



**BOARD OF TRUSTEES
MEETING**



August 27, 2009

7:00 p.m.

Belmont Technical College

Board Room

Belmont Technical College
District Board of Trustees Meeting
 August 27, 2009 at 7:00 p.m.

AGENDA

CALL TO ORDER	Ms. Elizabeth Gates, Chair	
ROLL CALL		
PLEDGE OF ALLEGIANCE		
INTRODUCTION OF VISITORS	Ms. Elizabeth Gates, Chair	
APPROVAL OF AGENDA	Ms. Elizabeth Gates, Chair	
APPROVAL OF MINUTES	Ms. Elizabeth Gates, Chair	A

CONSENT AGENDA

	Human Resource Items	B1
	1 Ratification of Employment <i>English Faculty</i>	
	Marge A. Hawthorne, Director of Human Resources	
	Administrative Items	B2
	1 Upgrade to North Center Connectivity	
	John S. Koucoumaris, Vice President of Administrative Affairs	
	Board Items	B3
	1 Ends Policy Revisions	
	2 American Graduation Initiative Resolution	
PRESIDENT'S REPORT	Dr. Joseph E. Bukowski, President	
MONITORING ACTIVITIES		C
Financial Report	July 2009 Financial Report	C1
	John S. Koucoumaris, Vice President of Administrative Affairs	
	Six-Month Financial Report from BTC Foundation	C2
	From the BTC Foundation to the BTC Board of Trustees	
Section IV: Ends Policies		
Board Rule 400.0100.00	Student Development	C3
	<i>Success in Subsequent College Level Course Work</i>	
Board Rule 400.0400.00	Community Development	
	<i>Number of Recreational Learning and Non-Credit Courses</i> <i>Enrollment Trends in Off-campus Sites: Monroe & Harrison</i>	
	Dr. Rebecca Kurtz, Vice President of Learning & Student Success	

REPORTS AND PRESENTATIONS

UPCOMING EVENTS/MEETINGS

Trustees Scholarship Reception

September 2, 2009 @ 6:45 p.m.

Evening Practical Nursing and ADN Graduation

September 3, 2009

Quarterly Trustee Meeting- Board of Regents

September 17, 2009

OACC Fall Conference

September 17-18, 2009

ACCT Annual Leadership Congress

October 7-10, 2009-San Francisco, California.

**COMMENTS FROM
THE CHAIR**

Ms. Elizabeth Gates, Chair

**COMMENTS FROM
COLLEGE COMMUNITY**

NEXT REGULAR MEETING

Next Meeting September 24, 2009

Belmont Technical College Board Room

* Workshop 5:00 p.m.

* Meeting 7:00 p.m.

ADJOURNMENT

TAB A
MINUTES

BELMONT TECHNICAL COLLEGE
BOARD OF TRUSTEES MEETING

Minutes of July 23, 2009

The regular meeting of the Belmont Technical College District Board of Trustees was held at 7:00 p.m. on July 23, 2009 at Belmont Technical College in the Board Room.

Call to Order Elizabeth Gates, Chair, called the meeting to order at 7:11 p.m.

Roll Call

Marcia Bedway-----	Present
Terry Carson-----	Absent
Lorrinda Saxby-----	Present
Elizabeth Gates-----	Present
William Hunkler-----	Absent
Charles Jobe-----	Absent
Marshall Piccin-----	Present
Suzanne Pollock-----	Absent
Pandora Neuhart-----	Present

There being a quorum, the meeting proceeded.

Attendance John Koucoumaris, Becki Kurtz, Marge Hawthorne, Holly Bennett, Cathy Bennett, Brenda Lohri-Posey, Tracy Carbasho, Joyce Baker, Amy Leoni, Jody Peeler, Sue White, Jane Evans, Tim Houston, Judy Sandstead, Laura Doty and President Joseph Bukowski.

Introduction of Visitors None.

Approval to Consider the Amended Agenda Ms. Gates asked that there be a motion to approve an amended agenda. Under **Administrative Items- Expansion of the Hilda Burrows Door-of-Opportunity Scholarship Criteria** was added and a change in the *Appropriation of Surplus FY 2008-2009* was made to reflect the Hilda Burrows Door-of-Opportunity Scholarship as an appropriation.

Mr. Piccin motioned, seconded by Ms. Bedway, to accept the amended agenda.

All ayes; motion carried.

Approval of Minutes Ms. Gates asked for a motion to approve the minutes.

Ms. Bedway motioned, seconded by Dr. Saxby to approve the minutes of June 25, 2009 with the following corrections:

Consol- *Consol has given a \$40,000 donation to BTC which was present* to be corrected to: presented (Pg. 11, Paragraph 7)

All ayes; motion carried.

Approval
of Consent
Agenda

Human Resource Items

Ratification of Employment

At a previous Board meeting, the President was given authority to make the hiring decision for the position of Temporary Full-Time EMS/Fire-Safety Coordinator, with the Board to ratify the decision at a subsequent Board meeting.

Ms. Ailsa Vogelsang has accepted the position effective July 13, 2009. Ms. Vogelsang's experience as a practicing health care professional includes training of students and new hires, management of personnel and equipment, and organizational analysis and contemporary health care issues. She also has adjunct teaching experience with the College in the EMS program, giving her an understanding of the students' educational needs. Ms. Vogelsang has earned a Bachelor of Technical and Applied Studies degree, and an Associate of Applied Science degree. In addition, she has various certifications in areas related to the position.

