



**BOARD OF TRUSTEES
MEETING**



October 22, 2009

7:00 p.m.

Belmont Technical College

Board Room

**Belmont Technical College
District Board of Trustees Meeting**

October 22, 2009

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 Additions to Eligible Adjunct Faculty List		
Marge A. Hawthorne, Director of Human Resources		
Board Items		B2
1 Modifications to Strategic Plan		
Dr. Joseph E. Bukowski, President		
Dr. Joseph E. Bukowski, President		
PRESIDENT'S REPORT		
MONITORING ACTIVITIES		C
Financial Report	September 2009 Financial Report	C1
	John S. Koucoumaris, Vice President of Administrative Affairs	
SECTION IV: ENDS POLICIES		
Board Rule 400.0000.00	Access to Higher Education	C2
	<i>Quarterly Enrollment Statistics</i>	
	Dr. Rebecca Kurtz, Vice President of Learning & Student Success	
REPORTS AND PRESENTATIONS	Unit Level Plan-Academic Excellence	
	Dr. Rebecca Kurtz, Vice President of Learning & Student Success	
	Report on ACCT Congress	
	Dr. Lorrinda Saxby and Mrs. Suzanne Pollock	
COMMENTS FROM THE CHAIR	Ms. Elizabeth Gates, Chair	
COMMENTS FROM COLLEGE COMMUNITY		
NEXT REGULAR MEETING	Next Meeting December 3, 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 September 24, 2009

The regular meeting of the Belmont Technical College District Board of Trustees was held at 7:00 p.m. on September 24, 2009 at Belmont Technical College in the Board Room.

Call to Order Elizabeth Gates, Chair, called the meeting to order at 7:12 p.m.

Roll Call

Marcia Bedway-----	Present
Terry Carson-----	Present
Lorrinda Saxby-----	Present
Elizabeth Gates-----	Present
William Hunkler-----	Present
Charles Jobe-----	Absent
Marshall Piccin-----	Absent
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, Tim Houston, Judy Sandstead, Michael Sterling, Jane Evans, 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 with the following added: Under **Human Resource Items**- Ratification of Employment- Dean of Student Services.
Mr. Hunkler motioned, seconded by Dr. Saxby, to accept the amended agenda.

All ayes; motion carried.

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

Mr. Carson motioned, seconded by Ms. Bedway to approve the minutes of August 27, 2009:

All ayes; motion carried.

Human Resource Items

Additions to Eligible Adjunct Faculty List

Fall Quarter 2009:

The following names were submitted for Board approval to be added to the list of eligible adjunct faculty:

Name	Title	Subject Area
Chana Baker	Assistant Professor Adjunct	English
Kenneth Blanton	Instructor Adjunct	Building Preservation
Margie Campbell	Associate Professor Adjunct	English
Marjorie Carrothers	Associate Professor Adjunct	Mental Health
Janelle Comstock	Instructor Adjunct	English
Mary Ann Costantini	Associate Professor Adjunct	Mental Health
David Crumm	Instructor Adjunct	Mathematics
Alta Davison	Assistant Professor Adjunct	Nursing
Regina Demasi	Instructor Adjunct	Nursing
Brianne DiBacco	Assistant Professor Adjunct	English
Gordon Forster	Assistant Professor Adjunct	Anatomy & Physiology
Andrew Gracik	Instructor Adjunct	HVAC
Denise Halsey	Assistant Professor Adjunct	Nursing
Don Hodgkinson	Assistant Professor Adjunct	Anatomy & Physiology
David Hoskins	Instructor Adjunct	Welding
Jennifer Kriechbaum	Instructor Adjunct	Mathematics
Amy Laptad	Associate Professor Adjunct	English
Melissa Law	Assistant Professor Adjunct	Mental Health
Ronald Lepic	Instructor Adjunct	English
Amy Miesel	Instructor Adjunct	English
Kelly Sinsigalli	Instructor Adjunct	Mathematics
Linda Snider	Associate Professor Adjunct	English
Mary Beth Timko	Instructor Adjunct	Nursing
Kristie Turner	Instructor Adjunct	Child Development
Brian Yourko	Instructor Adjunct	Information Technology

It was recommended that the Board approve the individuals listed above as eligible adjunct faculty.

Faculty Promotions in Rank

Ann Smith, Instructor of Nursing, is eligible for a promotion in faculty rank. She has attained the necessary competencies as contained within the Faculty Model to substantiate a promotion, and was recommended for a promotion in rank as follows:

- From Instructor to Assistant Professor of Nursing, at an annual salary of \$36,982

Laney Ross, Instructor of English, is eligible for a promotion in faculty rank. He has attained the necessary competencies as contained within the Faculty Model to substantiate a promotion, and was recommended for a promotion in rank as follows:

- From Instructor to Assistant Professor of English, at an annual salary of \$36,418

Loreane Sheets, Instructor of Medical Assisting, is eligible for a promotion in faculty rank. She has attained the necessary competencies as contained within the Faculty Model to substantiate a promotion, and was recommended for a promotion in rank as follows:

- From Instructor to Assistant Professor of Medical Assisting, at an annual salary of \$35,114

It was recommended that the Board approve the promotion in rank and salary adjustment as listed above, effective with Fall Quarter 2009.

