, the advising sheets, and the program information. There was also found to be confusion surrounding clock hours, credits earned, and transferability of credit. Since that report, the College has successfully made the transition from clock hours to credit hours. Although there were a number of issues needing to be resolved in that conversion, the vast majority of those issues have been resolved and confusion removed. Additionally, staff members have been working to remove confusion within the schedule and catalog, clearly separating credit and non-credit offerings.

CONCLUDING STATEMENT

BTC has conscientiously addressed the two areas of concern identified in Recommendations one and two in the 2004 Comprehensive Evaluation Report of the Northwest Commission on Colleges and Universities.

Recommendation #1

BTC became a credit institution as of the summer quarter 2007. The College also moved to an eleven week quarter from a twelve week quarter in 2008-2009 to be more in line with what is most common in the thirty-four Washington community and technical colleges. These moves have required significant curriculum and record revisions to illustrate credit equivalencies and have had repercussions throughout the college, i.e. publications, advising, financial aid, faculty workload, procedure edits, etc. The faculty has refined their course and program curriculums through mapping (sequence) and development of course and program outcomes. Clarification of information in publications including the BTC web site has been a major priority and continues as information is revised and areas are identified needing revision. The quarterly schedule now divides credit courses that count toward degree and certificate courses from those that do not. Addressing this recommendation has been positive for the College and has benefitted students (eligibility for financial aid), strengthened curriculum (through review, better sequencing, outcomes strengthening, workload, etc.) and provided guidance for publication revisions.

Recommendation #2

Insuring all faculty were evaluated and that multiple indices were used was addressed. A faculty-administration committee was formed to update and better define the process for faculty evaluation including use of multiple indices for all faculty groups. This was completed in 2006. We identified which faculty were not being properly evaluated and have addressed that issue internally. The tenure and post-tenure faculty evaluation process is tracked through the Vice President of Instruction's office. Each supervisor was charged with tracking evaluations of non-tenure track part-time faculty under the guidelines of the new process. Periodically, the status of these evaluations is reviewed with the Vice President of Instruction.

BTC continues to refine our institutional effectiveness process, which was identified as a commendation in the 2004 evaluation. While most two-year colleges are undergoing many changes and challenges in the current economic climate, BTC has been undergoing major institutional transformation as the College has moved to a credit institution. While the clock hour to credit conversion is complete, the College continues to need to align processes with the move to credits and an eleven week quarter. BTC has a fine staff and faculty and is financially stable, experiencing record growth, and continues to work to deliver high quality services and educational programs.

APPENDICES

Appendix I:	Faculty Evaluation Procedure
Appendix II:	Faculty Tracking Cycles
Appendix III:	Updated Institutional Effectiveness Process & Strategic Plan
Appendix IV:	Sample Equipment Request/Budget Packet
Appendix V:	Instructional Organizational Chart
Appendix VI:	Student Services Organizational Chart
Appendix VII:	College Organizational Chart
Appendix VIII:	Administrative Services Organizational Chart