It was recommended that the Board ratify the employment of Ms. Ailsa Vogelsang in the position of Temporary FT EMS/Fire-Safety Coordinator at an annual salary of \$36,500.00, for a term of July 13, 2009 through June 30, 2010.

Ms. Neuhart motioned, seconded by Mr. Piccin to approve the Human Resource Items under the Consent Agenda, all Administrative and Board Items were pulled from the agenda.

All ayes; motion carried.

Administrative Items

Appropriation of Surplus FY 2008-2009

The administration recommended the following appropriations for FY 2008-2009 from the unaudited surplus amount of \$1,319,441.

From the General Fund Unappropriated fund balance to the General Fund Appropriated fund balance:

- Administrative Information System \$20,000
- Capital Equipment Renewal & Replacement..... \$126,000
- Classroom Renovations..... \$68,710
- Deferred Maintenance \$100,000
- Enrollment Growth..... \$100,000
- Addition to Hilda Burrows \$50,000
- Off Campus Centers Start Up..... \$50,000
- Office Renovations..... \$25,000
- One-Time Merit Pay \$170,000
- Safety and Security..... \$25,000
- Semester Conversion \$225,000
- Strategic Planning \$25,000
- Strategic Planning Initiatives \$75,000

\$1,059,710

From the General Fund Unappropriated fund balance to the Restricted Fund Appropriated fund balance:

- Start Up Fund \$100,000

TOTAL..... \$1,159,710

It was recommended that the Board approve the above appropriations for FY 2008-2009 from the General Fund Unappropriated fund balance to the General Fund Appropriated fund balance and Restricted Fund Appropriated fund balance.

Mr. Piccin motioned, seconded by Dr. Saxby to approve the appropriation of the FY 2008-2009 surplus as presented.

All ayes; motion carried.

One-time Merit Pay to Employees

The President recommended, a one-time merit payment for employees on payroll as of the July 10, 2009, pay date:

- All full-time faculty and staff who were employed at the college prior to July 1, 2008, will receive a one-time payment in August 2009 of \$1,200.00.
- All full-time faculty and staff who became employed at the college between July 1, 2008, and June 30, 2009, will receive a one-time payment in August 2009 equal to a prorated portion of \$1,200.00 based on the number of months worked during the year.
- All part-time staff employed at the college between July 1, 2008, and June 30, 2009, will receive a one-time payment in August 2009 equal to a prorated portion of \$1,200.00 based on the number of hours worked (percentage of full-time) through the June 25, 2009 pay date.

Ms. Neuhart motioned, seconded by Ms. Bedway to approve a one-time merit payment to designated faculty and staff as outlined.

All ayes; motion carried.

Salary Adjustments & Increases

The following was recommended that the Board approve regarding salary increases for employees for fiscal year 2009/10. All salary increases for staff will be effective with the pay date of August 10, 2009; increases for full-time faculty will be effective with the beginning of their respective contract period in 2009/10.

1. Grant full-time faculty a 2.0% salary increase (1.0% if employed after January 1, 2009), based on the median pay of their position's respective pay range or the individual's base salary, whichever is greater, effective with the beginning of their respective contract period in 2009/10.

2. Adjust the rates for the Full-time Faculty Overload Model by \$2.00 an hour, effective Fall Quarter 2009, and the Program Chair supplemental contracts by 2.0% effective Fall Quarter 2009.
3. Grant full-time staff a salary increase of 2.0% if employed prior to January 1, 2009, (1.0% if employed after January 1, 2009, and their probationary period of employment has been completed) based on the median pay for their position's respective pay range or the individual's base salary, whichever is greater, effective with the pay date of August 10, 2009.
4. Grant part-time staff a salary increase of 2.0% if employed prior to January 1, 2009, (1.0% if employed after January 1, 2009, and their probationary period of employment has been completed) based on the median pay for their position's respective pay range or the individual's base salary, whichever is greater, effective with the pay date of August 10, 2009.
5. Grant employees who have reached the maximum pay level for their grade a lump sum payment equal to 2.0% of their base salary.

Dr. Saxby motioned, seconded by Mr. Piccin to approve salary increases for employees for fiscal year 2009/10 as outlined.

All ayes; motion carried.

Adjunct Faculty Salary Rates Adjustment

It was recommended that the Board approve rate adjustments to the Part-time Faculty Model as indicated below:

Instructor Adjunct – adjustment from \$20.00 to \$22.00 an hour
Assistant Professor Adjunct – adjustment from \$22.00 to \$24.00 an hour
Associate Professor Adjunct – adjustment from \$24.00 to \$26.00 an hour
Professor Adjunct – adjustment from \$26.00 to \$28.00 an hour

Ms. Neuhart motioned, seconded by Ms. Bedway to approve rate adjustments to the Part-time Faculty Model as indicated.

All ayes; motion carried.

Transfer of Appropriated Fund Balance

The Board was requested to approve the following transfer from the General Fund Appropriated fund balance, as designated below, in the amount of \$195,999.74 to the General Fund Un-appropriated fund balance for the Strategic Planning Initiatives and Facilities Expansion:

Component	Amount	Date Appropriated
Community College Initiative	\$38,769.23	June 2003, July 2007
Expanded Mission	\$57,230.51	July 2008
Facilities Assessment	\$100,000.00	July 2006
Total	\$195,999.74	

It was recommended that the Board approve the fund balance transfer in the amount of \$195,999.74 to the General Fund Un-appropriated fund balance for Strategic Planning Initiatives and Facilities Expansion.

Ms. Bedway motioned, seconded by Dr. Saxby to approve the fund balance transfer in the amount of \$195,999.74 to the General Fund Un-appropriated fund balance for Strategic Planning Initiatives and Facilities Expansion.