Ratification of Employment- Dean of Student Services

At a previous Board meeting, the President was given authority to make the hiring decision for the position of Dean of Student Services, with the Board to ratify the decision at a subsequent Board meeting.

Mr. Peter Law has accepted the position effective October 5, 2009. Mr. Law's professional experience includes Director of Student Life at the Community College of Baltimore County – Catonsville, where he directed areas that had an impact on student success, retention, leadership development, multicultural affairs, and community outreach. He was responsible for the first year/orientation program, the Children's Learning Center, and the Office of Evening Services, as well as involvement in the area of enrollment management and intake services.

He has earned an M.S. in College Counseling and Student Services and a B.S. in Education, and has earned 30 credits in a Ph.D. program in Higher Education Administration.

Highlights of his career and abilities:

- 27 years of progressive experience and responsibility in the area of student services;
- experiential and theoretical knowledge base for implementation of the BTC strategic plan in the area of student support;
- collaborative leadership style; extensive experience supervising, leading and developing people; strong leadership skills in the area of student support services;
- strong relationship-building skills;
- values service learning methodologies, and community involvement;
- embraces the implementation of student development theory, co-curricular student activities and assisting students to function in a global society.

The reference checks for Mr. Law were excellent. It was recommended that the Board ratify the employment of Mr. Peter Law in the position of Dean of Student Services at an annual salary of \$70,000.00 at a salary grade level of 14, effective October 5, 2009.

Administrative Items

Adjustments to Course Fees

Each of the courses listed below currently has a \$200 lab fee. In the past BTC has paid \$5,000 a year for a site license and used TestOut software as a supplement to the course. TestOut is no longer granting site licenses. The students will now need to purchase the software at the BTC bookstore for a cost of approximately \$100. By lowering our lab fee to \$100 the students will still be paying a total of \$200.

Course Number	Course Name	Current Fee	New Fee
NET161	Microsoft Windows Professional	\$200	\$100
NET166	MS Windows Server 2008	\$200	\$100
NET270	Microsoft Server 2008 Network Infrastructure	\$200	\$100
NET271	Microsoft Windows Server 2008 Administration	\$200	\$100

It was recommended that the Board approve the Course Fee Adjustments as indicated above effective immediately for the remaining 2009/2010 academic year.

Transfer of Appropriated Fund Balances

The Board was requested to approve the following transfer from the General Fund Appropriated fund balance, as designated below, in the amount of \$20,000 to the General Fund Un-appropriated fund balance for Policy Development:

Component	Amount	Date Appropriated
Community College Initiative	\$10,000.00	June 2003, July 2007
Expanded Mission	\$10,000.00	June 2008
Total	\$20,000.00	

It was recommended that the Board approve the fund balance transfer in the amount of \$20,000.00 to the General Fund Un-appropriated fund balance for Policy Development.

Reappropriation of Fund Balances

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 \$20,000.00 for Policy Development. It was recommended that the Board approve the fund balance transfer in the amount of \$20,000.00 to the General Fund Appropriated fund balance for Policy Development.

Dr. Saxby motioned, seconded by Mr. Hunkler to approve the Consent Agenda.

All ayes; motion carried

President's Report

- **Enrollment-**As of the first day of Fall Quarter, we had 399 more students and 5732 credit hours than at the same point last year, which is a 22% increase in headcount and 28.1% in credit hours. Faculty and staff were thanked for an absolutely wonderful start to the quarter.
- **OUE-** Dr. Kurtz is working with the Assoc. Dean at OUE to set up collaboration meetings between BTC and OUE faculty over the next few months.
- **Broadband in Monroe County-** BTC is working on a potential agreement/partnership with the Broadband Center in Monroe County. The first draft of the agreement has been submitted for review by the Broadband Center. The agreement is now being reviewed by attorneys. Hopefully the final agreement will be ready for the October board meeting.
- **Unit Level Planning-** the final drafts of the ULPs have been submitted and are in the final review stages. The action statements for each section were presented to all BTC employees at fall forum. We are working to acquire a software package to track the implementation of the plan. Follow-up presentations to the BOT will hopefully be scheduled over the next few months.

**Monitoring
Activities**

**Financial
Report**

The cash position of the College as of August 31, 2009 is as follows:

Checking Account	\$	193,475.03
Certificates of Deposit	\$	11,135,669.98
Savings	\$	411,149.27
Total Temporary Investments	\$	11,546,819.25
Total Cash and Temporary Investments	\$	11,740,294.28

The Budget Report shows the following:

	<u>This Year % Recorded</u>	<u>% Year Completed</u>
Budgeted Revenues	15.7%	16.7%
Budgeted Expenditures	11.7%	16.7%

-
1. The Unexpended Plant Fund Report is in the amount of \$ 2,290,166.40.
 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 \$ 2,432,167.60.
 4. The Start up Fund is in the amount of \$ 310,558.11.