All ayes; motion carried.

Reappropriation of Fund Balance

The Board was requested to approve the transfer from the General Fund Un-appropriated fund balance to the General Fund Appropriated fund balance in the amount of \$195,999.74 including \$95,999.74 for Strategic Planning Initiatives and \$100,000 for Facilities Expansion.

It was recommended that the Board approve the fund balance transfer in the amount of \$195,999.74 to the General Fund Appropriated fund balance including \$95,999.74 for Strategic Planning Initiatives and \$100,000 for Facilities Expansion.

Mr. Piccin motioned, seconded by Ms. Bedway to approve the fund balance transfer in the amount of \$195,999.74 to the General Fund Appropriated fund balance including \$95,999.74 for Strategic Planning Initiatives and \$100,000 for Facilities Expansion.

All ayes; motion carried.

Expansion of the Hilda Burrows Door-of-Opportunity Scholarship Criteria
 Suggested Expansion of the Hilda Burrows Door-of-Opportunity Scholarship Criteria

The following two items were recommended:

Recipients of the Hilda Burrows Scholarship may receive scholarship dollars to pay for fees, books, and other required course expenses.

Program eligibility includes credit and noncredit workforce development program options as well as degree and certificate program options.

It was recommended that the Board approve the two items stated above, be added to the Hilda Burrows Door-of-Opportunity Scholarship Criteria.

Ms. Neuhart motioned, seconded by Dr. Saxby to approve the two new criteria items as presented, be added to the Hilda Burrows Door-of-Opportunity Scholarship Criteria.

All ayes; motion carried.

Board Items

Election of Board Officers

The Board of Trustees held the yearly election of officers as noted in Board Rule 100.0300.00 Board Process – Item II, Manner of Election, that states: “Election of officers shall be held at the first regular July meeting of each year and each officer shall hold office for the period of one year or until his or her successor shall be duly elected or qualified. Officers shall be eligible for re-election.”

Ms. Gates vacated the chair and turned it over to the College President and Board Secretary, Dr. Joseph E. Bukowski. The floor was opened for nominations for the Chair of the Board of Trustees for FY 2009-2010: **Ms. Bedway nominated Elizabeth F. Gates, the nomination was seconded by Ms. Neuhart. There being no further nominations, Mr. Piccin made a motion to close nominations and accept the nomination of Ms. Elizabeth Gates as Chair, the motion was seconded by Dr. Saxby.**

All ayes, motion carried.

Dr. Bukowski vacated the chair and turned it over to the newly elected Chair, Ms. Gates.

The floor was opened for nominations for the Vice-Chair of the Board of Trustees for FY 2009-2010: **Ms. Gates nominated Marshall Piccin, the nomination was seconded by Ms. Bedway. There being no further nominations, Dr. Saxby motioned to close nomination and accept the nomination of Mr. Piccin as Vice-chair, seconded by Ms. Neuhart.**

All ayes, motion carried.

The floor was opened for nominations for Secretary of the Board of Trustees for FY 2009-2010: **Mr. Piccin nominated Dr. Joseph E. Bukowski, the nomination was seconded by Dr. Saxby. There being no further nominations, Ms. Neuhart motioned to close nominations and accept the Nomination of Dr. Bukowski as Secretary, seconded by Ms. Bedway.**

All ayes, motion carried.

The floor was opened for nominations for the Treasurer of the Board of Trustees for FY 2009-2010: **Ms. Bedway nominated John Koucoumaris, the nomination was seconded by Dr. Saxby. There being no further nominations, Ms. Neuhart motioned to close nominations and accept John Koucoumaris nomination as Treasurer, the motion was seconded by Dr. Saxby.**

All ayes, motion carried.

Establishment of Board of Trustees Meeting Schedule for 2009-2010

The Board discussed and created the annual schedule of meetings for the period of August 2009 to July 2010. The meeting scheduled approved by the board as follows;

August 27, 2009
September 24, 2009
October 22, 2009
November, 2009: No Meeting
December 3, 2009
January 28, 2010
February 25, 2010
March 25, 2010- Harrison County
April 22, 2010- Monroe County
May 27, 2010
June 24, 2010
July 22, 2010

Emeritus Recommendations

The Selection of Employee Emeritus policy was established to award an honorary title for retired faculty and staff in recognition of meritorious service to students and to the College.

This year, the Employee Emeritus Selection Task Force, composed of current faculty and staff members, reviewed the eligibility listing for emeritus status according to the guidelines of the policy. The recommendation of the Task Force was reviewed by the President, and is listed below:

Diane Morris, Mathematics Faculty – Mrs. Morris retired as Professor of Mathematics and Program Chair on April 30, 2009. She began her career with the College in 1984 and has provided exemplary instruction to students and outstanding leadership to faculty members. Mrs. Morris has provided 25 years of service to Belmont Technical College, including contributions to internal projects and committees outside of the focus of the mathematics department, continuing involvement in professional development activities to remain current in her field, and has earned a highly regarded reputation with students and peers.

It was recommended that the Board award emeritus status to Mrs. Diane Morris, Professor of Mathematics (retired).

Mr. Piccin motioned, seconded by Dr. Saxby to award emeritus status to Mrs. Diane Morris, Professor of Mathematics.

All ayes; motion carried.

Renewal of President's Employment Contract

A recommendation was made to the board to accept a new five-year proposed employment contract between Belmont Technical College and Dr. Joseph E. Bukowski.

Mr. Piccin motioned, seconded by Dr. Saxby to accept the proposed employment contract between Belmont Technical College and Dr. Joseph E. Bukowski.

All ayes; motion carried.

President's
 Report

- **Tuition Freeze-** the Governor has given way to all 2-year colleges to increase tuition by 3.5%. BTC feels that it would be impossible to raise tuition for the fall quarter at this point. The negativity that would come with a tuition increase would not be worth the marginal revenue increase. No tuition increase is foreseen for the remainder of this academic year.

Mr. Piccin motioned, seconded by Dr. Saxby to resolve that although the Governor approved a 3.5% increase in 2-year college tuition, the Belmont Technical College Board of Trustees will not increase tuition for the academic year 2009-2010.

All ayes; motion carried.

- **Unit Level Planning-** we have started to drill down the various sections of the strategic plan to create strategies and actions to achieve the overall goal and objectives.
- **Meeting with the Chancellor-** BTC hosted a meeting with the Chancellor, Vice Chancellor, representatives from Ohio University, Chuck Bizzari (BHCC) Jason Wilson, Dr. Kurtz, John Koucoumaris and Dr. Bukowski. The purpose of the meeting was to talk about the future of higher education in the area and what types of partnerships could be created among the various institutions and state representatives. An agreement was signed with Ohio University to cooperate principally in the area of transfers. Dr. Kurtz gave a very impressive report to the group. Her presentation included several important initiatives that we are working on at BTC.
- **Harrison County-** Dr. Holly Bennett had a second economic development meeting in Harrison County to develop a strategic plan for economic development. Harrison County seems very excited about the new plan that is being created.
- **Broadband in Monroe County-** BTC is working on a potential agreement/partnership with the Broadband center in Monroe County which may be brought to the board next month.
- **Heritage Tree and Emeritus Reception-** It has been suggested that the Heritage Tree and Emeritus Receptions be combined and held on the same night this year.
The group decided that the combined receptions would be held on October 22, 2009 before the board of trustees meeting.

Monitoring
 Activities

Financial
 Report

June 2009 Financial Report

The cash position of the College as of June 30, 2009 is as follows:

Checking Account	\$ 194,242.66
Certificates of Deposit	\$ 11,337,823.09
Savings	\$ 161,149.27
Total Temporary Investments	\$ 11,498,972.36
Total Cash and Temporary Investments	\$ 11,693,215.02

The Budget Report shows the following:

	<u>This Year % Recorded</u>	<u>% Year Completed</u>
Budgeted Revenues	107.0%	100.0%
Budgeted Expenditures	96.5%	100.0%

1. The Unexpended Plant Fund Report is in the amount of \$ 2,148,461.49.
2. The Repair and Replacement Fund Report (Plant Fund) is in the amount of \$ 61,953.43.
3. The Board Appropriated Fund Report is in the amount of \$ 1,590,308.25.
4. The Start up Fund is in the amount of \$ 235,262.83.

It was recommended that the Board accept the financial reports for June 2009 as presented.

Ms. Neuhart motioned, seconded by Ms. Bedway to accept the financial report as presented for June 2009.

All ayes; motion carried.

Sec IV:
 Ends
 Policies

Board
 Rule:
 400.0000.00-
 Access to
 Higher
 Education

Board Rule: 400.0000.00- Access to Higher Education

Belmont Technical College is committed to providing access to higher education to all students. In response to the University System of Ohio enrollment targets for 2013-2014, BTC targeted a 5.7 percent increase in enrollment of first time full-time degree seeking students over the next four years. The college's goal demonstrates a commitment to providing access to higher education for all residents of the college's service district, Belmont, Harrison, and Monroe counties (Board of Trustees Ends Policies, Section IV, 400.0000.00 Access to Higher Education).

Strategies aimed at increasing and improving access to higher education for first time full-time students also are intended to increase enrollment for returning students, non-traditional students, and displaced workers. Results of these efforts can be seen in enrollment statistics that track patterns of enrollment on a quarterly basis. This report displays graphically enrollment trends for summer quarters from 1999/2000 through 2009-2010. Table 1 displays

actual headcount and credit hour data for summer quarters over the ten-year period. The numbers in this chart reflect the number of credit hours of enrollment and headcount as recorded on the 14th day of summer quarter (July 13, 2009).

Chart 1, Summer quarter 1999/2000 through 2008-2010, unduplicated headcount and credit hours