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

Ms. Neuhart motioned, seconded by Mr. Carson to accept the August Financial Report.

All ayes; motion carried

Sec IV:
Ends
Policies

Board
Rule:
400.0200.00-
Degree
Completion

Graduation and Completion Rates

Graduation and completion rates for degrees and certificates serve as a key indicator of Belmont Technical College's progress toward helping students achieve their educational goals (Board of Trustees, *Ends Policies*, Section IV, 400.0200.00 Degree Completion). BTC's systematic approach to monitoring graduation and completion rates tracks degree and certificate completions for students by counties of residence and by years of completion. This report explores college data for a ten year period, 1998 through 2008, and reports the number of degrees and certificates awarded by county of residence and year of completion. The report is based upon records for 3,449 associate degrees and certificates awarded by the college for the ten-year period.

The master plan for the University System of Ohio (USO) set educational attainment goals for Ohio's public institutions. "Associate...degrees are awarded through the University System of Ohio. In addition, many University System of Ohio schools offer training leading to professional certification. These completions serve as the ultimate measure of success for individual students and for the system as a whole. Total degrees and certificates awarded provide a competitive advantage that can bolster growth and increase economic vitality for the state of Ohio" (OBR, *The University System of Ohio Master Plan*, retrieved Nov. 30, 2007 from: http://universitysystem.ohio.gov/master-plan/goal_one.php).

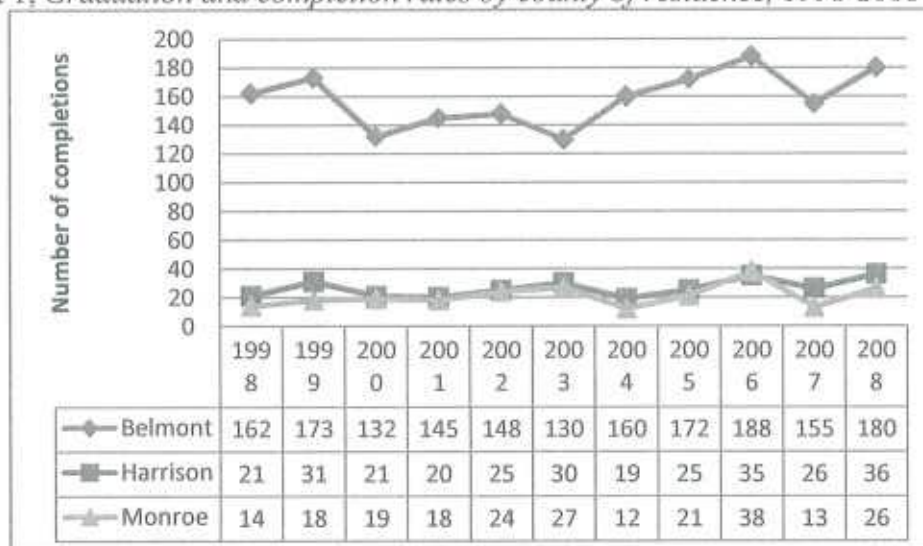
Data:

Graduation and certificate completion rate data for students who live in Belmont, Harrison, and Monroe counties are presented in Table 1, *Graduation and completion rates by county of residence, 1998-2008*. The table displays degrees and certificates awarded between 1998 and 2008 to students who designated Belmont, Harrison, and Monroe counties as their county of residence (n= 2,264 degrees and certificates¹). Chart 1, *Graduation and completion rates by county of residence: 1998-2008*, displays the same data in a graph. Table 1, *Graduation and completion rates by county of residence, 1998-2008*

Year	Belmont	Harrison	Monroe
1998	162	21	14
1999	173	31	18
2000	132	21	19
2001	145	20	18
2002	148	25	24
2003	130	30	27
2004	160	19	12
2005	172	25	21
2006	188	35	38
2007	155	26	13
2008	180	36	26
Total by county	1745	289	230

¹ These data are for graduations and completions of only those students who designated Belmont, Harrison, and Monroe counties as their county of residence. The number of certificate completions and graduations represents a partial total for the college over the ten-year period.

Chart 1, Graduation and completion rates by county of residence, 1998-2008



Data displayed in the table and chart for graduation and completion rates by county of residence reveals that completion and graduation rates for students from Belmont, Harrison, and Monroe counties peaked in 2006, when the graduation and completion rates for the college overall were the highest they had been in the history of the college. Rates declined somewhat in 2007, and recovered in 2008 approaching the rate reported in 2006.

Analysis:

Graduation and completion rates fluctuated throughout the ten-year period reported. Data for the 2008 year shows an increase in graduation and completion rates with 349 completions for the college overall. The college expects to sustain that increase in 2009.

To gain a better understanding of what may have influenced past trends, a comparison of graduations by programs was conducted. The program showing the greatest increase in degree awards from 2007 to 2008 was Associate Degree Nursing (ADN). In 2007 16 degrees were awarded in the ADN program, and 55 were awarded in 2008. This may be due in part to the first class of an evening cohort of ADN students. This cohort of students received degrees in September of 2008. Certificate completion rates were affected by other factors. In the medical assisting program, 16 certificates were awarded in 2008 for Medical Coding compared to only 8 awarded in 2007. Seven more Medical Coding certificates were awarded to Belmont County residents in 2008 than were awarded in 2007.

Data for the 2006 year includes a higher than average number of completions for residents of Monroe County. The average number of completions for residents of Monroe County between 1998 and 2008 is 23 completions. The lowest number was 12 in 2004 and 13 in 2007. It appears that some factor may have encouraged students who resided in Monroe County to complete degrees and certificates in 2006. In the next year, 2007, there were fewer students ready to complete degrees and certificates. Looking at 2006 and 2007 by programs reveals that the greatest fluctuation in awards was in the Information Technology (IT) programs. There were three completions in 2005, ten completions in 2006, and three completions in 2007. While there are no confirming data to support any particular conclusion, the program chair in the IT program recalls that during that time period an individual proposed establishing a networking business in Monroe County. That individual

interviewed students from Belmont and suggested that there would be position openings for networking specialists. This may have been a factor that encouraged students to complete certificates and degrees on an accelerated timeline.

From time to time, a number of factors have been identified as contributing to periodic decreases and increases in completion rates. The economy has undoubtedly had an effect, as when the economy is stronger and jobs are readily available, fewer students postpone paid employment opportunities to begin, or to continue working on educational goals. The low numbers of degree and certificate completions in 2003 may have resulted in part from economic factors.

The college is always looking to strengthen and revitalize programs, especially so in periods of lower graduation and completion rates. The effects of efforts working to upgrade some programs and initiate others may be responsible for the increases in completions that were experienced in 2005. Resources were expended to add concentrations in leadership and entrepreneurship to the business program; the criminal justice program with new courses was developed from the former program in corrections; the evening LPN program was added in 2004 and contributed to an increase in LPN graduates in 2006. A comparison of data for completions by programs for 2000 and 2006 showed an increased number of completions in Medical Transcription, and Building Preservation programs. An increase in completions is noted in the LPN program, with 33 more graduates in 2006 than in 2000. While 2007 data showed a decline in graduates, the next cycle of LPN evening program students completed their program in the 2008 cohort, and those completions may have contributed to the demonstrated increase in the number of degrees for the year in which they finished.

Realizing that a number of variables influence enrollment trends and that a combination of variables can drive graduation and completion rates, it is difficult to pinpoint the exact factors that cause fluctuations. Changes in economic conditions are believed to impact the number of students who enroll for and complete degrees and certificates. Current increases in enrollment at Belmont Technical College are thought to be a result of current economic conditions, and the increase in enrollment is expected to have a positive impact on future graduation and completion rates. Belmont Technical College does not view uncontrollable economic conditions as the only factor that influences graduation rates. Proactive measures have been established such as a systematic process of program review to assure the relevancy of BTC program offerings to attract new students. Courses are also updated to provide a better match with Transfer Assurance Guide (TAG) courses. New programs continue to be developed which are also designed to attract new markets of students.

Conclusions/Recommendations:

The Ohio Board of Regents established benchmarks and defined measurements for student success that can be used to guide institutions on ways to measure and assess progress in achieving the University System of Ohio metrics. Measurements for degrees and certificates are to be calculated as percents of "original cohort[s]" of entering students. Success rates for students who complete a degree or certificate and for students who transfer without receiving an award will be measured. The "total success rate" will be calculated from a combination of success rates for six categories: 1) Award of less than associate's degree without transfer, a certificate; 2) Award of associate's degree or higher without transfer; 3) Award of less than associate's degree and transferred; 4) Award of associate's degree or higher and transferred; 5) Transferred without an award; and 6) Still enrolled with 30 or more college hours.

In all instances, measurements will be reported by the college and recorded in the state data base. At this point in time, the state data base is understood to be the Higher Education Information System and the reporting is referred to as reporting of HEI data. HEI reports are submitted by the college on a schedule that has been set out in the HEI system. At the present time, the Database System Administrator submits HEI reports with data that has been gathered from the student information system and formatted according to HEI specifications. Reporting on the developing “Benchmarks of Student Success” has not yet begun.

The working draft for definitions and measurements of student success was distributed to HEI reporting contacts during a meeting at the OBR offices in May 2009. The numerous data elements that are to be captured by institutions as a part of success reporting were included in the definitions. Reporting of the new data elements has yet to be called for. However, data collection along the dimensions prescribed has been initiated at BTC. When the Degree Completions monitoring reports are prepared for 2010, success measures will be defined and reported according to the USO definitions.