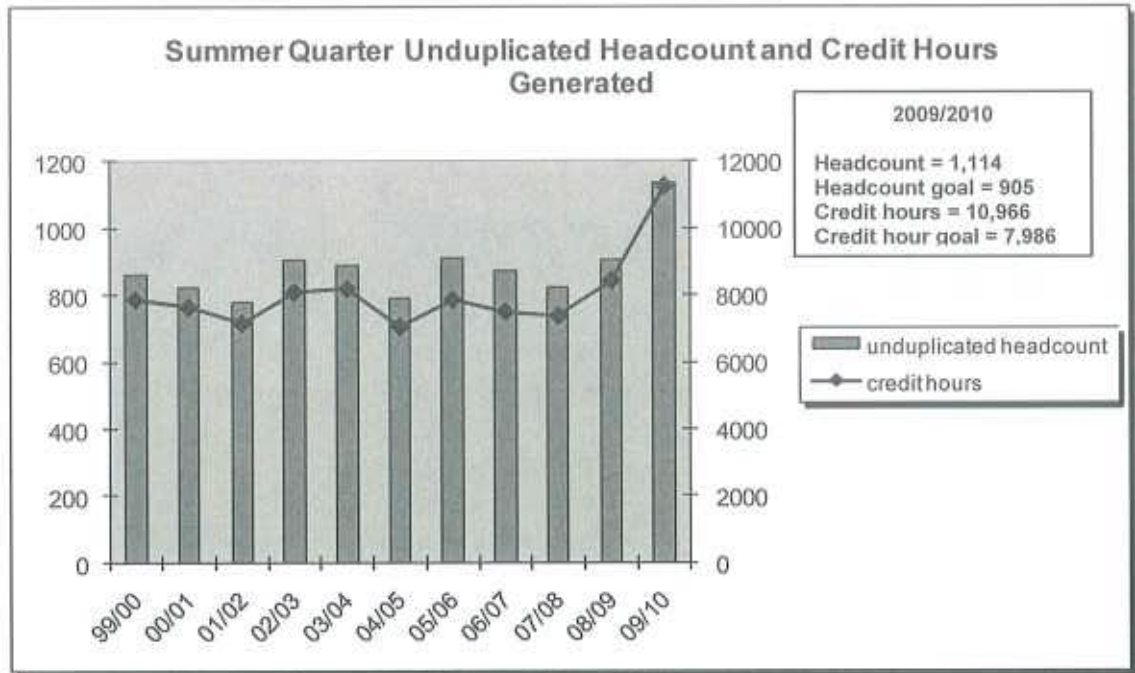


Table 1, Summer quarter 1999/2000 through 2009-2010, unduplicated headcount and credit hours

Year	Headcount	Credit Hours
99/00	859	7872.50
00/01	821	7645.00
01/02	777	7163.50
02/03	906	8096.50
03/04	891	8208.00
04/05	791	7070.50
05/06	909	7873.00
06/07	871	7513.00
07/08	822	7393.00
08/09	905	8447.50
09/10	1114	10966.00

Data

The data in Table 1 show increases in both credit hours and headcount for summer quarter 2009. The increase in headcount represents an additional 209 students, and the increase in credit hours reflects 2,518.5 additional credit hours of enrollment. The data include enrollments at all three BTC locations and all of those students enrolled through July 13, 2009 when the data were captured.

Analysis

As evidenced by the data, the headcount and credit hours for this summer showed an increase over last summer and also produced the highest headcount and credit hour numbers for a summer quarter in the ten years shown.

BTC bases enrollment projections on historical data and anticipated enrollment from new programming but cannot predict the state of the economy. A poor economy is one external factor that has historically had a positive impact on enrollment. Another event that could be affecting enrollment was the news that BTC is now offering Associate of Arts and Associate of Science degrees.

An analysis of data during the first week of summer quarter compared to the same week last summer showed that the increase in the number of students came from the following categories:

- New From High School (Up 37%)
- Continuing students who continued from the previous quarter (Up 38.7%)
- Returning students (Up 22.5%)

Strategies that have been implemented to increase enrollment include the following:

- Administrative efficiency in addressing academic alerts
- Proactive financial aid advising
- Review of course offerings at all three locations to align better with students' program requirements
- Ongoing attention to helping students schedule courses that contribute to completion of major areas of study and degree completion
- Pilot project using Case Management Advising that investigates barriers to degree completion for students
- Student Success Center implementation of more intervention strategies that address student needs before tutoring is required
- Math and writing tutors moved to the Student Success Center where these services are more accessible to students

Conclusions/Recommendations

The 23 percent increase in headcount and the 30 percent increase in credit hours for summer quarter suggest that institutional efforts to recruit and retain students are having an impact on enrollment. While BTC cannot directly affect the economic situation that students are facing, the college is making efforts to provide students with the skills and training that need in order to become more productive. Degree completions are key to the goals of BTC, the University System of Ohio, and the economic situation.

Evaluations of recruitment and retention strategies implemented over the past year are in progress. Action plans for the coming academic year will be implemented and assessed in order to retain the new students who have chosen BTC and to recruit new students who can

benefit from the higher education offerings at the college. The ultimate goal of enrollment strategies is to increase degree completions, job placements, and transfers to four-year institutions for all students.

Over the past years BTC has been diligent in pursuing Continuous Quality Improvement to document that students are finding access to quality, affordable learning opportunities. During this period of positive enrollment BTC must continue to build strong programs and provide the support services that will continue to foster the success that our students and community expect. Current enrollment trends provide BTC with an ideal time to implement the Strategic Plan as another means of CQI.

Board
Rule:
400.0200.00-
Degree
Completion

Board Rule: 400.0200.00- Degree Completion

Annual and quarterly retention rates of Belmont Technical College students serve as key indicators of the college's aim of enabling students to achieve their educational goals (*Ends Policies*, Section IV, 400.0200.00 Degree Completion). BTC's systematic approach to monitoring retention rates relies upon tracking enrollment of first time full-time degree-seeking students. This report examines retention rates for students who entered during fall quarter 2008 and persisted through summer quarter 2009.

Data

Data for this report are presented in tables and charts. "Fall Cohort" is defined for this report as those students at BTC who were first-time, full-time, degree-seeking students in the summer and fall quarters. That definition follows requirements for reporting to the Board of Regents and tracks retention using the procedure outlined for University System of Ohio institutions. Students who enrolled for their first college experience, enrolled for a minimum of 12 credit hours, and indicated they intended to persist in higher education until they received a degree are included in the cohort. The Fall 2009 cohort of students included 240 students.