Graduation Rate Comparisons with Comparable Institutions

Belmont Technical College reports graduation rate data to the Ohio Board of Regents (OBR). These data are published by OBR for the University System of Ohio (USO) in reports accessible through the Higher Education Information (HEI) system. Institutions of higher education and members of the public may then compare graduation completion rate data between and among Ohio public institutions of higher education. This report compares graduation rate data for Ohio’s technical colleges by institutions and for all community colleges by institutional categories. Comparing graduation rates at BTC with rates at comparable institutions is one way the Board of Trustees and the administrators monitor the college’s progress toward helping students achieve their educational goals (Board of Trustees, *Ends Policies*, Section IV, 400.0200.00 *Degree Completion*).

The rationale for using HEI data from an OBR report to make graduation rate comparisons between Belmont and other colleges in this report is based on three factors. 1) These data are readily available to anyone who has computer access and interest in knowing about graduation rates in Ohio’s public institutions. The college community can benefit from being knowledgeable about the information that is accessible to the public. 2) The data have been standardized across all institutions. As an example of how the data have been standardized, “time-to-degree credit hours” for all institutions are expressed in semester hours. HEI has converted the quarter-based credit hours from Belmont and other quarter-based systems to semester hours. 3) Comparisons are legitimate and valid when systematic processes are used to standardize measurements and to make comparisons.

Data:

The table below, Table 1, *Graduation rate comparisons with comparable institutions*, displays graduation rate data² for eight technical colleges in Ohio. In addition, the table includes aggregated data for Ohio technical colleges, Ohio community colleges, and Ohio

² Data for this report are from the OBR report, *Time and Credits to Degree for Associate and Bachelor's Degree Graduates at University System of Ohio Institutions FY 2006-07 Graduates*, retrieved August 28 from: http://regents.ohio.gov/perfrpt/statProfiles/Time_and_Credits_to_Degree_FY_06-07_Report.pdf

state community colleges. The data in the table were updated by OBR in January 2009 and represent associate degrees awarded to non-transferring students who completed those degrees in the 2006-2007 year.

Comparisons are made across four dimensions: number of associate degrees awarded by institution, average number of credits to degree, median number of years for students to earn associate degrees, and the time it took those students to complete the associate degrees they were awarded. Time to degree is categorized according to percentage of students graduating in 2 years or less, 2 to 3 years, 3 to 4 years, and more than 4 years.

These data representing the time it has taken non-transferring students to complete their associate degrees show cumulative percentages. Thus, for the 178 degrees that are shown as awarded at BTC during the 2006-2007, 17 percent of the degrees were completed in two years or less; 48 percent were completed in three years or less; 65 percent were completed in four years or less; and 100 percent were completed in four years or longer.

Table 1 *Graduation rate comparisons with comparable institutions*

Institution	Degrees awarded	Average credits to degree	Median years to degree	Percent graduating in			
				2 years or less	>2 years <= 3 years	>3 years <= 4 years	>4 years
Belmont Technical College	178	85	3.3	17%	31%	17%	34%
Central Ohio Technical College	288	82	3.3	8%	39%	22%	31%
Hocking Technical College	576	81	3.3	18%	31%	18%	34%
James A. Rhodes State College	386	82	3.5	11%	30%	21%	38%
Marion Technical College	199	81	4	4%	23%	26%	48%
North Central State College	345	83	4.3	11%	17%	21%	51%
Stark State College of Technology	760	88	3.7	13%	25%	21%	41%
Zane State College	298	82	3.3	17%	30%	17%	36%
Technical Colleges	3,030	83	3.5	13%	28%	20%	39%
Community Colleges	4,267	87	4.8	7%	15%	17%	60%
State Community Colleges	4,499	82	4	9%	23%	20%	48%

Analysis:

Data in the comparison table indicate that BTC awarded 178 associate degrees in the 2006-2007 year. On average, BTC students completed the equivalent of 85 semester credit hours toward their degrees; and the median number of years taken to complete the work required for an associate degree was 3.3 years. These data represent associate degrees only and do not include certificates earned. In comparison with other technical colleges, BTC students are reported as earning the second highest number of credits (85) while the average for technical colleges was 83.

When *median years to degree completion* are compared for all technical colleges in Ohio, the average is 3.5 years. The average for BTC graduates is 3.3 years. The average of 3.3 years is reported for three other technical colleges: Central Ohio Technical College; Hocking Technical College; and Zane State College (Zane). BTC and Zane show the second highest percentage of students completing their degrees within two or fewer years with an average of 17 percent. Overall, BTC reported that 48 percent of its students completed degrees in three years or fewer, while the cumulative average for all Ohio technical colleges was 41 percent.

Conclusions/Recommendations

OBR created the matrix referenced in this report with data submitted to the HEI system for associate degrees awarded during the 2006-2007 year. During the 2006-2007 year, there were 3,030 associate degrees awarded to non-transfer students by technical colleges in Ohio. Of those degrees, 178 were awarded at Belmont. This represents 5.9 percent of degrees overall. During the 2005-2006 year, there were 2,982 associate degrees awarded by Ohio technical colleges, and of those, 168 (5.6 percent) were awarded at Belmont. Thus, BTC's contribution to the overall production of associate degrees shows a slight increase from one year to the next.

The targeted-goal for associate degrees to be awarded by *all* Ohio institutions in 2013-2014 was published in the USO metrics. The targeted goal is 24,062 associate degrees. This is an increase from the 2006-2007 year of 5,906 degrees. This increase of 32.5 percent in associate degree production for all institutions in the University System of Ohio means all Ohio institutions must focus on helping more students complete degrees.

Belmont's new strategic plan includes enrollment management action plans that are aimed at increasing the number of students entering college, helping students identify programs of interest, and encouraging students' timely progress through educational and career pathways. As goals for achievement are stated, metrics are determined, and methods of tracking students' success are identified and established, the college will report the number of degrees awarded and BTC's contribution to helping more students in Belmont, Harrison, and Monroe counties realize their educational goals.

Strategies Employed to Improve Graduation Rates

Graduation rates are an indicator of student success. Belmont Technical College faculty, staff, and administrators recognize the importance of retaining students through completion of their degree and certificate programs. As stated in Board of Trustees' *Ends Policies* (Section IV, 400.0200.00, *Degree Completion*, 2007), "The college is committed to student success and, to that end, will foster the development of a learning community characterized by student, faculty, and employee engagement in learning, effective teaching and learning practices, and student support systems that attract students to BTC and enable them to remain at the college through achievement of their educational goals."

This report presents strategies implemented by BTC faculty, staff, and administrators to support and to encourage degree and certificate completion by students who have chosen BTC as their entry to attainment of associate degrees, transfer degrees, and certificates in higher education. Initiatives discussed in this report are predominately those that have been developed and implemented or revised and updated since September 2008.

Yes, You Can!

Adult learners are the target population for *Yes, You Can!* This four-topic series of classes has been developed to offer tuition-free college-readiness classes. Classes meet on Saturdays on Main Campus and in the evenings at North Center. Students enrolled in the classes receive instruction in four topics. Students begin with sessions in basic computer skills, where they learn to save files, create documents in Microsoft Word, and download images and documents from the Internet. College success strategies are discussed in the first four weeks and include time management tips, note taking, test taking and study skills. Basic operational math skills and techniques for writing follow computer skills and college success classes.

Thirty-one adults attended the program during winter 2009, and of these students, four enrolled in degree programs following their participation in *Yes, You Can!* There are currently 17 students enrolled for fall classes.

Hilda Burrows Door-of Opportunity Grant

The budget for the Hilda Burrows Door-of-Opportunity Grant has been more than quadrupled to offer assistance to a greater number of laid-off workers. The grant originally had a budget of \$15,000 and was used to pay only for tuition after other forms of financial aid were exhausted. After a generous appropriation by the Board of Trustees, the budget is now \$65,000 and the grant can be used to pay for not only tuition, but also for books and fees after other financial aid resources are applied.

As a result of recent layoffs and plant closings throughout the Ohio Valley, more residents are enrolling at Belmont Technical College with the hope of receiving new skills to help them obtain employment. This additional appropriation could not have come at a better time, especially in light of the fact that even local unemployment offices have seen state funding reductions and layoffs. The appropriation will assist students in obtaining a degree or certificate that will make them more viable candidates and enhance their chance of finding a job in the local community.

ABLE Collaboration

Prior to July, 2008, Belmont County and Harrison County ABLÉ classes were conducted in one-stop centers, churches, career centers, and other community facilities. At the end of July in that same year, Belmont Technical College and Mid-East Career and Technology Center, the agency which holds the ABLÉ competitive grant for eight surrounding counties to include Belmont, Harrison, and Monroe counties, entered into a partnership and collaborated to provide an evening ABLÉ class at BTC. The class continued successfully for one year, and in June of 2009, Mid-East and BTC developed an MOU to formalize the partnership and extend ABLÉ classes to BTC's North Center. In addition, through a grant from the Board of Regents, Mid-East and BTC collaboratively offered a successful, math-specific summer ABLÉ class for that was directly linked to the stackable certificate initiative. For the 2009-2010 fiscal year, ABLÉ classes will continue at BTC's main campus, extend to BTC's North Center, and a new ABLÉ/Stackable program will begin at BTC's Monroe County location.