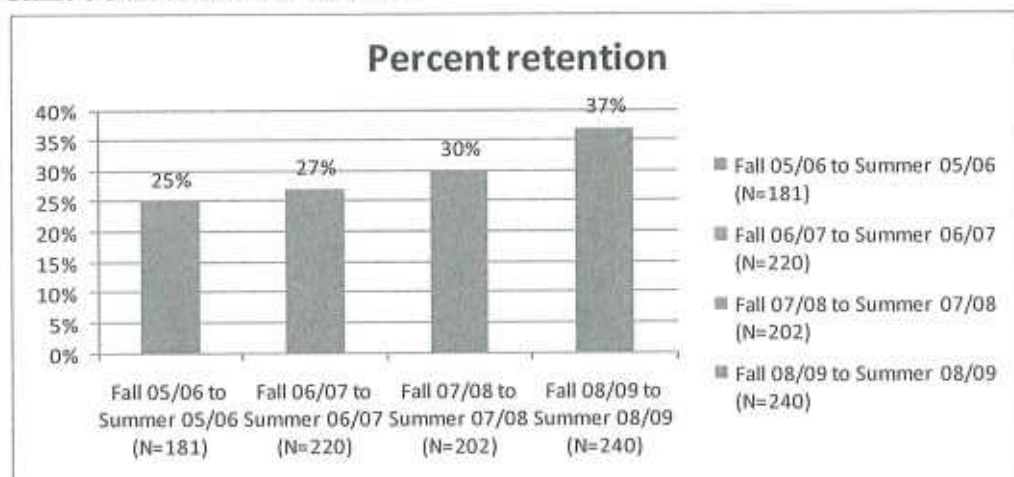
The first table compares retention rates by year for cohorts of students over the most recent four years. The retention rate represents the percent of the cohort who began in fall of one academic year and persisted to summer quarter of the same academic year. For example, Table 1 indicates that in fall quarter 2008, 240 students comprised the cohort, and of those 240 students, 37 percent persisted through summer quarter 2009.

Table 1 *Fall to summer retention*

Year	Fall Cohort	Percent retention Fall to summer
Fall 05/06 to Summer 05/06	181	25%
Fall 06/07 to Summer 06/07	220	27%
Fall 07/08 to Summer 08/09	202	30%
Fall 08/09 to Summer 09/10	240	37%

Chart 1 shows the same information with retention (persistence rate) measured on the vertical axis, and the cohort years represented on the horizontal axis. Percentages of students within cohorts who persist are displayed as a way of comparing retention rates when the actual numbers of students within each cohort varies by year.

Chart 1 *Fall to summer retention*



Analysis

The fall to summer retention data for the past four years reveals a positive trend. Persistence has increased from 25 percent in summer 2006 to 37 percent in summer 2009. The trend has been increasing steadily over the last four years. The trend suggests that more students are forming a pattern of persistence.

Vincent Tinto is a recognized expert in the field of research on student retention. He indicates that “frequency and quality of contact with faculty, staff, and students has repeatedly been shown to be an independent predictor of student persistence” (2002). He further points out that student involvement and learning are “the root of student persistence.”

Initiatives like Group Orientation/Registration is an example of an event that has been designed to involve students with BTC staff members who assist them in the registration process. Another example of an engagement strategy that brings students and staff together is The Right Start program. Right Start is held on the Friday before classes begin to bring students into the college community and to help them learn about how to be successful in college. PSY 104, *Student Learning & Success*, also was implemented to foster student connections and to provide college and life success skills to cohorts of incoming students. The Trustee's Reception and Parent Orientation were also implemented to emphasize the value of education at BTC.

Conclusions/Recommendations

A combination of retention initiatives have led to the positive retention trend demonstrated over the last four years. Further study on the impact of retention strategies is planned for the next academic year. The Community College Survey of Student Engagement (CCSSE) was administered in May 2009 and results from that national survey will be helpful in understanding BTC students and how their perceptions compare with those of students in other participating institutions. Results of this survey are to be distributed later this summer. CCSSE results may answer other questions about students' patterns of enrollment and persistence. Economic factors seem to be having an effect on BTC's enrollment numbers and may be contributing to retention patterns as well.

BTC is committed to retaining students through to successful completion of their educational goals. Retention initiatives will be evaluated under the CQI process and successful retention will be a useful tool in meeting the expectations of all BTC stakeholders.

Board
Rule:
400.0100.00-
Student
Development

Board Rule: 400.0100.00- Student Development

Belmont Technical College strives to help all students reach their educational goals and to foster the development of students as lifelong learners. Recent initiatives to restructure the University System of Ohio present two-year institutions with opportunities to build on their growing role as access points for students who want to achieve higher education goals. In addition, Belmont Technical College employs strategies to foster success for all students beginning with entry into their certificate, degree, or transfer program. One such strategy is mandatory assessment and placement into remedial, "transitional studies" courses for those students who do not possess college level skills in one or more areas (reading, English, mathematics).

When students are admitted to BTC, they either take an "Accuplacer" placement test or supply the college with scores from an accepted instrument (ACT, SAT, "Compass"). These tests help determine students' readiness for college-level work. Data reveal that some of the students who enter or re-enter the education system at the post-secondary level are not adequately prepared for college-level coursework. These students are then placed in appropriate remedial courses in the Transitional Studies Program.