SSC Triage Program

Belmont Technical College's Student Success Center has traditionally offered only individualized and drop-in math and writing tutoring for students who require academic assistance. At the beginning of the 2009 calendar year, the Student Success Center staff, who realized a more individualized approach to student assistance was needed, engaged in research and data collection. From those activities, a new system of student academic assistance, which included a triage component and a continuum of services, emerged. The program was successfully launched on a small scale spring, 2009, and it will be implemented fully beginning fall, 2009.

At the heart of the program is an individualized approach to students' request for academic assistance. Previously, students were able to request only tutoring via a "Tutoring Request" form; students now complete a "Request for Assistance" form, meet directly with a Student Success Center staff member, and identify with the staff member the appropriate level and kind of intervention(s) best meet the needs of the student. Academic assistance in

the Student Success Center now ranges from handouts, group workshops, individual workshops and support in areas such as time management, study skills, note taking, test taking, study groups, to group tutoring, drop-in tutoring, and individual tutoring. Throughout the academic year, the Student Success Center staff will continue to assess the triage program and expand academic supports and interventions for students.

PSY100: Personal and Academic Development

PSY100, "Personal and Academic Development," affords students the opportunity to increase their academic skills and learning/study skills so they can move at a faster pace to college-level courses and their certificate/degree program. In this course, students will engage in remediation of two or more skill areas (English, math, or reading) as determined by their placement test scores, through the use of "A+dvancer," a web-based diagnostic-prescriptive program. In addition, students will address individual learning/study skill development through a Learning and Study Skills Inventory (LASSI) and in-class instructional activities.

Updates on strategies

Case Management Advising

Belmont Technical College purchased software for Case Management Advising (CMA) that was developed by Sinclair Community College through funding from a U.S. Department of Education Title III Strengthening Institutions grant and the Sinclair Community College Foundation. CMA uses software and programming to facilitate development Student Success Plans for at-risk students, to systematically monitor academic progress, and to document intervention strategies that promote student success and degree completion. While a number of obstacles remain to reaching the full potential of the Case management advising process, implementation began in 2009.

Students were identified who met two pre-determined criteria for being *at-risk*. Criteria One: Students were First-time, Full-time, degree seeking students. Criteria Two: Students who met Criteria One and who also tested into two or more developmental courses were included in the pilot project for winter quarter 2009.

Initially, 33 students were identified as meeting the criteria as being *at-risk*. Attempts were made to contact the at-risk cohort of students and invite them to participate in creating a Student Success Plan. Contact was made with 23 of the 33 students. Six-teen were willing to schedule an initial visit with the intake counselor; five students declined, and two provided new information which revealed that they did not meet the at-risk criteria. Of the 16 students who agreed to participate, seven did not arrive for their appointments (3 rescheduled), four decided not to participate, and 5 students signed consent agreements. Students were assigned an Academic Advisor for the next step in developing a Student Success Plan. Of the five participants, records show that all were registered for spring quarter, three are pursuing the RN program, one is pursuing a degree in Industrial Electronics and the other student is enrolled in the Tooling and Machining program.

One barrier to full implementation of CMA has been difficulty with importing data from the student information system into CMA software. Fully functional CMA software was essential for advisors to be able to give each student an individualized Student Success Plan when they finished the academic advising appointment. Although this particular initiative is no longer receiving grant funding, the academic advisors expect to reach full-implementation of CMA during this academic year.

New Student Group Registration was designed to provide a formal group orientation to BTC. During the spring and summer of 2009, 307 new students participated in group registration sessions. Administrators and faculty members welcomed students to the college, and students received instruction on financial aid, on-line resources. Students had an opportunity to meet face-to-face with an advisor and to complete their first registration for classes.

Right Start Orientation is a one day event which is designed to bond students to the college by discussing college coursework, faculty expectations, college policies, and services available to BTC students. Efforts are made to conduct this orientation immediately prior to the first day of the quarter. On June 19, 2009, sixty-three students attended Right Start; one hundred and eighty-six students are scheduled to attend the Right Start Session September 17 and 18, 2009. Results of Right Start evaluations from the past academic year revealed that 95% of the students "feel more confident about starting college as a result of participating in the Right Start Orientation."

The Student Success and Learning Course, PSY 104, is a student success course which covers topics such as time management, study skills, goal setting and learning styles. For fall quarter, 2008/09, 211 students were registered for 12 sections of PSY 104.

The Trustee's Scholarship Event was conducted on September 2, 2009. One-hundred and eighty six students attended with approximately 245 parents and/or guardians. One goal of the event is to focus attention on the benefits of being awarded a Trustee's Scholarship. In addition, the gathering provides students with an opportunity to hear presentations from faculty members who instruct in the students' chosen majors. Parents attend this event as well as entering students and are instructed on what they can do to foster their student's success. In addition, parents have an opportunity to meet with staff members and to ask questions.

Supplemental Instruction continues to be offered at BTC. This program places peer tutors in classes. The peer tutors are students who have been successful in the courses to which they are assigned as peer tutors. The role of a peer tutor role is to assist students during scheduled class sessions. During the fall, winter and spring of 2008-09, a total of 19 courses were staffed with supplemental instruction.

Conclusions and Recommendations

Belmont's college-wide strategic plan focuses on maximizing access, affordability, economic leadership and efficiency for the college's three-county service district. Eight strategic planning groups were formed with cross-functional representation on these work teams. The groups have created unit-level action plans to address Finance, Student Support, Academic Excellence, Facilities, Marketing, Enrollment, Technology and Organizational Culture issues. Each work group has created unit-level plans with action statements, measurement plans, and tactics for achievement. As strategic plans are merged and implemented, Belmont Technical College will extend its influence to attract even more new and returning students and to promote greater retention of continuing students. Ultimately, the goal is to increase the attainment of academic success in higher education for students in Belmont, Harrison, and Monroe counties.

Presentations None.

**Comments
From the
Chair**

- **Recent Quarterly Trustees' Meeting- Board of Regents** was very interesting. Trustees participated in a speed networking activity.
- At the **OACC Fall Conference** Mrs. Gates accepted the Founders award for former trustee John Swan.
- Dr. Saxby and Mrs. Pollock will be attending the **ACCT Annual Leadership Congress October 7-10, 2009 in San Francisco, California**. Mrs. Pollock will be asked to be the voting delegate for BTC.
- There is a copy of **The Trustee's Role in Fundraising** book in the Trustees' folders.

**Next Regular
Meeting**

The next regular Board of Trustees meeting will be held on **Thursday, October 22, 2009 @ 7:00 p.m.** in the BTC Board Room. The Heritage Tree/Emeritus Reception will be held prior to the next board meeting at approximately 5:30 p.m.

Adjournment

There being no further business of the Board of Trustees, the meeting adjourned at 7:55 p.m.

Elizabeth Gates, Chair

Joseph E. Bukowski, President

Date Approved: ____ / ____ / ____

TAB B
CONSENT
AGENDA

TAB B1

CONSENT AGENDA

Human Resource Items

Additions to Eligible Adjunct Faculty List

AGENDA ITEM B1: ADDITION TO ELIGIBLE ADJUNCT FACULTY LIST
Board of Trustees Meeting Date: October 22, 2009

Fall QUARTER 2009:

The following name is submitted for Board approval to be added to the list of eligible adjunct faculty:

Name	Title	Subject Area
James Grimm	Instructor Adjunct	Information Technology

RECOMMENDATION: It is recommended that the Board approve the individual listed above as an eligible adjunct faculty.

SUBMITTED BY: Marge Hawthorne, Director of Human Resources

TAB B2
CONSENT AGENDA
Board Items

TAB B2

CONSENT AGENDA

Board Items

Modifications to Strategic Plan

AGENDA ITEM B2: MODIFICATIONS TO STRATEGIC PLAN

Board of Trustees Meeting Date: October 22, 2009

The following are recommended changes that arose from the unit level planning process.

Student Support

Goal: Design and implement an innovative system of integrated, student-centered support services that foster the personal, professional and intellectual growth of a diverse student body.

Remove the following objective from the *Student Support* section:

Objective 2: Design strategic options for obtaining and awarding grant and scholarship resources that address targeted markets.

The objective will be addressed as a tactic step in the *Enrollment* section under:

Objective 2: Utilize the Continuous Quality Improvement (CQI) Model to create and implement a systematic plan to assess and improve the college enrollment management model.

Finance

Goal: Develop a comprehensive financial management plan to create a dynamic, resilient financial environment by strategically leveraging and maximizing financial resources.

Combine the following two objectives in the *Finance* section to make a one concise objective:

Objective 1: Design, implement, and evaluate a plan to diversify revenue streams.

Objective 2: Reduce dependence on state funding.

Combine objectives to now read:

Design, implement, and evaluate a plan to diversify revenue streams to reduce dependence on state funding.

RECOMMENDATION: It is recommended that the Board approve the recommended changes to the strategic plan objectives.

SUBMITTED BY: Dr. Joseph E. Bukowski, President

Student Support

Goal: Design and implement an innovative system of integrated, student-centered support services that foster the personal, professional and intellectual growth of a diverse student body.

Objectives

- Utilize the Continuous Quality Improvement (CQI) Process to develop a plan for assessing and improving the effectiveness of student support services for a diverse student body through collaboration among all college departments.
- Design strategic options for obtaining and awarding grant and scholarship resources that address targeted markets.
- Enhance opportunities for the personal, professional, and intellectual development of students by re-conceptualizing the philosophy and practices for college advising, student support services and activities, and the College Work Study Program.
- Utilize technology to enhance access to and delivery of exemplary student support services among a diverse student body.
- Build an aggressive and effective career services function.
- Develop the Student Success Center's capacity to meet the growing demands of a diverse and growing student body.
- Develop the Learning Commons capacity to support the community college mission.
- Critically examine and develop long-term strategies for child-care services to accommodate a growing student body.