Transitional studies courses are designed to help students prepare for subsequent college-level work and for success in higher education. Each transitional studies area has at least two sequenced courses, as follows:

Reading

ENG081, "Reading I"

ENG082, "Reading II"

English

ENG093, "Sentence Writing"

ENG094, "Paragraph Writing"

Mathematics

MAT094, "Prealgebra"

MAT095, "Elementary Algebra I"

MAT097¹, "Elementary Algebra II"

Placement into each area's sequence is dependent on results of students' Accuplacer, ACT, SAT, or Compass scores; the college has identified "cut-off" scores for each course in the above sequences, and students are placed accordingly. The college then monitors the success rates of students who are taking transitional studies courses. A key indicator of students' success can be interpreted from transitional studies course-completion rates. Student success in transitional studies courses is monitored by the Transitional Studies Coordinator, and completion rates are reported annually in accordance with *Ends Policy*, Section IV, 400.0100.00.

Data

Data for this report were drawn from the student information system without personal identifiers. "Success" in transitional studies classes is defined as a grade of "C" or higher. The rationale for using grades of "C," rather than "C-" as is used in college-level work, is that, at present, students are required to achieve a minimum grade of "C" before they may enroll in the next course in reading, English, or math transitional studies courses. Data are presented in a table that displays the course label, such as Eng 081, the total number of students who were awarded grades for that course during the fall 2008 term, the percent of students who completed the course successfully, and the percent of students who did not complete the course with a grade of "C" or higher.

Table 1: *Fall 2008 Completion rates in transitional studies*

Course label	Number of students receiving grades	Percent successful	Percent not successful
Eng 081	39	38%	62%
Eng 082	62	58%	42%
Eng 093	55	51%	49%
Eng 094	206	75%	25%
Math 094	82	71%	29%
Math 095	290	64%	36%
Math 097	10	20%	80%

In order to make a comparison between two fall quarters, Table 2 repeats the data reported for fall 2007 completion rates in transitional studies.

¹ Students do not "place" in MAT097; students progress to this course through MAT095 or the MAT094-MAT095 sequence.

Table 2: *Fall 2007 Completion rates in transitional studies*

Course label	Number of students receiving grades	Percent successful	Percent not successful
Eng 081	59	65%	35%
Eng 082	41	63%	37%
Eng 093	57	63%	37%
Eng 094	160	66%	34%
Math 094	75	69%	31%
Math 095	271	62%	38%
Math 097	21	48%	52%

Analysis

The data for fall quarter 2008 reveal that overall, 64.5 percent of the students who enrolled in transitional studies courses completed those courses with a grade of “C” or higher. The completion rate for the preceding fall quarter, fall 2007, was 63.6%, which indicates there was a one percent increase in the completion rate for this past year. Completion rates are one way of looking at preparation of students for college level work. Another way to consider preparation for college level coursework is to examine transitional studies students’ success in subsequent, college-level classes. Transitional studies students’ subsequent class success will be addressed in the August, 2009 monitoring report.

Discussion

The July 2008 monitoring report posited a series of questions and recommendations that warrant responses in this report. The July 2008 questions and recommendations (in italics) and responses follow.

- *How do transitional studies students compare with students in other two year institutions? Find a sound basis for comparison so we can interpret data and made recommendations.*

In a study to flush out some of the more notable aspects of developmental education, Gerlaugh, Thompson, Boylan, and Davis (2007) surveyed 29 selected two-year

community and/or technical colleges believed to be representative of community/technical colleges nationwide. Success rates, defined as obtaining a “C” or better, were compiled and are reflected in the following chart.

Table 3, *Retention and Pass Rates of Developmental Students in 29 Two-Year Institutions*

Subject Area	Pass Rate
Reading	76%
Writing	73%
Math	68%

While, at first blush, it appears that Belmont Technical College students do not perform as successfully in their transitional studies classes as do the students in the sample above, it must be noted that students who earned a “W” through voluntary or administratively class withdrawal were not counted in the calculations above. In

Table 1 and Table 2 data, withdrawals are counted as non-success in the calculations. Therefore, pass rate percentages for Belmont Technical College students may appear lower than their national counterparts' pass rates, when, in fact, there may not be a substantial difference.

- *Success rates seem to be fairly consistent among courses, with the exception of MAT 097. What is different about the students in this particular course?*
It may be important to reframe this question. Since students are never placed in MAT 097, but must pass through MAT 095 or the MAT 094 – MAT 095 sequence to arrive at MAT 097, preparation, expectations, and outcomes in previous developmental math courses must be explored. It is then that the apparent decrease in MAT 097 may be scrutinized and addressed.
- *The data suggest that we have a fair amount of consistency in sequential developmental classes (e.g. Reading I to Reading II), and therefore, we are doing well with sequence of objectives. Objectives/outcomes for transitional classes, however, are not currently written down/recorded/accepted/agreed upon. What steps can be taken to improve the documentation process?*
Work on developing outcomes for transitional studies classes.
Objectives/outcomes for reading and English transitional classes are now accepted, agreed upon and recorded (on each course's standard syllabus and in the Transitional Studies Mission/Vision/Goals guide).
- *Provide training with instructors regarding: grade inflation, expectations for students, delivering a challenging curriculum and assignments.*
Grade inflation was considered to be an issue in the transitional studies program. This issue has been the focal point of informal training and discussion among transitional studies instructors for the past two academic years, and the charge to eliminate grade inflation and increase rigor in transitional studies courses has been led by the Transitional Studies Coordinator. In addition, there was an increased focus on grade inflation elimination for academic year 2008-2009 and this focus will continue in AY 2009-2010. It may be, then, that the lower transitional studies success rates for fall 2008-2009 reflect the increased emphasis on higher expectations in transitional studies classes.
- *Employ practices/approaches, such as active learning, cooperative learning, developmental instructor training, and supplemental instruction, critical thinking, updated text and technology, etc., so that success rates will increase in AY 2008-2009.*

Training in each of the areas mentioned above occurred in AY 2008-2009 and will continue into AY 2009-2010.

Conclusions/Recommendations

These data present a one-dimensional picture of "success" for classes designed to meet the needs of underprepared students. As mentioned in the "Analysis" section above, the August monitoring report will provide another dimension in monitoring success in transitional studies courses by tracking student's success in their first college-level courses. Students' success in first college-level courses may be the most important and true indicator of the effectiveness of transitional studies courses.

In addition, these data and the discussion above lead to a number of recommendations:

- Calculate success rates without voluntary/administrative withdrawals so that Belmont Technical College's transitional studies students may be compared with a national sample and interpretations, conclusions, and recommendations may then be made.
- Calculate Belmont Technical College students' success rates in first college-level courses without voluntary/administrative withdrawals so that Belmont Technical College's transitional studies students may be compared with a national sample and interpretations, conclusions, and recommendations may then be made.
- Continue to employ practices/approaches, such as active learning, cooperative and team learning, developmental instructor training, supplemental instruction, critical thinking, and updated texts and technology so that success rates will increase in AY 2009-2010.
- Continue to provide training to instructors regarding: grade inflation, expectations for students, active learning, and delivering a challenging curriculum and assignments.
- Continue to involve transitional studies students in the Student Success Center's PASTTIME program.
- Work on developing outcomes for transitional math courses.

Ms. Bedway motioned, seconded by Mr. Piccin to accept the Monitoring Reports.

All ayes; motion carried

Reports & Presentations None.

Comments From the Chair

- Ms. Gates attended the recent OACC meeting (updates)
The OACC is working with the Gates Foundation to obtain a \$500K grant to help the OACC with strategic planning.
Dr. Abrams is meeting with representatives from the University of Cincinnati to discuss the development of a new Doctoral Program on Community College Leadership.
- **Trustees Scholarship Reception** September 2, 2009 @ 6:45 p.m. Trustees are encouraged to attend this event so that they may interact with new students and their parents.
- **Evening Practical Nursing and ADN Graduation** September 3, 2009
- **Quarterly Trustee Meeting- Board of Regents** September 17, 2009 10:00 AM to 4:00 PM at Central Ohio Technical College
- **OACC Fall Conference** September 17, 2009 4:00 PM to 10:00 PM at Cherry Valley Lodge
September 18, 2009 7:30 AM to 1:00 PM at COTC
- **ACCT Annual Leadership Congress** October 7-10, 2009 San Francisco, California

Next Regular Meeting

The next regular Board of Trustees meeting will be held on Thursday, August 27, 2009 @ 7:00 p.m. in the BTC Board Room. The Workshop will be held at 5:00 p.m.

Adjournment

There being no further business of the Board of Trustees, the meeting adjourned at 9:11 p.m.

Elizabeth Gates, Chair

Joseph E. Bukowski, President

Date Approved: ____ / ____

DRAFT

TAB B
CONSENT
AGENDA

TAB B1

CONSENT AGENDA

Human Resource Items

*AGENDA ITEM B1: RATIFICATION OF EMPLOYMENT –
FULL-TIME FACULTY - ENGLISH
BOARD OF TRUSTEES MEETING DATE: AUGUST 27, 2009*

At a previous Board meeting, the President was given authority to make the hiring decision for the position of Full-time English Faculty, with the Board to ratify the decision at a subsequent Board meeting.

Mr. Jesse Gipko has accepted the position effective August 24, 2009. He is a Ph.D. candidate in English, has earned a Masters degree in English, and a B.A. degree in English and History. Mr. Gipko was most recently employed by Point Park University as an Instructor in the Humanities and Human Sciences Department. His teaching experience has included literature, writing, technical writing, and history. In addition to teaching experience, he has professional experience in writing, editing, and management.

Reference checks for Mr. Gipko were excellent. His starting salary is \$38,000.00 for a nine-month teaching contract, at the rank of Assistant Professor. His contract includes a stipulation that he complete his Ph.D. within two years.

RECOMMENDATION: It is recommended that the Board ratify the employment of Mr. Jesse Gipko in the position of Full-time English Faculty effective August 24, 2009 at an annual salary of \$38,000, with the stipulation that he complete his Ph.D. within two years.

SUBMITTED BY: Marge Hawthorne, Director of Human Resources

TAB B2

CONSENT AGENDA

Administrative Items

TAB B2

CONSENT AGENDA

Administrative Items

Upgrade to North Center Connectivity

AGENDA ITEM B2: UPGRADE TO NORTH CENTER CONNECTIVITY
Board of Trustees Meeting Date: August 27, 2009

The North Center is currently connected to the Main Campus through two T1 lines. With increased enrollment and the addition of the phone system, this has proved to be insufficient connectivity for the North Center and is negatively impacting student computer usage. We have had to run Jenzabar EX remotely because of inadequate bandwidth. Weather is also affecting the North Center connectivity.

In planning for the future, for North Center to be viable and have the equivalent resources as the main campus, it is necessary to upgrade the connectivity for the following reasons:

- Increased enrollment and class offerings
- Video conferencing of classes from Main Campus to our Centers
- North Center could be considered as an off-site disaster recovery location.

We recommend the installation of fiber in the North Center for \$23,000. The installation of fiber will meet current College needs and provide for growth in the future. It is requested that OBR Capital Component Funds be used for this purpose.

RECOMMENDATION: Recommended that the Board approve the use of OBR Capital Component Funds to complete the upgrade to the North Center Connectivity.

SUBMITTED BY: John S. Koucoumaris, Vice President of Administrative Affairs